

Classroom Observation: Estrella

Date: September 4

Time: 8:25 am – 9:05 am

Grade: 1st Number of Students Present: 13/13

Topic: Reader's Workshop & Guided Reading

Mrs. Beaty opened the reader's workshop mini-lesson reviewing setting. Estrella sat cross-legged in her assigned seat in the front row on the carpet. As she listened to the teacher, she moved from side to side and played with her feet. She participated when the class made their movement for what setting is (raising one hand to the forehead, as if searching for 'where'). Two students sitting next to her who were talking distracted her. As she bit her lip, Estrella looked around the room. To refocus her, Mrs. Beaty asked her a question directly, "What would happen if there wasn't a setting?" The teacher waited for a response but Estrella just looked up at her, hesitating. Mrs. Beaty prompted her, "Would we have a story?" Estrella shook her head "no." For read-aloud, students were given a choice between two books and the book that Estrella raised her hand for, *The Shark Who Was Afraid of Everything*, won. She got really excited when her book won and did a little fist pump and a dance. The class formed a circle for the read-aloud and Estrella sat next to the teacher, smiling. She mostly paid attention, but looked around the room when her classmates talked and made noise. She leaned back against the wall but when the pictures came around to her, she leaned forward and smiled. She started rolling the bottom of her pant legs up in distraction. One classmate insisted that a character in the book was a boy. The teacher corrected him and told them that "Lily" is, in fact, a girl's name. Estrella leaned forward towards the boy and said, "Told you, Kevin."

When the teacher finished the story, she moved over to the chart paper and asked who the “librarian” was. Estrella raised her hand (librarian was her job for the week), and the teacher called on her to come up and hold up the book while she filled in the chart with the title, characters, setting, beginning, middle, and end, with the help of the students. As Estrella held up the book, she peeked over the top to see the pictures. She looked around at her classmates, glanced over at the chart, and smiled about something. The teacher playfully asked her what she was smiling at but Estrella just covered her mouth with the book in shyness. After the chart was finished, the teacher dismissed the class for reading time.

Estrella’s group was doing guided reading with Mrs. Beaty at a table in the back of the room. Every reading group is divided according to reading level and each group has the same books. Estrella noticed this as she looked over at her neighbor’s books and announced, “Hey! You have the same books as me.” The teacher handed each student their own copy of the book, *Father Bear Goes Fishing*, and they began reading the pictures. Mrs. Beaty asked the students to read the title and Estrella put her finger on the first word of the title and was the first student in the group to sound it out. As instructed, she began reading quietly to herself in a whisper as the teacher read with someone else. Once it was Estrella’s turn to read for the teacher, she mistook the word “fish” for “father.” With the teacher’s help, she corrected her mistake. The teacher moved on to another student and Estrella continued reading, putting her finger on the word and leaning her head in really close to the book as it lay flat on the table. When she had trouble pronouncing the word “mother,” she got her lips ready in an “mmm” position, one of the Five Handy Helpers, and whispered the correct word. She finished the book and then started over, as instructed by the

teacher. She rocked back and forth in her chair a little and flipped through the pages of the book, distracted. Mrs. Beaty then called the group back together and asked individual students to read. She mouthed the words as her neighbor read and when it was her turn, she mistook “fish” for “father” again but self---corrected after realizing her mistake. When Estrella got stuck on “shouted,” the teacher broke it down for the whole group. “Out” is a sight word so Mrs. Beaty asked them to find the word that looked familiar to them. She covered up the other two chunks in the word and asked the students to pronounce it. She then asked them to pronounce the “sh” chunk and then she asked them to put it all together. After Estrella read it again correctly and they finished with the book, the teacher asked the group to name the characters in it. Students said mother bear and father bear. Estrella said the fish, but the teacher said that the fish was not really a character, so she decided on father bear instead. The teacher asked Estrella what happened in the middle of the book and when she answered correctly, she looked over at me, smiling. Mrs. Beaty gave the students back their book boxes and dismissed them to go do independent reading. Estrella got up, thanked Mrs. Beaty, and went over to her corner to read.

