

Miscue Rubric

Name _____

Criteria	Points possible	Self Evaluation	Professor Evaluation
<p>Student History: [1 page]</p> <ul style="list-style-type: none"> • What is the background of the student? (Age, gender, grade level, ability level, learning style preference, challenges, supports, reason for selecting this student) • Describe your relationship with the student. • In depth, well supported background information on the students. • Thorough description of teacher's relationship with student. • Information from IEP if relevant. 	5		5
<p>Findings from Miscue: [3 pages]</p> <ul style="list-style-type: none"> • Refer to the transcript to provide evidence for strengths evidenced by the reading. What patterns do you notice? • Refer to the transcript to provide evidence for weaknesses evidenced by the reading. What patterns do you notice? • Observation of student's behaviors during administration of miscue. • What did you learn about the student as a reader and a student during the miscue? 	5		5
<p>Planning and Instruction: [2 pages]</p> <ul style="list-style-type: none"> • What instructional resources would you use to promote reading development? Why would these resources be appropriate? How would you use these resources? • What would be the reading goal(s) for this lesson, and why would they be developmentally appropriate for the student? Well-organized discussion of why this goal is relevant to student. • Try to teach if you can if not talk about expectations • What feedback did you/ would you provide the student? How did it/ could it impact student learning? 	5		5
<p>Critical Reflection: [2 pages]</p> <ul style="list-style-type: none"> • What was a successful moment/aspect of this experience? Explain why it was successful. • What would you do differently if you had the opportunity to conduct a miscue again? Why? • How will this experience influence your future teaching? • Thoughtful discussion presented about how the experience of conducting the miscue analysis will influence future teaching beyond this assignment. • Make sure this is from the perspective of a content area teacher. 	5		5
<p>APA Format:</p> <ul style="list-style-type: none"> • Use of first person • Proper citations format, reference list, headings, number format, etc. • Spelling and grammar check • Appendix: <ul style="list-style-type: none"> * Include the actual text you used, the marked text. 	5		5
Total:	25		25
Percent:	100%		100% 20A

This is an amazing paper - your depth and understanding is wonderful, excellent work

*Summative Assessment: Photovoice + Miscue + Reading
Wisdom + Critical Literacy + Literature Circle + So Much More*

MLED 330- Interdisciplinary Reading and Writing in Middle Schools

Summative Assessment
December 6th, 2010

As I look back on the past fourteen weeks of MLED 330, I am amazed at the transformation that took place within me, both as a human being and as a future educator. In the last several years, I have come to the realization that although my experiences are constantly contributing to my viewpoints and opinions of the world around me, I felt as though they were mostly stable and unchanging. While I know that I still hold a number of very firm and unwavering values and principles, the experience of this course has taught me to be a more open person, both in the area of literacy and academics and in my own personal life. Even as I write this paper, I recognize that what I am saying sounds very cliché, but I believe that **participating** in this course has been one of my most valuable college experiences. In many of my education course at Rhode Island College I am encouraged to live as life-long learner, but often the course itself is bland and uninspiring. In a field that promotes learning, both by students and teachers, I have experienced semester-long courses in which I have rarely been challenged to learn and participate. I can say with great certainty, that this course has challenged me. I was challenged to participate, to teach, to learn, to read, to write, to listen, to define, to take photographs, to punctuate, to graphically organize, to critically analyze, to give and follow directions, to conduct research, to draw, to self reflect, to ask questions, and to be an active member of my professional community. The culmination of my experiences throughout this course will, without a doubt, influence who I am, both inside of the classroom and out.

The learning experiences which I consider to be the most valuable, those which I believe will continue to significantly influence my growth as an educator, include: participating in the Photovoice Project (both in our class and the Promising Practices presentation), observing, planning, teaching and reflecting on my literacy-based mathematics lessons at Alan Shawn Feinstein Middle School at Coventry, and critically analyzing children's literature for sexism,

racism, and other negative and positive elements. While I enjoyed all of my academic experiences throughout this course, I feel that these three will be most influential in my career as an educator because they will serve to be continuous challenges, in the elementary or middle level classroom, in a mathematics classroom or in a classroom where all subjects are taught, and even after five or ten or twenty years of teaching.

