

Assessment 1: Observation

This observation of Cameron took place on January 28th from 9:45 AM until 11:00 AM. The classroom has 19 children, 11 boys and 8 girls.

After getting to know Cameron for the first few days of class, I was looking forward to observe her specifically in an academic setting. As she is without a doubt the most animated and talkative girl in the classroom, I was interested to see if her confidence spilled over to her work ethic. Although I paid extra attention to her behavior all day, I was specifically tuned into what she was doing during read and writing time. When the teacher started the writing lesson, she was actively engaged. All of the students were on the floor, and he was explaining how to write a persuasive piece about a hero backed up with opinions and reasons. Cameron eagerly raised her hand to underline a sentence on the smartboard, but it seemed as though she wanted her peers to know she knew the right answer instead of wanting to answer it correctly. I think that since she felt that she had mastered the concept of what they were going to be doing, she felt it was okay to shout out answers and talk to her friends. The teacher told her multiple times to sit on her bottom and raise her hand. When she started to bicker with another boy, the teacher had her move to the other side of the carpet. After he finished his lesson a few minutes later and the students were supposed to return to their seats, Cameron was all over the room. She sharpened all her pencils, and then sat back down. Then she got hand sanitizer, and sat back down. Then she went across the room to 'ask her friend a question.' While usually at this point I would intervene to try to keep her on track, I kept my distance. While wandering the room and helping multiple students, the teacher finally

made it over to her to see how much she had accomplished, which was not much for the day. Once he emphasized the importance of the completion of the assignment, she seemed to work a little bit harder. All she really had to do was rewrite all of her facts about an actress and proofread it, which did not take her very long. She then of course proceeded to prance about the room as she pleased, but it didn't really bother anyone because few were actually on task. When the teacher pulled the class back together to ask who wanted to share their paragraph, Cameron shot out of her desk like a rocket saying 'oh oh me me.' As the third one to share, she wanted all eyes on her. She even stopped when another student wouldn't stop talking and asked him to stop. Her piece about the actress Loretta Young was well written and strongly supported with facts. Her confidence was evident in her smile when she finished, but she had trouble listening to her classmates once she finished.

Cameron's focus improved a little bit during reading time. Again, the whole group was on the carpet while they reviewed the vocabulary terms in the story they were reading. The students were allowed to eat snack once they returned to their seats, and this caused a problem for Cameron and everyone else. Each student was supposed to be answering a simple 'thinking question' of the day. The question was especially simple because it was an opinion instead of looking for the answers within the text. She really only completed the question in a reasonable amount of time, but I think this was only because the teacher stayed in the back of the room near her desk. He then asked her and two other students to come to the carpet where they discussed their chapter book group. At this point Cameron barely let the other two girls talk as she was eager to be heard, even though her answers were not always correct.

Overall, both reading and writing were pretty much out of control. Out of 19 students, six were working alone and silently. There were at least four students out of their seats at all times, and there was a constant chattering that filled the room. While I would expect the students to want to complete their work as fast as possible in order to get on their netbooks, they all wanted to talk to each other and shout random comments across the room. The teacher, student teacher, and myself seem to lack control over the classroom, and students only produce any work if we are standing directly over them, probing any answers. When I talked to Dr. _____ about the chaos after school, he did not seem to be too interested in my concerns. He seems to want to cover whatever material is necessary and keep general calm in the room instead of being concerned with children being engaged and learning. Not only do I hope for Cameron to become a better reader this semester, but also I hope to help her reach some independence in her work ethic. I want to teach her the value of reading that goes beyond filling out a worksheet correctly.

Assessment #2

MOTIVATION TO READ PROFILE

READING SURVEY

Name Cameron Date 2/16

Sample #1: I am in _____.

- | | |
|---------------------------------|--|
| <input type="radio"/> 1st grade | <input checked="" type="radio"/> 4th grade |
| <input type="radio"/> 2nd grade | <input type="radio"/> 5th grade |
| <input type="radio"/> 3rd grade | <input type="radio"/> 6th grade |

Sample #2: I am a _____.

