Individualizing Instruction in the Secondary English Classroom

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INDIVIDUALIZING INSTRUCTION
IN THE
SECONDARY ENGLISH CLASSROOM

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Winter, 1994

Masters Project
Submitted to the graduate faculty at
Grand Valley State University
in partial fulfillment of the Masters of Education
I would like to thank my family and friends for their support and understanding as I ventured through this project. Special thanks to Michelle Frantz who was with me through the journey toward a Masters Degree, and who was also a great sounding board for me and a wonderful listener.

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Individualized instruction is one approach that can be used to meet the needs of students at the secondary level who have different learning styles, abilities, and interests. After researching information about individualized instruction, it was clear that more innovative ideas, learning centers, and instructional materials needed to be developed at the secondary level, especially in the English classroom because so little has been done in that area.

This project deals with issues such as the physical classroom environment, learning centers/computers, learning styles, personal learning contracts, and the assessment of work based on the content of curriculum and how those issues contribute to an individualized classroom. Although individualized instruction was most popular during the 1970s, there is a place for this type of instruction in the classrooms of today.
Chapter One

Problem Statement

Because many high school classrooms are comprised of a heterogeneous grouping of students with different learning styles, abilities, and interests, something needs to be done to meet the individual needs of those students. "Instruction which has all students doing the same tasks at the same time, at the same rate, and with the same end goals is neither efficient or effective" (Champagne & Goldman, 1975, p. 19).

Traditionally, a course of study is outlined by a class syllabus and followed diligently. The textbook is often the main focus of the class and many believe that the text must be studied by all students at the same pace. Typically, the format includes reading the text and answering questions at the end. The text is often supplemented by teacher lectures and the students are expected to dutifully take notes and spew back the information when examination time rolls around. Although students are accustomed to this type of instruction by the time they reach high school, they are missing out on a program that will be more in tune with their individual needs. The problem, however, is that "many secondary school teachers, especially teachers of academic subjects, view as a very special threat the demand that they change their methods and materials so as to individualize instruction" (Noar, 1972, p. 41).
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Importance and Rationale

One way of meeting the needs of individual students is by implementing individualized instruction in the classroom. Individualized instruction moves away from teacher-determined instruction toward student-selected activities for instruction. Flood and Lapp (1992) discuss the metaphor of "instructional scaffolding" which focuses on the notion of dynamic learning that supports a process-oriented approach "that requires the student to take responsibility for learning and the teacher to provide appropriate direction and support" (p. 441). This type of instruction works well with individualized instruction.

Most secondary teachers encounter well over one hundred students every day who have their own cognitive and learning styles, as well as their own abilities and interests. Each type of student requires instruction to meet his individual needs. In regard to learning style, some students learn effectively through reading, while others learn well by listening. Still others may learn best through experience and direct application (Ellsberry, 1979). Also, with increased mainstreaming of special ed students into regular classrooms, the variance in abilities increases. Even though individual needs can be better met through instruction that provides for that, individualized instruction does not out rule the use of group instruction which is beneficial in its own right.

"The problem does not seem to be with
individualization by itself but with the costs and increased workload that systems of individualization may require" (Fletcher, 1992, p. 618). Educators need to realize the importance of individualizing instruction even though their workload may be greatly increased. They also need to realize that instruction can be individualized to the extent to which they are comfortable. Time, energy, and planning need to go into developing a classroom where individualized learning takes place. However, not all instruction needs to be or should be individualized.

Dunn and Dunn's book, *Educator's Self-Teaching Guide to Individualizing Instructional Programs* (1975), is a step-by-step guide to creating individualized classrooms. The challenge lies in applying many of the ideas and activities geared toward the elementary classroom to the secondary English classroom. Although the task of individualizing instruction is a prodigious one, it is a task worth tackling. What matters most is not what a teacher teaches but what a student learns, and if individualized instruction can be implemented to meet individual needs, it should be done.
The realization that individualizing instruction is a key component of instructional effectiveness has been recognized since the fourth century, B.C. In the mid-1400s, Johannes Gutenberg developed the movable metallic type and printed books which contributed significantly to the technology of individualized instruction. People were able to gain information independently by reading the typed word. It wasn't until the mid-1800s that group instruction was utilized world-wide with the purpose of economically training and educating the masses. However, mass education was accomplished only by losing individualized instruction. Fletcher (1992) cites Bloom who found that when instructional time is the same, students in a conventional classroom score about two standard deviations lower than those students who receive individual instruction. The goal of regaining what was lost is an ongoing battle.

Individualized instruction through print-oriented approaches has been attempted in the past few decades though. B. F. Skinner influenced the development of programmed instruction in the mid-1950s. This approach concentrated on breaking down instructional material into steps which require learners to make active responses and receive immediate feedback. N. A. Crowder expanded on Skinner's contributions in the early 1960s by introducing the concept of intrinsic programming, which emphasizes
active responses and immediate feedback. Intrinsic programming, however, permits larger instructional steps than what Skinner devised. Samuel Postlethwait developed the basic format of the audio-tutorial approach in the early 1960s. This approach consists of individual study sessions to listen to tapes and other self-study materials, attend small groups for quizzes, and large groups for lectures and examinations.

In the mid-1960s, under the guidance of Herbert Klausmeier, individually guided education was developed. The focus here is to provide an alternative system for elementary classrooms which emphasizes individualization of pace and style rather than age-graded systems (Fletcher, 1992).

Besides the movable type being significant to individualized instruction, the development of stored-program computers in the mid-1950s was also significant. "Computers made not just the content but also the interactions of effective instruction inexpensively available to large numbers of people" (Fletcher, 1992, p.514). With the invention of computers came individualized instruction through computer-oriented approaches. These approaches provide individualization of pace, content, sequence, and style.

In the mid-1960s, Individually Prescribed Instruction (IPI) was developed. Students encounter various content units with this approach that have pretests and posttests.
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Students must demonstrate mastery before proceeding further.

IPI eventually evolved into the Adaptive Learning Environment Model (ALEM), which allows for greater adjustment of content to meet individual needs. Advances of computer-oriented approaches still continue, but it's important to remember that although "computers implement the rules and procedures for presenting instructional content that are key to individualization of instruction" (Fletcher, 1992, p.614), they do not provide or represent by themselves, an approach to individualized instruction.

What is the workable approach to individualizing instruction? It's the approach that is individually developed by educators who take the time to reflect upon their own philosophies in regard to teaching and learning. For me, the approach to individualizing instruction will concentrate on the physical classroom environment, learning centers and styles, and the concept of contractual learning.
Statement of Purpose

The purpose of this study is to evaluate information about individualized instruction with the intent of developing applicable individualized instructional ideas for secondary English classrooms, with the goal of maximizing learning for all students. These instructional ideas will focus on the physical environment of the classroom to accommodate individual learning styles and individualized learning activities, the implementation of learning centers at the secondary level, and the concept of contractual learning.

