

RUSH-HENRIETTA APPR LESSON PLAN FORM

Grade Level/Subject: 8th/Reading Class

1. Class Data –

The students in this class are two to three grade levels below in the area of reading. The class has a variety of learning needs with three students on an individualized education plan, one student learning English as a second language. Using data from the beginning of the year student survey administered in Reading 8, I found students need a variety of learning strategies to be successful (i.e. hands-on learning, auditory opportunities) Students also identified the need to be able to monitor their own strengths and weaknesses thus the "reading success charts" were developed so that students can monitor their growth throughout the year and benchmark their progress towards standard.

2. Common Core Standards Applicable –

See attached Guided Reading Lessons for Common Core Standards for Informational Text Word Study: Standard (L.8.1)-Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Raz-Kids: Standard (R.CCR.10): Read and comprehend complex literary and informational texts independently and proficiently.

3. Lesson Objectives (Students will...) –

Guided Reading: Students will learn to strategize and attack text at their instructional level, with their teacher's guidance, as we work together to read at standard for an 8th grade student. Word Study: Students will apply spelling rules when working with words as the continually work towards grade level standards. Raz-Kids: Students will read/listen to text at their instructional level (while strategizing as good readers do) and complete a comprehension quiz with 80% or above accuracy, as they continually work towards reading at grade level standards.

4. Prior/Subsequent Learning Connections –

Students have been learning the routines of working in a station-based model. Students have learned to read a grid, be aware of their time, and move to the correct station when the timer rings. They have also learned what each station requires and the learning target for each. Students are aware that the "reading success charts" inform them of their learning/progress in each station.

5. Lesson Activities (As Applicable)

I will begin the class by reviewing the grid for stations and remind students of the learning target for each. Students will then begin working in three 15-minute stations: Guided Reading led by teacher, Word Study led by teacher assistant, and an independent station where students will work on www.raz-kids.com. Raz-kids is an online site where students are assigned text at their reading level. Students self-select a text from their assigned reading collection and read/listen to the text. Then they take a comprehension quiz based on the reading. They must receive an 80% or higher to move on to the next text. If they receive below an 80% they must reread and retake the quiz until they score above the 80% mark. See attached for grid for station work, Guided Reading lesson plans, and plans for Word Study station. Closure will occur in each of the stations: Raz-kids: quiz results provide immediate feedback and identifies where students need to work upon returning to the site; Guided Reading: upon conclusion of rich introduction students will be able to identify their purpose for reading; Word Study: students will either paraphrase the spelling rule studied or summarize the categories studied in their sort.

6. Materials –

Student binders, Netbooks, headphones, whiteboards, dry erase markers, sticky notes, and leveled text

7. Assessments (As Applicable)

Formative: Reflection from last class (success and areas to grow) Student data from Raz-Kids.com (teacher task-analysis of quizzes) Students' background knowledge in Guided Reading (includes, KWL, Anticipation Reaction Guide, Word Splash) Teacher observations during Guided Reading and Word Study, including Running Reading Record reflection Feedback from teacher assistant

8. Possible Adjustments to Lesson –

If my teacher assistant is absent, then the students will continue to work on their individual word study prescriptions independently instead of being instructed in small groups. Also, I will adjust the time allotted in stations if needed. In Guided Reading, during the rich introduction time will be adjusted depending on my students' background knowledge.