

Puzzle Child: Part II
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Instruction:*Student Overview:*

Karl began school at Windy Creek Elementary in the fall of 2013. He is 9 years old and moved to the United States from Egypt sometime in 2013. His first language is Arabic and he is currently learning English. When he began school last year, they started him in the 4th grade.

Although he spent the rest of the year in that classroom, Karl spends half of his school day this year in a 4th grade classroom. Karl took the English Linguistically Simplified Assessment (ESLA) version of the Tennessee Comprehensive Assessment Program (TCAP) and scored below basic in both Math and Science and below proficient in Social Science. His Dynamic Indicators of Basic Early Literacy Skills (DIBELS) score is well below benchmark. He scored “pre-functional” on the Tennessee English Language Proficiency Assessment (TELPA).

Although these scores allude that Karl has very limited English language knowledge, I believe that his English has greatly improved since these tests were taken. He is able to understand nearly everything I say to him in English and is a class leader in Mrs.R’s room. He is constantly translating the things that Mrs. R tells the class to do into Arabic so that the many students that speak Arabic as their first language may understand. He also frequently stops what he is doing to redirect the rest of the classroom.

Instructional Decisions:

Karl receives reading instruction through his reading teacher, Mrs.R. Her instruction includes guided reading that focuses on word study and reading leveled texts. Following a conference I had with Mrs. R, (see Appendix E) I decided to work with Karl from a graphic novel on his interest level to balance the instruction he was receiving. While developing my

Action Plan (see Appendix B) I had planned on using *The Tiger Rising* by Kate DiCamillo only as a read-aloud but, after discussing it with Mrs. R, I decided to make the book our base for instruction. From this text, we were able to work on several skills. The first application of this text was fluency. During our read-alouds I modeled expression and prosody. Second, we used the text to develop comprehension strategies. Our main focuses were questioning, inferencing, and predicting. During and after reading each chapter Karl and I would practice these skills. Our conversations about these topics allowed Karl to practice and develop academic language to discuss a complex text.

Following each chapter we read (see Appendix F), we worked on some word study. In my action plan (see Appendix B), I had determined that Karl needed work on both his long vowel patterns and his consonant digraphs. Mrs. R was working with Karl on his consonant digraphs so I decided to focus on vowel patterns. Karl had a word study notebook that included a sound board (see Appendix G2) which rooted our study of vowel patterns. This page in his notebook provided Karl with the spelling patterns associated with each vowel sound as well as a picture of an example word. I chose to do this because Karl's oral English is stronger than his reading level. Seeing the picture allowed him to decipher the sound that each word made. From this we worked on word sorts and board games (see Appendix G1) that allowed Karl to practice using the vowel patterns we were using. Many of these games required him to determine which vowel patterns various words used. He also got bonus points for making up words that included the patterns. However, my most effective instructional strategy was one that allowed Karl to manipulate words using letter tiles in lessons 7, 8, & 9 (see Appendix F). We made and broke words with the

tiles. Often times, I would have Karl add and take away vowels and have him tell me what the words said. After working with these words, I had Karl refer back to our text, *The Tiger Rising*, and find words that used the particular vowel pattern we were working on. This practice allowed all of our time together to be linked.

Finally, each of our sessions began and ended with reviewing our goals worksheet (see Appendix G3). At the beginning of each session we would come up with our goals for the session. Each of us would name something we would like to work on with our time. At the end, Karl and I would determine whether or not we had accomplished each goal and what evidence we had to prove that we had accomplished it. This was the perfect way for us to close our sessions in a meaningful way.

Table of Instructional Materials Used in Tutoring:

Material	Strategies Used with the Material	Location in Appendix
<i>The Tiger Rising</i> by Kate DiCamillo	Comprehension: Inference Prediction Questioning	Fluency: Expression Prosody
Sound Board	Word Study: Short & long vowel patterns Word Sorts	Appendix G2 Examples of use in Appendix F
Goals Worksheet	Making a purpose for each session	Appendix G3
Letter Tiles	Word Study: Short & long vowel patterns Making and breaking words	Examples of use in Appendix F
Board Game	Word Study: Repeated practice with our vowel patterns	Appendix G1 Examples of use in Appendix F

Impact on the Learner:

Karl responded very well to this instruction and was able to show his growth from our time together through our assessments. I assessed Karl using assessments that would show me which text level to begin with, allow me to continuously assess Karl through our tutoring, and that would allow me to discover things to focus on during our word study. Because of these reasons I assessed Karl using the QRI (Table 1), the Words Their Way Primary Spelling Inventory (Table 3), and Running Records using leveled texts (Table 2, Graph 1).

Karl's reading level was one of the things that improved the most while we worked together. His QRI score jumped from independent for pre-primer to instructional for level one (Table 1). Even more impressive, he was able to grow from a Fountas and Pinnell reading level of E to a level L (Table 2). This reading level has been growing rapidly since the beginning of our time together (Graph 1). Both myself and Mrs. R kept track of it throughout our instruction to make sure that we were using the correct materials with our instruction.

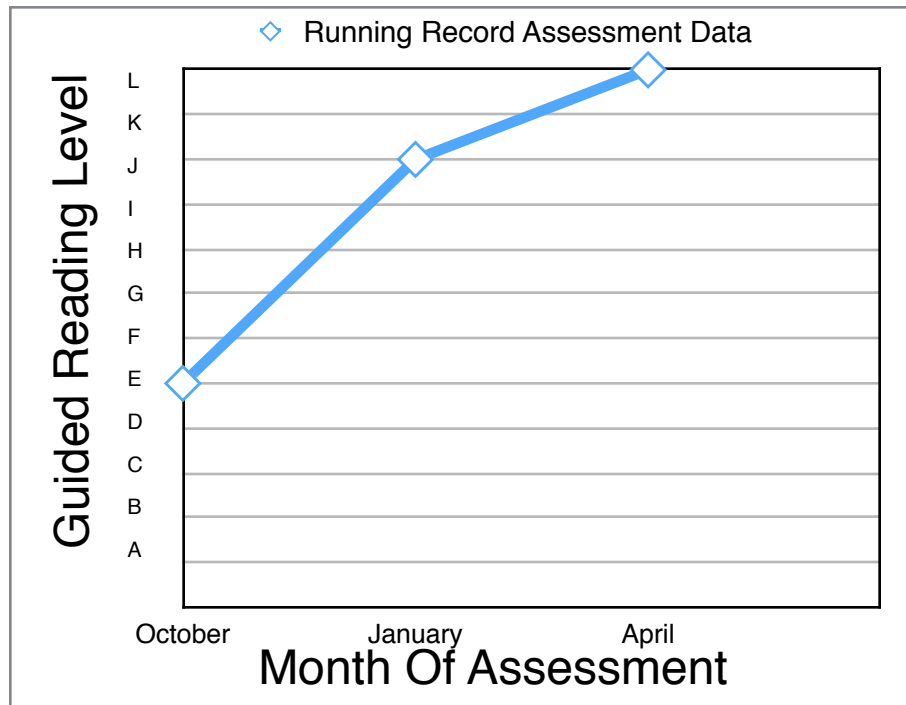
Table 1

Assessment Date	Assessment Title	Identifying Information	Score:	Location in Appendix
Starting Assessment	QRI Passage	Pre-Primer (3)	Independent	Appendix A2
Final Assessment	QRI Passage	Level One	Instructional	Appendix D1

Table 2

Assessment Date	Assessment Title	Identifying Information	Score:	Location in Appendix
Starting Assessment	Running Record	Level E	Instructional	Appendix A5
Mid-way Assessment	Running Record	Level J	Instructional	N/A
Final Assessment	Running Record	Level L	Instructional	Appendix D3

Graph 1



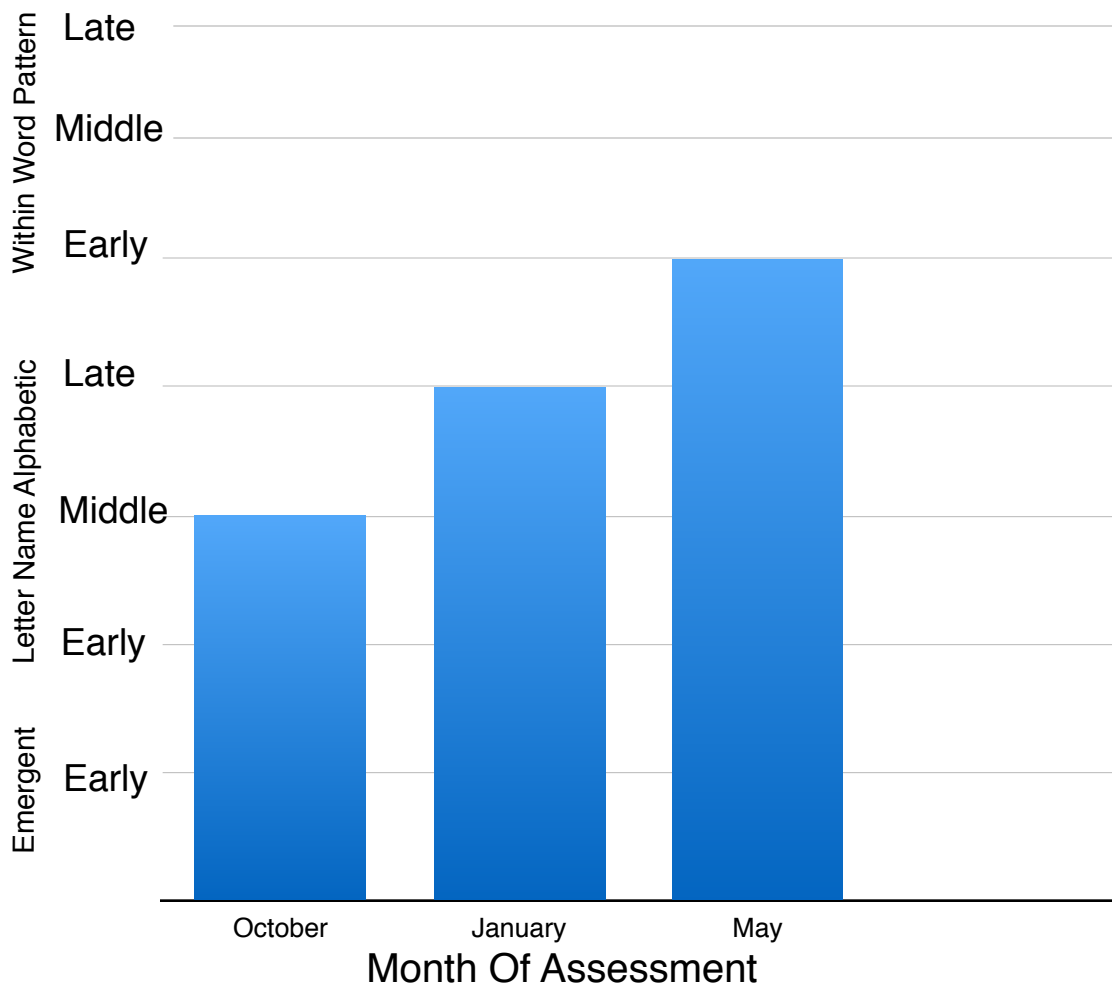
Karl also grew several levels with our Primary Spelling Inventory (Table 3). At the beginning of the year I assessed him and determined that he was in the middle of the Letter Name Alphabetic stage of spelling. This meant that Karl needed to work on his short vowels and his consonant digraphs. After we spent some time away from each other, I knew that his spelling may have improved because of his work with Mrs.R. After this assessment I noticed that he had grown into the late Letter Name Alphabetic stage and had mastered several consonant digraphs and short vowels. After we worked together Karl was in the early Within Word Pattern stage. He had mastered almost all of his short vowels and consonant digraphs. He had also begun developing the use of long vowel patterns. However, I did suggest to Mrs. R that Karl continue to work on his understanding of long vowel patterns using letter tiles or other manipulative materials that would allow him to deepen his knowledge of long vowel patterns. Another thing I noticed from