The Photovoice project is one that can be incorporated into possibly every setting and participated in by people of all ages, as it lends itself to giving its participants an opportunity to display personal ideas and opinions, related to a concept concerning their own community, through the use of photography. Whether the identified community concept is Women's Health, Underage Drinking, Literacy in Rhode Island, or any other topic, the Photovoice Project allows us as participants to explore our own understanding of the issue and also how we observe the issue in our own community. I hope to utilize this type of project in my future middle school mathematics classroom for several reasons: I think the very varied individual elements that contribute to the entire classroom goal or message is an exceptional occasion for teamwork, and also a way in which students can look through the eyes of their peers to observe things that they may have otherwise dismissed as unimportant, or just not noticeable. Students participating in Photovoice are also provided with an opportunity to truly share their points of view, an opportunity to be listened to and valued for their contribution; opportunities that some students may rarely receive.

Participating in the Photovoice project allowed me to personally expand my ideas and views on the definition and presence of literacy in the world that surrounds me. After having spent almost twenty school years inside a classroom, I felt as though I possessed a sound understanding of literacy, but I have come to realize that before participating in this project, I

never truly owned the definition of literacy. This profound understanding will guide me to provide experiences for my future students that allow them to become a part of their own learning so that they too, can own their knowledge.

Before this semester, I had spent numerous hours inside elementary school classrooms observing and teaching, and several hours observing in a middle school, both from the students' and teachers' perspectives. However, I had not once taught a mathematics lesson in a middle school classroom. After being placed at Alan Shawn Feinstein Middle School at Coventry, I immediately began contacting my classroom teacher and scheduled my dates for observing. By observing several class periods I started to feel as though I was becoming a part of Mrs. Marchwicki's class. I began learning students' names and even participating in brief conversations with both faculty and students. As my familiarity with the school, faculty and students grew, my nervousness about teaching a math lesson still remained, albeit a bit lesser than before.

While conducting my four classroom observations, Mrs. Marchwicki was enthusiastically forthcoming with information about her students and her classroom. She often answered my questions before I even had the chance to ask them. Mrs. Marchwicki certainly has been an invaluable asset to my understanding of not only her classroom and students, but all middle school students and their daily struggles and successes. As I began to consider planning for and teaching the students, I recognize that the classroom teacher greatly prepared me by explaining students' strengths and weaknesses, and also strategies that she employs to ensure her students achieve the greatest possible success. Possibly unbeknownst to them, the students in the classroom allowed me to get a glimpse into their styles of learning and also their personalities within the classroom.

As I prepared for my lessons, I felt a bit intimidated. I have of course observed many times in a middle school classroom and also within team meetings in a middle school; however this was my first experience teaching in a middle school classroom. I worked very hard to adequately prepare my materials so that they were most appropriate for my students while also striving to make the lesson engaging for students. One of the most important things that I learned while teaching my lessons, was that there was almost no reason for me to feel intimidated. Of course a bit of nervousness is to be expected, but I did the work and was as prepared as I could be to teach my class. I suppose, as cliché as it sounds, one very important thing I learned about myself as a teacher, while preparing and teaching these lessons is that I can successfully teach a classroom full of noisy, energetic, and challenging young adults. When I first began taking my courses in the Elementary Education program, I never imagined myself teaching middle school students, but as I have progressed in the MLED program, I am seeing myself as an educator in a much different way. This experience has certainly contributed to my own personal evolution as a learner and as a teacher, in ways I many not yet be aware of, and I absolutely want to remember how good it felt to stand in front of that class of sixth grade students and begin my first middle school mathematics lesson.

