

**Rhode Island College
Summer Literacy Clinic 2008**

Child's Name: Nicole Barone
Dates of Testing: 7/8/08-7/24/08
Chronological Age: 12 years, 8 months
Birth Date: November 8, 1995
School and Grade Last Attended: Birchwood Middle School, Grade 7
Parent's/Caregiver's Name: Louis and Denise Barone
Street Address: 25 Rosewood Dr.
City: North Providence
State: Rhode Island
Zip Code: 02904
Home Telephone: 401-353-1525
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401-742-6769

Introduction:

Nicole is an outgoing and polite twelve-year-old girl who will be entering eighth grade in the fall. She was referred to the Rhode Island College literacy clinic by her teachers. This is her first year attending the program. During the summer clinic, Nicole met with her tutor for two hours a day for five weeks. She participated in read-alouds, readers and writer's workshop, as well as word study. Nicole came to the clinic everyday enthusiastic and eager to learn.

Parent Interview:

Nicole's father, Mr. Barone, attended the parent conference. Nicole lives at home with both her parents and an older brother, Louis, who is fifteen years old. Nicole's father, Mr. Barone, graduated from high school and has completed two years of college. He is self-employed. Mrs. Barone completed high school and is an office manager.

Nicole's father describes her as a happy, easy-going and athletic young lady. She enjoys sports, especially basketball. During her free time she watches television, works on her computer or goes swimming. Nicole has access to a variety of reading materials including her own collection of books, and the daily newspaper, as well as various magazines like *American Girl* and *Pop Starr*.

Nicole was a full-term baby. No complications were experienced during her gestation or birth. Her father stated that Nicole began walking at one and a half years of age. She began talking around the age of two. She has not had any major illnesses or accidents. In fact, Nicole has never missed a day of school.

Mr. Barone stated that Nicole enjoys school, especially the social aspect. He feels that Nicole works hard to earn her grades that usually fall in the B/C range. She was tested to see if she had a learning disability but was diagnosed as not having one.

After completing the fifth grade, Nicole participated in a summer reading clinic sponsored by Boston University. There were five day-long sessions that took place on Saturdays. Mr. Barone stated that the program did not seem to help Nicole improve her reading.

Although Nicole enjoys school a great deal, and is an enthusiastic learner overall, Mr. Barone believes that Nicole struggles with reading comprehension, which in turn, affects her grades in school.

Testing Results:

Interest Inventories:

In order to get to know Nicole as a reader, I interviewed her using the *Getting to Know Your Student Interview*. She told me that her favorite books are books that have to do with teenage problems. She also said that she enjoys the Chicken Soup Books. She reads, on average, a couple of times per week. She stated that she doesn't have a favorite author.

In the summer, Nicole enjoys reading by the pool. She said that she also likes to read in her bedroom, however, the television must be turned off because it distracts her.

Nicole feels that she comprehends better when she reads silently. She also feels that she needs to work on vocabulary to improve her reading. She said that when she chooses a book, after reading the first page, if she gets stuck on five or more words, she returns the book, because she believes it is too difficult for her. When asked where she learned this strategy, she said from the librarian at her school.

Nicole also mentioned that she has difficulty comprehending nonfiction, especially Social Studies texts. She said that English Class is easier for her, because she finds the material/stories easier to follow, as well as more interesting.

Nicole completed the *DRA Student Reading Survey*. This part of the *DRA* assesses the student's performance in engagement. Engaged readers read often, are familiar with authors, and set goals for themselves as readers. The first question asks students to report the amount of reading they do on a regular basis. Students list reading materials they have read over the past couple of months. Although Nicole did read several books, they were below grade level. Her books were generally from the same genre.

In the Self-Assessment/Goal-Setting section of the *DRA Student Reading Survey*, students are asked to describe the strengths and goals they have as readers. They also

must explain how they plan to reach their goals. Although Nicole has set goals for herself, no real plan is mentioned as to how she will reach her goals. Nicole's overall engagement score was at the instructional level.

The *Student Writing Attitude Survey* was administered to assess Nicole's attitude toward writing. There were fourteen multiple choice questions in which the responses were "not at all", "a little", "some", "a lot", and "a whole lot". Nicole indicated that she does not particularly enjoy writing, and that she does not think she is very good at it. She did say that she enjoyed writing notes and letters to people. She also indicated that she enjoys writing about topics of her own choosing.

Reading:

The *Developmental Reading Assessment (DRA)* was administered to assess student performance in the following areas of reading proficiency: oral reading fluency, and comprehension skills and strategies. Nicole was given a Level 70 text based on her grade level in school. Next, Nicole read aloud a designated passage while the clinician took a record of her oral reading. The clinician also recorded her reading so that she could listen to it a second time. The reading was also timed. The purpose of this part of the assessment is to document the student's expression, phrasing, rate, and accuracy to determine if the text is an appropriate level to be read independently.

Nicole attempted to read with expression and phrasing. She read with 98% accuracy. Her oral reading fluency rate was in the moderate range. Her self-correction rate was 1:3 which is acceptable. It was determined that this text was at an appropriate reading level for Nicole, so she completed the remainder of the story independently.

Next, Nicole completed the comprehension skills and strategies part of the DRA. The purpose of this part of the test is to evaluate Nicole's ability to independently read and comprehend, and to be able to demonstrate this in writing. As she read the rest of the text, Nicole was expected to predict and summarize, as well as answer literal and interpretational types of questions about the text. She also responded to reflective and metacognitive questions.

Nicole's predictions and questions indicate an independent level response. She made several reasonable predictions, and had several questions that related to the text.

