Reading Lesson Design

Standards

INTASC-2013.1 Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

INTASC-2013.5 Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

INTASC-2013.7 Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

INTASC-2013.8 Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

INTASC-2013.9 Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

IRA-2010.2.2 Candidates use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading-writing connections.

IRA-2010.2.3 Candidates use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources.

IRA-2010.4.1 Candidates recognize, understand, and value the forms of diversity that exist in society and their importance in learning to
read and write.

**IRA-2010.4.2** Candidates use a literacy curriculum and engage in instructional practices that positively impact students’ knowledge, beliefs, and engagement with the features of diversity.

**IRA-2010.6.2** Candidates display positive dispositions related to their own reading and writing and the teaching of reading and writing, and pursue the development of individual professional knowledge and behaviors.

**Directions to the Student**

The **Portfolio of Plans: Reading Lesson Designs** engages candidates in creating lessons that integrate the teaching of comprehension with other areas of literacy (concepts of print, phonemic awareness, phonics, vocabulary, fluency, motivation, English language learners and writing) in order to meet the diverse needs of students. Candidates must include the following in their lessons:

*Four reading lessons for four texts* will be designed using strategies learned in our text or strategies presented/learned in class. The primary focus for each design will be comprehension and you must choose from the following areas: (each area to be used only once)

> **Determining Importance in Text**
>  > **Questioning**
>  > **Visualizing**
>  > **Inferring**
>  > **Synthesizing**
>  > **Making Connections**

The text used to exemplify the lessons can be any form you desire: grade level textbook, articles, picture books, sections from novels, poems, etc. **Text utilized must represent traditional print, digital texts, online source(s), and acknowledge the diversity of your students.** Your buzz sheets will be a part of your lesson plans so take care when selecting text for the buzz sheets.

While comprehension is our primary goal, each lesson will also include a secondary component that addresses the learning needs and diversity of your students. These include concepts of print, phonemic awareness, phonics, vocabulary, fluency, motivation, and writing.

You may want to think about creating the lessons for a topic area that you teach and would like to improve. This can be in any content area.
The lesson design format should follow the design used in our textbook with a few additions:

- **Purpose (be sure to address both the primary and secondary purposes)**
- **Resources**
- **Responses**
- **Age group**
- **Developmental considerations** made when designing the plan (use developmental approaches article and/or Yardsticks pamphlets)
- **Explicit detailed directions** for implementing the strategy with your age group. This section should be broken down into:
  - **Introduction & Modeling**
  - **Involving your Students**
  - **Students practice with Guidance**
  - (see Gradual Release of Responsibility on pages 32-33)

Include any charts, response sheets, graphic organizers, etc. needed for each lesson.

Lesson designs **must be original** and should be tailored to the grade level you teach. **Taking lessons from the internet, textbooks, materials from your school district, etc. is unacceptable.** The intent of these lessons is for you to practice the strategies and show an understanding of specific comprehension strategies to formulate a plan for your students. While you may model a lesson around the format of those used in the “Strategies” text, your plans must use original texts (none of the suggested texts from “Strategies”), specific modeling and language you would use with students. **When sharing the dialogue you would use with students, use italics or boldfaced print.** Seeking out the literature to match these strategies is extremely important to the success of your lessons.

**A. Components that must be included (these should clearly be labeled in your plan):**

- Acknowledge the diversity that exists or might exist in your classroom and how you will accommodate that in all plans. (This must include an explanation of the diversity your plan is meeting and how your plan accommodates that diversity for maximum student success.)
- Each lesson will articulate the secondary goal of the lesson and how it will be integrated. You must choose a different one for each lesson. These include:
  1. Concepts of print or phonemic awareness or phonics or word study
2. Vocabulary
3. Fluency or Motivation
4. English language learning accommodations

- Demonstrate the importance of prior knowledge and preparing students for the text they will read to maximize comprehension in all plans.
- Handouts to facilitate the instruction (Required for a minimum of three plans)

B. Assessment: An assessment must be created to go specifically with ONE of the lesson designs. You may use a rubric, a checklist, a performance assessment, etc. The assessment should be appropriate for your grade level. The assessment must be designed to be understood by parents. See Blackboard (Course Assignments/Rubrics) for further ideas. The assessment should assess the strategy and how proficient your students are at using the strategy, so please avoid assessing handwriting, behaviors, spelling, etc.

C. Reflection of all lessons: Include a one-page reflection explaining how you feel these lessons will impact your students and improve on the instruction you already use in your classroom. Do you anticipate any difficulties with your lesson designs? What will you need to do to ensure success? How have designing these lessons helped you to grow in becoming a best practice teacher? This section should include the reading theory that backs up your particular lesson designs. Be specific, including the theorist(s) that influence your teaching of the strategies.

