***1) selecting your evidence-based reading strategy,-***

I found the process of selecting my evidence-based strategy to be fun! I specifically enjoy learning about word recognition and finding ways to help students learn high-frequency words. I see great value in helping students learn high-frequency words in improving their word recognition, fluency, and automaticity skills. My selected strategy is easy to implement, however I can see how it can be an effective strategy. Looking back to my experience tutoring for EDU 345, I wish I had known about this strategy as I believed it would have been very valuable to use.

 ***2) your experience with creating the demonstration video/presentation,***

I enjoyed creating my video presentation. I liked taking the information I created and incorporating it into a format to present my findings. I used the resource slides.go which offers a variety of visually appealing slides to create presentations. I enjoyed creating my slides presentation and recording a video using screencast-o-matic.

***3) how you set about incorporating the Science of Reading connection and creating the fidelity checklist***

As I have already completed both EDU 344 and EDU 345, I feel as though I have a good amount of quality information relating to the Science of Reading. Throughout my time spent in both courses, I learned a lot of information regarding this framework. As I was creating my fidelity checklist, it was easy for me to recall that learned information and make connections to my selected strategy. I was excited to apply my knowledge to this project.

***4) your thoughts on feedback you received from the collaborative peer and/or classroom teacher.***

WIP- Feedback is still needed

1) I selected the Mystery Bag strategy based off its name. The name sounded interesting and fun! I had never heard of this activity before and wanted to learn more about it.

2) In researching, it was hard to find peer-reviewed articles specifically on the mystery bag strategy. There were many articles on "bag" activities utilizing objects for phonemic awareness. However, articles describing research behind the mystery bag activity that utilizes letters was difficult to find. I eventually found some articles describing the research behind manipulation of objects and bag activities for helping with phonemic awareness. I enjoyed putting the video presentation together. It can me a chance to voice my thoughts and solidify my learning of the mystery bag strategy. I like how this demonstration is a collaboration with peers in EDU 345. It makes the presentation more meaningful for me as my checklist and information may be helpful for my peers currently tutoring in the schools.

3) I set about incorporating the Science of Reading into the checklist through researching Scarborough's reading rope. I examined the strands of the reading rope and found that the word recognition strands related to the mystery bag activity. I created the fidelity checklist by first reviewing how to complete the mystery bag strategy. I then considered how to break it down into 1-7 steps. Using the BDA framework, I formulated my steps by considering the before, during, and after moments in the activity. It was difficult to break the activity into a few steps. I enjoyed researching the strategy and hope the checklist is helpful for my peers who are tutoring.

1. I selected this evidenced-based strategy because of it being a kinesthetic and visual learning approach, as this seemed like an exciting and engaging literacy activity! Having completed Reading Diagnosis and Assessment, I thought that this strategy would have been very helpful for the student that I had worked with, as he struggled greatly with basic phonemic skills.
2. I enjoyed making the demonstration video! I have been impressed with using Canva to make videos in recent projects that I have completed. It was helpful to think through how I would verbally explain the strategy to another person.
3. I explored Stephanie Stoller’s website to discover how the Science of Reading connects to this strategy. In creating my fidelity checklist, I thought about what would the best way would be to introduce this strategy to a child considering their developmental needs.
4. I did not put much thought into which evidence-based reading strategy I picked. However, when I had read into more about my strategy I really liked it. I found it to be simple to understand and extremely flexible and applicable to a variety of subjects and topics. It can be utilized as a visual tool or as an organizational one to be used in group or individual work.
5. In creating the demonstration, I put a little too much effort into the topic of my demo versus the SoR connection to my strategy. I was able to have an interesting topic, but at the expense of not clearly stating the relation between Simple View of Reading and DART strategy.
6. I had searched all the different science of reading corners and thought that the Simple View of Reading (SVR) fit in well with the DART strategy and Vocabulary meaning. I had wanted to incorporate more studies into my research, but it proved quite difficult to find ones both about Simple View of Reading and DARTs. This possibly could have been because of insufficient search “keywords” or the fact that I had started reading some of my articles a little later than I should have. In creating the fidelity checklist there were less hiccups. I found I was putting too much rather than too little and I had to shorten my instructions a lot more than I thought I would. I had been getting too specific and wasn’t allowing for room for the receiving teacher/tutor to use the checklist for their convenience.

In writing your reflection, please share the process of:

1) selecting your evidence-based reading strategy, After selecting my evidence-based strategy, I had to conduct research on how I would effectively use word sorts to teach syllable types. I was able to come across many academic journal articles that reinforced the effectiveness of using word sorts in the classroom. I was introduced to the numerous amounts of ways to use word sorts and how they can be used differently for different tasks. This evidence-based strategy is backed by a large amount of research that confirms the use of word sorts in classrooms.

2) your experience with creating the demonstration video/presentation,I enjoyed creating my demonstration video and I feel that I learned a lot about how to pick effective evidence-based strategies. I also enjoyed making an activity that I thought would be engaging for students to participate in while using word sorts. Throughout the process, I began to appreciate looking into research before implementing activities into the classroom to ensure that they are effective.

3) how you set about incorporating the Science of Reading connection and creating the fidelity checklist, andTo incorporate the Science of Reading connection, I dove into our Science of Reading corners that have been provided forour benefit. I also looked deeper into Scarbourgh’s Reading Rope to decide where my topic and strategy would fit. These resources were very interesting to look further into because of the research that backs up the Science of Reading and how effective it is to use for students. When I created my fidelity checklist, I tried to incorporate steps that would be thought-provoking and engaging for students while still being backed by research.

I selected my evidence-based reading strategy a few days later than most of my peers. Because of that, many of the strategies were already chosen which made it seem like the “worst” strategies were the ones that were left. However, I was please to scroll to the bottom and find that a strategy called, Direct Activities Related to Text (DARTs) was listed under the vocabulary section. I have always loved vocabulary, so I was excited to explore this strategy. In addition, I enjoyed creating the demonstration video and the presentation. It was a great way to put all my information togetherin an organized and aesthetic format. While I always get nervous before recording myself, it was good to practice teaching/explaining in a virtual format. I created my fidelity checklist by imagining what it would be like on the receiving end. I ask myself, how much information would I want to know? How does this need to be worded for it to be followed easily? When I thought of it in this way, it was not hard to create my steps for the checklist. It was also not a challenge to incorporate the Science of Reading because every aspect of reading falls somewhere under the Science of Reading. For example, my strategy was easily related to Scarborough’s Rope in that it helps students grasp full reading comprehension. This project was confusing and overwhelming at first, but now that I am at the end of it, I am so thankful for all that I learned, andI look forward to hearing how someone was able to use my fidelity checklist to help his or her student. In addition to this class, I am also in Dr. McVey’s Teaching Reading Diagnostics class, so I am looking forward to using one of my peer’s fidelity checklists as well.