Lesson Plan for Implementing NETS•S—Template I
(More Directed Learning Activities)

Template with guiding questions

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Grade Level(s)	12th Grade
Content Area	English: Advanced Placement English Literature and Composition
Time line	4 weeks

Standards (What do you want students to know and be able to do? What knowledge, skills, and strategies do you expect students to gain? Are there connections to other curriculum areas and subject area benchmarks?)

> **ELACC11-12RL1:** Cite strong textual evidence to support analysis
> **ELACC11-12RL9:** Analyze how to works treat similar themes or topics
> **ELACC11-12W2:** Write informative/explanatory texts
> > a. Introduce a topic clearly; organize complex ideas
> > b. Develop a topic through meaningful examples and quotations
> > c. Use varied transitions and syntax to create cohesion
> > d. Use precise language and rhetorical techniques
> > e. Establish and maintain a formal style and objective tone
> > f. Provide a concluding statement that support the information presented
>
> **ELACC11-12W4**: Produce writing appropriate to the task, purpose, and audience.
> **ELACC11-12W5**: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
> **ELACC11-12W6**: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback.
> **ELACC11-12W9**: Draw evidence from literary or informational texts to support analysis, reflection, and research.
> **ELACC11-12L1**: Demonstrate command of the conventions of standard English grammar and usage when writing.
> **ELACC11-12L2**: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
> **ELACC11-12L3a**. Vary syntax for effect.

Content Standards

| NETS*S Standards: | **Communication and Collaboration**: Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
    a. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environment
(addressed through use of Padlet, blogging, and Google Drive)
Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
    b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media
    d. Process data and report results
(addressed through use of Padlet)
Critical Thinking, Problem Solving, and Decision Making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
    c. Collect and analyze data to identify solutions and/or make informed decisions
    d. Use multiple processes and diverse perspectives to explore alternative solutions
(addressed through use of Padlet, blogging, and Google Drive) |

Overview (a short summary of the lesson or unit including assignment or expected or possible products)

In this lesson, Advanced Placement English Literature and Composition students read two texts: *Fences*, a play by August Wilson, and *A Lesson Before Dying*, a novel by Ernest J. Gaines. Both texts are about the struggles of African Americans during the pre-civil rights era, yet each is set in a different place and in slightly different time periods. In each text, the main character faces questions about manhood and the role of the black male in society but their responses to these dilemmas differ. The final product is a 3-5 page typed essay that follows MLA standards and effectively compares or contrasts one specific element of the two texts (i.e. the influence of the white community, the setting, the role of women, etc.).

Despite being Advanced Placement students, many still struggle with the process of writing an effective composition, so this essay was heavily scaffolded using Internet tools and peer collaboration. On specific days, *Fences* was be read in class and discussed while *A Lesson Before Dying* was read by students individually at home. Students did have a reading guide to aid in their comprehension and analysis of both texts. The novel, *A Lesson Before Dying*, was been divided into three sections and on the due dates for each section, students worked in small groups to begin addressing points of comparison and contrast between what had been read in the play and what had been read in the novel. Students had topics to spark discussion, but they were not limited to these topics and could discuss the two texts through whichever lenses they saw fit. Students recorded these ideas developed during discussion in the form of notes, quotations, and questions or predictions on a Padlet page. During each subsequent small group meeting, students continued to add to the Padlet page so that by the time they were finished reading both texts, it was a storehouse of thoughts, ideas, and quotations that they could use to begin developing their essays. The Padlet was be linked to the teacher's webpage and could be accessed outside of class time as well. Many groups chose to add thoughts to the Padlet while they were reading outside of class.

After completing the reading assignment of both texts, students worked individually to draft introduction paragraphs and thesis statements for the essay. Students focused on the ideas recorded on their Padlet pages and stated common themes found in both texts, while still noting the differences each author developed. The introduction paragraph with thesis statement were posted as a comment to a blog on the teacher's website. Students then evaluated the introduction paragraphs of each of their groupmates, providing feedback with regards to clarity, insightfulness, and grammar/mechanics. They also suggested possible examples or scenes that the student may choose to include as evidence in his or her paper. The teacher commented on each student's introduction paragraph as well.

