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EDTL 7100

Instructional Design

**Rationale/Statement of Purpose**

 I chose to center my instructional design project on improving my reading instruction through the use of guided reading and incorporating research-based reading practices. As stated in our text, instructional design involved decisions about how to teach (Chiarelott, 2006). Due to the number of breakthroughs that have occurred in reading, scientists believe that by routinely applying the lessons learned from scientific findings to the classroom, that most reading failure could be avoided. It is estimated that the current failure rate of twenty to thirty percent could be reduced to the range of two to ten percent. (Walsh) To do so, elementary classrooms must incorporate certain research-based practices, including: Early identification of children at risk of reading failure, daily training in linguistic and oral skills to build awareness of speech sounds, or phonemes, explicit instruction in letter sounds, syllables, and words accompanied by explicit instruction in spelling, teaching phonics in the sequence that research has found leads to the least amount of confusion, rather than teaching it in a scattered fashion and only when children encounter difficulty, practicing skills to the point of "automaticity" so that children do not have to think about sounding out a word when they need to focus on meaning, concurrently with all of the above, building comprehension skills and vocabulary knowledge through reading aloud, discussing, and writing about quality children's literature and nonfiction topics, and frequent assessment and instructional adjustments to make sure children are making progress. (Walsh)

The first grade curriculum included in this document builds upon the very first steps in literacy, starting with the concepts of print. These concepts and skills will broaden as the students move on to higher grade levels. It is also crucial to not teach skills in isolation, but to incorporate them together and have the students use them in real life experiences. 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). This also reinforces the importance of giving students real life experiences and building upon prior experiences with continuously exposing them to new experiences as well.

References

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

The United States Department of Education, [www.ed.gov](http://www.ed.gov)

Walsh, K., Glaser, D., and Dunne Wilcox, D. (2006). *What Education Schools Aren't Teaching About Reading and What Elementary Teachers Aren't Learning.* National Council on Teacher Quality: Washington DC. <http://www.readingrockets.org/article/12625>

**Unit Learner Outcomes**

**Subunit 1 – Print Concepts**

* Students will show teacher which way a book is held and show teacher which way print is read in a book.

**Subunit 2 – Phonemic Awareness**

* Teachers will read a word and then give a rhyming word as example and then the students will add, delete or change sounds in a given word to create new or rhyming words.
* Students will explain their understanding of rhyming through weekly poems and literature with rhymes. (Clapping, chanting, choral reading)
* Students will construct blends to create new words.
* Students will record the amount of syllables they count in given words.

**Subunit 3 – Phonics**

* Students will apply letter sounds to letters.
* Students will name letter sounds to given words.
* Students will identify all corresponding sounds to letters and complete phonics chant.

**Subunit 4 – Fluency**

* Students will read text using fluid and automatic decoding skills, including knowledge of patterns, onsets and rimes.
* Students will read aloud with changes in emphasis, voice, timing and expression that show recognition of punctuation and an understanding of meaning.
* Students will develop fluency through read alouds and independent reading practice.

**Subunit 5 – Comprehension Strategies**

* Students will make predictions while reading and support predictions with information from the text or prior experience.
* Students will compare information (e.g., recognize similarities) in texts with prior knowledge and experience.
* Students will recall the important ideas in fictional and non-fictional texts.
* Students will create and use graphic organizers such as Venn diagrams or webs, with teacher assistance, to demonstrate comprehension.
* Students will answer literal, simple inferential and evaluative questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.
* Students will monitor comprehension of independently- or group-read texts by asking and answering questions.

**Subunit 6 – On-going Monitoring**

* Educators will select monitoring processes to evaluate this unit.

**Pre-Assessment:**

One pre-assessment that I always use as a baseline and as a continuing assessment is the DRA’s. I also use the STAR reading assessment, which is a computer based assessment taken independently by each student. Between the DRA and the STAR reading assessments, I have a good baseline to know where my students are. Another form of pre-assessment that I use is the Reading Interest Inventory. This assessment helps me plan because if the students let me know what they like and don’t like and what they are good at and what they struggle with I am able to make appropriate and intriguing lessons for the students.

