Reading Instruction: Assignments and Activities

Assignments and Activities Title 1: Creating a Print-Rich Environment

Learning Outcome 1: Describe the qualities of an effective reading program.

Standard 2: Instructional Strategies and Curriculum Materials
Candidates use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction.

Standard Element 2.2: As a result, candidates use a wide range of instructional practices, approaches, and methods, including technology-based practices, for learners at differing stages of development and from differing cultural and linguistic backgrounds.

Candidates
• use a wide range of instructional practices, approaches, and methods, including technology-based practices.
• make selections that are guided by an evidence-based rationale and accommodate the developmental, cultural, and linguistic differences of their students.

Standard 3: Assessment, Diagnosis, and Evaluation
Candidates use a variety of assessment tools and practices to plan and evaluate effective reading instruction.

Standard Element 3.3: As a result, candidates use assessment information to plan, evaluate, and revise effective instruction that meets the needs of all students, including those at different developmental stages and those from different cultural and linguistic backgrounds.

Candidates
• analyze, compare, contrast, and use assessment results to plan, evaluate, and revise effective instruction for all students within an assessment/evaluation/instruction cycle.

Standard 4: Creating a Literate Environment
Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.

Standard Element 4.4: As a result, candidates motivate learners to be lifelong readers.

Candidates
• support students’ choices of reading materials.
• effectively plan and implement instruction that motivates readers intrinsically and extrinsically.
• are aware of children’s literature, interests, and reading levels of students in their class and can select appropriate text.
• assist children in discovering reading for personal purposes.
• can provide an evidence-based rationale for their practice.

From Standards for Reading Professionals (Revised 2003). Copyright 2004 by the International Reading Association. Used with permission of the International Reading Association.

Assignment Introduction Text: Print awareness is an important component of young children’s emergent literacy development. The examples presented in this video clip, from displaying children’s work to labeling shelves, demonstrate some ways in which the classroom can be print enriched.

Video Asset: Creating a Print-Rich Environment
URL: http://abavtooldev.pearsoncmg.com/myeducationlab/simpleviewer.php?projectId=earlychildhoodeducation&clipId=EACH_015_335.flv

Question 1 Text: Research identifies print awareness as one key component of children’s early literacy development. Identify one additional precursor to literacy.
Question 1 Hint: Think about letters and sound identification.
Question 1 Feedback: Students must also develop phonological awareness and arrive at an understanding of the alphabetic principle. Phonological awareness involves being able to detect separate words in a sentence, separate syllables in a word, segment words into their separate sounds, and perceive beginning, ending, and medial sounds. Understanding the alphabetic principle means grasping the concept that letters represent sounds.

Question 2 Text: What is “concepts of print”? How does a child demonstrate his or her concept of print?
Question 2 Hint: Formulate a definition from the demonstration of the assessment in the video.
Question 2 Feedback: Concepts of print are understandings about how print works. Children demonstrate their understanding of print by explaining that printed words represent spoken words, have boundaries, and are read from left to right. In addition, they begin to understand that what we say and what others say can be written down and read; words, not pictures, are read; sentences are made up of words; and words are made up of letters.

Question 3 Text: Identify examples of how print could be “used” in the preschool classroom.
Question 3 Hint: Review the video and look for all of the practical ways that print surrounds the preschool student.
**Question 3 Feedback:** In a classroom environment that fosters literacy, print is everywhere. Bulletin boards include words as well as pictures. There is a calendar of students’ birthdays and other important upcoming events. Children’s names are displayed with corresponding tasks. Shelves are labeled. Books and writing materials are readily available.

**Question 4 Text:** How can dramatic play be used to develop student’s literacy?

**Question 4 Hint:** Watch the video and think about ways that print is used to extend play.

**Question 4 Feedback:** Opportunities for dramatic play that can stimulate reading and writing include the following:

1. Grocery store—creating signs, writing checks or food lists
2. Bank—writing deposit and withdrawal slips and checks
3. Doctor’s office—writing prescriptions, making appointments, making bills
4. Restaurant—writing and reading menus, taking food orders, creating signs
5. Post office—writing letters, addressing letters, mailing packages, selling stamps, delivering mail.

**Assignments and Activities Title 2: Strategies for Struggling Readers**

**Learning Outcome 2:** Demonstrate knowledge of interventions for delayed readers.

**Standard 2: Instructional Strategies and Curriculum Materials**
Candidates use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction.

Standard Element 2.2: As a result, candidates use a wide range of instructional practices, approaches, and methods, including technology-based practices, for learners at differing stages of development and from differing cultural and linguistic backgrounds.

