

(1) Observation Assessment and Reflection

3rd grade class, 22 students in all, 11 boys and 11 girls

Apple was observed during morning meeting, morning work, and while in the line headed to specials
Sep. 4, 7:45 a.m. - 8:10 a.m.,

Observation:

I decided to complete my observation first thing in the morning so I would not be taken away from any possible teaching opportunities. I observed my student, Apple, during the morning meeting on the carpet, during the morning work that preceded the meeting, and finally throughout their walk to Specials. While seated on the floor in a circle, Apple had initially sat crossed legged with her head propped on her hand. When the teacher had the students shake hands and greet one another, Apple did so very quietly where you could barely even hear her. As the morning meeting continued, Apple sat quietly staring. A little girl behind her started messing with Apple's hair. Apple did not say anything to the little girl, but instead kind of rolled her eyes and moved her head. The other student did not stop, so the other candidate teacher told her to stop. While sitting there, Apple started to pick at her hair a few times, then started to pick at her legs. She looked around, then looked back down at her legs. At one point the teacher told the students to close their eyes for something, but Apple instead just put her hands on her face, but you could tell her eyes were still open. After this activity, Apple still sat quietly, not saying anything to anyone, and not raising her hand to share anything with the class. She then pulled her knees up to her chest and wrapped her arms around them. Towards the end of the morning meeting, the teacher asked another question, this time Apple did raise her hand to answer, but she did not raise it high, and the students who did were called on.

After morning meeting was over, the students went back to their desks to go over the morning work they are expected to complete as soon as they enter the classroom each morning. The teacher had told the students to go to their seats and pull out their morning work. Apple did not. She just went to her seat quietly and laid her head down. The teacher repeated to the students that they are supposed to have their folders out, at which point, Apple pulled out her folder then. She ended up sitting back in her chair

with her arms folded. At one point the teacher was counting with the class, and Apple was silently moving her lips counting with the teacher. Then, shortly after that, she caught me looking at her, so I turned my head. Towards the end of this, she finally spoke, and shouted out an answer of “zero.”

Lastly, the students were lining up to go to Specials. She quietly got in line. While walking down the hall, she rotated her hands from in her pockets, crossed in front of her, or folded behind her. During this time though, she never said a word. When they were almost to the Specials classroom, the three students in front of her started to run into the classroom, and she ended up running also.

Reflection:

During this observation, I noticed how quiet Apple is, at least until she really has something to say. I also noticed that she typically does not seem to be watching or paying attention, but will raise her hand when she does have something to say. This makes me think that she is listening to the teacher, even when it looks like she is looking else where. I wonder if a lot of her quietness is because she is a brand new student to this school and did not even start here until a month into the school year. I believe this observation will help inform my next assessment by helping me to realize that just because Apple is fidgeting and not looking at me, does not mean she is not paying attention. I hope as the school year progresses, Apple starts to feel more comfortable with us teachers as well as her classmates. Maybe then she will be able to come out of her shell a little and build her confidence in speaking.

Mentor Teacher Discussion:

My mentor teacher stated that Apple does usually just sit at her desk quietly, but can also be influenced by others to say or do something she should not. Just like with her running down the hallway. Apple knows better, but since the other students ran, so did she.

(2) Reading Attitude Survey Assessment and Reflection

3rd grade class, 22 students in all, 11 girls and 11 boys
Elementary Reading Attitude Survey Scoring Sheet: Student is Apple
Sep 11, 10:15 a.m.