Limitations

This study does not attempt to rewrite the English curricula for Montague High School, nor does it intend to implement individualized instruction district-wide. It is also not intended to generate new ideas on the benefits of individualized instruction, nor is it intended to implement the components of an individualized classroom this school year due to the amount of time needed for preparation.
Definitions

1. Individualized Learning: the process of developing and retaining individuality by a classroom organization that provides for the effective and efficient learning experiences of each class member.

2. Learning Center: an area in the classroom which contains a collection of activities and materials to teach, reinforce, and/or enrich a skill or concept.

3. Independent Study: an individualized learning plan which allows the student to process information and create an end product to show what has been learned.

4. Contracting for Grades: an agreement between a teacher and student at the beginning of a course as to the grade the student expects to receive based on the amount and quality of work he's agreed to produce.

5. Environmental Competence: the ability to change the physical environment to meet human needs, objectives, and activities.


7. Learning Styles: refers to characteristic ways of processing information and behaving in learning situations.
Secondary English Education Background

English education at the secondary level has varied in its definition over time due to sociological, economic, and political forces. Before 1900, secondary school English curriculum consisted exclusively of studying major literary works for the purpose of gaining college admission. In 1911, the National Council of Teachers of English (NCTE) was formed, and they worked diligently to protect the secondary school curriculum from having to adhere to college entry requirements (Flood & Lapp, 1992). Although the NCTE agrees that secondary school students should be reading major literary works, they also believe that there should be free choice for both students and teachers to accommodate individual needs and tastes (Applebee, 1974). Therefore, students and teachers may decide how an assignment will be approached, the amount of time the student will have to complete it, and the criteria to be used in grading the assignment. These components may change according to the student.

NCTE's greatest success in broadening the curriculum came in 1935 with the publication of An Experience Curriculum in English. This document stressed that students could flourish from a curriculum that was based on their prior experiences and the experiences they would need to develop communication skills. The English teaching community supported this, but by the time it
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reached the schools, the world was at war and educators continued to approach instruction through an isolated method of instruction that included reading, grammar, literature, and writing. The integration of these elements to make learning more meaningful was yet to occur (Squire, 1991).

Jeter (1980) points out that up to 1960, self-contained, age-graded classrooms were the norm. Students were assigned primarily on the basis of age and would go through the same curriculum at the same rate with the exception of reading. Here students were often grouped by their reading ability. During the 1960s, there was pressure to change as psychologists viewed students as active learners. The focus now was for materials to be written for the different ability levels to help individualize instruction. Some districts even broke up age-graded classrooms to allow students to study material related to their ability. An influential force promoting school reform was the concept of mastery learning. John Carroll and Benjamin Bloom suggested modifying group instruction to improve student learning.

Mohan and Hull (1974) also discuss the philosophy and rationalization for individualization by Bloom and Carroll, as well as B. F. Skinner, Harold Mitze, and Robert Glaser. Bloom (1968) believes that 90% of students can master material if not compelled to work at a certain rate in a certain time period. Carroll (1963) also believes that time is the center of learning.
Individualized Instruction experiences, and students can attain mastery of a task if given enough time. Skinner (1954) suggests that the designing of techniques by which reinforcement can be manipulated ties in with individualized instruction. Harold Mitzel (1970) discusses the use of computer-assisted instruction (CAI) as an individualizing technique, and Glaser (1972) supports the importance of cognitive and noncognitive process variables for individualized instruction.

Besides Mitzel supporting the use of computers in the classroom, Bruce (1990) also suggests that computers should be used in teaching the English language arts. He cites five different roles the computer can play in the classroom. First, he views the role of the computer as a tutor which can individualize instruction by providing material at a rate controlled by the student, address the specific problems that the student might have, and it can also record student progress. Secondly, he views computers as tools that can aid in reading, writing, and spelling. There are many computer software programs in each of these areas. Checking with the high school librarian or media specialist would be a good place to begin a search for computer software that would best suit the needs of individual classrooms. All of the word processing capabilities and desk top publishing are important in the secondary English classroom. Next, he suggests that computers provide ways to explore language. Computers can help individual student examine
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and interact with language problems. This is an ideal way to address grammar. The computer as media is another role. New modes of communication are being made available through various computer programs which allow the intermixing of sounds, picture, video, and text. Finally, Bruce views computers as environments for communication. In an individualized classroom, this is an ideal source for student-teacher communication and feedback.

In regard to individualized instruction, computers as tools are the most helpful. Computers can help students in the area of word processing to enter and revise their text. They can provide assistance in reading. There are programs with speech synthesizers that help students when they encounter unfamiliar words. On-line dictionaries can also aid students in finding out what words mean. There are many software programs such as "The Senior High Writing Series," "Author, Author," and the "Story Sketcher" that can help students plan and generate ideas for their writing. Some programs have the option of turning off the screen while the student is typing so as to provide a sort of free-writing experience. Computers can also provide students with an avenue for finding information. There are a variety of data bases available to aid students in research. The use of computers provide a practical way of individualizing instruction (Bruce, 1991).

When looking at the curriculum of the secondary
English classroom, however, there are three contemporary curriculum models that exist today, according to Flood and Lapp (1992). These models are the mastery model, the heritage model, and the process-approach model. The mastery model is based on the teacher diagnosing needs, teaching to those needs, testing, and then retesting if needed. Once students have mastered the skills taught, they proceed to the next level. One problem that exists with this model though is its reliance on achievement tests to validate its worth. The heritage model focuses on the values and traditions of a culture through literature. "Recently, there has been renewed interest in ensuring that students read 'the great works' and thereby participate in their cultural heritage" (Flood & Lapp, 1992, p. 438). The problem with this model is the bias that could exist toward a particular culture. However, there is a "belief that there exists a corpus of literature that has enduring worth because of its content, style, and ethical value, and that within this corpus are works accessible to virtually all students" (Farrell, 1992, p. 68). Therefore, this model can be approached multiculturally. The last contemporary curriculum model discussed was the process-approach model. This model is fundamentally student centered and stresses flexibility. It also acknowledges the differences that exist among students. The process-oriented teacher may have the class read a common work, however, this teacher will allow individualized
interpretations and evaluations of that work. This model stresses the importance of making learning meaningful, and for each student, the way something becomes meaningful may be different for each one. Therefore, the focus with the process-approach model is shifted away from the finished product to the process skills the students use.

