

Assessment #7
Teaching Reading
Final Essay for Methods I
NCTE Standards 3.31-3; 4.9

Over the course of this semester, we have discussed a wide variety of reading strategies to help prepare students to make meaning from texts, to help them comprehend those texts during their reading, and to engage them with the material after the reading is completed, whether this engagement helps them gain a basic understanding of the reading that they failed to grasp on their own or enriches their understanding of material they grasped well.

For your final assignment for this class, I want you to critically examine the five lesson plans you have completed for this course. Then do the following:

- 1) list the strategies you used to prepare students for understanding the text,
- 2) list the during reading strategies you used,
- 3) list the ways in which you had students respond to the text after reading, and
- 4) list the ways in which you monitored students' progress through all of these stages

Now, respond to the following questions:

- 1) How did you use students' own experiences and backgrounds to help them understand and make meaning from texts?
- 2) How did your strategies change as you moved from relatively easy to very difficult texts?
- 3) How did you move through Christenbury's circles of learning (see Chapter 8 of *Making the Journey*) about the matter, the personal reality, and the external reality, as well as from interactions with the text that are simple, overlapping, and dense?
- 4) How did you assess your students' comprehension of the texts as they moved through the lesson?
- 5) Which strategies do you think could be adapted for any text, whether print or non-print, and which do you think were context or text specific?

Finally, discuss the strengths of your plans to help students read well, and suggest ways in which these lessons might be improved to help students even more.

Comment [I1]: Do candidates take this course during student teaching? Or do they teach these lessons as a part of an early field experience prior to student teaching? Be sure in your assessment description that you clarify when this assessment takes place.

Comment [I2]: Standard 4.9 can only be measured as observed in an actual classroom teaching situation such as student teaching or another field experience (note the word "engagement.")

Rubric of Teaching Reading

Rating Indicator	Not Acceptable	Acceptable	Target
Reading and interpreting texts of varying difficulty (NCTE Standard 3.3.1)	Responds and interprets texts in limited ways	Models for students a variety of ways to read and interpret texts, thus demonstrating for students how to do this	Examines and evaluates carefully designed lessons to determine whether they teach students to read and interpret texts of varying difficulty
Making meaning from text (NCTE Standard 3.3.2)	Demonstrates a limited understanding of how to make meaning from texts	Models making meaning from texts and guides students to do this	Uses a range of strategies to help students make meaning from texts by drawing on their own experiences, backgrounds, and interests
Different ways of responding to texts (NCTE Standard 3.3.3)	Uses few strategies for achieving different levels of interacting with texts	Models a range of strategies for reading and appreciating texts in a variety of ways	Has students use a range of strategies that guide them through various levels of complexity around interpreting texts
Assessment (NCTE Standard 3.3.3)	Seems unable to connect the chosen strategy to student success in learning	Demonstrates some ability to assess the effect of the chosen strategies on student learning	Is able to assess the effectiveness of the strategies used for the purpose of improving reading instruction
Flexibility and relevance of strategies for reading (NCTE Standard 4.9)	Does not demonstrate effectiveness of chosen strategies	Demonstrates effectiveness of strategies for the designed lesson	Demonstrates applicability of strategies for reading any text, whether print or non-print

Comment [13]: May with a slight change in wording, provide evidence for Standard 4.3. 4.9 is not appropriate since active observation of teaching is required.