Nicole's summary indicates an instructional level response. Although Nicole's summary was in her own words and included many of the important events, she also included many minor details that were unimportant.

Nicole could answer literal questions about the text at an independent level; however she had difficulty with the interpretive questions. She did not back up her inference with clues from the text.

Nicole's reflection response represents an instructional level. She cited what she thought was an important event in the story but didn't support her opinion with evidence from the text. Finally, Nicole's metacognitive awareness response was also at an instructional level. Her response reveals the use of one strategy; making connections.

The results of this assessment indicate that Nicole's independent reading level is fifth or sixth grade. Her instructional reading level is seventh grade.

Writing:

The *Words Their Way Elementary Spelling Inventory (ESI)* was administered to obtain information regarding Nicole's spelling development. Twenty-five words were read aloud and used in a sentence while Nicole was asked to spell them to the best of her ability. Since Nicole spelled twenty-three out of twenty-five words correctly, the *Words Their Way Upper-Level Spelling Inventory (USI)* was also administered.

The *Words Their Way Upper-Level Spelling Inventory* also included twenty-five words that were read aloud. The responses were then analyzed to determine Nicole's stage of spelling development. Nicole spelled sixteen out of the twenty-five words correctly. The results indicated that Nicole is in the middle of the Syllables and Affixes Stage. In the Syllables and Affixes Stage of development, students use larger chunks to decode and spell words. Nicole had no problem spelling words with complex consonants, but was "using but confusing" inflected endings and syllable junctures.

To confirm the results of the *USI*, the *Ganske Developmental Spelling Analysis (DSA)* was administered. First, the Screening Inventory was administered to determine Nicole's stage of development so that the appropriate portion of the Feature Inventory could be administered. The screening consists of twenty words that become progressively more difficult. The words are grouped in sets of five and each group focuses on a different stage of spelling development. The inventory is stopped when a student has spelled zero or one word correctly out of the five in that group. A student's spelling stage is based upon the number of words spelled correctly at the stopping point. Nicole spelled five out of five words correctly at the Letter Name Stage. In the next stage, Within Word Patterns, she also spelled five out of five words correctly. On the Syllable Juncture Stage, she was able to spell four out of five words correctly. Finally, she spelled two out of five words correctly at the Derivational Constancy Stage. The results indicate that Nicole is near the end of the Syllable Juncture Stage and the beginning of the Derivational Constancy Stage.

Next, the Feature Inventory was administered to provide more specific information and to determine the particular instructional needs of Nicole. The *DSA Form A: Syllable Juncture Feature List* was used. The feature list consists of twenty-five words. The Feature Inventories are scored so that knowledge of specific orthographic features can be determined as well as the ability to correctly spell the words. A score between twelve and twenty-one indicates the child's stage of development. Nicole correctly spelled twenty out of twenty-five words which indicate that she is indeed at the Syllables and Affixes

Stage of spelling development. She shows some understanding of the features presented but does not have a complete grasp of them. This is the same result as the *Words Their Way Upper-Level Spelling Inventory*.

Anecdotal Records/Observations During Reading Clinic

Nicole participated in daily read-alouds in a small group. The read-alouds focused on many of the reading strategies including making predictions, making connections, making inferences, activating prior knowledge, visualizing, questioning, and summarizing. Her strengths, as evidenced in her participation during the read-aloud, included making predictions, visualizing, and making self-text connections. She could give an accurate retelling of the story, but struggled when she was asked to interpret information inferred within the text that led her to her conclusion.

Nicole also participated in daily guided reading. Guided reading is small-group instruction for students who read at about the same level, demonstrate similar reading behaviors, and share similar instructional needs. Each day Nicole would read part of the guided reading book and practiced skills that were strengths to her as a reader. She also used guided practice to develop and strengthen new skills. She used sticky notes to write down any unfamiliar words as well as any questions she had about what she was reading. She was expected to make predictions, connections and inferences on a daily basis. These were posted on an easel for her to refer to while reading.

Nicole showed strengths in making text-to-self connections as well as re-reading when she didn't understand something. She also was able to make reasonable predictions.

Nicole struggled with making inferences in the story. Each day, Nicole was given a question and was asked to look for clues (evidence) in the text to back up her answer. She used sticky notes to jot down the clues as well as the page number where she found them. Nicole also struggled with vocabulary which sometimes affected her comprehension. When she came to a word she didn't know and couldn't figure out by using context clues, Nicole wrote the word and the page number on her sticky note.

During guided reading it was observed that Nicole often repeats words or phrases. The repetition interferes with her fluency. She also reads with little expression which interferes with meaning. To help her improve, she has been listening to a book on tape, as well as listening to the clinician read aloud. We have also been rereading chapters in the text.

Nicole also participated in word study activities on a daily basis. During this time, word sort activities focused on adding inflected endings to words, which is a feature of the Syllables and Affixes Stage of spelling development. On the first day of the word sort, Nicole was introduced to the sort. I modeled the sort and then had her cut apart and shuffle her cards. Next, Nicole re-sorted the words using the same headers and key words. Then she copied the categories into her notebook.

The next day Nicole re-sorted the words into the categories independently. Then she looked in her guided reading book to find words that fit each category. These were copied into her notebook under “word hunt”. On the third day, Nicole completed a “blind” sort as well as a “writing” sort using the same words. For the blind sort, I read the words aloud without showing Nicole the word. Nicole had to put the word in the correct category. Then I read the words again, but this time Nicole had to write the word in the correct category. On the final day of the sort, Nicole was expected to spell, as well as categorize, all of the words in the sort. New words that fit the categories were also added to see if Nicole could spell and put them in the correct categories.