Secondary English education has gone through a variety of changes over time; however, meeting the needs of individual students is a concept that continues to resurface in the educational arena.

**Individualized Instruction**

The definition for individualized instruction seems to be as varied as individuals themselves. Kaplan, Kaplan, Madsen, and Taylor (1973) define it as the process of developing and retaining individuality by a classroom organization that provides for the effective and efficient learning experiences of each class member. They point out, however, that this does not mean that every child is individually instructed, nor does it mean that group instruction doesn't occur. Learning to interact, cooperate, and work in a group are important elements in the development of every student. James Yanock (1988) also agrees that individualized instruction often becomes synonymous with one-to-one instruction which is a misconception. He notes that individualization refers to instruction that is appropriate for each student. For some, this may be
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one-to-one instruction, for others it may be small group or a whole class setting. Overall, individualized instruction is "a process of personalizing teaching to provide instruction that recognizes and responds to the unique learning needs of each child (Yanok, 1988, p. 163).

Johnson and Johnson (1987) view individualized instruction as existing when the achievement of one student is unrelated to and independent from the achievement of other students. Individualized instruction involves adapting instructional procedures to fit students' individual needs and characteristics (Jeter, 1980). Fletcher (1992) suggests that instruction is individualized as it adjusts to the differences in learners. No matter what the definition is though, a completely individualized program is almost an impossibility. "To search for a perfect individualized program fitted to the needs of each person is a fantasy that diverts our attention from ways we can realistically respond to individual differences" (Jeter, 1980, p. 21).

Although the utopian individualized classroom is beyond the grasp of most, individualizing instruction is a worthwhile implementation. Teachers should individualize to the extent that they are comfortable. The reasons for individualizing are that students have different learning styles, different abilities, different needs, and different interests. What happens quite often is that classroom instruction begins with issuing
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everyone the same text, assigning everyone the same
number of pages to read, giving the same lecture, at the
same time, and testing everyone with the same test. This
can be effective at times, but students are not all at
the same point along the learning continuum (Ellsberry,
1979). Also, because classroom grouping is largely
heterogeneous, teachers should strive to meet the
differences that exist in a classroom (Jeter, 1980).
Different homogeneous methods such as tracking and
ability grouping have been used to try to meet individual
needs (Lewis, 1971). Ability grouping leads to race and
class separation quite often, and tracking, whether
heterogeneously or homogeneously grouped, does not result
in students benefiting academically or socially (Oakes,
1992). Grouping by ability that results in tracking
often has widespread effects on student life (Noar,
1972). Lewis (1971) was determined to produce an
instrument for individualized instruction based on his
own educational experiences as a poor minority child
growing up in the ghetto. His focus and primary goal was
to bring relevance to the educational process by adding
meaningfulness to an effective method to encourage
learning success. His frustration stemmed from the fact
that teachers have noticed differences in individual
students for years, but many still approach teaching the
class as a whole.

Dunn and Griggs (1988) believe that "students can
function well in school and enjoy it, if we only are
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willing to examine how they learn and redirect the system--our system--to respond to their individual instructional needs" (p. 2). These needs include the learning styles of the students in the classroom.

A learning style is a biologically and developmentally imposed set of characteristics that make the same teaching method effective for some and disastrous for others (Dunn & Griggs, 1988). For example, being able to meet the needs of the right hemispheric learner and the left hemispheric learner is simply a matter of applying different teaching strategies. While a left brain learner usually does well with a lecture, a right brain learner needs a visual aid to supplement the lecture.

Individualized instruction works well with different types of learners because a variety of activities can be presented, and the students may choose the activity that best suits them. Reiff (1992) defines learning style as a set of factors, behaviors, and attitudes that facilitate learning for an individual in a given situation. She continues by dividing the learning style into three components: cognitive, affective, and physiological. The cognitive style is the way a person perceives, remembers, thinks, and solves problems. The affective component deals with the personality and emotional characteristics of an individual. The physiological component is biologically-based and relates to sexual differences, nutrition, and one's reaction to the physical environment. In regard to the classroom
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environment, learner preferences toward sound, light, temperature, and the need for a formal or informal design can be assessed by the Learning Style Inventory. Dunn and Dunn (1987) cite several studies which support their premise that responding to such preferences will improve learning.

There are many ways to respond to a student's individual needs and some techniques work better than others. One of the most challenging ways of responding to individual needs is by implementing individualized instruction in the classroom.

Implementation of Individualized Instruction

Once a teacher decides to individualize, choices need to be made as to what degree of individualization will be implemented. Individualized instruction is an approach to teaching and learning that offers choices in objectives of learning, rate, method, and content in regard to what best suits the individual learning styles and preferences of the students. In regard to determining the learning style of a student, Dunn and Dunn (1972) suggest looking at twelve elements to help diagnose learning style:

1. Time—When is the student most alert?
2. Schedule—What is the attention span of the student?
3. Amount of Sound—What level of noise can the student tolerate?
4. Type of Sound—What type of sound evokes a
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positive response?

5. Type of Work Group--How does the student work best?

6. Amount of Pressure--What helps to motivate the student?

7. Type of Pressure and Motivation--What kind of pressure is needed to motivate the student?

8. Place--Where does the student work best?

9. Physical Environment--What type of environment does the student prefer?

10. Type of Assignments--Which type does the student thrive upon?

11. Perceptual Strengths and Styles--How does the student learn most easily?

12. Type of Structure and Evaluation--What type of structure suits the student most of the time?

[Dunn & Dunn, 1972, pp. 29-30]

A self-assessment by the students in regard to their perception of their own learning style may be helpful. At the secondary level, evaluating the learning styles of well over a hundred students may be time-consuming; however, the more a teacher knows about the student in the classroom, the more she can guide them toward activities that will best suit their needs. Once the learning style has been assessed, Disick (1975) suggests that to increase the success of an individualized instructional program, teachers should:

1. Acquire knowledge about individualizing.
2. Find time to plan, write, think, and implement.
3. Gain support.
4. Decide where to begin.
5. Employ paraprofessionals if possible.
6. Develop mini-courses which will be implemented through learning centers.

Hiemstra (1990) outlines six steps to individualizing:

1. Plan activities prior to meeting with learners.
2. Create a positive learning environment.
3. Develop an instructional plan.
4. Identify learning activities based on an evaluation of learning styles present in the classroom.
5. Put learning into action by designing learning contracts and implementing the use of learning centers.
6. Evaluate individual learner outcomes.

Once a teacher has assessed the extent to which she wants to individualize and the resources and facilities that are available, the organization of an individualized classroom should begin.