his Primary Spelling Inventory was that he was able to spell all words using ‘sh’ and ‘th’ but was not able to spell any words with ‘ch’ in his final assessment. (see Appendix D2) I described this to Mrs. R and she plans on including some extra work with this in her instruction.

Table 3

Assessment Date	Assessment Title	Identifying Information	Score:	Location in Appendix
Starting Assessment	Primary Spelling Inventory	Words Their Way	Middle, Letter Name Alphabetic	Appendix A4
Mid-way Assessment	Primary Spelling Inventory	Words Their Way	Late, Letter Name Alphabetic	Appendix C
Final Assessment	Primary Spelling Inventory	Words Their Way	Early, Within Word Pattern	Appendix D2

Primary Spelling Inventory Assessment Data



Reflection: Reflection*Successes:*

Throughout my time working with Karl, we had many successes. Karl's English proficiency was growing rapidly this semester. With this progress he was able to explain the difficulties he was having with our material more fully. Due to this evolving communication, I was able to modify my instruction to fit his needs. One of the things I found to be most successful was when Karl finally grasped the concept of the 'bossy e'. (see Appendix E) We had been working on vowel teams for a few sessions and Karl was not able to truly understand how they worked together until I made an analogy of him making his sister do his chores like the 'e' makes the 'a' do all of the work in the word 'cake'. After this understanding Karl was able to tease out what it meant when the vowels worked together in a word. Through our practice with these patterns Karl was able to develop a deep understanding that allowed him to differentiate between short vowels and long vowels as depicted in his Primary Spelling Inventory final assessment (see Appendix D2).

Another instructional strategy that worked for Karl was rooting our word study in an upper level text. As mentioned in part one, Karl struggles with thinking that the material we cover in our tutoring sessions is "too easy." By bringing our study back to a text that was at his interest level and at the level of most of his peers, I was able to continue to motivate him in our sessions. This practice also followed several of the research-based strategies I discovered for teaching English Language Learners. According to Margarita Calderón, Robert Slavin and Marta Sánchez's (2011) article, "For English Language Learners, for whom oral language proficiency

plays an important role in acquiring reading skills, active participation by children during teacher “read-alouds” contributes to vocabulary growth.” (p.111) The article goes on to say that teaching comprehension alongside decoding skills can increase an English Language Learner’s reading abilities. With these practices in mind, I developed several comprehension strategies to teach alongside my read-aloud with Karl. This was one strategy that I had not planned on teaching when I wrote my Action Plan, (see Appendix B) but added after discovering these strategies to develop a plan that would benefit an English Language Learner as well as a struggling reader.

Challenges:

There were a few challenges that I came across while working with Karl. The first one was that, because Karl is an English Language Learner, he struggled with some of the dialogue in our book, *The Tiger Rising*. The father in the story speaks with a southern dialect that is often not what we consider to be “grammatically correct.” Because of this, Karl often had questions about vocabulary words that were dialectical rather than words that he will probably see in the future. To overcome this obstacle Karl and I worked on ‘translating’ what the father said into a way we could say it. We used context clues to derive what he was meaning and then reformed the sentences that gave us trouble. This was an unexpected challenge that had to be addressed during our lessons. However, it became a great lesson on context clues for Karl. Despite discovering the meaning of the dialects and vocabulary words that were used in our text, I feel as though I failed to give Karl multiple exposures to the words that we did cover. Often times I addressed the words that he had questions about but we did not do much work past this. If I

could have changed anything from our tutoring lessons, it would be to add a richer vocabulary portion to each of our lessons.

Another challenge that Karl and I came to was differentiating between the short vowel sounds. In isolation, Karl could tell me what each of the short vowel sounds sounded like. However, when we were reading and he came to a word with a short vowel he would decode the word using the wrong sound. This also crossed over to his Primary Spelling Inventories. (see Appendix A4 and Appendix C). He spelled words using the correct spelling patterns but with the wrong vowel sounds. To try to combat this issue, we worked on repeated practice using board games (see Appendix G1), word sorts, and matching words to our sound board (see Appendix G2) while reading. This repeated practice increased his skills significantly. On his mid-way, formative assessment (see Appendix C) he was only able to spell words with the short vowels 'a', 'o', and 'u'. The vowels 'e' and 'i' gave him trouble. However, after our practice he was able to spell all of the short vowel words but the one short 'i' word in our final Primary Spelling Inventory (see Appendix D2). Despite all of our work, the short 'i' words still gave Karl trouble which is why I suggested to Mrs.R that it should be one of the things that they continue to work on as his reading instruction continues.

Next Steps:

There were several things that I suggested to Mrs.R as next steps with Karl as a learner. Karl is a very eager learner. He has a lot of internal motivation pushing him to do well on assignments and work given to him because he wants to be on the same level as his 4th grade

peers. He learned best when we were working on things that he didn't feel were too easy. I always tried to include some type of challenge that would make him feel like he was working on difficult things. Also, one of Karl's favorite activities we did was manipulating letter tiles to make and break words. This is something that I would recommend including in future lessons. Finally, Karl's oral language is progressing very rapidly. Including comprehension strategies that used this knowledge, allowed Karl to build on his academic language and his critical thinking skills. I would also like to see Karl continuing to use these skills.

Developing next steps for Karl as a reader is also an important step. Karl has a solid understanding of most of the short vowels. This was the largest area of improvement from his Primary Spelling Inventory. Karl doubled his number of sort vowels identified correctly from the first spelling inventory to the second. (see Appendix A4, Appendix D2) However, he still missed a short 'i' word on his final spelling inventory. So, he may need some additional review comparing short 'e' and short 'i' words. Additionally, towards the end of our tutoring, Karl was beginning to have a good grasp on the long vowel patterns. He was able to recognize the patterns while he was reading allowing him to read the word. However, he still struggled with putting that knowledge into writing through his Primary Spelling Inventory final assessment (see Appendix D2). The work we did with the letter tiles seemed to have some improvement but it is an area that he still needs work on.

Conclusion:

As Karl and I worked together this year, I was able to learn several things about Karl and myself as an educator working in the field of literacy. Karl has tremendous internal motivation to learn and keep up with his peers. I have no doubt that with the proper instruction he will do well in school. He has a good grasp on vowel patterns and will be ready for other spelling patterns involving vowels soon but needs some more work on his short 'i' words. I believe that this is due to a language issue but it still needs to be addressed before he is considered to have mastered short vowel sounds. He has language skills that will allow him to discuss texts on a deep level and has the ability to think critically about a text. Overall, he is a good student that just needs more targeted instruction to push him to excel.

Targeted instruction is something that I learned a lot about during my work with Karl. As we moved throughout the semester, I recognized similar results to Karl's assessments in those of my peers' tutees. However, when I read our reflections I realized that we were all taking different approaches to instruct our students. This caused me to reflect on the fact that our instruction must meet our students in every way. Even though many of our students were reading on the same text level or scoring in the same stage on a spelling inventory, we all had to tailor our instruction to meet our students' unique instructional needs and learning styles. Many of the aspects of my original Action Plan (Appendix B) had to be modified to best meet Karl. This is something that I will carry with me as I move into my next role as an educator or literacy leader within my school. Pushing for individualized and differentiated instruction within my future school will be

something I work towards at all times. I have seen the benefits of its use during our time tutoring and believe that all student should have the same opportunity.

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Pre-Primer

Level: Pre-Primer 3

- under the bed.
- I looked
- outside too.
- I lost my dog.
- Where was he?
- I looked
- inside the house.
- I looked
- under the bed.
- I looked
- outside too.
- I found my cat.
- I found my dog.
- Where were they?
- They were in the same place.
- They were under the table.

