

SAMPLE MOPTA TASK 3

Contextual Information - Anytown, Anystate is located a rural region located at the intersection of two major highways about one hundred miles south of a major metropolitan area. Anytown is home to approximately 10,500 residents. It is a small agricultural community consisting of very few permanent businesses. Most of the residents commute to neighboring cities for employment. The school district has received several accreditations including the A+ Accreditation, Accreditation with Distinction, and the North Central Association Accreditation. The district has clearly shown exemplary educational services for all students. The district's mission is to prepare students for success through commitment to quality teaching and learning. The school district is comprised of four elementary schools, one middle school, and one high school. Timewise Elementary is one of the smaller schools with a total of 296 students and 50 staff personnel. The student teacher ratio averages at about 20 students per teacher. Within the small school setting, the administration is able to take an extremely active role with the students. Many of the staff members are able to name a majority of the students attending the school creating personal relationships between the student body and staff. A fairly significant level of collaboration between teachers, paraprofessionals, counselors, and administration creates a supportive learning community. The staff is currently focused on implementing Positive Behavior Support (PBS) plans throughout the school with a focus on classroom behavior as well. This school-wide discipline plan allows for consistency for the students with little to no differentiation between student expectations from the staff members.

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Planning the Lesson - The instructional process involves three distinct components: planning, delivery, and assessment. Instructional planning requires the identification of particular expectations or learning outcomes, the selection of materials to cultivate identified expectations or outcomes, and the organization of the selected learning experiences into a logical sequence. Delivery of the planned instruction includes the selection of suitable teaching strategies. Assessment is the method of acquiring data from various comprehensive sources in order to determine the level at which students achieve the expectations or outcomes of the presented lesson. An instructional plan requires the development of lessons based on specific learning goals, student characteristics and needs, and developmentally appropriate activities within the learning context. The curriculum context provides a systematic organization through which the subject area goals can be addressed. The instructional plan targets what students need to understand, know, and/or be able to do upon successful completion of the unit.

Readers Theatre is a highly motivational reading strategy that provides a context for authentic reading and a strategy for developing reading fluency. It involves children in oral reading through reading parts in scripts. In using this strategy, students do not need to memorize their part; they need only to reread it several times, thus developing their fluency skills. The best reader's theater scripts include lots of dialogue. Students read to convey meaning using their voice, facial expressions, and gestures. Readers Theatre taps the multiple intelligences of a reader and allows for multiple ways of understanding (Gardner, 1985). Support for the comprehensive nature of Readers Theatre is found in several reading theories and educational paradigms including those of Samuels (1979),

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Rosenblatt (1979), Schreiber (1980), and Slavin (1987). Cognitively based views of reading comprehension emphasize the interactive nature of reading and the constructive nature of comprehension. Metacognition involves thinking about what one is doing while reading, which correlates with utilizing Reader's Theater as a reading activity. Klein, Peterson, and Simington (1991) stated that strategic readers attempt the following while reading:

- Identifying the purpose of the reading before reading
- Identifying the form or type of the text before reading
- Thinking about the general character and features of the form or type of the text.
For instance, they try to locate a topic sentence and follow supporting details toward a conclusion
- Projecting the author's purpose for writing the text (while reading it),
- Choosing, scanning, or reading in detail
- Making continuous predictions about what will occur next, based on information obtained earlier, prior knowledge, and conclusions obtained within the previous stages.

The **Common Core State Standards** (CCSS) for this lesson will guide the lesson in the area of comprehension and speaking in order to develop fluency through the Reader's Theater:

Reading Standards: Foundational Skills

RF.1.4. Read with sufficient accuracy and fluency to support comprehension.

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- a. Read grade-level text with purpose and understanding.
- b. Read grade-level text orally with accuracy, appropriate rate, and expression.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Reading Standards: Literature: Craft and Structure

RL.1.5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

RL.1.6. Identify who is telling the story at various points in a text.

Speaking and Listening: Presentation of Knowledge and Ideas

SL.1 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

The **Show Me Standards in Communication Arts** indicates students in Missouri public schools will acquire a solid foundation which includes knowledge of and proficiency in:

- 2. reading and evaluating fiction, poetry and drama
- 3. reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)

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5. comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)
6. participating in formal and informal presentations and discussions of issues and ideas
7. identifying and evaluating relationships between language and culture

The **Show Me Standards** for the **Performance Standards** for Missouri public schools for this lesson are:

GOAL 2: Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom. Students will demonstrate within and integrate across all content areas the ability to

1. plan and make written, oral and visual presentations for a variety of purposes and audiences
3. exchange information, questions and ideas while recognizing the perspectives of others
4. present perceptions and ideas regarding works of the arts, humanities and sciences
5. perform or produce works in the fine and practical arts

The content focus of the lesson is reading fluency. The related content that the students have previously encountered that will support the learning in this lesson involves oral reading instruction and activities that have occurred throughout the school year. Some difficulties the student might encounter with the content include some of the vocabulary that is part of the script. These difficulties will be addressed prior to the oral reading by

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introducing the vocabulary during a preliminary lesson, highlighting the vocabulary words in the script, and creating flash cards for the identified vocabulary words.