Nicole applied what she learned in the word sorts to her journal writing. When Nicole asked me how to spell a word that had a pattern we had studied I reminded her of the pattern without helping her spell the word. She was then able to spell the words “ratted” and “blaming” independently.

Nicole also participated in a daily writing workshop. Nicole wrote in her journal on a daily basis. On some days she was asked to respond to a writing prompt that required a short written response. Sometimes she was asked to write a summary of what she had read in guided reading and on other days she spent time writing about a topic of her choice.

When Nicole first started writing summaries, she had difficulty deciding what details to put in and what details to leave out. I scaffolded her instruction in this area by demonstrating and modeling how to use a graphic organizer before writing the summary. Nicole is learning how to use the graphic organizer to then write her summary.

Summary of Results:

Nicole is a polite, hard-working young lady who will be entering the eighth grade in the fall. She enjoys socializing with friends, basketball, and swimming. She prefers to read books about teenage issues. She is enthusiastic about improving her reading and writing skills.

Nicole is good at answering literal questions about a text, but struggles with interpretive level questions. She also struggles with summary writing. Nicole’s reading rate is moderate which affects her fluency. The results of the *DRA* indicate that Nicole’s current reading instructional level is sixth grade.

Nicole’s spelling stage of development is at the Syllables and Affixes Stage. She has a foundation in common vowel patterns in single syllable words and is ready to study multi-syllabic words, beginning with consonant doubling, and then moving to basic prefixes and suffixes.

Nicole’s responses to writing prompts are thoughtful and creative; however, she struggles when asked to write a summary on something she has read. She often includes unimportant details, instead of focusing on pertinent information.

Recommendations:

Based on the assessments completed during the Summer Reading Clinic, the following recommendations are offered:

HOME

1. Nicole should read independently for approximately thirty minutes a day at her independent reading level of grade four or five. Reading materials may include books that she already has in the home, books that Nicole receives from school (book clubs), bookstores, or the local library. When choosing books, Nicole should choose books that interest her. Also, Nicole should read books from different genres. Since Nicole enjoyed the book read in clinic, why not try another book by the same author? One she might enjoy is called *If a Tree Falls at Lunch Period* by Jennifer Choldenko.
2. Encourage Nicole to keep a log of books she has read. In her log, she should write the title, author, and genre of each book. She should also indicate whether she enjoyed the book, as well as the date it was completed. This way she can keep track of how many books she's read in a given amount of time. The log will also help her to see which types of books she prefers as well as what authors are her favorite.
3. Having books read aloud to Nicole is very important. Not only does this show Nicole a model for reading, it helps her develop a rich sense of story structure and language conventions. A good resource is the *Read-Aloud Handbook*, written by Jim Trelease and published by Penguin Books. It provides a wealth of information for parents regarding reading aloud to their children. He also has a website that parents can access for no additional cost. It is www.trelease-on-reading.com/links.html.
4. Provide Nicole with books on tape or CD. It is important for Nicole to hear fluent and expressive reading. Listening to books on tape will improve her comprehension and build word recognition as well. They are available at your local bookstore or library.
5. Before Nicole begins a book, discuss it with her. Have her look over the cover and illustrations inside. Read and discuss any information about the story or author. Talk about what she thinks might happen in the story. Once she begins reading the book, discuss it with her. After she completes reading a few chapters ask her to summarize the main ideas of what she's read using only two or three sentences.
6. Games such as Scrabble or Boggle are a good way to improve spelling and vocabulary. Nicole should be encouraged to look up any unfamiliar words for spelling using a dictionary. Word searches and crossword puzzles are also a fun way to improve spelling and vocabulary. An intermediate student's dictionary like the *American Heritage Student's Dictionary* (grades 5-9) is a wonderful resource.
7. When Nicole comes to a word that she doesn't know, she should look at how the surrounding words are used, or read the next sentence or two to help figure out the

unknown word's meaning. If this doesn't work, she should break down the word, and look for word parts that she might know. She could also use a dictionary, glossary, or ask another person for the meaning. She might also try writing the word in question, along with its page number on a sticky note to refer back to later. She can add these words to her weekly vocabulary list.

8. Nicole should be encouraged to write at home. She may enjoy keeping a daily journal or diary. Continued meaningful writing will help Nicole to become a better writer.

9. Praise Nicole for her accomplishments in both reading and writing. This will build her self-confidence as a reader and writer.

10. Set a good example. Model for Nicole that reading is important in your life also. She will value reading if she sees that it is important throughout life.

SCHOOL

1. Read-alouds should be a part of instruction. This is an excellent way to model for Nicole how good readers read. Students need to hear fluent reading in order to become fluent readers. The steps for interactive reading aloud include activating prior knowledge, modeling our thinking as we read, guided practice where kids turn and talk about their thinking, and finally sharing our thinking as a class. All of the reading strategies can be incorporated here; especially making inferences which is an area that Nicole needs guided instruction. For more information on read-alouds see *Strategies That Work* by Stephanie Harvey and Anne Goudvis, published by Stenhouse.

2. Nicole often repeats words and phrases as she reads. She could benefit from participating in activities designed to improve fluency. One way to do this would be to give her varied opportunities for hearing texts. Nicole needs to hear fluent reading in order to become a fluent reader. As you read aloud to Nicole, model good expression and phrasing. More suggestions for improving fluency can be found in *When Kids Can't Read What Teachers Can Do* by Kyleen Beers and published by Heinemann.