21 Ideas
 Number of ideas recalled 14
 Other ideas recalled, including inferences:

Questions for "Lost and Found"

1. What did the person in the story lose?
 Explicit: cat or dog
Cat & dog

2. What else did the person in the story lose?
 Explicit: cat or dog, depending on the answer above

3. Where did the person in the story look?
 Explicit: inside the house, under the bed
or outside

4. Where else did the person in the story look?
 Explicit: inside the house, under the bed, or outside, depending on the answer above

5. Where did the person find the dog and cat?
 Explicit: in the same place or under the table

Number Correct Explicit: 5
 Total: 5
~~X~~ Independent: 5 correct
 — Instructional: 4 correct
 — Frustration: 0-3 correct

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A1: QRI Word List

	Identified automatically	Identified		Identified automatically	Identified
1. Can	C	_____	1. make	C	_____
2. I	C	_____	2. Same	_____	Some
3. of	C	_____	3. like	C	_____
4. me	C	_____	4. doing	down	_____
5. the	C	_____	5. were	where	_____
6. in	C	_____	6. my	C	_____
7. at	C	_____	7. work	C	_____
8. with	C	_____	8. write	work	_____
9. a	C	_____	9. play	C	_____
10. he	C	_____	10. just	C	_____
11. go	C	_____	11. some	C	_____
12. to	C	_____	12. they	C	_____
13. see	C	_____	13. people	C	_____
14. do	C	_____	14. look	C	_____
15. on	C	_____	15. too	C	_____
16. was	C	_____	16. other	though	_____
17. she	C	_____	17. place	please	_____
			18. where	_____	SC
			19. under	C	_____
			20. help	C	_____

100%
Independent

Total Correct Automatic $\frac{17}{17} = 100\%$
 Identified $\frac{17}{17} = 100\%$
 Correct $\frac{17}{17} = 100\%$


Total correct: $\frac{5 \text{ errors}}{20 \text{ words total}} = \frac{1}{4} = 75\%$ Accurate

Total Automatic: $\frac{14}{20} = 70\%$

Instructional

A2: QRI Passage: Pre-Primer 3

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Pre-Primer

Level: Pre-Primer 3

Narrative

Concept Questions:

What does it mean when someone is lost?
Can't find his parents
(Q2-1-0)

What does it mean when something is found?
found my mom and dad at work
(Q2-1-0)

What does "looking for something" mean to you?
(Q2-1-0)

Score: 9 / 3 = 100 %
FAM 0 UNFAM

Prediction:

I lost my dog.
 Where was he?
 I looked inside the house.
 I looked under the bed.
 I looked outside too.

I found my cat.
 I found my dog.
 Where were they?
 They were in the same place.
 They were under the table. (64 words)

Number of Total Miscues 0
 (Total Accuracy): _____

Number of Meaning-Change Miscues 0
 (Total Acceptability): _____

Total Accuracy	Independent	Total Acceptability
0-1 miscue <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	0-1 miscue <input checked="" type="checkbox"/>
2-6 miscues _____	Instructional _____	2-3 miscues _____
7+ miscues _____	Frustration _____	4+ miscues _____

Rate: $64 \times 60 = 3,840$ / _____ seconds = _____ WPM

Correct WPM: $(64 - \text{errors}) \times 60 =$
 _____ / _____ seconds = _____ CWPM

"Lost and Found"

I lost my cat.
 Where was she?
 I looked inside the house.
 I looked under the bed.
 I looked outside too.


Retelling Scoring Sheet for "Lost and Found"

Events

- I lost my cat.
- Where was she?
- I looked inside the house.
- I looked

A3: QRI Passage: Primer

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Level: Primer

Narrative

Concept Questions:

What is a horn?

DK

(1-2-1-0)

What are CDs?

you put the CD in the computer to play games

(1-2-1-0)

Why do people sing together?

maybe they like singing

(1-2-1-0)

Why happens when someone gets very tired?

yawning

(1-2-1-0)

Score: 9 / 12 = 75 %

9 FAM 3 UNFAM

Prediction:

"A Night in the City"

It was a ^{Saturday} Saturday night in the city.

Ben and Ruth ^{wanted} wanted something to do.

^{They} They heard a noise from outside.

^{They} They ran to their bedroom window.

^{They} They saw people in the street.

A man had a horn.

A woman had a ^{guitar} guitar.

They were playing together.

^{Soon} Soon more people came.

They all started ^{singing} singing.

Ben had heard the songs before.

Their father had played CDs.

The songs were on them.

Ruth went to find their mother and father.

"Come and listen to the music," she said.

They all ^{sat} sat in the living room.

They listened to the music.

It went on for a long time.

Ben and Ruth fell asleep in the living room.

Mother and father carried them to bed.

It had been a great Saturday night.

(129 words)

Number of Total Miscues: 15

(Total Accuracy): _____

Number of Meaning-Change Miscues: 13

(Total Acceptability): _____

Total Accuracy	Total Acceptability
0-3 miscues _____	Independent _____
4-13 miscues _____	Instructional _____
14+ miscues X Frustration	X 7+ miscues

Rate: 129 × 60 = 7,740 / _____ seconds = _____ WPM

Correct WPM: (129 - _____ errors) × 60 = _____ / _____ seconds = _____ CWPM

Retelling Scoring Sheet for "A Night in the City"

Setting/Background

_____ It was a Saturday night

_____ in the city.

Primer

Words Their Way Primary Spelling Inventory Feature Guide

Student's Name: [Redacted] Teacher: [Redacted] Grade: 4 Middle Date: 10/22/14
 Words Spelled Correctly: 5 / 26 Feature Points: 34 / 56 Total: 39 / 82 Spelling Stage: Color Letter-Name-Alphabetic

SPELLING STAGES →	EMERGENT			LETTER NAME-ALPHABETIC			WITHIN WORD PATTERNS			SYLLABLES AND AFFIXES		
	LATE	EARLY	MIDDLE	LATE	EARLY	MIDDLE	EARLY	MIDDLE	LATE	EARLY	LATE	EARLY
Features →	Consonants			Short Vowels			Blends			Inflected Endings		
	Initial			Ffinal			Blends			Other Vowels		
1. fan	f	n		a								
2. pat	p	t		e								
3. dig	d	g		i								
4. rob	r	b		o								
5. hope	h	p										
6. wait	w	t										
7. gum	g	m		u								
8. sled				e			sl					
9. stick				i			st					
10. shine							sh					
11. dream							dr					
12. blade							bl					
13. coach							ch					
14. fight							fr					
15. chewed							ch					
16. crawl							cr					
17. wishes							sh					
18. thorn							th					
19. shouted							sh					
20. spell												
21. growl												
22. third							th					
23. camped												
24. tries												
25. clapping												
26. riding												
Totals	7	7	7	3	5	7	7	7	2	1	17	5

Error Deids for Primary Spelling Inventory

Directions: Circle student's spelling attempts below. If a spelling is not listed, write it in where it belongs on the developmental continuum. Determine a spelling stage that summarizes the student's development. Begin instruction at that level with a focus on features characteristic of that stage.

Student's Name: [REDACTED] Teacher: [REDACTED] Grade: 4 Date: 10/22/14

Features →	EMERGENT →			LETTER NAME-ALPHABETIC			WITHIN WORD PATTERNS			SYLLABLES & AFFIXES			
	LATE			MIDDLE			EARLY			LATE			
1. fan	v	f	fn	fo	le	in							
2. pet	p		pt	pa	ou	per							
3. dig	d		dg	de		dy							
4. rob	w	r	rb	rb	ub	rob							
5. hope	h		hp	ho		hop							
6. wait	y	w	wt	wa		wait							
7. gum	k	g	gm	gum		gum							
8. sled	s		sd	sad	slad	slad							
9. stick	s		sk	stik	stik	stik							
10. shine	s	sh	shn	shin	shin	shine							
11. dream	j	g	grm	grem	drem	drem							
12. blade	b		bd	bad	blad	blad							
13. coach	ch	kh	coh	coch	coch	coch							
14. fight			fr	frt	frt	frt							
15. chewed			cu	chud	chood	chood							
16. crawl	kl	kl	er	er	er	er							
17. wishes			wchz	wshs	wshs	wshs							
18. thorn			thn	thm	thm	thorn							
19. shouted	st	cht	sh	shod	shod	shod							
20. spoil			spi	spole	spole	spole							
21. growl			gral	gral	gral	gral							
22. third			thrd	thrd	thrd	thrd							
23. camped	cap		camp	camp	camp	camp							
24. tries	chrs		chris	tris	tris	tris							
25. clapping			clap	clap	clap	clap							
26. riding			ridn	ridn	riding	riding							

SPELLING STAGES:
 EARLY MIDDLE LATE
 LETTER NAME-ALPHABETIC
 WITHIN WORD PATTERN
 SYLLABLES & AFFIXES
 DERIVATIONAL RELATIONS
 Words Spelled Correctly: 5/28

A5: Running Record: Level D

Appendix B

Instructional Action Plan

Learner's Instructional Reading Level, Based on IRI: 2nd Grade, Text-level J

Three Key Interests of the Learner:

1. Superhero Comic Books
2. Amelia Bedelia
3. Video Games

Areas of Primary Strength and Concern, AND the Evidence that Reveals This:

- **Areas of Strength:**
 - Student has a foundation of knowledge about consonants and consonant blends.
 - Motivation, He is always ready to take on any challenge thrown at him for school.
- **Areas of Concern:**
 - Short and long vowels. He is an English Language Learner and has problems differentiating the sounds separate from the spellings.
 - Writing, especially spelling.

Literacy Tutoring Goals:

- Consider the child's literacy strengths, and set 1-2 goals that you plan to try to build on.
 - **Goal #1:** Student will be able to build on their knowledge of consonant blends to form larger words.
 - **Why is this important?** The student will be moving into middle school next year and he will be faced with a new set of vocabulary that his knowledge of consonant blends will help with.
- Consider the child's literacy next steps, boundaries, and set 1-2 goals related to areas you plan to try to extend and develop.
 - **Goal #1:** Student will be able to use and read words with both long vowel and short vowel patterns effectively.
 - **Why is this important?** This truly seems to be the only things holding the student back when it comes to decoding words and spelling words. This goal will solve a multitude of problems for Karl.
 - **Goal #2:** The student will be able to read longer books.
 - **Why is this important?** This goal is very important for the student because he is in a fourth grade homeroom and the rest of his class reads books that are a lot longer. He also has an interest level that is higher than his reading level.