Components of an Individualized Classroom

Although there are many ways to individualize, focusing on the physical classroom environment, learning contracts, and learning centers can be effective components of an individualized classroom. According to Glatthorn (1991), the physical classroom environment
Individualized Instruction refers to elements such as the presence or absence of walls, the classroom design and furniture, and classroom crowding and density. Although the physical environment has little impact on student achievement, it does make a difference in regard to student attitudes and behaviors. Yanok (1988) notes that the physical environment of the classroom can either inhibit or promote individualized instruction. The traditional format of rows facing toward the front of the room may be functional for testing or lecturing to an entire group, but that's about all. Physical arrangements that are more conducive to individualized instruction include learning centers, study carrels, and the arrangement of desks for small group instruction. Another aspect of the classroom environment is the grouping within it. Intra-classroom grouping can be based on achievement levels, needed skills, interest groups, social groups, or special purpose groups. Individualized instruction doesn't restrict group learning, it encourages it (Dunn & Dunn, 1972). Musgrave (1975) suggests that teachers have a reason for grouping, and that whole-group formation should be implemented until discipline has been established. He suggests proceeding slowly from structured situations to less structured situations. Loughlin (1992) cites the work of Kritchevsky, Prescott, and Walling in showing that changes in spatial organization are associated with changes in behavior. Traffic patterns, attention spans, material
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use, and work area choices are just a few of the noticeable changes. "To use environmental arrangements for instructional strategies, teachers must understand how those arrangements influence student behavior and engage student interest" (p. 162). Spatial organization in regard to furniture arrangement can affect seating and traffic flow. Table arrangements may provide intrusions, interruptions, and lack of focus. Students who are near the front and center in a classroom with traditional rows focus more on tasks, interact more with teachers, and have less contact with their peers. Secondary school students in rows often define their work space by their distance from the teacher. Back rows are often associated with more off-task learners (Loughlin, 1992). The room arrangement ties in with the educational purposes the teacher has in mind and what the process will be to achieve them (Disick, 1975).

One process that can be used in achieving individualization in the classroom is the learning contract. Hiemstra (1990) defines a learning contract as a written plan that describes what an individual will learn as a result of some specified learning activity. The five major elements of a learning contract are:

1. Learning objectives
2. Learning resources and strategies
3. Target dates for completion
4. Evidence of accomplishment
5. Criteria and means for validating evidence
Although no single teaching technique works effectively with every child, contracts are a good way of helping students assume responsibility for learning. Contracts, according to Dunn and Dunn (1972), are a course of study written for or with the student which provides him with the opportunity to learn independently using a variety of sources. Contracts should include behavioral objectives, the types of resources that can be utilized, and reporting alternatives. Contracts allow students to work at a comfortable rate, which also allows teachers to work closely with individual students. The reasons for using contracts are many. They are useful because (a) of the different academic levels that exist in the classroom, (b) they are self-paced and provide independence, and (c) they can be geared to the interest areas of the students and provide alternative methods of learning which reduce levels of frustration and anxiety. Berte (1975) explains contracting as an agreement between teacher and student as to a grade the student expects to receive as a result of the amount and quality of work he does. "By extending the individualization of instruction to new dimensions, learning contracts provide an answer to endemic problems of every educational institution: regimentation, irrelevance, and student passivity" (Berte, 1975, p. 4).

Once a contract has been designed for a student, the learning process may begin. In an individualized
classroom, learning centers are an effective way of facilitating information and providing opportunities for individual choices. A learning center is an area in the classroom which contains a variety of activities and materials to introduce, teach, reinforce, and/or enrich a skill or concept (Kaplan et al., 1973).

The steps in creating a learning center are:
1. Select a subject area.
2. Determine the skill or concept to be taught.
3. Develop a learning activity.
4. Prepare an applying activity.
5. Incorporate concept into an extending activity.

(pp. 21-22)

The learning centers will vary in make-up according to their purpose, and they will also have a different variety and quantity of activities. The teacher's role in regard to a learning center is preparation, introduction, encouragement, and accountability (Kaplan et al., 1973). Charles (1976) lists the components of a learning center as follows:

1. Introduction
2. Specific objectives
3. Directions
4. Reminders
5. Viewing area
6. Photos
7. Resource books
8. Student samples
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9. Informative papers
10. Scheduling device
11. Record keeping device
12. Task cards
13. Receptacle for student work
14. Odds and ends

(pp. 135-138)

Noar (1972) suggests creating a learning center by doing the following:

1. Select topic.
2. Specify objectives.
3. Identify experiences.
5. Prepare activities.
6. Make schedules.
7. Prepare records.

(p. 20)

The development and implementation of a learning center can be time-consuming, but it serves as an excellent medium for independent study in an individualized classroom (Kaplan et al., 1973).

Yanok (1988) describes learning centers as being "the most prominent feature of the contemporary individualized classroom" (p. 165). He cites six crucial components of a learning center:

1. Precise directions
2. Media materials and equipment
3. Daily schedules
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4. Exemplary models of student work
5. Record keeping systems for evaluation
6. Explicitly stated instructional objectives

(p. 166)

Making the most of the physical environment in the classroom through the arrangement of furniture, creating learning contracts for individual students, and incorporating the use of learning centers and computers are all an effective way of implementing individualized instruction in the secondary English classroom.

Why Individualize? Research Findings

The popularity of individualized instruction reached its pinnacle during the 1970s. Since that time, much has been written about the topic itself, but little is known about its effectiveness, especially at the secondary level of instruction due to the lack of research. The research that has been done, however, is often contradictory. Because of this, Bangert and Kulik (1982) synthesized the findings of studies which looked at the effectiveness of individualized instruction. After an extensive search of the research that had been done, they located 51 usable studies. These studies were all relevant to grades 6 through 12, used both control and treatment groups, and suffered no major methodological flaws in their opinion. They examined four areas of outcomes: student achievement on final exams; student achievement on exams in critical thinking; favorability of student attitudes toward subject matter; and student
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self-concept. They used a meta-analytic technique to synthesize the findings. The outcomes of the studies were described in a quantified form. The results showed that individualized instruction at the secondary level has not met the expectations that were once hoped for. Of the 49 studies that reported final exam scores, only 12 showed statistically significant differences due to teaching method and 4 of those favored conventional teaching methods. Similar results were reported in the areas of critical thinking, self-concept, and student attitude.

So why individualize? Hamilton (1984) and Green and Baker (1986) view individualized instruction as an effective means of dealing with high-risk students and lowering the dropout rate. Green and Baker surveyed middle school and high school administrators around the Northwest region of the United States and asked them to identify effective dropout prevention strategies at work in their school districts. Individualized instruction was one of four common characteristics shared by effective programs. Hamilton (1984) also agrees that intensive programs that provide individualized instruction are an effective component for reducing dropout rates.