3. Use Guided Reading to introduce Nicole to new text at her instructional level. This includes fiction and nonfiction texts. Reading instruction through guided reading will help Nicole acquire new reading skills. This approach uses a book introduction, which includes reading the title, looking at the cover, and activating prior knowledge. A picture walk follows the introduction (if there are pictures). During the picture walk, the teacher determines what items are important such as language structure, important concepts, vocabulary words, as well as illustrations that contain important information. This technique is especially helpful when reading Science and Social Studies texts. A good resource is *Guided Readers and Writers*, written by Irene C. Fountas and Gay Su Pinnell, published by Heinemann. It provides a wonderful resource to assist teachers with book instructions for the older reader.

4. Nicole should continue to use sticky notes when reading independently. She should write down any vocabulary words that she can't figure out as well as what page they are located on. She should continue to write down connections, predictions, and inferences about the text with guided questions given by the teacher. This will guide her to use essential reading strategies and respond meaningfully to literature. An excellent resource to get started with is *Reading Response Trifolds for Forty Favorite Novels* by Jennifer Cerra-Johansson and published by Scholastic. The book contains activity sheets that Nicole can use and refer to during each silent guided reading session. Each trifold contains a strategy component, a focus section, as well as a respond section. The strategy component helps students review and apply a specific reading strategy, such as inferring, predicting, and summarizing. First, students read the focus section before they begin reading the selection, keeping the focus in mind as they read. Once they find the appropriate point in the text that addresses the focus, it should be marked with a sticky note. After students have finished the reading, they then answer the respond question.

5. Think-alouds should be used to develop Nicole's comprehension skills. A good way to do this is by having Nicole use a double-entry journal while at the same time the instructor uses a transparency of the double-entry journal projected on the "overhead." (In a double-entry journal the right hand side is used to record what the text states, and the left side is used to write personal thoughts about the text-response, questions, connections...etc.) By reading and talking out the thought process used in the double-entry journal, and recording the thoughts on the transparency for the student to copy, the instructor is modeling the process for the student. This strategy will help Nicole to make inferences as well as provide a guide when writing a summary. The double-entry journal can then be applied at the independent level. The use of the double-entry journal is especially helpful when reading nonfiction. To learn more about this strategy, refer to the book by Kylee Beers and published by Heinemann, *When Kids Can't Read What Teachers Can Do*.

6. To support Nicole in making inferences, try a strategy called It Says-I Say. This strategy is a visual scaffold that helps students organize their thoughts as they move from considering what's in the text to connecting that to their prior knowledge. Students read the question and then find information from the text that will help them answer the question. Next, they think about what they know about the information. Finally, they combine what the text says with what they know to come up with the answer. For more information on this strategy, refer to the book by Kylee Beers and published by Heinemann, *When Kids Can't Read What Teachers Can Do*.

7. Nicole should continue to use a graphic organizer to write summaries. Continue to scaffold her instruction until she is ready to complete the summary on her own. An excellent resource is *Comprehension Mini-Lessons: Main Idea and Summarizing* by LeAnn Nickelsen and published by Scholastic.

8. Nicole could benefit from a writer's workshop. In this approach, a mini-lesson related to some aspect of writing is presented. Next, students engage in independent writing,

along with conferencing with the teacher and/or peers, followed by a shared reading of their writing with the class. Through conferencing and mini-lessons, Nicole will improve her writing skills. A good resource for teaching writing mini-lessons is *Twenty-five Mini-Lessons for Teaching Writing* by Adele Fidererand published by Scholastic. Lessons included are how to find a focus, paragraphs, leads and endings. Another good resource is *In the Middle* by Nancie Atwell and published by Boynton/Cook.

9. Nicole should participate in word study lessons on a daily basis. To assist her in spelling development, try word sorts at the syllables and affixes stage of development. Resources for this strategy can be found in *Word Sorts for Syllables and Affixes Spellers* by F. Johnston, M. Invernizzi, and D. Bear, published by Prentice Hall.

10. To assist Nicole with vocabulary development, try sorting pictures or words by concepts or meaning. Concept sorts are appropriate for all ages and stages of word knowledge and are especially useful in content area classes. Nicole struggles in Social Studies so building background knowledge before beginning a new unit of study would be beneficial to her. A good resource for vocabulary study and the use of word sorts is *Words Their Way* by Donald R. Bear, Marcia Invernizzi, Shane Templeton, and Francine Johnston, published by Pearson Education Inc.

Conclusion:

Nicole is a conscientious and hard-working young lady. She strives to improve her reading and writing and has made gains over the past few weeks in reading clinic. With continued hard work, as well as instruction and support, Nicole will grow as a reader and writer.

Student's Tutor _____ Date _____
Linda Tarantelli (Rhode Island College Clinician)

SECTION IV Assessment #5
 Rhode Island College
 M. Ed. Reading Program
 Practicum Case Study
 Scoring Guide

Name Amide Ferrantelli - Nicole Brown Date 7/30/08

Element	Unacceptable - 1	Acceptable - 2	Exemplary - 3	Score
Standard 3.1. Use a wide range of assessment tools and practices that range from individual and group standardized tests to individual and group informal classroom assessment strategies, including technology-based assessment tools.	Does not adequately demonstrate the ability to select and administer appropriate formal & informal assessments (including technology-based assessments) and does not adequately demonstrate ability to train teachers to administer and interpret these assessments	Adequately demonstrates the ability to select and administer appropriate formal & informal assessments (including technology-based assessments) and adequately demonstrates ability to train teachers to administer and interpret these assessments.	Demonstrates the ability to select and administer appropriate formal & informal assessments (including technology-based assessments) and the ability to train teachers to administer and interpret these assessments at an advanced level.	3
Standard 3.2 Place students along a developmental continuum and identify students' proficiencies and difficulties.	Does not demonstrate adequate ability to compare, contrast and analyze information and assessment results to place students along a developmental continuum and does not adequately demonstrate the ability to support teachers in the	Demonstrates adequate ability to compare, contrast and analyze information and assessment results to place students along a developmental continuum and adequately demonstrates the ability to support teachers in the assessment of individual	Demonstrates ability to compare, contrast and analyze information and assessment results to place students along a developmental continuum and demonstrates the ability to support teachers in the assessment of individual students at an	3