Implications for instruction (what are they, and why; what strategies or techniques might be appropriate)

- Word Study will be our main focus to work on the vowel patterns and build on the consonant blends.
- Reading strategies instruction will also play a role in our tutoring as we will work on reading books that are at the students instructional level.

Possible Texts to Be Used (identify at least 5-7 that tap into interests and are at the child's instructional level; include title, author, and lexile (or if other leveling system is used, in addition to identifying the system, list the level (e.g., grade, guided reading, MNPS, etc.); you may also want to note reason for choice)

- *Ricky Ricotta's Mighty Robot* by Dave Pilkey and Martin Ontiveros (340L) - student loves superheros and would enjoy this book. However, it would push him to rely less on illustrations as there are fewer than his typical books.
- *Star Wars 1, 2, 3* by Scholastic. (Guided Reading: J) Student loves Star Wars and this book is on his reading instructional level.
- *Commander Toad and the Planet of the Grapes* by Jane Yolen (Guided Reading K) This is above Karls reading level but I foresee him growing quickly this year. It is also an action/adventure book that know he will enjoy.
- *Buzz Boy and Fly Guy* by Ted Arnold (Guided Reading: J) Student will be interested in his book because we are working on reading comic books or graphic novels.
- *Bugs for Lunch* by Margery Facklam (Guided Reading: J) Poetry will be a nice transition into non-fiction books on his reading level.

Area for Development and Strategies/Techniques (be sure to address areas of strength and need)

- Word Study notebook: The student and I have been working with a word study notebook where he can keep sound boards as well as any work that he completes. It is very important for him to see the growth that he is making.
- Graphic novels to help with comprehension strategies for books with more complex vocabulary. This will be one strategy that the student already does well and that I will build on through comprehension strategy instruction.

Materials Other than Texts, and Purpose

- Sound Boards with spelling patterns (long and short vowels)- provide student with a reference that provides him with the spelling as well as a photo to help aid in hearing the sound that he letters make.

- As a read aloud: *The Tiger Rising* by Kate Dicamillo (sticky notes to mark comprehension questioning and other strategies)- provide student with an example of fluency and reading comprehension goals beyond his reading level.

Developing Language Plan (*Identify one or two goals and the strategies/techniques and materials you will use to work towards meeting the goals that addresses certain of the language needs you named earlier in your discussion.*)

- Goal: Student will be able to write, read, and understand words with short vowels.
 - o First, I will have the student reference a sound board with each of the short vowels along with a picture that provides the student with an anchor word for that spelling.
 - o Then, I will have the student complete an open sort of all of the short vowel sounds with both words and pictures (each picture will have a corresponding word).
 - o Next, we will create our own sort by pulling words from a text we are reading and putting them into the short vowel categories. For this, the student will write on his own using the text as a scaffold.
 - o Eventually, the student will write sentences using the short vowel words and patterns we have discovered.

Routine for the Tutoring Time: *30-45 minute sessions; how will you allocate the time for each of the tutoring areas?*

- **Warm up:** (3 Minutes) The student and I will sit down and review our goals from the previous sessions. Then, we will develop new goals for this session.
- **Read Aloud:** (5 Minutes) I will read one short chapter of the book, *The Tiger Rising*, aloud to my student.
- **Main Activity/Lesson Focus:** (15 Minutes) I will focus on the main topic of this lesson these will include the student connecting our discussion to a text at their level:
 - o Mondays- Comprehension Strategy
 - o Tuesdays- Word Study
 - o Thursdays- Either
- **Wrap Up:** (2 minutes) Find evidence for each of our goals and see if we have accomplished them.

Unanswered Questions:

- 1.) Which of these strategies will be most effective for my student (an ELL)?
- 2.) Which strategies will prove to be the most challenging for my student?

Appendix C

Error Guide for Primary Spelling Inventory

Directions: Circle student's spelling attempts below. If a spelling is not listed, write it in where it belongs on the developmental continuum. Determine a spelling stage that summarizes the student's development. Begin instruction at that level with a focus on features characteristic of that stage.

Student's Name

Teacher

Grade

Date

Amanda 4 02/02/14

SPELLING STAGES	EMERGENT		LETTER NAME-ALPHABETIC		WITHIN WORD PATTERNS		STYLABLES & AFFIXES	
	EARLY	LATE	EARLY	LATE	EARLY	LATE	EARLY	LATE
1. fan	v	f	fn	f(ol)e/n	fan			
2. pat	p	pt	pat(ol)/e	pat				
3. dig	d	dk dg	deg	dg				
4. rob	w r	rb	rb	rub rob				
5. hope	h	hp	hop		hope			
6. wait	y w	yt wt	wat		wait	wait	wait(e)ght wait	
7. gum	k g	km gm	gm	gom	gum			
8. sled	s	sd	sad	sad	sled			
9. stick	s	sk	stik	stik	stick			
10. shine	s	sn	sin	shin	shine	shai/yn	shien shine	
11. dream	l g	gm jrm	g/jrm	drem	dream			
12. blade	b	bd	bad	blad	blade			
13. coach	ch	kn	oo	kooh	coach			
14. night			ft	ht	nite	ht	ht	ht
15. chewing			chun	chun	chuing	chooing	chewing	
16. crawl	kl	kr	crd	crd	crawl			
17. wishes			weshs	wishs	wishes			
18. thorn	tn		thn	thorn	thorn			
19. shouted	st	cht	sh	shoud	shouted	shaud	shoud	
20. spool			spl	spol	spole	spole	spool	spool
21. growl			gral	gral	gralle	groul	growl	
22. third			thrd	thurd	third			
23. camped			capl	camp	campd	campd	camped	
24. tries			cris	chris	tris	trise	tries	
25. clapping				clapn	clapping	clapping	clapping	
26. riding			rdn	rdn	riding	riding	riding	

SPELLING STAGES:
 EARLY
 MIDDLE
 LATE
 LETTER NAME-ALPHABETIC
 WITHIN WORD PATTERN
 SYLLABLES & AFFIXES
 DERIVATIONAL RELATIONS
 Words Spelled Correctly: 5/26

Formative Assessment: Primary Spelling Inventory

1. fan	Fan ✓
2. pat	Pet ✓
3. peg	Dig
4. rob	Rob ✓
5. Hop	hope
6. waht	wait
7. gum	gum ✓
8. slab	sled
9. Stak	stick
10. shin	shine
11. Drim	dream
12. Blab	blade
13. catch	Coach
14. frit.	Fright
15. chong	chewing
16. crol	Crawl
17. wächs	wishes
18. thorn	thorn ✓
19. Shote	shouted
20. Sbol	Spoil

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Level One

Number of Total Miscues <u>9</u>	
(Total Accuracy): _____	
Number of Meaning-Change Miscues <u>8</u>	
(Total Acceptability): _____	
Total Accuracy	Total Acceptability
0-4 miscues _____ Independent _____ 0-4 miscues	
5-21 miscues <input checked="" type="checkbox"/> Instructional <input checked="" type="checkbox"/> 5-10 miscues	
22+ miscues _____ Frustration _____ 11+ miscues	
Rate: $210 \times 60 = 12,600$ _____ seconds = _____ WPM	
Correct WPM: $(210 - \text{errors}) \times 60 =$ _____ / _____ seconds = _____ CWPM	

Retelling Scoring Sheet for "The Surprise"

Setting Background

- Sam's birthday was
- in two days.
- He was going to be seven years old.

Goal

- He wanted a PlayStation game.
- He also wanted a new bike.
- But most of all
- he wanted a dog.

Events

- His father went to look for a present.
- First he went into the toy store.
- He saw the PlayStation that Sam wanted.
- But his father didn't have enough money.
- Then he saw a red bike that Sam would love!
- But that also cost too much.
- He drove to the animal care center.
- It was hard to choose
- just one dog.

- All of them looked cute.
- Finally he sat down
- outside of a cage.
- A brown fuzzy
- puppy came up to him.
- The puppy put his paw
- on the cage.
- It seemed like he was saying,
- Take me home.
- Sam's father thought,
- Ok, little pup,
- I'll take you home.
- He paid for the puppy
- and they put a HOLD note
- on his cage.

Resolution

- The next day Sam
- and his father went for a ride
- His father drove
- to the animal care center.
- Sam didn't understand
- why they were there.
- When they walked in
- there was the brown fuzzy puppy.
- The worker gave Sam the puppy
- and everyone sang, Happy Birthday.
- It was the best birthday ever!

44 Ideas

Number of ideas recalled 34

Other ideas recalled, including inferences:

Questions for "The Surprise"

1. How old was Sam going to be on his birthday?
Explicit: seven

Seven

Level 1

Appendix D

Final Assessment Data:

D1: QRI Passage: Level One

Level One

Narrative

Concept Questions:

What is a puppy?
a dog and Chihuahua
910thair & They are
young (210)

What is an animal care center?
go to the doctor, a lot
of dogs and people by
dogs (210)

Why wouldn't a child get everything he wanted for his birthday?
maybe their dad didn't
have enough money
 (210)

Score: 9 / 9 = 100%
9 FAM UNFAM

Prediction:
I think the things he is
thinking about will be a
surprise for him from
his mom and dad.

"The Surprise"

Sam's birthday was in two days.
 He was going to be seven years old.
 He wanted a PlayStation game.
 He also wanted a new bike.
 But most of all he wanted a dog. (SC)
 His father went to look for a present.

