

Observation: Talon

4 Sept., 9:45 am – 10:15 am

Writing whole group instruction/small group (2<sup>nd</sup> grade)

Lead by mentor teacher

The observation for Talon took place between 9:45 am and 10:15 am, and included a writing whole group mini lesson, and small group writing time. Talon was observed during whole group lesson between 9:45 am and 10:00 am. The class that was being given the whole group mini lesson is made up of 21 students, 10 girls and 11 boys. During this 15 minute period, Talon was observed with her head resting on her knees, facing down. She appeared to have a tough time giving her attention to the teacher, even after being asked questions about the material being covered. Talon was first observed not volunteering to answer questions, although after roughly 5 minutes of whole group instruction, Talon raised her hand to answer several questions asked by the teacher. After I observed Talon answering questions, I concluded that she was paying attention, although she appeared to be inattentive. After answering several questions, the student zoned out once more and began to play with her shoe strings, which were untied. I observed Talon making “thinking” sounds like hmmm... and ummmm..., leading me to think that she was following along with the material being covered. During my observation I noticed that the student repeatedly sucked on her bottom lip, as well as pulled on loose skin on her lips and mouth. Toward the end of the observation Talon seemed to be annoyed with the mini-lesson and began to talk out of turn or change the subject when asked to answer a question.

After observing Talon during a whole group lesson, I sat with her and watched her complete a graphic organizer. I noticed that she completed her work as long as I was monitoring her, but if my attention left her, she would become distracted with things/students around her. Talon also appeared to not be able to use the glossary or index in a book, in order to find

information. I have witnessed mini-lessons given by the teacher on how to use these parts of a book; therefore I am unsure as to why she does not know the information. The student was constantly off task and had to be directed back to her paper many times by myself and other teachers in the classroom. An important observation that I made towards the end of my observation was how Talon would write an answer, erase what she wrote, and then ask for help. The student practiced this behavior several times during my observation of small group writing time between 10:00 am and 10:15 am.

As a conclusion, I believe that the student does have difficulty following along or completing work if she does not feel that the educator cares or is showing attention to her. The student often shows signs that she is attentive and with the group, but also shows signs of disengagement and distraction. Talon is easily distracted by objects around her, as well as other students, but cannot function in a spot in the classroom by herself, due to her need to be given constant attention. Talon contradicts her actions often, sometimes seeming to be disengaged, but other times answering questions correctly and following along. The student appears to try, but often turns to negative behaviors (erasing work) to grab the attention of the educator. If being constantly attended to, the student will complete her work to the best of her ability, although when left alone the student does not show such positive behaviors. The student also wears glasses, which she often forgets, possibly causing engagement problems within the classroom. After speaking with my mentor teacher, Mrs. Costner and I both agree that Talon is a wonderful person to complete my mock SST portfolio about. Mrs. Costner is eager for me to begin collecting information and data about Talon's progress, so that she can also save a copy of the work for her files. I am very pleased with the outcome of this observation, and am excited to move to the next step of the process.

## Reading Survey

Talon, 2<sup>nd</sup>

One-on-one

9:15 am – 9:35 am

I gave an attitude and interest (Garfield) survey to Talon today at 9:15 am. We completed the assessment outside of the room, with no distractions to the student or me. Talon was excited to be able to have some one-on-one time outside of the classroom with me. She always seems to be more engaged when she knows that the educator has all of their attention on her. Talon took the test with great moral, and did not hesitate to read each question or answer it. I did have to help her several times to complete a few of the words, but more times than not, Talon read the questions and understood them. Talon was a great student and seemed to enjoy the survey, although it was a form of assessment. The score that Talon gave was a 71, which means that she was simply indifferent or content with reading. I am very pleased at the way that Talon handled the survey and her progress with reading thus far this year.

I am so pleased to see that Talon enjoyed the survey as much as she did, because I once thought Talon struggled with reading. She completed the survey and read very well for her level of reading. Talon shows great progress and gave positive feedback on the survey. This surprised me, but gave light to the fact that Talon truly does love to read. I have noticed that Talon checks out books from the library that are way above her reading level. I have been concerned about it in the past, but after completing the survey with Talon, I now understand that she does like to read, but simply wishes that she could read at a higher level like the children in her class. Now that I understand that Talon does enjoy reading (this is not reflected in reading time during class, because of her struggle to read compared to the other students) I can differentiate my future

lessons within the classroom to better implement sight word reading practice, as well as practice with writing and spelling Kindergarten and First grade sight words. This will give Talon a chance to repeatedly view the words that she may struggle with, and will help her to learn letter sounds and how they work together to form words.

