

Running Head: ASSESSMENT TECHNIQUES

A research project by

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Submitted to the Lebanese American University in Beirut

In partial fulfillment of the requirements

For the degree of

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Under the directions of

Dr. Mona Nabhani

Lebanese American University

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We hereby approve the project of

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Research Based Design for Informal Assessment Techniques

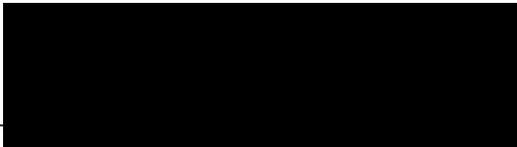
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Dedication

To my mother and father,

My husband Raed,

And my son Haitham

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First, I would like to thank Dr. Mona Nabhani and Dr. Rima Bahous who believed in me, followed my work step by step and guided my work in order to complete my project effectively.

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Thank you all for your love and support.

I love you all!

Abstract

The purpose of the present study is to provide support for teachers to assess grade two students using informal assessment techniques. This project explores the importance of informal assessment techniques and their effects on both the students and the teachers. Then, this project provides teachers with guidelines on how to implement some of the assessment techniques that are compatible to the Lebanese Curriculum.

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Chapter I

Introduction

Classroom assessment plays an important role in the teaching and learning process. It entails teachers making decisions regarding instruction and gathering information about students' performance in order to make better decisions; they diagnose students' difficulties, monitor their progress, and give feedback for improvement. Moreover, assessment must have academic learning purposes, and not only measure and evaluate students' work, that is, assessment for learning instead of assessment of learning (Fisher & Frey, 2007; McMillan, 1997; Butler & McMunn, 2006).

Assessment of learning forces teachers to administer tests at the end of the academic year or term after instruction has been completed in order to identify who has and hasn't learned the given material (O' Connor, 2009; Ward & Ward, 1999; Leahy, Lyon, Thompson & Wiliam, 2005).

However, assessment for learning requires teachers to adjust teaching while students are learning. Teachers also have to explain the achievement goals to students in friendly manner accompanied by examples of students' work (O' Connor, 2009; Stiggins, 2007).

According to Butler and McMunn (2006), assessment for learning requires assessing students regularly to help teachers discover new instructional methods, and students to identify their strengths and weaknesses, and explore new strategies in order to improve their weaknesses and reinforce their strengths. Teachers adjust the teaching process while students are learning in order to improve students' achievement and performance level (Stiggins, 2007; Leahy et al., 2005; Butler & McMunn, 2006).

Assessment for learning improves the teaching process by identifying student's developing skills with respect to standards, key concepts, and fundamental skills (McNamee & Chen, 2005).

Thus, teachers need to think about outcomes, goals, and objectives they have for students before planning instruction and developing the curriculum (Wiggins & McTighe, 1998). When school objectives are clearly stated in organized simple tasks, they serve as a base for assessment and facilitate it (Ward & Ward, 1999).

This study focuses on assessment techniques that are used in the school where the researcher is employed as a teacher of English for second grade students. The researcher examined current assessment practices and designed additional strategies to assist teachers in the process.

Review of context and problem

School X is a private, co-educational Lebanese Anglophone school situated in Beirut. School X has been working diligently to fulfill the educational needs of the middle class community of mixed abilities and different religious beliefs. It prepares students for the Lebanese Baccalaureate and works on raising students to become educated decision makers, cultured and responsible citizens. The school contains a population of 1200 students in total (School X, School Mission).

In school X, there are four sections of grade two. Each class consists of twenty four students. Second graders whose age ranges between seven to eight years old mainly of middle class background are the target audience of this study.

In this school, assessment is conducted in order to meet the term objectives. The objectives are clearly set in an organized manner according to skills and tasks. School X follows the objectives of the Lebanese Ministry of Education. For example, in reading sessions, students activate prior knowledge, preview and predict content from title, and illustrations, and identify problem and solution. As for oral communication, students have to engage in discussion about self respect, act out

a specific scene, and show and tell about their favorite object. In listening sessions, students will be able to listen to a story, choose the correct answer, identify sequence of events and identify true or false statements. In grammar lessons students identify statements and questions, use proper and common nouns, and combine sentences. As for the writing sessions, students will be able to write simple sentences, join sentences using connectors, and use a picture to describe person, place and a pet (see Appendix A).

In 1997, the Lebanese curriculum adopted a thematic –based approach that focuses on the integration of language and content in addition to promoting skill integration in the same lesson (Shaaban, 2000). According to Shaaban (2000), the conventional paper and pencil tests can not cover the activities and skills that the new curriculum added and adapted since 1997. Thus, the new curriculum demands new assessment techniques that are aligned with the class objectives so teachers use the school objectives to choose the assessment tool to use with their students. Therefore, the performance based assessment and portfolios are main assessment tools in formative assessment. Shaaban (2000) maintained that O’Neil’s (1992) and Wiggins’s (1989) research, revealed that multiple choice items and memorization questions do not evaluate higher order thinking and oral communication skills.

School X mainly uses formal traditional assessment techniques to evaluate skills. Throughout the term, reading comprehension and vocabulary skills are assessed three times. The test consists of a paragraph that has five reading comprehension questions based on the given text; two questions related to a story read in class, and then students have to fill in a paragraph and use studied vocabulary words in meaningful sentences. Grammar is assessed two times per term. Students need to fill in the blanks, circle the correct answer, and change the underlined words to their correct form.

Moreover, Listening is another skill that is tested two times per term. It requires students to circle the correct answer, fill in the blanks, and answer true or false statements. Also, writing is assessed three times. Students write two organized process paragraphs and one product paragraph. Students should start their paragraphs with a main idea, use sequence words and end their paragraphs using an ending or concluding sentence. Moreover, oral communication is tested two times per term. The first assessment requires students to talk about a given situation for few minutes (impromptu speech). The second assessment takes place at the end of each term. The teacher provides students with a topic related to a theme they had studied and they have to research, explain, provide pictures and discuss details related to the topic (home prepared project).

The main problem is that school X uses only traditional formal assessment techniques in a world that is constantly changing. Informal techniques are needed to supplement the formal ones in order to make valid decisions about the students as individuals and to plan lessons, instructions, and curriculum to meet students' needs.

Purpose, rationale and significance of the study

The purpose of the current study is to present different informal assessment techniques to assist teachers in making better judgments regarding their students' achievements and lead students to become active participants in their own learning. Some of the presented techniques are: observations, graphic organizers, logs and journals, portfolios, self reports, and oral language techniques.

Using informal assessment techniques in schools helps teachers identify students' abilities with respect to standards, key concepts, and skills (McNamee & Chen, 2005). Both students and

teachers are partners in the assessment process (Leahy et al., 2005; Stiggins, 2007). They can informally communicate about their improvements and learning accomplishments through different conferences with each other. Such communication and follow up offer teachers and students clear information to improve performance, keep students confident and focus on their progress (Stiggins, 2007).

According to the researcher's knowledge, most schools in Lebanon as well as school X assess students only formally. Therefore, there is an urgent need for school X as well as other schools to use alternative assessment techniques that would enhance the motivation of the students, cater for students' different abilities and intelligences in the classroom, and give a fair chance to all students to achieve better in their classes. Thus, modifications of current assessments and using informal assessment techniques are used in classrooms, to override the problem.

The literature review presents various assessment techniques to be used in an English medium grade two classroom. The culminating point of this paper is an assessment kit for second grade language teachers to help them modify and enhance the assessment techniques used in class.

Chapter II

Literature Review

This section presents a brief overview of formal assessment techniques and a more detailed review of informal techniques which are the bases of the kit. Assessment can either be formal or informal. Formal assessments mainly assess students through tests, papers, and quizzes. Such assessment requires grades based on students' performance. However, informal assessment includes observations, inventories, checklists, rubrics, portfolios, participation, as well as peer and self evaluation (Fisher & Frey, 2007).

Assessment requires teachers to gather information about their students in order to facilitate students' learning and determine their progress (William & Black, 1996; Bulter & McMunn, 2006). Assessment is often divided into two categories; summative and formative assessment. Summative assessment requires teachers to collect information in order to check "students' mastery of content, knowledge, or skills" (Bulter & McMunn, 2006, p.3) and evaluate instructional methods used in the classroom (Fisher & Frey, 2007). Furthermore, summative assessment focuses on students' achievement (Leahy et al., 2005; Stiggins, 2007; Ward & Ward, 1999). Such assessments consist of teacher made tests or large scale assessments. The results of the assessments are used for grades and promotion (Bulter & McMunn, 2006; Ayala, 2005) and for school accountability (McMillan, 1997). *Tests* are used in schools to determine students' understanding, and serve in "identifying students' level; evaluating instructions; assessing programs; or providing accountability information" (Fisher & Frey 2007, p.99-100).

There are different types of testing items, structured and unstructured. The “structured” tests contain multiple choice, true- false, and matching items. However, “unstructured” tests consist of short answers and essays (Ward & Ward, 1999). “Multiple choice items” are used in objective type question. Teachers use such item to assess the degree to which students know related facts, associations, and relationships (McMillan, 1997; Ward & Ward, 1999). Moreover, “dichotomous choices” oblige students to identify a true or false statement, agree or disagree, or state if the statement is a fact or an opinion. Teachers use dichotomous choices to conclude if students understood a particular fact, idea, principle or opinion (Fisher & Frey, 2007). Furthermore, matching items are made of two parallel lists that entail students to match entries from one list to the other (Popham, 1999). Matching items consist of stems (premises), and a series of substitute and different answers, (responses) (Gronlund, 2003). They assess knowledge of simple relations (Ward & Ward, 1999). As for the unstructured tests, Short-answer and completion items require students to “provide” an answer either by filling in the blanks or answering a question using a word or a short phrase (Ward & Ward, 1999). Fisher and Frey (2007) stated that short-answers are called completion, supplied response, or constructed- response items. Essays, a different kind of assessment, require students to consolidate their thoughts of a topic, classify their thinking logically and coherently, and then present it chronologically (Ward & Ward, 1999).

However, formative assessment tools are authentic tools that teachers can use in order to check and monitor students’ performance in class and offer feedback to enhance student’s improvement and guide teachers in teaching and instructing (Ward & Ward, 1999; Butler & McMunn, 2006).

Formative assessment is performed through-out a course on daily bases (Bulter & McMunn, 2006; Ayala, 2005). This assessment process permits teachers to check students' understanding every 15 minutes if they choose to, to either re-teach or move to another concept (Fisher & Frey, 2007).

Shavelson, Young, Ayala, Brandon, Frutak, Ruiz-Primo, Tomita & Yin (2008) and Heritage (2007) stated that teachers can formatively gather information about the students from three different sources; on-the-fly assessment, planned for interaction, and curriculum embedded assessment. On-the-fly assessment occurs impulsively during the lesson, which is called "teachable moment". For example, while students are working in group discussion about "friendship", the teacher rotates and listens to the students expressing their ideas and misconceptions, which permits the teacher to provide extra examples and information about the topic. However, in planned-for interaction, the teacher deliberately plans ahead to find what students know and what they need to know (Shavelson et al., 2008; Heritage 2007). For example, while the teacher is planning a lesson to be taught in class, the teacher can prepare questions to ask during the lesson to check understanding such as; in a reading lesson that focuses on friendship, the teacher may ask students specific questions (what is the story setting? Or what is the problem in the story and how was it solved?), or more general questions (why do friends stay together most of the time?). Finally, curriculum embedded assessment is designed either by the teacher or the curriculum developer to plan "teachable moments" to check content acquisition before proceeding to the next lesson. Curriculum embedded assessment provide attentive, curriculum-aligned and suitable ways to verify what students know, rather than burdening the teacher with the assessment process (Shavelson et al., 2008; Heritage 2007).

According to Ruiz-Primo and Furtak (2006), formative assessment involves collecting, inferring, and acting on the gathered information to improve students' learning through instructional dialogues (student-teacher interaction, class discussions either whole class, group, pair or one-on-one), which are called "assessment conversation". These types of conversations consists of four steps; first, it requires teachers to elicit a question, then, students respond (share their ideas), and, the teacher becomes aware of students' responses and use the gathered information to direct students' learning towards the required objective. Such conversations allow teachers to congregate "information about students' conceptions, mental models, strategies, language use, or communication skills to guide instruction" (p. 207).

A study was conducted on the effects of informal formative assessment on students' learning. Findings indicated that teachers who applied the four steps of 'assessment conversation' in their classes had students with higher performance than teachers who evaluated students' based on their results and involvement and did not follow the four steps in 'assessment conversation'(Ruiz-Primo & Furtak, 2006).

Formative assessment is used to provide feedback on student's work to help moves them forward (Ward & Ward, 1999; Leahy et al., 2005; Wiliam & Black, 1996; Heritage, 2007; Chappuis 2005). Shepard (2005) found that positive learning outcomes were achieved when teachers focused their feedback on features of the task such as how would students improve their weakness to reach the school expected goals. Black and Wiliam (1998a) examined the effect of formative assessment on students' learning and revealed that immediate feedback on students' work generates constructive effect on students' learning. Brookhart (2001) also found that feedback should be informational and

not judgmental. The former encourages students to learn how to use their sense of efficacy to learn and check their own work which promotes students to reach a higher achievement level.

Black and Wiliam (1998b) stated that students who were enrolled in schools that provided students with a clear picture of the objectives, appropriate feedback on their work, self assess their efforts, and detailed steps to improve, showed great improvement in their learning with effect size 0.4 and 0.7.

In a study by Leahy, Lyon, Thompson, and William (2005) a three day workshop was provided for teachers with main ideas about assessment for learning and specific techniques were shared with teachers in order to make assessment more authentic in class. After one year, teachers found different techniques to be useful. However, the researchers found that there were five common techniques that applied in all classrooms, first, clarifying and distributing learning goals and norms for accomplishments, then, engineering valuable classroom conversations, students' inquiries, and required material, then, offering positive feedback that motivates learners to proceed in their learning, triggering students as the developers of their own knowledge, and activating students as a supportive learning recourses for one another" (Leahy et al., 2003).

Moreover, formative assessment and instructional scaffolding have similar meanings according to Vygotsky's (1978) zone of proximal development (ZPD) and socio-cultural learning theory. Heritage (2007), Moorcroft et al. (2000) and Shepard (2005) stated that through scaffolding, teachers support their students through problem solving using hints, reminders, and reinforcements to guarantee task achievement. Both formative assessment and instructional scaffolding are strategies that teachers can use to move learning forward in the zone of proximal development.

The zone of proximal development is the space between “the actual development level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers” (Vygotsky, 1978, p.86). Vygotsky (1978) considers that when a child is at the ZPD for a specific task, with the appropriate help (scaffolding), the teacher grants the child a “boost” to achieve the task, and gradually develops the ability to perform the task without assistance (scaffolding). Such differences between what children can complete with teacher’s help and what they can accomplish without assistance is the "zone of proximal development" (ZPD).

Thus, formative assessment is a lively procedure in which teachers or students help each other move from what they already know to what they can perform at a later a phase using the “Zone of proximal development.”

In a paper by D. Royce Sadler (1989) on formative assessment, he argued that pointing out the right and wrong answers to student is not enough, student must grasp the taught information very well, check their understanding with the standards, and try to make modification to close the breach between student’s present level in learning and the preferred educational goal (Shepard, 2005; Heritage, 2007). Subsequently, students would become expert at supervising their own learning. Such classroom interaction is similar to scaffolding. Both formative assessment and scaffolding are collaborative methods between teachers and students which are used to improve student’s intrinsic motivation, cognitive and meta-cognitive learning (Shepard, 2005).

The literature on assessment techniques and self-esteem revealed the negative effects of summative assessment on confidence and self-esteem. Black, Harrison, Lee, Marshall & Wiliam (2003) stated that teachers who provide grades as feedback to low achieving students, may damage

their self esteem and that formative assessment has positive effects on self-esteem; however, Miller and Lavin (2007) declared that there is a limited proof to support that notion. Consequently, in an exploratory study by Miller and Lavin (2007) on the effects of formative assessments on students' self perception and its several areas; self-esteem, self worth and self competence, findings indicate that improvement in students' self perception in all its areas was achieved. However, the results showed that the improvement of students' self perception can not be revealed in a short period of time, but it can be seen after a long period of implementing formative assessment.

Chapter III

The kit

In the assessment kit, the researcher will include guidelines for teachers on how to implement some of the informal assessment techniques that are compatible with the performance tasks of the new Lebanese curriculum, such as; observations, graphic organizers, logs and journals, portfolios, self reports, and oral language techniques.

The above informal assessment techniques will be based on grade two reading school book “Macmillan/ McGraw-Hill Reading”, hence school X teachers can implement the kit in their classrooms while teaching the selections. Each assessment tool will be explained then the relevant activity will be presented. The kit will offer more than two samples for each informal assessment tool.

According to Leahy et al. (2005), and McNamee and Chen (2005), teachers gain information about their students through observing them while conversing in groups, asking and answering questions, giving in homework assignments, working on projects, looking at a book, dramatizing stories and even sitting silently or looking confused. Hence, teachers make instructional changes that tackle students’ misunderstandings to improve learning (Gronlund, 2003; McNamee & Chen 2005). Such authentic assessments can be carried out as often as the teacher needs information to pursue student’s ongoing development (McNamee & Chen 2005).

Observation is a technique that teachers constantly use to observe students and draw conclusions about them. Observation can be either informal or formal. Most of the time, teachers observe students in their classrooms without them being aware of performing it. Informal

observation may occur during instruction when the teacher might not have a criterion to check students' performance. Nevertheless; the teacher can still obtain data using anecdotal notes or narrative (Bulter & McMunn, 2006; Ward & Ward, 1999). Also students observe their own actions in order to generate opinion about themselves and about their classmates.

However, formal observations take place when teachers document their observations and the exact variables that are assessed, and the scores are derived and interpreted. Teachers observe students to note their skills, abilities and performances (Airasian 2001; Ward & Ward., 1999). Teachers observe students as they work and these direct observations could be either informal or systematic. Systematic observations are planned observations which require the teacher to predetermine the variables that need to be observed. If students are asked to perform certain jobs, the observation is formal. However, if students are observed during a regular session, the observation is informal and no record is needed directly (Ward & Ward, 1999). For example, in a reading session, if the teacher asks students to read a paragraph while he or she is observing a fixed variable such as; proper intonation and pronunciation, the observation would be formal and systematic, however, if teachers observe faulty and weak writing skills in a grammar session, this reveals that the observations were informal. In such a case, the teacher does not have to write the observation directly, however, the teacher can plan lessons to help students acquire the skills in classroom through group, pair and individual writing activities, or ask students to practice writing paragraphs on their own.