Reader's Theater is an instructional strategy that involves allowing students to adapt some of their reading to present to other students in the form of a play. These productions can be simple or elaborate and include posters, programs, sets, and costumes. A different instructional strategy that can be used to engage the student in the lesson and to enhance learning is to digitally recording the reading to allow the student to focus on the puppet manipulation during the presentation. The instructional strategies connect to the learning goal to facilitate student learning in the area of fluency. Addressing the individual student learning needs informed the decision to use individual and small group instruction to facilitate student learning. Marzano's instructional strategy of practice is used in this lesson. Research asserts that students should adapt skills while they are learning them. Speed and accuracy are key indicators of the effectiveness of practice. Lessons should focus practice on difficult concepts and set aside time to accommodate practice sessions.

The selected learning activity can be based on the pedagogical intent of the teacher. Learning activities are activities designed or deployed by the teacher to bring about, or create the conditions for learning. The learning activities that are implemented in this lesson involve applying reading skills during the script delivery and creating a performance of the script. The rationale for these instructional choices is based on the updated Bloom's Taxonomy. The learning activities address student strengths based on the interest in the Dr. Seuss story. The learning activities address student needs by

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providing opportunities to practice the script through a variety of formats: choral reading, echo reading, and digital recordings.

The materials and resources used to support the instruction and student learning include pertinent web sites, puppets, script, and digital recorder, which will support the student's fluency development. Technology used for this lesson will include digital recording of the student reading the script for practice and for the performance, which will enhance instruction and student learning in this lesson by allowing the student the opportunity to hear personal readings of the script.

Focus Student – The learning strengths of the student include an interest in Dr. Seuss stories. The challenges related to the learning goal of the lesson involve creating a collaborative atmosphere which will promote student interaction during this lesson. The evidence that will be collected to show the progress the student makes toward the learning goal will be the data acquired through the fluency assessment. The learning goal to engage the student and facilitate individual learning will be adapted through the use of various lesson components such as: choral reading, echo reading, and digital recording of individual readings. Repeated readings of the same text allow the student to become familiar with word forms and recognize the essential phrasing of the text. Repeated readings of the same story serve various purposes. The first reading is for enjoyment; the second may focus on building and extending comprehension of the selection; a third might focus attention on the interesting language and vocabulary; a fourth might focus on decoding, using the words in the selection as a starting point for teaching word identification skills (Yaden, 1989).

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Differentiation of the instructional strategies to engage the student and facilitate learning will include adjusting the time for the practice sessions to fit the attention span of the student and modifying the Reader's Theater script. Differentiation of the learning activities to engage the student and facilitate learning will include changing the configurations for the various groupings during the Reader's Theater to create a supportive collaboration for the student and providing multiple repeated reading opportunities to increase student confidence and fluency.

The materials and resources used to support the instruction and student learning include pertinent web sites, puppets, script, and digital recorder, which will support the student's fluency development. Technology used for this lesson will include digital recording of the student reading the script for practice and for the performance, which will enhance instruction and student learning in this lesson by allowing the student the opportunity to hear personal readings of the script.

Analyzing the Lesson - Continual analysis of student learning is utilized by teachers to make instructional decisions. Educators should constantly think and reflect about student learning in the context of the community, classroom factors, student characteristics, and instructional implications. Teachers utilize this process to make effective instructional plans that have clear measurable objectives, follow a lesson plan format, align with the standards for grade level expectations and depth of knowledge, use a variety of instructional strategies to meet the needs of diverse learners, are developmentally appropriate, integrate technology, and employ an appropriate assessment plan. The

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assessment plan includes both pre-test and post-test instruments, multiple forms of assessments, clear criteria and standards for performance, scoring guides, and questioning skills. This process is used to make instructional decisions and all of these components make appropriate instructional decision making in the educational setting possible.

The student achieved the learning goal of the lesson by increasing the rate of fluency. A fluency assessment was completed as a pre-evaluation and post-evaluation component. The fluency scores indicate a level of improvement following the Reader's Theater practice. Differentiation of specific parts of the lesson helped the student meet the learning goal by completing a section of the Reader's Theater script through choral reading, echo reading, and digital recording review.