Even with a classroom of only 13 students, I observed just how hard it is to keep an eye on all of them when the teacher is teaching a lesson. I noticed how distracted Estrella became when her classmates talked, but I am sure it would have gone unnoticed had I not been watching only her. Mrs. Beaty agreed with me and my

partner that our students became easily distracted. She was not deterred though because for first graders, this is not uncommon. Like me, she noticed that Estrella became more engaged and interested when shown the pictures in the books. This is useful for future plans because I now know what keeps Estrella's attention. I also know that she needs to be in a quiet area of the room when working alone so that she won't be so distracted by her classmates. Conducting this observation was helpful because I got to see Estrella in her element without her aware that I was watching her, so she was able to act naturally.

Attitude/Interest Inventory

Date: September 11

Time: 8:40 am

Grade: 1st Number of Students Present: 14/14

Topic: Assessed During Independent Reading

I gave Estrella, my first grade mentor student, the Garfield Elementary Attitude Reading Survey because it is geared more towards younger students. I read the questions to her from the survey pulled up on my computer, repeating them or rewording them if necessary, and she pointed to the Garfield that corresponded with her feelings towards the activity in the question. Her recreational reading raw score was 36 out of a possible total of 40 points. Estrella's academic reading raw score was a 39 out of a possible total of 40 points. With her recreational reading raw score, she is in the 81st percentile according to the table of mid---year percentile ranks by grade and scale. However, she is in the 91st percentile with her academic reading raw score. Her full---scale raw score is a 75 out of 80 possible points. According to the table of mid---year percentile ranks by grade and scale, Estrella is in the 88th percentile for first grade.

For the majority of the questions, Estrella responded that the different reading activities made her happy. I assumed that she responded this way because she wanted to give me the answer she thought that I wanted to hear and my mentor teacher, Mrs. Beaty, agreed. She said that my mentor student is very "eager to please" and that is why she thinks she rated each question so positively. I also noticed that Estrella did not quite understand every question. For the question,

“How do you feel about reading during summer vacation?,” I explained what summer was after I observed the confused look on her face when I read the word “vacation.” My mentor teacher told me that Estrella needed additional support in reading because she did not read or was not read to this summer. I was surprised then when Estrella pointed to the happiest Garfield in response to the question about reading during summer. Perhaps she was read to, but instead of books in English, they were in Spanish. For the question about going to the bookstore, she responded that she had never been to one, yet she still rated it with the happiest Garfield. Similarly, when I read the question asking her how she felt about using the dictionary, I had to explain to her what a dictionary was because she had never used or heard of one before. Yet, she still rated it with the happiest Garfield. Therefore, some questions were inapplicable, but I still included her response for purposes of calculating her raw score. I noticed a competitive edge in Estrella when, after responding with the happiest Garfield for the question that asked, “How do you feel about reading instead of playing,” she commented, “You can learn more and then win to [sic] the other children.” When I asked her to explain her comment, I found that she associated reading with intelligence because she said that she could “win” by reading more. One question that Estrella was quick to answer was the question about reading out loud in class. She responded with the slightly smiling Garfield with no hesitation, although I suspect she would have rated it lower had she not wanted to impress/please me. This is good to know because I will know to work with her more one---on---one for reading out loud so that she is not intimidated by

reading in front of a group or the entire class. I can potentially read with her individually and then have her read the same passage out loud in a group so that she is already familiar with what she is reading to help ease her nerves

Elementary Reading Attitude Survey Scoring Sheet

Student Name Estrella

Teacher Mrs. Candice Beatty

Grade 1st Administration Date September 11, 2013

Scoring Guide

4 points	Happiest Garfield
3 points	Slightly smiling Garfield
2 points	Mildly upset Garfield
1 point	Very upset Garfield

Recreational reading

1. 2
2. 4
3. 4
4. 4
5. 3
6. 4
7. 4
8. 4 → "you can learn more and than win to the other children"
9. 4
10. 3

