Module 3: Checks and Balances

Focus Areas:	Case study continued Oral Reading Records-analysis Oral Language assessment and activities	Overheads of MLPP 7.4 , Strategy Prompts Activities One and Two (attachments 3.7 and 3.7b), Honey For Baby Bear, attachments 3_2, 3_6 & 3_6b, MLPP p. 7.5 and 7.12-7.14
Materials needed:	**Materials provided by ISD or site:** • **MLPP** • Handouts developed by the ISD • Seasonal partners sheet • Extra ORR forms (MLPP p.7.4) • Sign-in sheets, name tags and evaluations • A-V equipment, usually an overhead and a VCR (if you need anything else, call the curriculum office of the hosting district to make arrangements)	**Materials to be brought by the presenter:** • Calculator • Video: (optional) excerpts from Using Running Records with Leanna Traill by Heinemann • Your prepared overheads • Blank overheads and overhead pens • Additional handouts you would like to share
Review of Literacy Attitudes: (10 minutes)	✓ Review Literacy Attitudes Assessment by using one of the following: Inside/outside circle, buzz groups, Venn Diagram likes and dislikes of assessment, focus trios, think-pair-share (Review of Oral Reading Records is included in the Analysis sections)	

Oral Language:
  (20 minutes)
	Set context for Oral Language.
	 3Using the handouts for information (attachment 3_Oral Language.doc MLPP pp. 2.1–2.3 and attachment 3_8a through 3_8i), have half the room generate ideas about *why* it is important for children to develop their oral language skills; while the other half, generates *ways* to develop children's oral language in school.
	  • The recorder will be the person whose shoes are most unusual in their group.
	  • Share ideas with the whole group.
	 3Discuss the following with the group: rubric, scoring, and selection of pictures.
	 3Generate ways to find better quality pictures to use for this assessment.
	3Highlight Oral Language ideas in packet or your own.	

Movement: (5 minutes)	Fill out Seasonal Partners sheet (attachment 3_Seasonal Partners.doc)	

Analysis of Oral Reading Records:
  (30 minutes)
	3 With Fall partner:
	  • discuss how taking an ORR with their case study child went
	  • whole group discussion on the difference between an error and normal reading behavior
	  • use Honey For Baby Bear (attachment 3_I like honey) as scoring practice (trainer models finding errors, accuracy %, and self correction rate)
	  fill out top box and middle of ORR form (MLPP p.7.4, Attachment 3_10) using data from Honey For Baby Bear (trainer records scores on overhead)	

Break: **(10 minutes)**	
Analysis of Oral Reading Records continued: **(90 minutes)**	3 With Spring partner determine case study child's scores (errors, accuracy %, self-correction rate) and fill in top box and middle section of case study child's ORR form 3 Introduce the 3 cueing systems (Attachment 3_2) 3 Explain the 3 cueing systems by using one of the following • the first part of the Leanna Traill video or • your own explanation or • The Trumpet of the Cues, by Brian Dobbie 3 Introduce and discuss Strategy Prompts using (3_6b) 3 Have teachers highlight (self assess) which cueing systems they prompt children to use most (3.6 b) 3 Applying cueing system knowledge • do Strategy Prompt Activity One (3_7) as whole group • do Strategy Prompt Activity Two (3_7b) with partner • check Activity Two as whole group • determine MSV using Honey For Baby Bear as whole group • determine with partner MSV for case study child's ORR 3 Explain left side of bottom box on ORR form (p. 7.4 MLPP) and then have teachers mark on case study child's ORR form • Competencies • Unknown word behavior • Self-correction behavior 3 Examine the rubrics for scoring fluency (p. 7.5 in the MLPP Attachment 3_11 – Make overhead) and retelling (pages 7.12-7.14 MLPP – Make overhead). Share that retelling and reading fluency will be explored later.
Closure and Assignment: **(5 minutes)**	3 Complete evaluation. 3 Administer Oral Running Record assessment to their case-study child. 3 Complete analysis of information sheet or Oral Language Assessment on case study child or another child. 3 Begin answering questions 3 and 4 on the case study questionnaire. 3 For Module 4 bring: • Seasonal Partner Sheet • Bring Oral Running Record of case study child
2 hrs. 45 min.	**Total Class Time**