Reflection - Reutzel and Cooter (2015) state "the National Academy of Sciences and the National Research Council sponsored one of the earliest reports describing the need for evidence-based instruction in reading" (p. 15). The research indicates "that highly effective reading instruction programs focus on (1) classroom management, (2) teaching instructional essentials, (3) designing print-rich and highly interactive classroom environments, and (4) supporting reading with evidence-based techniques" (Reutzel & Cooter, 2015, p. 16). Teachers should provide a detailed explanation regarding the reading strategy and model that strategy during the lesson. Reading-based lesson plans were implemented to address the reading needs identified during the assessments. Analysis of this lesson and the evidence of student learning to guide planning for future lessons for the student will be based on the results of the data collected from the fluency

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rubric. The instructional strategy for the lesson is the Reader's Theater which supports the research documenting the effectiveness of repeated readings to enhance fluency. The learning activity based on the updated Bloom's Taxonomy allows the student to apply reading skills during the script delivery and create a performance of the script. The materials and resources used to support the instruction and student learning include pertinent web sites, puppets, script, and digital recorder, which will support the student's fluency development. Technology used for this lesson will include digital recording of the student reading the script for practice and for the performance, which will enhance instruction and student learning in this lesson by allowing the student the opportunity to hear personal readings of the script.

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Original Lesson Plan

SUBJECT:		READING – ORAL LANGUAGE				GRADE LEVEL:		FIRST GRADE				
STANDARDS (Common Core State Standards, Grade-/Course-Level Expectations, Depth of Knowledge, Show Me Standards, MoSPE)												
CCSS: RF.1.4.a; RF.1.4.b; RF.1.4.c; RL.1.5; RL.1.6; SL.1 GLE: Reading 1.D.1.b and Listening and Speaking 2.A.1 DOK: Level 2 – Skill and Concept Show-Me Standards-Knowledge: CA2, CA3, CA5, CA6, and CA7 and Show-Me Standards-Process: 2.1, 2.3, and 2.5 MoSPE: 6.3												
OBJECTIVE												
Student(s) will be able to use oral language for pretend or fantasy play by dramatizing a story from a book with 80% accuracy in the story retell during the presentation to the class.												
ASSESSMENT/CRITERIA FOR SUCCESS (How will you know students have gained an understanding of the concepts?)												
The informal assessment will be based on a rubric to assess the puppet performance of a reader’s theater script or a story retell to document student production.												
COMER DEVELOPMENTAL PATHWAYS ADDRESSED (check all that apply to the lesson)												
Cognitive	X	Language	X	Ethical	X	Physical	X	Psychological	X	Social	XS	
MARZANO INSTRUCTIONAL STRATEGIES (check all that apply to the lesson)												
Identifying Similarities and Differences					Reinforcing Effort and Providing Recognition				X	Nonlinguistic Representation		
Questions, Cues, and Advance Organizers					Setting Objectives and Providing Feedback					Summarizing and Note Taking		
Homework and Practice				X	Generating and Testing Hypotheses					Cooperative Learning		
RESOURCES												
• What resources will you and your students use?												
ReadWriteThink.org; Internet; Computer; Stage; Puppets; Stories for Retell; Digital Recorder, Projector Story Web Site: http://www.internet4classrooms.com/skill_builders/online_stories_language_arts_first_1st_grade.htm http://www.smartfirstgraders.com/funny-stories-for-kids.html http://www.soundcityreading.com/scrwebsite7-11-09_029.htm Puppet Web Site: http://www.daniellesplace.com/HTML/puppets.html http://www.childdrama.com/puppets.html https://docs.google.com/file/d/0B2WRHjnafPchb1ExREVXbHhScXk1VmhsTWlqMzBvZw/edit?pli=1												
LEARNER DIVERSITY												
• What diverse learner needs do you need to consider when selecting resources, grouping students or planning the culminating project? • How will you gear up/gear down the lesson?												
Gear Up: Complexity of Story Gear Down: Simplify the Story ELL or Exceptionalities: Provide additional vocabulary mini-lessons to support their understanding of the story Grouping Students: Decide whether to group students by ability, interest, or in a heterogeneous format												
ENGAGE												
• Capture the students’ attention, stimulate their thinking and help them access prior knowledge.												
The activity that will be used to get the lesson started will include video clips of elementary school puppet shows from appropriate youtube or other Internet sites, such as: https://www.youtube.com/watch?v=nKKdwGwOIK8												
EXPLAIN (MODEL)												
• Involve students in an analysis of their explorations. • Use reflective activities to clarify and modify their understanding.												
The teacher will model for the students by performing a well-known fairy tale using puppets and the provided stage area. (NOTE: Prior to this lesson the students will have constructed puppets for their presentation). The main idea (concept) for this lesson is the ability of the students to retell a story in an effective manner based on the evaluation elements identified in the rubric.												
EXPLORE (GUIDED PRACTICE)												
• Give students time to think, plan, investigate, and organize collected information.												
The students have been divided into groups and have selected their story for the retell. The students have also previously created their puppets. This lesson is centered on providing the opportunity to practice the retell and present the retell in accordance with the evaluation rubric. Students will also be provided with specific cards that display the following: Ask a question about the story – such as: What is your favorite part of the story?; Ask a question about the puppets – such as: How did you decide to make your puppets look like that?; Thank the group for their presentation. Explain to the students how to be good listeners and how to be respectful during the presentations.												
ELABORATE (INDEPENDENT PRACTICE)												
• Give students the opportunity to expand and solidify their understanding of the concept and/or apply it to a real-world situation.												
During this time period the groups will practice their individual roles for their presentation based on the rubric requirements for speaking with good inflection and volume; demonstrating enthusiasm, and supporting the other group members.												