Ward & Ward (1999) stated that observational data can be classified into three types; narrative, checklists, and rating scales. The narrative observations include specimen records, audio and video tapes (Airasian 2001; Ward & Ward, 1999). Checklists can be used as activity logs, event

records and situation responses and are used to record the presence or absence, of specific characteristics. Moreover, checklists can expose the sequence or the order of a behavior. However, rating scales record the degree of the characteristic present (Taylor, 2003; Ward & Ward, 1999).

The kit will provide samples for using observational data as an assessment tool in a writing session about the beach and another reading session that focuses on concrete work where students have to read a story, make lemonade juice and then share it with their classmates, and finally, another lesson that focuses on problem-solution activities and charts. The teacher uses the observational data to check students understanding to either proceed in the lesson or re-teach particular concepts again.

Graphic organizers are another assessment tool. According to Bruke (1994, p.118), graphic organizers are “ mental maps that represent key skills like sequencing, comparing and contrasting, and classifying and involving students in active thinking” (cited in Bulter & McMunn, 2006).

Bonwell and Eison (1991) declared that active thinking does not only require students to listen to the teacher, they must read, write, discuss, or be engaged in solving problems. For students to be active participants, they must engage in higher-order thinking skills such as; as analysis, synthesis, and evaluation. Thus, active thinking promotes students to perform certain tasks and think about their actions. Bulter and McMunn (2006) maintained that webs, Venn-diagrams, flow charts, and maps are all graphic organizers used to check students’ understanding and connection between different or similar concepts. *Charts* can also be used to detect students’ meta-cognitive abilities through establishing relevant information related to specific topic. Shepard (2005) and Shaaban (2000) stated that the *K-W-L chart* is a formative assessment tool that helps students indicate what they know (K), then, establish what they want to know (W), and finally, summarize what they have learned (L). It also helps teachers focus on how students are learning or not learning the required material.

The kit will provide samples of graphic organizers in a pre-reading, during reading and post-reading sessions where sequencing, comparing and contrasting, adding details and cause-effect skills are tackled. Graphic organizers are beneficial for students because they assist in organizing and understanding information. Usually students feel motivated while using fun shaped templates for learning (Drapeau, 1998).

Logs and journals are two other assessment tools that teachers can use to assess students' learning. Logs are brief summaries of information that show sequence of events (Fisher & Frey, 2007). Shaaban (2000) noted that there are two kinds of logs; content area logs require students to record what they acquired and what they have not. Reading logs are used to document students' written responses or reactions to a read story. They are intended to encourage the use of meta-cognitive strategies when students read expository text. For example, students can write information about a story they read, state whether they like it or not, and explain why. However, journals require students to write their own thoughts, observations and questions about it. According to Ward & Ward (1999), Bulter and McMunn (2006) and Shaaban (2000) students may use dialogue journal in which students write their own thoughts, personal experiences and feelings on half of the paper then the teacher replies on the other half of the paper. Thus, it is an interactive means for ongoing correspondence between students and teachers. Students chose the topics and participate at their level of English language ability or they can draw pictures that can be labeled by the teacher.

The kit will provide examples of 'reading response journals' such as: 'double entry page', 'getting to know a character', and 'comparing two stories' and then, 'student-teacher dialogue journal'. Journals are very important for teachers to detect students' story comprehension, interests and fears and provide students with a safe environment which facilitates communication with their

peers. Moreover, logs are also tackled in the kit. Students use logs to note their understanding, misunderstanding, reactions and responses towards any topic they like to share with the teacher.

Teachers may also use *portfolios* to assess students' learning. It is based on student's work that shows students' efforts, progress, or accomplishments in specific subjects. The teacher reflects on students' work to develop students' ability to evaluate their own progress. As for the students, they are free to participate in selecting the content of their portfolio; the criteria for judging merit; and student's self reflection (Ward & Ward, 1999; Shaaban, 2000). Soliman (1999) and Ward & Ward (1999) added that portfolios are fundamental for students to develop a sense of ownership.

Usually a portfolio is used to show a sample of students' regular work in the class over a period of time to assess students' success and failure in order to achieve instructional objectives (Bulter & McMunn 2006). Portfolios contain writing collections such as; learning logs, dialogue journal entries, writing assignments (drafts or final copies), lists of books read or used materials, students' reports, worksheets, photographs of projects and bulletin boards, graphs and charts, rating observations, projects, group activities, conference or interview notes , and tests and quizzes (Fry & Kress, 2006; Ward & Ward, 1999).

Bulter and McMunn (2006) claimed that there are five types of portfolios. Each of the following can be used to assess students differently. "*Best work portfolio*" is used as an evidence of "mastery of learning" goals. They assess students' mastery of technique, acquired skills and talents. They can be displayed at school meetings or open house gatherings. Another type is "*memorabilia portfolio*". This type includes collection of students' mementos. They assess students' attitudes, motivation, interest and self esteem. "*Growth portfolio*" is another type that focuses on change and reveals students progress across the years and help students focus on their learning. However, "*skill*

portfolio” serves as a resume’ where students confirm their talents at a particular skill. Finally, the “*assessment proficiency*” or “*promotion portfolios*” are used to show students’ growth towards standards of learning.

Teachers use portfolios to show students’ work, look back critically at what worked with students, what has not and try to discover the reason behind their failure (DiMartino, & Castaneda, 2007) and to correspond with parents and other teachers about what students are learning in class over a period of time (Niguidula, 2005; Ward & Ward, 1999). Moreover, portfolios are intended to collect artifacts to provide a final grade and certificates, supervise students’ progress and hold school responsible for their work with their students (Tucker & Stronge, 2005; Ward & Ward, 1999). In a study by Deveci, Ersoy and Ersoy (2006) on the different views of elementary school teachers on portfolios, the findings indicate that teachers believe that portfolios assess students’ performance, and give the teacher a better chance to provide students with constructive feedback.

Portfolios are authentic assessment method that is used to test “students’ prior skills, recent learning and relevant skills to solve realistic and complex problem” (DiMartino & Castaneda, 2007, p.38).

The kit presents steps for the teacher; to introduce portfolios for the students, to help students select constructive material and add reaction forms in their portfolios and an assessment portfolio checklist for the teacher to use while checking student’s portfolios.

Self assessment is another formative tool that helps students and teachers identify the strengths and weaknesses and to focus on improvement (Geeslin, 2003). Butler and Lee (2006) identified two types of self assessment; ‘off-task self assessment’ and ‘on-task self assessment’. The former assessment requires students to assess their performance in general “de-contextualized

formats” and the latter, entails students to assess their work directly after a required task. Butler and Lee (2006) conducted a study to compare these two self assessment types on students’ oral performance in a Korean elementary school. The results reveal that students who assessed their oral performance directly after a certain task were more accurate in their assessment than students who applied ‘off-task self assessment’. Brookhart (2001) maintained that self-assessment requires students to control their cognitive activates or meta-cognition, such as the skills and strategies students need to perform certain task and to realize when and how to apply them. It is also stated that child develop meta-cognitive skills around the ages 5-7 years old and continue to develop in the following years.

One of the cheapest tools to assess students is *Self reports* that are used to assess students’ attitudes towards, for example, class activities, or specific subject. According to Shepard (2005), students develop responsibility through self critique. This technique is also used to assess students’ feelings about their own school accomplishments. Geeslin (2003) presented in her article the benefits of self assessment based on eight years of experimentation with formats and assignments, taking into consideration the changes one should compose to design a self assessment rubric. Geeslin (2003) also found that some researchers noted that student’s self assessment encourages dialogues and communication between the teacher and the students, which augments student’s awareness of the instructional objectives for their homework and offers the teacher a chance to remark constructively and provide useful feedback. Furthermore, self assessment increases students’ ‘motivation’, ‘life long learning’, and ‘self confidence’. Through self assessment, students become active learners in observing their own learning, and evaluating their own progress.

The kit includes students' self assessment checklists after most of the activities, such as: 'students writing checklist', self assessment class activity checklist, self assessment problem/solution checklist and student retelling checklist. Self assessment is very important given that it helps students check their work and develop sense of responsibility and self confidence (Geeslin, 2003).

"Oral language assessment" is a technique that should be conducted on an ongoing basis to monitor comprehension and thinking skills. Speaking and listening are very essential in human life. Speaking is a procedure where people share and exchange information, ideas and emotions. However, listening is another process which entails people to acquire and react to information either verbally or nonverbally (Fisher & Frey, 2007). There are six oral language strategies that teachers can use to assess students.

"Accountable talk" is one of the oral language strategies that teachers can use to assess students. It is a technique that teaches students to stay focused on a certain topic, use suitable and precise information and think deeply about the other people's point of view. "Accountable talk" is important in the classroom because it fosters communication skills between classmates. Teachers use this technique to supervise and listen to individuals discuss certain topics (Fisher & Frey, 2007). For example, after the teacher finishes reading a specific story with students in a reading class, the students are asked to work in groups to discuss the character traits that best describe the main characters, the relationships between the characters and what they have learned. While students are discussing the topic, the teacher passes around the students and listens to their discussion.

In the following kit, "Accountable talk" will be addressed through reading class activity. While students work in groups, the teacher observes, puts ticks in the appropriate place and jots down notes about students' interaction, also the teachers uses 'social interaction tabulation' form to check

students' communication skills. This assessment technique helps students exchange their ideas and concerns with one another without peer pressure and fear of making mistakes.

A “*non verbal cue*” is another communicative strategy teachers take in consideration to assess students. Facial expressions, eye movements and hand gestures are cues that facilitate teacher's job while checking understanding, puzzlement and boredom (Meadow, Wein, & Chang, 1992; Fisher & Frey, 2007). For example, in a reading comprehension session, while the teacher explains compare and contrast, the teacher checks students' skill comprehension from ‘facial gestures’, or ‘hands gestures’ such as, moving the child's hand up in the air as an exasperation sign. Another example would be when the teacher asks students to act out vocabulary or an idea or to present hands-on tasks, the teacher can also ask students to respond with clapping their hands and “foot-stepping” or “thumbs up or thumbs down” to true or false statements.

The kit presents an activity in a reading session where the teacher uses ‘non verbal cue’ checklist to note students' ‘facial gestures’ and ‘body language’. This tool is important for teachers to identify nervousness, puzzlement and passiveness with the intentions of re-teaching or proceeding to the next lesson, concepts or skills.

“*Retelling*” is method used as post reading activity. Retelling certain events or read text helps teachers check students understanding. To assess the retelling, teachers use a checklist of important elements in the story (setting, plot, resolution, etc.) and assign a score for each. Teachers' should focus on students' ability to generalize and interpret story meaning (Fry & Kress, 2006). This type of assessment can be written in the form of comments at the bottom of the checklist. Students can work either individually, in pairs or in groups. Teacher prompts may be required to help lead some students through the story (Fisher & Frey 2007; Fry & Kress, 2006).

“Retelling” is presented in the kit in a reading session where students use “four part story map”, “problem- to- solution event map” or “story staircase event chart” to retell events in chronological order and develop retelling skills.

“*Think-pair-share*” is a cooperative technique that facilitates assessment while students discuss responses. “*Cooperative learning*” is a teaching approach where small teams with miscellaneous abilities use learning activities to develop better understanding of a subject. All team members are responsible for learning as well as helping their teammates acquire the concept. All students work cooperatively to have complete understanding (Fisher & Frey 2007; Kagan & Spencer, 1994). “Think-pair-share” technique requires teachers to issues a question, prompt or a situation, and then students individually take few minutes to think about the case. Next, students work in pairs to discuss the situation and share their concerns. Finally, volunteers share their views with the whole class.

This strategy allows the teacher to determine students’ critical thinking and understanding and students become enthusiastically involved in thinking about the idea presented in the lesson. When students discuss new ideas, they are required to relate new ideas to their prior knowledge and their misinterpretations about the topic are discovered and solved during discussion (Fisher & Frey 2007; Kagan & Spencer, 1994). For example, in a “think-pair-share” activity, the teacher presents pictures to students. Each takes a picture (see Appendix B) and tries to answer the following questions in five minutes on their Think Pair Share Activity copybook.

- What do you conclude from the picture?
- What problem does the picture present?
- What is the mood in this picture? Explain your answer.

- What is the tone of the picture? Explain your answer.

Then, in pairs, they share their individual thoughts. Pairs should summarize their common thoughts in the "Pair" section of their worksheet. Finally, pairs write one main idea they would like to share with their classmates in the "Share" section of their worksheet.

Bellanca and Fogarty (2003) stated that in a meta-analysis for 122 studies, findings reveal that cooperative learning gives higher grades than “individualistic or competitive models such as problem solving, concept attainment, and predicting”. Also, all participants in cooperative learning augment their short and long term memory and their critical thinking since it requires constant cognitive rehearsal. Moreover, it advances self acceptance, which includes students’ ‘self esteem’, ‘school enjoyment’, and ‘motivation’. Moreover, cooperative learning cultivates positive relationship between group members which fosters motivation (Bellanca & Fogarty, 2003).

“Think- pair- share” technique is administered in the kit in a reading session where students are asked to work in groups to discuss a topic related to a read story. Meanwhile, the teacher jots down her observations about students’ participation and social interaction. This technique is beneficial for students because it fosters cooperative work and assesses students’ abilities at the same time.

Fisher and Frey (2007) added the “*whip around*” technique which is used to check understanding when students are working in groups. This instructional method can be used at the end of the lesson as a closure activity. First, the teacher poses a question. Next, the students jot down their answer and the teacher chooses students randomly to answer. Meanwhile, the other students check off any answer that was already said by the other students. This process continues until teacher listens to all ideas. Hence, the teacher can assess students’ general level of understanding.

“Whip around” is presented in the kit as an activity administered in a reading comprehension session to assess reading comprehension. Students participate in class activity without noticing that they are being assessed.

Finally, it is important that schools focus on helping all students thrive in meeting standards (Stiggins, 2007). Tomlinson noted that, “Assessment always has more to do with helping students grow than with cataloging their mistakes” (Tomlinson, 1999, p.11). Moreover, students who did not succeed in meeting standards should not be left to fail, surrender to hopelessness and stop trying (Stiggins, 2007). Additionally, Popham (1999) stated that assessments are vital for teachers to check if adjustments in the instructional program are required. Research confirmed that assessment for learning is substantial in order to improve student achievement. Researchers found that students who were taught through the use of assessment for learning accomplished in six or seven month what they would have accomplished in one academic school year. These developments emerged consistently in many countries such as Canada, England, Israel, Portugal and United states and in different content areas (Leahy, Lyon, Thompson, & Wiliam, 2005).

In conclusion, assessment techniques should:

- “cater to all students being assessed;
- blend with the learning activities and contribute to learning;
- be appropriate for the language skills and tasks being assessed;
- be formative rather than summative in nature”. (Burton, 1992 cited in Shaaban, 2000, p.310).

Furthermore, Shaaban (2000) maintained that assessment techniques should accomplish the following;

- a- offer students and teachers with appropriate feedback about the success of the teaching strategies and the strong and weak points learners have.
- b- reveal to the students that improvement is being made to push students to work more and the teacher to focus on “refining the process of learning rather than its product”(p.310).

The following section presents informal assessment activities suggested for grade two teachers in school X to supplement the formal assessment techniques. They are categorized under subtitles derived from the literature review.

Observations

Title: Guided writing (Beach)

Objective: Students will be able to write a short paragraph using vocabulary words, sequence words and meaningful sentences to describe activities and games on the beach.

Writing Lesson

In a writing session, the teacher provides students with a prompt about the beach (pp. 38). Students sit in pairs to brainstorm ideas in a web form (pp. 39), write a paragraph using given prompt, vocabulary words and activities.

Then, the teacher uses cooperative group work rubrics (pp.41-A) to check student's cooperative work.

When students finish writing their stories, students assess themselves using student writing checklist (pp. 40) and then check their performance based on cooperative group work rubrics (pp.41-B).

Last, the teacher collects students' drafts to check students' work (pp. 42) based on students' drafts, self assessment sheet.

Class Activity

Prompt: Last summer, you decided to go to the beach with your friends. Write about the preparations you made. Then, describe the place you went to. Create a **problem** you faced there and provide a **suitable** solution for it.

Beach Tools and Activities

swim	lie down	rest	play football/ basket ball	form sand
castle	race	have lunch	sun-cream	beach towel
gather sea shells		dive	build	put on
pack	unpack	take a nap	read a book	hide and seek

bucket



long rake



shovel



water can



sand sieve



sand water wheel



truck



sand mold (castle)



sand ball



Lie down



float ring



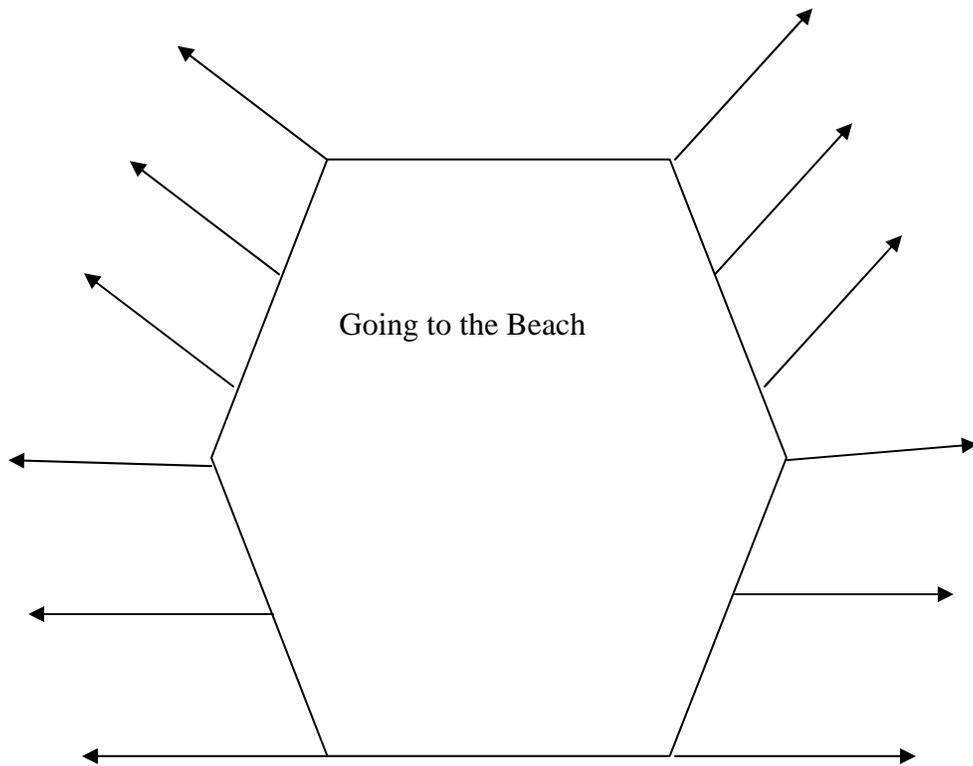
goggles



Name: _____

Date: _____

Web



Name: _____

Date: _____

Students' Writing Checklist

Directions: Put X if you completed the required task.