Observation:

This observation and survey took place in the hallway at a table with just Apple and myself. Although Apple does not have a lot of comprehension when she reads, she does know how to read the words placed in front of her. Because of this, I chose to let her read the survey herself. At the beginning of the survey I asked Apple who was in the pictures, but she did not know it was Garfield. She said that she has never heard of Garfield. I then proceeded to give her an example of what each Garfield mood was then allowed her to read through and answer the questions on her own. She answered the happiest Garfield on sixteen of the questions; the slightly smiling Garfield on one of the questions; the mildly upset Garfield on one of the questions; and lastly the very upset Garfield on two of the questions. Apple did not talk during the survey other than to read the questions and get help with words she did not know. Otherwise, Apple just read through and answered the questions quietly, and immediately wanted to move on to reading which was the time slot we were in during the survey. I noticed that Apple answered the happiest Garfield on all but one of the questions for the academic reading, but she did answer the very upset Garfield and the mildly upset Garfield on three of the Recreational reading questions. The very first question she chose the mildly upset Garfield. On question four she chose the very upset Garfield. Question eight, Apple also chose the very upset Garfield. Lastly, on question twelve, Apple chose the slightly smiling Garfield. On all the other questions, Apple chose the happiest Garfield as her answer. After the survey was completed, I put in the scores and found the percentages. Apple received a raw score of 32 in recreational reading and a raw score of 39 in academic reading. The full scale raw score was then 71 out of a possible 80. Apple's percentile rank is an 80% in recreational, a 97.5% in academic, and an overall percentile rank of 88.75% for both recreational and academic reading.

Reflection:

First of all, the survey pictures are outdated and need to have a more recent character listed. Although there is a movie called Garfield, not everyone has the means to buy and watch this movie, or to even have satellite or cable to watch it. On another note, the scores did not surprise me at all. Reason being is that this is the same kid that said she wanted to write a persuasive paper on more school work time. When asked why she wanted to have more time to do work, she said so she could be smarter, learn more, and it would help all the students to be better. This is why when Apple started answering the questions, I figured she would probably choose more of the happiest Garfield than any of the others. For the recreational reading, I understand why she chose less than happy Garfield on a few of those. Question one was about reading inside because it is raining outside. She probably chose upset only because it was raining and she could not play outside. In question four, it asks if you want a book for a present, so again, I completely understand Apple choosing very upset because who wants a book when you can have a game, clothes, or something else that interests you. She also chose very upset to the question of reading instead of playing. I guess this question shows that although Apple likes to read, she prefers to play if given the choice. Lastly, she chose slightly smiling for the question regarding reading worksheets and workbook pages. Reading in this context takes away from the love of reading and turns it into a chore, so again, I understand why Apple would be less than thrilled to complete this type of reading. I am really happy that Apple likes to read. Now we just hope that she will begin to gain a better comprehension of her reading to allow her to not only become a better reader, but also help her do better in school. One of the strategies I have started with Apple is having her read the same book twice. I chose a book on her level, had her read it one day, we discussed it, and then I had her read it again the second time we met. She did seem to have more comprehension of the book the second time around and she read the book with more ease. Of course, she probably had more comprehension because we had already discussed it the Wednesday before, however, I feel that just helping to gain better fluency in her reading will help her to eventually start to comprehend what she is reading. I plan to use a different book every two times I read with her.

Mentor Teacher Discussion:

My mentor teacher stated that the scores I collected were not surprising. Apple seems to show an interest in reading. The issue is that she does not comprehend what is being read. Because of this, the teacher is starting Apple on a reading program that she will work on the computer three times a week for fifteen minutes at a time. Additionally, twice a week, Apple will read with me during the reading block which will help her fluency. And lastly, Apple has a reading mentor that will help her during ELT in the afternoons. This is the intervention that has been put in place for Apple in hopes that she will be on reading level by the end of the year.