Raw Score: 36

Academic reading

1. 4
2. 4
3. 4
4. 4
5. 4
6. 4
7. 4
8. 3
9. 4 (but really n/a)
10. 4

Raw Score: 39

Full scale raw score (Recreational + Academic): 75

Percentile ranks: Recreational

81

..... Academic

91

..... Full scale

88

Running Record & Miscue Analysis

Date: September 18

Time: 1:20 pm

Grade: 1st Number of Students Present: 15/15

I assessed Estrella based on the running record and miscue analysis assessments. I used the Grade 1 Reading Passage, "Paws Visits School," provided in class, from the *Teaching Reading Pre--K--Grade 3* book. I asked Estrella if she would come with me while the rest of the students worked independently on math worksheets and we sat at a little table just outside of the classroom. I told her that she was going to read a passage for me and that I would take some notes, but not to let this make her nervous or distract her. Estrella had a total of 47 miscues and I counted each of them as significant miscues because each miscue took away from her understanding of the passage. Out of 100 words, Estrella had 47 miscues, reading 53 words correctly. This indicates that the passage was past her frustration level.

I read Estrella the title of the passage, which helped her later when she pronounced "Paws" correctly after stumbling upon it at first. While my note taking did not distract her, the different students, teachers, and even whole classes that walked by certainly did. After about five minutes into the analysis, I put up my binder in front of her so she would not be distracted as easily. The length of time (a total of about 10 minutes) it took to assess Estrella was not so much her struggling with sounding out words as it was her losing focus—looking up at the ceiling, all around her, and at people as they passed. She succeeded at sounding out common words and most sight words. She really struggled with bigger words. I gave her a

substantial amount of time (about 30 seconds) to figure out the words she had trouble with without assistance but it got to the point where she would just sit in her chair and look anywhere but the paper. I told her that if she really could not figure out a word, then she could just skip it and just continue with the words she did know. Out of 47 miscued words, she skipped 30 words. Estrella's miscues ranged from simple mispronunciation, like reading "has" as "his," to completely guessing. I noticed that she read "named" as "under," but when she came across the actual word "under," she got excited and read it correctly. Some miscues could have been due to the fact that English is not her first language. She pronounced the roots of "jumped" and "looked" correctly, but added the suffix at the end to pronounce it "jump---ed" and "look---ed." Another miscue that could be attributed to English not being her first language is she pronounced "gave" as "gived," a classic overgeneralization of phonics rules. I mentioned to Mrs. Beaty that she read "of" as "for," and she said that that is typical of students whose first language is not English, so she was not really surprised.

For the comprehension questions, Estrella only got two wrong. For many of the questions, she based her answers off of the pictures that accompanied the passage. Even the questions that could not be answered through looking at the pictures, Estrella used logic to answer them. She responded to the question asking why she thought Fred took Paws to school by saying that he wanted to "learn of [sic] cats." In response to the question asking if Fred would take Paws to school again, she said that he would not because "cats don't have to be in school because they're going to poop in school." She also was able to define the word "afraid."

Given Estrella's number of miscues, I conclude that she is not yet at a first grade reading level. Mrs. Beaty agrees with my recommendation that Estrella stay where she currently is in her reading level, which is already below grade level. Mrs. Beaty is not too concerned with her current reading level because it is only six weeks into the school year and she still has much time to progress and get up to grade level.

RECORD SHEET

Form 1

Grade 1 Passage Reading

Name Estrella Date 9.19.13

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)

P 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)

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? (any logical response)

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

62/100

Total Miscues ☐ Significant Miscues ☐ Questions Missed ☒

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
1/2-2	Ind./Inst.
2/3	Instructional
3-4/5	Inst./Frustr.
5+	Frustration

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364 Chapter Six Comprehension