Candidates
- use a wide range of instructional practices, approaches, and methods, including technology-based practices.
- make selections that are guided by an evidence-based rationale and accommodate the developmental, cultural, and linguistic differences of their students.

**Standard 3: Assessment, Diagnosis, and Evaluation**
Candidates use a variety of assessment tools and practices to plan and evaluate effective reading instruction.

Standard Element 3.1: As a result, candidates use a wide range of assessment tools and practices that range from individual and group standardized tests to
individual and group informal classroom assessment strategies, including technology-based assessment tools.

Candidates
- administer scripted formal and informal assessments and technology-based assessments under the direction of certified personnel.
- select and administer appropriate formal and informal assessments including technology-based assessments.
- understand the requirements for technical adequacy of assessments and can select technically adequate assessment tools.
- can interpret the results of these tests and assessments.

Standard Element 3.2: As a result, candidates place students along a developmental continuum and identify students’ proficiencies and difficulties.

Candidates
- compare, contrast, and analyze information and assessment results to place students along a developmental continuum.
- recognize the variability in reading levels across children in the same grade and within a child across different subject areas.
- can identify students’ proficiencies and difficulties.
- recognize the need to make referrals for appropriate services.

Standard Element 3.3: As a result, candidates use assessment information to plan, evaluate, and revise effective instruction that meets the needs of all students, including those at different developmental stages and those from different cultural and linguistic backgrounds.

Candidates
- analyze, compare, contrast, and use assessment results to plan, evaluate, and revise effective instruction for all students within an assessment/evaluation/instruction cycle.

Standard 4: Creating a Literate Environment
Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.

Standard Element 4.1: As a result, candidates use students’ interests, reading abilities, and backgrounds as foundations for the reading and writing program.

Candidates
- assist the teacher and reading specialist in gathering information on students’ interests and cultural and linguistic backgrounds.
- can use appropriate technology to collect this information.
• collect information about children’s interests, reading abilities, and backgrounds and use this information when planning instruction.
• select materials and help students select materials that match their reading levels, interests, and cultural and linguistic backgrounds.
• can use technology to gather and to use this information in instructional planning.
• can articulate the research base that grounds their practice.

From Standards for Reading Professionals (Revised 2003). Copyright 2004 by the International Reading Association. Used with permission of the International Reading Association.

Assignment Introduction Text: This video clip presents alternative teaching strategies to use with struggling readers. A classroom demonstration featuring role playing shows how strategies that benefit struggling readers are also good instruction for the whole class.

Video Asset: Teaching to Diverse Learning Styles

Question 1 Text: What strategies besides drill and practice are used for students with reading delays?
Question 1 Hint: Watch for the list presented at the beginning of the clip.
Question 1 Feedback: Since drill and practice has not proven to be a solution for many students with reading delays, a variety of other strategies such as guided reading, partner reading, and readers’ theater are used. Students benefit from social interaction and scaffolded instruction that help to build self-confidence.

Question 2 Text: Describe how Amber is drawn into the lesson through the role-playing strategy.
Question 2 Hint: Watch the demonstration as the teacher reads.
Question 2 Feedback: Amber is called on to act out what the teacher reads in a short passage about a student making a speech. Through the role play, she is demonstrating good listening and comprehension. This is a confidence builder that puts Amber in a leadership role and gains appreciation from her peers.

Question 3 Text: What modalities are reached through the strategies used and mentioned in this video?
Question 3 Hint: Think about Amber’s demonstration in role playing.
Question 3 Feedback: Kinesthetic, auditory, and visual modalities are all used. These multiple ways of demonstrating during role play help with comprehension and retention of material.
**Question 4 Text:** What are the techniques this teacher uses to ensure that all students are able to comprehend when reading? Why do you think she chose these particular techniques?

**Question 4 Hint:** Watch the rest of the class during Amber’s role play.

**Question 4 Feedback:** The teacher uses a variety of techniques in this demonstration lesson. She uses think/pair/share for students to discuss before responding to her questions. She uses a read-aloud technique to model how good readers might visualize what they read much the same way Amber is acting out the passage for the class.

---

**Assignments and Activities Title 3: Instructional Grouping: Guided Reading**

**Learning Outcome 3:** Explain the teacher’s role in reading instruction.

**Standard 2: Instructional Strategies and Curriculum Materials**
Candidates use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction.

Standard Element 2.1: As a result, candidates use **instructional grouping options** (individual, small-group, whole-class, and computer based) as appropriate for accomplishing given purposes.

Candidates
- use a wide variety of instructional grouping options selected by and supervised by a classroom teacher or reading specialist.
- match instructional grouping options to specific instructional purposes that take into account developmental, cultural, and linguistic differences among students.
- model and scaffold procedures so that students learn to work effectively.
- provide an evidence-based rationale for their selections.