First, he went into the toy store.
 He ^{was} saw the PlayStation that Sam wanted.
 But his father didn't have enough money.
 Then he ^{was} saw a red bike that Sam would love!
 But that also cost too much.
 He ^{drive} drove to the animal care center.
 It was hard to choose just one dog.
 All of them looked great. (SC)
 Finally he sat down outside of a cage.
 A brown fuzzy puppy came up to him.
 The puppy put his paw on the cage.
 It seemed like he was saying, "Take me home!"
 Sam's father ^{thought} thought, "Ok, little pup, I'll take
 you home." (SC)
 He paid for the puppy and they put a HOLD
~~note~~ on his cage.
 The next day Sam and his dad went for a ride.
 His father drove to the animal care center.
 Sam didn't understand why they were there.
 When they walked in there was a brown fuzzy
 puppy.
 The worker ^{gave} gave Sam the puppy and everyone
 sang, Happy Birthday.
 It was the best birthday ever! (210 words)

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USE GUIDE FOR PRIMARY SPELLING INVENTORY

Directions: Check the features that are present in each student's spelling. In the bottom row, total features used correctly. Check the spelling stage that summarizes the student's development. Begin instruction at that stage with a focus on the types of features where the student missed two or more features in a column.

Student's Name: [Redacted] Teacher: [Redacted] Grade: 4 Date: 4/16/15

SPELLING STAGES	BEGINNING LATE		EARLY		MIDDLE		LATE		EARLY		MIDDLE		LATE	
	Beginning Consonants	Final Consonants	Short Vowels	Consonant Digraphs	Consonant Blends	Long Vowel Patterns	Other Vowel Patterns	Inflected Endings	Feature Points	Words Spelled Correctly				
1. fan	f	n	a											
2. pet	p	t	e											
3. dig	d	g	i											
4. rob	r	b	o											
5. hope	h	p												
6. wall	w	l												
7. gum	g	m	u											
8. sled			e											
9. stick			i											
10. shine				sh										
11. dream				ch	dr	ea								
12. blade				ch	bl	a-e								
13. coach				ch		oa								
14. fright				ch	fr	igh								
15. chewing				ch		ow								
16. crawl				ch	cr	aw								
17. wishes				sh		es								
18. thorn				th		or								
19. shouled				sh		ou	ed							
20. spoil				sh	sp	oi								
21. growl				th		ow								
22. third						ir	ed							
23. camped							ed							
24. trees							les							
25. clapping							ppng							
26. riding							ding							
Cells with 2 or more errors	7 m	7 m	6 m	5 m	7 m	0 m	1 m	1 m	1 m	34 (86)	7 (26)			

SPELLING STAGES:
 EARLY MIDDLE LATE
 LETTER NAME-ALPHABETIC
 WITHIN WORD PATTERN
 SYLLABLES & AFFIXES
 DERIVATIONAL RELATIONS

Words Spelled Correctly: 7/26
 Feature Points: 34/56
 Total: 41/82

Error Guide for Primary Spelling Inventory

Directions: Circle all student's spelling errors and indicate if a correction is not found.

Error Guide for Primary Spelling Inventory

Directions: Circle student's spelling attempts below. If a spelling is not listed, write it in where it belongs on the developmental continuum. Determine a spelling stage that summarizes the student's development. Begin instruction at that level with a focus on features characteristic of that stage.

Student's Name _____ Teacher _____ Grade 4 Date 4/16/15

SPELLING STAGES →	EMERGENT		EARLY		LATE		EMERGENT		EARLY		LATE	
	Consonants Beginning Final	Consonants	Short Vowels	Letter Name-Alphabetic	Long Vowel Patterns	Other Vowel Patterns	Inflected Endings	Syllables & Affixes	Consonant Digraphs & Blends	Letter	Letter	Letter
✓1. fan	v	f	fn	fol(e)n	fan							
✓2. pet	p	pt	pal(o)j	pet								
✓3. dig	d	dk dg	deg	dig								
✓4. rob	w r	rb	rb	rub rob								
5. hope	h	hp	hop	hope								
6. wait	y w	yt wt	wait	wait	wait	wait	wait	wait	wait	wait	wait	wait
✓7. gum	k g	km gm	gom	gom	gom	gom	gom	gom	gom	gom	gom	gom
✓8. sled	s	sd	sad sled	sled								
9. stick	s	sk	stik	stik	stick	stick	stick	stick	stick	stick	stick	stick
10. shive	s	sn	shn	shn	shive	shive	shive	shive	shive	shive	shive	shive
11. dream	j g	gjm	gdrem	drem	drem	drem	drem	drem	drem	drem	drem	drem
12. blade	b	bd	bad blade	blade	blade	blade	blade	blade	blade	blade	blade	blade
13. coach	ch kh	ch	coo koch	coach	coach	coach	coach	coach	coach	coach	coach	coach
14. fright		fit frt	frt	frt	fright	fright	fright	fright	fright	fright	fright	fright
15. chewing		chun	chun	chun	chun	chun	chun	chun	chun	chun	chun	chun
16. crawl	k l	kr	cro	cro	crawl	crawl	crawl	crawl	crawl	crawl	crawl	crawl
17. wishes		wedtz	washs	wishs	wishes	wishes	wishes	wishes	wishes	wishes	wishes	wishes
18. thorn	tn	tn	thn	thorn	thorn	thorn	thorn	thorn	thorn	thorn	thorn	thorn
19. shouted	st ch	sh	shoud	shoud	shouted	shouted	shouted	shouted	shouted	shouted	shouted	shouted
20. spoil		spl	spol	spol	spoil	spoil	spoil	spoil	spoil	spoil	spoil	spoil
21. growl		gral	gral	gral	growl	growl	growl	growl	growl	growl	growl	growl
22. third		trd	trud	trud	third	third	third	third	third	third	third	third
23. camped		capl	camp	camp	camped	camped	camped	camped	camped	camped	camped	camped
24. tries		chrs	chrs	chrs	tries	tries	tries	tries	tries	tries	tries	tries
25. clapping		clapn	clapn	clapn	clapping	clapping	clapping	clapping	clapping	clapping	clapping	clapping
✓26. riding		redn	ridn	riding	riding	riding	riding	riding	riding	riding	riding	riding

SPELLING STAGES:
 EARLY MIDDLE LATE
 LETTER NAME-ALPHABETIC
 WITHIN WORD PATTERN
 SYLLABLES & AFFIXES
 DERIVATIONAL RELATIONS
 Words Spelled Correctly: 7/26

fan

Camd

Pet

tris

dæg

clap̄ing

roab

riding

Hop

Wit

Gum

Sled

Stek

Shin

Drim

Blad

CoSh

frite

tshong

Craw

Wishis

thon

skotet

Spolil

gral

theret

Level One

X Sam wanted many things for his birthday.
What did he want most?

Explicit: a dog

a bike

3. What was Sam's father's problem?

Implicit: he didn't have enough money to buy some of the presents that Sam wanted

he didn't have enough money

X Where did Sam's father find the dog?
Explicit: at the animal care center

Some kind of thing where you buy dogs

5. Why didn't Sam understand why he and his father went to the animal care center?

Implicit: because the present was a surprise; or he didn't know his father had been there before

He didn't know because the next day was his birthday

6. What did the worker give Sam when he entered the center?

Explicit: a brown fuzzy puppy. Note: just "puppy" is acceptable.

a puppy

Number Correct Explicit: 2

Number Correct Implicit: 2

Total: 4

— Independent: 6 correct

X Instructional: 4-5 correct

— Frustration: 3 or less correct

Level 1

Appendix E

Weekly Reflections

E1: **Date: 04/19/2015**

This week with Karl was full of exciting moments. We were able to work on our long vowel patterns again which allowed Karl to deepen his understanding of them. We also got into a deep conversation about some of the themes of our book, *The Tiger Rising*. It was really great to hear Karl using some of his higher level English language while discussing our book. He was able to analyze and make informed predictions about our chapters. I know that Karl doesn't have a lot of time to think about the texts he is reading on this level because most of the books on his reading level do not have rich content. This opportunity to dive into comprehension was very exciting for him.

We also did all of our assessments this week. We began with the QRI. Surprisingly Karl was able to jump from Pre-primer to Level One! As he read and answered the questions about each passage I had to try to contain my enthusiasm because of how well he was doing. Next, we did some running records. Fortunately, I came prepared with several levels of texts because Karl exceeded my expectations on this assessment as well! At the beginning of this semester Karl was instructional for a Fountas and Pinnell level J. When I assessed him most recently, he was instructional for level L! This was a huge jump knowing that he began the year at a level Pre-A according to Mrs.R, his reading teacher. He has made so much growth this year and a lot of it has to do with his increasing language level. However, I do think that the instructional plan that Mrs.R and I developed using a balance of leveled texts and higher level read-alouds made a huge difference for him. This balance provided Karl, an English Language Learner, with ample opportunities to increase his vocabulary and thus his reading skills. (Calderon, 2011)

The Primary Spelling Inventory (PSI) also proved to show a lot of growth in several of the areas we worked on. At the beginning of the year, Karl was only able to spell about half of the short vowel words on the PSI. This week, he was able to spell all but one of the short vowel

words correctly! This was a large leap for Karl's reading and spelling. Additionally, he did show some growth with is long vowels. Although he was only able to spell one of the long vowel words correctly, he did show signs of knowledge of long vowel patterns in his spelling. For example, he repeatedly added an 'e' to the end of words that had a long vowel sound in them. He also tried to add an 'i' into some of the long 'a' words. This is something I recommended to Mrs. R for his future instruction because the foundation for these patterns is there. I am very excited for Karl and a bit sad that I wont be able to see how much he grows from here. I have no doubt that with his motivation to learn and his ability to pick up new skills quickly he will do well in school.

References:

Calderón, M., Slavin, R., & Sánchez, M. (2011). Effective Instruction for English Learners. *The Future of Children*, 21(1), 103-127.

E2: **Date: 04/11/2015**

I was able to get some really quality instruction in with Karl this week. We dove into our book, *The Tiger Rising*, and were able to practice using critical analysis of the characters. Karl really seemed to like this because most of the books at his independent reading level don't have enough character development to do activities like this. It has really been nice to work with a book that is at his interest level and language level. Karl has a rich oral English vocabulary that is well above his reading level and needs opportunities to use it. Our book discussions this week really allowed him to use these skills.

