

## Rubric for Scoring Literacy Lesson: Evidence of Pedagogy Blake2013

 Presenter's Name: Travis Greenwood

 Date: 4-2-13 Grade level: 4

 Performance based literacy lesson: #2 Subject: Reading

Assignment not turned in or incomplete = 0 points	<b>LOW BASIC</b> Performance Level 2 points	<b>BASIC</b> Performance Level 3 points	<b>PROFICIENT</b> Performance Level 4 points	<b>ADVANCED</b> Performance Level 5 points
<b>Lesson Framework &amp; Execution</b>  15	Lesson plan is not cohesive. Objectives not stated. Standards not written out. Purpose not given to the students. <b>Lesson not appropriate level</b>	Plan is somewhat unclear. Lesson focuses primarily on <b>one</b> skill or strategy. Purpose given to the students. Students scaffolding not sufficient. <b>Lesson level appropriate.</b> (Zone of proximal development)	Plan clearly written. Lesson addresses <b>several</b> literacy aspects <b>Stated objective/s to students. (What they are learning and why.)</b> Mini-lesson directed -specific. <b>Lesson developed during each phase</b> of lesson (before, during & after). Students appropriately scaffolded.	Plan clearly written. Lesson focuses are strategy based. The lesson flows and is an <b>authentic engaging, learning experience.</b> <b>Lesson demonstrates the interconnectedness of the communication arts.</b>
<b>Assessment &amp; Evaluation of Student Learning</b> 4X points  16	Assessment is <b>not authentic</b> and/or is <b>worksheet oriented.</b> Evaluation does not match the lesson objectives. Did not include student work samples.	Assessment focuses on a <b>minor skill</b> rather than a strategy or important skill needed for comprehension. Evaluation limited or evidences limited understanding of literacy. Student work samples not accurately assessed or do not align with the lesson objectives.	Method of assessment is related to the lesson objective/s and assess the <b>literacy skill</b> or strategy. <b>DID NOT USE WORKSHEETS</b> Evaluation is specific and student samples align with the objectives taught. Anecdotal notes were taken on students. <b>Students clearly understood how they were assessed on independent work (Rubric attached).</b>	Assessment is <b>authentic.</b> <b>DID NOT USE WORKSHEETS</b> Evaluation is insightful and based on reading pedagogy demonstrating an understanding of the <b>interconnectedness of the communication arts.</b> The evaluation gives and interprets the facts about the reader/writer/listener/speaker related to the literacy focuses of the lesson. <b>Student work is analyzed with specificity.</b>
<b>Self-reflection of My Teaching</b> 2X points Related to: Literacy Pedagogy and the Leadership dispositions of "Accurate self-assessment" and "Developing others".  8	The ability to self-reflect is not evident.	Self-reflection is <b>limited or general</b> in nature regarding teaching.	Self-reflection is <b>directed &amp; specific,</b> well thought out, <b>purposeful</b> and reveals an understanding of literacy pedagogy and the leadership dispositions.	Self-reflection is insightful and <b>based upon facts</b> or evidence from the teaching experience & <b>assessments.</b> Reflection relates to literacy pedagogy & leadership dispositions clearly addressing lesson planning, lesson execution & assessment
<b>Presentation Organization, Clarity and Neatness.</b> 1X points  5	<b>Unsatisfactory</b>	<b>Average</b> Provided copy of Lesson Plan, Reflections & student work to peer groups.	<b>Above average</b> Easy to follow the information presented. Explained students literacy level. Took audience through the steps of the lesson. Student work easy to see.	<b>Excellent</b> Easy to follow the information presented. Explained reflection on teaching and student learning.

 Total points: 44 /50 Comments: Great lesson idea & demonstration
Travis - Assessment is not clear to me.

## Basic READING Lesson Plan of Explicit Instruction The Gradual Release of Responsibility

MWSU student name: \_\_\_\_\_ Travis Greenwood \_\_\_\_\_ Grade level: 4th

School: \_\_\_\_\_ Lake Contrary \_\_\_\_\_ Teacher: \_\_\_\_\_ Ms. Ebling \_\_\_\_\_

**Performance based literacy-objective/s/focus/es:** Students will be able to create and organize important details of a nonfiction article **by** drawing on their prior knowledge, filling out a KWL Graphic Organizer, Clunks an' clues, and Question-Answer-Details graphic organizer (QAD).

**Gradual Release: (lesson includes) x Modeling x Guided Practice x Independent Practice**

**District Standards/GLE:** CA-3 reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)

**National Standards (IRA/NCTE):** Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).

**Common Core Standards:** CCSS.ELA-Literacy.RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

**Background on students:** In the month of April 4th grade students are required to take a standardized MAP test. The language arts portion of the test requires students to explain the main idea/ important features of a passage and using text based evidence to fill out graphic organizers. Previewing strategies for reading and organizing information is an essential skill for the test.

**Address Diversity:** My 'focus' will be targeted towards my students who are classified as "basic readers" according to the SRI model. Also, a focus will be evaluated during the guided practice portion of this lesson based off conferences. These students will need the extra guided practice and differentiated modeling to fully master the objective.

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### BEFORE READING:

#### (1-2 minutes) Activate prior knowledge:

**The teacher will:** Give connections to the passage. "This weekend I was watching this Discovery channel and they had a commercial that said "SHARK WEEK!" I was so curious about sharks and all the different kinds of sharks. I enjoy facts because I know its **valid** information. What do you all know about sharks? Have you seen a shark before? In person, movie, or books, etc? I think that there is so much information for all of us to learn from this article I found on shark facts.