**Standard 4: Creating a Literate Environment**
Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.

Standard Element 4.1: As a result, candidates **use students’ interests, reading abilities, and backgrounds as foundations for the reading and writing program.**

Candidates
- assist the teacher and reading specialist in gathering information on students’ interests and cultural and linguistic backgrounds.
- can use appropriate technology to collect this information.
collect information about children’s interests, reading abilities, and backgrounds and use this information when planning instruction.
select materials and help students select materials that match their reading levels, interests, and cultural and linguistic backgrounds.
can use technology to gather and to use this information in instructional planning.
can articulate the research base that grounds their practice.

From Standards for Reading Professionals (Revised 2003). Copyright 2004 by the International Reading Association. Used with permission of the International Reading Association.

Assignment Introduction Text: In this video clip, a first-grade teacher works with a small group of students in a guided reading group to start a new story about hermit crabs. Watch for several components of guided reading being implemented in this clip. As you watch this video, also think about the classroom management needed for this instructional approach.

Video Asset: Guided Reading
URL: http://abavtooldev.pearsoncmg.com/myeducationlab simplesviewer.php?projectID=readingmethods&clipID=RM_09_246.flv

Question 1 Text: What is the purpose of guided reading groups?
Question 1 Hint: How does guided reading help with intervention?
Question 1 Feedback: Guided reading groups are fluid small groups that are identified for specific skill instruction. The teacher provides support for small groups of readers as they learn to use various reading strategies like vocabulary development, context clues, letter and sound relationships, word structure, prediction, comprehension, interpretation, and so on. The teacher is able to address confusion or provide immediate intervention with the small group. Students are not able to “hide” as they can in large group instruction formats.

Question 2 Text: Why do guided reading groups often result in strong student success when compared to whole class instruction?
Question 2 Hint: What is the value of using books that students read on an independent level?
Question 2 Feedback: Students participate in a guided reading group with a book or selection they can read with 90% accuracy. This allows students to focus on the meaning of the story and the application of various reading strategies to problem solve when they do hit a roadblock in their knowledge or reading ability. By providing small groups of students the opportunity to learn various reading strategies with guidance from the teacher, they will possess the skills and knowledge required to read increasingly more difficult texts on their own. Independent reading is the GOAL.
**Question 3 Text:** What are the steps in the guided reading process, based on observation of the video and your own knowledge?

**Question 3 Hint:** Combine information from the video and what you know to identify six key steps of the process.

**Question 3 Feedback:** Through observation, the steps identified include:

1. Students are divided into small groups of 4 to 6 students.
2. Guided reading lessons are to be about 15–20 minutes per group.
3. Appropriately leveled reading materials must be preselected for the group, which requires prior individualized testing. Each child should have his/her own copy of the selected literature. Fiction and nonfiction should be used.
4. Pre-Reading: The teacher establishes a purpose for reading through prediction making, vocabulary introduction, or discussing ideas that will provide the readers with the background knowledge required for the text. In this case, the teacher did a picture walk through the book.
5. Reading: The teacher listens to each child read while the others in the group read aloud softly. The teacher observes the students as they read. The teacher provides guidance and coaching to individuals based on observations by providing prompts, asking questions, and encouraging attempts at reading strategy application.
6. Post-Reading: The teacher may have students reread with a partner or again individually. The teacher may ask questions to ensure that the readers have comprehended the text and praise their efforts. If the teacher observes gaps in strategy application, there may be a follow-up mini lesson to address the need for continued instruction.

**Question 4 Text:** Predict what the other students may be doing during a guided reading group session.

**Question 4 Hint:** How might a teacher incorporate direct and indirect instructional strategies into the same instructional session?

**Question 4 Feedback:** Since guided reading is an instructional tool for small groups, time must be spent with the whole class, establishing class management procedures and independent working activities. The use of rotating learning centers can be used to continue student practice while a guiding reading group is in place. Centers could be on topics such as journal writing, listening, word play, phonics practice, rhyming, word hunts, buddy reading, book bags of independent reading, handwriting practice, sight word practice, and reading games as well as technology-based activities. The selected activities are based on the needs of the students.

**Assignments and Activities Title 4: Students to Students: Ups and Downs of Teaching**

**Learning Outcome 3:** Explain the teacher’s role in reading instruction.
Standard 2: Instructional Strategies and Curriculum Materials
Candidates use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction.

Standard Element 2.1: As a result, candidates use instructional grouping options (individual, small-group, whole-class, and computer based) as appropriate for accomplishing given purposes.