- ☐ boy
☒ girl

1. My friends think I am _____.

- ☐ a very good reader
☒ a good reader
☐ an OK reader
☐ a poor reader

2. Reading a book is something I like to do.

- ☐ Never
☐ Not very often
☒ Sometimes
☐ Often

3. I read _____.

- ☐ not as well as my friends
☒ about the same as my friends
☐ a little better than my friends
☐ a lot better than my friends

4. My best friends think reading is _____ .

- ☐ really fun
 - ☐ fun
 - ☒ OK to do
 - ☐ no fun at all
-

5. When I come to a word I don't know, I can _____ .

- ☐ almost always figure it out
 - ☒ sometimes figure it out
 - ☐ almost never figure it out
 - ☐ never figure it out
-

6. I tell my friends about good books I read.

- ☐ I never do this.
 - ☐ I almost never do this.
 - ☒ I do this some of the time.
 - ☐ I do this a lot.
-

7. When I am reading by myself, I understand _____ .

- ☒ almost everything I read
 - ☐ some of what I read
 - ☐ almost none of what I read
 - ☐ none of what I read
-

8. People who read a lot are _____ .

- ☒ very interesting
 - ☐ interesting
 - ☐ not very interesting
 - ☐ boring
-

9. I am _____ .

- ☐ a poor reader
 - ☒ an OK reader
 - ☐ a good reader
 - ☐ a very good reader
-

10. I think libraries are _____ .

- ☒ a great place to spend time
 - ☐ an interesting place to spend time
 - ☐ an OK place to spend time
 - ☐ a boring place to spend time
-

11. I worry about what other kids think about my reading _____ .

- ☒ every day
 - ☐ almost every day
 - ☐ once in a while
 - ☐ never
-

12. Knowing how to read well is _____ .

- ☐ not very important
 - ☐ sort of important
 - ☐ important
 - ☒ very important
-

13. When my teacher asks me a question about what I have read, I _____ .

- ☐ can never think of an answer
 - ☐ have trouble thinking of an answer
 - ☐ sometimes think of an answer
 - ☒ always think of an answer
-

14. I think reading is _____ .

- ☐ a boring way to spend time
 - ☒ an OK way to spend time
 - ☐ an interesting way to spend time
 - ☐ a great way to spend time
-

15. Reading is _____ .

- ☐ very easy for me
 - ☒ kind of easy for me
 - ☐ kind of hard for me
 - ☐ very hard for me
-

16. When I grow up I will spend _____ .

- ☐ none of my time reading
 - ☐ very little of my time reading
 - ☐ some of my time reading
 - ☒ a lot of my time reading
-

17. When I am in a group talking about stories, I _____ .

- ☐ almost never talk about my ideas
 - ☐ sometimes talk about my ideas
 - ☐ almost always talk about my ideas
 - ☒ always talk about my ideas
-

18. I would like for my teacher to read books out loud to the class _____ .

- ☐ every day
 - ☒ almost every day
 - ☐ once in a while
 - ☐ never
-

19. When I read out loud I am a _____ .

- ☐ poor reader
 - ☒ OK reader
 - ☐ good reader
 - ☐ very good reader
-

20. When someone gives me a book for a present, I feel _____ .

- ☐ very happy
 - ☐ sort of happy
 - ☐ sort of unhappy
 - ☒ unhappy
-

Assessment 2: Reading Interest Survey

I completed this assessment on February 6th at 10:30 AM.

Cameron seemed excited to take a reading survey, and I think she really enjoyed the fact that she was the only one taking it. Because she seems to be a bit of a drama queen, I could tell that she liked her classmates watching her as I pulled her into the hallway for the survey. I was interested to see how she would answer the questions being the most dramatic child in our classroom. I could tell that she answered some of the questions honestly, such as reading "about the same" as her friends. However, she also answered some questions with what she knew most people would want to see: "People who read a lot are very interesting." After seeing her fill in this bubble, I wondered if she actually thinks that well-read people are more interesting than others, or if they are simply interesting to her because she does not know many people that read for pleasure. I was sad to see that Cameron worries about what other kids think about her reading everyday, and this surprised me because she seems extremely confident to read out loud and answer questions on reading during large group time. I hope that when she grows up she actually spends a large amount of time reading, but it does not seem that she enjoys it right now. She made me laugh when she looked at me before the last question about getting a book as a present. She told me that it made her unhappy, and I said that was okay and to just tell the truth. I was glad that she showed some vulnerability in her reading skills as this will give us a good starting point to move forward from, and I greatly look forward to working with Cameron more!