Assessment 2

Elementary Reading Attitude Survey Scoring Sheet

Student Name Apple

Teacher May

Grade 3rd Administration Date 9-11-13

| Scoring Guide | |
|---------------|---------------------------|
| 4 points | Happiest Garfield |
| 3 points | Slightly smiling Garfield |
| 2 points | Mildly upset Garfield |
| 1 point | Very upset Garfield |

| Recreational reading | Academic reading |
|---|----------------------|
| 1. <u>2</u> | 1. <u>4</u> |
| 2. <u>4</u> | 2. <u>3</u> |
| 3. <u>4</u> | 3. <u>4</u> |
| 4. <u>1</u> | 4. <u>4</u> |
| 5. <u>4</u> | 5. <u>4</u> |
| 6. <u>4</u> | 6. <u>4</u> |
| 7. <u>4</u> | 7. <u>4</u> |
| 8. <u>1</u> | 8. <u>4</u> |
| 9. <u>4</u> | 9. <u>4</u> |
| 10. <u>4</u> | 10. <u>4</u> |
| Raw Score: <u>30</u> | Raw Score: <u>39</u> |
| Full scale raw score (Recreational + Academic): <u>71</u> | |
| Percentile ranks: Recreational <u>80.0%</u> | |
| Academic <u>97.5%</u> | |
| Full scale <u>88.75%</u> | |

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 Survey designed by Dennis J. Kear, Wichita State University

(3) Running Record Assessment and Reflection

3rd grade class, 22 students in all, 11 girls and 11 boys
Running Record: Student is Apple
Sep 23, 10:30 a.m.

Observation:

Apple was taken out into the hallway to complete this assessment. There were three other students already in the hallway with other teacher candidates. Apple and I sat on the floor to complete the assessment with the paperwork out in front of her. Apple has already shown to be on a lower grade level for reading, so I did not ask her to read the third grade passage.

Apple read the first grade passage “Paws Visits School.” I am not sure if I was supposed to do this or not, but my mentor teacher had told me last week that I needed to reinforce the fact that Apple needs to pay attention to what she reads because she will be asked questions. So before starting the passage, I told Apple that she needs to read carefully because I will be asking her questions about it at the end. I also told her to read the best she can, and if she comes to a word she cannot say after three seconds I will give her the word. Apple nodded in agreeance with all of this and began to read. Apple got twelve total miscues on this passage, nine of which I felt were significant and three were not. The three that were not significant were all the same word; actually it was the name Anne and she pronounced it Annie each time. There were four words I had to give her because she could not figure out what the words where: arms, away, hugged, and tightly. A couple of words she added an apostrophe ‘s’ or took it away when saying the word. Lastly, there were a couple of words that she just said incorrectly and kept on reading. Due to her previous inability to comprehend a passage, I was surprised that she actually got every question correct with little help from relooking at the text. Based on the record sheet, Apple’s word recognition score is at a frustration level and her comprehension score is at an independent level.

After completing the first grade passage, I had Apple read a second grade passage, “The Lost Babies.” I again repeated that she needed to pay close attention to what was read because she would answer questions at the end of the passage. Apple had one insignificant miscue that ended up equaling

seven miscues because the word was repeated that many times; she pronounced Mrs. as Miss all through the passage. Apple made fourteen total miscues with only six of those being significant. For starters, she said child instead of children, secondly she was unable to say toad, find, and forest, and lastly, she said was instead of were. Apple also answered all of the questions correctly, however she had to look at the text for almost every single question. This shows her word recognition still at frustration level and her comprehension still at an independent level.

Reflection:

I thought it was weird that her scoring was actually about the same on the second grade passage and the first grade passage. Both scores show her word recognition at a frustration level and her comprehension at an independent level. The word recognition makes sense, because as I have read with her lately, Apple has a hard time recognizing words or even sounding them out when she does not recognize a word. On the other hand however, the comprehension is not at an independent level for her even though the score says she is. Although she did great with the first grade passage and that story might be at her reading level, the second grade passage was not. She was having to constantly go back to the passage in order to answer the questions. I would not say she was at a frustration level though because she answered the questions fairly quickly. It did not take Apple much time to skim the passage quick and answer the questions quick. So although she might not of had a good grasp on the story, she at least remembered where certain things were said since she answered the questions immediately. I liked giving this passage to her because it allowed me to see that she really can comprehend something that she reads as long as it is on her level or below. As much as I do not want her to be on a first grade level, I believe the next time I have her read to me, I am going to find a first grade book and see if she can read it and answer questions about it. This way I can see if she can at least comprehend something that she is reading, rather than nothing at all.