Candidates
- use a wide variety of instructional grouping options selected by and supervised by a classroom teacher or reading specialist.
- match instructional grouping options to specific instructional purposes that take into account developmental, cultural, and linguistic differences among students.
- model and scaffold procedures so that students learn to work effectively.
- provide an evidence-based rationale for their selections.

Standard 4: Creating a Literate Environment
Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.

Standard Element 4.1: As a result, candidates use students’ interests, reading abilities, and backgrounds as foundations for the reading and writing program.

Candidates
- assist the teacher and reading specialist in gathering information on students’ interests and cultural and linguistic backgrounds.
- can use appropriate technology to collect this information.
- collect information about children’s interests, reading abilities, and backgrounds and use this information when planning instruction.
- select materials and help students select materials that match their reading levels, interests, and cultural and linguistic backgrounds.
- can use technology to gather and to use this information in instructional planning.
- can articulate the research base that grounds their practice.

From Standards for Reading Professionals (Revised 2003). Copyright 2004 by the International Reading Association. Used with permission of the International Reading Association.

Assignment Introduction Text: In this video clip, several teachers discuss the challenges and rewards of teaching. Listen as they reflect on how they personally deal with the ups and downs of teaching, and determine which of their techniques might be useful in your teaching.
Video Asset: Students to Students: Ups and Downs of Teaching

Question 1 Text: How can teachers overcome some of the challenges of teaching?
Question 1 Hint: Listen as the teachers discuss their personal techniques for coping with the stresses of teaching.
Question 1 Feedback: Teachers can overcome some of the challenges of teaching by remaining enthusiastic and passionate about their job. Teachers need to focus on their goals and the reasons they decided to become teachers to build their resilience to the daily struggles of teaching.

Question 2 Text: When a child is struggling in the classroom academically or behaviorally, how can a teacher remain positive and encouraging?
Question 2 Hint: Listen as the teachers discuss their personal techniques for remaining positive with challenging students.
Question 2 Feedback: When teachers are dealing with students who are struggling behaviorally or academically, they need to remember that the teacher is there for the student. The teacher needs to have patience, and remind the child that the teacher will assist the student and help the student succeed. Teachers need to also remember not to take a student’s struggles personally, and instead focus on what the teacher can do to help.

Question 3 Text: Why is it important for teachers to continue their education?
Question 3 Hint: Listen as the teachers discuss how the Masters program at Johns Hopkins has helped them improve their teaching.
Question 3 Feedback: As teachers continue their education, they learn new instructional techniques and methods that can enable them to be better educators for their students. The wider the range of instructional practices, approaches, methods, and curriculum materials a teacher is familiar with, the more able a teacher is to accommodate the various abilities of the students in his or her classroom.

Assignments and Activities Title 5: Beginning Reading

Learning Outcome 4: List the factors that influence reading comprehension.

Standard 1: Foundational Knowledge
Candidates have knowledge of the foundations of reading and writing processes and instruction.

Standard Element 1.1: As a result, candidates will demonstrate knowledge of psychological, sociological and linguistic foundations of reading and writing processes and instruction.
Candidates
- know and apply elements from learning theory.
- know foundational theories related to practices and materials they use in classroom.

Standard Element 1.4: As a result, candidates will demonstrate knowledge of the major components of reading (phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation) and how they are integrated in fluent reading.

Candidates
- list and define the major components of reading.
- explain how the components of reading are integrated during fluent reading.
- can articulate the research that grounds their practice.
- identify students’ strengths and weaknesses in relation to the various components.

From Standards for Reading Professionals (Revised 2003). Copyright 2004 by the International Reading Association. Used with permission of the International Reading Association.

**Assignment Introduction Text:** Students at the beginning stages of reading must have exposure to language, elements of fiction, story line, character development, and actions that come to a resolution, even if they cannot actually read the material for themselves. As you watch this video clip, pay attention to the engagement the students have in this story. Think about how the readers are developing beginning reading skills.

**Video Asset:** Beginning Reading
**URL:**
http://abavtooldev.pearsoncmg.com/myeducationlab/simpleviewer.php?projectID=foundations&clipID=F1_03_89.flv

**Question 1 Text:** What are some of the concepts of beginning reading being addressed through the reading of the story?

**Question 1 Hint:** Watch the video for all of the instructional strategies used by the teacher. Examine how pre-reading begins.

**Question 1 Feedback:** There are numerous concepts that are a part of developing pre-reading skills. Four concepts are being modeled in this video.
- Concepts of Print: Determining elements that include a story to be told through the words and pictures; directionality in the physical structure of a story (left to right, top to bottom of a page of print); and common characteristics like titles and authors.
- Listening: Being able to focus on the reading and maintain interest.
- Oral Language: Connecting an oral story (spoken language) and visuals to words and print in the text.