Another reason for individualizing instruction is the effect it has on poor readers. Thames and Reeves-Kazelskis (1992) explored the effects of individualized integrated language arts instruction on
the attitudes of poor readers. There were 33 students in the treatment group and 30 in the comparison group. Twice a week for a period of 12 weeks, the treatment group received instruction that incorporated listening, speaking, reading, and writing activities based on their interests and trade books. The other group received basal reading instruction. The results of the study were evaluated by the Student Attitude Inventory for both pre- and post-measure. The results showed a significant increase in the self-perceptions of the treatment group as well as a significant increase on total attitude scores. Oudenhoven and Pieter (1983) reported on results dealing with individualized feedback in regard to spelling instruction. They predicted that individualized feedback would improve achievement, especially for low achievers. While the results suggested that individualized feedback may be useful, they consider individualized instruction as a whole to be a more effective educational method for both low and high achievers.

Finally, the method of evaluating individualized instructional programs was discussed by Fuchs and Fuchs (1985). They state that systematic formative evaluation is more effective than the attitude treatment approach to educational measurement in regard to individualized instruction. The findings of 21 controlled studies indicated that systematic formative evaluation procedures reliably increased academic achievement. Thus, teachers
can formulate successful individualized educational programs given an adequate measurement methodology such as systematic formative evaluation, which provides an ongoing evaluation for instructional program modification.

Summary

This research suggests that although the overall effectiveness of instruction does not seem to improve using individualization, it is an effective component in lowering dropout rates, dealing with high-risk students by personalizing instruction, and improving the attitudes of most students.

The history of secondary English instruction has undergone a myriad of changes. Although individualized instruction was most popular during the 1970s, it is still being implemented today through the use of computers, learning contracts, and learning centers just to name a few.

It's important to understand that individualizing instruction isn't an either/or decision. Teachers can individualize to varying degrees. Individualized learning happens when teaching and learning processes are varied according to interests, preferences, learning styles, and abilities of students. "Good individualized programs involve effective structures continually improving student performance toward appropriate personal and group standards" (Dunn & Dunn, 1975, p. 53). These individualized programs can be developed by utilizing the
Individualized Instruction 30

classroom environment to maximize individualized
instruction through the physical arrangement of the
classroom, learning centers, and learning contracts. The
combination of these components will help meet individual
needs.
CHAPTER THREE

Project Description

The issue of individualized instruction and its effectiveness has been discussed in chapter two. Although there is little research to support the premise that students achieve at a higher level with individualized instruction, the concept and application of it is very important in regard to student retention, personalizing instruction, and improving attitudes.

Because so little has been done with individualized instruction at the secondary English level, my project will deal with a variety of issues linked to individualized instruction and its implementation at the secondary level. These issues are:

1. Room organization/Physical environment
2. Secondary English curriculum at sophomore level
3. Learning centers/Instructional materials
4. Diagnosing learning styles
5. Personal learning contracts
6. Assessment

My project is one attempt at individualizing instruction for the secondary English classroom at an introductory level.

Classroom Organization/Physical Environment

Once the decision has been made to individualize instruction, organizing the classroom's physical environment is a good place to begin. Classroom organization will differ according to the size of the
Individualized Instruction 32

classroom itself, its physical components, and the activities the teacher wishes to implement. Each teacher will have to deal with different variables.

In looking at my present classroom, I wanted to organize the physical environment to accommodate the various learning centers that I planned to use. I needed to work around the elements that could not be moved such as the chalkboards and bulletin boards. My room also contains a large storage closet that is stationary. As Glatthorn (1991) points out, although the physical environment has little effect on student achievement, it does impact the attitudes and behaviors of students. Therefore, my goal was to organize a classroom that would appeal to students' interests. Learning centers, study carrels, and desks arranged for small group instruction are all effective physical arrangements for individualized instruction. Because traditional rows facing the front of the room are good for the lecture format, I wanted to include an arrangement like that in my room at a smaller level.

After looking at the English curriculum for the sophomore level that I teach, I decided to organize my classroom by including a writing center, a literature lab, a language/computer lab, a reading corner, and a grouping of desks in traditional rows for those activities where a lecture may be beneficial to instruction. This type of organization works well with the curriculum that I follow [see Appendix A for
Secondary English Curriculum

The English curriculum at the secondary level will differ with grade levels and with different districts. However, many secondary English curriculums deal with literature, writing, and grammar. Therefore, the activities that will be presented based on the sophomore English curriculum at Montague High School can be adjusted to fit the specific elements of various curriculums. Taking a close look at the curriculum that needs to be taught in any district is an integral part of developing activities for individualized instruction (see Appendix B for curriculum).

I feel it is also important to decide which elements of the curriculum would be best taught using large group instruction. In reviewing the curriculum that I work with, I feel that the novels that we read, To Kill a Mockingbird and A Separate Peace, are best taught as a group due to the benefits of group discussion and the various interpretations and insights into the reading. However, individualization of instruction can be applied by providing activity options (see Appendix C). The plays that we read such as Julius Caesar and Twelve Angry Men work best when read aloud with the entire group so that students have their own part to read. Therefore, teachers should decide for themselves which genres work best with individualized or whole group instruction.

Learning Centers/Instructional Materials
Once the task of organizing the physical environment is done and the awareness of the curriculum that is to be taught is clear, the next issue that I dealt with was organizing the learning centers and instructional materials to be used.

Because literature and writing are such a large portion of our curriculum, I started by developing learning centers in those areas. The Literature Lab in my classroom will deal with the short stories that are present in our literature book (see Appendix C). Display boards work well in designing and developing learning centers. An example following Kaplan's (1973, pp. 21-22) steps in creating learning centers for my classroom is as follows:

1. Select a subject area.
   Literature

2. Determine skill or concept to be taught.
   Students will be able to identify the elements of a short story and apply those elements to other pieces of writing.

3. Develop the concept or skill into a learning activity.
   Students will learn about the elements by:
   A. Reading the short stories in the text
   B. Select one of three activities to do:
      1) Questions at the end of the story
      2) Plot diagram
      3) Creative writing assignment
4. Prepare skill or concept into an applying activity.

Students will apply their understanding of the elements of a short story by reading a short story outside of the text from a collection of stories in the filing crate and discuss the various elements present in that story.

5. Incorporate the skill or concept into an extending activity.

For their first book review, students will have to do either an oral or written book review which will incorporate the elements of a short story as applied to a novel of their choice.

