

## Instructional Reading Strategy Oral Presentation Rubric

NAME: \_\_\_\_\_ Ryan A \_\_\_\_\_ DATE: \_\_9.24.10\_\_\_\_\_

TOTAL POINTS EARNED \_\_\_\_45\_\_\_\_/45\_\_\_\_\_

### 5 Points

- Presenter exhibits professional speaking skills (enthusiasm, clear tone, varied pitch, correct grammar usage, eye contact, etc.)
- Depth of knowledge is evident; Knowledge is beyond content of speaker's notes
- Complete presentation of main ideas of the strategy
- Information is presented in a logical sequence
- Information is presented using a variety of instructional strategies (PowerPoint, visuals/posters, handouts, manipulative teaching tools, modeling/skit, etc.)
- Teaching approach is appropriate for reading strategy being taught
- Audience understanding is obvious through participation and active involvement
- Written portion follows guidelines provided to produce well-organized, detailed outline of information about reading strategy
- involved all team members equally

Comment: demonstrated teacher behaviors while students worked in small groups; small group activity was hands on providing scaffolding for students who may still be processing the sorting skill; provided an interactive website to use with whole class instruction; handout is color-coded for visual learners; assessed teacher candidates with application questions;

### 3 Points

- Presenter appears comfortable in front of group (uses informal language; slouches, etc.)
- Depth of knowledge is limited; Covers content within speaker's notes
- Vague presentation of main ideas of reading strategy
- Information is presented in a type of sequence
- Information is presented using limited instructional strategies (lecture and handout; PowerPoint and handout)
- Teaching approach is appropriate, yet presented in a rote manner
- Usually holds audience attention
- Written portion follows guidelines provided

### 1 Points

- Presentation skills need refinement or modification for effectiveness
- Content covered can be found within speaker's notes
- Missed main ideas of reading strategy
- Information is organized haphazardly
- Information is presented using one instructional strategy; Heavy reliance on reading to audience
- Teaching approach is inappropriate

Eastman

\_\_\_\_\_ Rarely holds audience attention

\_\_\_\_\_ Written portion follows guidelines provided

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EDUC 301

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### Word Sorting Presentation Reflection

When Chaitra and I planned our word sorts lesson, we started by researching words sorts to make sure we fully understood our reading strategy. Once we became experts, we started brainstorming ways that we could present our lesson to the class. We started out with several different lesson ideas and finally picked the idea that would be most beneficial for our classmates. This plan made us create a lesson that engaged students with different activities, handouts, and modeling how to use the strategy. While planning, we also felt it was important to show others how you can use technology to use word sorts. Once our lesson was typed out, we practiced the lesson several times making sure that we were prepared for the presentation. Practicing allowed us to decide the order of activities during our lesson.

When it came to teaching our classmates, our lesson ran smoothly and as outlined in our lesson plan. While presenting the lesson, Chaitra and I knew the material that we were presenting and did not depend on note cards to tell us what to say. We spoke clearly and made it easy for our audience to understand the material that was being presented. While modeling an open word sort, Chaitra and I explained the different steps that we were taking which helped the class understand how they can implement word sorts in their classroom. Another thing that went well during our lesson is how we had so many different visual aids, such as word family books and the interactive link online. Finally, our hands on activity allowed our classmates to participate in a word sort to see how students would manipulate words if teachers were in charge of the various

categories they fit in. One thing that did not go so well was students not responding to the questions Chaitra and I asked near the end our presentation. This was bad because the audience was acting like they were not connecting to the material at all. We could have prevented by having students share their answers with a partner or by having each student record the answers on a piece of notebook paper. Students may have felt more comfortable sharing or writing an answer as opposed to stating an answer in front of the whole class.

Word sorts can be a valuable strategy to use in a classroom as a learned through presenting this lesson. A word sort can be used to help students classify words or learn new vocabulary words. When teaching elementary school, I will use word sorts to help students learn new vocabulary words that come either from a story being read to the class or from any other content area. Students are able to identify patterns and visually see how words are different when they use words sorts to categorize words. In my future classroom, students will use word sorts to expand their vocabulary and classify different sound-symbol relationships.

During this presentation I learned about the important uses of word sorts in the classroom and how to implement different word sorts. Teaching our audience about the two different types of word sorts allowed me to identify ways I could use them in my future classroom. It also allowed me to classify the procedures I will use when implementing word sorts in my classroom. When our audience worked on the closed sort, they did talk and collaborate to a certain extent with their groups, but more discussion could have taken place. Seeing this made me realize that this could happen in my elementary classroom, so I have decided that students need more encouragement to work together. While student teaching, I need work on developing age appropriate vocabulary words for third grade students. I also need to work on improving my

phonics skills to be able to teach students phonics correctly. Improving in those two areas will allow me to teach students new words and have them use word sorts to learn them.