One final component of the course, which I believe will continually contribute to my effectiveness as an educator is the process of critically analyzing literature. Throughout our course, I so very much looked forward to the sharing of children's literature, but as our course progressed I found myself viewing pieces of literature in a much different way. During my past Elementary Education courses, I was encouraged to explore award winning literature from the Caldecott and Newberry Award lists, however, I have been unsure about how to analyze other pieces of literature that have not been recognized. After our discussion of the importance of

critical literacy, I find myself critically analyzing any children's book I happen to pick up. Since completing the assignment of evaluating children's literature for sexism and racism, I feel that I have since become much more aware of the possible influences on children, positive or negative, from literature. In the future I know that I will carefully examine the content of children's literature, to ensure that individuals, genders, and cultures are not misrepresented or represented in an offensive, inaccurate way. The literature that children encounter undoubtedly influences their views and opinions of the world and the people that surround them, and thus it is vital that children be provided with great quality literature **and that they understand the purpose of that literature.**

The Feinstein School of Education and Human Development identifies "PAR"- Plan, Act, Reflect- as a component of the foundation for its pre-service teachers and encourages each individual's development into a reflective practitioner. By actively participating in this course I feel as though I have successfully experienced and accomplished the goals and outcomes which both the professor and Rhode Island College's Education Program have set forth. Throughout the span of this course, I have identified the ever present place for literacy in all areas of our lives, even in the mathematics classroom; I have opened my eyes to the even greater connectivity between the content areas within a middle school; And I have reflected on my responsibilities as an educator in the area of mathematics while also recognizing the importance of my role in teaching and incorporating literacy into my middle school classroom.

I am confident that I met the prepared outcomes for this course by: identifying the discourse and practices of mathematics and teaching students to choose appropriate strategies when encountering issues within mathematics, creating opportunities for students to connect non-school literacy practices with those of school in meaningful ways, using reading and writing

as the means to help students engage with mathematics, differentiating curriculum establishing a classroom environment that supports literacy, choosing appropriate strategies for students to read a variety of texts, developing projects in which students must gather and analyze information to resolve issues and concerns, articulating and defending my thinking and use of strategies in teaching, and finally, by being an active and contributing member of the teaching and learning community of our class and the teaching profession.

Although I have been learning and studying my specific content of mathematics for several semesters and constantly acquiring new teaching strategies in order to accommodate the vast differences in the ways in which students learn, I *have not* also been building my understanding of literacy, like I thought I had been. Yes, of course, I learned about choral reading and partner reading and silent reading; I learned about ways to approach teaching grammar, punctuation and writing. But because of my own lack of ownership of the meaning of literacy, my learning was not adding to my understanding of the importance of literacy. At the beginning of this course, when we, as a class, participated in the Photovoice project and I was given the opportunity to truly explore the meaning of literacy, did my authentic understanding of literacy truly take form and only then did all of my past learning experiences about reading and writing truly fall into place.

I will, in the near future, be a mathematics teacher. But that is certainly not all I will be. I will also be a literacy teacher, because I have come to understand and appreciate the importance and the necessity of literacy in all areas of our academic and personal lives. I hope that my future middle school mathematics students understand slope, and $y = mx + b$, and complimentary and supplementary angles on the plane, and the x-axis and y-axis. Yet, one of my greatest hopes is not only that those students will be able to successfully complete computations, but also that they

will own that knowledge- so much so that they can communicate their understanding, both verbally and in writing. I hope that I can inspire my students to explore the world of mathematics, and that they will feel compelled to constantly reach with their minds. And finally, I hope that as a mathematics and literacy teacher, I will continue to discover new and meaningful ways to connect the world of literacy to the world of mathematics so that I too can explore while providing meaningful learning experiences for all students.