Reading Interest Inventory

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

I like to read. 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-believe. YES NO

**Reading Interest Inventory (continued)**

1. My favorite book is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
2. I like this book because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
3. I like to read about ­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

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

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

1. When I read I have trouble \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

**Lesson: Making Words**

**20-30 Minutes**

**Objective:**

Students will add, delete or change sounds in a given word to create new or rhyming words.

**Procedure:**

**(5 to 10 min.)** Invite the students to the carpet area and introduce *The Cat in the Hat* by Dr. Seuss. Ask students if they know what kind of stories Dr. Seuss writes. Explain that he usually has a lot of rhyming words with a different beginning, but the same ending sound in words. Read the title again and ask students if they can state the rhyming words in the title of the story. Tell them cat and hat are rhyming words. Ask the students if they can think of a rhyming word for mouse. After rhyming words are briefly introduced tell students they are going to listen to *The Cat in the Hat* and then list the rhyming words. Read the story.

**(15 to 20 min.)**

1. After you finish the story have students take turns stating the rhyming words from the story.
2. Write the rhyming words on the large chart paper as the students give them.
3. Explain to the students they are going to go back to their seats so they can practice making words of their own.
4. Pass out making words folders to each student
5. Write the mat on the promethean board and tell the students to pull out the letters to spell mat
6. After the students have mat tell them to write it on their HWT paper
7. Then tell the students to put the “m” away and make the word pat
8. Have the students write their new word
9. Tell students to make another “at” word that rhymes with pat
10. Have the students write their new word
11. Students should put away their current letters and get out the letters to spell the word fell and write it on their paper
12. Then tell the students to take the word fell and make the word spell and write it
13. Lastly, have the students make the word tell and write it
14. Collect the students work to check for accuracy
15. As the students give you their paper have them tell you a rhyming word to a word you give them to assure their understanding

**Assessment/Evaluation:**

Observation during making words activities and students’ completion of activity. As a follow up activity have the students practice making words on the Promethean Board with the letters at the better and can be drug around to make words.

**Materials:**

* Dr. Seuss book
* Chart Paper
* Making words folders
* Handwriting Without Tears writing paper

**Lesson: Three Little Pigs Story House**

**30 minutes**

**Objective:**

* Students will identify characters, setting and events in a story.
* Students will make predictions while reading and support predictions with information from the text or prior experience.

**Procedure:**

**(10 min.)**Invite the students to the carpet area and show them the example of the *Three Little Pigs*, building a story sheet. Explain to the students that they are going to build a story based on *The Three Little Pigs* retold by Barry Moser. Read the story out loud to the students and then as a class with you writing on the chart paper list the characters, setting, and the events in the story. List at least five events and make sure they are listed in the order that they occurred in the story.

**(20 min.)**

1. Now, explain to the students that they are going to write in the setting and characters and then five events of their choice from the list onto their story house. Remind the students that they need to make sure the events are in the same order that they occurred in the story. Also, encourage the students to color their house and characters if time allows.
2. Allow the students about twenty to thirty minutes to complete their *Three Little Pigs* story. Students should hand them in once they are completed. If some students finish early have them work on their pig packet or they may read a book.
3. Once the students have completed and handed in their stories invite them back to the carpet area and introduce *Piggie Pie* by Margie Palatini.
4. Have the students briefly discuss what they think the book is about just by looking at the title and the cover of the book. Then tell the students that they are going to get a sheet to write their prediction of the book on and to illustrate their prediction.
5. Once the students have their predictions and illustrations written down, have the students return to the carpet area to hear the story and to see if their predictions were right.
6. Once you are finished reading the story, have the students raise their hand if their prediction was right to see if anyone got it.
7. Talk about the ending and the picture on the last page and what the author wanted us to think happened in the end.
8. Now have the students return to their seats and write what actually happened and illustrate what happened.
9. If time allows have the students share their predictions and what actually happened.

**Assessment/Evaluation:**

Identify characters, setting and events in a story.

* Students will identify the characters, setting, and the events in *The Three Little Pigs* retold by Barry Moser by completing the story house activity. The students will discuss and identify all of the above as well as write them on their own onto their story house sheet.