Mentor Teacher Discussion :

My mentor teacher again said that these scores did not surprise her about Apple's reading ability. I told the mentor teacher that I started off the assessment by telling Apple to pay close attention since I

would be asking her questions afterwards and the mentor teacher seemed to be pleased that Apple was able to answer the questions easily even though it was on a first grade reading level. My mentor teacher told me next time I read with her, also try asking Apple questions before we even start reading, this way it will get Apple to start thinking about the story even before she reads it. And my mentor teacher said to also continue asking questions during the reading and at the end of the reading.

RECORD SHEET

Form 1

Grade 1 Passage Reading

Name Apple Date _____

Teacher's Directions 354-355
Child's Copy 363

Background: Low |-----| High

Paws Visits School

Fred has a big black cat. The cat is named Paws. Fred took Paws to his small school. All of the children loved Paws. They all tried to pet Paws at one time. Paws was very afraid. She jumped out of Fred's arms and ran away. Fred looked all around but could not find Paws. Fred's friend, Anne, looked under the little table. Anne saw Paws under the table. Anne ran and told Fred where she saw Paws. Paws came out when she saw Fred. Fred hugged Paws tightly. Fred took Paws home and gave her some food to eat.

E 7141 (Grade 1) Activating Background:
Read the title to yourself and look at the picture. Then tell me what you think this story will be about.

T 1. ☒ What is this story about? (Paws; a cat; a boy who takes his cat to school)

F 2. ☒ What color was the cat? (black)

F 3. ☒ What was the cat's name? (Paws)

F 4. ☒ Why did the cat run away? (she was afraid)

F 5. ☒ Who helped Fred find his cat? (Anne) Annie

F 6. ☒ Where did Anne find Paws? (under the table)

I 7. ☒ How do you think Anne felt when she found Paws? (any logical response; happy; excited; glad)

I 8. ☒ Why do you think Fred took Paws to school? (any logical response; to show the other children)

E 9. ☒ Do you think Fred will take Paws to school again? Why? (maybe he was afraid) (any logical response)

V 10. ☒ What does "afraid" mean? (scared)

Total Miscues 12 Significant Miscues 9 Questions Missed 0

| Total Miscues | Level | Significant Miscues |
|---------------|---------------|---------------------|
| 0-1 | Independent | 0-1 |
| 2-4 | Ind./Inst. | 2 |
| 5 | Instructional | 3 |
| 6-9 | Inst./Frustr. | 4 |
| 10+ | Frustration | 5+ |

| |
|----------------|
| Excellent |
| Satisfactory |
| Unsatisfactory |

WPM
6000

| Questions Missed | Level |
|------------------|---------------|
| 0-1 | Independent |
| 1 1/2-2 | Ind./Inst. |
| 2 1/2 | Instructional |
| 3-4 1/2 | Inst./Frustr. |
| 5+ | Frustration |

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364 Chapter Six Comprehension

RECORD SHEET

Form 1

Grade 2 Passage Reading

Name _____ Date _____

Teacher's Directions 354-355
Child's Copy 365

Background: Low ————— High

The Lost Babies

It was getting dark outside. All the animal mothers were looking for their children. Mrs. Turtle found her babies near a tree. Mrs. Toad jumped in the weeds after she found her hungry children. Mrs. Fish found her babies by the rocks in the river. They were safe and happy.

Mrs. Rabbit was very scared. She could not find her babies anywhere. She was afraid that a fox might find her babies first. She looked all over the forest.

Mrs. Mouse helped Mrs. Rabbit look for her lost babies. Mrs. Mouse found them. The lost babies were safe at home.

E 8224 (Grade 2) Activating Background:

Read the title to yourself and look at the picture. Then tell me what you think this story will be about.

