**Honors English 9: Introduction to Argumentation (Modeled Responses)**

Mr. Spear’s Paragraph 1 Model: As an English teacher, I am not always best at reflecting. For example, my ninth grade students last year pointed out in our class’ final plus-delta that they felt there was too much of a jump between one-paragraph literary analyses and the full-length *Romeo and Juliet* essay they wrote for their final exam. Had I been more reflective, I would’ve perceived up front that adding an introduction paragraph, a thesis, and transitions between paragraphs was a lot to add in the final five weeks of the school year. Since reflective individuals can anticipate issues before others bring those issues to their attention, and I failed to do that in this instance, I need to place more emphasis on being reflective.

Mr. Spear’s Paragraph 2 Model: One personal goal I have this year is to become more reflective. Based on the feedback I received from last year’s students, I am going to likely assign a two-paragraph analysis on *Romeo and Juliet* during which I teach transitional topic sentences earlier on than during the preparation for the final exam. I also will slowly introduce some of the new writing skills I want my students to master earlier in the semester. If I follow those on these changes, it would mean that I listened to the honest feedback in order to improve my current students’ experience in my classroom. And because listening and changing one’s behavior is a good indication of whether someone is truly reflective, I’m confident that I will reach my goal of being more reflective this year.