When I talked to Dr. _____ about her survey, he was surprised by some of her answers, especially that she tells her friends about good books 'some of the time.' He

said he has never really seen her read a chapter book from start to finish, so telling her friends about one has probably never happened. We were both disheartened to read that she worries about what other kids think about her reading everyday. Throughout my working with her, I hope to improve her self confidence in her reading abilities!



Assessment #3

Level 25

Reading Record

Name: Cameron

Age: 9

Date: 2/13

Text: Jack and the Beanstalk

Level: 25

R. W: 205

Accuracy: 92

S.C. Rate: 0:15

This piece is from the fairy tale *Jack and the Beanstalk* and takes place when Jack is in the giant's castle.

Jack seized the golden harp that had belonged to his father and ran away with it. But as he raced toward the castle doorway, the harp called out, "MASTER, MASTER!" The giant woke up. With a deafening roar he sprang from his seat and in two strides had reached the door. But Jack was very nimble and he fled like lightning with the harp. The furious giant tore after him so fast that he nearly touched poor Jack. He stretched out his enormous hand to catch him. But luckily, just at that moment, the giant stepped upon a loose stone, stumbled, and fell flat on the ground. This accident gave Jack enough time to grasp the beanstalk and scramble down it. But when he reached his own garden, he saw the giant descending after him. "Mother, Mother!" demanded Jack. "Make haste and give me the hatchet!" His mother ran to him with the hatchet in her hand, and with one tremendous blow, Jack cut through all the beanstalks except one. "Now, Mother, stand out of the way," said he. Just as the giant took hold of the last branch of the beanstalk, Jack cut through the stem. Down came the giant with a terrible crash.

E

S.C.

Errors
MSV

Self-
corrections
MSV

1

msv

111

msv
msv
msv

1

11

msv
msv
msv

1

11

msv
msv
msv

1

1

1

1

1

msv
msv
msv

1

msv

1

msv

Total

16

0

65/8



Assessment Record

Name: _____

Analysis of retelling (meaning, main ideas, coherence, vocabulary, reference to text)

Jack was in the giant's castle, but the giant was after him. But the giant slipped & Jack got away & asked his mom to get the harpnet so he cut down the beanstalk.

Questions to check for understanding (check if understanding acceptable)

1. Why did Jack seize the harp?

Response: because it was from his father

☐

2. What gave Jack enough time to get down the beanstalk?

Response: the giant stepped on a wire stone

☐

3. What did Jack tell his mother to get?

Response: harpnet

☒

4. Why do you think Jack was able to outwit the giant?

Response: because he is too small

☐

5. Explain why it is hard to make a decision when you are in a hurry or you are scared.

Response: because you are trying to be quick and you don't have enough time.

☐

Reading level

Accuracy level: _____ = 1: _____ = %

Self-correction rate: _____ = _____ = 1:

Reading level (with understanding): Easy / Instructional / Hard

Analysis of reading behaviors (print concepts, meaning cues, structural cues, visual information, self-monitoring, self-correcting, fluency, expression)

Recommendations:

Teacher:

Date benchmark assessment completed:

Assessment 3: Running Record/Miscue Analysis

This assessment took place on February 13th at 10:15.