We have also gotten very far in our understanding of long vowel patterns. This week we definitely had a lightbulb moment where things seemed to click for Karl. I was explaining vowel teams and the bossy 'e' and I tried telling him that the 'e' at the end was making the 'a' in the middle do all of the work. I asked him if he ever knew someone who tried to get their friends to do all of their work for them. And, he told me that he made his sister do all of his chores for him. So, I explained to him that he was the bossy 'e' making his sister, the 'a', do all of the work. He

got very excited about this and seems to have a good understanding of this and other patterns now. We have been able use them in a multitude of contexts. First, we use them in isolation. We played a board game that required him to match words with various vowel patterns to the patterns on our sound boards. Then, I had Karl finding all of the patterns we had covered in words from the chapter we read in *The Tiger Rising*. This was proving to give Karl a good foundation for using those long vowel patterns in context.

The next thing I really wanted to focus on was transferring that knowledge into spelling. I used the spelling inventory to develop our lessons and wanted to make the connection between them. So, at the end of the week we did a lot of work using letter tiles to build and manipulate words. We added vowels to short vowel words to make them long and visa versa. This was a little bit tricky but I think that with more practice next week we will really have a good grasp on the concept.

References:

Ganske, K. (2000). *Word journeys: Assessment-guided phonics, spelling, and vocabulary instruction*. New York: Guilford Press.

E3: Date: 04/06/2015

This week at Una I was able to really dive into working with Karl in his ELL classroom. I had been able to spend plenty of time there in the fall but due to our unique scheduling this semester I haven't been able to spend much time in there. I was able to have a long conversation with Mrs.R, his teacher, about what types of things she is doing with him. She has been working in a small group of two with Karl during her guided reading time. I found that many of the things I had been working on with him were the same things she had been. In fact, we had been using the same approach. So, this prompted a conversation about how I could develop different strategies so that he can access the same information from different contexts. To do this we looked at her Guided Reading book, *The next step in guided reading: Focused assessments and targeted lessons for helping every student become a better reader*, by Jan Richardson. She showed me which things from the book she was using and I was able to come up with new ideas.

My new approach is teaching him through the context of our interest level text. We are reading *The Tiger Rising* by Kate Dicamillo which is well above Karls independent reading level. However, I have been reading it aloud, pausing for vocabulary instruction, and developing comprehension skills alongside his word decoding skills. This week we were learning about the long vowel patterns. We played a game that required him to find the patterns I taught him in the chapter we read. It was set up like a scavenger hunt that pushed him to be engaged in our lesson as well as the text. I found this lesson extremely successful and I could really see his progress even just in our short sessions. I am hoping to do some review and introduce the same patterns with some different vowels next week.

I am worried about how this will transfer to our reading of his grade level texts. I plan to bring some in with me and see how he does with them. Additionally, I plan on keeping up with Mrs. R so that we can keep collaborating to do what is best for Karl. I am very excited about what the next few weeks will hold for us.

References:

Richardson, J. (2009). *The next step in guided reading: Focused assessments and targeted lessons for helping every student become a better reader*. New York: Scholastic.

E5: Date: 03/22/2015

This week at Una was another struggle to meet with Karl. However, I was able to get some quality work in with my literacy coach. I have been reading the guided reading book by Jan Richardson as my professional development book for Dr.Ganske's class. It has been very interesting especially because I have been able to see the guided reading presented in the book in the classrooms at Una. This week I was able to write three separate guided reading lessons that my literacy coach will be modeling for a new teacher! She gave me the reading levels of all of the students and I was able to form the groups, select the texts, and use the lesson plan template from the book.

Selecting the texts was a somewhat difficult task as I did not know what the students were interested in. After selecting the texts, I went through them and wrote book introductions, wrote questions for the students to discuss, selected a focus skill, and selected strategies to teach each skill. All of these are vital elements of the guided reading book by Jan Richardson. Seeing and implementing the things I am reading about have allowed me to develop a deeper understanding. I feel like this experience will allow me to better use the book as a possible professional development book as a literacy coach myself one day.

Some of the other things I have been working on with my coach have been introducing book bags to the same new teacher as well as looking at my coach's plan to implement all of the required PDs she needs to have by the end of the semester. She is involved in the literacy partnership and has several things she needs to complete for that paired with the balanced literacy programs. She is EXTREMELY organized and has a calendar planned to the end of the school year pairing all of her requirements and assigning them to each day. She has been working very hard to coordinate all of her programs and it seems like her hard work has paid off! It was truly amazing to see how my life may be one day as a coach.

References:

Richardson, J. (2009). *The next step in guided reading: Focused assessments and targeted lessons for helping every student become a better reader*. New York: Scholastic.

E6: Date: 03/15/2015

Well I have finally made it back into regular visits to Una Elementary. Over our spring break, the school celebrated its Read Across America Week that I worked on with my literacy coach. Unfortunately, the snow days put some strain on the planning and a few of the days were pushed into the next week. I think that this caused more problems for my literacy coach as she had to work around the volunteers' schedules. When the weather turns sour this time of year it can really leave teachers feeling stressed and the literacy coaches left as problem solvers. It was very interesting to see how the weather has affected all of the plans my coach had made. This

week I was able to catch up with her and get a feel for how she was able to deal with all of the extra work.

The snow days have also seemed to affect Karl. He and I were only able to meet once this week. Unfortunately he seems to have become unhappy with our time arrangement. I had been pulling him during his recess which he said was fine. However, now that the weather has gotten better and he spent so much time outside of school he wants to change our time. I had previously told him we could change the time if he wanted to. So, now I am in a tough position trying to balance my school work and my research assistantship with my practicum. I think that I will be able to work out the scheduling conflicts after Metro's Spring Break as my work schedule will loosen up.

Meanwhile, I have been brainstorming some of the lessons I will be implementing when Karl and I are able to meet on a more regular basis. I have been at a crossroads as I have moved into my lessons. On one hand, I would like to connect what I learned about Karl's spelling through his Spelling Inventory to his reading problems and focus on teaching those as there is a direct connection between spelling and reading. (Moats, 2005) However, when I bring those things into our lessons Karl seems to be offended that I am having him do such trivial things. He often tells me that he has already learned that. So, in the next few weeks I will be working through similar mini-lessons through the higher level text, *The Tiger Rising* by Kate DiCamillo. Hopefully this will pull Karl's attention while stimulating him with intellectually challenging tasks.

References:

Moats, L.C. (2005). How spelling supports reading. *American Educator*, 6(12-22), 42-43.

E7: Date: 02/15/2015

This week at Una was a hectic one. I have been torn because I pull my student in a very small time gap where his class has some free time. I was hesitant to use this time at first but he

has assured me that he would rather work with me. However, this week was his week to be the library helper from his class. He gets to put away the books in the library that the other students return. He was very adamant that he get to finish his job, so we were only able to meet for 10 minutes three times this week. However, I did complete one lesson but in three different sessions. We continued our work with short vowels but I still think that it will be a tough thing for him to master. I am planning on breaking the each of short vowels into mini and then pair them with a board game or another activity. We also have started to pull words from the texts we are reading into a word sort with the common short vowels. I plan to do more with this next week.

I also think that I will be using some of the readers theatre pieces that we learned about in Dr. Ganske's course last week. The Vasinda (2011) article drew my attention in particular because it talked about how you can integrate it with technology. When listening to my student read aloud last week I think that we need to work on expression. His speed is not a problem but he doesn't put any expression to passages with dialogue. I plan to write some readers theater pieces that are on my student's reading level from the book I am reading aloud to him. This way he can engaged with the text that is in his interest level in a way that he can read it. I will most likely use an app that will allow him to access his recording from home.

The Read Across America Week is coming up quicker than I thought. I have truly found how difficult it can be to coordinate an event where many people are involved in the events. Getting responses to emails has been slower than I expected so things are slightly behind schedule. I am hoping to get it all sorted out next week. This has been a great window into my coach's busy weeks.

Vasinda, S., & McLeod, J. (2011). Extending readers theater: A powerful and purposeful match with podcasting. *The Reading Teacher*, 64(7), 486-497.

E8: **Date:02/06/2015**

This week contained my first three visits to Una Elementary. It felt very good to be back working in a school again. The first part of my visit was spent working with my literacy coach. She and I began by catching up on all of the things she has been working on since my last visit in November. She updated me on the AimsWeb scores and explained how progress monitoring was going for her RTI teams. Fortunately, my coach has several volunteers and part-time teachers that teach the Tier One and Tier Two students. She has made a very strong effort to observe each of these groups and has been very productive in implementing progress monitoring. Things at Una are chaotic but very efficient.

There are two main projects that my coach wants me to focus on for this semester. The first is taking inventory of the bookroom. My coach, Brandi, has a wonderful bookroom that is fabulously organized. She has an almost flawless system for the teachers to check out materials. However, she has added a few things and wants to make sure that all of the materials are accounted for. The second project my coach is having me work on is planning the Read Across America week for the entire Una school. I have been working on getting flyers ready for the teachers and making contact with the librarian to see if she is willing to do the same events as she did last year. My next steps will be contacting local banks, organizations, and other companies to get volunteer readers in every classroom every day of the week. I have a base of some contacts and will be working on reaching out to new contacts as well.

I also was able to meet with my student three times this week. I had remembered that he grew very quickly last semester so I came prepared with a book for a running record to assess his reading level. When the book I brought to him was read with 97% accuracy, I knew that it was time for me to have a conversation with his classroom teacher. I met with Mrs. R and she told me that Karl was now instructional for a level J book. In November, his instructional level was E. This jump had a major effect on the content of my future lessons. I began the next lesson with the spelling test from the *Words Their Way* Primary Spelling Inventory. Unlike his reading level,

there were not many gains with his spelling compared to his spelling in November. He still struggles with his short vowels. However, he has mastery of some consonant blends and irregular vowel patterns. I have given him a phonology assessment so I know that he can hear the difference between the vowel sounds but he often confuses them in his spelling. I have given him a sound board to reference and I have been giving him several opportunities to practice using them. If any one has more suggestions they would be greatly appreciated.