High Frequency Word Lists Assessment

Date: October 2

Time: 8:40 am

Grade: 1st Number of Students Present: 14/15

Topic: Assessed outside of classroom in hallway during Math Workshop

I pulled Estrella out of Math Workshop to assess her. We worked in the hallway at the same table I worked with her for the previous assessment. This time, however, Estrella was facing the wall help eliminate some distractions while I faced her on the other side of the table. The teacher was outside with us while I assessed her. The assessment was a high frequency word list. Each word flashed on a computer screen for approximately three to five seconds. If Estrella hesitated or got a word wrong, the teacher went back to the slide with that word on it and asked her to read it again. I recorded how she did on a sheet of paper that had five word lists, consisting of 20 words each. The first word list contained two--- and three---letter words, from "a" to "so" to "on." The words got longer as the lists progressed. The last list had words like "after," "because," and "mother." The lists were for first graders and according to the teacher, Estrella should have come into the year knowing most, if not all, of the words. When the teacher first assessed her at the beginning of the year, Estrella knew 59 of 100 words. When I assessed her this time, about eight weeks into the school year, she knew 76 of 100 words.

In the first word list, Estrella got 17 out of 20 words correct. She said "on" for "no" and "no" for "on" but self---corrected both times. She said "in" for "and" but did

not self---correct. In the second word list, Estrella got 18 out of 20 words correct. When she was last assessed, she had missed “be” and “if” but got both correct this time. She got 16 out of 20 correct on the third word list. She pronounced “one” as “on,” “out” and “ought,” and “her” and “here.” For the fourth word list, she got 14 out of 20 words correct. Words that she had previously gotten wrong but this time around got right were “that,” “saw,” and “play.” Among the words she got wrong, she pronounced “very” as “give,” “our” as “or,” “from” as “form,” and “what” as “wet.” Estrella got 6 out of 20 words correct on the final word list. For 4 out of the 6 words she right this time, she had not gotten them correct in August.

When I discussed with the teacher Estrella’s miscues, she noted again that some of her mispronunciations have to do with the fact that English is not her first language. She said that she sees switching “on” and “no” often, as well as mixing up “where,” “here,” “there,” “were” and “her.” Mrs. Beaty stressed how important it is for Estrella to become familiar with and master the words on the high frequency word list because otherwise it will be impossible for her to progress in her reading abilities. We decided that the next step in helping her improve is to constantly quiz her on her sight words with flash cards. Hopefully, with extra support and practice, Estrella will become proficient in her sight words and will be able to move forward with her reading and reading comprehension.

High Frequency Word Lists

Grade 1

59

100

76

100

Word List 1

a
he
no ✓ on SC
at
In
see
an
I
so
and in
is
it
to
can
up
do
me
we
go
on no

Word List 2

the
all
how ho
see
like
be ✓
if ✓
she
my
big
me
so
you
can
not
up
am
has his
on no
we

Word List 3

one on
out ought
him ✓
as
or ✓
get
look
her here
back black
had ✓
come
by
came
his
make
of ✓ for
did
was
now now
have ✓

Word List 4

are
into
that ✓
said
away
little
very give
us ✓
been ✓
our or
but
your
from form
put path
man
what wet
here
saw was
play help
who

Word List 5

after
with white
there here
they ✓
because
going
where ✓ we
this like
could
before
two
went
mother more
just jump
too
when ✓
were where
over
then
will all

Informal Phonics Inventory Assessment

Date: October 2

Time: 8:40 am

Grade: 1st Number of Students Present: 14/15

Topic: Assessed outside of classroom in hallway during Math Workshop

After I gave Estrella the assessment for high frequency words, her teacher and I decided that the next step would be to assess her knowledge of phonics. She was pulled out of Math Workshop and we sat at the same table as the previous assessments, with Estrella facing the wall while I sat opposite her. With this assessment, rather than having to be familiar with or having to decipher an entire word, she would just need to be familiar with individual sounds. For the fall semester of first grade, we only assess the students on four categories of phonics rules: consonant sounds, consonant digraphs, consonant blends in short---vowel words, and short vowels in consonant---vowel---consonant (CVC) words. In August, for the original assessment, Estrella got 25 out of 48 sounds correct. For the assessment in October, Estrella improved to get 31 out of 48 sounds correct.