Students then began composing the rough draft of the essay using Google Docs/Google Drive. They could access the Padlet page of their group, as well as those pages of other groups, in order to develop and refine ideas or locate textual evidence needed to support those ideas. Two days in class (and additional time at home) were provided for typing the rough drafts. After completing the rough draft, students engaged in a writing workshop focused on syntax, specifically eliminating wordy constructions and unclear or ambiguous words. Students used Google Drive to share their rough drafts with one other student; the teacher chose partners for the purpose of differentiation. Each partner read another student's rough draft and used the highlighting or commenting feature in Google Drive to identify six sentences and ten specific words that needed revision. Using the commenting feature, they included suggestions for revision that the original author could choose to adopt is they chose. Rough drafts were shared also with the teacher so that she could monitor the process of drafting, editing, and revising.

Editing and revision took place and final drafts were submitted to the teacher using Google Drive.

Essential Questions (What essential question or learning are you addressing? What would students care or want to know about the topic? What are some questions to get students thinking about the topic or generate interest about the topic? What questions can you ask students to help them focus on important aspects of the topic? What background or prior knowledge will you expect students to bring to this topic and build on?)

- How do Ernest J. Gaines (*A Lesson Before Dying)* and August Wilson (*Fences*) present both similar and contrasting views of African-American life during the pre-Civil Rights Era?
- How does a collaborative writing process help me to develop ideas and identify examples to support analysis of the text?

Objectives:

By the end of the lesson, students will be able to:

- Clearly articulate in writing the similarities and differences in *Fences* and *A Lesson Before Dying* and connect these textual qualities to the themes of both texts.
- Provide strong, thorough, and relevant textual evidence from both texts to support claims.
- Produce a piece of writing that demonstrates command of English language conventions and MLA guidelines.
- Work with a small group and partners to improve the way one navigates the writing process.

Assessment (What will students do or produce to illustrate their learning? What can students do to generate new knowledge? How will you assess how students are progressing (formative assessment)? How will you assess what they produce or do? How will you differentiate products?)

Students were assessed multiple times throughout the writing process.

Padlet was used to assess students' understanding of both texts and the connections that could be made between both texts. Each group had to receive "checks" indicating successful completion of all tasks identified in the following checklist; if groups failed to meet these requirements, they were asked to stay for tutoring sessions for one-on-one instruction and discussion of the texts with the teacher. One group required extra instruction from the teacher. These group members stayed after school twice because they had so many questions about the two texts.

<p align="center">Padlet Checklist:</p>

Through using the Padlet, students should demonstrate the following skills or competencies:
_____ 1. Make insightful connections between the two texts, noting similarities and differences.
_____ 2. Identify textual evidence from each text to support analysis and conclusions being drawn.
_____ 3. Work collaboratively with a group to discuss and develop ideas about the two texts; assign roles and divide tasks to ensure completion of the task and understanding of the two texts

Blogging was used to assess whether or not students had identified a specific topic for their papers and clearly explained that topic. Students posted individual introduction paragraphs and thesis statements to the class blog. Students were formatively assessed using the checklist provided; if individual students failed to meet these requirements, they were asked to stay for tutoring sessions for one-on-one instruction with the teacher. One students was required to stay for tutoring because his introduction paragraph did not meet basic expectations. Two students were required to stay to revise the comments they provided to peers since they did not meet the basic expectations.