Bear, D. R. (2000). *Words their way: Word study for phonics, vocabulary, and spelling instruction*. Upper Saddle River, N.J: Merrill

Appendix F

Lesson Plans

Adapted from TextProject.org
 Dr. Kathy Ganske

F1

Plan of Action	03/12/2015	Lesson #7
<p>Rationale/ Transition</p>	<p><i>What do you hope to achieve with the child today? What did you notice from your previous session that led you to this decision?</i></p> <p>Karl still struggles with short vowels and long vowel patterns in context. This session Karl and I will work on his use of long vowel patterns within context.</p>	
<p>Warm-Up Reading</p>	<p><i>What book will the child reread for fluency and confidence building, and what is your intention? (select one)</i></p> <ul style="list-style-type: none"> ▪ Enjoyment and Confidence ▪ Accuracy ▪ Prosody (flow) ▪ Expression ▪ Other: 	
<p>New Text Read & Re-Reading</p>	<p><i>What book will the child reread for fluency and confidence building? How will you support the child through the following? (select one)</i></p> <ul style="list-style-type: none"> ▪ Prep Talk ▪ Reading ▪ Book/Word Talk ▪ Re-Reading 	

<p>Word Study</p>	<p><i>What word work does the child need, and how does it connect to the rest of the tutoring (Warm-Up Reading, New Reading, and or Writing)?</i></p> <ul style="list-style-type: none"> ▪ Word Feature Focus: Long Vowel Patterns <p><i>(Check each of the following that applies)</i></p> <ul style="list-style-type: none"> ▪ Rhyming Activity <ul style="list-style-type: none"> • Sentence or Word Matching ▪ Make and Break Words <ul style="list-style-type: none"> • Oh No! Game ▪ Word Bank <ul style="list-style-type: none"> • Word or Letter Hunt ▪ Word Sort <ul style="list-style-type: none"> • Other
<p>Writing</p>	<p><i>What will the child write, and how does it connect to the rest of the lesson? (select one)</i></p> <ul style="list-style-type: none"> ▪ Word <ul style="list-style-type: none"> • Sentence ▪ Phrase <ul style="list-style-type: none"> • Dictation
	<p><i>How will you bring closure to the session in a meaningful way?</i> Goals worksheet</p>

<p>Plan of Instruction</p>	<p><i>What procedures will you use during this session? (Please give step-by-step procedures of instruction)</i></p> <ol style="list-style-type: none"> i. Karl and I will review our previous goals and write new ones. ii. We will then begin to read our next chapter in <i>The Tiger Rising</i> by reviewing our questions from the previous week. iii. I will also introduce Karl to our NEW Vocabulary cards. I want Karl to place a card down on the table when we come to a word he wants to learn the meaning of. We will start this week with two cards. When he places the card down we will pause our reading and write in the notebook and will discover its meaning together. (This may be through morphology but it could include looking the word up in the dictionary) iv. After we read the chapter, Karl and I will each come up with a question from the chapter and write them on a sticky note. v. The next thing we will do is review Long A vowel Patterns. We will begin with the ‘bossy e’ words. Then, I will have Karl look back in the chapter we read to find five words that match that pattern and write them in his word study notebook.
<p>Assessment</p>	<p><i>How will you know what the student has learned during this session? (Please share formal and informal forms of assessment)</i></p> <p>The word study notebook, the sticky note, and the vocabulary cards.</p>

Standard Correlation	<p><i>With what standards does this tutoring lesson align?</i></p> <p>CCSS.ELA-LITERACY.RF.1.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>CCSS.ELA-LITERACY.RF.1.4.A Read grade-level text with purpose and understanding.</p> <p>CCSS.ELA-LITERACY.RF.1.4.B Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>CCSS.ELA-LITERACY.RF.1.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
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F2

Plan of Action	03/27/2015	Lesson#8
Rationale/ Transition	<p><i>What do you hope to achieve with the child today? What did you notice from your previous session that led you to this decision?</i></p> <p><u>Previous Observations:</u></p> <ul style="list-style-type: none"> - Karl is still struggling with some of his long vowel patterns - But, he gets frustrated when we work on them because he feels they are too easy for him. - There is also a problem with his transfer from working with them in isolation to reading words with long vowel patterns in context. <p><u>Today's Plan:</u></p> <ul style="list-style-type: none"> - Read some of our Kate DiCamillo book - Review long vowel pattern (bossy -e and vowel teams) Start with A - Play a board game that requires him to use them in isolation. - Refer back to our chapter in the Kate DiCamillo book to find the same patterns in the context of an interest level text. 	
Warm-Up Reading	<p><i>What book will the child reread for fluency and confidence building, and what is your intention? (select one)</i></p> <ul style="list-style-type: none"> ▪ Enjoyment and Confidence ▪ Accuracy ▪ Prosody (flow) ▪ Expression ▪ Other: 	

<p>New Text Read & Re-Reading</p>	<p><i>What book will the child reread for fluency and confidence building? How will you support the child through the following? (select one)</i></p> <ul style="list-style-type: none"> ▪ Prep Talk ▪ Reading ▪ Book/Word Talk ▪ Re-Reading
<p>Word Study</p>	<p><i>What word work does the child need, and how does it connect to the rest of the tutoring (Warm-Up Reading, New Reading, and or Writing)?</i></p> <ul style="list-style-type: none"> ▪ Word Feature Focus: Long Vowel Patterns <p><i>(Check each of the following that applies)</i></p> <ul style="list-style-type: none"> ▪ Rhyming Activity • ▪ Sentence or Word Matching • ▪ Make and Break Words • ▪ Oh No! Game • ▪ Word Bank • ▪ Word or Letter Hunt • ▪ Word Sort • ▪ Other: Board Game
<p>Writing</p>	<p><i>What will the child write, and how does it connect to the rest of the lesson? (select one)</i></p> <ul style="list-style-type: none"> ▪ Word • ▪ Sentence • ▪ Phrase • ▪ Dictation •
	<p><i>How will you bring closure to the session in a meaningful way?</i> Karl and I will refer back to our goals worksheet and complete the form allowing us to make a clear connection between all of our lesson activities.</p>

<p>Plan of Instruction</p>	<p><i>What procedures will you use during this session? (Please give step-by-step procedures of instruction)</i></p> <p>Introduction:</p> <ul style="list-style-type: none"> - First, we will review our goals worksheet and create new goals for this session. I will come up with one and so will Karl. - Second, we will review our New Vocabulary cards so that he remembers how to use them throughout our lesson. - Third, I will give Karl a Preview of our lesson today. <p>Part One:</p> <ul style="list-style-type: none"> - Karl and I will review the questions we came up with from the last chapter in <i>The Tiger Rising</i>. - Karl and I will read the next chapter. I will read the chapter aloud to him to model correct expression, prosody, and accuracy. He will follow along in his copy of the text keeping in mind the new vocabulary cards that allow him to stop me and add new words to our word bank in his word study notebook. When we add a new word, Karl will read the sentence it comes from having already heard me read it aloud. - After reading the chapter, we will each come up with questions we have about the chapter. These sometimes include summaries, inferences, and predictions. <p>Part Two:</p> <ul style="list-style-type: none"> - Karl and I will review the long vowel patterns we have discussed. For today we will only work with 'a'. - Then, we will play a board game that requires Karl to correctly identify which vowel pattern individual words have. - We will review each list at the end of the game. <p>Part Three:</p> <ul style="list-style-type: none"> - Karl and I will go back to <i>The Tiger Rising</i> and find one word from the chapter to fit into our vowel pattern categories from the board game. - Karl will read the sentences that the words come from. <p>Wrap Up:</p> <ul style="list-style-type: none"> - Karl and I will review the goals worksheet and determine if we have met our goals for the session. This may leave us with more work to do on our vowels.
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<p>Assessment</p>	<p><i>How will you know what the student has learned during this session? (Please share formal and informal forms of assessment)</i> Formal Assessment: Goals worksheet and finding the words from our text. Informal Assessment: Board game performance.</p>
<p>Standard Correlation</p>	<p><i>With what standards does this tutoring lesson align?</i> <u>CCSS.ELA-Literacy.RL.4.1</u> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. <u>CCSS.ELA-Literacy.RF.4.3</u> Know and apply grade-level phonics and word analysis skills in decoding words. <u>CCSS.ELA-Literacy.RF.4.4</u> Read with sufficient accuracy and fluency to support comprehension</p>

F3

<p style="text-align: center;">Plan of Action 04/10/2015</p>	
<p>Rationale/ Transition</p>	<p><i>What do you hope to achieve with the child today? What did you notice from your previous session that led you to this decision?</i> <u>Previous Observations:</u></p> <ul style="list-style-type: none"> - Karl has a better grasp of Long Vowels from our last session. But, I want to make sure that there is a connection to what we are learning to spelling. - My assessment that drove this instructional decision was a Spelling Inventory. So, I want to make sure that I am giving him the tools to improve on that assessment. <p><u>Today's Plan:</u></p> <ul style="list-style-type: none"> - Read some of our Kate DiCamillo book - Review long vowel pattern (bossy -e and vowel teams) Start on other vowels (E,I,O,U) - Play a board game that requires him to use them in isolation. - Have Karl build new words using our spelling patterns using letter tiles.
<p>Warm-Up Reading</p>	<p><i>What book will the child reread for fluency and confidence building, and what is your intention? (select one)</i></p> <ul style="list-style-type: none"> ▪ Enjoyment and Confidence ▪ Accuracy ▪ Prosody (flow) ▪ Expression ▪ Other: Comprehension