When the teacher had assessed her almost two months earlier using the same assessment, Estrella had gotten 18 out of 22 consonant sounds correct—all except 'g,' 'c,' 'r,' and 'qu.' She pronounced the 'g' soft instead of hard. Originally, she pronounced the 'c' soft, but after teacher prompting, she correctly pronounced the hard 'c.' For 'qu,' she pronounced the consonant sound as 'que.' Estrella pronounced 'r' with a vowel, as 'er,' rather than just the consonant sound. In the most recent

assessment, Estrella got all of the consonant sounds correct, except she still has trouble with 'g' and 'qu.' She once again said the soft 'g' and still could not get the 'qu' sound. When Estrella was first assessed, she had gotten none of the consonant digraphs correct, pronouncing 'th' as 'huh,' 'sh' as 'suh,' 'ch' as 'cuh,' and 'wh' as 'was.' For the most recent assessment, however, she got all of the consonant digraphs correct. For the consonant blends in short---vowel words, Estrella had previously gotten none correct out of 12 words and unfortunately made no progress for this assessment. I sounded out the ending sound and asked her to read the words with the consonant blend in front of the ending sound. For example, I would read 'ick' and she would need to sound out 'brick,' 'slick,' and 'trick.' She got the first consonant correct but would not blend the second consonant. For the ending sound 'in,' she dropped the first consonant of the blend altogether and only sounded out the second consonant: instead of 'spin,' she said 'pin,' and instead of 'twin,' she said 'win.' When Estrella was assessed in August, she got 7 of 10 short vowels in CVC words correct and made no progress for this assessment. She had trouble sounding out the same words as she had previously: led, rock, and job. For 'led,' she said 'leap' and for 'job,' she said 'jump. While Estrella only improved on her phonics score by six, her progress is much more than her score. She started the year not knowing consonant digraphs and now she knows all of them.

Estrella's teacher and I concluded that some of the trouble she had with the inventory are due to the fact that she mixes up the consonants 'p,' 'd,' 'g' and 'b.' Mrs. Beaty is not worried by this, however, because most students still mix up these letters and will continue to mix up these letters as late as second or third grade. As

far as improving Estrella's ability to blend consonants, Mrs. Beaty has the perfect kit in her classroom that I recently organized. It comes with cards with all different ending sounds, such as 'ing,' 'in,' and 'op,' among others. It also comes with cards with just the consonant blends. Estrella can match up the different consonant blends with the different endings and practice sounding out the whole word. This practice would help her see that the consonant blends all sound the same even with different endings. To provide Estrella with real---life examples of consonant blends, we could read a rhyming book together. A rhyming book would also help with learning and practicing short vowels in CVC words. In becoming proficient in her phonics inventory as well as in her sight word knowledge, Estrella will hopefully improve in her reading too.

tchr name Beaty

tchr name Deety

Informal Phonics Inventory

Name _____

8/9/13

18122

Consonant Sounds

20/22

(Handwritten notes from the previous page are visible at the top)

V ✓	D ✓	F ✓	G <u>soft</u>	H ✓	I ✓
K ✓	L ✓	Z ✓	P <u>hard</u>	C <u>hard</u>	V ✓
B ✓	N ✓	M ✓	Qu <u>soft</u>	W ✓	R <u>RR</u>
T ✓	Y ✓				