- T 1. ☒ What is this story about? (Mrs. Rabbit looking for her lost babies; lost babies) *← Looking back at the text*
- F 2. ☒ Where did Mrs. Turtle find her babies? (by a tree)
- F 3. ☒ Where were the baby fish? (by the rocks in the river)
- F 4. ☒ Who couldn't find her babies? (Mrs. Rabbit)
- F 5. ☒ What was Mrs. Rabbit afraid of? (that a fox might find her babies)
- F 6. ☒ Who found the baby rabbits? (Mrs. Mouse)
- I 7. ☒ What time of day did the story take place? Why? (any logical response; night)
- I 8. ☒ What do you think Mrs. Rabbit did when she heard Mrs. Mouse's news? (any logical response; went right home) *look them home*
- E 9. ☒ Why would Mrs. Rabbit be afraid of a fox? (any logical response; it might eat her babies)
- V 10. ☒ What does "safe" mean? (any logical response; no danger; no harm; protection) *happy no one found or ate them*

Total Miscues ☒ 14Significant Miscues ☒ 6Questions Missed ☒ 0

| Word Recognition Scoring Guide | | |
|--------------------------------|---------------|---------------------|
| Total Miscues | Level | Significant Miscues |
| 0-1 | Independent | 0-1 |
| 2-4 | Ind./Inst. | 2 |
| 5 | Instructional | 3 |
| 6-9 | Inst./Frustr. | 4 |
| 10+ | Frustration | 5+ |

| Retelling |
|----------------|
| Excellent |
| Satisfactory |
| Unsatisfactory |

WPM

/6000

| Comprehension Scoring Guide | |
|-----------------------------|---------------|
| Questions Missed | Level |
| 0-1 | Independent |
| 1½-2 | Ind./Inst. |
| 2½ | Instructional |
| 3-4½ | Inst./Frustr. |
| 5+ | Frustration |

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(4) Self Selected Assessment and Reflection

3rd grade class, 22 students in all, 11 boys and 11 girls
Sylvia Greene's Informal Word Analysis Inventory, Student Apple
Oct. 2, 10-30 a.m.- 11 a.m.

Observation:

The assessment took place in the hallway. Apple and I sat at a table and completed the assessment. There were not others in the hallway sitting, however there were people in and out of the different classrooms. Since Apple is at about a first grade reading level, we are not sure how well she is with phonemic awareness. This assessment helped shed some light on this. First I gave Apple a list of words on flashcards for her to say. As she missed them, I did tell her what they were. After going through all the words on note cards, I then had Apple spell the words as I called them out to her. She certainly had less trouble saying the words than spelling them, but either way she still missed a lot of the words. Apple misread seventeen out of thirty-nine on the first set of words and misspelled twenty-three of the thirty-nine. Apple would put an 'e' instead of an 'i' for words like rig or Sid. She put the letter 'c' at the beginning for the words quit and quack as if the 'q' was a 'c'. When I would call out the words to her, she would sound the word out as she spelled it. This made me hopeful that she was going to spell it correctly, but she did not. She is not good with her awareness of sounds and what letters make up what sounds. The second set of words was even harder for Apple. She read fourteen out of forty-two correctly but only spelled two correctly. She seemed to have a hard time with the two vowels together and knowing which one should be the long vowel when reading. When spelling, she just writes the letter she hears and does not add another letter to it. For example, the word beam was spelled bem and the word roam was spelled rom. When reading words like gem and gin, she kept wanting to sound it with the G sound rather than the J sound. Also, long letter combinations such as 'cough' in the word tough was spelled tuf. Apple did spell this like it sounds, but when reading it, she did not know that the 'ough' is the 'uf' sound. Apple also had trouble with words that have silent letters at the beginning or end, such as knack, writ, or limb. When reading the word, she wanted to include the silent letter, and then when spelling the words she never included the extra letter since the sound was not present.