After talking to Mrs. Costner about Talon's survey, we both decided that Talon did enjoy reading, but because she struggled when compared to many other students in the classroom, her frustration showed during reading class. Mrs. Costner and I visited the library and found several girly girl books that were intriguing and interesting, without appearing to be childish or simple. We have also rearranged the guided reading groups to ensure that Talon gets the attention and reading instruction that she deserves.

#### Survey

##### Recreational reading

1. \_\_2\_\_
2. \_\_4\_\_
3. \_\_4\_\_
4. \_\_4\_\_
5. \_\_4\_\_
6. \_\_4\_\_
7. \_\_4\_\_
8. \_\_4\_\_
9. \_\_4\_\_
10. \_\_3\_\_

Raw Score: \_37\_\_

Full Raw Score.....

##### Academic reading

1. \_\_4\_\_
2. \_\_3\_\_
3. \_\_4\_\_
4. \_\_4\_\_
5. \_\_4\_\_
6. \_\_4\_\_
7. \_\_4\_\_
8. \_\_3\_\_
9. \_\_1\_\_
10. \_\_3\_\_

Raw Score: \_34\_\_

Recreational + Academic \_71\_\_

CAP Assessment, 16 Sept.

Talon, grade 2

One-On-One

8:30 – 9:00 am

I administered a CAP (Concepts about Print) analysis on Wednesday, September 16, at 8:30 am. The assessment took place inside of a teacher work room, where no distractions were to be found. The student, Talon, was a transfer student from Alps Road Elementary, and appeared to be significantly below reading level at the beginning of her time at Fowler Drive. For this reason, I chose to do a CAP assessment to begin my investigations at the beginning, capturing all notable behaviors from the start. I chose a Rigby Literacy book that was a 5-6 level reader. The book title was “The Race”, which appealed to Talon as she stated that she liked to race on the playground. The administration of the analysis took approximately 30 minutes, and Talon was a great student to work with. I have noticed that she does better with one-on-one activities.

I started the analysis off by handing Talon the book flipped spine side up. She immediately grabbed the book and turned it correctly, and eagerly read the title. I asked her to slow down and wait on me, and joked that I was a slow reader. Again, I asked her what the title was, and she answered with, “The Race”. She wanted to open the book to begin reading (I think these kids are so programmed for reading assessments, already), but I made sure that the book stayed closed. I asked Talon how she knew that that was the title, and she pointed to where the title was and stated, “Because it is right there!”. This let me know that Talon had an understanding of title position, or how to find a title on a book. She also let me know that the title would be a different size than who wrote the book. I think this is a good fact to know when differentiating between what to read, and what not to read. I asked her to open the book to the first page that we read. Talon was eager to find the words, and actually began reading. Again, I

had to slow her down and remind her that I was a slow reader and needed her help reading, so she must wait on me! It was next that I asked Talon to show me where to begin reading. She pointed to the first word, and told me that you ALWAYS start at the beginning. I was proud that she didn't wait for me to ask her to explain to me how she knew, she simply stated it. I then asked her what word might come next after we have read the first word. She looked at me like I was crazy, and pointed to the next word. When I asked her why, she rolled her words around until she came up with, "You have to read the next one after it..." I asked her a few more questions like, "How do you know which way to go?" and she finally told me, "If you don't read in order, you're not a good reader. You read this way (pointing left) to this way (pointing right)!"

After I knew that Talon had the logistics down about HOW to read a book, I then read her a few pages of the book and asked her if they made sense. She quickly said yes and asked me to read more. At this point, I read a page in the book, but I changed all of the words around, making the passage sound very silly. Her face became twisted and she shouted to me, "That's not the way you read a book, silly!" I thought this was funny, but did prove that Talon knew her stuff when it came to reading a book.

I believe that Talon is confident and capable when reading a book. From my assessment I have concluded that she knows where the title is, and how to find it. She recognizes where to begin reading, as well as where to go after the first word. She is also passionate about making the story make sense, which concludes that she recognizes the importance of comprehension when reading.