Q 134

Consonant Digraphs

4/4

huh ✓ Suh ✓ cuh ✓ wis
Th Sh Ch wh

0/12

Consonant Blends in Short-Vowel Words

0/12

ick ^{brick}
brick ^{sick}
slick ^{tick}
trick No response

op ^{drop}
drop ^{crop}
prop ^{pop}

ash ^{flash}
flash ^{stash}
trash ^{tash}

in ^{grin}
grin ^{spin}
spin ^{twin}
twin

- Very soft spoken
- not blending

710

Short Vowels in CVC Words

7/10

pot ✓ bit ✓ led ✓ nut ✓ lap ✓ hug ✓
rock ✓ tin ✓ rag ✓ hen ✓ job ✓ jump ✓

original:
25/48

October:
31/48

14

The Rule of Silent e

cap tot cut kit
cape tote cute kite

/10

Vowel Digraphs

loaf beat sail need way
gain feet coal leaf sue

16

Diphthongs

town loud boy threw oil law

16

r-controlled Vowels and -al

tar hall sir port hurt fern

Total

18 179

51

Running Record & Miscue Analysis Assessment – Part

II Date: October 14

Time: 1:20 pm

Grade: 1st Number of Students Present: 15/15

Topic: Assessed outside of classroom in hallway during ELT

When I originally assessed Estrella using the running record and miscue analysis assessment in September, I used the Grade 1 Reading Passage, “Paws Visits School”. The passage was too difficult for her, even more difficult than a frustration reading level. Her teacher knew that a first grade reading passage would be too difficult for her, based on previous assessments the teacher had done. For our last assessment, I chose to do another running record and miscue analysis assessment to get a better understanding of where Estrella’s reading level actually is. During ELT time, we went out in the hallway and sat at the same table we normally sit at, with Estrella facing the wall.

Since I had already done the Grade 1 Reading Passage and knew Estrella’s results, I chose to start at the level just below Grade 1—Later Beginning Reading Passage, “A Big Brother”. I read the title to her and she started reading, but skipped a word just three words into the passage. Nine words into the passage, she said that it was “too hard” and so we moved on to the next passage lower, “The Small Fish” from the Beginning Passage Reading. As with the previous running record, I told her that if she comes across a word she does not know or has too much trouble sounding out, then she can just skip it. At the end of the passage, she stated, “That

was not hard.” Out of 50 words, she only missed 9. Out of 9 miscues, she skipped 6 words and misread 3 of them. While she read the majority of the passage correctly, she did not necessarily understand what she read. I would say that all 9 miscues were significant because when I asked her the comprehension questions, she got 5 out of 6 questions wrong. She understood that the passage was about fish but she did not grasp other key details. Based on the Word Recognition Scoring Guide, the passage was on the frustration level for Estrella.

We moved on to the Easy Sight Word Passage Reading, which was called, “My Dog”. Out of 24 words, Estrella missed 3. I asked her to read the title, which she read correctly. She mistook “have” for “love” but I would assume that she just overlooked it. I helped her sound out the dog’s name, Spark, but after I helped her, she read it correctly. After she finished reading, she said, “That’s easier!” Estrella got of the reading comprehension questions correct. Based on the Word Recognition Scoring Guide, the passage was on a frustration level for Estrella. I would put the passage on an independent level, or independent/instructional level at the most, because one of the miscues was due to the fact that the dog’s name was hard to sound out if a student is not familiar with it. Also, based on the fact that she answered all of the comprehension questions correct, the passage would be on an independent level.

I have seen Estrella read many other times and I have read with her both one-on-one and in a guided reading group, so I know that she is capable of reading above the Easy Sight Word reading level. Therefore, when assessing my future students, I will know to not rely completely on the results from a running record

and miscue analysis. I will base my instruction and their reading levels and groups off of my time spent with them in guided reading groups and one---on---one. When I discussed my concerns about running records with Estrella's teacher, she confirmed what I was feeling and said that she never bases anything off of one assessment alone. In regards to Estrella's running record assessment results, she reiterated what we discussed previously about working on improving her sight word recognition. We will go about this by going through sight word flash cards and reading books that are at her reading level with many sight words in them. We are hopeful that with extra sight word support, she will improve in her reading. In fact, I worked with her in the past week in her guided reading group and I have already noticed more confidence in her reading.

RECORD SHEET

Form 1

Later Beginning Passage Reading

Name Estrella

Date 10.14.13

Teacher's Directions 354-355
Child's Copy 361

Background: Low |-----| High

A Big Brother

l = skip
✓ ✓ l l ✓ ✓ ✓ this
One day Tim's mother came home with his
✓ ...too hard
new baby brother. Tim was very happy. Now
stop
he could play with someone. He ran and got his
bat and ball. His mother smiled. She said that
the baby was too little to play ball. The baby
would have to get older. Tim was still glad that
he was a big brother. He could help take care
of the baby. He felt like a big boy now.