Throughout the fourteen weeks of our course, I have worked very hard to be an active member of our class and to gain as much experience and knowledge as I could. I feel that oftentimes, you get from an experience the quality that you put into it, and I am thrilled with the outcome of this experience. I have enjoyed this class so very much and I feel that I have grown both in my academic life and in my personal life. Literacy is a very large part of who I am. Before this class I viewed literacy in the “traditional” way as books, magazines, newspapers, etc. Even with that close-minded view, literacy was still a very big part of my life, as I am constantly reading anything and everything that I find. Now, with my expanded and more authentic understanding of literacy, I realize that it is an even more immense part of my life than I ever before realized. While completing my coursework this semester, I did not carefully look at the point values of each assignment and think of the projects and papers as disconnected things-to-do. I approached this course as a whole experience and placed all of my efforts into completing my coursework to the best of my ability. I know there are and will always be areas in which I can improve; however because of my dedication, enthusiasm and hard work throughout this semester, I believe I deserve an A for this course.

Thank you, Dr. Horwitz, for a wonderful semester and a truly gratifying experience in MLED 330. I am so very grateful for your constant encouragement, guidance and enthusiasm!

September 17, 2010

MLED 330- Learning Log 2/ Week 3

Throughout the past week of class, although all of the topics, articles and textbook readings have encompassed a tremendous amount of important information, the topic that most interested me and continues to interest me, is the Photovoice Project. Reading the articles about the Photovoice Project during the past few weeks did not make me feel too confident in completing the project. The thought that kept recurring in my mind was “what am I supposed to take a picture of?”. Even as I tried to begin the actual picture-taking-process, I was unsure.

Photovoice is a project which has three main goals: to enable people to record and reflect their community’s strengths and concerns, to promote critical dialogue and knowledge about personal and community issues through large and small group discussions of photographs, and to reach policy makers (Wang, Carolyn). There are several stages of this project and a special format of community training takes place to ensure that participants are respectful of community members’ privacy. Ideally, this project places a camera into the hands of all people, even those whose opinions and ideas may not always be accounted for, and allows them to play a role in defining critical community issues, while also obtaining concrete pictures of those issues.

When I began the process, I brainstormed by thinking about what literacy means to me, when I believe literacy becomes an important component of living, and how available is literacy to people, young and old. This helped me become more prepared to take photos for this project. Although I was not “looking for” a specific thing or action to photograph, I had developed concepts in my mind which allowed me to be more open and attentive to the literacy-filled world around me.

Although I realize that as a class, we have only just begun the process, I really enjoyed meeting with a small group and talking with a single partner to learn about her photos and to

describe mine. Anyone could look at my photos or my partner's photos and identify the physical elements in them, but listening to my partner's description of the photos, developing an understanding of her view of literacy and learning why she took each photo was a wonderful experience. Similarly, I truly enjoyed the opportunity to describe what was going on in my photos, those things that were very evident and those that were more subtle. The most thrilling part of the process thus far, was the unbelievable differences in the types of photos that we presented to one another. Not a single photo that my partner showed me even slightly resembled one of my own photos; and it was a beautiful thing. I am absolutely looking forward to the continuation of this project.

I hope to be able to utilize this type of project in my future middle school mathematics classroom. I think the very varied individual elements that contribute to the entire classroom goal or message is an exceptional form of teamwork, and also a way in which students can look through the eyes of their peers to observe things that they may have otherwise dismissed as unimportant, or just not noticeable. Students participating in Photovoice are also provided with an opportunity to truly share their points of view, an opportunity to be listened to and valued for their contribution; opportunities that some students may rarely receive.

Although I believe that this project creates innumerable opportunities for students and certainly enhances the lives of its participants, I also have some concerns about this somewhat "open-ended" project. I feel that the training process is vital for young students to participate in, to ensure appropriate behavior and respect for community members. Also, I believe that it would be greatly beneficial for students to participate in this process more than one time. I would work to ensure that there is enough time and attention focused on this project to allow students to take photos, meet in small groups and with partners to discuss their photographs, and also to repeat

this process again, by taking new photos. I believe that the value of completing this project more than once is very great because students will be afforded the opportunity to broaden their views of the concept and possibly capture even more meaningful photographs, rather than trying to capture the “right” photograph.