D. References: Make sure that all sources are cited here. Include all children's books, our textbook, and any other sources used. These must be in APA format.

Directions to the GTC Student (apply only to students in GTC Program)

The Reading Lesson Design engages candidates in creating a lesson that integrates the teaching of comprehension with other areas of literacy (concepts of print, phonemic awareness, phonics, vocabulary, fluency, motivation, English language learners and writing) in order to meet the diverse needs of students. Candidates must:

A. Select a literacy strategy learned in class to research and teach to your peers in this class. The primary focus will be comprehension and you must choose from the following areas:

- Determining Importance in Text\
• Questioning
• Visualizing
• Inferring
• Synthesizing
• Making Connections

B. Choose the book(s) that you will use. This can be a chapter book, picture book, article, poem, etc. If you choose a chapter book, you will only need to work with one chapter. The text must be approved by the instructor before presentations begin. You may not use titles already chosen by classmates.

Comprehension lessons done in class follow this format:

SECTION 1

Explain your strategy. The strategy must be researched so that you thoroughly understand it.

Your strategy paper must include the following:

• When to use the strategy (before, during or after reading)
• Category of strategy: Comprehension, Fluency, Phonics, Phonemic Awareness, Writing
• Description of procedures for the strategy
• Cautions and Comments
• An actual example with your chosen children’s book
• An example of how you would assess the students’ understanding of the strategy

SECTION 2

Children’s Book Information: Title, Author, Publication date, Publisher, and ISBN Number (for all books used in the group presentation)

Grade Level: Indicate the grade level(s) for the book

Book Summary: One paragraph summarizing the book.

SECTION 3

References: All references must be cited. Credit all sources, including your textbook, handouts, internet sources, etc. References should include title, author(s), publisher, date of publication, pages used.
* Include any charts, response sheets, graphic organizers, etc. needed for each lesson.

C. Presentation Portion

Your presentation must be a “teaching presentation”. **Engage** your classmates in the strategy to ensure they are comfortable using it in their own classroom. Ways to engage ALL classmates will be discussed in class, but include having students talk, write, draw, present findings, etc. Please be as creative as you would be with young children.

Be prepared! In order to teach the strategy effectively you need to prepare and understand the strategy thoroughly. **If you are confused, please see the instructor WELL BEFORE** your presentation!

This presentation **must include technology** of some type. You may use digital photos, classroom overheads, a power point, websites, the document camera, etc.

Rubric Instructions

For each row of the rubric, assess on a 0-3 scale by selecting a score from the right-side columns for the element on the left-side of the same row.

PLEASE NOTE: Percentages and Grades

PLEASE NOTE: Percentages and Grades within LiveText should be ignored. When a rubric is completed in LiveText, a percentage may appear within the rubric. This percentage will not be regarded by the College of Education and is no reflection of the Grand Valley student’s grade or performance within the course. It is a result of assigning numeric values to the columns of the rubric. This numbering generates numeric data for the College of Education to inform us of areas within our courses that we need to improve in the future. Likewise, LiveText provides instructors with a grading tool to grade assignments in LiveText. The College of Education asks faculty not to use this tool, as official grades are currently managed through Banner. Any grade shown in LiveText is non-official and should not be regarded by LiveText users.

Please also remember that an "assessment" is not an end goal, nor is it the same as a course grade. Rather, an assessment is a learning tool that demonstrates
students’ ability to meet course expectations and allows the College of Education to look for ways to improve our programs. An assessment is also not a student satisfaction/opinion survey. Instead, it is a direct measure of student learning and development outcomes. Providing students with access to these assessments ensure all College of Education students have the ability to showcase their progress throughout their program(s) and beyond graduation.