After my assessment I spoke with my mentor teacher about Talon's success with the CAP assessment. We talked about how Talon was very confident with the level reader, and had her

ducks in a row when it came to book recognition and reading. We also discussed how well Talon works one-on-one with me, and talked about a possible need for a tutor at a point during the day. Mrs. Costner encouraged me to begin the Miscue Analysis tests to continue our progress with Talon. She mentioned that we could use these assessments in her folder when we have parent teacher conferences. Mrs. Costner also mentioned that the assessments could be used to talk to the parents/administration about a possible solution to the problems that Talon faces (being behind) if there were to be a TRUE SST meeting in the near future. I am so excited that my work could possibly be used for a real purpose. I'm feeling like a real little teacher over here! All in all I am very happy with how the assessment worked out and am eager to begin keeping a running record with Talon. I believe that these activities will offer great insight, as well as offer the results that need to be seen for Talon to receive future help.

Running Record Assessment, 25 Sept.

Talon, grade 2

One-On-One

8:30 – 9:00 am

With guidance from my mentor teacher, I administered a running records assessment to Talon at 8:30 am on September 25. I decided to assess the student in the hallway where I have seen teachers conduct running records through Rigby Literacy. As previously stated, the student was a transfer student from Alps Road who initially tested on a kindergarten reading level. I have already conducted a CAP (Concepts about Print) analysis which proved that Talon had complete understanding of a book, how to use a book, and the logistics of reading. I found this interesting and, after talking to my mentor teacher, decided to begin a running records analysis on Talon, using a 2<sup>nd</sup> grade reading passage. We decided that by starting with a 2<sup>nd</sup> grade passage, we could better assess Talon's abilities when compared to other 2<sup>nd</sup> grade students. The main reason Mrs. Costner is encouraging me to compare Talon's performance to other 2<sup>nd</sup> grade students is because she would like to keep the information that I gather, in order to use the information (with previous information gathered) in Talon's folder. The folder could be used in future parent/teacher conferences or SST meetings, if necessary.

I started the running record analysis off by encouraging Talon. I told her that she was doing a wonderful job at teaching me how to read, and that I was learning so much from how great of a student she was during our meetings. This made Talon smile, and encouraged her to be on her best behavior (as she sometimes gets distracted easily). Talon also asked me if I had the stickers that I usually bring for her. I assured her that I never forget my special stickers, made especially for special students. I introduced the reading, a passage taken from the book "The Magic Dragon", and asked Talon if she had ever read the passage before. She told me no,



seeming extremely excited about it. I told her that she story was a story that other girls like her enjoy reading. The passage is a 2<sup>nd</sup> grade beginner passage with many sight words that students prior to beginning 2<sup>nd</sup> grade should be familiar with. I sat the passage in front of Talon and prepared my scoring sheet. I read the title to Talon and told her to read the passage as she would like. I also made sure to tell Talon that she did not have to rush, and that there was no timer. I then asked Talon to begin reading.

The passage from “The Magic Dragon” is broken up into 3 sections. The first section has 3 small paragraphs. The second section has 2 small paragraphs, and the third section has 1 small paragraph. Talon read the first section of “Magic Dragon” and had 6 errors. 5 of the errors were names, Jackie and Jacqueline, who I believe are hard, and irregular, names. The one true error that, after talking to my mentor teacher, I counted was the word “called”. Talon attempted to read the word, but after struggling skipped the word as a whole. The next two paragraphs of the first section I omitted the names, and Talon made 6 more errors. We took a small break because it was taking Talon a very long time to read the passage. Talon was becoming ill with the analysis and I was getting frustrated and impatient as well. Talon then began reading again and I marked 16 more errors. After finishing the whole passage, Talon had 17 errors out of 100 words, and could not answer simply comprehension questions such as, “What color was the object she saw in the grass, under the tree?”, or “Jackie thought that the rock was a giant \_\_\_\_\_ after she heard it thump.”

I spoke with my mentor teacher about the number of errors Talon had while reading the 2<sup>nd</sup> grade beginner passage. Mrs. Costner and I had a conversation about Talons position in reading when compared to other students within our class. We knew that Talon’s reading level was below that of other students within our classroom, and are now affirmed that Talon is below

a 2<sup>nd</sup> grade reading level. Mrs. Costner had me make copies of the running record sheet, and we figured up the percent together. She filed the copy of the running record sheet away in Talon's file for future use, and we both talked about the possibility of sharing my findings throughout these assessments with Talon's parents, during parent teacher conference week. I am very satisfied with my findings thus far, and am glad that Mrs. Costner is allowing me to start from the beginning with Talon. Starting from the beginning not only gives me the opportunity to form my own ideas and beliefs about Talon's reading level, but also gives me the practice that I need when completing running records with my own students in the future. Ideas for future meetings with Talon include another running record analysis, and a possible comprehension test. I would like to explore all of my options with Talon. I cannot wait to complete another running record analysis, using a 1<sup>st</sup> grade, end of year passage. I am eager to see where Talon's reading level truly stands.