<p align="center">Blogging Checklist:</p>

Through blogging, students should demonstrate the following skills and competencies:
_____ 1. Develop an introduction paragraph that follows the template outlined in class: (1) Theme Statement; (2) Introduction of both works (including title, author, and brief description; (3) Statement of specific point of comparison or contrast between two works
_____ 2. The specific point of comparison or contrast identified in the thesis is descriptive, insightful, and relevant to the two texts. The thesis statement accurately states a clear topic for the paper.
_____ 3. The student provides meaningful feedback to each member of his or her group. Feedback consists of three elements: (1) evaluation of the topic chosen; (2) evaluation of the student's grammar and mechanics; (3) suggestions of examples/quotations/specific scenes to include from each text to support the thesis statement

Students use Google Docs/Drive to create rough drafts and engage in peer editing. During peer editing, students read the paper of one other student and identified six specific sentences that required revisions and ten specific words that required revision. Each student highlighted the sentences that he or she though should be changed because of wordiness and provided a suggested revision in a corresponding comment box. The same was true for the ten words that students revised for clarity or jargon. After commenting, the document was shared with the teacher for formative assessment of the student editor's suggestions for revision. Students were formatively assessed using the checklist provided; if individual students failed to meet these requirements, they were asked to stay for tutoring sessions for one-to-one instruction with the teacher. One student had to stay for tutoring because of an absence.

<p align="center">Google Drive Checklist</p>

Through the use of Google Drive/Docs, students should demonstrate the following skills and competencies:
_____ 1. Accurately identify six sentences that would benefit from revision to eliminate wordiness.
_____ 2. Provide satisfactory suggestions for revision that reduce redundancies, improve clarity, or eliminate unneeded words and phrases.
_____ 3. Accurately identify ten words that would benefit from revision in order to better address the needs of the audience.
_____ 4. Provide satisfactory suggestions for revision that consider the audience and improve clarity.

Students' final draft, with revisions completed, was submitted to the teacher using Google Drive. Students were assessed summatively using the following rubric. The rubric comes from Turnitin and is aligned to the Common Core Standards.

Description	5 Exceptional	4 Skilled	3 Proficient	2 Developing	1 Inadequate
Focus: W2a, W2f The text focuses on a topic to inform a reader with ideas, concepts, and information that creates a unified whole.	The text clearly focuses on a compelling topic that informs the reader with ideas, concepts, and information that creates a unified whole.	The text focuses on an interesting topic that informs the reader with ideas, concepts, and information that creates a unified whole.	The text has a topic that informs the reader with ideas, concepts, and information that creates a unified whole.	The text has an unclear topic with some ideas, concepts, and information.	The text has an unidentifiable topic with minimal ideas, concepts, and information.
Development: W2b, W9 The text presents facts, extended definitions, concrete details, quotations, and examples. The text provides a conclusion that supports the topic and examines its implications and significance.	The text provides significant and relevant facts, extended definitions, concrete details, quotations and/or examples that thoroughly develop and explain the topic. The text provides an engaging conclusion that supports the topic and examines its implications and significance.	The text provides relevant facts, extended definitions, concrete details, quotations, and/or examples that sufficiently develop and explain the topic. The text provides a competent conclusion that supports the topic and examines its implications and significance.	The text provides facts, extended definitions, concrete details, quotations, and/or examples that develop the topic. The text provides a conclusion that supports the topic and examines its implications and significance.	The text provides facts, definitions, details, quotations, and/or examples that attempt to develop and explain the topic. The text may provide a conclusion that supports the topic.	The text contains limited facts and examples related to the topic. The text may or may not provide a conclusion.
Audience: W2e The text anticipates the audience's background knowledge of the topic. The text includes formatting, graphics, and/or multimedia when useful to aiding comprehension.	The text consistently addresses the audience's knowledge level and concerns about the topic. The text includes effective formatting, graphics, and/or multimedia that enhance comprehension.	The text anticipates the audience's knowledge level and concerns about the topic. The text includes appropriate formatting, graphics, and/or multi- media that strengthen comprehension.	The text considers the audience's knowledge level about the topic. The text includes formatting, graphics, and/or multimedia when useful to aiding comprehension.	The text illustrates an inconsistent awareness of the audience's knowledge level about the topic. The text may include some formatting, graphics, and/or multimedia that may be distracting or irrelevant.	The text lacks an awareness of the audience's knowledge level about the topic. The text includes limited or inaccurate formatting, graphics, and/ or multimedia that impedes comprehension.
Cohesion: W2c The text explains the relationship between ideas and concepts. The text includes appropriate and varied transitions and syntax.	The text strategically uses words, phrases, and clauses to link the major sections of text. The text explains the relationships between the topic and the examples and/or facts.	The text skillfully uses words, phrases, and clauses to link the major sections of the text. The text identifies the relationship between the topic and the examples and/or facts.	The text uses words, phrases, and clauses to link the major sections of the text. The text connects the topic and the examples and/or facts.	The text contains limited words, phrases, and clauses to link the major sections of the text. The text attempts to connect the topic and the examples and/or facts.	The text contains few, if any, words, phrases, and clauses to link the major sections of the text. The text does not connect the topic and the examples and/or facts.
Language and Style: W2d, L3a The text presents a formal style and objective tone and	The text presents an engaging, formal, and objective tone. The text uses sophisticated language, vocabulary, and	The text presents a formal, objective tone. The text uses precise language, vocabulary, and techniques such as metaphor, simile,	The text presents a formal, objective tone. The text uses relevant language, vocabulary, and	The text illustrates a limited awareness of formal tone. The text attempts to use language, vocabulary, and	The text illustrates a limited or inconsistent tone. The text uses imprecise language,

