

ASSURE ID Model:

Charlotte's Web Novel Study

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Instructional Design Model

Heinich, Molenda, Russell, & Smaldino's ASSURE Model

Lesson

Charlotte's Web novel study

Clientele

3rd grade students

C.R.A.P. Design Principles for ID PowerPoint

Contrast: The contrasting coloring and lettering on the heading of each slide made it clear that each slide was referring to a different aspect of the ASSURE model.

Repetition: The format (heading, bulleted information, and so on) was the same for each slide. As the blog, "Design Better with CRAP," suggests, "text should not be repeated, but design elements should" (Wax, 2007).

Alignment: Each slide is aligned similarly, with the only changes being an addition of an image.

Proximity: The slides follow a logical order, as they first show the overview of the Instructional Design model, then each piece of the model individually.

Rationale

The ASSURE model is well suited in an elementary classroom for day-to-day lesson planning, particularly because teachers generally adjust existing material rather than creating completely new material (Gustafson & Branch, 2002). The ASSURE model gives you the opportunity to both analyze your learners and what they would need from the lessons, as well as letting you identify what your objectives are before you begin designing the learning activities. It is a very step-by-step process of designing lessons. This model is appropriate for creating a novel study, because it lets you look at each process of the lesson design individually, and then put them together to make a whole. It also focuses on the needs of the students, which is perfect for a classroom teacher who strives to differentiate lesson plans and activities. The ASSURE model also encourages the use of technology and media in lesson presentation. Finally, it is a model that encourages both formative and summative assessments. When teaching a novel study, it is important to evaluate student progress throughout the course of the novel, not just at the culmination.

ASSURE Model

Heinich, Molenda, Russell, & Smaldino

Analyze learner's characteristics & competencies

State objectives for lesson to accomplish

Select methods, media & materials

Utilize methods, media & materials

Require learner participation

Evaluate learner outcomes with objectives

Aspects of ASSURE Model

Analyze Learners

- √ Analysis of students' preliminary scores from state assessments
- √ Observation of students' reading performance through fluency probes
- √ Understanding of students' Multiple Intelligences of learning styles

State Objectives

- √ Students will identify author's purpose in various passages of the novel.
- √ Students will understand the difference between fact & opinion.
- √ Students will create a technology project to demonstrate understanding of story elements in the novel.

Select Materials

- √ Class set of Charlotte's Web novels & audio version
- √ Access to internet
- √ Mobile laptop cart
- √ Kagan Fan-n-Pick materials

Utilize Methods

- √ Students will do a combination of independent, partner, and small group reading.
- √ Audio CD will be available for struggling readers.
- √ Students will have activities to complete as they read each chapter of the novel.

Require Participation

- √ Students will complete a variety of activities (WebQuest, puzzles, artistic creations, technology projects, Kagan cooperative structures) to meet all learner's needs.

Evaluate Learners

- √ Comprehension questions for every chapter.
- √ Class & small group literature discussions.
- √ Reading Comprehension (RC) quiz.
- √ Technology Project to demonstrate understanding of story elements.

References

Gustafson, K. L., and Branch, R. M. (2002). *Survey of instructional development models*. Retrieved from Eric. ED477517

Wax, D. (2007, July 30). Design better with crap [Web log message]. Retrieved from <http://www.lifehack.org/articles/communication/design-better-with-crap.htm>