This learning center will be available for a long period of time due to the amount of short stories the students will be reading. The learning center will display the various elements of short stories and the selections in our text that focus of those elements. There will also be a tape player and headphones at this center if students choose to listen to the stories being read rather than just read them by themselves. An index box with assignments will also be at this learning center. The assignments will be divided by the different elements of a short story. Students will have choices in regard to the assignments they do.

The next learning center to be developed would be the Writing Center (see Appendix E). Students are required to do five major writing assignments per
semester according to our curriculum. Therefore, I divided the assignments up and designed a writing center that would address the five "required" assignments and their optional selections.

This learning center will consist of directions on how to use it, examples of the writing assignments done by previous students, a file crate to hold their writing folders, and an index box with optional choices. For example, an autobiographical incident is one writing activity that could be done. However, instead of doing that, students may write a family history or a tall tale instead (see Appendix F for writing assignments). Once again, the various assignments and activities will differ according to each school's curriculum.

Besides literature and writing, grammar is another aspect of the English curriculum. Grammar in my classroom will be addressed in a Language/Computer Lab. Depending on the school district, teachers may have access to many computers in their classroom or none at all. Hopefully, at least one computer can be placed in the classroom. At this learning center students will have the option to address grammar through more traditional activities explained at the learning center (see Appendix G) or through the use of computer software programs such as "Practical Grammar Part I" during the first semester and "Practical Grammar Part II" during the second semester. The first semester will focus on activities dealing with the parts of speech, the sentence
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and its parts, complete sentences, phrases and clauses, and subject/verb agreement. During the second semester the students will focus on pronouns, modifiers, punctuation, apostrophes, and quotation marks. The Language/Computer Lab will also be made available for those students who wish to use the computers for word processing.

Finally, a more relaxed section in my classroom will be the Reading Corner. This corner will be sectioned off by two walls, a couch, and a bookcase (see Appendix H). Students are required to do one book review per marking period, which makes a total of four per year. Directions for book review alternatives will be posted on one of the walls in the Reading Corner. There will also be a large selection of books in the bookcase that students may select from. This section of the room will be carpeted with bean bags and throw pillows to add to the students' comfort.

The learning centers that I have discussed will fulfill the curriculum requirements in my district. I don't view the learning centers at the secondary level changing as often as they might at the elementary level. This is due to the fact that only one subject area—English—is being taught as opposed to the many subject areas taught at the elementary level. Literature, writing, grammar, and reading are all important aspects of the English classroom, and these aspects can be addressed through the use of learning
centers to help individualize instruction.

**Diagnosing Learning Styles**

The classroom organization and the development of learning centers should take place before students enter the classroom and the task of diagnosing learning styles begins. This diagnosis is especially challenging at the secondary level due to the large number of students a high school teacher encounters every day.

Dunn and Dunn (1972) suggest twelve elements to look at to help diagnose learning styles: time, schedule, amount of sound, type of sound, type of group work, pressure, motivation, place of best work, physical environment, type of assignments, perceptual strengths and style, and type of structure and evaluation that suits the student best. This is a time-consuming, monumental task, especially if a teacher wants to implement individualized instruction at the beginning of the year. One approach to counteract this difficulty would be to speak with the student's English teacher from the previous year in regard to what situations and type of work environment the student achieved best. Then, during the first marking period, the teacher can make her own observations as to the preferences the student seems to have in regard to learning.

A more structured format for diagnosing learning styles would be using the Learning Style Inventory which can assess the need for a formal or informal design of instruction. Special education teachers are also a good
Individualized Instruction

resource because of their work they do in diagnosing the learning styles of the students they come in contact with. However, the most practical method to me at the secondary level would be a self-assessment by the students in regard to their perception of their own learning styles. By the secondary level, students should have an idea if they prefer a lecture/note-taking format or a more hands-on approach to learning, if they prefer reading a text silently or watching a video, if they can grasp concepts without the use of visual aids or if they need the visuals to help them understand better. The list of preferences could go on and on. I don't think it is that important if a student knows if he is a right or left hemispheric learner. What I believe is more important is that a student realizes and understands the type of tasks and approaches to learning that works best for him. With this understanding, students will hopefully be able to select activities at the learning centers that best suit their needs and learning styles.

Personal Learning Contracts

In developing personal learning contracts with students, the contract should include learning objectives, resources to use, target dates for completion, and evidence of accomplishment. Contracts can be an effective means of individualizing instruction because the students have input as to how the assignments will be accomplished and which assignments will be done.

I believe that writing up a learning contract at the
beginning of each marking period is a sensible approach. That way, adjustments can be made from the previous marking period in regard to the approaches or assignments the student may be doing that are not working. Also, the content will change as the school year progresses, therefore, the learning contracts will need to change also.

Personal learning contracts should contain information about the assignments to be accomplished by a given period of time. The learning contracts in my classroom will be divided into four sections according to the curriculum: writing, literature, grammar, and reading (see Appendix I). The organization of learning contracts will vary according to the approach and style individual teachers prefer to use.

Assessment

The process of assessment will be two-fold in my classroom. First, all assignments will receive individual grades. I find that using a rubric when assessing writing is helpful because it provides a guideline for corrections and makes grading less subjective. The assignments dealing with literature will largely be graded on recall of content. The grammar units will be assessed based on the post-tests and the students' application of correct usage in their writing. The method of assessment will differ depending on the assignment; however, this process is really not any different than the assessment I would use in a classroom.
that was not applying individualized instruction.

Secondly, I will assess the work that has been done as a whole at the end of the marking period. I will look at the learning contract that has been developed for that particular student and see if everything on that contract has been accomplished and how well it has been done. If the student has upheld his end of the contract and the work completed is done well, that student's grade will probably be an "A." If all the work is accomplished but is not done very well, the grade will be lowered. Overall, students will be covering the same content in a marking period, but the pace in which they cover the material and how they choose to approach the assignment will be individualized. Hopefully, the learning contract will not only serve as a guide for grading at the end of the marking period, but also as a guide for improvement in the next marking period.

Individual conferences will also be a part of my assessment during the marking period and especially at the end of each marking period. If I see that a student is choosing an activity that he thinks appeals to his learning style but is really struggling in a particular area, I will use the conference as an opportunity to suggest alternatives that might be better for that student and provide guidance if needed.

**Conclusion**

After absorbing all the information about individualized instruction, I have come to the conclusion
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that a teacher really needs to be dedicated to the cause of individualization if it is to be effective in the classroom. A great deal of preparation and organization needs to go into getting a classroom ready for this type of instruction. However, because the students teachers encounter each year have different learning styles, abilities, and interests, individualized instruction is one approach that can be looked at as a means of dealing with those differences. The use of classroom organization, learning centers, computers, and learning contracts are all helpful components in organizing a classroom that will be implementing individualized instruction. It is important, however, to keep in mind that teachers can individualize instruction to any degree they choose. Perhaps one unit of instruction might be approached in an individualized way. The decision rests with the teacher.