uses language, vocabulary, and techniques such as metaphor, simile, and analogy to manage the topic.	techniques such as metaphor, simile, and analogy to manage the complexity of the topic.	and analogy to man- age the complexity of the topic.	techniques such as metaphor, simile, and analogy to manage the complexity of the topic.	some techniques such as metaphor, simile, and analogy.	vocabulary, and limited techniques.
Conventions: L1, L2 The text demonstrates standard English conventions of usage and mechanics while attending to the norms of the discipline in which they are writing (MLA, APA, etc.).	The text intentionally uses standard English conventions of usage and mechanics while specifically attending to the norms of the discipline in which they are writing (MLA, APA, etc.).	The text demonstrates standard English conventions of usage and mechanics while suitably attending to the norms of the discipline in which they are writing (MLA, APA, etc.).	The text demonstrates standard English conventions of usage and mechanics while attending to the norms of the discipline in which they are writing (MLA, APA, etc.).	The text demonstrates some accuracy in standard English conventions of usage and mechanics.	The text contains multiple inaccuracies in Standard English conventions of usage and mechanics.

Resources (How does technology support student learning? What digital tools, and resources—online student tools, research sites, student handouts, tools, tutorials, templates, assessment rubrics, etc.—help elucidate or explain the content or allow students to interact with the content? What previous technology skills should students have to complete this project?)

For this lesson, students used the following resources:

Padlet (www.padlet.com): Padlet is on online board for "sticky notes" that allows students to post ideas for others to see and for their own reference at a later time. Students can engage in real-time collaboration with their peers, as well as work asynchronously to add information to be accessed by others at a later time. The board is always active and has a unique URL for students to access. Although Padlet is very simple to use, I did build in a day for "Padlet practice" using another assignment. This activity allowed students to learn how to use Padlet before implementing the essay lesson plan. Padlet helps students to address NETS-S standards related to Communication and Collaboration, Research and Information Fluency and Critical Thinking, Problem Solving, and Decision Making.

Blogging: Students in my class are very familiar with blogging, since it is used as a regular class activity. Students do not create their own blogs, but rather respond to blog topics on the teacher's webpage. Students interact with each other in the comments section of the blog, replying to specific student comments to create threaded discussions. Blogging helps students to address NETS-S standards related to Communication and Collaboration, and Critical Thinking, Problem Solving, and Decision Making.

Google Docs/Google Drive: Students are also familiar with Google Docs as an alternative to Microsoft Word and with Google Drive as a means of collaborating on and submitting assignments. Each students has a Google Mail address that is used exclusively for schoolwork. Each student has a copy of email addresses for all class members to make sharing resources easy. Google Drive helps students to address NETS-S standards related to Communication and Collaboration and Critical Thinking, Problem Solving, and Decision Making.

