Danielle Apple

November 5, 2010

Instructional Design

Apple.InstructionalDesign.docx

**Rationale/Statement of Purpose**

I chose to center my instructional design project on improving my reading instruction through the use of guided reading. As stated in our text, instructional design involved decisions about how to teach (Chiarelott, 2006). Guided reading generally supports more of a constructivist classroom. Students are working primarily in groups, the teacher interacts with students and helps build their knowledge, and learning builds upon previous knowledge as students are interacting with one another. Chiarelott quotes in our text that “Learning is powerfully affected by prior experience, perceptions of relevance to self and society and the context in which learning occurs. Thus, advocates for contextualized teaching and learning see the constructivist paradigm as the strongest explanation for why contextual teaching and learning works (2006).

My instructional design follows The Basic Lesson Planning Model from our text. I feel that this model best represents how I currently create my lesson plans and will be easily accessible during my small group lessons.

It is important to remember that not all students will be reading at the same. Student will be grouped based on level and lessons will be taught to every level using different leveled reading material.

References

Chiarelott, Leigh. (2006). Curriculum in context. Belmont, CA: Vicki Knight

The United States Department of Education, www.ed.gov

**Unit Learner Outcomes**

**Subunit One: Print Strategies**

Knowledge

* Students will recognize letters and the sounds that they make.
* Students will read text from left to right.
* Students will use one to one word correlation when reading a text.
* Students will look at the picture for clues when they come to a word they do not recognize.
* Students will distinguish the beginning sound of a word when they come to a word thy do not recognize.
* Students will identify and recognize letter blends (hunk and chunks) and the sounds that they make.
* Students will say both vowel sounds when they come to a word that they do not recognize.
* Students will make predictions about a text.

**Subunit Two: Fluency**

Knowldege

* Students will read at a good rate for their reading level (not too fast and not too choppy).
* Students will recognize punctuation and use it to gain meaning.
* Students will use appropriate meaningful phrasing during their reading.
* Students will read a story with at least 94% accuracy.
* Students will use expression while reading a text.

**Subunit Three: Comprehension**

Knowledge

* Students will begin to ask questions about a text (who, what, when, where, how).
* Students will discuss important events in a text.

Comprehension

* Students will identify the main idea of a text.
* Students will identify supporting details from a text.
* Students will identify characters from a text.
* Students will identify the setting of a text.
* Students will distinguish whether a text is fiction or non-fiction.

Application

* Student will begin to make connections of real life situations to non-fiction texts.

**Pre-Assessment:**

In addition to administering a reading interest survey, the best way to assess a student’s use and knowledge of print strategies is through the use of a running record. Anything a student reads with less than 90% accuracy is too hard!

Reading Interest Inventory

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date\_\_\_\_\_\_\_\_\_\_\_\_\_

I enjoy reading. YES NO

I like to read with a partner. YES NO

I like to read aloud. YES NO

I like it when someone reads to me. YES NO

I like to read books that are true. YES NO

I like to read books that are make YES NO

believe.

I like magazines. YES NO

I like to talk to my friends about

what I read. YES NO

My favorite book is\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

I like this book because\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

I enjoy reading books about \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

When I read I am good at \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

When I read I have trouble\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

I like to read because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**Lesson: Read the Picture**

**20-30 minutes**

**Objective:**

Students will learn how to use illustrations in a story to help understand the story and even figure out tricky words.

**Procedure:**

Before reading, select a big book that has good picture clues for text. Before the lesson, choose several words that might be challenging for students. Make sure the illustrations provide clues for the words chosen. List the words on a chart or on the board and highlight them with highlighting tape in the book.

**(15-20 minutes)**During reading, give a brief book introduction and begin reading. When you come to the first highlighted word, read the sentence and stop at the word. Explain to students that you always start the word by saying the beginning sound or sounds. Model this and think out loud as you refer to the picture. Let students hear your thinking as you check to see if the word you think is correct will make sense in the sentence.

**(3-5 minutes)**Next, ask volunteers to tell you what they saw you doing. They should say that you: said the first sound of the word; looked at the picture; thought out loud about what the word could possibly be; and tried the word in the sentence to see if it made sense. For the remaining words, call on volunteers to try the process in front of the class or have students work with partners to figure out each word. Then ask partners to share what they think the words are and how the illustrations helped them.

**(3-5 minutes)** After reading, review the purpose of the picture strategy. Remind students that looking at the illustrations in a book is just one thing they can try when they are stuck on a word. It won’t always work, but skillful readers know that pictures contain meaning that goes along with the story, and they use that knowledge to help them understand and enjoy that they read.

**Assessment/Evaluation:**

Assessment will be ongoing. Students will be evaluated in lessons to come on their ability to figure out tricky words by looking at the illustrations.