E (Later Beginning) 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? (Tim and his new baby brother.)
F 2. ___ Why was Tim happy when his mother came home with the new baby? (He could play with someone.)
F 3. ___ What toys did Tim run to get when his baby brother came home? (bat and ball)
F 4. ___ What did Tim's mother do when he went to get his bat and ball? (smiled)
F 5. ___ Why did Tim's mother say the baby couldn't play ball? (He was too little.)
F 6. ___ How did Tim feel about being a big brother? (glad; happy)
I 7. ___ What kind of big brother do you think Tim will be? Why? (any logical response; a good one, a fun one, etc.)
I 8. ___ Why did Tim feel like a big boy? (any logical response; he was bigger than the baby; he could do more things than the baby; he could be a helper.)
E 9. ___ What will Tim probably do to help take care of the baby? (any logical response; talk to him; play with him; give him a bottle)
V 10. ___ What does "glad" mean? (any logical response; happy)

Total Miscues ☐

Significant Miscues ☐

Questions Missed ☐

Word Recognition Scoring Guide		
Total Miscues	Level	Significant Miscues
0-1	Independent	0
2-3	Ind./Inst.	1
4	Instructional	2
5-7	Inst./Frustr.	3
8	Frustration	4+

Retelling
Excellent
Satisfactory
Unsatisfactory

WPM

4500

Comprehension Scoring Guide	
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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RECORD SHEET

Form 1

Beginning Passage Reading

Name Estrella

Date 10-14-13

Teacher's Directions 354-355
Child's Copy 359

Background: Low |-----| High

The Small Fish

There are two small fish. One is red and the other is blue. They live in the sea. They like to play.

One day a big green fish came to the sea. It did not want to play. It wanted to eat the small fish. The big fish was mean.
"that was not nice"

Total Miscues 9

Significant Miscues 9

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

Questions Missed 5

41/50

Retelling
Excellent
Satisfactory
Unsatisfactory

WPM

3000

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

Qualitative Analysis of Word Identification and Comprehension (1 = never; 2 = sometimes; 3 = always)

(1 = never, 2 = sometimes, 3 = always)							
Word Identification				Comprehension			
Uses graphophonic information	1	2	3	Makes predictions	1	2	3
Uses semantic information	1	2	3	Seeks to construct meaning	1	2	3
Uses syntactic information	1	2	3	Understands topic and major ideas	1	2	3
Knows basic sight words automatically	1	2	3	Remembers facts or details	1	2	3
Possesses sight vocabulary	1	2	3	Evaluates ideas from passages	1	2	3
Possesses numerous strategies	1	2	3	Makes and supports appropriate inferences	1	2	3
Uses strategies flexibly	1	2	3	Stays focused on reading	1	2	3

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RECORD SHEET

Form 1

Easy Sight Word Passage Reading

Name estrella Date 11.14.13

Teacher's Directions 354-355
Child's Copy 357

Background: Low |-----| High

My Dog *asked her to read time*
I have a dog. *love*
My dog is Spark. *dog*
Spark is a big dog. *dog*
He plays ball. *that's easier!*
I play with Spark.
Spark is a fun dog.

Total Miscues 3

Significant Miscues 2

Questions Missed 0

21/24

Word Recognition Scoring Guide		
Total Miscues	Level	Significant Miscues
0	Independent	0
1	Ind./Inst.	—
2	Instructional	1
—	Inst./Frustr.	—
3	Frustration	2

Retelling
Excellent
Satisfactory
Unsatisfactory
WPM
11500

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

Qualitative Analysis of Word Identification and Comprehension (1 = never; 2 = sometimes; 3 = always)						
Word Identification				Comprehension		
Uses graphophonic information	1	2	3	Makes predictions	1	2 3
Uses semantic information	1	2	3	Seeks to construct meaning	1	2 3
Uses syntactic information	1	2	3	Understands topic and major ideas	1	2 3
Knows basic sight words automatically	1	2	3	Remembers facts or details	1	2 3
Possesses sight vocabulary	1	2	3	Evaluates ideas from passages	1	2 3
Possesses numerous strategies	1	2	3	Makes and supports appropriate inferences	1	2 3
Uses strategies flexibly	1	2	3	Stays focused on reading	1	2 3

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noncommercial educational purposes.

