DOCUMENT RESUME

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TITLE Module Cluster: RTE-002.00 (GSC) Advanced Teaching of Reading Laboratory Manual.

INSTITUTION Glassboro State Coll., N.J.

SPONS AGENCY Office of Education (DHEW), Washington, D.C.

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DESCRIPTORS *Early Reading; Performance Based Teacher Education; *Performance Criteria; Reading Comprehension; *Reading Instruction; Teacher Education; Teaching Skills; Word Recognition

ABSTRACT The following modules are contained in this module cluster on the advanced teaching of reading developed for the Camden Teacher Corps project: a) Examining Readiness Materials, Observation of Readiness Programs and Practices, b) Teaching a Reading Readiness Lesson, c) Examining Materials for Beginning Reading Instruction, d) Observation of Beginning Reading Instruction, e) Teaching a Beginning Reading Lesson, f) Examining Materials for Developing Word Recognition Skills, g) Observation of Word Recognition Instruction, h) Teaching Word Recognition Skills, i) Examining Comprehension Materials, j) Observation of Comprehension Instruction, and k) Teaching Comprehension Skills. For each module, the objective, prerequisite, preassessment, instructional activities, postassessment, and remediation are specified. (JA)
Module Cluster: RTE - 002.C0 (GSC)

Advanced Teaching of Reading

Laboratory Manual

Mrs. Estelle Brown

Department of Elementary Education
August 6, 1973

Dear Colleague:

Our involvement in the Camden Teacher Corps Project has resulted in the development of several module clusters. The clusters are the primary mode of instruction in this competency-based teacher education program. The program follows the guidelines set forth by the U.S. Office of Education, Department of HE W.

Many of these modules are based on a list of teacher competencies which has been developed by members of the Elementary Education Department. The list represents the core competencies and is intended to be representative of a behavioral approach to teaching. These competencies comprise the nucleus of Glassboro's teacher education program.

All these modules specify competencies and describe a scenario for self-paced learning in a field oriented setting. Clearly this is a process which is in marked contrast to the accumulation of credits acquired primarily in college classrooms.

We invite your use, criticism, and refinement of these modules as a means of joining us in creating a more generative climate for developing competent, open, and hopefully healthy-minded teachers.

Sincerely yours,

Frank Goodfellow
THE Coordinator-Camden Teacher Corps Project
Chairperson, Elementary Education Dept.
Instructions for Using a Glassboro State College Module Cluster

A Glassboro State College Module Cluster aims at arranging a learning experience in a very specific way. The goal of the cluster is to facilitate successful, self-paced learning for the student.

1. Glassboro State College module clusters are intended to be used by students with the cooperation of an instructor. The instructor will give a brief explanation about the particular modular cluster. This should include the rationale for the cluster as well as general arrangements for completing the module.

2. After the initial meeting with the instructor, the student can begin work on the module cluster. Within a cluster the modules are presented sequentially.

3. When a student begins to study a module, he should first read the Objective, Prerequisite, and Pre-assessment sections. A number of alternatives are then available. For example, the student may decide after reading the pre-assessment procedures that he is competent in that area. He may then complete the entire pre-assessment and discuss the results with the instructor. The instructor will then be able to verify the student's competence.

4. A second choice is possible if the student feels unsure of the material as presented in the pre-assessment. He can then skip the pre-assessment and complete the module step by step, including the post-assessment procedures.

5. The instructor will consult with the student after the post-assessment is completed. At this point if the student and instructor feel the competency involved has been demonstrated, the student will move to the next module in the cluster. If the post-assessment reveals some deficiency, remediation will be assigned and another form of post-assessment will then be used.
The work presented or reported herein was performed pursuant to a Grant from the U.S. Office of Education, Department of Health, Education, and Welfare.
RTE - 002.01 (GSC) Examining Readiness Materials

Objective

The intern will examine materials used for the development and reinforcement of readiness skills.

Prerequisite

RTE 001.01 and RTE 001.03 (GSC)

Pre-assessment

None. If materials have already been examined, the student may submit a worksheet for analysis of materials. The worksheet will require the student to describe the following: (1) suitability of content, (2) instructional value, (3) format, (4) utility, (5) sequence of skills, and (6) techniques and activities suggested.

Instructional Activities

The intern may attend class for orientation to module objectives.

Post-assessment

The intern will submit a worksheet for analysis of materials. The worksheet will require the student to describe the following: (1) suitability of content, (2) instructional value, (3) format, (4) utility, (5) sequence of skills, and (6) techniques and activities suggested.