**Question 2 Text:** How do the speakers model fluency?
**Question 2 Hint:** Think about how the speakers engage the students.
**Question 2 Feedback:** The speakers are reading the story aloud to the group, which research states is one of the most important activities for building students’ knowledge needed for success in reading. The speakers are using a big book, which is usually defined as an oversized trade book with illustrations and large print. The enlarged version provides students a clear picture and makes it easier for the reader to point to specific words or picture elements to support the story action. The storytelling is smooth and easily transferred between the two speakers, also giving the group some variation in speaking patterns, pronunciation, and voice tone.

**Question 3 Text:** Why was this African tale an important selection for the group?
**Question 3 Hint:** Consider diversity in culture and language.
**Question 3 Feedback:** The speakers recognize that instructional needs that are created by the beginning readers’ diverse backgrounds can only be met through curriculum that is marked by equal diversity. Additional text-to-text connections may be made after the story when additional folk tales students may know are compared and similarities and differences discussed.

**Question 4 Text:** What can you tell about how engaged the students are in this read-aloud by watching the students?
**Question 4 Hint:** Observe facial expressions and body language of the students.
**Question 4 Feedback:** The students seem highly engaged in this read-aloud lesson. This modeling is important to develop students’ interest in reading. An important influence on students’ reading and comprehension comes from being read to by an adult.

**Assignments and Activities Title 6: Best Practices in Reading Instruction**

**Learning Outcome 5:** Identify the instructional approaches to reading instruction brought about by the Report of the National Reading Panel and NCLB.

**Standard 5: Professional Development**
Candidates view professional development as a career-long effort and responsibility.

Standard Element 5.2: As a result, candidates continue to pursue the development of professional knowledge and dispositions.
• study specific aspects of reading/instruction as recommended by teachers, reading specialists, and/or principals with whom they work.
• demonstrate a curiosity and interest in the area of knowledge, skills, and dispositions related to reading and writing instruction.
• identify specific questions related to knowledge, skills, and/or dispositions related to their teaching of reading and writing and plan specific strategies for finding answers to those questions.
• carry out those plans and articulate the answers derived.
• indicate knowledge of and are members of some professional organizations related to reading and writing.
• are informed about important professional issues and are effective advocates with administrators; school boards; and local, state, and federal policymaking bodies.

From *Standards for Reading Professionals (Revised 2003)*. Copyright 2004 by the International Reading Association. Used with permission of the International Reading Association.

**Assignment Introduction Text:** In this video clip, a teacher reviews the concept of rhyming and uses an oral cloze activity to activate the students’ prior knowledge. Throughout the video clip, the teacher gives examples and encourages the children to supply rhyming words. The children have opportunities to step up to the class chart to participate in a game of “Rhyme Away.”

**Video Asset:** *Word Sort*
**URL:**  
http://abavtooldev.pearsoncmg.com/myeducationlab/simpleviewer.php?projectID=readingmethods&clipID=RM_02_236.flv

**Question 1 Text:** How did the teacher activate prior knowledge in this lesson?
**Question 1 Hint:** Watch the teacher and listen as she conducts the “Rhyme Away” lesson.
**Question 1 Feedback:** The teacher activated prior knowledge by using descriptive sentences to depict the rhyming words. If students were struggling with the concept of rhyming, they may have been able to complete this task by listening to the sentences the teacher provided.

**Question 2 Text:** As she conducted the “Rhyme Away” activity, the teacher asked the students to fill in missing words from sentences. Why did the teacher use full sentences rather than isolated words?
**Question 2 Hint:** In addition to rhyming, what else was the teacher emphasizing during this lesson?
**Question 2 Feedback:** By using full sentences, the students were able to activate their prior knowledge about the words. The students were not only building their rhyming ability during this lesson but also improving their vocabulary by using sentences.
**Question 3 Text:** Why is it important for children to be able to rhyme words?

**Question 3 Hint:** Think about phonemic awareness.

**Question 3 Feedback:** Rhyming is important in its own right. Rhyming is a part of word play and reading poems and verses. Rhyming helps develop the awareness of sounds and the ability to manipulate letters to create new words.

**Question 4 Text:** How could the teacher extend and review this lesson?

**Question 4 Hint:** Think about other rhyming activities that could be used for further practice.

**Question 4 Feedback:** Answers will vary. Possible answers include: the teacher could have the students create their own words that rhyme with the rimes that the students studied. In addition, the teacher could read the student a story with rhyming words. The whiteboard could be used for other stories that used student engagement.