My mentor teacher was extremely helpful with teaching me the exact way that they assess students each quarter, which was much more helpful than just using dibles. When I pulled Cameron into the hall I wondered if she was going to cooperate because I never can quite tell what her mood is. There was not much going on in the hallway besides people walking to and from the restroom. I was glad that there was not a small group from another fourth grade classroom working there. The book that my mentor teacher gave me for her level was "Jack and the Beanstalk." She read it through once in her head and then out loud to me as I marked her mistakes. Cameron's speed of reading seemed to be fine, but she had many (what seemed to be) careless errors. What surprised me the most was that she never self corrected at all. I mostly thought that Cameron could read the passage with ease but struggle with comprehension, but I was clearly wrong. She stumbled over a few long words such as 'deafening,' and also completely omitted words. She substituted similar words such as felt for fled and grab for grasp, and the only real reason seemed to be laziness.

Because I have seen so many students in this class have trouble with comprehension, I figured that Cameron would also struggle with retelling me the story. However, she answered almost every comprehension question correctly and was able to tell the story back to me with few mistakes. Even though she admitted to not knowing exactly what a hatchet is, she used the word correctly.

Dr. _____ went over the results with me afterward, and we determined she is at a 92% accuracy rate, and he said they really want them to be above a 95% before moving

up. He pointed out the meaning, syntax, and visual errors she made, and some of the errors combined two or more of these categories. Cameron scored a 90% on the assessment record because she could give me answers for all of the questions but they were not always as detailed as they should be.

Overall, Cameron seems to be a capable reader. My mentor teacher did not seem at all surprised by the results and said that she would have done much better if she simply cared more. I hope that throughout the semester I can not only improve her reading level but also inspire her to love books and care about her ability! While I want to find interesting books that she would like to read, they are rarely given the opportunity for individual silent reading. Instead, they would rather get on ticket to read on their netbooks, which may help with comprehension but does not lead to any true engagement.

Assessment #4

SLOSSON ORAL READING TEST

93
100

Date 2/28

Reading
Level
School
Grade

Name _____

List P (20)	List 1 (40)	List 2 (60)	List 3 (80)	List 4 (100)
1. see	1. with	1. game	1. safe	1. harness
2. look	2. friends	2. hide	2. against	2. price
3. mother	3. came	3. grass	3. smash	3. flakes
4. little	4. horse	4. across	4. reward	4. silence
5. here	5. ride	5. around	5. evening <i>even</i>	5. develop
6. can	6. under	6. breakfast	6. stream	6. promptly <i>✓</i>
7. want	7. was	7. field	7. empty	7. serious
8. come	8. what	8. large	8. stone	8. courage
9. one	9. bump	9. better	9. grove	9. forehead
10. baby	10. live	10. suddenly	10. desire	10. distant
11. three	11. very	11. happen	11. ocean	11. anger
12. run	12. puppy	12. farmer	12. bench	12. vacant <i>✓</i>
13. jump	13. dark	13. river	13. damp <i>dump</i>	13. appearance <i>appora</i>
14. down	14. first	14. lunch	14. timid	14. speechless
15. is	15. wish	15. sheep	15. perform	15. region
16. up	16. basket	16. hope	16. destroy	16. slumber
17. make	17. food	17. forest	17. delicious	17. future
18. ball	18. road	18. stars	18. hunger	18. claimed <i>clamme</i>
19. help	19. hill	19. heavy	19. excuse <i>✓</i>	19. common
20. play	20. along	20. station	20. understood	20. dainty

List 5 (120)	List 6 (140)	List 7 (160)	List 8 (180)	High School (200)
1. cushion	1. installed	1. administer	1. prairies	1. traverse
2. generally	2. importance	2. tremor	2. evident	2. affable
3. extended	3. medicine	3. environment	3. nucleus	3. compressible
4. custom	4. rebellion	4. counterfeit	4. antique	4. excruciating
5. tailor	5. infected	5. crisis	5. twilight	5. pandemonium
6. haze	6. responsible	6. industrious	6. memorandum	6. scrupulous
7. gracious	7. liquid	7. approximate	7. whimsical	7. primordial
8. dignity	8. tremendous	8. society	8. proportional	8. chastisement
9. terrace	9. customary	9. architecture	9. intangible	9. sojourn
10. applause	10. malicious	10. malignant	10. formulated	10. panorama
11. jungle	11. spectacular	11. pensive	11. articulate	11. facsimile
12. fragrant	12. inventory	12. standardize	12. deprecate	12. auspicious
13. interfere	13. yearning	13. exhausted	13. remarkably	13. contraband
14. marriage	14. imaginary	14. reminiscence	14. contrasting	14. envisage
15. profitable	15. consequently	15. intricate	15. irrelevance	15. futility
16. define	16. excellence	16. contemporary	16. supplement	16. enamoured
17. obedient	17. dungeon	17. attentively	17. inducement	17. gustatory
18. ambition	18. detained	18. compassionate	18. nonchalant	18. decipher
19. presence	19. abundant	19. complexion	19. exuberant	19. inadequacy
20. merchant	20. compliments	20. continuously	20. grotesque	20. simultaneous