### Reading Lesson Design

<table>
<thead>
<tr>
<th>ILA 2.2</th>
<th>InTASC 1</th>
<th>(1,000, 14%)</th>
<th>INTASC-2013.1</th>
<th>IRA-2010.2.2</th>
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<tbody>
<tr>
<td>Proficient (3) (3,000 pts)</td>
<td>Candidate used instructional approaches supported by literature &amp; research to plan lessons in comprehension, vocabulary, fluency, motivation, critical thinking, and writing.</td>
<td>Developing (2) (2,000 pts)</td>
<td>Candidate used limited instructional approaches to plan for comprehension, vocabulary, fluency, motivation, critical thinking, and writing in lesson designs.</td>
<td>Unsatisfactory (1) (1,000 pt)</td>
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<tr>
<td>Unacceptable (0) (0,000 pt)</td>
<td>Candidate used unacceptable instructional approaches to plan for comprehension, vocabulary, fluency, motivation, critical thinking, and writing in lesson designs.</td>
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<tr>
<td>Candidate provided appropriate instruction in lesson designs, showing differentiation for those students who struggle with reading and writing.</td>
<td>Developing (2) (2,000 pts)</td>
<td>Candidate attempted to provide some differentiation for those students who struggle with reading and writing in the lesson design.</td>
<td>Developing (2) (2,000 pts)</td>
<td>Candidate attempted to provide some differentiation for those students who struggle with reading and writing in the lesson design.</td>
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<tr>
<td>Unacceptable (0) (0,000 pt)</td>
<td>Candidate provided unacceptable lesson designs to implement differentiation for those students who struggle with reading and writing.</td>
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<td>Candidate adapted instructional approaches and materials in lesson designs to meet the language-proficiency needs of English learners.</td>
<td>Developing (2) (2,000 pts)</td>
<td>Candidate attempted to adapt lesson designs to meet the language-proficiency needs of English learners.</td>
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<tr>
<td>Unacceptable (0) (0,000 pt)</td>
<td>Candidate adapted unacceptable lesson designs to meet the language-proficiency needs of English learners.</td>
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<tr>
<th>ILA 2.3</th>
<th>InTASC 8</th>
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<th>INTASC-2013.8</th>
<th>IRA-2010.2.3</th>
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<tr>
<td>Candidate demonstrated knowledge of and a critical stance toward a wide variety of quality traditional print, digital, and online resources for use in lesson designs.</td>
<td>Developing (2) (2,000 pts)</td>
<td>Candidate demonstrated a limited knowledge of traditional print, digital, and online resources for use in lesson designs.</td>
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<td>Candidate demonstrated a limited knowledge of traditional print, digital, and online resources for use in lesson designs.</td>
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<tr>
<td>Unacceptable (0) (0,000 pt)</td>
<td>Candidate demonstrated any knowledge of traditional print, digital, and online resources for use in lesson designs.</td>
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<th>ILA 4.1</th>
<th>InTASC 7</th>
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<th>INTASC-2013.7</th>
<th>IRA-2010.4.1</th>
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<td>Candidate demonstrated an understanding of the ways in which diversity influences the reading and</td>
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<td>Candidate demonstrated some understanding of the ways in which diversity influences the reading and</td>
<td>Developing (2) (2,000 pts)</td>
<td>Candidate demonstrated an understanding of the ways in which diversity influences the reading and</td>
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<tr>
<td>Unacceptable (0) (0,000 pt)</td>
<td>Candidate did not demonstrate any understanding of the ways in which diversity influences the reading and</td>
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<td><strong>ILA 4.2</strong>&lt;br&gt;<strong>InTASC 5</strong>&lt;br&gt;(1.000, 14%)&lt;br&gt;<strong>INTASC-2013.5</strong>&lt;br&gt;<strong>IRA-2010.4.2</strong></td>
<td>Candidate provided differentiated instruction and instructional materials that capitalized on diversity for lesson design to increase student understanding and interest.</td>
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<td><strong>ILA 6.2</strong>&lt;br&gt;<strong>InTASC 9</strong>&lt;br&gt;(1.000, 14%)&lt;br&gt;<strong>INTASC-2013.9</strong>&lt;br&gt;<strong>IRA-2010.6.2</strong></td>
<td>Candidate promoted the value of reading and writing in and out of school by modeling a positive attitude toward reading and writing with students, colleagues, administrators, and parents.</td>
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<tr>
<td><strong>Candidate provided limited differentiated instruction and instructional materials that somewhat addressed diversity for lesson design to increase student understanding and interest.</strong></td>
<td>Candidate provided unsatisfactory differentiated instruction and instructional materials to address diversity for lesson design to increase student understanding and interest.</td>
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<td><strong>Candidate promoted the value of reading and writing in and out of school by modeling a positive attitude toward reading and writing with students, colleagues, administrators, and parents.</strong></td>
<td>Candidate did not provide any differentiated instruction and instructional materials to address diversity for lesson design resources to increase student understanding and interest.</td>
</tr>
<tr>
<td><strong>Candidate attempted to promote the value of reading and writing in and out of school by modeling a positive attitude toward reading and writing with students, colleagues, administrators, and parents.</strong></td>
<td>Candidate did not promote the value of reading and writing in and out of school by modeling a positive attitude toward reading and writing with students, colleagues, administrators, and parents.</td>
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