____ My story has a good title.

____ I indented each paragraph.

____ I began each sentence with a capital letter.

____ I started with a main idea.

____ I used the correct ending mark.

____ I wrote a main idea, details and end sentence.

____ My story has interesting details about the problem and solution.

____ I wrote complete sentences.

____ I checked my spelling.

____ I used learned vocabulary.

____ I wrote neatly between the lines.

(Fiderer, 1998; Easley & Mitchell, 2003)

A-Teachers' Rubric for Cooperative Group Work

Teamwork	Individual contribution	Final product
1. Unable to work together effectively.	None of the students contributed to the progress of the team.	Below standard
2. Occasionally worked well together but were not consistent.	Some of the students contributed.	At standard
3. Consistently worked well together with only a few lapses	All of the students contributed most of the time.	Above standard

(Jacobs, Power & Inn, 2002, p.109)

B-Self assessment Rubric for cooperative group work

Teamwork	Individual contribution	Final product
1. My team did not work well together.	I did not try to cooperate with my team.	Below standard
2. My team sometimes worked well together.	I sometimes cooperated with my team	At standard
3. My team always worked well together.	I always cooperated with my team	Above standard

(Jacobs et al., 2002, p.109)

Teachers' Writing Checklist

Student: _____

Date: _____

	Yes	No
Starts with a main idea		
Ends with a concluding sentence		
Provides a title		
Sequences ideas and events		
Ends with correct punctuation mark		
Uses capital letter to begin sentences and capitalizes names		
Spells correctly		
Makes few misspelling mistakes		
Uses learned vocabulary words		
Writes between the two lines		
Writes neatly and legibly		

(Fiderer, 1998; Easley & Mitchell, 2003)

Teacher's Handwriting Checklist

1.	Prints words neatly. _____
2.	Stays on the line. _____
3.	Leaves margins empty. _____
4.	Sentences start and end upper and lowercase letters. _____
5.	Sentences end with correct punctuation. _____

(Ward & Ward, 1999)

Title: “Lemonade for Sale” by Stuart J. Murphy

Objective: Students will be able to identify problem and solution.

Problem - Solution

Teacher starts the lesson by setting purpose for student’s reading. For example:

1. Why is there lemonade for sale?
2. Why do children make a bar graph and what does it tell?
3. What is the main problem in the story?
4. How was the problem solved?

The teacher invites students to read the story “Lemonade for sale” by Stuart J. Murphy (see Appendix C, p. 142) on their own. While students are reading, the teacher monitors any difficulties students might have in order to comprehend the story. Teacher uses the observation sheet (pp. 49) to note students’ difficulty to either continue with the lesson or revisit some concepts that were not clear.

First, students listen to the story on the tape recorder. Next, volunteers are asked to read the story again. While reading, the teacher pauses, and asks inferential and referential questions and stresses on problem and solution identification. Then, the teacher asks students to read the first two pages from the story to identify the main problem that the characters faced, such as: ‘The Elm street kids were feeling glum because the club house was falling down, and their piggybank was empty’. After that, volunteers continue reading the story, again, the teacher pauses and asks students to read

silently the third and fourth pages to find the solution, such as: ‘The Elm street kids decided to make Lemonade for sale to get money in order to fix the club house’. Finally, at the end of the story students are asked to describe the setting and the problems that the characters faced. The teacher invites one student to select a different setting and check whether this new setting would affect the problem in the story.

Activity1

The teacher provides students with a short paragraph “Lemonade for sale” (pp. 45) to identify the solution for a given problem. The teacher uses the problem- solution checklist (pp. 46) to check students’ understating.

Activity 2

The teacher provides students with a short story “What Happened?” to identify the main story problem and the solution and why is the problem important (pp. 47).

When students are done, students have to assess themselves using students’ problem solving checklist (pp.48).

After that, discussion takes place. Students share their answers with the whole class, the teacher writes the correct answers on board. The students correct their own work using a green pen to check their work and learn from their own mistakes.

If time permits, the teacher can foster learning by asking students to tell their friends about a problem they faced in their lives, why was the problem important to them and how they solved their problem.

Name: _____

Date: _____

Activity 1

Directions: Read the paragraph; then fill in the chart with suitable solutions.

The Lemonade Stand

The Elm street kids’ club needed money to rebuild its clubhouse. Fadi had an idea to sell lemonade. Danny figured out how many cups of lemonade they needed to sell, and he wanted to keep track of their sales. Rami volunteered to make a bar graph.

The children had to figure out how to make lemonade. Rami wrote down his mother’s recipe, and they followed the instructions. They did fine until Thursday when no one bought their lemonade.

Down the street, Jed the juggler was drawing the crowd. Rami invited Jed over to juggle near the lemonade stand. The children’s lemonade stand was busy again.

Problem	Solution
	Fadi had an idea to sell lemonade.
The children had to figure out how to make lemonade.	
No one bought the lemonade.	

(Flood, Hasbrouck, Hoffman, Lapp, Lubcker, Medearis, Paris, Stahl, Tinajero & Wood, 2005)

Teacher's Problem-Solution Checklists

Skill _____	Student: _____
_____ Reads the text carefully.	
_____ Follows directions.	
_____ Works as required.	
_____ Starts the sentence with capital letter.	
_____ Ends the sentences with the correct punctuation.	
_____ Checks work before handing the material.	
_____ Identifies the problem with its correct solution.	
_____ Supports ideas with meaningful clues.	

(Flood et al., 2005)

Name: _____ Date: _____

Short Story - Activity 2

Directions: Read the short story carefully, and then fill in the following table with appropriate details.

What Happened?

Nick liked walking. He walked in the woods near his home. It started raining, so the ground got wet. Nick stepped in a puddle. He looked down and saw that his shoes were muddy. Nick knew he would be in trouble because his shoes were brand new! Nick ran home and put them in the washing machine. He wanted to wash them before his mom got home.

(Higdon & Lardon, 1996, p. 15)

Problem! Problem!

The problem is _____ _____ _____ _____ _____	Why it was important _____ _____ _____ _____ _____
How it was solved _____ _____ _____	

(Fidere, 1998, p.39)

Name: _____

Date: _____

Students Self Assessment Problem/Solution Checklist

	Yes	No
I wrote about an important problem.		
I told the importance of the problem.		
I told how the problem was solved.		
I re-read what I wrote. My writing is complete.		

(Fidere, 1998)

Observation Sheet

Student's names	Text difficulties
	1. 2. 3.

Title: “Lemonade for Sale” by Stuart J. Murphy

Objective: Students will be able to generate lemonade juice to share with their classmates.

Reading Lesson

In a reading lesson, students will read the story “Lemonade for sale” by Stuart J. Murphy (see Appendix c, p. 142). The teacher divides the class into groups and provides students with the required material. Students squeeze the lemon, add water, sugar, then mix the ingredients in the jar and pour it into cups. After that, students get ready and share the lemonade with their classmates. The teacher walks around and checks students’ performance using the following checklist (pp. 51).

When students finish working in groups and drinking the lemonade, each student assesses himself or herself using the class activity self assessment checklists (pp. 52).

Then, the teacher collects the self assessment checklists to check students’ self assessment.

Making Lemonade: Material required

1 cup of lemon

1 cup of sugar

6 cups of water

Ice cubes

Pitcher

Spoon

Straws

(Flood et al., 2005)

Teacher's Checklist

Student _____

Student action	present	sequence
1. Squeezes the lemons.	_____	_____
2. Pours lemon into a jar	_____	_____
3. Adds water	_____	_____
4. Mixes sugar	_____	_____
5. Shakes it up with ice	_____	_____
6. Pours into cups	_____	_____
7. Adds straws to the cups	_____	_____

Student characteristics	Present
1. Slow and on purpose	_____
2. Quick	_____
3. Uncomfortable	_____
4. Serious and task oriented	_____
5. Disinterested	_____
6. Interested	_____
7. Follows directions	_____
8. Needs more direction	_____

(Ward & Ward, 1999)

Student's Self assessment Class Activity

Skill _____ Student _____

_____ I prepared the required material.

_____ I followed directions.

_____ I worked as required.

_____ I worked cooperatively with classmates.

_____ I talked in English.

_____ I checked the lemonade.

(Flood et al., 2005)

Title: Season

Objective: Students will be able to identify three facts about the different seasons and exhibit interactive behavior during the activity.

Social Interaction

In a reading lesson, after the teacher and the students read aloud a short paragraph about the different seasons “Seasons” (see Appendix D, p. 145), the teacher divides the class into groups. Each group consists of five students who work cooperatively in discussing and writing three facts about winter, spring, summer, and autumn (pp. 54). Meanwhile, the teacher walks around to check students’ social interaction skills.

*The teacher can design tabulation for the entire groups in one graph such as Graph 1(pp. 55) or design tabulation for each group such as Graphs 2, 3, 4 and 5 (pp. 56-57).

* The teacher decides if the students were interacting enough based on the column that reveals the total times that the child was chosen to interact with the group. If the students were contacted less than three times, the teacher should encourage the child either using tokens, adding extra grades, clapping or even tapping on the child’s back, and plan for extra group interaction.

Group members: _____, _____,
_____, _____,
_____.

Date: _____

Fact Sheet

Winter	Spring	Summer	Autumn

(Flood et al., 2005, p.19)

Whole Class Social Tabulation

Student contacting	Student contacted							
	Yara	Mohamad	Dima	Rawan	Suzan	Jad	Ali	Wissam
Yara		///	//		/			
Mohamad	///		//				/	
Dima		///		/			//	
Rawan	///		//			/		
Suzan	//		//				/	
Jad		//						//
Ali				//		//		
Wissam	/	//				///		//
Times chosen	9	10	8	3	1	6	4	4

(Graph 1) (Ward & Ward, 1999)

Individual Group Tabulation

Group A

Student contacting	Student contacted				
	Yara	Mohamad	Dima	Rawan	Suzan
Yara		///	//		/
Mohamad	///		//	//	
Dima	//	//		/	/
Rawan		//	/		
Suzan	/		/		
Total Time chosen	6	7	6	3	2

(Graph 2) (Ward & Ward, 1999)

Group B

Student contacting	Student contacted				
	Nabil	Fadi	Soubhi	Tala	Razan
Nabil		//	////	/	//
Fadi	//		/		/
Soubhi	////	/		/	
Tala	/		/		/
Razan	//	/		/	
Total time chosen	9	4	6	3	4

(Graph 3) (Ward & Ward, 1999)

Group C

Student contacting	Student contacted				
	Haitham	Rana	Hassan	Nouf	Zeina
Haitham		///	/	/	/
Rana	///		//		
Hassan	/	/		//	
Nouf	/		///		//
Zeina	/	/		//	
Total time chosen	5	5	6	5	3

(Graph 4) (Ward & Ward, 1999)

Group D

Student contacting	Student contacted				
	Raed	Ayman	Rima	Adel	Nada
Raed		///	/		/
Ayman	/		//	/	
Rima	///	///		//	
Adel	/	///			
Nada	///		/		
Total time chosen	8	9	4	3	1

(Group 5) (Ward & Ward, 1999)

Graphic Organizers

Graphic Organizers

According to Bromley, Vitis and Modlo (1995), graphic organizers are usually used to organize students' knowledge, and to display topics or thoughts in a pattern using labels. They are usually used to promote students to use language as they read, write, listen, think, and share. Bromley et al. (1995) added that graphic organizers are very essential for improving 'social interaction' between group members while they work cooperatively and collaboratively.

Bromley et al. (1995) maintained that graphic organizers support comprehension and recall information when offered to elementary classes before a reading session. Moreover, elementary students' recall improves on vocabulary and comprehension when they are asked to generate graphic organizers after reading. Thus, graphic organizers are used as an "active learning theory" with students and an assessment tool to verify students' understanding. Moreover, Fisher and Frey (2007) stated that graphic organizers are effective in determining what students know and do not know. The teacher can distribute designed graphic organizers or students can design their own.

Title: “Sharks Under Attack”

Objective: Students will be able to activate prior knowledge, generate questions about sharks and record new learned information.

Reading Lesson

In a reading lesson about sharks, the teacher writes the title on board “Sharks Under Attack”, and asks students to take a picture walk through the illustrations to preview and predict story events. The teacher writes some questions on the board to help students predict story events such as:

a-What is the purpose from this article?

b-Will this article be fiction or real? Why?

Students share their predictions, while the teacher writes students’ prediction on a card board to be hung on the bulletin board. Students can refer back to the chart to confirm their predictions by stating what happened for real (pp. 61)

Then, the teacher distributes K-W-L chart (pp. 62) (What I Know, What I want to know, What I learned) The teacher reminds students that KWL chart can be used while reading the article. Students individually fill in the first column with what they know about sharks (K), such as: ‘sharks live in the deep blue sea’ and ‘sharks have sharp teeth’ etc.

After that, students in pairs read the article (see Appendix E, p. 146). Teacher reminds students that they can add details or questions in the second column with what they want to know about sharks (W), such as: ‘Why do sharks attack people?’ ‘Are sharks in danger of dying out?’ ‘What do sharks eat?’

After students have read and understood the topic well, students fill in the last column with what they have learned about sharks (L). The teacher can check students' charts to assess topic acquisition.

Prediction Chart

PREDICTIONS	WHAT HAPPENED
The article will show what sharks like to eat.	
It is a fact article	

(Flood et al., 2005)

Title: _____

Date: _____

Directions: Fill in the first column (K) before you read the text, then fill in the second column (W) while you read; and then when you finish reading, fill in the (L) column.

Sharks Under Attack!

What I Know (K)	What I want to know (W)	What I have learned (L)

(Jacobson & Raymer, 1999)

Title: “Jamaica Tag-Along” by Juanita Havill

Objective: Students will be able to identify key elements, recall story events and sequence story events chronologically in a circular form (Bromley et al., 1995).

Reading lesson

The teacher starts the lesson by reading a story called “Jamaica Tag-Along” (see Appendix F, p. 148) to students about a girl who does not like to be left out alone doing nothing because she is young. Then one day, while she is playing alone, a little boy called Berto wants to play with her, but she gets sad and yells at him (Flood et al., 2005).

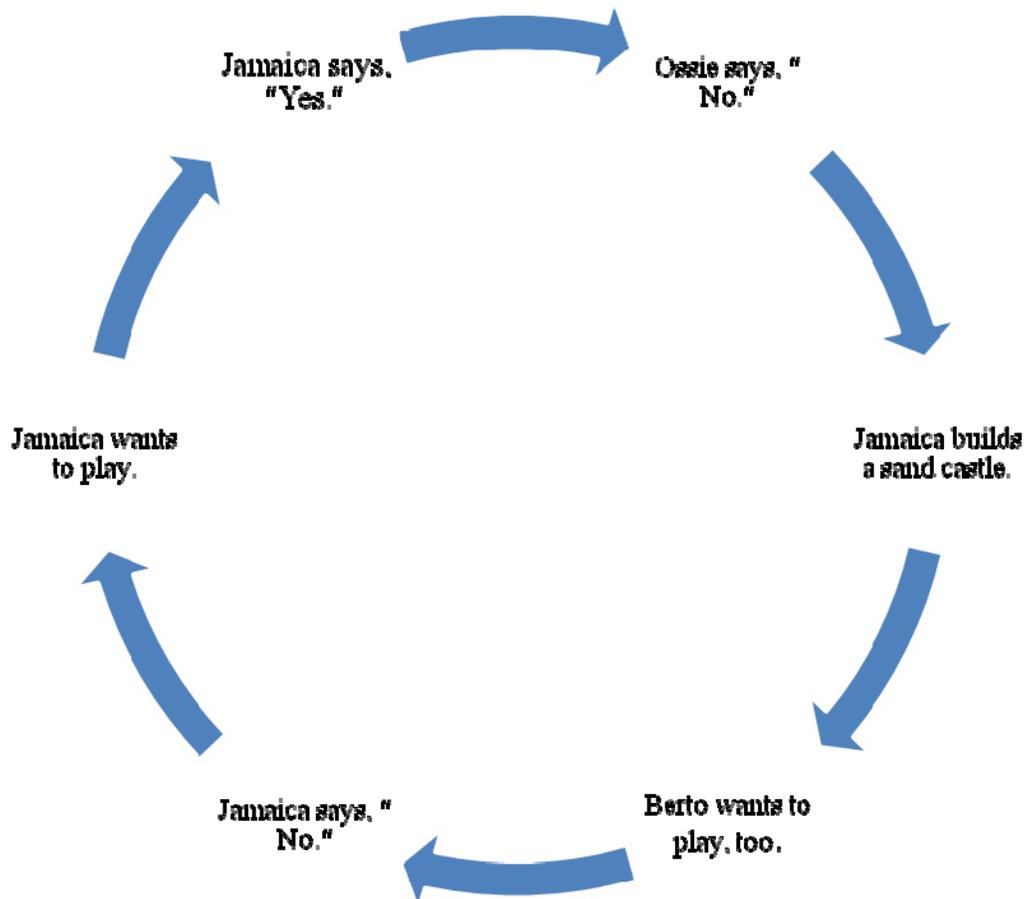
Then, the teacher asks students to respond orally to referential and inferential questions to make sure that students understood the story well, and then lead a discussion of story events that occurred and the order in which they happened. The teacher can draw a sequence chart on board while volunteers retell the story events in order (pp. 64).

The teacher may give students the staircase graph in order to write and draw story events in a chronological order. Students begin at the bottom of the staircase and climb up. The teacher can add as many steps as the text requires (pp. 65).