Running Record Assessment, 14 Oct.

Talon, grade 2

One-On-One

8:30 – 9:00 am

After last week's running record assessment, Mrs. Costner and I decided that it would be good to do a follow up running record assessment. After discussing it, we both felt as if we needed better information about the level that Talon reads on, as well as her strengths and struggles. By learning these things, we as educators can better cater our teaching to her learning. I administered a running records assessment to Talon at 8:30 am on October 14, 2013. Once again I decided to assess the student in the hallways where I had last assessed her. I felt like consistency was an important key during these assessments. As previously stated, the student was a transfer student from Alps Road who initially tested on a kindergarten reading level. I have already conducted a CAP (Concepts about Print) analysis which proved that Talon had complete understanding of a book, how to use a book, and the logistics of reading. I have also assessed Talon through running records, using a 2<sup>nd</sup> grade passage. My findings were that Talon was below grade level when compared to other students within her classroom. We decided that by starting with a 2<sup>nd</sup> grade passage, we could better assess Talon's abilities when compared to other 2<sup>nd</sup> grade students. As a follow up, Mrs. Costner and I decided to assess Talon on a 1<sup>st</sup> grade level. By first assessing her on a 2<sup>nd</sup> grade level to see her class standing, and now assessing her on a grade level lower, we can narrow in on Talon's reading level and focus on her achievement from that spot. Mrs. Costner encourages me to assess Talon as I feel necessary, as she is keeping the information that I gather, in order to use the information (with previous information gathered) in Talon's folder. The folder will be used in parent/teacher conferences next week, or SST meetings, if necessary.

As I always do, I started the running record analysis off by encouraging Talon. I let her know that she was doing a wonderful job teaching me how to be a teacher, and her attitude and willingness to cooperate helped me learn the information that I needed to learn. Talon always reacts positively to positive reinforcement or encouragement. She is genuinely a people pleaser. I introduced the reading, a Rigby Literacy book called “Ants, ants, and more ants”, and asked Talon if she had ever read the book before. She told me no, grabbing the book and attempting to open it. I always have to slow her down when I introduce new reading material; Talon is so eager. I told her that she story was a story that other girls like her enjoy reading. The book is a level 5/6 reader, which is equivalent (approximately) to a beginning 1<sup>st</sup> grade level. The book has many sight words that a student who has just completed kindergarten, but has been introduced to some 1<sup>st</sup> grade, should know. I read the title to Talon, sat the book in front of her, opened it, and asked her to begin reading.

“Ants, ants, and more ants” is a short book, but it does have a few more than 100 words. I had previously counted the words and was prepared to cut Talon off once she reached this point. Talon read with a good fluency, and paced her reading, using the punctuation as she should for enunciation of words and endings of sentences. Talon read through the whole passage, only skipping over 3 words, and self-correcting 3 times. Once Talon met the ending point of the story, I stopped counting errors, but did let her finish reading, simply because she wanted to know what happened at the end. I counted her errors and found 5 altogether. I thought that this was a wonderful number compared to her last reading passage. I could tell that because Talon was familiar with the words that she was reading, she was more confident, and her voice told so. She read with character and charisma, and helped make the story come to life for me, as the audience. This is a huge improvement from the last assessment, and I believe that it is safe to say that we

have found a new level for Talon to begin to work on. Whether Talon is advancing over time, as I am assessing her, or whether we are truly finding her beginning reading level, I do see progress with her self-confidence and comprehension. I believe that although the reading level is important, these traits are also important for reading.

I spoke with my mentor teacher about the number of errors Talon had while reading the 1<sup>st</sup> grade passage. We had a conversation about Talon's success with reading the passage, and the true character building that we both see happening, because of it. We also talked about Talon's comprehension skills while reading, and how they appear to be stronger when we used the 1<sup>st</sup> grade beginner passage. We knew that Talon's reading level was below that of other students within our classroom, and are now affirmed that Talon is prepared to begin reading for progress and future achievement, on a beginner 1<sup>st</sup> grade level. Mrs. Costner had me make copies of the running record sheet, as she usually does, in order to be put into Talon's folder. She filed the copy of the running record sheet away, and is prepared to share the records with Talon's parents during parent/teacher conferences, this week. I am very satisfied with my findings thus far, and am glad that Mrs. Costner is allowing me to take control of my assessments, in order to learn how to properly assess a student. I thought that I would start this assessment with an end of year 1<sup>st</sup> grade passage, but I believe that I could get more vital information from Talon if I allowed her to read something that she could actually read with ease, and return information to me about what she read. I am eager to do an end of year 1<sup>st</sup> grade passage, next week, simply to see if Talon may be creeping up the ladder faster than we think. I love working with her, and am always so happy to be able to help her achieve all that she is meant to.