Reflection:

Apple seemed to try to sound out the words and spell them, but she was having a hard time doing both. She also seemed to have a harder time with blending than I thought she would. I decided to use this assessment because I noticed that Apple reads slow and has a hard time sounding out bigger words that are usually in the books she picks out. With my mentor teacher's help, I decided to pick this assessment to see how well Apple did with just sounding out words and blending them. She does not seem to be good with this. She does not know what 'oo', 'ph', or 'str' sounds like. Apple is not very good with vowels and knowing when to say the long vowel, short vowel, or knowing when a vowel is silent. She even has a hard time blending a word when I break the sound up for her. These results did not really surprise me though because she has had a hard time when we would read together. Although I really want her comprehension to build up so she will begin to understand what she reads, I would also love it if she could just read on her own and be able to sound out words that she does not know. I am hoping when she is able to start reading more fluidly, then maybe her comprehension will build. I will be making note cards for Apple for her to review at home throughout the week and send new cards home every week for the remainder of the semester. I will first have her read them to me during the day so I am there to help her with the words she does not know. Then I will ask her to take them home to review, and have her read them to me again when I see her on the following Monday. Hopefully, on that following Monday she will be able to say all the words with no help.

Mentor Teacher Discussion:

My mentor teacher said again that these results did not surprise her. She said that Apple will stay on a low reading level until she learns to sound out and read words. I told her my suggestion and the teacher agreed that it would be good for Apple to have a list of words to study. I will not have her spell at first, just read. If she can learn her letter combination while reading, it will help her later when sounding out words to spell.

10/2/13

Apple

Printer-friendly Version: Sylvia Greene's Informal Word Analysis Inventory

Informal Word Analysis Inventory - Level I - Teacher's Copy

10-2-13
Assessment
4

| | Reading | Spelling | | Reading | Spelling |
|-------|---------|----------|-----------------------------|---------|----------|
| fan | ✓ | fan | met | X | mat |
| hag | ✓ | hag | quit | X | cit |
| Sal | X | sale | quack | X | cake |
| ban | ✓ | ban | rank | X | rak |
| tad | X | ted | link | ✓ | lech |
| rig | ✓ | reg | Kong | X | cog |
| Sid | ✓ | seg | hung | X | hog |
| shin | ✓ | send | brag | X | bag |
| chat | X | cetl | slot | ✓ | slot |
| pitch | ✓ | pech | snap | X | snap |
| latch | ✓ | lach | strut | X | srut |
| sack | ✓ | sack | spring spring | ✓ | spring |
| bath | ✓ | bath | runt | X | rute |
| thin | ✓ | thin | Fisk | X | fisch |
| wham | ✓ | wame | Luke | X | lok |
| rum | ✓ | rome | file | ✓ | fiul |
| cup | ✓ | cap | rote | ✓ | rote |
| log | ✓ | log | nape | ✓ | nape |
| mod | X | mod | Pete | X | Pete |
| fen | ✓ | fen | | | |

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10/2/13

Printer-friendly Version: Sylvia Greene's Informal Word Analysis Inventory
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Informal Word Analysis Inventory - Level II - Teacher's Copy

| | Reading | Spelling | | Reading | Spelling |
|--------|---------|----------|--------|---------|----------|
| vain | van | vain | hark | ✓ | hake |
| jay | ✓ | jay | port | X | path |
| peek | pick | peck | verb | ✓ | vrob |
| beam | ✓ | Bem | firm | ✓ | from |
| roam | ✓ | rom | curl | ✓ | crir |
| mow | ✓ | | pall | ✓ | Pill |
| foe | ✓ | fon | balm | X | Boame |
| hue | X | howe | mild | ✓ | mide |
| few | X | funt | cent | X | sent |
| void | void | ved | pace | X | pose |
| X? soy | | | cinch | ✓ | siche |
| foul | ✓ | fow | cyst | X | sist |
| pow | | | gem | X | gum |
| loop | ✓ | lope | binge | X | beine |
| hood | X | hode | gin | X | gen |
| gauze | X | gozat | gym | X | geme |
| jaw | X | joye | phase | X | foza |
| knack | X | nake | tough | X | tuf |
| writ | ✓ | rit | deaf | X | dofe |
| tight | | | hunted | | hute |
| limb | X | lime | wished | X | wthe |

(5) Self Selected Assessment and Reflection

3rd grade class, 22 students in all, 11 girls and 11 boys

Fry Words: Student is Apple; October 14, 1:10 p.m.