At the end of the lesson, the teacher can ask students to sit in groups and list the things they do when they wake up early morning before they come to school in order and draw an illustration that matches each event (pp. 66). The teacher can distribute the boxes chart so students record and draw their morning events (pp. 67).

Green Board Sample

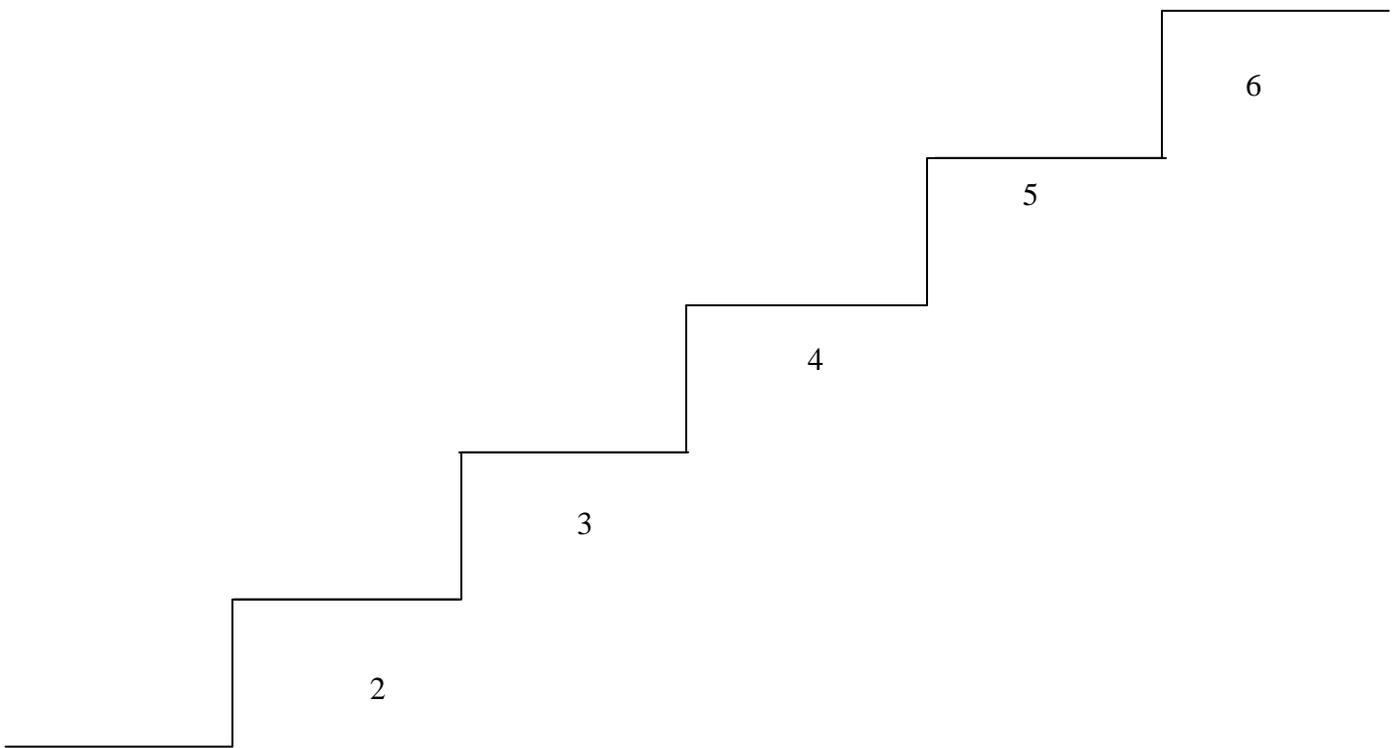
Jamaica Tag Along



“My Story Staircase”

Name: _____

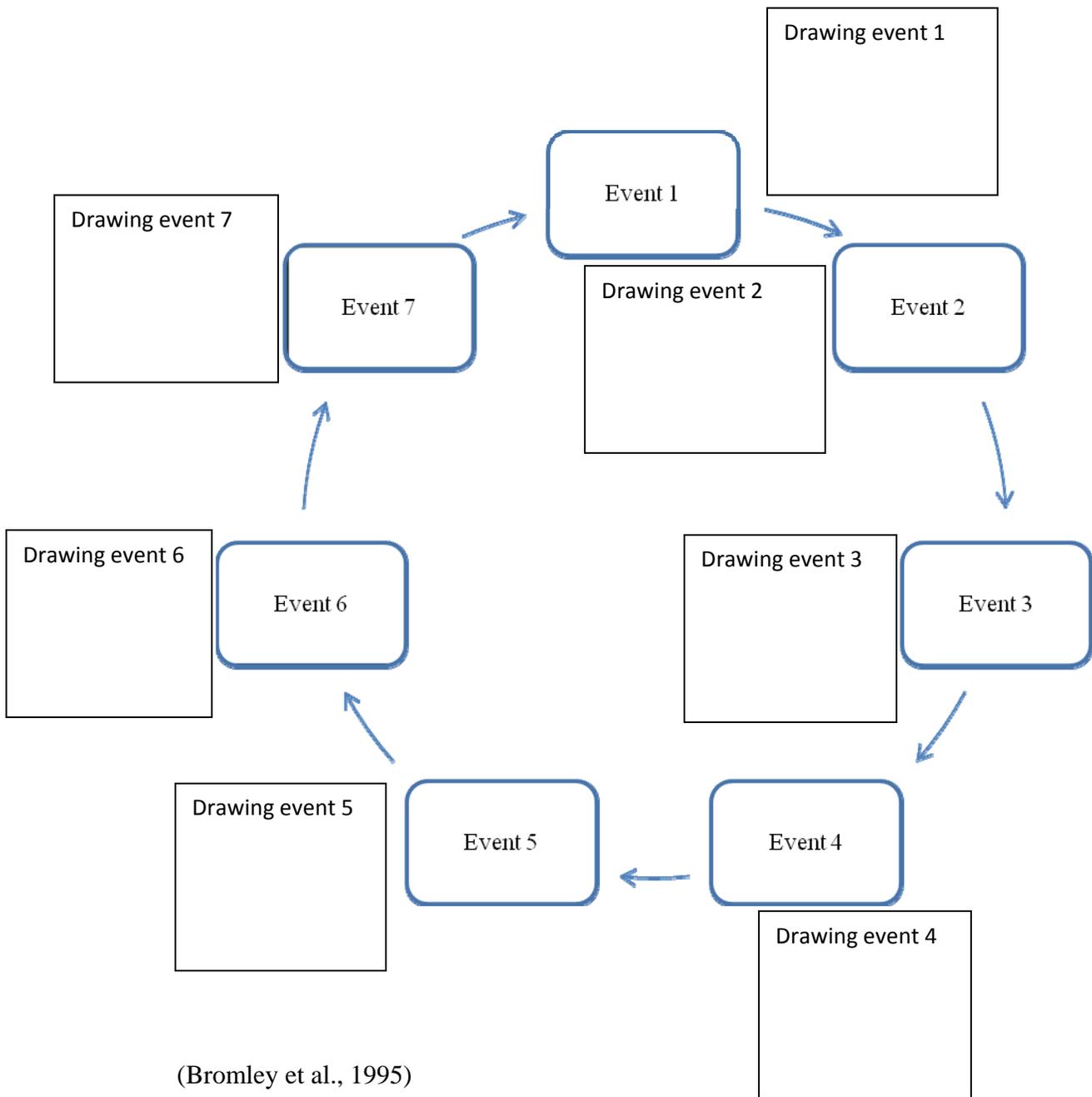
Title: _____



1

(Hansen, 2004)

Our Morning List

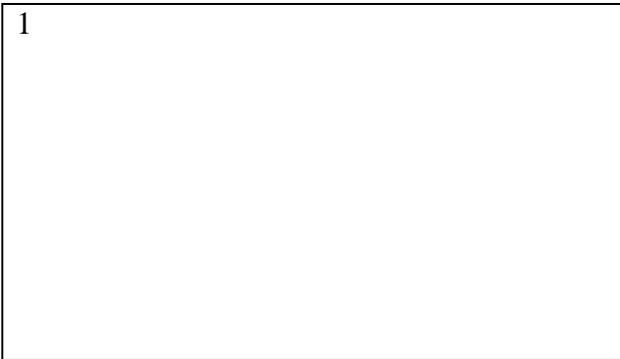


Name: _____

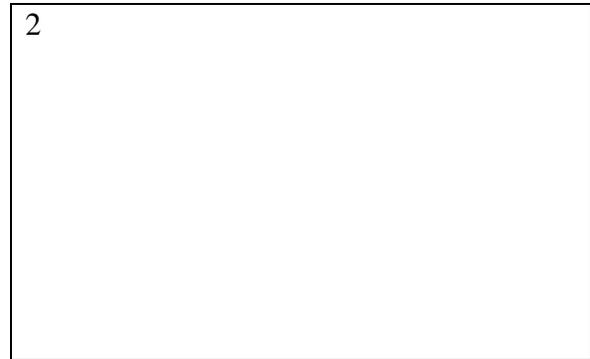
Event: _____

Directions: Draw or write your morning events in order.

1



2



3



4



5



6



(Jacobson & Raymer, 1999)

Title: “Jamaica Tag-Along” by Juanita Havill

Objective: Students will be able to identify story elements.

Reading lesson

The teacher writes some questions on board related to the story, and then asks students to read “Jamaica Tag-Along” by Juanita Havill (see Appendix F, p.148) silently and focus on the story details.

The students sit in pairs and discuss the details to fill in one of the below story maps (pp. 69-71). Subsequently, the teacher collects maps and assesses students’ work using story element checklist (pp. 72)

Some story questions:

1. What does Jamaica want to do?
2. Why does Ossie shout at his sister?
3. What does Ossie want to do?
4. What did Jamaica do?

Story Map 1

Name: _____ Date: _____

Directions: Fill in the following story map with information about the story.

Title: Jamaica Tag Along

Setting:
Time: one day
Place: Kitchen, school court

Main characters:
Jamaica, Ossie and Berto

Problem:
Ossie does not want Jamaica to tag along. He will not let her.

What happens: Jamaica builds a wall in the sand. Berto wants to play with Jamaica. Jamaica says, "No". Jamaica asks Berto to play with her.

Outcome:
Ossie likes the castle. Jamaica lets Ossie tag along.

Story Map 2

Name: _____

Date: _____

Directions: Fill in the story map with information about the story.

<p>Story title: _____</p> <p>Author _____ _____</p>	<p>Setting</p> <p>Time:</p> <p>Place:</p>
<p>Main character</p>	<p>Another main character</p>
<p>Problem</p>	<p>What happens</p>
<p>Sentence I like</p>	<p>Solution</p>

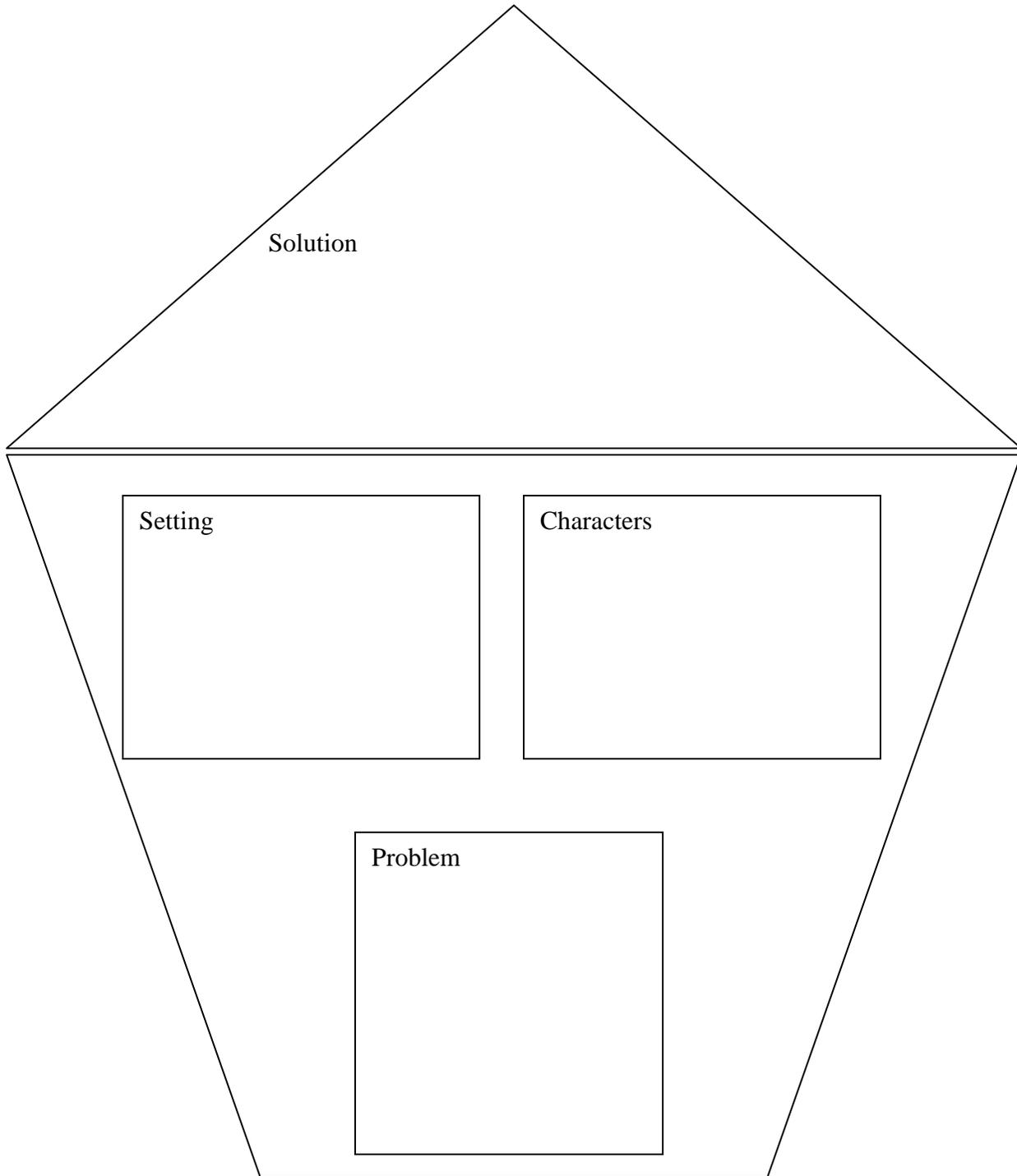
(Fiderer, 1998)

Story Map 3

Name: _____

Story Title: _____

Directions: Fill in the story map with information about the story.



(Jacobson & Raymer, 1999, p. 28)

Story Elements Checklist

Name: _____ Date: _____

Story Title: _____

Put check for present story elements.

Setting Time _____

Place _____

Characters Main _____

Problem _____

Events #1 _____

#2 _____

#3 _____

Solution _____

Ending _____

Comments: _____

(Hansoen, 2004)

Title: “A Letter to Amy” by Ezra Jack Keats

Objective: Students will be able to describe story elements.

Reading lesson

In a reading session about a boy called Peter who desires to invite his best friend Amy to his birthday party, Peter wants Amy to attend the party badly. The teacher explains that a ‘Plot diagram’ is writing a brief summary about the read story to show the important parts on board and models on board how to fill a plot diagram on a story students already know and discussed before.

Students in groups fill in a plot diagram and draw “A letter for Amy” (see Appendix G, p.151) story events in order to describe the introduction, rising action, climax, falling action, and solution (pp. 74).

Then, the teacher walks around and checks students’ work according to the teacher plot diagram checklist (pp.75).



(Bromley et al., 1995)

Teacher Checklist Plot diagram

Group members: _____

Story title: _____

_____ Describe climax

_____ Write a detailed introduction

_____ Describe rising point

_____ Describe falling point

_____ Write solution

(Bromley et al., 1995)

Skill: Compare and contrast

Objective: Students will be able to compare and contrast two things (car/ bus and two animals).

Compare and Contrast

Teacher distributes a short paragraph that discusses the differences and similarities between cars and buses. Then, the teacher draws a Venn-diagram on board and asks volunteers to elicit the common and different concepts. Teacher writes students' answers on board and then students copy on their own charts (pp. 77) to keep as a reference.

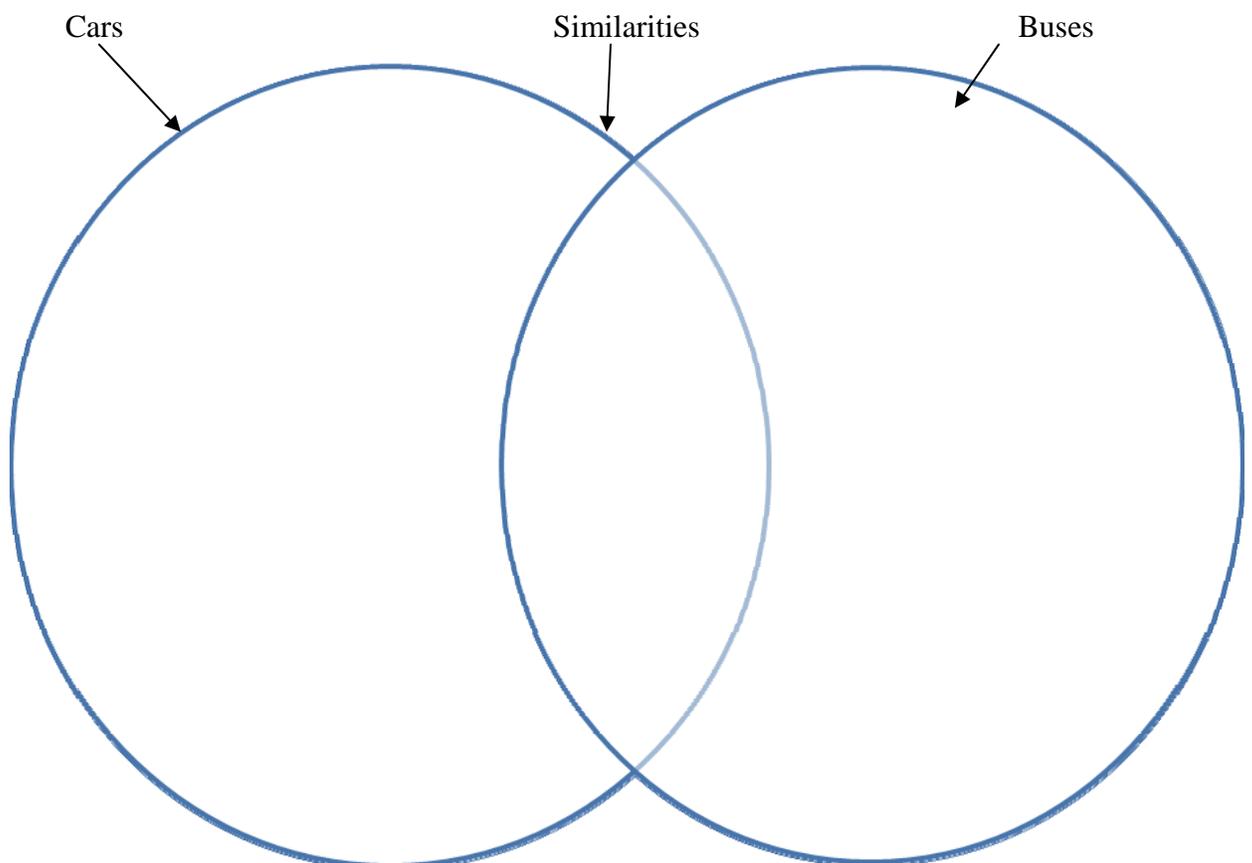
Then, the students work individually to compare two animals of their own choice using a Venn diagram (pp.78) or (pp.79), such as; sharks and bats. Meanwhile, the teacher walks around and checks students' work.