Students also used the writing rubric from Turnitin:
http://www.schoolimprovement.com/docs/Common%20Core%20Rubrics_Gr11-12.pdf

Instructional Plan
Preparation (What student needs, interests, and prior learning provide a foundation for this lesson? How can you find out if students have this foundation? What difficulties might students have?)

The English content standards are taught on a cyclical basis; that is, most standards are addressed in each unit and then readdressed at a more sophisticated level in subsequent units. Therefore, work from the previous unit provided a foundation for students to complete the assignments in this unit. In the previous unit on *Frankenstein*, students were also asked to compose an essay and submit using Google Drive. However, many struggled with some basic essay fundamentals, such as locating the textual evidence needed, deciphering the best textual evidence, and creating a quality thesis statement. They also failed to adequately proofread and revise their rough drafts, which left me with many tedious errors to correct. Therefore, the scaffolding built into the unit (Padlet, blogging, collaboration, peer editing, etc.) sought to address these deficiencies. Students are in the most advanced English course available to seniors so instruction on "how to write an essay" was minimal since students have developed most of these skills and are in the process of refining those writing skills.

We did spend some time discussing various methods of organizing a compare/contrast paper since they have not yet written this type of paper this year. I modeled how to write a compare/contrast paper by having students compare and contrast two different interpretations of Act 1, scene 3 from *Fences* (a version with Denzel Washington as the lead character and a version with James Earl Jones as the lead character). Students were able to choose the text by text or the point by point method of organization for their individual essays.

Management Describe the classroom management strategies will you use to manage your students and the use of digital tools and resources. How and where will your students work? (small groups, whole group, individuals, classroom, lab, etc.) What strategies will you use to achieve equitable access to the Internet while completing this lesson? Describe what technical issues might arise during the Internet lesson and explain how you will resolve or troubleshoot them?

While completing the Padlet assignment, students worked in small groups. Each student had access to an electronic device (1:1), either using a school laptop from a laptop cart or a personal mobile device (our school has a BYOD policy.) This ensured that all students had a device to use. Many chose to work on their phones because were comfortable with this device, while others opted for the laptop because it was larger. Groups were provided with daily expectations and expected that their work would be assessed at the end of the class period. The teacher monitored student progress by walking from group to group; she may have asked the group leading questions if they seemed stuck or were struggling or simply listened in on group discussions that were proceeding as planned. Additionally, there was a covered box in the room for students to write any concerns about group members who were not participating equally so that students could hold their groupmates accountable for completing an equal share of the work and being prepared for in-class discussions.

While blogging, students again used laptops or personal devices, yet they worked individually with a list of expectations to be completed by the end of the class period.

To type rough drafts and engage in peer editing, students visited the computer lab during class time since the larger keypads and screens on the desktop computers were more conducive for lengthy typing. Students worked individually typing rough drafts and consulted the teacher for any questions that needed to be answered. Students chose to use the "chat" feature in Google Drive to ask questions to their classmates. For peer editing, students were assigned partners by the teacher and communicated with this partner using the chat feature. The teacher monitored the classroom by walking around to answer student questions; yet she also had the ability to check in on any student's progress to a greater extent since all students shared their document with the teacher's Google Drive account.

Had the wireless Internet become inaccessible, students would have completed each of the assignments on paper: Padlet would be substituted with sticky notes on a sheet of paper that would later be transferred to the Padlet; blogs would be written on paper and then passed around to groupmates for commenting below; rough drafts would be handwritten to be transcribed into Google Docs later.

If problems occurred during peer editing, students would have been assigned a partner's paper to work on for homework and students would be given class time to work on other homework as a trade-off in time.