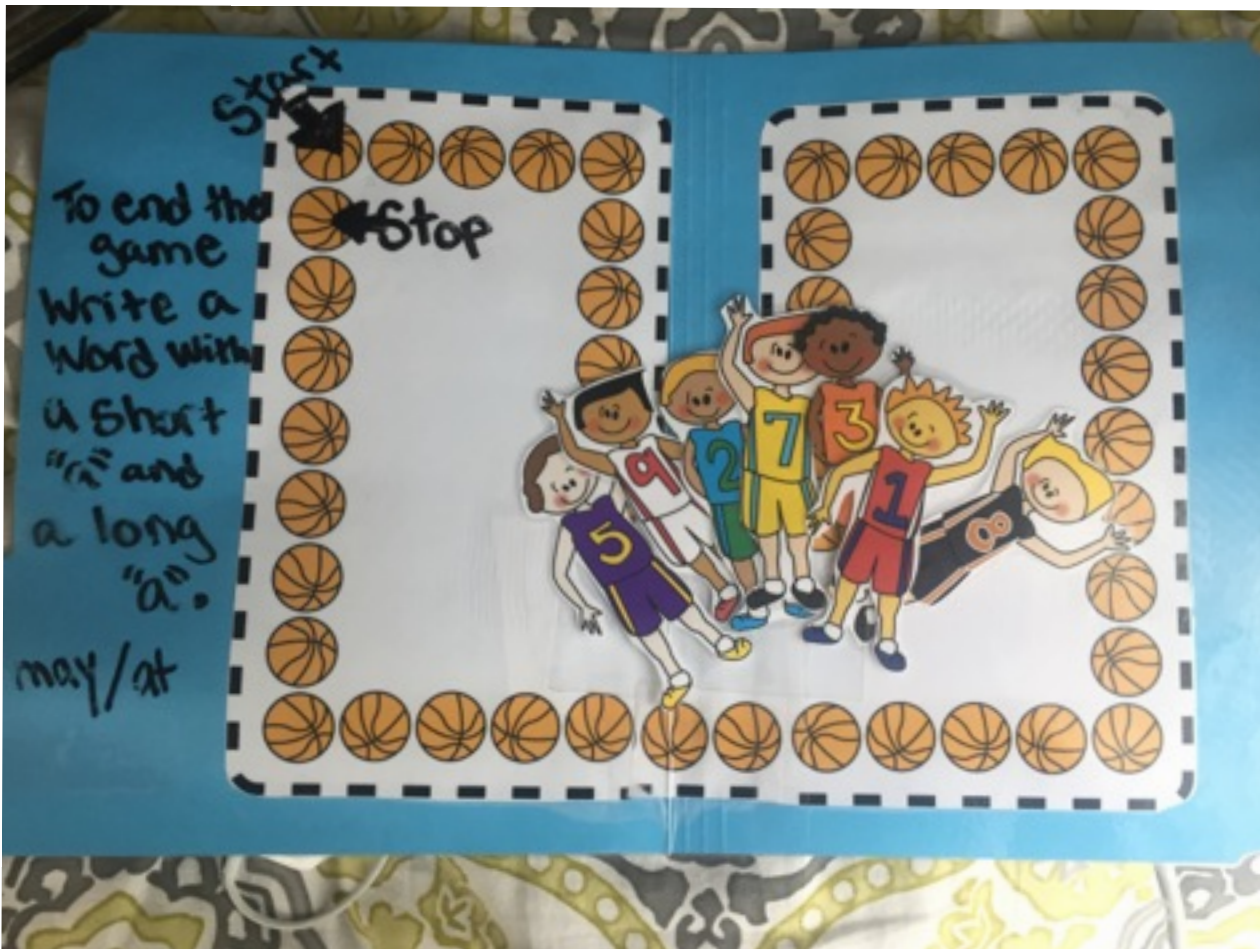
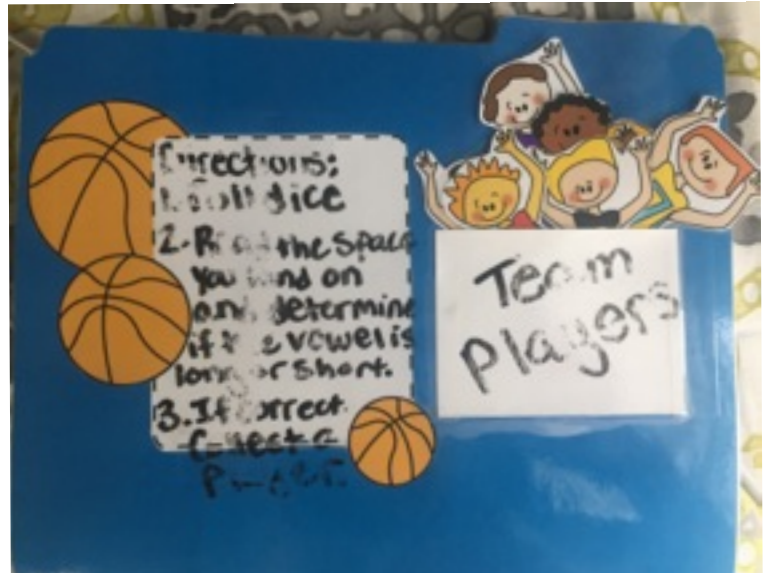
<p>New Text Read & Re-Reading</p>	<p><i>What book will the child reread for fluency and confidence building? How will you support the child through the following? (select one)</i></p> <ul style="list-style-type: none"> ▪ Prep Talk ▪ Reading ▪ Book/Word Talk ▪ Re-Reading
<p>Word Study</p>	<p><i>What word work does the child need, and how does it connect to the rest of the tutoring (Warm-Up Reading, New Reading, and or Writing)?</i></p> <ul style="list-style-type: none"> ▪ Word Feature Focus: Long Vowel Patterns <p><i>(Check each of the following that applies)</i></p> <ul style="list-style-type: none"> ▪ Rhyming Activity <ul style="list-style-type: none"> • Sentence or Word Matching ▪ Make and Break Words <ul style="list-style-type: none"> • Oh No! Game ▪ Word Bank <ul style="list-style-type: none"> • Word or Letter Hunt ▪ Word Sort <ul style="list-style-type: none"> • Other
<p>Writing</p>	<p><i>What will the child write, and how does it connect to the rest of the lesson? (select one)</i></p> <ul style="list-style-type: none"> ▪ Word <ul style="list-style-type: none"> • Sentence ▪ Phrase <ul style="list-style-type: none"> • Dictation
	<p><i>How will you bring closure to the session in a meaningful way?</i></p> <p>Karl and I will refer back to our goals worksheet and complete the form allowing us to make a clear connection between all of our lesson activities.</p>

<p style="text-align: center;">Plan of Instruction</p>	<p><i>What procedures will you use during this session? (Please give step-by-step procedures of instruction)</i></p> <p>Introduction:</p> <ul style="list-style-type: none"> - First, we will review our goals worksheet and create new goals for this session. I will come up with one and so will Karl. - Second, we will review our New Vocabulary cards so that he remembers how to use them throughout our lesson. - Third, I will give Karl a Preview of our lesson today. <p>Part One:</p> <ul style="list-style-type: none"> - Karl and I will review the questions we came up with from the last chapter in <i>The Tiger Rising</i>. - Karl and I will read the next chapter. I will read the chapter aloud to him to model correct expression, prosody, and accuracy. He will follow along in his copy of the text keeping in mind the new vocabulary cards that allow him to stop me and add new words to our word bank in his word study notebook. When we add a new word, Karl will read the sentence it comes from having already heard me read it aloud. - After reading the chapter, we will each come up with questions we have about the chapter. These sometimes include summaries, inferences, and predictions. <p>Part Two:</p> <ul style="list-style-type: none"> - Karl and I will review the long vowel patterns we have discussed. - Then, we will play a board game that requires Karl to correctly identify which vowel pattern individual words have. - We will review each list at the end of the game. <p>Part Three:</p> <ul style="list-style-type: none"> - Karl will work on making and breaking words using letter tiles. - I will start by modeling and use the guided release model to give Karl the best chance of taking ownership of the activity.
<p style="text-align: center;">Assessment</p>	<p><i>How will you know what the student has learned during this session? (Please share formal and informal forms of assessment)</i></p> <p>Formal Assessment: Goals worksheet and how many words he builds.</p> <p>Informal Assessment: Board game performance.</p>















Standard Correlation	<p><i>With what standards does this tutoring lesson align?</i></p> <p>CCSS.ELA-Literacy.RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>CCSS.ELA-Literacy.RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>CCSS.ELA-Literacy.RF.4.4 Read with sufficient accuracy and fluency to support comprehend.</p>
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Appendix G

G1: Board Game



G2: Sound Board

Short Vowels		<h1>Sound Boards</h1>		
a  <u>cat</u>				
e  <u>bed</u>				
i  <u>pig</u>	Long Vowels			
o  <u>sock</u>	a  <u>cake</u>	a  <u>tray</u>		
u  <u>cup</u>		a  <u>rain</u>		
y	e  <u>feet</u>	e  <u>leaf</u>		
	i  <u>kite</u>	i  <u>light</u>		
	o  <u>bone</u>	o  <u>soap</u>		
	u  <u>tube</u>			

G3: Goals Worksheet

My Reading Goals

These are goals decided on by my teacher and me to become a better reader. Use the reading goals chart to help you choose a goal that is right for you. Work on your reading goal every time you read. When you've achieved your goal, put a checkmark in the "Achieved" column and then give evidence by stating an example of how you know you've achieved your goal.



Date	Goal	Fluency (F), Comprehension (C), Reading Genres (G), Reading Behaviors (B)	Achieved	Evidence/Example
1/29	*Pass 4th grade - Vocabulary - Read Comic book	F, G		
2/3	- To use short vowels with understanding / Read - Understand what I Read	F, C	F, C	→ WS → Questioning
2/5	- To use short vowels - Reading <u>all</u> of the words in a comic book	G	✓	→ game
2/9	Identify vowel patterns in a story.	F		
3/2	Review - short vowels ✓ Finish Airplane Adventure ✓	C, F	✓	Finished book ✓ Review ✓
4/2	Review long "A" Understand the big words	C, F	✓ ✓	Game Frail
4/7	Long "A" - find them in context	F, C	✓	Reading the books Make vowel game