Remediation

No remediation activities have been predetermined. These would be decided upon by the student in consort with his faculty advisor and/or team leader.
MATERIALS EXAMINATION WORKSHEET

Title: ________________________________________________________________

Purpose: ____________________________________________________________

__________________________________________________________________

Format: _____________________________________________________________

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Utility: ______________________________________________________________

__________________________________________________________________

Sequence of Skills: _________________________________________________

__________________________________________________________________

Instructional Value: _________________________________________________

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Diagnostic Value: _________________________________________________
Objective

The intern will observe a teacher using appropriate techniques and materials to develop skill in a readiness-related area.

Prerequisite

RTE - 001.03 and RTE - 001.05 (GSC)

Pre-assessment

None. If the observation has already been made, the intern may submit a teacher observation analysis sheet or meet with the instructor to discuss the observation. Oral or written analysis of the observation should include the following: (1) teacher's objectives, (2) techniques and materials used, and (3) activities used for development and reinforcement of skills.

Instructional Activities

The intern may attend class for orientation to module objectives.

Post-assessment

The intern will submit a teacher observation analysis sheet or meet with the instructor to discuss the observation. Oral or written analysis of the observation should include the following: (1) teacher's objectives, (2) techniques and materials used, and (3) activities used for development and reinforcement.

Remediation

No remediation activities have been predetermined. These would be decided upon by the student in consort with his faculty advisor and/or team leader.
Objective: ____________________________

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Task Variable: ____________________________

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Materials: ____________________________

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Method Variable: ____________________________

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Activity: ____________________________

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Response: ____________________________

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Reinforcement: ____________________________

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Objective: ____________________________

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Task Criterion: ________________________

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Performance Criterion: ________________________

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Student Performance: ________________________

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Summary (strengths): ________________________

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Summary (needs): ________________________

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Recommendations: ________________________

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RTE - 002.03 (GSC) Teaching a Reading Readiness Lesson

Objective

Given a pupil who has not mastered a specific readiness skill, the intern will teach (in a supervised tutorial situation) the readiness skill using appropriate techniques and materials.

Prerequisite

RTE - 001.01, 001.02, 001.03, and 001.04 (GSC)

Pre-assessment

Prior to teaching the lesson the intern will (1) complete a tutoring record form and (2) write out statements, directions, and questions to be used to develop a selected readiness skill.

Instructional Activities

Prior to teaching the lesson the intern may meet with the instructor to review preparation for the module objective.

Post-assessment

After teaching the lesson the intern will meet with the instructor to discuss the outcomes of the lesson.

Remediation

No remediation activities have been predetermined. These would be decided upon by the intern in consort with his faculty advisor and/or team leader.
**TUTORING RECORD**

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Objective

The intern will examine materials used for beginning reading instruction.

Prerequisites

RTE - 001.05 (GSC)

Pre-assessment

The intern may submit a worksheet for analysis of materials showing that the module objective has been completed. The worksheet will require the student to describe the following: (1) content, (2) instructional value, (3) format, (4) utility, (5) sequence of skills, and (6) techniques and activities suggested.

Instructional Activities

The intern may attend class for orientation to module objective.

Post-assessment

The intern will submit a worksheet for analysis of materials showing that the module objective has been completed. The worksheet will require the student to describe the following: (1) suitability of content, (2) instructional value, (3) format, (4) utility, (5) sequence of skills, and (6) techniques and activities suggested.

Remediation

No remediation activities have been predetermined. These would be decided upon by the student in consort with his faculty advisor and/or team leader.
MATERIALS EXAMINATION WORKSHEET

Title: ____________________________________________________________

Purpose: _________________________________________________________

______________________________________________________________

Format: __________________________________________________________

______________________________________________________________

Utility: __________________________________________________________

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Sequence of Skills: ______________________________________________

______________________________________________________________

Instructional Value: _____________________________________________

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Diagnostic Value: ______________________________________________

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RTE - 002.05 (GSC) Observation of Beginning Reading Instruction

Objective

The intern will observe an experienced teacher using appropriate techniques and materials to teach a beginning reading skill.

Prerequisite

RTE - 001.05 (GSC)

Pre-assessment

None. If the observation has already been made the intern may submit a teacher observation analysis sheet or meet with the instructor to discuss the observation. Oral or written analysis of the observation should include the following: (1) teacher's objectives, (2) techniques and materials used, and (3) activities used for development and reinforcement of skills.

Instructional Activities

The intern may attend class for orientation to module objective.

Post-assessment

The intern will submit a teacher observation analysis sheet or meet with the instructor to discuss the observation. Oral or written analysis of the observation should include the following: (1) teacher's objectives, (2) techniques and materials used, and (3) activities used for development and reinforcement of skills.