Make predictions while reading and support predictions with information from the text or prior experience.

* The students will make predictions from the front cover of *Piggie Pie*, the title, and from the pig stories they have heard and read this week. The students then hear the story and write what actually happened to compare it with their predictions.

**Materials:**

* *The Three Little Pigs* retold by Barry Moser
* *Piggie Pie* by Margie Palatini
* Prediction sheets for *Piggie Pie* – At least one for each student
* Building A Story: The 3 Little Pigs sheets – At least one for each student
* Pencils
* Crayons
* Large Chart Paper
* Marker

**Lesson:**

**20-30 Minutes**

**Objective:**

* Students will create and use graphic organizers such as Venn diagrams or webs, with teacher assistance, to demonstrate comprehension.

**Procedure:**

(5-10 min.) Invite the students to the carpet area and have a Venn diagram on chart paper placed over the white board for all of the students to see. The Venn diagram should have the two stories being read today written over the circles. Explain to the students that we are going to reread the first version that we read of the *Three Little Pigs* by James Marshall. Tell the students that it is very important for them to listen very closely because after we read this story, we are going to read another version from the wolf’s point of view and then compare the two.

(20-25 min.)

1. Read *The Three Little Pigs* by James Marshall and then introduce *The True Story of the 3 Little Pigs!,* and have the students predict what they think is going to be different about this version from the one they just heard.
2. Once the students have given their predictions read the story and then have the student’s state facts from the stories to complete the Venn diagram. Have the student’s state what is different about each story and what is the same. Assist the students as needed.
3. After the students have completed the Venn diagram and compared the two stories, introduce the students to the cause and effect chart.
4. Ask the students if anyone can tell the class what cause and effect mean. Allow the students to answer and then explain it or clarify it as needed.
5. Once the students understand what cause and effect means show them the cause and effect chart that has already been completed to give them a model to go by.
6. Explain to the students that we are going to come up with the causes and effects together as a class and then they will complete their cause and effect charts.
7. Give the students the first cause and then ask them to state what the effect of that would be. Complete four causes and effects and write them on the white board or chart paper so the students can use them to complete their own cause and effect charts.
8. Once the students have come up with four causes and effects for their charts, hand each student a chart to complete just as the one you previously showed them.
9. If there is time remaining after the students have handed in their cause and effect charts, have the students return to the carpet area and ask them if they have ever heard of reader’s theater. If not, explain it to them and then tell them they are going to be split up into two groups to do reader’s theater with two different versions of the three little pigs.
10. Finally, split the students up into their reader’s theater groups and give them their scripts with previously decided parts.
11. Encourage the students to read through their script (which will have their parts highlighted) and then assist them in practicing them altogether until it is time for recess.
12. Tell the students that they will be performing their reader’s theater in front of the opposite group tomorrow.

 **Assessment/Evaluation:**

* The students will complete a Venn diagram by stating all of the similarities and differences between the two versions of the three little pigs, while the teacher writes the information into the diagram. The students will show their comprehension of the stories by orally stating the facts that occurred in each of the stories.

**Materials:**

* *The Three Little Pigs* by James Marshall
* *The True Story of the 3 Little Pigs!* By Jon Scieszka
* Cause and Effect Chart
* Reader’s Theater Scripts
* Cause and Effect Charts cut out and glued together so they are ready to be written on.
* Large Chart paper
* Marker

**Post Assessment**

Every student develops their reading skills at a different rate, but it is always critical to assure they are making adequate progress. We check the students’ progress every three weeks by using Developmental Reading Assessments (DRA) to assess what level the students are at. The assessment is done one on one and requires the student to read a selection while the teacher performs a running record. The teacher assesses the reading rate and fluency, the retell, including the beginning, middle, and end of a story along with the setting and characters. Students must receive 94% accuracy on the DRA to move up to the next level. By the end of kindergarten we like to see students at least at a DRA level 2 or 3 and by the end of first grade students should be at a level 16. Another form of assessment we use quarterly for reading is the STAR Reader, which is a test the students take independently on the computer. I do not feel that this assessment is nearly as accurate as a DRA though. DRA’s show the students’ strengths and weaknesses.