Assessment 4: Slosson

This assessment was completed on February 28th at 10:10 AM in the hallway. I like to pull Cameron out of class because there are less distractions, and she will not be nervous that people are watching her read.

At the advisement of another fourth grade teacher, I decided to do the Slosson oral reading test with Cameron. This assessment required Cameron to accurately read a list of vocabulary words down the list. Mrs. _____ told me that she usually has the student stop after they read five words incorrectly. After quickly looking over the words, I figured I might be able to start on the fifth list because she would easily read the first four, but I decided to start at the beginning anyways. Both Cameron and I had a copy of the word list in front of us, and she read word by word as I listened to see if she pronounced them correctly. I gave her a bookmark to keep her place as she went down the list. Cameron completed the first three lists without problems, but started to stumble on the fourth list. I was surprised that she read 'evening' as even, completely omitting the ending. I can only speculate that this was laziness on her part because the ending 'ing' is so common. Secondly, she read 'damp' as 'dump.' While switching vowels does not seem like a huge mistake, this completely changes the word. Another mistake that stood out to me was her inability to read the word 'promptly.' She sounded out the first part, but I told her the word because she stopped after that. I suppose this was difficult because of the three consonants (ptl) next to each other, and she probably had never heard this word before. While she made other excuses throughout the test, I was again

surprised that Cameron did not self correct at all. She would completely move on even after stumbling over a word or not reading it at all.

Because she missed more than five in the first five lists, we did not continue to the bottom of the page, which made me glad that I decided to start at the very beginning. Because I know that Cameron has better reading abilities than this assessment shows, I am going to continue to encourage her to slow down and take her time. If Cameron put in more effort and cared about how to say different words and what they mean, she would be a much more successful reader. I am going to try to instill a love of reading by encouraging her to read more interesting chapter books with topics that can relate to her. When discussing this assessment with Dr. _____, he did not have much advice other than to continue to encourage Cameron to slow down and decode the words to the best of her abilities. I will remind her to pay more attention to which vowels she sees in order to avoid careless mistakes such as mixing up an 'a' and an 'e.'

Assessment #5 Leveled Reading

was invited to be on an all white baseball team. The owner of the Brooklyn Dodgers, Branch Rickey, wanted baseball to truly be a team sport. That had never happened before. Many people were very happy. Some people were angry. They did not want black and white players on the same team. Rickey wanted to find a player that had "guts enough not to fight back." People were very cruel to Robinson. Many of the white players on the other teams were especially mean. They hit him. They threw balls at him. They even tried to stick their sharp shoe spikes into him. He never fought back. He did not hit back. He never yelled at them or show them how angry he was. He just played harder and harder. He took out his anger on the balls he was pitched. Robinson soon became a hero. Today, baseball players of every color can be seen on the field together. They all have Jackie Robinson and Branch Rickey to thank.

Level Five 290 words

3/18/13

Accuracy = $\frac{269}{290}$

over A lion was sleeping one day when a little mouse came along and ran up and down over his face.

This awakened the lion and made him very angry.

He put his paw over the mouse and said, "What do you mean by waking me? You shall pay for this," and he opened his big mouth to swallow the mouse.