Directions: Read the following paragraph; and then fill in the Venn-diagram.

How Will We Get to Work Today?

Some people drive cars to work. Other people ride a bus. A car has wheels. A bus has wheels, too. But some buses have more wheels than cars. A bus has a motor. So does a car. A car and a bus both have windows. But a bus has more windows than a car. A bus can carry more people than a car. A bus has headlights to turn on when it gets dark. So does a car. A bus is much bigger than a car. Cars have seat belts. Most buses do not. Which would you rather ride?

(Higdon & Lardon, 1996, p.28)

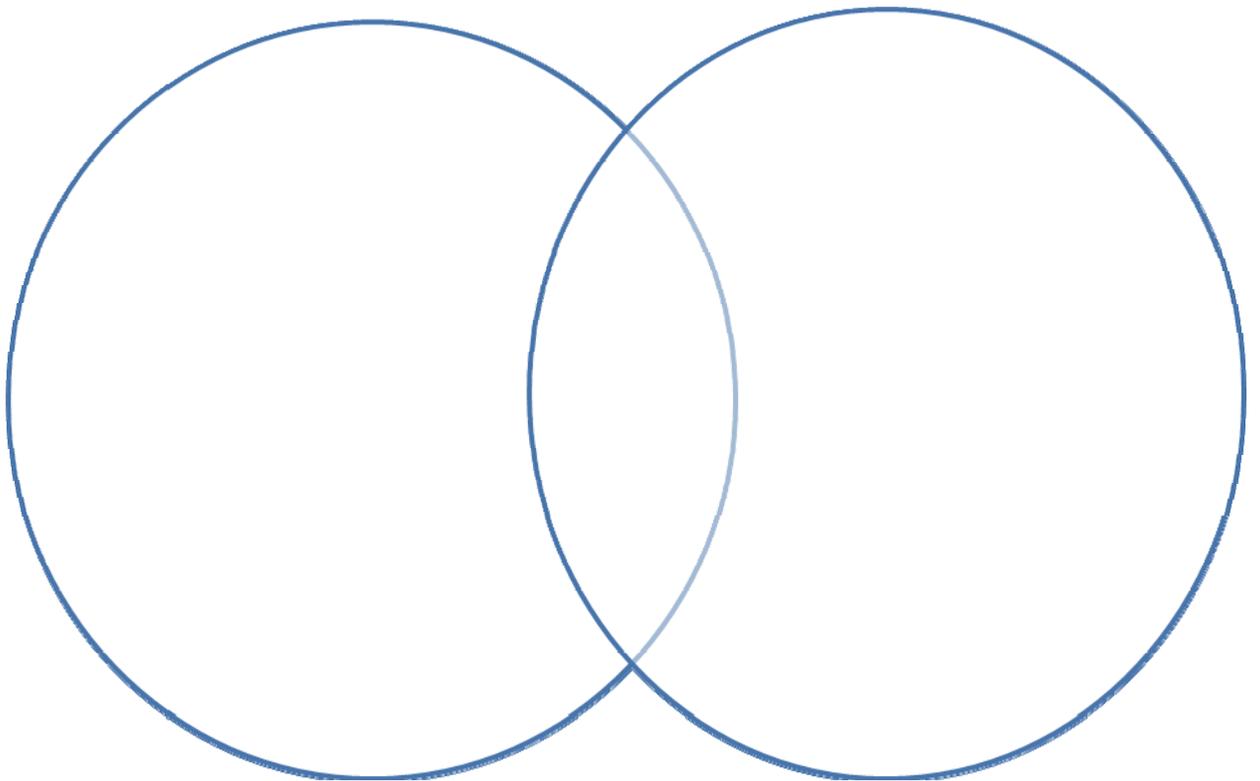


(Jacobson & Raymer, 1999)

Name: _____

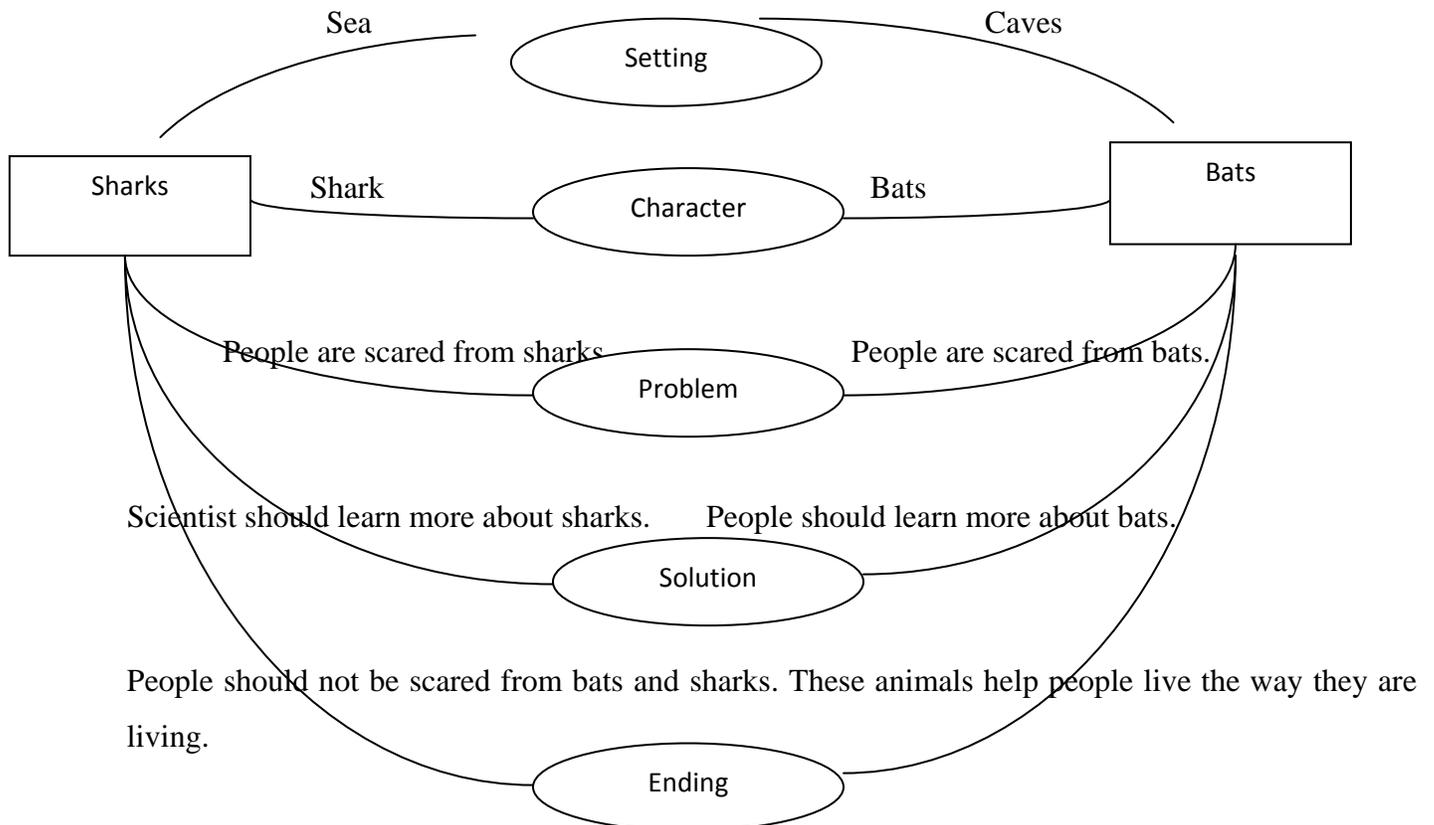
Date: _____

Directions: Compare and contrast two animals of your own choice.



Name: _____

Date: _____



(Bromley et al., 1995)

Title: “Lemonade for Sale” by Stuart J. Murphy

Objective: Students will be able to identify causes for given effects.

Cause/ Effect

The teacher starts the lesson by reading a short paragraph called ‘Plants, Please!’ about a girl who plants seeds. While reading, the teacher asks students to answer questions that focus on cause and effects relationship.

After the teacher makes sure that most of the students understand the context well, the teacher draws cause- effect chart on board. In the first column, the teacher writes cause (why?) and in the second column, Effect (what happened?). After that, the teacher writes one cause and asks volunteers to come up to the board and write its effect. The teacher continues this procedure until all the causes and the effects in the text are written in the chart.

Later on, the teacher distributes the text with the cause effect table for students to copy the information from the board into their own cause effect sheets (pp. 81)

Soon after, the teacher relates the cause effect relationship to a story read in class “Lemonade for Sale” (see Appendix C, p.142) about a group of children who work cooperatively and collaboratively as a team to get money in order to fix their club house, students are asked to work individually to fill a cause/effect chart (pp. 82).

Directions: Read the following paragraph; and then fill in the table below with either a cause or an effect.

Plants, Please!

Shannon plants a carrot seed and radish seed. She plants the carrot seed in good soil. She waters it and puts it in a sunny spot. Soon, the carrot seed grows into a plant.

Shannon plants her radish seed in sand. She puts it in a dark room. She does not give the radish seed any water. The radish seed never grows into a plant! Shannon now knows what a plant needs to grow. Do you?

(Higdon & Lardon, 1996, p. 14)

Cause (why?)	Effect (what happened?)
1.	1. The carrot seed grows into a plant.
2. Shannon puts her radish seed in a dark room and does not water it.	2.

(Higdon & Lardon, 1996)

Name: _____

Date: _____

Directions: Refer back to the story “Lemonade for Sale” to fill in the chart below with either a cause or an effect.

Cause	Effect
1. The club needs money to fix the clubhouse.	
	1. Sheri adds the information to the bar graph.
2. Everyone is watching the juggler.	
	2. The children make enough money to fix the clubhouse.

(Flood et al., 2005)

Title: “The Best Friends club” by Elizabeth Winthrop

Objective: Identify character traits

Reading lesson

After reading lesson “The Best Friends club” (see Appendix H, p. 153) about a girl who forms a club alone and finds out that one person can not make a club, the teacher asks students to fill in a bubble map (pp. 84) to identify Lizzie’s character traits and support their answers with suitable clues.

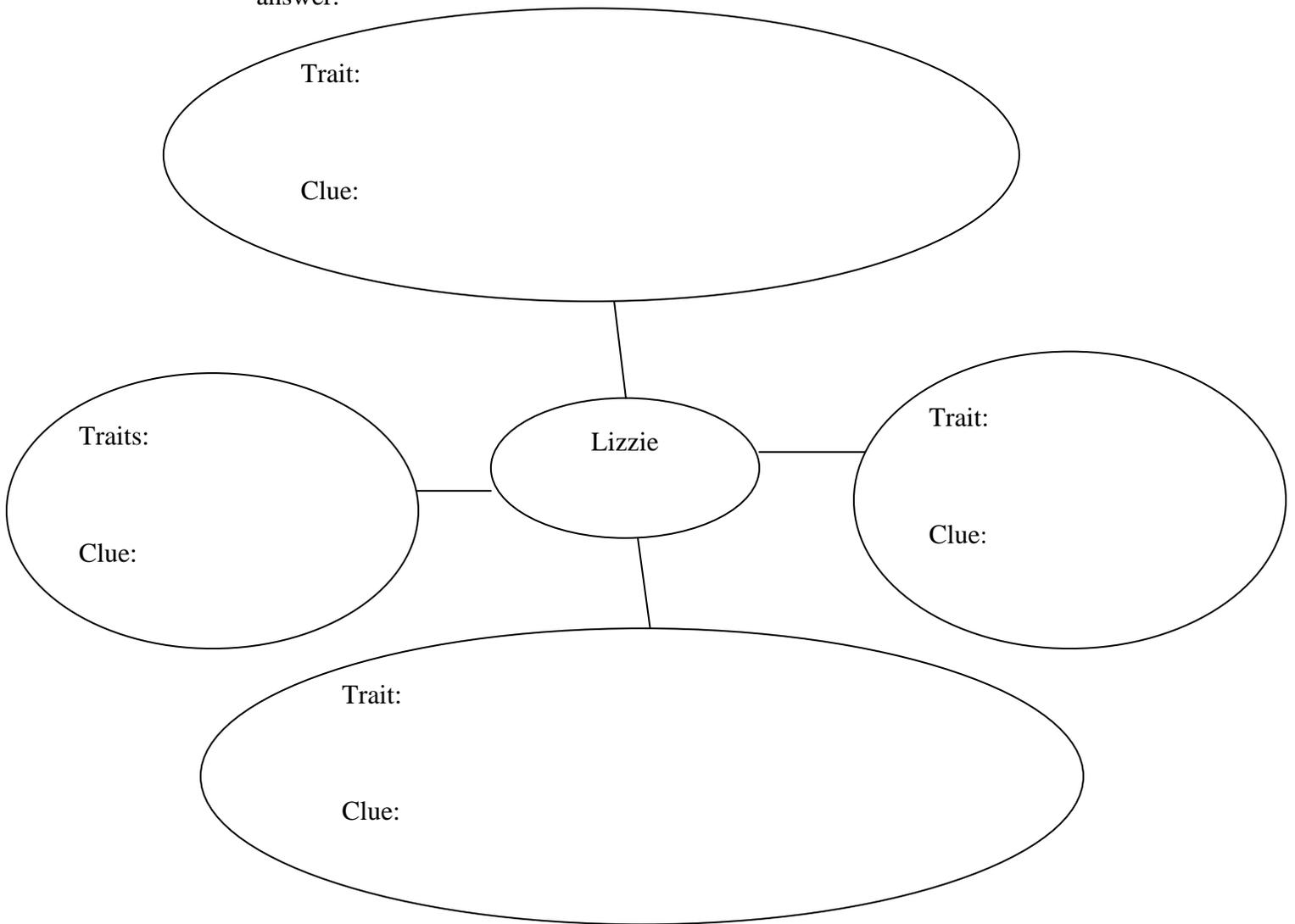
The teacher collects students’ papers and checks if students noticed the different changes that occurred in Lizzie’s personality.

Bubble Map

Name: _____

Story Title: _____

Directions: Fill in the map below with Lizzie's character traits and write a clue to support your answer.



(Fisher & Frey, 2007)

Journal

Journal

Journals help teachers gain knowledge about students' comprehension level, their skills to relate books to their lives, society issues and how students gather story details in order to support an idea.

'Reading response journal' requires students to write about a read story. Teacher starts the lesson by reading a story to students. While reading, teacher and students discuss story events.

While discussing the story, students need to

1. Identify the main character, list problem the character faced and explain how the problem was solved.
2. Summarize decisions the character made.
3. Select two or three events and show relation to the character's personality.
4. List several things from the story that relate to the students.
5. List the favorite character and why.
6. Choose a minor character and write important details related to the personality, behavior, problem, and solution. (Robb, 2001)

Students can use the following to start writing 'reading responses journal' and then the students can write a well organized journal entry on their own. After that, the teacher asks students to swap papers with a friend who is sitting next to them to read and evaluate their using peer evaluation checklist (p.91).

- A. "Double Entry Page" (pp.87)
- B. "Getting to know a Character" (pp.88)
- C. "Comparing Stories" (pp.89)

Finally, the teacher uses journal rubric entries to check students' 'journal entries' (pp.90)

A. 'Double Entry Journal'

Double Entry Journal	
Left side	Right side
Students tell about character's actions at the beginning of the story.	Students tell about the changes that the character made throughout the story.

(Norris, 1997)

Double Entry Journal	
Left side	Right side
Students write a story.	Students relate story event to their own lives.

(Norris, 1997)

B. ‘Getting to Know a Character’

Title: “The Best Friends club” by Elizabeth Winthrop

Objective: Students will be able to identify information about the story character.

Reading lesson

After reading lesson “The Best Friends club” (see Appendix H), the teacher asks students to fill ‘Getting to Know a Character’ chart with information about the character and what the students think about it. The teacher collects students’ paper and checks students’ work based on journal entry rubrics (p.90).

Getting to know a Character

Page	What the character says	What I think about this
Page	What the character thinks	What I think about this
Page	What the character does	What I think about this
Page	What other character say	What I think about this
Page	What the story teller says	What I think about this

(Norris, 1997, p.15)

C. ‘Comparing Two Stories’

Title: “Jamaica Tag-Along” by Juanita Havill and “A Letter to Amy” by Ezra Jack Keats

Objective: Students will be able to compare two story elements.

Reading lesson

After reading two stories “Jamaica Tag-Along” and “A Letter to Amy” (see Appendix F, p.148 & Appendix G, p. 151), students fill in the chart below with the similarities and differences between both stories. While students work, the teacher checks students’ performance using journal entry rubrics (pp.90).

Story 1	Story 2	
Characters		
Setting(Time/ Place)		
Problem		
Ending		
These things are similar		
These things are different		
I think.....		