Observation:

I had Apple read words from a list of Fry's Words. I was told that the Fry words has a good list of words for students to know. I ended up only doing the second and third one hundred words, so two hundred words in all. Apple was not able to say twenty-eight of the two hundred words. There were many more words that at first glance she got wrong, but when I made her slow down and reexamine the words, she ended up getting them correct, so I did not count off for those words. I only counted off for the words that I had to break down for her in order for her to say them, or the words that I ended up just having to tell her. She read down the columns of words and would try to go fast from word to word, but I would stop her on the words she got wrong. Some of the words she got wrong kind of surprised me because of some of the words she got right. She missed the word 'give' but got 'through' correct. She missed the words 'try' and 'why' but got 'picture' and 'different' correct. Some of the words she missed though seem to be more on point at the level she is: enough, example, and country.

Reflection:

Apple certainly has a hard time distinguishing between saying a vowel as a long vowel or short vowel. She is not really good with the r-controlled words, meaning she does not know what the -ar or -or sounds like in a word. She also has a hard time blending words, so the words that she was having trouble with, I tried to break them up into their syllables to help her blend it, but she kept adding letter sounds into the words that were not there. Apple was very good while doing the assessment though. She seemed bored, but at the same time, she seemed fine with it and not mad doing it. I think Apple needs a lot of phonics like review and more chances to read with a mentor in order to help build her knowledge and vocabulary. Unfortunately, she has already started getting pulled out more so I have less opportunities to

work with her one on one. But if she can get more help with just being able to sound out words, she would then be able to read a little faster, which could in turn help her comprehension.

Mentor Teacher Discussion:

The teacher again stated that she know how low Apple is. She said it surprises her that the last school Apple was at had her listed almost on grade level, but here she is really far behind. Since I did the Fry words with Apple, the teacher agrees with me that I should write down the words that she got wrong and have her review and say them the next time I am in the classroom. So I wrote down all 28 words down, each one on its own index card for Apple to take home and review and bring back on Wednesday for me to review with her. I will then do the fourth and fifth hundred words with Apple and then do the index cards again with the second set of words that she did not know. Hopefully, I will have time to do this on Wednesday, but if not, then I will completed it next Monday.

Fry Words - The Second Hundred

| List 1 | List 2 | List 3 | List 4 |
|----------|----------|-----------|-----------|
| over | say | set | X try |
| new | great | put | kind |
| sound | where | end | hand |
| take | help | does | picture |
| only | through | another X | again |
| little | much | well | change |
| work | before | large | off |
| know | line | must | play |
| place | right | big | spell X |
| years | too | even | air |
| live | means | such | away |
| me | old | because | animal |
| back | any | turn | house |
| give X | same | here | point X |
| most | tell | why X | page |
| very | boy | ask | letter |
| after | follow X | went | mother |
| things | came | men | answer |
| our | want X | read | found |
| just | show | need | study X |
| name | also | land | still |
| good | around | different | learn |
| sentence | form | home | should |
| man | three | us | America X |
| think | small | move | world |

<http://www.k12reader.com>

(6) Self Selected Assessment and Reflection

3rd grade class, 22 students in all, 11 girls and 11 boys, Assessment
Fry Words-The seventh hundred and reading a book:
Student is Apple. Oct 28, 9:55 a.m.