<p><i>Standard 3.3.</i> Use assessment information to plan, evaluate, and revise effective instruction that meets the needs of all students including those at different developmental stages and those from diverse cultural and linguistic backgrounds.</p>	<p>assessment of individual students.</p> <p>Does not demonstrate adequate ability to compare, contrast and analyze information and assessment results to inform and improve instruction and does not adequately demonstrate the ability to support teachers in planning for all students.</p>	<p>students.</p> <p>Demonstrates adequate ability to compare, contrast and analyze information and assessment results to inform and improve instruction and adequately demonstrates the ability to support teachers in planning for all students.</p>	<p>advanced level.</p> <p>Demonstrates ability to compare, contrast and analyze information and assessment results to inform and improve instruction and the ability to support teachers in planning for all students at an advanced level.</p>	<p>3</p>
<p><i>Standard 3.4.</i> Communicate results of assessments to specific individuals, (students, parents, caregivers, colleagues, administrators, policymakers, policy officials, community, etc.).</p>	<p>Does not adequately demonstrate the ability to interpret a student's reading profile, communicate results to caregivers, colleagues, etc. and does not adequately demonstrate the ability to communicate this information to various audiences for both accountability and instructional purposes (to policy makers, public officials, community members, clinical specialists, psychologists, social workers, teachers, parents).</p>	<p>Adequately demonstrates the ability to interpret a student's reading profile, communicate results to caregivers, colleagues, etc. and adequately demonstrates the ability to communicate this information to various audiences for both accountability and instructional purposes (to policy makers, public officials, community members, clinical specialists, psychologists, social workers, teachers, parents).</p>	<p>Demonstrates the ability to interpret a student's reading profile, communicate results to caregivers, colleagues, etc. and the ability to communicate this information to various audiences for both accountability and instructional purposes (to policy makers, public officials, community members, clinical specialists, psychologists, social workers, teachers, parents) at an advanced level.</p>	<p>3</p>

<p>Standard 4.1. Use students' interests, reading abilities and backgrounds as foundations for the reading and writing program.</p>	<p>Does not adequately demonstrate the ability to collect information about children's interests, abilities, and background to inform instruction and selection of materials and does not adequately demonstrate the ability assist classroom teachers in this area.</p>	<p>Adequately demonstrates the ability to collect information about children's interests, abilities, and background to inform instruction and selection of materials and adequately demonstrate the ability assist classroom teachers in this area.</p>	<p>Demonstrates the ability to collect information about children's interests, abilities, and background to inform instruction and selection of materials and demonstrates the ability assist classroom teachers in this area at an advanced level.</p>	<p>3</p>
<p>Standard 5.1. Display dispositions related to reading and the teaching of reading.</p>	<p>Does not adequately demonstrate the ability to project ethical and caring attitudes in the classroom, when working with families, colleagues, and communities and does not demonstrate an ability articulate theories related to the connection between teacher dispositions and student achievement.</p>	<p>Adequately demonstrates the ability to project ethical and caring attitudes in the classroom, when working with families, colleagues, and communities and adequately demonstrates an ability articulate theories related to the connection between teacher dispositions and student achievement.</p>	<p>Demonstrates the ability to project ethical and caring attitudes in the classroom, when working with families, colleagues, and communities and demonstrates an ability articulate theories related to the connection between teacher dispositions and student achievement at an advanced level.</p>	<p>3</p>
<p>Clear, concise, error-free written work</p>	<p>Case Study is poorly organized, not focused, has several errors in content and/or conventions.</p>	<p>Case Study is adequately organized, focused, has just a few (1-3) errors in content and/or conventions.</p>	<p>Case Study is well organized, focused, and contains no intrusive errors in content and/or conventions.</p>	<p>3</p>
Total Score				

Overall Performance

Assessment:

≤6
Unacceptable

7 - 14
Acceptable

21 15 - 21
Exemplary

Recommendation:

REVISION

Grade _____

Grade (4)

Faculty member signature(s)

Robert J. Kade

An excellent, detailed, and helpful report. Only a few minor suggestions to consider, Linda.

Linda Lonantelli

DAILY LESSON PLAN

Date: July 7, 2008

<p>Read Aloud: Arthur's Teacher Trouble by, Marc Brown</p> <p>GLE/GSE: R-7-4.3 R-7-5.3 R-7-13 R-7-5.1</p>	<ul style="list-style-type: none">• Book Introduction• Make predictions• Make connections• Summarizing
<p>Reading Workshop</p> <p>GLE/GSE: R-7-17.2</p>	<ul style="list-style-type: none">• Getting to know each other as readers• Introduce myself as a reader• Show Nicole my reading record logs, tell her about my book club, and explain to her how I select books to read.
<p>Word Work</p> <p>GLE/GSE: R-7-2 W-7-12.2</p>	<ul style="list-style-type: none">• Introduce how to construct a bio-poem• Show Nicole examples of bio-poems• Have Nicole write a bio-poem about herself
<p>Writing Workshop</p> <p>GLE/GSE: R-7-14.1 R-7-14.2</p>	<ul style="list-style-type: none">• Student writing attitude survey• Student reading survey• Getting to know your students- Interview Questions
<p>Reflective Comments: I spent today's class basically getting to know Nicole. Based on the reading survey, I would say that one of Nicole's strengths as a reader is that she understands that there is a purpose in reading; that is, to help you learn and understand the world around her.</p> <p>Based on her writing survey, I have learned that Nicole doesn't like to write very much, however I don't yet know why. I think that one of my next</p>	<p>instructional steps would be to get a writing sample (DRA) from Nicole.</p> <p>She also expressed in our getting to know you interview that she needs to work on vocabulary to become a better reader. So this is also an area that we could work on.</p> <p>I'm wondering if Nicole has been introduced to any of the reading strategies to scaffold her reading comprehension (vocabulary).</p>