Miscue Rubric

N:

Criteria	Points possible	Self Evaluation	Professor Evaluation
<p>Student History: [1 page]</p> <ul style="list-style-type: none"> * What is the background of the student? (Age, gender, grade level, ability level, learning style preference, challenges, supports, reason for selecting this student) * Describe your relationship with the student. <p>In depth, well supported background information on the students.</p> <ul style="list-style-type: none"> • Thorough description of teacher's relationship with student. • Information from IEP if relevant. 	5	5	4.75
<p>Findings from Miscue: [3 pages]</p> <ul style="list-style-type: none"> * What instructional resources did you use to promote reading development? Why were these resources appropriate? How did you use these resources? * Refer to the transcript to provide evidence for strengths evidenced by the reading. * Refer to the transcript to provide evidence for weaknesses evidenced by the reading. What patterns do you notice? * What feedback did you provide the student? How did it impact student learning? <ul style="list-style-type: none"> • Evidence of strengths and needs based on miscue analysis • Observation of student's behaviors during administration of miscue. 	5	4.5	4
<p>Planning and Instruction: [2 pages]</p> <ul style="list-style-type: none"> * What were the reading goal(s) for this lesson, and why were they developmentally appropriate for the student? * What were the specific reading skills or literacy concepts you selected to present? What instructional strategies did you use to enhance student ability to construct meaning from the reading? * Try to teach if you can if not talk about expectations <ul style="list-style-type: none"> • Clear and appropriate reading goal and objectives based on strengths and needs taken from miscue analysis • Well-organized discussion of why this goal is relevant to student. 	5	4	3.5
<p>Critical Reflection: [2 pages]</p> <ul style="list-style-type: none"> * What was a successful moment/aspect of this experience? Explain why it was successful. * What would you do differently if you had the opportunity to teach a similar lesson again? Why? * How will this experience influence your future teaching? <ul style="list-style-type: none"> • Thoughtful discussion presented about how the experience of conducting the miscue analysis will influence future teaching beyond this assignment. 	5	4	3.5
<p>APA Format:</p> <ul style="list-style-type: none"> • Use of first person • Proper citations format, reference list, headings, number format, etc. • Spelling and grammar check <p>Appendix:</p> <ul style="list-style-type: none"> * Include the actual text you used, the marked text. * How will this experience influence your future teaching? 	5	4.5	4.5
Total: 25			
Percent: 100%			

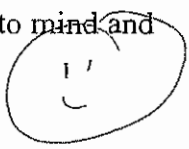
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81%

Handwritten notes:
 I think you need to dig a little more. I am glad you saw the difference between complete decisions that will help students.

Miscue Analysis

Student History:

The student that I observed for the miscue analysis was a seventh grade girl who is twelve years old. Through my observations of her I came to the conclusion that her ability level is average in mathematics. I noticed she prefers to learn visually. She would have a better grasp on the material if there were pictures or diagrams available for her to study. One of the biggest challenges that this student faces is with her comprehension of written material. She was chosen by the classroom teacher to do this miscue analysis because of the fact that she struggles with comprehension. My cooperating teacher wanted me to see a student that has difficulty with her comprehension so that I will be aware of such situations and students as this. I observed this student reading the short story that I selected. This student had never seen this story before, yet she read it beautifully without any real difficulty. She did have areas where she would reread a part of a sentence or hesitate on a word but overall she read the story quite well. It was not until I had asked her comprehension questions about the story that I realized that this young student had some real problems with her comprehension skills. She does have a support system in place for her at school. She visits with the reading teacher a few times a week. Her team teachers are aware of the situation and are readily available for her whenever she may need them.