Observation:

Apple and I went to the library and spent about all of reading time together. I had her first go over more fry words to see how many she knew compared to the first Fry Words I gave her, but I also listened to her read a book start to finish so I could see her progress with reading. I had her grab a book and go with me to the library. We went to the library because I wanted somewhere quiet. It is usually noisy in the hallway outside of the classroom. Apple wanted to check in her books and get new ones. I asked her if she had even read the book yet and she said yes, but when I started asking her questions about the book she could not answer them. I decided to tell her that I want her to read the book about the Gingerbread Baby, one of the books she had, because I wanted to know what happens with the baby. She seemed happy about this so that is what we did. We ended up finding a spot on the floor near the wall to sit. The last assessment I did with Apple was Fry Words the second and third hundred words, so this time I did the seventh hundred words. She seemed to get most of the words on the second and third, but today I only had her say fifty of the hundred words because she was having so much trouble. She could not say twenty of the fifty words, so I did not have her go any further. Apple is still having trouble with her sounds which was very apparent with this word list. However, when she actually read the book to me, I could then tell that she was doing much better. Even with her comprehension. After every page she read, I asked her questions about what she read, or I would ask her prediction questions and she actually was able to answer the questions and have a prediction. Some of her predictions did not make sense to me, but they were not mine. The last prediction question I asked was about how the story would end. This one she kind of repeated herself, so I gave her a prediction. When she heard my prediction, she looked so excited and ready to finish the book to find out.

Reflection:

Apple seems to be getting a little better with her reading when it is in book format. When I had her reading the words from the list, she did not do too well with them. However, when she started reading the book, she could use the surrounding words and the context of the book to help her figure out words she could not read. Apple seemed to enjoy the book and she also did not seem to mind me asking her several questions throughout the book to check for comprehension. Although I had to ask Apple questions after every page to check her comprehension, I was just happy that she was able to answer questions. Towards the beginning of the semester when I would read with her, she could not answer any questions about the book even if I asked her questions page by page. This is certainly an improvement for her which is excellent. Next time I read with her, I think I will ask questions after every page at first, but once we get into the book a little ways, I will then start asking her questions every two pages or so. Apple's issues with saying the words from the list did not surprise me. She is still having issues with her sounds and sounding out words. She seems to be getting a little better and just needs more and more practice. Since she is in the computer lab three days a week, she is building her reading skills which are helping her improve greatly.

Mentor Teacher Discussion:

I mentioned to the teacher what was completed today and what I felt about the assessment. The teacher said that she is very happy Apple's comprehension seems to be building and that she is happy the morning lab seems to be paying off. The teacher plans to keep Apple in the morning lab since it seems to be helping greatly.

Fry Words - The Seventh Hundred *Assessment*

| List 1 | List 2 | List 3 | List 4 |
|-----------------|----------------------|-----------|----------|
| cross | ✗ <u>already</u> | hair | rolled |
| ✗ speak | instead | age | bear |
| solve | • <u>phrase</u> | amount | wonder |
| ✗ appear | soil | scale | smiled |
| ✗ metal | bed | pounds | angle |
| ✗ son | copy | although | fraction |
| • <u>either</u> | free | per | Africa |
| ice | hope | broken | killed |
| sleep | spring | moment | melody |
| ✗ village | • <u>case</u> | tiny | bottom |
| ✗ factors | laughed | possible | trip |
| ✗ result | ✗ <u>nation</u> | gold | hole |
| jumped | quite | milk | poor |
| snow | type | quiet | let's |
| ride | • <u>themselves</u> | natural | fight |
| care | ✗ <u>temperature</u> | lot | surprise |
| floor | bright | stone | French |
| hill | lead | act | died |
| pushed | • <u>everyone</u> | build | beat |
| baby | ✗ <u>method</u> | middle | exactly |
| • buy | ✗ section | speed | remain |
| ✗ century | lake | count | dress |
| outside | iron | consonant | cat |
| everything | within | someone | couldn't |
| ✗ tall | ✗ <u>dictionary</u> | sail | fingers |