Good Questions

DAILY LESSON PLAN

Date: July 8, 2008

<p>Read Aloud: <u>Pricilla and the Wimps</u> by: Richard Peck</p> <p>GLE/GSE: R-7-4.3 R-7-5.3 R-7-13 R-7-5.1</p>	<ul style="list-style-type: none"> • Book introduction • Making connections • Making inferences • Summarizing
<p>Reading workshop</p> <p>GLE/GSE: R-7-11.1 R-7-5.1</p>	<ul style="list-style-type: none"> • DRA Student Reading Survey • Timed oral reading • Administer the rest of the DRA
<p>Word Work</p> <p>GLE/GSE:</p>	<ul style="list-style-type: none"> • Continued with DRA
<p>Writing Workshop</p> <p>GLE/GSE: R-7-4.1 R-7-5.2 W-7-5.1 W-7-5.3</p>	<ul style="list-style-type: none"> • Story pyramid to go along with the read aloud. The graphic organizer included the main character, two words describing the character, setting, problem, three main events and the solution to the problem.

Reflections: While administering the oral reading of the DRA I noticed that Nicole read with 98% accuracy. Most of the mistakes she made, she self-corrected. I found this to be one of her strengths because she was monitoring her reading.

Yes! Goal!

While Nicole could read most of the words in the section, she read at a moderate rate and lacked fluency. This is something that I will work on with her over the next few weeks.


I'm wondering if the text was too difficult since she read at a moderate pace. I don't think so because she was able to read the words. I guess once she finishes the DRA I'll be able to get a better idea. I thought that if they could read the text with few miscues, then I was to continue and the pace of her reading didn't matter?

How not sure if you're wanted

DAILY LESSON PLAN

July 9, 2008

Nicole

<p>Read Aloud: <u>The Fungus That Ate My School</u> by: Arthur Dorros</p> <p>GLE/GSE: R-7-4.3 R-7-5.3 R-7-13 R-7-5.1</p>	<ul style="list-style-type: none"> • What is "It"? • Making Connections • Making Inferences • Making Predictions
<p>Reading Workshop</p> <p>GSE/GLE: R-7-4.2 R-7-16.1 R-7-16.2</p>	<ul style="list-style-type: none"> • Finish DRA
<p>Word Work: R-7-12</p> <p>GLE/GSE: W-7-2.1 W-7-2.3 W-7-9.3 W-7-9.1 W-7-9.2</p>	
<p>Writing Workshop:</p> <p>GLE/GSE: R-7-15.4 W-7-1.2 W-7-3.2</p>	

Reflection:

It took Nicole almost the whole time to finish her DRA. Since she started it yesterday, she decided to reread the story before writing the summary. I thought this showed strength in her literacy. She wanted to refresh her memory before completing the summary. She also made a connection between the boy in the story and herself which she shared with me before she began working again. Good for her.

I think Nicole struggles with fluency which is why it took her so long to complete the DRA. After reading her summary, I found that she included too many unimportant details. This is an area that I would like to focus on with her. I find in general, that even the best readers struggle to write a summary. Since I selected the story she read, I think that I will let her read a chapter in her one book and then write a summary to see if it had anything to do with me choosing the story. I don't think so, though because she seemed to connect to the story.

I was wondering if there are any other assessments that could be helpful in diagnosing Nicole. I am planning on doing the spelling inventories in Words Their Way. All of these tests are new to me since I don't teach English or reading in school. Any suggestions?

Let's sit down & look at these before we talk about additional tests.

What questions do you need answered & where do you think you need to go?

Linda Tarantelli
Summer Reading Clinic

DAILY LESSON PLAN

Date: July 10, 2008

<p>Read Aloud: <u>I Escaped a Violent Gang:</u> <u>A Memoir as told to Cate Bailey</u></p> <p>GLE/GSE: R-7-4.2 R-7-5.3 R-7-13 R-7.5.1 R-7-8</p>	<ul style="list-style-type: none">• Book introduction• Anticipation Guide as a pre-reading and after-reading activity• Making connections• Making inferences
<p>Reading workshop</p> <p>GLE/GSE: R-7-2 R-7-4.3 R-7-5.3 R-7-13</p>	<ul style="list-style-type: none">• <u>Al Capone Does My Shirts</u> by: Gennifer Choldenko• Chapter 1• Use sticky notes to write down any vocabulary words you are unfamiliar with along with the page number• Predictions• Questions
<p>Word Work</p> <p>GLE/GSE: W-7-9.5</p>	<ul style="list-style-type: none">• Administer the <i>ESI</i>• Administer the <i>USI</i> if applicable
<p>Writing Workshop</p> <p>GLE/GSE: R-7-5.1 R-7-5.2 W-7-1.2</p>	<ul style="list-style-type: none">• Students chose a writing prompt from a list and write briefly about the issue.• Make predictions on what they think will happen next in the Guided Reading book.• Write any questions they have about their Guided Reading Book so far.

Reflections:

Nicole was able to make some good predictions about what will happen next in the story.