(Norris, 1997, p .16)

Journal Entries Rubrics

Teacher uses the following rubric to score journal entries

Score 4 Points	<ul style="list-style-type: none"> -Includes several supporting details. -Make personal connections and / or connections to other books. -Follows directions carefully. -Makes inferences using story details.
Score 3 points	<ul style="list-style-type: none"> -Includes one to two supporting details. -Makes personal connection. -Follows most of the directions.
Score 2 points	<ul style="list-style-type: none"> -Retells the story. -Makes a personal connection. -Follows a few directions.
Score 1 point	<ul style="list-style-type: none"> -Retells the story. -Does not follow the directions.

(Robb, 2001)

Peer Evaluation of Journal Form

Journal writer's Name: _____

Peer's Name: _____

Directions: Read your partner's journal entry, and then respond.

1. Summarize in two sentences the story content.

2. List all the good points about the journal.

3. Offer two suggestions for improving the content.

(Robb, 2001)

Dialogue Journal

Dialogue journals are conversations in writing. Usually, the teacher and students have a private time to talk together. These interactive journals facilitate communication and interaction between both the student and the teacher. Most of the time, the teacher and the student comment on each other's entries. Moreover, dialogue journals encourage students to express their ideas and their concerns freely, which give the teacher an informal insight of students' thoughts (Norris, 1997; Robb, 2001).

Teacher could form a chart in class using a list of prompts to encourage feedback when students are stuck such as:

"I think _____ is easy because-----

I think _____ is hard because-----

I am afraid of-----

I have an important opinion. I think-----

Here's some advice:

I need help!

I have a complaint!

May I make a suggestion!

Did you know?

What do you think?

What did I learn in class today?"

(Norris, 1997, p: 45)

Students' Dialogue Journal

Between You and Me

Name: _____

Date: _____

A. Students' ideas, feelings, drawings and concerns

B. Teachers' responses and concerns

(Robb, 2001)

Logs

Logs

Logs are used to note what students understood and what they did not understand and write reactions and responses towards a read story or a text. A bibliography can also be used to record information about a story (Shaaban, 2000).

Students can use the following sheets to write their ideas and concerns.

- a- "I understand / I don't understand" (pp. 96)
- b- "Reaction/ Response (pp. 97),
- c- reading log" (pp. 98)
- d- "Something Happened Sheets" (pp. 99)

Then, the teacher uses the checklist to assess students informally using log checklist (pp.100).
(Norris, 1997; Fidrere, 1998)

Name: _____

Date: _____

Story title: _____

“I understand / I don’t understand”

“I Understand”

“I Don't Understand”

(Norris, 1997)

Name: _____

Date: _____

Title: _____

Reaction/Responses

Reaction



Responses

(Norris, 1997)

Reading Log

Name: _____

Topic: _____

Title of Book	Check one		
	<u>Easy</u>	<u>Just Right</u>	<u>Hard</u>

The book I liked best was... _____

I think others should read it because _____

(Fidere, 1998)

“Something Happened”

It is very important to help student start writing. Teachers can encourage students to start writing by advising them to note down their own personal experience.

Name: _____

Date: _____

Story title: _____

What happened?	When did it happen?	How did I feel?

(Norris, 1997)

Log checklist

Teacher assesses students' logs using the following checklist.

Capable

1. The child records accurate information for all the questions. _____
2. The reading log is complete. _____

Developing

1. The child answers 3 or 4 questions on the research guide. Most of the information is accurate. _____
2. The reading log is partial. _____

Beginning

1. The child answers 1 or 2 questions on the research guide. _____
2. The reading log has few titles. _____

Novice

1. The child answers no questions on the research guide. _____

2. The reading log is blank. _____

(Fidere, 1998)

Portfolios

Portfolios

Ward and Ward (1999), Fisher and Frey (2007) and Kingore, (2008) stated that portfolios are a collection of students' work which shows students' efforts, learning profile, interests, achievement level, and learning growth. Ward and Ward (1999) maintained that there are many purposes for designing a portfolio such as a showcase, documentation of progress, and evaluation tool (summative assessment). However, I will focus on documentation progress which is a formative assessment tool. This type involves students' school work (graphic organizers, worksheets, group, pair, and individual work, observation teacher's sheets, peer reflection checklists and students' self reflection checklists). Students can also add pictures of their projects to show their best work.

The teacher introduces the concept of portfolio by telling students that portfolio is a mixture of representative work and not collection of everything done in class. Portfolio is like a file and not a "pile" (Kingore, 2008; Ward & Ward, 1999). The teacher can integrate a shared procedure that involves both the teacher and students in selecting items to include in their portfolios.

The children are asked every two or three weeks to select a product (work sample) to add to their portfolios, which reveals the learned skill and concepts. If teacher and students follow this procedure, students will gather a representative sample that demonstrates the achievement level, interests and students' accomplishments (Kingore, 2008).

When students have the freedom to choose items to include in their portfolios, they develop sense of ownership and confidence such as: “Look what I did.”

Kingore (2008) added that the teacher can guide students to select the suitable items for their portfolios by narrowing the choices to a particular area, such as three writing samples. Then, the teacher discusses the criteria students should focus on as they check their work for example; select a writing sample that shows how you are improving in your writing (pp. 29-30, 32)

Moreover, the teacher can assist students by asking them to select a piece of work that they would like to share with someone else or something they did great in. This method necessitates students to analyze, and evaluate their own work which boosts their sense of ownership.

Kingore (2008) maintained that item selection for portfolios should include both open ended and single correct answer tasks. Open ended tasks do not have a single correct answer; nevertheless, the answers could be more than one which promotes students’ to include their own experience and ideas. Furthermore, open ended tasks have many benefits. Some benefits are the following, promote students to answer with multi acceptable ideas, honor diverse ways of learning, encourage active contribution and challenge students to produce responses, integrate- high level thinking (apply, analyze, synthesize and evaluate), such as:

1. graphic organizers (pp.62, 64-67)
 - a- story maps (pp.69-71),
 - b- Venn diagrams (pp.77-79),
 - c- tables (p.81,82),
2. journals (pp.87-89, 93),
3. logs (pp. 96-99),
4. retellings (pp. 64, 65, 123, 124)

In addition to the above, students have to include teachers' assessment checklists, peer evaluation forms and their self assessment checklist following the activities that they decide to present in their portfolio, such as:

1. writing samples, students self assessment sheet (pp. 40) and teacher's evaluation sheet (pp. 42)
2. picture for class activity such as making lemonade juice, students checklist (pp. 52) and teacher's checklist (pp. 51)
3. problem solution sheet (pp. 45, 47), students self assessment checklist (pp. 48) and teacher's checklist (pp. 46)
4. story element teacher's checklist (pp.72)
5. plot diagram teacher's checklist (pp.75)
6. Journal entries rubrics (pp. 90)
7. Teacher's Log checklist (pp. 100)
8. Peer evaluation journal form (pp. 91)

Finally, at the end of the portfolio, students can also add caption cards or reaction forms to reflect on ones' own work without being anxious about their spelling and sentence structure (Kingore, 2008). These caption cards include students' name, date, and their reflection using words or their own illustrations taking into consideration the written caption (pp. 105) or box format which includes two condition statements, space for drawing, writing comments or reflection on their work and finally, reaction form reflecting on the whole portfolio (Kingore, 2008, pp.106,107).

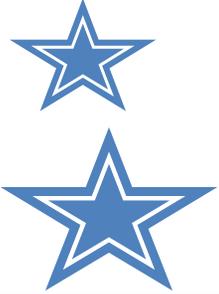
Name: _____ Date: _____

I worked carefully!



(Kingore, 2008)

Name: _____ Date: _____



I figured this out!

(Kingore, 2008)

Name: _____ Date: _____

I learned something new!



(Kingore, 2008)

Name: _____ Date: _____



(Kingore, 2008)

Name: _____

Date: _____

I want this in my portfolio because:

- I am proud of my work.
- I took time and thought hard.

Name: _____

Date: _____

I want this in my portfolio because:

- I am improving at this.
- It was very hard and I did well. It was challenging.

(Kingore, 2008, p: 32-34)

Reaction form for my Portfolio

I like this portfolio because it has:

In this portfolio I can spot proof of improvement in:

This year I improved in:

I wish I did:

(Danielson & Abrutyn, 1997)

In general, the portfolio requires the teacher to decide on the criteria that needs to be assessed, such as: neatness, completion, duration and quality.

First, answers with correct responses receive higher score than responses with errors. Then, responses with complex and in depth information receive higher score than responses with simple information. As noted above, for portfolios to become effective assessment tool, the teacher needs to focus on item selection. The items should be genuine, reliable, and significant learning tasks. Teachers can check the subsequent criteria and evaluate items when arranging material to include in portfolios, the teacher can either use plus (+) or minus (-) to evaluate the items, or use a scale from one (receiving a low value) to five (receiving a high value) (Kingore, 2008).

The teacher can design a criterion that fits the class objectives and authentic activities to assess students' portfolios (pp. 110).

This type of portfolio eases communication skills between teacher, students, and parents, as well as plays an important role in assessing students.

Kingore stated that portfolios have many positive effects on students.

1. *Build up sense of self worth:* When students review their work, they see changes in their work over time, and realize that their work is improving over time, which develops feeling of self worth.
2. *Train young children to control, arrange and categorize their portfolios:* Portfolio is a structured assessment tool. Usually, young children are not organized, and this skill is important for students to develop at a young age to be able to implement and organize their own lives when they grow up.

3. *Augment students' duty for learning:* Portfolio necessitates children to analyze their learning instead of depending on others to evaluate and assess them. Students are responsible for checking their class work and activities in order to select samples to add in their own portfolio to show their learning and achievement process.

4. *Utilize repetitive tasks to document each child's level of learning principles, development and success:* Replicating the same task many times helps people discover the speed and level of students' learning.

5. *Detect readiness levels and check learning goals:* Teacher checks portfolios to verify if students acquired the taught skill.

6. *Employ valuable self assessment and collaborative assessment:* Self assessment is very beneficial for student to expose their work which guides collaborative assessment between teacher and students.

7. *Celebrate learning:* Students review their work to share their progress with others such as friends, family, teachers and classmates.

(Kingore, 2008)

Assessment Sheet

Name: _____

Score each from 5 to 1 5= Highly valued 1= Low valued Or Score a + or – + = Highly valued Products -=Low valued Criteria	Learning logs	Charts/graphic organizers	Story problems/solution	Whip around	Think-pair- share	Tests/quizzes	Retellings	Group work	Journals
Developmentally appropriate	5	3	4	3	4	4	5	4	4
Matches instructional priorities and children’s learning profiles	5	3	4	4	4	5	4	5	5
Applies research based strategy	5	3	3	5	4	4	4	3	5
Document learning for targeted objectives	5	5	3	3	3	4	3	5	5
Promotes success and learning	5	2	5	2	4	5	2	4	4
Different level complexity	5	5	4	4	5	4	5	4	4
Promotes respect	5	3	4	5	4	3	4	5	3
Promotes mental and process engagement	5	3	5	3	4	4	3	5	4

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(Kingore, 2008, p: 42)

Oral Language Assessment Techniques

“Accountable talk”

“Non verbal cue”

“Retelling

“Think-pair-share”

“Whip around”

“Accountable Talk”

Title: “Jamaica Tag-Along” by Juanita Havill

Objective: Students will be able to discuss story events and stay on task.

Reading Lesson

In a reading session, students and teacher read a story about “Jamaica Tag Along” (see Appendix F, p.148) and discuss story main events, teacher divides the class into groups to identify character traits that best describe Jamaica and her brother Ossie focusing on the changes that the characters make in their personalities and supporting their answers with appropriate clues from the text.

While students work, the teacher goes around and listens to students’ discussions and takes minutes about the students’ performance using the On task/ Off task checklist (pp. 113 A) to assess students’ accountable talk and use the social interaction tabulation (pp. 113 B) to present students communication and interaction.

Teacher's checklists

A. On Task/ Off Task

Name	On Task	Off Task
Raed	✓	
Ayamn	✓	
Tarek	✓	
Kareem		✓
Ibrahim		✓
Rawan	✓	

(Ward & Ward, 1999)

Student contacting	Student contacted				
	Raed	Tarek	Kareem	Ibrahim	Rawan
Raed		//	////	/	//
Tarek	//		/		/
Kareem	////	/		/	

Ibrahim	/		/		/
Rawan	//	/		/	
Total time chosen	9	4	6	3	4

B. Social Interaction Tabulation

(Ward & Ward, 1999)

“Non-verbal Cues”

The teacher assesses students using the non-verbal technique where the teacher focuses on faces and hand gestures. It is an assessment tool that helps the teacher check if the students are confused, agitated or uninterested. For instance, a student throwing her hands in the air (to show success over identifying the character’s problem in a reading comprehension session (Fisher & Frey, 2007).

Reading lesson

In a reading lesson, the teacher models answering questions about the selection “Jamaica Tag- Along” by Juanita Havill (see Appendix F, p. 148) in complete sentences on the board to help students visualize the material.

If the teacher notices that one of students has a confused look on his/her face, the teacher should stop reading and give more examples about answering questions in complete sentences using information from the story.

The teacher writes a question on the board using a blue pen and then a volunteer comes to the board and writes the answer in a complete sentence. Another volunteer comes to the board and underlines the words that students need to copy from the question while writing a complete answer.

The teacher uses gesture checklist (pp. 115) to observe facial gestures and check for comprehension.

Teacher's Gesture Checklist

Name	Students' Gesture	Gestures
		<p>-Facial gestures</p> <ul style="list-style-type: none"> • Anger • Concentration • Confusion • Contempt • Desire • Disgust • Excitement • Fear • Frustration • Glare • Happiness • Sadness • Surprise <p>-Body language</p> <ul style="list-style-type: none"> • Aggressive • Attentive • Bored (yawning) • Relaxed state, • Pleased • Amused

		Others : _____ _____ _____ _____
--	--	---

(Fisher & Frey, 2007; Ward & Ward, 1999)

“Retelling”

Retelling enables students to summarize orally what they understood and consider sequence of ideas and events and their importance. Retelling is a powerful technique that assesses students’ understanding. This technique entails student to talk about the story elements, story setting, the main characters, the story problem, the sequence of events, and the solution for the problem (Fisher & Frey, 2007; Fiderer, 1998).

The teacher can introduce oral retelling by introducing the following procedures;

1. Explain that the purpose of retelling is to recreate the text in your own words.
2. Ask students to talk about their favorite toy (similar to show and tell). Make connection between talking about their favorite toy and a read text.
3. Model retelling from a short piece of a recognizable story to students. If students know the story well, they can compare the retelling to the original story.
4. After retelling ask students to compare the original story with the retelling.
5. Select a new paragraph (short story book), read it aloud, and in groups generate a retelling.

Teacher again asks students to compare the original with the retelling.

*As students become more familiar with retelling, teachers can assess students using this technique (Fisher & Frey, 2007).

Period: Reading lesson

Skill: Retell story events

In a reading session, first, the teacher distributes a story to students “A Perfect Beach Hat” (see Appendix I, p.157). Next, the teacher asks students to take their time while they read the story silently. Then, the teacher explains the rubrics to the class (pp.119 or 120) based on text content. After that, the teacher writes story retelling guide on board to facilitate retelling for students:

- How did the story begin?
- Who is the story about?
- What happened in the story?
- What was the problem?
- How was it solved?

Then, volunteers are asked to illustrate events for each of the story elements using the four part story map (pp. 124). Students and the teacher retell story events using sequence words and then take few minutes to evaluate themselves according to students’ checklist (pp. 122)

The teacher divides the class into four groups; each group gets a short story, such as: “The Tortoise and the Hare” (see Appendix J, p. 158), “The wolf and the Goat” (see Appendix K, p. 159), “Scarecrows” (see Appendix L, p. 160) and “The Country Mouse and the City Mouse” (see Appendix M, p.161). Students read the stories and generate a small –group retelling using the problem-to- solution event retelling map (pp.123)

The teacher reminds students that “We are all practicing retelling, so don’t worry, it is okay to make mistakes, but we all need to help each other get good in retelling” (Fisher & Frey, 2007, p: 28).

After students practice retelling in groups, the teacher asks students to meet individually in order to retell information from the read stories. The teacher uses the retelling checklist (pp. 121) to check students’ details and sequence to plan individual intervention or re-teach the concepts again.

Retelling Rubric for Informational Text

Element	Exceeds Standards	Meets Standards	Needs Improvement
Key Ideas	Retelling identifies all of the key ideas from the text.	Retelling identifies a number of key ideas from the text.	Retelling needs to identify and describe the key ideas from the text.
Details	Retelling helps others understand the text by providing details for each key idea.	Retelling provides some details fro some of the key ideas.	Retelling needs to link details with key ideas.
Sequence	Retelling identifies a clear sequence of information that helps the listener understand the information.	Retelling provides information in a sequence, but the sequence is slightly confused or out of order	Retelling needs to have a sequence that helps the listener understand.

Conclusion	Retelling ends with a conclusion that is directly linked to the information provided.	Retelling includes a concluding statement.	Retelling needs to focus on the major idea from the text and needs to summarize the information gathered.
Delivery	Use of good rhythm, fluency, expression, and gestures.	Rhythm and expression are good most of the time and you use some gestures.	Retelling needs to include expression and gestures.

(Fisher & Frey, 2007, p.31)

Retelling Rubric for Fiction

Element	Exceeds Standards	Meets Standards	Needs Improvement
Characters	Retelling describes the characters so that others have a good idea of what they are like.	Retelling names the characters but does not describe much about them.	Retelling confuses the identity of the characters or does not name them. Think about who was in the story and how they acted.
Setting	Retelling helps others get a clear idea of when and where the story took place.	Retelling provides some details about where and when the story took place.	Retelling needs to describe when and where the story took place.
Problem	Retelling describes the problem, why this problem occurred, and how it might be solved.	Retelling names the problem but not how it occurred or might be solved.	Retelling needs to describe the problem, how the problem developed, and how it might be solved.
Solution	Retelling focuses on how the characters solved the problem.	Retelling includes some of the important events that led to the solution and most	Retelling needs to focus on the major events and how these events led to the solution to the problem.

		are in the correct order.	
Delivery	Retelling uses good rhythm, fluency, expression, and gestures. Your voice changes for different characters.	Rhythm and expression are good most of the time and you use some gestures. Your voice changes for some for some of the characters.	Retelling needs to include expression and gestures. Your voice should change for different characters.