Remediation

No remediation activities have been predetermined. These would be decided upon by the student in consort with his faculty advisor and/or team leader.
TEACHER OBSERVATION ANALYSIS

Objective: ____________________________________________________________

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Task Variable: _______________________________________________________

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Materials: ___________________________________________________________

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Method Variable: _____________________________________________________

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Activity: ____________________________________________________________

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Response: ___________________________________________________________

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Reinforcement: _______________________________________________________

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BEGINNING READING ASSESSMENT WORKSHEET

Objective: ____________________________

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Task Criterion: ____________________________

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Performance Criterion: ____________________________

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Student Performance: ____________________________

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Summary (strengths): ____________________________

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Summary (needs): ____________________________

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Recommendations: ____________________________

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Objective

Given a beginning reader who has not mastered a specific beginning reading skill, the intern will teach (in a supervised tutorial situation) the beginning reading skill using appropriate techniques and materials.

Prerequisite

RTE - 001.05 (GSC)

Pre-assessment

Prior to teaching the lesson the intern will (1) complete a tutoring record form and (2) write out statements, directions, and questions to be used to develop a selected beginning reading skill.

Instructional Activities

Prior to teaching the lesson the intern may meet with the instructor to review preparation for the module objective.

Post-assessment

After teaching the lesson the intern will meet with the instructor to discuss the outcomes of the lesson.

Remediation

No remediation activities have been predetermined. These would be decided upon by the intern in consort with his faculty advisor and/or team leader.
# Tutoring Record

**Child____________________ Gr. ____ Tutor ______________

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RTE - 002.07 (GSC) Examining Materials for Developing Word Recognition Skills

Objective

The intern will examine the materials used for the development and reinforcement of word recognition skills.

Prerequisite

RTE - 001.06 (GSC)

Pre-assessment

The intern may submit a worksheet for analysis of materials showing that the module objective has been completed. The worksheet will require the student to describe the following: (1) content, (2) instructional value, (3) format, (4) utility, (5) sequence of skills, and (6) techniques and activities suggested.

Instructional Activities

The intern may attend class for orientation to module objective.

Post-assessment

The intern will submit a worksheet for analysis of materials showing that the module objective has been completed. The worksheet will require the student to describe the following: (1) suitability of content, (2) instructional value, (3) format, (4) utility, (5) sequence of skills, and (6) techniques and activities suggested.

Remediation

No remediation activities have been predetermined. These would be decided upon by the intern in consort with his faculty advisor and/or team leader.
MATERIALS EXAMINATION WORKSHEET

Title: ____________________________________________________________

Purpose: _________________________________________________________

Format: __________________________________________________________

Utility:  __________________________________________________________

Sequence of Skills: ________________________________________________

Instructional Value: ______________________________________________

Diagnostic Value: ________________________________________________
RTE - 002.08 (GSC) Observation of Word Recognition Instruction

Objectives

The student will observe an experienced teacher using specific techniques and materials to teach one of the following:

1. configuration clues
2. context clues
3. phonetic analysis
4. structural analysis
5. dictionary skills

Prerequisite

RTE - 001.06 (GSC)

Pre-assessment

None. If observation has already been made the student may submit a teacher observation analysis sheet or meet with instructor to discuss the observation. Oral or written analysis of the observation should include (1) teacher's objectives, (2) techniques and materials used, and (3) activities used for development and reinforcement.

Instructional Activities

Attend class for orientation to module objective.

Post-assessment

The student will submit a teacher observation analysis sheet or meet with instructor to discuss the observation. Oral or written analysis of the observation should include (1) teacher's objectives, (2) techniques and materials used, and (3) activities used for development and reinforcement.

Remediation

No remediation activities have been predetermined. These would be decided upon by the student in consort with his faculty advisor and/or team leader.
GLASSBORO STATE COLLEGE
Glassboro, New Jersey

TEACHER OBSERVATION ANALYSIS

Objective: _______________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

Task Variable: _____________________________________________________________________
__________________________________________________________________________________

Materials: _______________________________________________________________________
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Method Variable: __________________________________________________________________
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Activity: _________________________________________________________________________
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Response: ________________________________________________________________________
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Reinforcement: ____________________________________________________________________
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Objective: ____________________________________________________________
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Task Criterion: ________________________________________________________
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Performance Criterion: ________________________________________________
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Student Performance: _________________________________________________
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Summary (strengths): __________________________________________________
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Summary (needs): _____________________________________________________
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Recommendations: _____________________________________________________
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RTE - 002.09 (GSC) Teaching Word Recognition Skills

Objective

Given a pupil who has not mastered a specific word recognition skill, the intern will teach (in a supervised tutorial situation) a lesson to develop the word recognition skill using appropriate techniques and materials.

Prerequisite

RTE - 001.06 (GSC)

Pre-assessment

Prior to the lesson the student will (1) complete a tutoring record form and (2) write out statements, directions, and questions to be used to teach a word recognition skill.

Instructional Activities

Prior to the lesson the student may meet with the instructor to review preparation for the module objective.