Remember there are opinion and facts. If you aren't quite sure whether it's a fact or opinion write it down and save the question for share time. Also, if your parents allow you, I would recommend watching this TV series on the Discovery channel. Be sure to get your parents' permission.

Idea -  
Show a short  
video clip  
See their  
interest!

**The students will:** Give connections to the author's passage. Using their previewing strategies listed on their KWL chart to code questions, use context clues for bold words, analyze graphs, etc. (Shark Facts) What do we already know about shark?

**(1 minute) Establish a purpose:**

**The teacher will:** What happens if we are writing a research paper for our hallway display, and it's all about Shark Facts? (Which it is!) We will have to dive deep into valid information that surrounds us with only facts. These are our Thick Questions. Who remembers what these are? This article will allow us to use these valuable information for Sharks. It is titled Shark Facts, as a reader I know everything in the passage is a fact and not an opinion. Make sure we use our close reading strategies while reading this passage. Make sure you underline important details, and circle your clunks (unknown words).

**The students will:** Give reasons why it's important to have non-opinionated information for a research paper on Shark Facts. Why they would want facts for their hallway display based on Discovery Channels Shark Week.

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**(5 minutes) Modeling/Demonstration: Mini-lesson**—(Teacher models strategy or skill & thinks aloud.)

**The teacher will:**

1. We have a KWL graphic organizer for this passage. From what we already know about this passage and our experiences what do we already know about sharks? Let's take a few moments to think to our self, and then share aloud. I will fill in the K section of our KWL while you share your schema.
2. Next, we have a W section of the KWL chart for what we want to learn. What do you think would be important for us to learn? What do we want to know about sharks? Let's think of interesting information our friends (students in the school) walking through our hallways would want to learn about sharks.
3. Before we read the passage, how about we look for bold words, graphs, headings and sub headings to help us with extra information. These are our previewing strategy for close reading.
4. These previewing strategies will help us build a schema for the passage before we start to read, and help us organize all of these facts into proper sections of our KWL.
5. Also, when you find words that are unknown circle them, and use your clunks and clues graphic organizers to crack the clunk. Be sure to use context clues.

**(10 minutes) Guided practice:**

Take **anecdotal notes** on your students:

- Note: Not many students have "clunks!"
- Text complexity, . . . too easy?
- Schema - K-W-L

**The teacher will:**

1. Teacher will give students the passage Shark Facts. Students will read the passage and circle unfamiliar words and use strategies to decode the unknown words. *good*
2. I will model finding important info, and decoding a clunk. (unknown words) Thinking aloud to decode clunks. *good*
3. Filling out the parts of the KWL only completing the K and W portion. Also, when finding new information students will fill out the L portion of their chart.
4. We will do the first paragraph together and have share time for misconceptions.

**The student/s will:**

1. Students will circle unfamiliar words for their clunks and clues graphic organizers.
2. Students will follow teacher guide for the first paragraph. Teacher will model by sharing and thinking aloud for students.
3. Students will fill out the K and W portion of their chart.
4. After reading the students will complete their KWL chart filling in the last section of the L.

**Questions to promote inquiry thinking:**

**The teacher will ask:**

- Remember what we already know about Shark Facts, because a lot of us have read and have been exposed to the same information prior to this passage. What do you think the author could have done to make this article grab the reader's attention from the 'get go'. *good*
- What would you have done if you were the author? Write it down.
- Are you able to use context clues to help you decode your clunk? Where at? Did you circle them?
- What are some examples that you can give me from the text to support your reasoning? Do you have "thinking tracks" on your article.

**The student/s will:**

- Discuss and demonstrate which strategies would work best in these situations.

Assess who's getting it and who isn't - **anecdotal notes** are taken:

- Aadan = problem with 'L' portion
- Eli - Good!
- Tyler short (off topic)

**Independent Practice:** Students use the strategies on their own. Confer with individuals or groups and take anecdotal notes on your students.

**Goal sharing time: (may take anecdotal notes again)**  
**Students share:**

**The teacher will ask:** What did you learn about yourself as a reader today? Do you think these graphic organizers are helpful for maximum reading comprehension and reflectiveness?

**The student/s will:**

- *Discuss some of the strategies that found useful, and helpful. Why were the good graphic organizers? What was different this time from last time reading a similar passage? Anything better or worse happened as you read? Did you remember the main idea, or the author's purpose? What did you learn about yourself as a reader today?*

*Good*

**Review the learning objective:** Today we reviewed KWL and demonstrated our knowledge; we also were exposed to new graphic organizers to keep our clunks (unknown) words organized and question answers and details. (QAD)

**The teacher will ask:** "What skill(s) did we learn today?" "How do previewing skills and graphic organizers help us as readers?" (based on conferences) call on students and ask: "What strategy are you going to work on and what graphic organizers will you use that works best for you?"

**Conference anecdotes: Include anecdotes from your observations or individual conferences.**

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Kaden - Scuba of sharks	Hadley "I know nothing!!"
Aiden Shelby Evin } RT1 Lilah	

**NEXT GO TO REFLECTION FORM**

**Assessing student learning: (What authentic activity did the students do to demonstrate an understanding of the objective/s you taught?)**

Evidence of student learning: (Must include 3-5 artifacts of student work. Analyze each student's learning and be specific about learning related to your objective/s.)