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EDRG 444

Activity #2 Reflection

I have been doing my fieldwork in a high school U.S. Government classroom, both standard and A.P. classes. My observation and instruction for EDRG 444 has taken me to comprehending reading and terms more than the foundational elements of teaching reading and writing. Concept building, visual, inferencing, synthesizing and evaluating text and terms, replace phonological and phonemic awareness.

The content area of U.S. Government has many different themes and concepts that text and terms are very important to understand. The teacher uses procedural concepts to explain the executive, judicial and legislative branches of government. The students have to understand the sequence of procedures that occur, so they can start to understand U.S. Constitutional articles, the process a bill goes through to be signed into law, and various other examples of our governmental process.

By using graphic organizers that help students compare and contrast meanings of terms and text, predict outcomes of government process, understand flow of procedures, students comprehend and retain information very well in this teacher’s class. Note taking and summarizing readings have worked as well. I instructed an activity on Article II of the Constitution. I used a simple organizer that listed the elements of Article II, and the students summarized the elements. I took them through and inquiry session that allowed them to apply parts of the Article in a decoding manner. The students had to explain what parts of the Article meant, they had to take the written word and convert it to speech and inner thought, through verbal explanation.

I have not administered a reading assessment. I have to talk to my teacher, and see how we can accomplish something that resembles a reading assessment.