Post-assessment

After the lesson the student will meet with the instructor to discuss the outcomes of the lesson.

Remediation

No remediation activities have been predetermined. These would be decided upon by the student in consort with his faculty advisor and/or team leader.
TUTORING RECORD

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Child__________________ Gr._____ Tutor__________________
RTE - 002.10 (GSC) Examining Comprehension Materials

Objective (Expressive)

The intern will examine materials used for the development and reinforcement of comprehension skills.

Prerequisite

RTE - 001.07 (GSC)

Pre-assessment

None. If materials have already been examined, the student may submit a worksheet for analysis of materials. The worksheet will require the student to describe the following: (1) suitability of content, (2) instructional value, (3) format, (4) utility, (5) sequence of skills, and (6) techniques and activities suggested.

Instructional Activities

The intern may attend class for orientation to module objective.

Post-assessment

The intern will submit a worksheet for analysis of materials. The worksheet will require the student to describe the following: (1) suitability of content, (2) instructional value, (3) format, (4) utility, (5) sequence of skills and (6) techniques and activities suggested.

Remediation

No remediation activities have been predetermined. These would be decided upon by the student in consort with his faculty advisor and/or team leader.
MATERIALS EXAMINATION WORKSHEET

Title: ______________________________________

Purpose: ____________________________________

Format: ______________________________________

Utility: _____________________________________

Sequence of Skills: _____________________________

Instructional Value: ____________________________

Diagnostic Value: ______________________________
RTE - 002.11 (GSC) Observation of Comprehension Instruction

Objective

The student will observe an experienced teacher using appropriate techniques and materials to teach a skill in one of the following major areas in reading comprehension:

1. locating
2. remembering
3. organizing
4. predicting/extending
5. evaluating

Prerequisite

RTE - 001.07 and RTE - 001.08 (GSC)

Pre-assessment

None. If the observation has already been made the student may submit a teacher observation analysis sheet or meet with the instructor to discuss the observation. Oral or written analysis of the observation should include the following: (1) teacher's objectives, (2) techniques and materials used, and (3) activities used for development and reinforcement of skills.

Instructional Activities

The student may attend class for orientation to module objective.

Post-assessment

The student will submit a teacher observation analysis sheet or meet with the instructor to discuss the observation. Oral or written analysis of the observation should include the following: (1) teacher's objectives, (2) techniques and materials used, and (3) activities used for development and reinforcement of skills.

Remediation

No remediation activities have been predetermined. These would be decided upon by the student in consort with his faculty advisor and/or team leader.
Objective: ____________________________________________________________

____________________________________________________________________

Task Variable: _________________________________________________________

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Materials: _____________________________________________________________

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Method Variable: ______________________________________________________

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Activity: _____________________________________________________________

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Response: _____________________________________________________________

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Reinforcement: _________________________________________________________

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Objective: __________________________________________

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Task Criterion: __________________________________________

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Performance Criterion: __________________________________________

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Student Performance: __________________________________________

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Summary (strengths): __________________________________________

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Summary (needs): __________________________________________

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Recommendations: __________________________________________

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Objective

Given a pupil who has not mastered a specific comprehension skill, the intern will teach (in a supervised tutorial situation) a lesson to develop the comprehension skill using appropriate techniques and materials.

Prerequisite

RTE - 001.07 and 001.08 (GSC)

Pre-assessment

Prior to the lesson the intern will (1) complete a tutoring record form and (2) write out statements, directions, and questions to be used to teach a comprehension skill.

Instructional Activities

Prior to the lesson the intern may meet with the instructor to review preparation for the module objective.

Post-assessment

After the lesson the intern will meet with the instructor to discuss the outcomes of the lesson.

Remediation

No remediation activities have been predetermined. These would be decided upon by the student in consort with his faculty advisor and/or team leader.
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Check-off Sheet for Modules in KTE - 002.00 (630) *

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Student Signature: ____________________________

* To be completed in duplicate.
Check-off Sheet for Modules in ITE - 002.00 (GSC)*

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Student Signature: ________________________

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About The College

Located in South Jersey, Glassboro State College is just 20 miles southeast of Philadelphia and Camden. Twenty-five buildings fill the 200 acres of this co-educational college, which has 6,000 full-time and 6,000 part-time students.

GSC offers bachelor's degrees in 8 major areas: professional studies, arts and sciences and fine and performing arts.

In professional studies we offer teaching degrees in areas ranging from elementary through high school.

You can major in one of 15 programs in the arts and sciences, including communications, journalism, law/justice, political science, chemistry and administrative studies (accounting, marketing, management).

In fine and performing arts we offer degrees in art, music and speech and theatre.

GSC also offers an M.A. degree in 20 areas of teacher education.