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EVALUATE (FEEDBACK/CLOSURE)

- Evaluate throughout the lesson.
- Present students with a scoring guide at the beginning.
- Scoring tools developed by teachers (sometimes with student involvement) target what students must know and do.
- Consistent use of scoring tools can improve learning.

The students will be evaluated using the presentation rubric. The students will have the opportunity to complete a self-evaluation. The puppet shows may also be videotaped for an Open House presentation to allow parent the chance to view their children.

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Differentiated Lesson Plan Component – Listed at the End of the Lesson Plan

SUBJECT:	READING – ORAL LANGUAGE	GRADE LEVEL:	FIRST GRADE
STANDARDS (Common Core State Standards, Grade-/Course-Level Expectations, Depth of Knowledge, Show Me Standards, MoSPE)			
CCSS: RF.1.4.a; RF.1.4.b; RF.1.4.c; RL.1.5; RL.1.6; SL.1 GLE: Reading 1.D.1.b and Listening and Speaking 2.A.1 DOK: Level 2 – Skill and Concept Show-Me Standards-Knowledge: CA2, CA3, CA5, CA6, and CA7 and Show-Me Standards-Process: 2.1, 2.3, and 2.5 MoSPE: 6.3			
OBJECTIVE			
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ASSESSMENT/CRITERIA FOR SUCCESS (How will you know students have gained an understanding of the concepts?)			
The informal assessment will be based on a rubric to assess the puppet performance of a reader's theater script or a story retell to document student production.			
COMER DEVELOPMENTAL PATHWAYS ADDRESSED (check all that apply to the lesson)			
Cognitive	X	Language	X
Ethical	X	Physical	X
Psychological	X	Social	XS
MARZANO INSTRUCTIONAL STRATEGIES (check all that apply to the lesson)			
Identifying Similarities and Differences		Reinforcing Effort and Providing Recognition	X
Questions, Cues, and Advance Organizers		Setting Objectives and Providing Feedback	
Homework and Practice	X	Generating and Testing Hypotheses	
RESOURCES			
• What resources will you and your students use? ReadWriteThink.org; Internet; Computer; Stage; Puppets; Stories for Retell; Digital Recorder, Projector Story Web Site: http://www.internet4classrooms.com/skill_builders/online_stories_language_arts_first_1st_grade.htm http://www.smartfirstgraders.com/funny-stories-for-kids.html http://www.soundcityreading.com/scrwebsite7-11-09_029.htm Puppet Web Site: http://www.daniellesplace.com/HTML/puppets.html http://www.childdrama.com/puppets.html https://docs.google.com/file/d/0B2WRHjnafPchb1ExREVXbHhScXk1VmhsTWlqMzBvZw/edit?pli=1			
LEARNER DIVERSITY			
• What diverse learner needs do you need to consider when selecting resources, grouping students or planning the culminating project? • How will you gear up/gear down the lesson?			
Gear Up: Complexity of Story Gear Down: Simplify the Story ELL or Exceptionalities: Provide additional vocabulary mini-lessons to support their understanding of the story Grouping Students: Decide whether to group students by ability, interest, or in a heterogeneous format			
ENGAGE			
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EXPLAIN (MODEL)			
• Involve students in an analysis of their explorations. • Use reflective activities to clarify and modify their understanding.			
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ELABORATE (INDEPENDENT PRACTICE)			
• Give students the opportunity to expand and solidify their understanding of the concept and/or apply it to a real-world situation. During this time period the groups will practice their individual roles for their presentation based on the rubric requirements for			

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speaking with good inflection and volume; demonstrating enthusiasm, and supporting the other group members.

