ATLAS

Teaching Second Grade Reading/Language Arts Using Reader’s Theater

After you have watched ATLAS Cases 698 and 64 and read the corresponding commentaries, respond to the following questions. Complete a self-evaluation using the attached rubric and submit it with your assignment.

1. What curricular areas did the teachers address in their lessons? In your response, please address each lesson separately and by case number.
2. Using the AL Course of Study for English Language Arts for second grade, identify all of the related standards that can be addressed through these lessons.

<https://www.alsde.edu/sec/sct/COS/2016%20Revised%20Alabama%20English%20Language%20Arts%20Course%20of%20Study.pdf>

1. What were the related literacy goals the teachers identified in the written commentaries? (Please address each lesson separately and by case number)
2. Describe how each teacher used Reader’s Theater to support their students learning and ability to show what they know/understand about a topic. Be thorough and use specific examples from the video and written commentary.

Rubric

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 4 | 3 | 2 | 1 |
| Curricular Areas Addressed for Both cases | Response identified ALL curricular area identified by the teachers for both cases |  |  | Response is missing, or only some of the curricular areas identified by the teachers for both cases are included |
| Identification of all AL COS English Language Arts standards | Response identifies ALL ALCOS English Language Arts standards a teacher could address teaching both of these lessons (Case 698 and 64) | Response identifies MOST (80=89%) of the ALCOS English Language Arts standards a teacher could address teaching both of these lessons (Case 698 and 64) | Response identifies SOME (70-79%) of the ALCOS English Language Arts standards a teacher could address teaching both of these lessons (Case 698 and 64) | Response is missing or identifies less than 70% of the ALCOS English Language Arts standards a teacher could address teaching both of these lessons (Case 698 and 64) |
| Related Literacy Goals | Response identifies ALL related literacy goals identified by the teachers for both cases (Case 698 and 64) |  |  | Response is missing, or only some of the related literacy goals identified by the teachers for both cases are included (Case 698 and 64) |
| Description of the teachers’ use of Readers Theater to support st learning and ability to show what they know | Description of the teachers’ use of Readers Theater to support st learning and ability to show what they know is clear, thorough, and supported with numerous, relevant, and specific examples from both the video and written commentary and includes this information from both cases. | Description of the teachers’ use of Readers Theater to support st learning and ability to show what they know is clear, thorough and supported with some, relevant, and specific examples from both the video and written commentary and includes this information from both cases. | Description of the teachers’ use of Readers Theater to support st learning and ability to show what they know is general and uses examples from both the video and written commentary and includes this information from both cases. s | Description of the teachers’ use of Readers Theater to support st learning and ability to show what they know is missing or is so vague that it does not assist the readers understanding of how this strategy was used. |