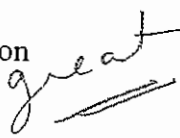

Although my relationship with this particular student was short lived I believe she was very comfortable with me. When I asked her questions like, did you always live in Coventry or what is your favorite subject in school, she did not seem to hesitate to answer my questions and she seemed at ease while answering my questions. I explained to her what I was doing in her school and why I had asked her to come with me outside of her regularly scheduled class. I told her that I was a student at Rhode Island College and that I was taking a course relating to literacy in the middle school. I also explained to her that I was going to have her read me a story and asked if she minded that I tape record her while she read the story. She did not seem to mind and she even giggled a bit thinking that it was weird but she was willing to give it a shot. 

I think that this particular student has a good relationship with her classroom teacher as well. While they are in class together she would ask the classroom teacher questions and not seem timid or shy to do so. She blended with the rest of the class and overall seemed like a good student. She did get talked to while I was there for going through her pocketbook too many times during a lesson. She was told to put the pocketbook away, which she did, and class resumed shortly after. I think that there is a mutual respect between her and her classroom teacher. When the classroom teacher was explaining to her that I was going to take her to a different room and ask her some questions she seemed at ease that her teacher was not going to put her in an uncomfortable situation. Because of the comfort level I observed between the classroom teacher and the student, I believe they have a good relationship with one another. _____

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Findings from Miscue:

The instructional resource that I used was a short folk tale. The title is *How the Wren Became King* and it is adapted from a Manx Folk Tale. I thought this story was appropriate because it had animals as the main characters. I thought this factor would make a seventh grade student want to read it a little more than if it had people for characters. I also chose this tale because there was a lesson to be learned at the end. I wanted to grab a student's attention and maybe get an "ahha" moment out of the student. As the student read the short story provided, I noticed that she read quite nicely. She had a few areas where she would repeat the beginning of a sentence or sound out a word more than once. Overall, I thought that her reading ability was very good for her age. I did not see that there were any real struggles or weaknesses with her reading. All of her miscues were that of high-quality and did not interfere with the construction of meaningful text. However, when the reading was complete and I asked the student comprehension questions, I realized where this student had some real struggles.



When asked if the student could repeat back to me a brief outline of the story, she hesitated. When she began her retelling of the story I realized that the student could say who was who but the main plot of the story was missing. When I asked her what the main plot of the story was she said it was who would be the king and not that the little brown bird had outsmarted all of the larger birds. The student thought that the key character was either the little brown bird or the cuckoo because the story talks about those two mostly. The cuckoo was mentioned at the beginning of the story because the tea party was held at its house, but other than that the cuckoo was not the main character. When asked what happened after the cuckoo suggested to name a king she did not have an answer. She was unsure and just kept looking at the text trying to come up with an answer. When asked, "Who was the one that decided to take

charge and have obstacles to decide king”, she named three different characters. She said that she was a little confused on who did what and why. Then she stated that the owl did not want the little bird to be king so he did some mean things to the little bird; all of which is a bit scrambled and misunderstood. When asked how the ending could be different she said that the little brown bird could not have come out of the hole and someone else could have become king. When asked what was the rooster’s motive she said that he wanted to see what the other birds were doing and to make the obstacles tricky so he could see. She did not realize that the rooster was trying to purposefully make the obstacles easy for him to win so that he himself could become king. When asked if what she would do to find a king she said things like who could fly the longest, but then she claimed that she would not have the birds dig a whole for fear that they may break a leg or a wing while trying to complete the task. When asked how she would feel if she were competing in the obstacles and the little brown bird had beat her she stated that she would be happy for him. She said how she is looking out for herself and the little brown bird was looking out for him but whoever won she would be happy for. She said she would be proud of the little brown bird that he had the strength and the ability to win the competition.