Although the effectiveness of individualized instruction is not backed up by most research in regard to higher achievement, it does personalize instruction and benefit those students who might be thinking about dropping out of school or really struggling in the educational arena. The improvement of students' attitudes is also an added benefit.

Recommendations

After researching individualized instruction at the secondary level, two areas for further research and development became very apparent. First, more needs to
be done in the area of research in regard to the
effectiveness of individualized instruction at the
secondary level, and more specifically in the content
area of English. Second, more activities, plans for
learning centers, and lesson plans need to be developed
for the secondary English classroom that deal with
individualizing instruction. Most of the information
available is geared toward the elementary level, and more
concentration needs to be placed at the secondary level.

My plans for dissemination include making my paper
available to my colleagues with the hope that some of
them will decide to implement individualized instruction
in their content area to some extent, and I am sure that
some of them are already doing that. I feel that
instruction becomes more personalized when students are
given choices based on their individual preferences. I
also believe that the more interested a student is in an
assignment, the more time he will put into that
assignment, and the quality of his work will improve.
References


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Jeter, J. (Ed.). (1980). Approaches to individualized education. Virginia: Association for Supervision and
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Curriculum Development.


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English 10 Literature/Reading

1st Semester

#1--Short stories: plot, character, setting, theme, point of view, and irony.

#2--To Kill a Mockingbird
#3--A Separate Peace
#4--One book review per marking period

2nd Semester

#1--Poetry
#2--Julius Caesar
#3--Twelve Angry Men
#4--Essays
#5--One book review per marking period

Language Usage

1st Semester

#1--Review of the parts of speech
#2--The sentence and its parts
#3--Writing complete sentences
#4--Using phrases and clauses
#5--Subject and verb agreement

2nd Semester

#1--Using pronouns
#2--Using modifiers
#3--Semicolons, colons, and other punctuation
#4--Apostrophes and Quotation marks
English 10 Writing Assignments

1st Semester Assignments

#1—Autobiographical Incident: Students will write a personal essay which is an account of an episode or episodes which reflect their personalities and attitudes.

Options:
A. Family History
B. Tall Tale

#2—Observing Situations and Settings: Students will sharpen their skills at using specific, descriptive words and sensory language and images to describe a situation or setting.

Options:
A. Interview
B. Character Sketch

#3—Essays in Other Subjects: Students will gain strategies needed when encountering essay questions by analyzing, comparing and contrasting, defining, interpreting, and summarizing.

#4—Comparison and Contrast: Students will develop and refine their writing processes by sharpening their skills in analyzing and discussing similarities and differences.

Options:
A. Definition
B. Analogy

#5—Controversial Issue: Students will analyze a complex issue, take a stand, and defend their position with well-reasoned arguments.

Options:
A. Persuasive Speech
B. Editorial

2nd Semester Assignments

#1—Interpretative Essay: Students will deepen their understanding of literature by explaining it more fully through personal responses.

Options:
A. Interpreting Art
B. Director's Notes
#2—Poetry: Students will draw upon everyday observations and experiences in writing poems that have focus, shape, and meaning.

Options:
A. Story
B. Monologue

#3--Research Report: Students will research, evaluate, interpret, summarize, organize, and present information in an engaging, accessible manner.

Option:
A. Saturation Report

#4--Cause and Effect: Students will write about cause-and-effect relationships using higher-level thinking skills such as analysis, synthesis, and evaluation.

Options:
A. Myth
B. Hypothesis

#5--Problem and Solution: Students will identify problems, show an understanding of them, and suggest ways to solve these problems.

Options:
A. Advice Essay
B. Group Discussion
Choose one of the following activities:

1. Write a letter that Scout might have sent to Dill telling him about the events of Halloween night and especially about the involvement of Boo Radley. The letter should explain how Mr. Ewell was killed and also how Scout feels about Boo now that the experience is over.

2. Write an argumentative paper supporting or refuting the following point of view: People like the Ewells who do not work to improve their economic status should not be given welfare.

3. Pretend that you are Atticus. Write a paper explaining your philosophy of raising children. How does your philosophy differ from that of Aunt Alexandra's?

4. Make a "split-screen" collage on poster board. One side should represent Boo Radley as he is perceived by Scout at the beginning of the book; the other, as he is seen by her at the end of the book.

5. Dill has a creative mind, as his account of running away from home in Chapter 14 reveals. Write his story of a bus ride home to Meridian from Maycomb when he found himself sitting beside a man whose suitcase bore the initials "B. R."
LITERATURE LAB

SHORT STORIES

PLOT
"Contents of the Dead Man's Pocket"
"The Monkey's Paw"
"Leiningen Versus the Ants"
"Hearts and Hands"

SETTING
"A Visit to Grandmother"
"Chee's Daughter"
"The Soldier Ran Away"
"Luck"

CHARACTERIZATION
"The Laugher"
"Shaving"
"Maud Martha Spares the Mouse"
"The Widow and the Parrot"

POINTER OF VIEW
"There Will Come Soft Rains"
"The Street of the Canon"
"By the Waters of Babylon"
"Through the Tunnel"

IRONY
"The Last Unicorns"
"The Open Window"
"The Machine That Won the War"
"The Brothers"

THEME
"The Apple Tree"
"White Gardens"
"The Hiltons' Holiday"
"Old Pipes and the Dryad"
FIRST SEMESTER WRITING ACTIVITIES

1. Autobiographical Incident  
   Options: Family History or Tall Tale
2. Observing Situations and Settings  
   Options: Interview or Character Sketch
3. Essays in Other Subjects
4. Comparison and Contrast  
   Options: Definition or Analogy
5. Controversial Issue  
   Options: Persuasive Speech or Editorial

SECOND SEMESTER WRITING ACTIVITIES

1. Interpretative Essay  
   Options: Interpreting Art or Director's Notes
2. Poetry  
   Options: Story or Monologue
3. Research Report
4. Cause and Effect  
   Options: Myth or Hypothesis
5. Problem and Solution  
   Options: Advice Essay or Group Discussion
WRITING ASSIGNMENTS

First Semester

1. Autobiographical Incident: Students will write a personal essay which is an account of an episode or episodes which reflect their personalities and attitudes.
   Options:
   A. Family History: Students will write a family history, like a memoir, based on their own research and family interviews.
   B. Tall Tale: Using some event or person the student knows, the student will use exaggeration and creative invention to twist reality into a humorous, fictional tall tale.

