

# **Basal Redesign**

## **EDRDG 400 – Spring 2014**

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Depending on the basal, I believe it is a good resource to literacy instruction. The Scott Foresman series contains a lot of effective activities, strategies, and ideas for reading with interesting stories. The basal is a good resource for guiding the teacher in the different skills that need to be taught for reading, but it should not be the only resource for teaching reading. A variety of other best practices and strategies should be used as well. I think the basal can be adapted to be a part of the 90-minute literacy block, but should not be the controlling force of how the teacher sets up her reading instruction. There needs to be time set aside for students to engage in books they are interested in and be able to share and learn skills and strategies from those books as well. I feel as though the Basal is a good resource to guiding a first year teacher in her reading instruction, but I also believe that it can be dangerous for teachers who do not know the research supporting literacy instruction and the best practices to use. The teacher needs to decide what activities and assessments are going to ensure that her students reach their full reading potential, which sometimes may not be the instruction from the basal.

### **Vocabulary**

#### **Standards:**

- 2.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.
  - a. Distinguish long and short vowels when reading regularly spelled one-syllable words.

#### **Text:**

- *Exploring Space with an Astronaut* by Patricia J. Murphy
- Vocabulary Words:
  - Astronaut
  - Shuttle
  - Experiment
  - Telescope
  - Gravity
  - Eileen
  - Collins
  - Chandra
  - Colorado

#### **Activity:**

- List- Group- Label: List- Have students brainstorm all the words they think relate to the topic. Visually display student responses without critiquing. Group- Divide class into small groups. Each group should cluster the class list of words into subcategories. Challenge students to explain their reasoning for

placing words in category they have chosen. Label- Encourage students to assign a title or label to the groups of words they have formed.

Differentiation:

- Switch up groups so that above level students can help the on and below level, and the lower levels can learn from the higher levels.

Assessment

- Write about a trip to outer space using all of the vocabulary words.

Bibliography

- Blachowich, C.L.E. (downloaded, 2014). Best Practices in Vocabulary Instruction. Scott Foresman.

## **Phonics: Word Recognition**

Standards:

- 2.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.
  - a. Distinguish long and short vowels when reading regularly spelled one-syllable words.

Activity:

- Read a poem about Space containing a lot of CVCe words. Students will identify the words in the poem. Then spell the words with letter tiles and change different consonant sounds to make new words.

Differentiation:

- Below Level: Give the student the first letter and vowel every time and only have them change the last consonant letter and putting the letter “e” at the end.
- Above Level: Form compound words using at least one word having a CVCe pattern.

Assessment:

- CVCe word sort

Bibliography:

- Dorn, L.J. & Jones, T. (2012). Apprenticeship in Literacy: Transitions across reading and writing, K-4. Portland, MI: Stenhouse Publishers.
  - Essential Elements: phonemic awareness or phonics, vocabulary, fluency, comprehension, engagement
  - Mechanics and Formatting

## **Fluency**

Standards:

- 2.RF.4 Read with sufficient accuracy and fluency to support comprehension.
  - Read on-level text with purpose and understanding.
  - b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
  - c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Activities:

- Small group choral reads
- Paired reading and rereading
- Read single word long vowel CVCe words

#### Differentiation:

- Leveled texts
- Whole group instruction
- Small group instruction

#### Assessment:

- Monitor progress during paired readings and make sure students are reaching their individual fluency goal of words per minute

#### Bibliography:

- Reading Rockets – Fluency (retrieved 2014)
- Essential Elements: phonemic awareness or phonics, vocabulary, fluency, comprehension, engagement
  - Mechanics and Formatting

### **ELL – Adaptations**

- The basal does a variety of things to support ELL learners. One of the ideas the basal suggests is modeling the spelling words before giving a spelling test (embodied learning). Another thing the basal does well is that it breaks down the level of learning from beginning, intermediate, and advanced ELL and gives examples of how to teach to each level. However, one thing the basal could do in regards to this to improve is to make the learning more visual for the ELL students, such as having anchor starts for the students to help them master the learning. Build background knowledge about the topic of the story before reading the story and send home summaries of the story in English and the home language. The basal doesn't really give the EEL students separate or different instruction than that of the other students, but instead provides more support for all students (provide possible videos with subtitles in ELL student's language). It is important to keep in mind that the ELL needs to learn the same objectives as the rest of the students. (ex: make inferences, predictions, etc.)

### **Comprehension**

#### Standards:

- 2.RI.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- 2.RI.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.

#### Activities:

- KWL chart
- Asking questions
  - In a word or two, what was the topic you read about?
  - What was the most important idea about this topic?
  - What were some details that told more about this main idea?

- What do you think the main idea and what is the author's main idea?
- What do you think is the most important thing to remember about this?

Differentiation:

- Independent reading about the same topic but at student's reading level.
- Asking the same questions to assess the same standard.

Assessment:

- Make a web of the main idea in the middle box with main ideas in circles around the center.

Bibliography:

- Goudvis, A. & Harvey, S. (March 2013). *Comprehension at the Core*. Web. The Reading Teacher. Vol. 66 Issue 6. Retrieved from [www.reading.org](http://www.reading.org).