The student’s overall behavior when conducting this miscue analysis was always very sweet. She seemed like she wanted to please me and without me giving her hints as to what I wanted her to say, I think she may have felt a bit uncomfortable. This student was very respectful and really tried her best to answer all questions as best as she could. She did not seem shy about reading aloud or even reading while I was recording her. She did a great job and was thanked for her participation and cooperation while conducting this miscue analysis.

Planning and Instruction:

The reading goals for this student were to see how well this student read the piece that was handed to her. I wanted to make sure that the reading difficulty level was not too hard for the student. I wanted something that would be enough of a challenge for her but I did not want a text that would frustrate her and make her want to give up. Another goal that I wanted to reach with this student was the comprehension aspect of her reading. I wanted to see if she could read and decode the actual words that she was reading but then take it further and comprehend and realize what the big picture of the text was. These goals are very important at any age. I believe they are completely appropriate and necessary at every age, providing the text is age appropriate.

The reading skills that were used in this miscue analysis were ~~weird~~ I had the student reading aloud. I think by hearing yourself read you get a better understanding of the text and how it should sound. The strategy that I used to enhance the students ability to construct meaning from the text was by applying Bloom Taxonomy questions and asking her specific questions regarding the text that she had just read. The questions that were asked were as follows:

- 1) Can you tell a brief outline of the story?
- 2) What is the main idea of the story?
- 3) Who was the key character? Why do you think that?
- 4) What happened after the cuckoo suggested naming a king?
- 5) Who was it that decided to take charge and have obstacles to decide who would be the king?
- 6) What was the rooster's motive?
- 7) What would you have proposed the birds do to find their king?

8) How would you feel if you were competing and the little brown bird out smarted you?

Critical Reflection:

The most successful moment to me while performing this miscue analysis happened after the reading was completed. I thought that this student read quite nicely. I was perplexed as to why the cooperating teacher told me that this student would be a good candidate for me to take and perform a miscue analysis on. The cooperating teacher told me that this student went on a regular basis to the reading specialist, but she never explained why. When I was sitting and listening to this student read I just could not believe it. I wondered why she went to the reading specialist. I wondered if they may have been misled by someone from a previous year or by the student herself. Her articulation of words and her pronunciation of most words were fine. She used almost all of the punctuation marks correctly and had an appropriate speed while reading this short story. It was not until after the student had completed the story that I realized where the problem lies. As I asked her comprehension questions relating to the story that she had just read, I realized that she really did not comprehend any of it at all.

great
Abha!

If I had an opportunity to do a miscue analysis again I would probably pick a different story, perhaps a topic that the student was a bit more interested in. If I were to do a miscue analysis again, I would hope that it would be with a student that I know a little better. I observed

yes

the classroom as a whole and was unaware of which particular student would be the one that I would miscue. I had the opportunity to observe this student within the class times that I was there, but I was not focused solely on her and that she would be the student that I would be doing the miscue analysis on.

This experience will influence my future teaching for a couple of reasons. This is the first time that I was teaching a whole class of twenty two students alone. I was terrified, but as the lesson began I calmed down and found that I would much rather be in the middle school environment instead of the elementary school environment. The pace was faster and the allotted time in which you have to keep these students attention is short. This challenge gave me great joy when it was executed. Both lessons that I taught filled me with such positive energy and made me really want to teach in a middle school. To have a one on one conversation with a student while doing this miscue assignment only cemented the fact that I would like to teach in a middle school. Another reason that this experience has influenced my future teaching is just the outcome itself. I was astonished at the comprehension level of this student. Her lovely reading of the short story made me think that she was a great reader, when in fact she is a great decoder. I am now aware that although a student may seem to be fluent in their reading skills, perhaps a deeper look into their comprehension would be beneficial for both the student and the teacher. Overall, this assignment was a great window to see into a certain student as well as a technique to use in the future. I was very much against this assignment in the beginning, but the outcomes that were observed have made me realize that this, along with other techniques to measure a student's fluency and comprehension, is a very important and useful exercise.

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