Sight word assessment, 16 Oct.

Talon, grade 2

One-On-One

8:30 – 9:00 am

I have really enjoyed spending my one-on-one time with Talon and am sad to see my time coming to an end. Although, I have seen huge improvements in Talon's self-esteem, fluency, comprehension, and sight word recognition. This is a wonderful thing to experience as a teacher. I am also making long strides in my learning. Working with Talon has taught me many things about encouraging reading progression with students. She has taught me that patience is important, students will not always get it on the first try, always give second chances, and it's sometimes necessary to bribe the student. As a final measurement of Talon's growth through reading, I decided to play a sight word game with her. I got this idea from some fellow classmates who mentioned that they have assessed their students using sight word assessment. I asked my mentor teacher about this form of assessment for Talon, and she thought that it was a great idea. Mrs. Costner has been a huge supporter of my time spent with Talon. I am always being encouraged to try new things, and each assessment is meaningful to not only me but Mrs. Costner, also. Mrs. Costner showed me a sight word bingo game that she had in her classroom, where sight words on index cards can either be said or showed to students, and the students then find the word on their bingo card and cover it up. The first one to have a full row of words covered, and can repeat each word correctly, wins. I really liked how the game was set up to encourage the student to learn the words, rather than make it known if/when they do not know them (like norming sight word assessments). I administered the sight word bingo game on October 16, 2013 at around 8:00 am, using several first grade sight word bingo cards (thankfully Mrs. Costner had bingo cards for k-2). We stepped outside of the classroom, and used a small

table that sits in the hall. Because we go out in the hall during reading/center time, the hallways is usually people free, and presents little distraction for Talon. This is important as Talon is often easily distracted. I always attempt to keep the assessment time, place, and logistics the same, in order to give Talon the most constant experience while I was assessing her. I decided that I would play the game, also, to create a little competition. I figured that by playing with her, it would create a community feel, rather than a feeling of teacher v. student.

During our participation of the sight word bingo game, (bingo card example attached)  
Talon was assessed on these 1<sup>st</sup> grade sight words:

After	Again	An	Any
As	Ask	By	Could
Every	Fly	From	Give
Going	Had	Has	Her
Him	How	Just	Know
Let	Live	May	Of
Old	Once	Open	Over
Put	Round	Some	Stop
Take	Thank	Them	Then
Think	Walk	Where	When

Talon and I would take turns drawing a sight word from the pile of index cards, and would turn the card over. We would then “use our own brains” to decide if we knew the word or not, and if we did we would mark the word on our bingo card, using small square paper covers. Talon would think that I was playing along with her, which I was, but more importantly I was watching her closely and highlighting words she knew at first glance, hesitated on, or did not know at all. The words that I highlighted green were words that Talon knew very well. The words that I highlighted yellow were words that Talon knew, but hesitated on. The words that I highlighted red were words that Talon did not know at all. I recorded that Talon could recognize 20 words,

could recognize after some time 6 words, and did not know 14 words. I kept a copy of the sight words next to my bingo card, and highlighted as we played the game.

After playing the game with Talon, I studied the information that I recorded about Talon's recognition of sight words. I decided that she has trouble with 2 syllable words, and those words that begin with digraphs. I then showed my collected data to my mentor teacher, who agreed that Talon could be confused about the digraph sounds in the words, such as "TH" and "WH". I thought that this was a wonderful discovery, and a great lead for my lesson plan. I had some previous ideas about my final lesson plan that I would teach to Talon, but up until now the lessons were letter sound oriented, rather than digraph and blend oriented. I spoke with Mrs. Costner and we both brainstormed various possibilities for lesson plans and activities. I am so excited that I made such a wonderful find, and can now accommodate my lesson planning to fit Talon's learning needs. This is so important for us future teachers to be able to experience. Having the opportunity to discover the greatness of running records and data collection for your students, and seeing the progress that these things can make toward better readers is an opportunity that cannot be replaced. I am truly blessed to see progress with Talon, and cannot wait to teach her my lesson plan that I believe she will learn and grow from.



B	I	N	G	O
Ask	Going	Old	Put	How
Has	May	Where	Open	Some
Take	When	No	Thank	Know
Again	Fly	By	Give	Stop
Round	Just	Her	Over	Live