

Portfolio of Implementation

Kami Heinz

1. *Describe the group or student (size of group, level, student characteristics, etc.)*

My English 4 period meets daily for an average of 42 minutes per class period. It is a heterogeneous, general education class with 15 students - 6 males and 9 females. Compared to my other two English classes, this period is more energetic, less focused, and weaker in foundational English skills than the other 2 classes. It is also my first English class of the day, so it is more representative of my experience using the Sentence Writing Strategy. Even though I am using the strategy with the other two classes, I will use this section for my reflection and data collection.

2. *Describe the length of implementation (weeks or months, amount of time per day, days per week)*

I began the Sentence Writing Strategy on January 7, 2026, once iSTAR was ready to trial; however, outside of the strategy, we had already taken notes and practiced nouns, verbs, subjects, and predicates. Therefore, the students will support their learning and practice with their Grammar Notes in addition to the Cue Cards.

We work on the Sentence Writing Strategy routinely for about 15-20 minutes per class period, 3 days per week.

3. *Submit student progress chart(s) without student names.*

The simple sentence progress charts are stored within iSTAR. I included sample charts in my student portfolio.

4. *Submit a narrative log of your implementation experiences (what went well and/or poorly, adjustments made if necessary, ideas generated for issues encountered, and impact.)*

Simple Sentences

When I began, I struggled to organize the teaching manual, the slides, and iSTAR. In addition, I was trying to figure out what notes the students already had and what they needed to add or add additional wording to match the strategy. I needed to train myself using the vocabulary of the strategy as well. The practice sets went very well - the kids were receptive, engaged, and needed the repetition of each sentence. I realize I needed to remember to teach about "to verbs," including the proper term for them. I forgot to teach it the first day and stumbled through the explanation the next. NOTE:

Infinitives can act as nouns, adjectives, or adverbs, but they are distinct from the preposition "to."

Because I am teaching the strategy to a whole group, I decided to give them an informal assessment to check their understanding on 1/13 ([Quiz #1](#)). Because of the repetition of the program and the fact that some of it was review, I predicted that the quiz would be quick and easy. I was so glad I gave it because I gained so much insight. Overall, the students struggled to find the to be verbs and instead chose any other work like funny and expensive. A few students found a noun in the predicate as the subject. Two students did not correlate v to verb and s to subject and switched them around. Three students were essentially unable to identify subjects and verbs. It was a great reminder of the importance of each lesson and practice.

After Quiz 1, we reviewed the quiz, continued to practice with the rest of the Example Sets, and created the sentence formula reference chart. At this point, I gave them a second informal assessment, Quiz #2. As they began the paper quiz, they had trouble transferring the chart and iSTAR. When they saw SV on the chart, they had trouble with a helping verb as part of the verb phrase. For example, in the sentence, The boy will run on the track, they want to name this as an SVV sentence, instead of an SV. I will work to reinforce the sentence patterns. They also asked how to mark helping verbs, even though we have been marking them as verbs in iSTAR.

I realized that we needed to review the term verb phrase in order to be able to use the sentence formulas. I handed back Quiz #2 to use as the tool to establish this term and to reintroduce verb phrases. We marked the verb phrases with a highlighter, so we could clearly see the number of verbs or verb phrases. We added the term verb phrase and the sentence formulas to our Grammar Notes (since we began the year with this note format).

1/20 The students were able to write an accurate SV sentence, but struggled with the rest of the formulas on the first attempt. It was a good baseline, and I realized that I was only supposed to teach PENS verbally. I would model next, and the students would practice later.

1/29 The student practiced using iSTAR for the first time. They were finally engaged and asking questions to get the sentences correct. They asked for support and asked to use their notes! There was a wide range of scores after 1A, with some mastering it and some scoring very low. It was rewarding to see them wanting to get them correct!

2/5/26 For some reason, I thought the quizzes were incorporated into iSTAR, so I missed them after Verbal Practice. When they took the quizzes, they struggled to remember what PENS means. This will be an area of review going forward.

Compound Sentences

I printed out the verbal quiz for all of the students because I did not know how I would give it verbally. Students graded it the next day during class, and we reviewed the answers as a good review overall.

On the first day of independent practice, we used the first 15 minutes to work on the sheets. I graded them in class as they finished, and graded the rest outside of class. Because we have shortened classes on Wednesdays, I took the whole class period for independent practice. It worked, but I had students waiting in line, and it took longer than I expected to grade each sheet. I also had my students label the subjects and verbs at each level because they still need continued practice with that. I also think it helps them create the sentences correctly. Students often miss the second subject in a compound sentence!

Due to time and grading constraints, I gave students the 3A level as their assessment grade. They did not do well overall on the assessment.

Complex Sentences

Using the verbal quiz in the manual, I created a complex sentence pretest that the students could finish in the time allotted. I, again, had them complete it in class at the beginning of one period, and then they self-graded as we reviewed the next period.

I was better prepared for the independent practice and the grading. I created keys and a grading station, so some kids could self-grade while I graded others. The grading is quite complex for them, however, so only a few could self-grade. I continued to expect the students to label subjects and verbs, which made grading and the time required to complete the sheets extensive.

On the Wednesday that we used the entire class period for independent practice, I had a self-grading station, myself grading, and an alternate activity for sentence practice to improve the learning time over waiting time! It is a difficult process to manage, especially the grading outside of class, for three class periods and 60 students.

5. *Submit a narrative describing coaching, feedback, and follow-up, identifying your coach.*

1/12 My mentor assured me that iSTAR would record the students' progress, and I would have digital progress charts.

1/15 Discussed my student's struggles with the sentence formulas and how many Vs to mark in a sentence. They do not see the verb phrases, so the formulas did not make sense. Because the original strategy includes using arches and arrows, but iSTAR uses the verb button, we understand this to be a new problem that my mentor had not previously encountered. She suggested using the arches on paper to demonstrate verb phrases.

3/2 & 3/3 Mentor visited for a training session in paragraph writing and to work with Simple Sentences and iSTAR with my students.

3/10 Due to some needed fixes in iSTAR with Simple Sentences, my advisor agreed with my thoughts on moving to Compound Sentences. I will begin compound sentences using the original strategy model.

4/7 I was not sure how to use the compound sentences quiz with 3 classes of about 60 students. My solution was to print off the quiz and have them take it on paper. The students then self-graded in class on the next class day. I was able to collect some data and clarify some teaching points during the oral grading.