**Materials:**

* Big Book
* White Board/Chart Paper
* Highlighting Tape

**Lesson: Charting Punctuation**

**20-30 minutes**

**Objective:**

Students will know what to do when they come to the most basic punctuation while reading.

**Procedure:**

Before Reading, create a large poster of the punctuation marks students will frequently see during their reading. Display the poster where students can see it and where it can be referred to throughout the lesson. Choose a page from the book students are currently reading and type up the page with out any of the punctuation marks.

**(15-20 minutes)**Give each student a copy of the page with out punctuation marks. During reading, use the punctuation chart to guide the discussion. Label the chart When we see \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, our voice \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. This will help students learn exactly how to apply the rules to their own reading. Then, give students the same passage with punctuation included. Tell them to apply the rules from the chart to read the passage fluently and effectively.

(**5-10 minutes)** After reading, discuss how the punctuation helped their reading. Next, ask volunteers to read sentences from the passage aloud using the punctuation charge rules. Remind students to apply these punctuation rules anytime they are reading.

**Assessment/Evaluation:**

Assessment will be ongoing. Students will be evaluated in lessons to come on their ability to apply the punctuation in their reading.

**Materials:**

* Typed up page from reading selection with and without punctuation.
* Punctuation Poster

Punctuation

When we see \_\_\_\_\_\_\_\_\_\_\_\_, our voice \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

. = Drops and stops

! = Gets excited and stops

? = Goes up and stops

, = Takes a short rest

“ “ = Gets to be an actor

**Lesson: Asking Important Questions**

**Objective:**

Student will ask question that focus on the important part of a story.

**Procedure:**

Before reading, choose a story students are familiar with. Think of questions that pop into your head about the story and write them on slips of paper, making sure that some questions are important ones and others are un-important to the understanding of the story. Place the slips into a jar. Have other books on hand for students to choose and practice applying the strategy.

**(10-15 minutes)** During reading, stop after every couple of pages to discuss questions they are having and pull a slip from the jar. Discuss whether or not each question would help them better understand the text. Record any questions that students may add on the board or chart paper.

**(10 minutes)**After reading, remind students to tune into the questions their brains are constantly asking. If students are asking themselves questions that are not important to the story, they are not focusing and should reread. Allow students the opportunity to practice by choosing a story to read silently and jotting down their questions on sticky notes.

**Assessment/Evaluation:**

Assessment will be ongoing. Students will be evaluated in lessons to come on their ability to ask important questions the help to understand the story. When conferencing with students, discuss their questions that they jotted down on their sticky notes.

**Materials:**

* Familiar story to read as a group
* Questions on slips of paper
* Jar
* Familiar stories for students to read silently
* Sticky notes

**Lesson: Text-to-Self Connections**

**20-30 minutes**

**Objective:**

Students will make connections and relate to the story they are reading.

**Procedure:**

Before reading, choose a short picture book to read to your students that will be easily used in making text-to-self connections. Gather together a basket of books at the appropriate level for the group of students and sticky notes.

**(20-25 minutes)** During reading, think out loud about the connections you are making to the text and to the illustrations. After reading, center the discussion around how the connections helped me to better understand the story. Explain that when we can relate to a character or situation, we can really understand how that character feels and what they are thinking. The connection might even help predict what the character might do next. Allow the students to read a selection of their choice from the book basket and jot down connections they make to the story. As the students are reading, listen to individuals read aloud. This might be a good time to take running records or anecdotal notes about students’ fluency and decoding strategies. Encourage readers to share their connections and discuss how these help them comprehend the story.

**(5-10 minutes)** After reading, ask volunteers to share some of the text-to-self connections that they made and how the connections helped to understand the text. Remind students why connections are so important and when we can relate in some personal way to what the author is saying, we can better understand the story.

**Assessment/Evaluation:**

Assessment will be ongoing. Students will be evaluated in lessons to come on their ability to make self-to-text connections. When conferencing with students, take note of the connections that students make to the story they read. Students who are not really involved in a text will have connections with inconsequential story details, like what the character is wearing.

**Materials:**

* Leveled reading selections.
* Short picture book.
* Sticky notes.
* Paper for running records and anecdotal notes.

**Post Assessment**

All students will develop reading skills at their own rate. I like to use the Developmental Reading Assessment (DRA) to assess what level my students are at. As students get better at reading their DRA level will increase. At the end of each quarter (9 weeks) I administer a DRA on every student. The assessment is done one on one and requires the student to read a selection while the teacher performs a running record. The teacher takes note of the reading rate and fluency, along with using pictures to figure out unknown words and decoding skills used. Students must have 94% accuracy, must receive a score of 3 out of 4 on fluency, and be able to retell the beginning, middle, and end of a story along with the setting and characters.