EVALUATE (FEEDBACK/CLOSURE)

- Evaluate throughout the lesson.
- Present students with a scoring guide at the beginning.
- Scoring tools developed by teachers (sometimes with student involvement) target what students must know and do.
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ADDITIONAL DIFFERENTIATION STRATEGIES

1. Digital recordings of the repeated readings.
2. Modification of the script to fit the needs of the student.
3. Adjustment of the group configurations to maintain a supportive collaboration.
4. Choral reading of the script.
5. Echo reading of the script.

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Teacher Instructional Artifact

FLUENCY RUBRIC

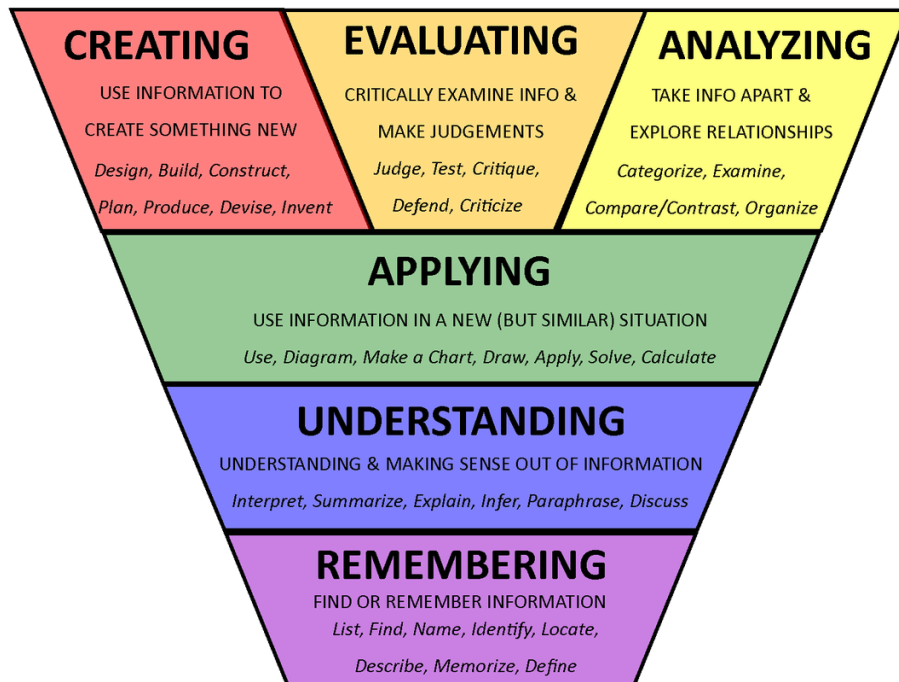
	1	2	3	4
Expression and Volume	Reads in a quiet voice as if to get words out. The reading does not sound natural like talking to a friend.	Reads in a quiet voice. The reading sounds natural in part of the text, but the reader does not always sound like they are talking to a friend.	Reads with volume and expression. However, sometimes the reader slips into expressionless reading and does not sound like they are talking to a friend.	Reads with varied volume and expression. The reader sounds like they are talking to a friend with their voice matching the interpretation of the passage.
Phrasing	Reads word-by-word in a monotone voice.	Reads in two or three word phrases, not adhering to punctuation, stress and intonation.	Reads with a mixture of run-ons, mid sentence pauses for breath, and some choppiness. There is reasonable stress and intonation.	Reads with good phrasing; adhering to punctuation, stress and intonation.
Smoothness	Frequently hesitates while reading, sounds out words, and repeats words or phrases. The reader makes multiple attempts to read the same passage.	Reads with extended pauses or hesitations. The reader has many "rough spots."	Reads with occasional breaks in rhythm. The reader has difficulty with specific words and/or sentence structures.	Reads smoothly with some breaks, but self-corrects with difficult words and/or sentence structures.
Pace	Reads slowly and laboriously.	Reads moderately slowly.	Reads fast and slow throughout reading.	Reads at a conversational pace throughout the reading.

Scores of 10 or more indicate that the student is making good progress in fluency.

Score _____

Scores below 10 indicate that the student needs additional instruction in fluency.

Rubric modified from Tim Rasinski – [Creating Fluent Readers](#)



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Work Sample