(Fisher & Frey, 2007, p. 29)

Teacher's Retelling Checklist

Student's name: _____ Date: _____

Record of student's retelling:

Elements in Student's Retelling

Teacher's Notes

Identifies main characters (Who are the main characters?)

Identifies main character's problem (What is the main problem in the story?)

Setting: time and place. (How and where does the story take place?)

Raising action: Plot details (What are the important things that happened in the story?)

Identifies problem solution (How was the problem solved?)

Mentioned other characters

Student's speaking patterns: Answered yes or no. Provide examples when important.

_____ Spoke in complete sentences.

_____ Told details in chronological order.

_____ Added details when asked for more.

Additional comments:

(Robb, 2001; Fiderer, 1998)

Students' Retelling Checklist

Name: _____

Date: _____

Story Title: _____

Story Elements	Yes	No
1. I told how and where the story begins.	_____	_____
2. I told about the important characters.	_____	_____
3. I wrote about the main problem.	_____	_____
4. I wrote about the important events that happened in the story.	_____	_____
5. I told how the problem was solved.	_____	_____
6. I reread what I wrote. My retelling is complete.	_____	_____

(Fidere, 1998)

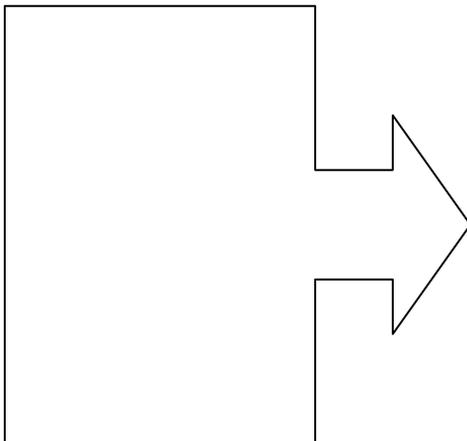
Problem-to- solution Event Retelling Map

Name: _____

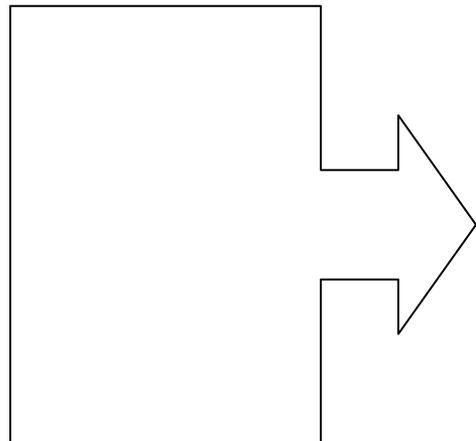
Story Title: _____

Directions: Use complete sentences to retell story events in correct order.

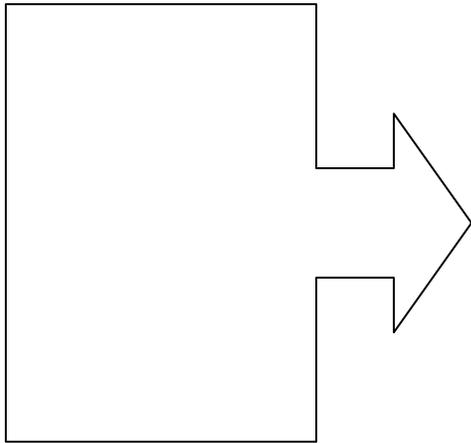
Problem



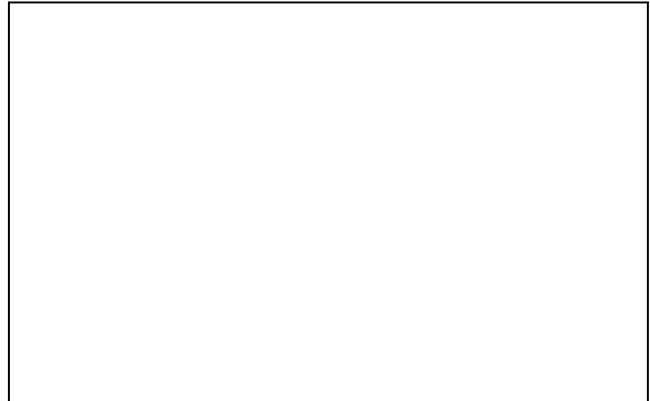
Event 1



Event2



Solution



(Hansen, 2004)

Four Part Story Map

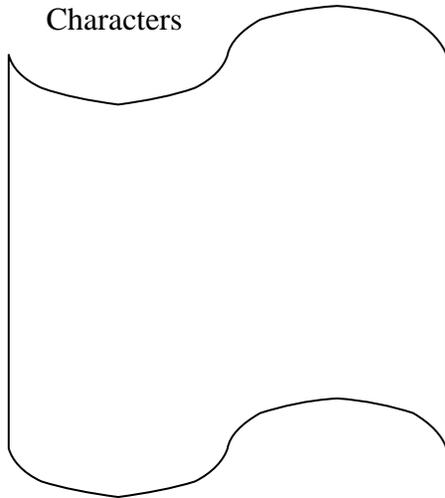
Name: _____

Book Title: _____

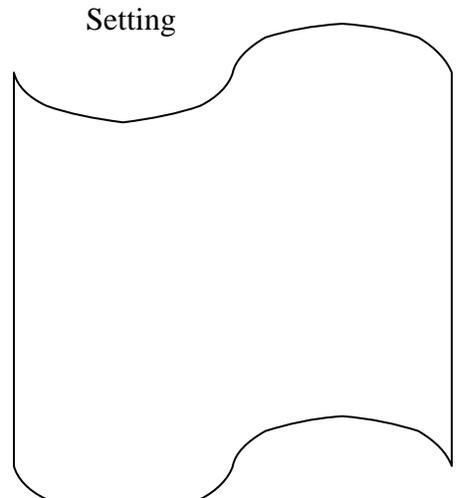
Author: _____

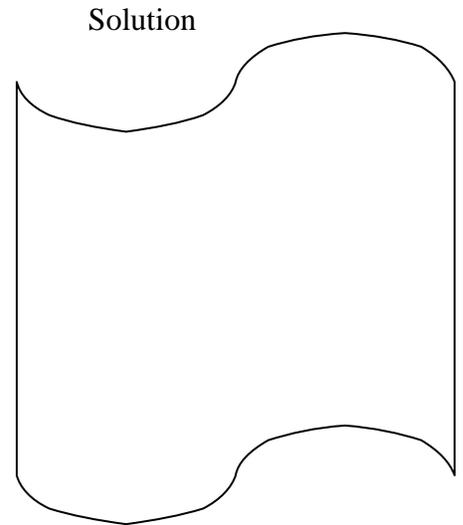
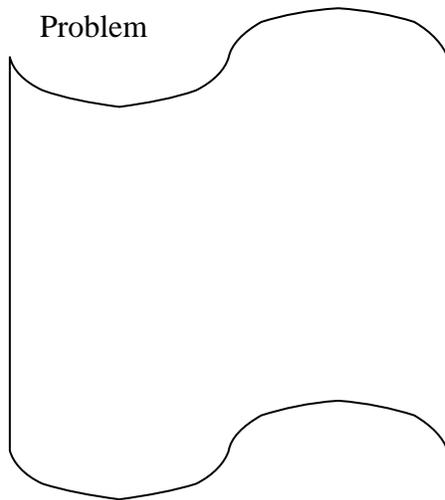
Directions: Use pictures to complete story map

Characters



Setting





(Hansen, 2004)

Think- Pair- Share

It is a strategy that permits students to discuss their answers with a partner before sharing with the whole class.

Title: “Sharks Under Attack”

Skill: Discuss animal characteristics and share ideas with their friends.

Reading lesson

Before reading the article “Sharks Under Attack” (see Appendix E, p. 146), the teacher presents pictures of Sharks either on the overhead projector or cardboard and asks students to think

about the characteristics of sharks for few minutes (where does it live? what does it eat?) to activate prior knowledge and build background.

After few moments of thinking time, the teacher asks students to discuss and share what they were thinking of with their partner. Then, the teacher walks around and listens to students' pair conversations to check their conversation.

After that, the teacher asks pair volunteers to share what they were thinking with the whole class.

The teacher can also ask questions related to the topic such as:

- Where do sharks live?
- How do sharks catch their prey?
- Why are people scared of sharks?
- Do sharks help people? Why?

Students are reminded to think first, discuss answers with their partner, and then share their ideas with the whole class. Along the way, the teacher takes notes about what students already know, what misunderstanding they have, and how they use the English language to communicate their ideas on the Think-Pair-Share sheet (pp. 127).

The think- pair-share informal assessment technique is used to assess understanding and collect information that can be used later on to explain the selection.

Think- Pair- Share

Teacher fills in the blanks with details about students.

Name	What student know	Misunderstandings	Communication skills
Rami			
Yousif			

Faten			
Tala			
Rewa			
Haitham			

Whip Around

Title: “Sharks Under Attack”

Objective: Students will be able to list shark characteristics

As a closure activity for the reading session, the teacher can use the whip around assessment tool to check understanding while students work in groups.

First, the teacher poses a question or requires a specific task, such as: make a list of sharks’ characteristics. Students then answer on a piece of paper what they know.

While students are writing their answers, the teacher writes down the characteristics that students need to mention on her note book, to be used as an aid in order to detect the items that were not addressed by the students.

When students finish, they stand up. Then, the teacher arbitrarily asks a volunteer to share one idea from his or her paper. Meanwhile, students cross out ideas that are stated by their friends and take a seat when all their thoughts have been shared even if they did not participate in sharing their ideas. The teacher continues to invite students to share their answers until they are all seated. While students are sharing their ideas, the teacher verifies if students understood the concept well. The teacher can analyze students' responses, write down what students did not mention on Whip around form (pp. 129) while students share their thoughts, in order to provide the students with supplemental readings and texts on sharks to strengthen and deepen their understanding (Fisher & Frey, 2007).

Teacher's Whip Around Form

Characteristics	Add X to check off items that were said
-----------------	---

- | | |
|---|--|
| <ol style="list-style-type: none">1. If a shark loses a tooth, a new one moves up to take its place.2. Sharks prefer to eat seals instead of humans.3. Sharks do not always chew their food.4. Sharks have no bones. Their bodies are made of cartilage, like our noses.5. Sharks can be very useful to people.6. Sharks help balance the number of animals in the sea, and this helps our food supply.7. Sharks are not mean. Sharks mistake swimmers for food.8. Sharks can swim for miles in a straight line. | |
|---|--|

(Flood et al., 2005)

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<http://www.storyit.com/Classics/Stories/citycountrymouse.htm>

<http://www.google.com.lb>

Appendix A

By the end of term 1, grade 2 students are expected to be able to:

Skill	Instructional Objective
<i>1. Reading</i>	<ul style="list-style-type: none"> -Build background to activate prior knowledge. -Preview and predict the content of a story from title and illustrations. -Predict what might happen next. -Identify and infer character traits. -Identify meaning of vocabulary words from context clues. -Use vocabulary words in context. -Retell events of a story, using sequence words. -Identify key elements of a story. -Identify character traits. -Identify problems and give possible solutions. -Read aloud for proper intonation and

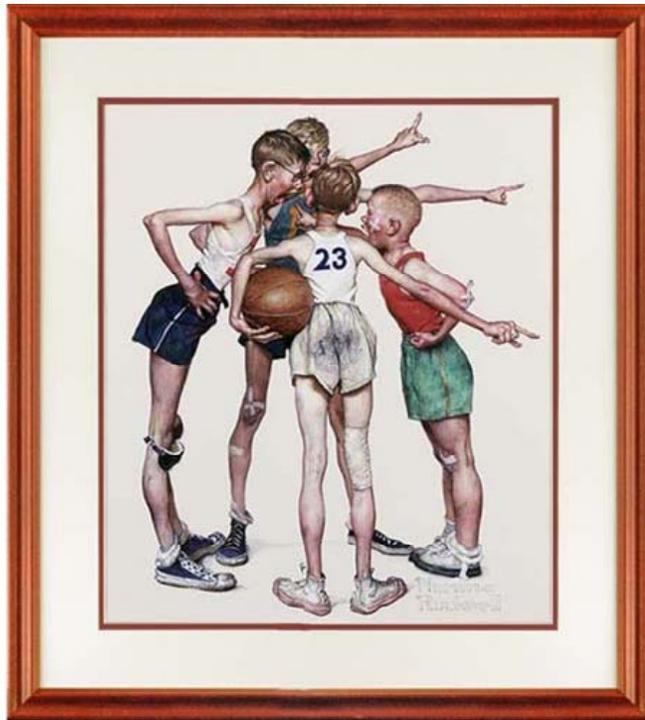
	<p>pronunciation.</p> <ul style="list-style-type: none"> -Read silently for details. -Role play a part in a story. -Share with others an important piece of information. -Identify and provide main idea. -Interact with others in problem-solving activities requiring verbal reasoning. -Identify genre. -Compare and contrast different characters
<p><i>2.Oral Communication</i></p>	<ul style="list-style-type: none"> -Give additional information (name, sex, telephone number, nationality, birthday, family members, friends, or pets) -Describe self, classmates, or family members. -Describe character's actions in a certain situation. -Show and tell about a favorite object.

	<ul style="list-style-type: none"> -Use polite forms for requests. -Present solutions for given problems. -Engage in a discussion about self-respect and respecting others. (What is Respect?) -Describe the benefits of respecting others. -Provide some expressions that show respect. -Act out a scene to show respect.
<p>3. Listening</p>	<ul style="list-style-type: none"> -Listen to choose the correct answer. -Listen to a story and answer comprehension questions (literal/higher). -Listen to a story to identify sequence of events. -Identify T/F statements.
<p>4. Written communication</p>	<ul style="list-style-type: none"> -Write in a straight line across the page. -Practice capital letters and lower case letters. -Select words to complete sentences. -Use capitals to begin a sentence.

	<ul style="list-style-type: none">-Use capital letters to write titles.-Indent first line in a paragraph.-Use periods to end statements.-Use question marks to end a question.-Spell a word that represents something pantomimed.-Spell and write down words that have long vowel sounds (especially words ending with the letter 'e').-Brainstorm ideas related to a topic.-Write the first draft of stories about self and others.-Write events in sequence.-Write simple sentences.-Expand sentences by adding relevant details.-Join sentences by using connectors.
--	--

	<ul style="list-style-type: none"> -Write suitable titles to paragraphs. -Write a journal. -Write a story about oneself and others. -Use a picture to describe a person/place/pet.
<i>Grammar</i>	<ul style="list-style-type: none"> -Identify and use statements and questions. -Identify and use nouns. -Identify and use proper and common nouns. -Identify and use singular and plural nouns. -Combine subjects and predicates with "and". -Combine sentences using and, so, but.

(Ghazal, Kabbani, & Yakzaan, 1999).



Retrieved May 22, 2010 from: <http://jc-schools.net/dynamic/LA/activities/Think-Pair-Share-Activity.ppt>

Appendix C

“Lemonade for Sale”

By Stuart J. Murphy

The members of the Elm street Kids' Club were feeling glum. "Our clubhouse is falling down, and our piggybank is empty," Meg said.

"I know how we can make money," said Mathew. "Let's sell lemonade."

Danny said, "I bet if we can sell about 30 or 40 cups each day for a week, we'll make enough money to fix out clubhouse. Let's keep track of our sales."

Sheri said, "I can make a bar graph. I'll list the number of cups up the side like this. I'll show the days of the week along the bottom like this."

On Monday they set up their corner stand. When people walked by, Petey, Meg's pet parrot, squawked, "Lemonade for sale! Lemonade for sale!"

Matthew squeezed the lemons.

Meg mixed in some sugar.

Danny shook it up with ice and poured it into cups.

Sheri kept track of how many cups they sold.

Sheri announced, "We sold 30 cups today. I'll fill in the bar above Monday up to 30 on the side."

"Not bad," said Danny.

"Not bad. Not bad," chattered Petey.

On Tuesday Petey squawked again, "Lemonade for sale! Lemonade for sale!" and more people came by.

Matthew squeezed more lemons.

Meg mixed in more sugar.

Danny shook it up with ice and poured it into more cups.

Sheri kept track of how many cups they sold.

Sheri shouted, "We sold 40 cups today. I'll fill in the bar above Tuesday up to number 40. The bars show that our sales are going up."

"Things are looking good," said Meg.

“Looking good. Looking good,” chattered Petey.

On Wednesday Petey squawked, “Lemonade for sale! so many times that most of the neighborhood stopped by.

Matthew squeezed even more lemons.

Meg mixed in even more sugar.

Danny shook it up with ice and poured it into even more cups.

Sheri kept track of how many cups they sold.

Sheri yelled, “We sold 56 cups today. I’ll fill in Wednesday’s bar up a little more than halfway between 50 and 60.

“That’s great,” shouted Matthew.

“That’s great! That’s great!” bragged Petey.

They opened again on Thursday, but something was wrong. No matter how many times Petey squawked,

“Lemonade for sale!” hardly anyone stopped by.

Matthew squeezed just a few lemons.

Meg mixed in only a couple of spoonfuls of sugar.

Danny’s ice melted while he waited.

Sheri kept track of few cups that they sold.

Sheri said, “We sold only 24 cups today. Thursday’s bar is way down low.”

“There goes our clubhouse,” said Danny sadly.

Petey did not make a sound.

“I think I know what’s going on,” said Matthew. “Look!” he pointed down the street. “There’s someone juggling on that corner, and everyone’s going over there to watch.”

“Let’s check it out,” said Meg.

Danny asked the juggler, “Who are you?”

“I’m Jed” said the juggler. “I just moved here.”

Sheri had an idea. She whispered something to Jed.

On Friday, Sheri arrived with Jed. "Jed's going to juggle right next to our stand," Shari said.

That day Petey squawked, Jed juggled, and more people came by than ever before.

Matthew squeezed loads of lemons.

Meg mixed in tons of sugar.

Danny shook it up with lots of ice and almost ran out of cups.

Sheri could hardly keep track of how many cups they sold.

"We sold so many cups today that our sales are over the top. We have enough money to rebuild our clubhouse."

"Hooray!" they all shouted. "Jed! Jed! Will you join our club?"

"You bet!" said Jed.

"You bet! You bet!" squawked Petey.

(Flood, et al., 2005, p.131-149)

Seasons

There are four seasons in a year. They are summer, autumn, winter and spring. Each season is different.