I chose to read *Just Like Grandpa* by Cheryl Semple and Judy Tuer with Estrella because it is in her instructional reading level. This book was one of the books her teacher picked to do guided reading with Estrella and the students who are around the same reading level as her. I knew it would be a good fit for this lesson because even though the teacher read, the student still participated by answering comprehension questions, so student participation is vital. Estrella responded really well to the read---aloud. I knew the one---on---one setting would be beneficial for her because based on my observations, guided readings, and previous assessments, she tends to get distracted easily in group settings. She answered all of the comprehension questions correctly, including characters, setting, and plot questions. I decided to ask her to read me the book herself on October 28, five days after we had originally read it, and she hardly had any trouble reading. She stumbled over a few words (toast, honey, and walk), but she eventually sounded out every word herself without any support from me. I think the interactive read---aloud went very well and was very effective for reading comprehension and fluency.

Mrs. Beaty was not surprised with the results of the lesson plan and the assessment. Based on previous experience with her class, she has observed that when she does a guided reading lesson with a group of students (divided into groups based on reading levels), the students originally struggle with the text because it is on an instruction/frustration level for them. She first does a picture walk with the students through the book so that become familiar with it. Then she asks them to read the book silently to themselves. After that, the students take turns reading pages of the book out loud. At the end of the guided reading lesson, Mrs.

Beaty gives the books to the students to keep in their book baskets to read on their own. When she revisits the books later on, she has noticed that reading fluency and comprehension has improved significantly out of familiarity with the book. Mrs. Beaty was very pleased with how the lesson went and that Estrella showed such improvement.

Based on the lesson that I did do with Estrella, I know that after reading a book two or more times, she gains confidence in her reading abilities and therefore becomes more fluent in her reading. I chose to use this particular book in my lesson because of the dialogue in it. Dialogue really helps to encourage reading with inflection, especially with the exclamation points and surprise in Hannah's (the main character) voice in the story. I did actually read this book with Estrella but I did not record her reading. She had trouble pronouncing "woolly," so we spent a few minutes having her repeat after me. "Knit" is also a word that is not very easy to sound out so instead of having her guess at it, which would have hurt her confidence, I gave her a hint of how to pronounce it by covering up the 'k' with my finger. I told her that some English words do not look the way they sound and that we do not hear the 'k' in "knit." She had no trouble pronouncing the word after I helped her because she recognized a familiar sight word, 'it,' and just added on the 'n' at the beginning.

Sources

Cowley, J. (1991). *Woolly, woolly*. Rigby.

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Sources

Semple, C., & Tuer, J. (1996). *Just like grandpa*. Rigby.

I chose to read Just Like Grandpa by Cherly Semple and Judy Tuer with Estrella because it is in her instructional reading level. This book was one of the books her teacher picked to do guided reading with Estrella and the students who are around the same reading level as her. I knew it would be a good fit for this lesson because even though the teacher read, the student still participated by answering comprehension questions, so student participation is vital. Estrella responded really well to the read-aloud. I knew the one-on-one setting would be beneficial for her because based on my observations, guided readings, and previous assessments, she tends to get distracted easily in group settings. She answered all of the comprehension questions correctly, including characters, setting, and plot questions. I decided to ask her to read me the book herself on October 28, five days after we had

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Sources

Waite, J. (2000). *The singing princess*. Rigby.

Estrella is an ESOL student and therefore she is not as confident in her writing. I thought that "Sketch-to-Stretch" would be a good activity for her because it would assess her on her reading comprehension in a tangible way without requiring her to write. This book is a little more challenging than any other book that I have read with her but I think that with my help and support, she would be able to read it. Especially after reading it three or four times, she would be able to read it fluently and consequently, her confidence in her reading would grow. I think the key to reading with Estrella is repetition. Reading is a little more difficult for her at first simply because she is not familiar with the words but once she familiarizes herself with the book, she reads with much more ease.