"Oh, do not kill me, Mr. Lion!" squealed the mouse. "I did not mean to waken you. Do let me go and I will never trouble you again."

"No, I will not let you go," roared the lion.

"Please do," cried the frightened mouse. "If you will let me go perhaps I can do something for you sometime."

This made the lion laugh. "You do something for me," he said. "What a joke! Well, you are such a little fellow that I will let you go this time, but never let me see you about here again," and he lifted his paw.

As the little mouse scampered off, he said, "Thank you, kind lion, I shall not forget your kindness."

Some time after this the lion was caught in a trap. The hunters tied him to a tree while they went to get a wagon to carry him away.

The lion roared so loud that the ground shook. The little mouse heard him.

"That lion is in trouble," he said. "I will see what I can do to help him," and he ran to the lion.

total errors: 21
omitted words: 6

self corrections: 1

When the mouse saw ^{to}that the lion was tied with ropes, he said, "Cheer up, Mr. Lion. Be quiet and I will set you free," and he began ^{to}gnawing the ropes. He worked long and hard and at last ^{least}the lion was free.

Level Six

How can you tell the difference between a frog and a toad? First, frogs and toads look different. Frogs have smooth skin and use their strong legs to jump. Frogs are skinnier and smaller than toads. Toads have bumpy skin. Toads are fatter and slower than frogs. Unlike frogs, toads can puff themselves up with air to look bigger. They also are very similar in many ways. Both frogs and toads are amphibians. They both have lungs, but also breathe through their skin. They use sounds to talk to each other. Toads and frogs both eat insects, worms and other small bugs. As you can see, frogs and toads look alike, but when you know what to look for, telling the difference becomes easy.

Level Seven

Almost 4,000 kinds of bees are native to the United States. Yet the bee that most people know, the honeybee, is not a native species; it was brought here by European settlers. Honeybees are used to make honey and to pollinate crops.

Native bees pollinate many plants that honeybees do not. Bumblebees can pollinate by a special process called "buzz pollination." When a bumblebee flies, its hair builds up a static charge. It enters the flower and grabs one of the flower's anthers (the long stalks that contain the pollen). The bumblebee shakes the anther and makes a loud buzzing noise. The pollen, shaken from inside the anther, is attracted by the electrostatic charge of the bee. So it jumps a short distance and sticks to the bee! Honeybees cannot pollinate eggplant and tomato flowers; bumblebees can. So whenever you eat a tomato . . . thank a bumblebee.

Level Eight

Assessment 5: Leveled passages from eLC

I assessed Cameron's reading again on March 18th during reading time (around 10:50). I felt as though I was not pulling her away from anything too important as everyone in the class was doing ticketstoread.com on their netbooks. We walked into the hallway, and she seemed to be in a good mood, most likely because coming with me makes her feel special. I told her that I was extremely confident in her reading abilities, and that was why I wanted her to try a fifth grade level. I felt like that boost of confidence by itself would help her to succeed, and I think in some ways it did. Although the passage contains some longer words she probably had never seen before, she did fairly well reading them without too much hesitation. For instance, she substituted *furiating* for *frightened* and added an 'r' to *scampered* to make it *scrampered*. I was mildly surprised that she read 'squealed,' 'fellow,' and 'swallow' without any hesitation. However, it did not shock me that she was completely dumbfounded at the word 'gnawing' as most fourth graders would not recognize a silent g at the beginning of a word. After working with Cameron, I was glad to see that she has slowed down in her reading. While she still makes some careless errors such as substituting vowels or not reading the 'ed' at the end of a word, she does not try to rush through the passages. Even if she does not understand a word, I can tell that she has uses context clues to guess their meaning when she retells the story to me. Even though Cameron read with about a 93% accuracy, her mistakes are understandable. For example, it does not sound natural to say "What do you mean by waking me?" I am curious to know why she sometimes omits words altogether, since lack of concentration and concern for speed are not issues. Cameron skipped right over four words. While reading accuracy is imperative for success, I am glad to see that Cameron

fully understands the passages that she reads. She retold the story with great attention to detail, such as the lion laughing when the mouse said he would return the favor.