Summer is hot. The flowers bloom. The trees grow big and pretty.

Autumn comes between summer and winter. In autumn, it gets cooler each day. The days get shorter. In autumn, the leaves change color. They change from green to red, orange, or yellow. In the late autumn, the leaves fall off the trees.

Winter comes after autumn. The flowers are gone. Most trees have no leaves. Sometimes it snows.

After winter, spring arrives. In spring, it gets warmer each day. The days get longer. Some days can be very windy. The trees grow new green leaves. The butterflies and birds come back. With all the new things growing, it is fun to take walks in spring.

(Flood, et al., 2005, p. 18)

“Sharks Under Attack”

Carl Meyer is in a small boat near Hawaii. He is using a rope to fish. That may sound kind of funny. But he is fishing for a tiger shark. Meyer finds the shark and ropes it in. Meyer does not want to hurt the shark. He wants to look at it. Carl Meyer is a scientist. He wants to understand why sharks act the way they do. We have much to learn and little to fear from these fish.

People have always been afraid of sharks. But sharks are happier eating seals or fish than people. Scientists say that sharks may mistake people in the water for sea animals. A person's flapping feet may look like a fish to a hungry shark.

People kill 100 million sharks every year. Many people wear belts made of shark skin. Many sharks get caught in fishing nets.

What does this mean for sharks? Some kind of sharks may die out in 10 years. That would be very bad. After all, these fish have been swimming around for 400 million years. That means sharks were around 100 million years before the dinosaurs.

Sharks can help people in many ways. We can learn lessons from them.

A shark's body can fight off sickness better than a person's body. So sharks may teach us about fighting sickness in people.

Sharks keep other kinds of sea life at the right level by hunting them. If sharks were to die out, the food chain would be in trouble.

Many people are working to cut down on shark hunting. The U.S. and some other countries have put limits on shark catches. And scientists have put some kinds of sharks on the list of animals in danger.

As one shark scientist says, “Sharks are here for a reason, not to attack men, women, and children.”

(Flood et al., 2005, p. 246-249)

Appendix F

Jamaica Tag-Along

By Juanita Havill

Jamaica ran to the kitchen to answer the phone. But her brother got there first.

“It’s for me,” Ossie said. Jamaica stayed and listened to him talk.

“Sure,” Ossie said. “I’ll meet you at the court.”

Ossie got his basketball from the closet. “I’m going to shoot baskets with Buzz.”

“Can I come, too?” Jamaica said. “I don’t have anything to do.”

“Ah, Jamaica, call up your own friends.”

“Everybody is busy today.”

“I don’t want you tagging along.”

“I don’t want to tag along,” Jamaica said. “I just want to play basketball with you and Buzz.”

“You’re not old enough. We want to play serious ball.” Ossie dribbled his basket ball down the sidewalk. Jamaica followed at a distance on her bike.

Buzz was already at the school court, shooting baskets with Jed and Maurice.

She parked her bike by the bushes and crept to the corner of the school building to watch. That’s not fair, Jamaica thought. Maurice is shorter than I am.

Pom, pa-pom, pa-pom, pom, pom. The boys started playing, Ossie and Jed against Buzz and Maurice.

Jamaica sneaked to the edge of the court. Maurice missed a shot and the ball came bouncing toward her. Jamaica jumped. “I’ve got the ball,” she yelled.

“Jamaica!” Ossie was so surprised he tripped over Buzz. They both fell down. Jamaica dribbled to the basket and tossed the ball. It whirled around the rim and flew out.

“I almost made it,” Jamaica shouted. “Can I be on your team, Ossie?”

“No, N-O, Jamaica. I told you not to tag along.”

“It’s not fair. You let Maurice play.”

“We need two on a team. Why don’t you go play on the swings and stay out of the way?”

“I still think it’s not fair.” Jamaica walked slowly over to the sandlot.

She started to swing, but a little boy kept walking in front of her. His mom should keep him out of the way, Jamaica thought. She looked up and saw a woman pushing a baby back and forth in a stroller. Jamaica sat down in the sand and began to dig. She made a big pile with the wet sand from underneath. She scooped sand from the mound to form a wall.

“Berto help,” said the little boy. He sprinkled dry sand on the walls.

“Don’t,” said Jamaica. “You’ll just mess it up.” Jamaica turned her back.

She piled the wet sand high. She made a castle with towers. She dug a ditch around the wall. Jamaica turned to see if Berto was still there. He stood watching. Then he tried to step over the ditch, and his foot smashed the wall.

“Stay away from my castle,” Jamaica said.

“Berto,” the woman pushing the stroller said, “leave this girl alone. Big kids don’t like to be bothered by little kids.”

“That’s what my brother always says,” Jamaica said. She started to repair the castle. Then she thought, but I don’t like my brother to say that. It hurts my feelings. Jamaica smoothed the wall.

“See, Berto, like that. You can help me make a bigger castle if you’re very careful.”

Jamaica and Berto made a giant castle. They put water from the drinking fountain in the moat.

“Wow,” Ossie said when the game was over and the other boys went home. “Need some help?”

“If you want to,” Jamaica said.

Jamaica, Berto, and Ossie worked together on the castle. Jamaica didn’t even mind if Ossie tagged along.

(Flood et al., 2005, p. 218-239)

Appendix G

A Letter to Amy

Ezra Jack Keats

“I’m writing a letter to Amy. I’m inviting her to my party,” Peter announced.

“Why don’t you just ask her?” “You didn’t write to anyone else,” said his mother.

Peter stared at the sheet of paper for a while and said, “we-e-e-el-l, this way it’s sort of special.”

He folded the letter quite a few times, put it in the envelope, and sealed it. “Now I’ll mail it,” he said.

“What did you write?” his mother asked.

WILL YOU PLEASE COME TO MY BIRTHDAY PARTY. PETER.

“You should tell her when to come.”

So he wrote on the back of the envelope: IT IS THIS SATURDAY AT 2.

“Now I’ll mail it.”

“Put a stamp.”

He did, and started to leave.

“Wear your raincoat. It looks like rain.”

He put it on and said, “It looks like rain. You’d better say in, Willie,” and ran out to mail his letter.

Walking to the mailbox, Peter looked at the sky. Dark clouds raced across it like wild hordes. He glanced up at Amy’s window. She wasn’t there. “Willie! Didn’t I tell you to stay home?”

Peter thought, what will the boys say when they see a girl in my party?

Suddenly there was a flash of lightning and a roar of thunder! A strong wind blew the letter out of his hand!

Peter chased the letter. He tried to stop it with his foot, but it blew away. Then it flew high in the air- and landed, skipping across a hopscotch game. The letter blew this way and that. Peter chased it this way and that.

He couldn’t catch it. Big drops of rain began to fall. Just then someone turned the corner. It was Amy! She waved to him. The letter flew right toward her.

She mustn’t see it, or the surprise will be spoiled! They both ran for the letter. In his great hurry, Peter bumped into Amy. He caught the letter before she could see it was for her.

Quickly he stuffed the letter into the mail box. He looked for Amy, but she had run off crying.

Now she’ll never come to my party, thought Peter. He saw his reflection in the street. It looked all mixed up.

When Peter got back to his house, his mother said, “Did you mail your letter?”

“Yes,” he said sadly.

Saturday came at last. Everybody arrived but Amy.

“Shall I bring the cake out now?” his mother asked Peter.

“Let’s wait a little,” said Peter.

“Now ! Bring it now!” chanted the boys.

“All right,” said Peter slowly, “bring it out now.”

Just then the door opened. In walked Amy with her parrot!

“A girl-ugh!” said Eddie.

“Happy Birthday, Peter!” said Amy.

HAPPY BIRTHDAY, PEEETERRR! Repeated the parrot.

Peter’s mother brought in the cake she had baked and lit the candles. Everyone sang.

“Make a wish!” cried Amy.

“Wish for a truck of ice cream!” shouted Eddie.

“A store full of candy and no stomach-ache!”

But Peter made his own wish, and blew out all the candles at once.

(Flood et al., 2005, p. 159- 187)

Appendix H

The Best Friends Club

Elizabeth Winthrop

Lizzie and Harold were best friends. Harold taught Lizzie how to do cats' cradle. Lizzie taught Harold how to lay running bases. Lizzie shared her trick or treat candy with Harold, and Harold let Lizzie ride his big red bike. They always walked home from school together.

"Let's start a best friends club," Lizzie said one day.

"Great," said Harold. "We can meet under your porch. That will be our clubhouse."

Harold painted the sign. It said THE BF CLUB.

"Now write members only," said Lizzie.

"You write it," said Harold. "My teacher says my M's are too fat."

Who are the member?" Harold said.

"You and me," said Lizzie.

"That's all?"

"Yes," said Lizzie. "You can be the president and I'll be the vice-president. The president gets to write all the rules.

"You be the president," Harold said. "Your writing is better than mine."

"All right, then I'll be the president," said Lizzie. "Now we'll make up the rules."

"Rule number one," said Harold. "The club meets under Lizzie's porch."

"Right," said Lizzie. "Rule number two. Nobody else can be in the club."

"Rule number three," said Harold. He thought for a long time. "I can't think of any more."

"Rule number three," said Lizzie. "Lizzie and Harold walk from school every day."

"Rule number four," said Harold. "Everyone in the club knows cat's cradle."

They heard voices. Someone was walking by. They could see two pairs of feet.

"It's Christina," whispered Lizzie. "She always wears those black party shoes."

"And Douglas," Harold whispered back. "His shoes are always untied."

"I'm only having Nancy and Amy and Stacey to my birthday party," they heard Christina say.

"My mother said I could have my whole class," Douglas answered.

“We’re going to play baseball.”

“Oh goody,” said Harold. “That means I’ll be invited to Douglas’s birthday party.”

“I won’t,” Lizzie said gloomily. She was in a different class.

The next day, Harold came out of his classroom with Douglas. “He wants to walk home with us,” Harold said to Lizzie.

“He can’t,” said Lizzie

“Why not?” asked Harold.

“Harold, remember the rules. We’re best friends and we always walk home together,” Lizzie said “Just you can come.”

“Oh, yeah,” said Harold. “I forgot.”

Douglas looked very sad.

“Sorry, Douglas,” Harold said. “See you tomorrow.”

“Douglas’s ears stick out,” Lizzie said on the way home.

“So what?” said Harold.

“His shoelaces are always dripping,” said Lizzie.

“I don’t care about that,” said Harold. “I’ll meet you in the clubhouse after snacks,” said Lizzie.

“I can’t come today,” said Harold. “My mother wants me home.”

Lizzie sat in the clubhouse all by herself. She wrote down more rules. They said

5. Best friends don’t go to other people’s birthday parties.

6. People with funny ears and drippy shoelaces are not allowed in the club.

The next day, Harold came out of his classroom with Douglas again. “Douglas asked me to play at his house,” said Harold.

“Harold,” said Lizzie “what about the club?”

“What club?” asked Douglas.

“None of your business,” said Lizzie.

"I'll come tomorrow," said Harold. "I promise."

Lizzie watched them walk away together. She stuck out her tongue at them but Harold didn't turn around. She went straight to the clubhouse and wrote another rule. It said

7. Best friends don't go to other people's houses to play.

Then she threw a ball at the garage wall until suppertime.

"Douglas wants to be in the club," said Harold the next day.

"He can't be," said Lizzie. "Only best friends are allowed in this club."

She showed him all the new rules she had written down.

"This club is no fun," said Harold. "it has too many rules. I quit."

He crawled out from under the porch and walked home. Lizzie took down his sign and put a new one.

Douglas came down the street. He was riding Harold new bicycle. Harold was chasing after him. When

Harold saw the sign, he stopped and read it.

"What does it say?" asked Douglas.

"It says, 'Lizzie's Club. Nobody Else Allowed'," Harold said.

Harold leaned over and looked at Lizzie. "You can't have a club with only one person," he said.

"I can," said Lizzie.

"A three- person club is more fun," said Harold.

"Douglas knows how to do cat's cradle."

"But he's not a best friend," said Lizzie.

"It'll be different kind of club," said Harold. "We'll make up anew name."

"Maybe," said Lizzie. She sat under the porch and watched them. First they played bicycle tag. Then they threw the ball at her garage wall.

"Want to play running bases? Lizzie asked.

"I don't know how," said Douglas.

"I'll teach you," said Lizzie.

They took turns being the runner. Lizzie was the fastest.

Douglas whispered something to Harold. "Douglas wants you to come to his birthday party," said Harold.

Then Lizzie whispered something to Harold. "Lizzie says yes," Harold said to Douglas.

"And I've thought of a new name for the club," said Lizzie. "Douglas can be in it too."

"Oh boy!" said Douglas.

"You can be the first member. I am the president and Harold is the vice-president," said Lizzie.

"That's okay with me," said Harold

"Me too," said Douglas.

It was getting dark.

Douglas went home for supper.

Lizzie crawled back under the porch. She tore up her sign and her list o rules.

"What's the new name for the club?" Harold asked.

"I'll show you," said Lizzie.

She sat down and wrote in great big letter

THE NO RULES CLUB.

Harold smiled he stuck up the sign with a thumbtack. Then they both went upstairs to Lizzie's house for supper.

(Flood et al., 2005, p. 195-211)

Appendix I

A Perfect Beach Hat

Kimmie was visiting her Aunt Jane at her house at the beach. It was a beautiful summer day. Kimmie built a giant sand castle in the morning. Aunt Jane took pictures of the castle to send to Kimmie's parents.

Kimmie wanted to play on the beach that afternoon. She wanted to build another sand castle. Aunt Jane told her it was too sunny. Aunt Jane said Kimmie could only go if she had sunscreen and a hat. Kimmie didn't have a hat. Aunt Jane had a lot of hats. Aunt Jane said that Kimmie could borrow one of hers, since bigger hats were better anyway.

Kimmie tried on four hats.

The pink one was really pretty, but it had a big bow. The ribbons kept going into Kimmie's eyes. That would not be good for building a sand castle.

The blue hat was too fancy. Kimmie did not like that hat at all.

The red hat was nice, but it had flowers on it. Kimmie was afraid the flowers would get dirty.

Then, Kimmie saw a big straw hat with a short red ribbon on it. The bow was not too droopy. The hat was not too fancy. It would be easy to clean. Kimmie knew it was the perfect hat.

Retrieved July 12, 2010 from: http://www.abcteach.com/free/r/rc_beachhat_elem.pdf

The Tortoise and the Hare

An Aesop Fable

One day a hare was bragging about how fast he could run. He bragged and bragged and even laughed at the tortoise, who was so slow. The tortoise stretched out his long neck and challenged the hare to a race, which, of course, made the hare laugh.

"My, my, what a joke!" thought the hare.

"A race, indeed, a race. Oh! what fun! My, my! a race, of course, Mr. Tortoise, we shall race!" said the hare.

The forest animals met and mapped out the course. The race begun, and the hare, being such a swift runner, soon left the tortoise far behind. About halfway through the course, it occurred to the hare that he had plenty of time to beat the slow trodden tortoise.

"Oh, my!" thought the hare, "I have plenty of time to play in the meadow here."

And so he did.

After the hare finished playing, he decided that he had time to take a little nap.

"I have plenty of time to beat that tortoise," he thought. And he cuddle up against a tree and dozed.

The tortoise, in the meantime, continued to plod on, albeit, it ever so slowly. He never stopped, but took one good step after another.

Retrieved July 12, 2010 from: <http://www.storyit.com/Classics/Stories/tortoisehare.htm>

Appendix K

The Wolf and the Goat

An Aesop Fable

A wolf, who was out searching for a meal, saw a goat feeding on grass on top of a high cliff. Wishing to get the goat to climb down from the rock and into his grasp, he called out to her.

"Excuse me, dear Goat," he said in a friendly voice, "It is very dangerous for you to be at such a height. Do come down before you injure yourself. Besides, the grass is much greener and thicker down here. Take my advice, and please come down from that high cliff."

But the goat knew too well of the wolf's intent.

"You don't care if I injure myself or not. You don't care if I eat good grass or bad. What you care about is eating me."

Retrieved July 12, 2010 from: <http://www.storyit.com/Classics/Stories/wolfandgoat.htm>

Appendix L

Scarecrows

One sure sign of the fall season is the sight of scarecrows everywhere. Scarecrows are used for practical reasons by farmers, and as decorations by many people. You can find scarecrows on farms and in yards, and also on t-shirts, sweatshirts, and other clothing.

Scarecrows were first used over 2000 years ago by farmers who needed to keep birds out of their fields.

Crows and blackbirds were always eating the vegetable crops grown by farmers. The farmers had to do something to stop the crows from coming into the fields. They made these human-like objects out of anything they could find. They used sticks, hay, and pine straw, and dressed the scarecrows in old clothing. The farmers tried their best to make these creations look like real people in a field or garden. They hoped that the crows would see the “person” standing in the field and be afraid of it.

Scarecrows are still seen today, but most farmers use other things now to get rid of pesky animals. Scarecrows are more often a decoration, and a way to mark the beginning of fall.

Retrieved July 12, 2010 from: http://www.abcteach.com/free/r/rc_scarecrows_lem.pdf

Appendix M

The Country Mouse and the City Mouse

An Aesop Fable

A country mouse invited his cousin who lived in the city to come visit him. The city mouse was so disappointed with the sparse meal which was nothing more than a few kernels of corn and a couple of dried berries.

"My poor cousin," said the city mouse, "you hardly have anything to eat! I do believe that an ant could eat better! Please do come to the city and visit me, and I will show you such rich feasts, readily available for the taking."

So the country mouse left with his city cousin who brought him to a splendid feast in the city's alley. The country mouse could not believe his eyes. He had never seen so much food in one place. There was bread, cheese, fruit, cereals, and grains of all sorts scattered about in a warm cozy portion of the alley.

The two mice settled down to eat their wonderful dinner, but before they barely took their first bites, a cat approached their dining area. The two mice scampered away and hid in a small uncomfortable hole until the cat left. Finally, it was quiet, and the unwelcome visitor went to prowl somewhere else. The two mice ventured out of the hole and resumed their abundant feast. Before they could get a proper taste in their mouth, another visitor intruded on their dinner, and the two little mice had to scuttle away quickly.

"Goodbye," said the country mouse, "You do, indeed, live in a plentiful city, but I am going home where I can enjoy my dinner in peace."

Retrieved July 12, 2010 from: <http://www.storyit.com/Classics/Stories/citycountrymouse.htm>