2. Observing Situations and Settings: Students will sharpen their skills at using specific, descriptive words and sensory language and images to describe a situation or setting.
   Options:
   A. Interview: Students will plan and conduct an interview session of their own, one meant to bring out interesting details about a person they know.
   B. Character Sketch: Students will create their own portrait of a person, highlighting important aspects of the person's personality.

3. Essays in Other Subjects: Students will gain strategies needed when encountering essay questions by analyzing, comparing and contrasting, defining, interpreting, and summarizing.

4. Comparison and Contrast: Students will develop and refine their writing processes by sharpening their skills in analyzing and discussing similarities and differences.
   Options:
   A. Definition: Students will define a term, object, or idea using a variety of details.
   B. Analogy: Students will write an analogy that will help explain one situation or process in terms of another.

5. Controversial Issue: Students will analyze a complex issue, take a stand, and defend their position with well-reasoned arguments.
   Options:
   A. Persuasive Speech: Students will write a speech persuading others to believe as they do about an issue or cause.
   B. Editorial: Students will write their own editorial on an issue about which they feel strongly.

Second Semester
1. **Interpretative Essay**: Students will deepen their understanding of literature by explaining it more fully through personal responses.
   
   Options:
   
   A. **Interpreting Art**: Students will write their own interpretation of a work of art that interests them.
   
   B. **Director's Notes**: Students will write director's notes for a play, movie, or television program they are familiar with, or one they would like to create.

2. **Poetry**: Students will draw upon everyday observations and experiences in writing poems that have focus, shape, and meaning.
   
   Options:
   
   A. **Story**: Students will write a short story about anything they like, whether it be real or imaginary, serious or funny.
   
   B. **Monologue**: Students will write a monologue that reveals something about a familiar character from literature.

3. **Research Report**: Students will research, evaluate, interpret, summarize, organize, and present information in an engaging, accessible manner.

4. **Cause and Effect**: Students will write about cause-and-effect relationships using higher-level thinking skills such as analysis, synthesis, and evaluation.
   
   Options:
   
   A. **Myth**: Students will write a myth in which they tell a story that explains some aspect of nature, society, or human behavior.
   
   B. **Hypothesis**: Students will write a hypothesis to explain a natural or social phenomenon they have observed, and suggest how their hypothesis could be tested.

5. **Problem and Solution**: Students will identify problems, show an understanding of them, and suggest ways to solve these problems.
   
   Options:
   
   A. **Advice Essay**: Students will write an essay offering advice about a subject they know well.
   
   B. **Group Discussion**: Students will organize a group discussion to examine ways to deal with the pressures they and their peers face. After the discussion, they will write a summary of it or develop a plan which proposes solutions.
Students will do practice exercises first at the language lab, and the answer keys will be available at the learning center to guide them if needed. Once they feel they are ready, students will do the Concept Check activity for a grade. Finally, they will demonstrate their understanding of the grammar activity by doing the Application in Writing assignment which will also be assessed. Students may do their grammar assignments using the computer software available if they so choose.

**FIRST SEMESTER**
1. Review parts of speech
2. Sentence and its parts
3. Writing complete sentences
4. Using phrases and clauses
5. Subject and verb agreement

**SECOND SEMESTER**
1. Pronouns
2. Modifiers
3. Semicolons, colons, & other punctuation
4. Apostrophes & quotation marks
FIRST SEMESTER

Students will do one book review per marking period. The first book review they do will have to apply the elements of a short story to the novel of their choice. The second book review they do will be on a novel of their choice, and they will be allowed to choose an activity from the book review alternatives posted in the reading corner.

SECOND SEMESTER

Students will do one book review per marking period in the second semester also. The first book review will be an oral book review on the novel of their choice. The second book review will be a biography or an autobiography, and they will again be allowed to choose an activity from the book review alternatives.
## LEARNING CONTRACT EXAMPLE

**Student’s Name**

**Marking Period**

### Writing

Circle the assignment of your choice from each grouping.

**Learning Objective:** This will differ depending on the chosen assignment.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Resources Used</th>
<th>Completed Date</th>
<th>Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Autobiographical Incident</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Family History</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tall Tale</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>2. Observing Situations and Settings</td>
<td></td>
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<td></td>
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<tr>
<td>Interview</td>
<td></td>
<td></td>
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<tr>
<td>Character Sketch</td>
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</tr>
</tbody>
</table>

### Literature

**Learning Objective:** Students will be able to identify and apply the elements of a short story to other pieces of writing.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Activity Selected</th>
<th>Completed Date</th>
<th>Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Plot</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>&quot;Contents of the Dead Man's Pocket&quot;</td>
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<td>&quot;The Monkey's Paw&quot;</td>
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<td>&quot;Leiningen Versus the Ants&quot;</td>
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<tr>
<td>&quot;Hearts and Hands&quot;</td>
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</tbody>
</table>
2. Characterization

"A Visit to Grandmother"
"Chee's Daughter"
"The Soldier Ran Away"
"Luck"

3. Point of View

"The Laugher"
"Shaving"
"Maud Martha Spares the Mouse"
"The Widow and the Parrot"

Grammar

Learning Objective: Students will be able to identify and correctly use proper grammar.

1. Parts of Speech

2. Writing Complete Sentences
Read each of the following chapters from a novel of your choice. Make a chart recording the elements of the short story in the chart below.

<table>
<thead>
<tr>
<th>Title</th>
<th>Completed Date</th>
<th>Grade</th>
</tr>
</thead>
</table>

Final grade for the marking period is__________________.
NAME: Christine C. Hester           SEM/yr COMPLETED Winter 1994

TITLE OF PAPER: Individualizing Instruction in the Secondary English Classroom

PAPER TYPE: (Choose only 1)

_____ Project

x  Thesis

SUPERVISOR: Dr. Javetz

MAJOR: (Choose only 1)

_____ Ed Tech           _____ Ed Leadership           x  Sec/Adult

_____ G/T Ed             _____ Early Child              _____ Elem LD

_____ SpEd Admin           _____ Read/Lang Arts          _____ SpEd PPI

_____ Elem Ed             _____ Sec LD

Using the ERIC thesaurus, choose as many descriptors (3-5 minimum) as needed to describe the contents of your master’s paper.

1. Individualized Instruction
2. Learning Centers(Classroom)
3. Secondary Education
4. English Instruction
5. Performance Contracts

ABSTRACT: 2 - 3 sentences that describe the contents of your paper (50 words or less).

Individualized instruction is one approach that can be used to meet the needs of students at the secondary level who have different learning styles, abilities, and interests. Individualized instruction in the secondary English classroom can be accomplished through classroom organization, learning centers and computers, and personal learning contracts.

* Note: This page must be included as the last page in your master’s paper.