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A. I choose a Kindergarten as my target grade level.

B. One Wisconsin language arts state standard that could be used in a Kindergarten class during a week-long unit: "With prompting and support, identify characters, settings, and major events in a story." (Wisconsin Department of Public Instruction, n.d., p. 37)

Three measurable learning objectives related to this standard that each include a condition, a behavior, and a criterion:

1. After independently reading a story in the classroom, students will be able to relate to the story by connecting it back to their personal and home experiences. With this, students will draw a picture of a similar situation from their own lives. The drawing must contain both an element of the current story and a connection back to a personal experience.
2. While the teacher reads a story to the classroom, students will be able to use clues from the story to predict and share what they think will happen next. Students will have a worksheet on their desks with three pictures per sheet that depict what will happen next. They will circle the picture on the pages. Students will predict the correct outcome 3 out of 5 times.
3. After reading a story as homework, students will be able to remember and retell the main events that occurred in a story. Students will use dramatic play to show they have retained the main ideas and themes of the story and continue with a worksheet activity to measure recall of major events. Students will accurately sequence a minimum of three events out of five on the worksheet.

C. Three different grade-appropriate instructional strategies, corresponding to my learning objectives in the previous response, used in my Kindergarten classroom include:

1. Before students independently read their story, the teacher will talk about the story they will read, give an overview of the general timeline of the story and ask students to think about their own lives and experiences as they read. This will help with the learning objective 1 by planting the seed with the students ahead of time and by connecting to their own lives, they will be more interested and excited to share.
2. During the teacher's reading, the teacher will look for appropriate places to stop the story and ask students to make predictions of what will happen next. The teacher will also circle back and check if students found their predictions to be correct by show of hands. This group strategy will help students to start thinking in terms of predictions and conclusions. Students will learn from other student's responses and also learn from their own predictions that may have been proven inaccurate.
3. After reading their homework story, students will have the choice of a learning center to choose. The choices will be writing, music, dramatic play or theatre. Students will take turns in their groups to replay the story they read at home. This will help students to recall the story and

retell by offering many different means of expression. Not only will students have read the story, they may be able to see their classmates sing a song, act out a play or write the main ideas. Because some homes are not conducive to homework, the students who may not have read the story will still have the chance to learn and participate. Following dramatic expression, students will be asked to independently sequence events in the story by drawing pictures in a worksheet with a grid of blank squares. ("Strategies that Promote Comprehension | Reading Rockets," n.d.)

D. Three different grade-appropriate assessment strategies to be used in the classroom include:

1. Portfolios will be reviewed twice per year with parents and the students to confirm that the student is able to use the learning strategy of connecting back to their personal lives in order to recall important elements of the story. The drawings and several other projects done throughout the year will be included in the portfolio. Drawings that include a connection from the story to a personal experience will be included for each story read together as a class to include a total of four throughout the year.
2. Students will indicate mastery of story prediction by both formative and summative assessment. In formative assessment, the teacher will ask questions of the class and gauge understanding by show of hands and class discussion. The summative assessment will occur 4 times per year where the worksheets are evaluated and students are able to predict 3/5 events in the story with 100% accuracy. After completing the learning strategy to meet the learning objective of prediction, the student will be better prepared to meet the standard "With prompting and support, identify characters, settings, and major events in a story." This will also help the student understand story structure for their own story writing in the future.
3. Rubric grading of the story sequence worksheet will give the teacher indication if students are falling within the guidelines as set by the state standard. The range on the rubric will include "does not accurately sequence events, accurately sequences 2 events, accurately sequences 3 events, accurately sequences 4 events, accurately sequences 5 events." This, in addition to formative assessment during class time discussion, will help the teacher to see where a student may need extra help or is not able to sequence events after a story is told. This may also flag the need for intervention.

E. A technology work station integrated in the classroom will to help students meet their learning objectives because students may need to gain information in a fun and interactive way as a break from the tangible activities in the classroom or the teacher lecturing. A good technology station will have pre-screened age-appropriate computer games to help students build reading fluency and comprehension. One example of websites used for this would be TurtleDiary.com where students read story snippets and answer the questions as they are read aloud. This is helpful because it is a fun and colorful way to confirm the students' knowledge after reading and will spur predictions based on the images on the page. Practice will support students before and after classroom learning strategies and assessments are performed. ("Kindergarten Reading Comprehension | Kindergarten Comprehension Activities," n.d.)

Resources

Kindergarten Reading Comprehension | Kindergarten Comprehension Activities. (n.d.). Retrieved from <http://www.turtlediary.com/kindergarten-games/ela-games/comprehension.html>

Strategies that Promote Comprehension | Reading Rockets. (n.d.). Retrieved from <http://www.readingrockets.org/article/strategies-promote-comprehension>

Wisconsin Department of Public Instruction. (n.d.). *Common Core state standards for English Language Arts*. Retrieved from <http://dpi.wi.gov/sites/default/files/imce/common-core/pdf/ela-stds-app-a-revision.pdf>