Much time had also been spent troubleshooting the various Internet tools before lesson implementation. As mentioned earlier, students were extremely familiar with Google Drive and blogging as these were tools that had been used in the classroom since the first week of school. Still, the teacher set up and tested the blog on a sample student account before assigning it to the class to ensure the link was active and the comments feature was showing. Students were reminded to use the class list of emails (including the teacher email) for sharing Google Drive documents. Padlet was a new tool, which required a bit more troubleshooting. Students completed a "practice Padlet" on a different assignment a few days prior which allowed them to learn the tool and allowed the teacher to smooth out a few more issues. For example, the teacher learned that all students should create an account so that they could move boxes and make changes after a 24 hour period. Also, it was decided that students would place their names on the particular sticky notes for which they were responsible since Padlet does not have another means of tracking student input. A Padlet "tips" sheet was provided to each group with instructions for ensuring privacy on their walls (creating a password so that other groups could not interfere) and changing the URL to something simpler for the group to remember. Groups also chose one person who would be responsible for moving boxes that may overlap so that all text would be readable.

Instructional Strategies and Learning Activities – Describe the research-based instructional strategies you will use with this lesson. How will your learning environment support these activities? What is your role? What are the students' roles in the lesson? How can you ensure higher order thinking at the analysis, evaluation, or creativity levels of Bloom's Taxonomy? How can the technology support your teaching? What authentic, relevant, and meaningful learning activities and tasks will your students complete? How will they build knowledge and skills? How will students use digital tools and resources to communicate and collaborate with each other and others? How will you facilitate the collaboration?

The instructional activities asked students to analyze, evaluate, and create, three skills in the higher-order of Bloom's Taxonomy. Students analyzed the text in order to find similarities and differences and to decide how these nuances contributed to the text's theme. They created original introduction paragraphs and then rough drafts and worked collaboratively with peers to evaluate and critique each other's work for specific purposes.

Students worked with a small group of their choosing. Students have worked with this same group for the entire year with a few minor exceptions; this is called the "out-of-class" group. Students were able to choose groupmates whose work ethic they appreciated and with whom they thought they could work well; students often work with flexible small groups during class time that are teacher-chosen but when asked to complete work outside of class, they work with the "out-of-class" group. Students seem to appreciate working with the same group since it allows them to develop relationships and partnerships with these students, to learn each other's strengths and weaknesses, and to hold each other accountable for quality work.

Students also got to choose their essay topics. Each group's discussions naturally lead this selection process, but students were allowed to write on a topic related to the texts in which they were interested. Some sample topics were provided as starting points.

During each in-class meeting, instruction was student-centered and may have consisted of a brief mini-lesson followed by student work time. During work time, whether in groups or working individually, students had clear expectations that they should follow and descriptions of the type and amount of work they should have completed by the end of the class period. The teacher worked with individual groups who were struggling and evaluated the comprehension and depth of analysis of groups by quietly monitoring conversation. Unless students seemed to be completely off track, she allowed group discussions to remain organic and allowed students to make discoveries in the text for themselves. Class, however, always ended with a time of sharing in which groups or individuals could share new discoveries or describe particularly insightful conclusions made by their groupmates or individually. This time of sharing also consisted of questions that groups may have raised but never agreed upon an answer. The teacher was available for after school tutoring sessions for one-one-one instruction for students who struggled significantly.

Although the process of writing an essay is not especially authentic, the component skills in this process are. Students must work through a problem in stages during which their understanding and thoughts may change and develop. Students must also strive to support all claims with relevant and convincing data and do so in a way that is clear and appropriate for the targeted audience. Students also work collaboratively to evaluate the work of others, engaging in feedback that is always positive despite finding faults with other student's work. Students take pride in their work because they know that the entire class will have access to their ideas, and others may build upon these ideas to form new conclusions or discoveries.

Assessment was formative and ongoing up until the final product; students and groups may have accomplished these standards at various times, but all were responsible for demonstrating the same skills, though their final products (the Padlet, the introduction paragraph, and the rough draft) were all different.

Differentiation (How will you differentiate content and process to accommodate various learning styles and abilities? How will you help students learn independently and with others? How will you provide extensions and opportunities for enrichment? What assistive technologies will you need to provide?)