Dr. _____ was surprised that she was able to comprehend the story of the lion and the mouse in full detail. He suggested that to improve her comprehension even more I should ask her questions at the end of each passage we read. Instead of getting on the netbooks like the rest of the class, we have started to read a "Full House" book together. We take turns reading every two pages for many reasons. First of all, I know that she sometimes gets tired from reading out loud for extended periods of time, and my reading gives her a break. When I only had her read she would make more mistakes after a few minutes. We also take turns so that we can discuss what happens. We make predictions and tell our opinions, and I have retell and summarize key points in the texts. Because the book focuses on characters from one of her favorite tv shows, she seems very engaged and always comprehends what is going on. Dr. _____ told me to keep asking her lots of questions while reading and also have her figure out unfamiliar vocabulary words by using clues from the text.

3/20
10:10 AM

8 mistakes
119 WPM
89 seconds

Fluency Finder
Assessment #6
4th Grade
Fable

Bundle of Sticks

There once was a father who had a family of sons. They could never agree and fought and argued all day long. The sons fought so often that ^{if} it was difficult for the family to spend time together. The sons fought about every task and ^{chores} chore they were asked to do. No matter what the father did, the sons would not get along. One day, after a particularly loud and rough fight, the father called the sons together. He asked one son to bring him a bundle of sticks. One at a time, he handed the bundle to each son and asked him to break the bundle. As hard ~~as~~ they tried, none of the sons could break the bundle of sticks. The father then untied the bundle and gave the sticks one by one to his sons to break. One by one they broke all the sticks very easily.

The father said to the sons, "When you stand together, you cannot be broken, but when you stand apart you are weak."

Moral: In unity there is strength.

argued → agree
omitted his
untied → united
handed → handled

Assessment 6: Fluency Finder

I completed this reading assessment with Cameron at 10:10 AM on March 20 in the hallway. There was a teacher working with two other students across the hallway, but they were being very quiet. I always hate when students from our classroom come out for the restroom because Cameron gets distracted, and I was glad that did not happen today. For my third assessment, I chose to use an application on the iPad called Fluency Finder. Another fourth grade teacher at _____ invented it, and my mentor teacher recommended it to me. The app makes it easy to track a student's progress in terms of speed and number of error, and it is extremely easy to use. Even though Cameron did not get to work on the iPad herself, I could tell she was excited that we were going to do something different. I know she is having some difficulties at home and probably does not get much one on one time with adults. Every time I say I have something for her to complete she totally lights up and wants all of her classmates to see that she is getting pulled into the hallway with me. She read the fourth grade passage "Bundle of Sticks" at a rate of 119 words per minutes, which seemed a little faster than usual. This assessment was interesting because I have always considered Cameron's fluency, accuracy, decoding, and comprehension skills without actually thinking about how quickly she can read. She only completely omitted one small word-his-which is definitely an improvement for her. Cameron also transformed two words (untied to united and handed to handled). While these are simple and understandable mistakes, I am curious why she does not use context clues to self-correct. Since she obviously knows the meaning of these words, she should understand why her replacements do not make sense. Additionally, her speed and accuracy is decent, but her fluency definitely needs

improvement. Cameron's reading at this point still sounds very choppy, and she rarely has any inflection in her voice. She often does not pause at the end of her sentences, making it seem as if two sentences are one. I think that she may be able to read more smoothly if she was reading a longer passage, such as one out of a chapter book with dialogue. I plan to work with her to improve her fluency as well as her self correction next time we read together.

Dr. _____ also seemed surprised by her words per minute score and said that she was around 100 words per minute at the beginning of the year. We were both glad that she seems to be improving greatly in all aspects of reading. Because we read together often and I help her think through context clues, it is hard not to stop her when I am assessing her. I know that she could probably do a little better, but I was proud of her progress. Dr. _____ said many of his students go too quickly to use context clues, and he was also unsurprised that her fluency still needs some work. I hope that in the future Cameron continues to read out loud as much as she can as this is the true way to improve fluency.