**TBEAR Research**

<http://www.edu-papers.com/using-gangsta-t-bear-teaching-a-format-for-paragraph-development-in-a-literary-response-essay/>

(Education Papers posted on February 28th, 2012 )

Research questions). To what extent will teaching a format for paragraph development that focuses on the skills of selecting, introducing, and analyzing a quotation influence students’ ability to organize and develop a literary response paragraph?

1) To what extent will students use the T-BEAR format for organizing and developing paragraphs when responding to an in-class writing prompt?

2) What effects does using a peer feedback questionnaire have on students organizing and developing literary response paragraphs?

3) How effective are reading journals in the identification of literary devices and the development of literary response paragraphs?

4) Which students will benefit the most from an intensive focus on organizing and developing literary response paragraphs? Research activities.

 Context: This study took place in an eighth-grade English class located in a suburban community in the Central Valley.

The target class consisted of twenty-one students, of which six were females and fifteen were males. Of these twenty-one students, eight focus students of various skill and classification levels, language backgrounds, and ethnic diversities were chosen for closer study and evaluation. The study examined the effectiveness of focused instruction in paragraph development on student’s ability to write literary response essays focusing on five literary devices. The rationale for this study centered on students’ inability to write cohesive and articulate literary response essays. Their first literary response essay lacked quotations or evidence in support of main ideas. Additionally, students failed to address all five literary devices required by the schools proficiency standards: conflict, character, theme, symbol, and thoughts/recommendations. Furthermore, during an informal teacher observation of a quick write, students demonstrated anxiety towards writing.

Methods and Data: The 5- week intervention began with a PowerPoint presentation on the **Basic T-BEAR format that was the focus of the intervention. The acronym is as follows: T ＝ topic sentence, B ＝ bridge to evidence, E ＝ evidence, A ＝ analysis, R ＝** **return to topic.**

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After taking notes on the paragraph structure and literary device focused on for the week, students read a short story and wrote a practice paragraph on that week’s literary device. At the beginning and end of the study, students wrote literary response essays and completed student attitude surveys, which were the main measures of student progress.

The in-the-midst data sets were peer evaluations of

* T-BEAR paragraphs,
* revised T-BEAR paragraphs,
* student writing journals in the form of graphic organizers used during reading, practice T-BEAR paragraphs for each of the five literary devices,
* and informal teacher observations recorded in a journal documented student engagement.

Results: The pre- and post-attitude surveys conveyed the knowledge and confidence students developed in their writing, specifically their ability to develop a Basic literary response paragraph. On the baseline data students answered survey questions positively an average of 12% of the time but on the outcome data this percentage increased to 48%. Additionally, 95% of students were able to explain the importance of including quotations in their writing while 86% of students accurately identified how to choose an adequate quotation. The pre- and post- achievement paragraphs were representative of this writing ability and growth.

On outcome paragraphs scores of one decreased by 24 percentage points from 38% to 14%) while scores of two increased by 5 percentage points from 62% to 67%). Additionally, scores of three increased by 19 percentage points from 0% to 19%).

Thus, the student outcome achievement data reveal higher overall scores on T-BEAR paragraph elements resulting in increased cohesion and overall more articulate literary response essays. Grade level. Eighth grade Data collection methods. Observation — Student engagement/behavior tallies, Survey — Attitude, Writing assessment, Writing samples, Quick write, Observation — Teacher research journal, Student work, Evaluation/Feedback Curriculum areas. English Language Arts, Writing Instructional approaches. Class Discussion, Collaborative Learning, Graphic Organizers, Writing — Explicit Instruction, Writing — Organization, Writing — Peer Evaluation, Writing — Revision, Writing — Response to Literature

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