Nicole completed the *Words Their Way Upper-Level Spelling Inventory* and after I completed the feature guide I found out that Nicole can spell words with accuracy from the "within word pattern."

I also discovered that Nicole needs some help with the "syllables and affixes" level of spelling development. Based on my observations, I plan to begin word work at this level, beginning with the doubling rule where syllables join. This will be taught through a word sort.

Excellent!

What I'm wondering is how long I should work on inflectional endings with base words? I'm thinking at least a week depending on how quickly she picks up the patterns. Also, should I introduce one inflectional ending at a time?

You might try two + see how that goes. I find that my Melissa just needs a lot of review. It's good practice days to gain confidence.

Linda Tarantelli
Summer Reading Clinic

DAILY LESSON PLAN

Date: July 14, 2008

<p>Read Aloud: <u>Knut: How one Little Polar Bear Captivated the World</u> by: Juliana, Isabella, and Craig Hatkoff and Dr. Gerald R Ulich</p> <p>GLE/GSE: R-7-4.3 R-7-5.3 R-7-13 R-7-5.1 R-7-4.3 A-7-5</p>	<ul style="list-style-type: none">• Book Introduction• Activating prior knowledge using a <i>Book Splash</i>• Make predictions• Make connections• Questioning• Learning new vocabulary
<p>Reading Workshop</p> <p>GLE/GSE: R-7-5.3 R-7-13</p>	<ul style="list-style-type: none">• <u>Al Capone Does My Shirts</u> by: Gennifer Choldenko• Strategy we are focusing on: Inferencing• Vocabulary• As students listen to the book on audio, they jot down any words that they don't understand as well as the page number onto a sticky note• Also write on sticky note what clues they can find that tell them something is not "right" with Natalie.
<p>Word Work</p> <p>GLE/GSE: W-7-9.5</p>	<ul style="list-style-type: none">• Introduce word sort on adding -ing to words with VC, VCC, and VVC patterns• Introduce the "doubling rule"• After completing the sort, students write the words in their notebooks.
<p>Writing Workshop</p> <p>GLE/GSE: W-7-9.5</p>	<ul style="list-style-type: none">• To confirm results from <i>USI</i>, administer the <i>Ganske Developmental Spelling Analysis (DSA)</i> at Nicole's level of spelling development. (Syllables and

	affixes)
Reflection:	

During guided reading, I asked Nicole to write down any words that she did not understand on a sticky note. Nicole picked out words and then went back to re-read the sentence, as well as the sentence following the words to see if she could make sense of what the word meant. This is a strategy that good readers do when they read before turning to a dictionary. Good for her! ✨

My next plan of instruction for Nicole is to introduce her to something called a *PAVE* map. This is a graphic organizer in which the student writes the unknown word as well as the sentence they found the word. Then they write what they think it means using context clues. Next, they look the word up in the dictionary and write the definition, then write a sentence using the word, and finally, draw an illustration that is a symbol for the word. A sample has been attached.

The question I have about my teaching has to do with the word sort I did today. Should I have reviewed the vowel patterns in one-syllable words first? I assumed that she knew the vowel patterns already. I'm thinking of reviewing them briefly tomorrow before continuing with the sort.

*I would do
the review first
to make sure.*

Ian Blackmar
Vocabulary Activity: PAVE Map

Word!!!

WORD: Impenetrable

Sentence: The rain forest is not always a dense, impenetrable mass of vegetation.

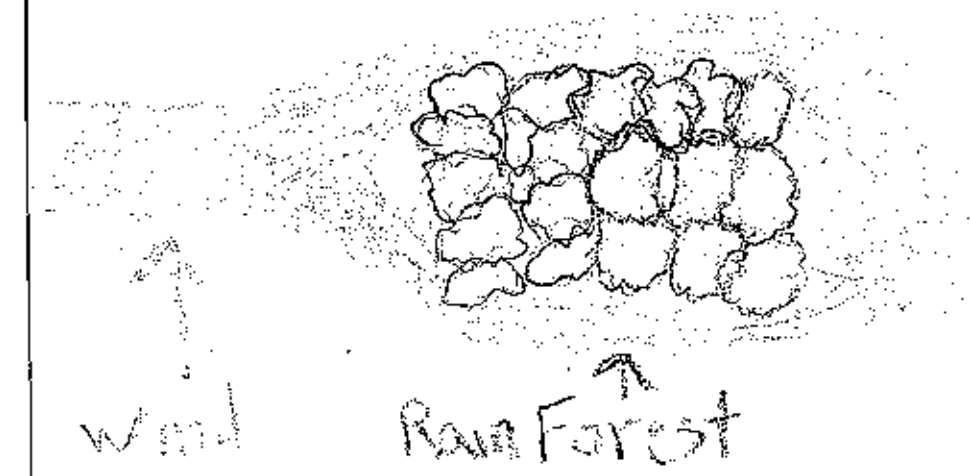
Predicted Definition: Something that nothing can go through.

One Good Sentence: The rain forest is an impenetrable place.

Verified Definition: That cannot be pierced, entered, or passed through.

Another Good Sentence:
The rain forest is a impenetrable place.