Various components of differentiation were included in the lesson plan to accommodate student needs. Student choice in groups ensured that students worked with classmates with whom they were comfortable and could collaborate easily. What tends to happen when students choose their own groups is that they are homogeneous in terms of ability level. This, therefore, allowed the teacher to spend targeted time with lower level groups who struggled with some of the more sophisticated concepts, such as the nuances of each text for the assigned essay. Students also had a choice of topic on which they could write. Suggestions were provided, such as the role of the African-American male, the role of women, the importance of setting, etc. to scaffold lower-level students, but many upper-level students chose original topics that stemmed directly from the debates and discussions occurring in their small groups. Although all students were tasked with the same final product, the topics of those final products were diverse and allowed each student to view each text through a lens that was meaningful to him or her. Resources on the teacher's website were available to help struggling students ensure that their papers conformed to the conventions of a MLA document. The computer itself was the only assistive technology needed; one autistic student has illegible handwriting and always uses his personal laptop for in-class assignments. Since this assignment was completed almost exclusively using electronic devices, no adaptations were needed for him. There is another student with poor hearing, but in working with a small group he was able to be close enough to his peers to hear them easily.

Should specific students need adaptive or assistive technologies those could be accommodated by this lesson. Student with visual impairments could use screen readers and alternative keyboards with larger keys. Students with physical impairments that prevent them from typing may use dictation software or have a classmate type for them their contributions to the group Padlet.

Since discussing a text and writing an essay are tasks that can continue indefinitely, specific extension activities were not needed. Instead, groups were supplied with potential discussion questions that could be used as scaffolds for lower-level students who did not know what to discuss and as extension activities for higher-level students who needed additional discussion topics once they had thoroughly analyzed the topics important to them.

For peer editing, the teacher did purposefully partner students with each other in a way that had students read the paper of a student who was slightly lower than them in terms of writing ability. This ensured that all students read a paper with which they could find suggestions for improvement and prevented upper level students from being forced to read the paper of the lowest students and lower level students from reading papers several times greater than their own writing abilities.

Reflection (Will there be a closing event? Will students be asked to reflect upon their work? Will students be asked to provide feedback on the assignment itself? What will be your process for answering the following questions?

- Did students find the lesson meaningful and worth completing?
- In what ways was this lesson effective?
- What went well and why?
- What did not go well and why?
- How would you teach this lesson differently?)

Reflection was primarily completed through teacher review of students' final products and informally through class discussions. Students were asked at the end of the unit to evaluate informally and orally during a whole class discussion how they liked the writing process being supplemented by the various Internet tools. Most really liked the Padlet assignment and appreciated how it helped them to organize their thoughts and develop new ideas for writing the essay. They felt that working with groupmates helped to expand their own thinking about each text and they liked that another set of eyes was responsible for reading and evaluating their work before it was submitted to the teacher.

Reflection also occurred informally in terms of monitoring student engagement levels. Very rarely was any group or individual off-task and only a few students received lowered graded because of notes submitted by their groupmates about their lack of contribution to the group. In reading various rough drafts during the writing process, I could definitely see a deeper level of thought in many students than what I typically receive from them and far fewer minor grammatical errors since their peers were constantly rereading paragraphs for them.

If changing anything, I might have students create two Padlet pages, one on which they shared ideas with a group and one that they used to organize their own individual essays. I think students might benefit from reading over the Padlets of other groups, gleaning new ideas, and combining these all on an original Padlet on which they could visually map out their individual essays, with separate sticky notes for each piece of textual evidence provided.

Closure: Anything else you would like to reflect upon regarding lessons learned and/or your experience with implementing this lesson. What advice would you give others if they were to implement the lesson?

Most importantly, I will definitely be scaffolding the writing process in the future, rather than simply asking my students to write a paper and submit the final draft. Despite being generally upper-level students, my students definitely appreciated the Internet tools and how they helped them to refine and expand their thinking; they learned, as well, that an essay should be an ongoing process, not something completed in the few hours before it is due; this is a skill that I hope will serve them well in college!

I would advise others to definitely experiment with Padlet before implementing since it is the newest tool with the most details that need to be addressed for students to use it properly. Also, if students have never blogged or used Google Docs/Drive, it may be advisable to not introduce three new tools in a single assignment, but rather one tool at a time over the course of several months.