Association/Symbol/Picture:



DAILY LESSON PLAN

July 15, 2008

Nicole

<p>Read Aloud: <u>"Little Stevie Wonder"</u> by: Quincy Troupe R-7-4.1 GLE/GSE: R-8.1</p>	<ul style="list-style-type: none"> • Making Connections • Cultural and musical • Poetry and current events • Activating Prior Knowledge
<p>Reading Workshop GSE/GLE: R-7-5.3 R-7-13</p>	<ul style="list-style-type: none"> • <u>Al Capone Does My Shirts</u> by: Gennifer Choldenko • Continue working on drawing inferences • Using a sticky note, mark a place where Moose's actions helped you to infer what he thought about Piper. (p.33) • Also, monitor comprehension by writing down any words you don't understand along with the page number.
<p>Word Work: GLE/GSE: W-7-9.5</p>	<ul style="list-style-type: none"> • Re-sort words from yesterday independently • Review vowel patterns (VVC, VCC, VC) • Students then re-read a chapter in <u>Al Capone Does My Shirts</u> and complete a "word hunt". • Students should find at least five words and at least one for each category. • Copy words into their notebooks under "Word Hunt"
<p>Writing Workshop: GLE/GSE: R-7-4.1 R-7-4.2 W-7-1.2 W-7-1.4</p>	<ul style="list-style-type: none"> • Summary demonstration using the read aloud, <u>Little Stevie wonder</u>. • Students use organizer and include important details from the story.

Reflection:

When we were doing word work, Nicole had no problem re-sorting her words into the three different categories. She also did a good job finding clues for the inference activity we did during guided reading.

What I did notice today was that when Nicole did the word hunt, she had a little bit of difficulty classifying the new words. For instance, she put "stacking" into the VVC category. When I asked her to check her work, she quickly realized her error. So my next plan of instruction is to continue with this word sort for a few more days.

See my earlier print.

My question is, should I introduce another word sort (adding -ed) and combine it with the one I'm doing now, or do you think this might become too confusing for Nicole?

Do them separately at first, when she can do both comfortably, then you can integrate the two if it makes sense.

DAILY LESSON PLAN

July 16, 2008

Nicole

<p>Read Aloud: <u>Al Capone Does My Shirts</u> by: Jennifer Choldenko Chapter 5 R-7-11.2 R-7-11.3 GLE/GSE: R-8.1</p>	<ul style="list-style-type: none"> • Making Connections • Activating Prior Knowledge • Making Inferences • Modeled oral reading for expression and fluency
<p>Reading Workshop GSE/GLE: R-7-13</p>	<ul style="list-style-type: none"> • <u>Al Capone Does My Shirts</u> by: Jennifer Choldenko • Chapter 6 • Continue working on drawing inferences • Monitor comprehension by writing down any words you don't understand along with the page number on a sticky note.
<p>Word Work: GLE/GSE: W-7-9.5</p>	<ul style="list-style-type: none"> • Re-sort words from yesterday independently • Blind Sort: Read the words aloud while students tell you which category they go in without seeing the word. • Writing Sort: Read words aloud and students write words into the proper categories in their notebooks.
<p>Writing Workshop: GLE/GSE: R-7-4.1 R-7-4.2 W-7-1.2 W-7-1.3 W-7-1.4</p>	<ul style="list-style-type: none"> • Summary demonstration using the read aloud, <u>Al Capone Does My Shirts</u>. • Students use organizer and include important details from the story. • They should come up with about five "good" sentences of the main events.

Reflection:

Nicole had no problem filling out the graphic organizer for the summary of chapter five. She was able to recall most of the main events. The part she struggled with

was writing the actual summary. I provided a lot of support. I plan on scaffolding her instruction in this area until she is able to complete a summary on her own.

When we worked with the word sort, I noticed that Nicole had a little difficulty putting the words into categories without visually seeing them. I think this is a problem with most students, because it requires them to form a picture of how the word is spelled in their heads before putting it in a category. I think that with practice, it will become easier for her. So I plan on continuing using blind sorts in my word work instruction.

Nicole had difficulty reading with expression. Today I had her read a book at her instructional level aloud. To help her improve, should I continue to have her read aloud at her instructional level or should she be reading something at her independent level?

Have her read
the material silently
first. I would use
her ind. level.

Linda Tarantelli
Summer Reading clinic

DAILY LESSON PLAN
July 17, 2008

Read Aloud Westandia by: GLE: R-7-4.3 R-7-8 R-7-5.3 R-7-13 R-7-5.1	<ul style="list-style-type: none">• Activating Prior Knowledge• Making Connections• Making Inferences• Questioning
Reading Workshop: GLE: R-7-2 R-7-4.3 R-7-5.3 R-7-13	<ul style="list-style-type: none">• <u>Al Capone Does My Shirts</u>• Chapters 7 + 8• Focus: Jot down on a sticking note what Moose's school was like.• Inference: Why do you think Piper was bragging to the other students about knowing the prisoners?
Word Work: GLE: W-7-9.5	<ul style="list-style-type: none">• Spell Check Assessment for word sort #1• Adding -ing to words with VC, VVC, and VCC patterns• Students earn a point for putting the word in the correct category.• Students earn a point for spelling the word correctly.
Writing Workshop: GLE: R-7-5.1 R-7-5.2 W-7-1.2	<ul style="list-style-type: none">• After completing chapter 7 in <u>Al Capone Does My Shirts</u>, students fill in graphic organizer for summary.• Students write a summary using what they wrote in their graphic organizer.

Reflection:

Nicole did an excellent job on the spell check assessment today. She was able to spell all the words correctly, as well as put them in the correct category. I also added words to the assessment that were not part of the original sort, and again, Nicole had no problem.

Nicole is still struggling with making inferences. She had a difficult time today answering the focus question about why she thought Piper was bragging to the other students about knowing the prisoners. She was able to answer the question, only after much support and guidance from me. This is something that we want to keep working

on. Nicole did say that having the question written on a sticky note ahead of time is helpful because it helps her focus.

Even though Nicole did well on the word sort, I noticed in her oral reading that she doesn't always pronounce the words correctly. For instance, when she said the word "heap", she said "hep" and when she said the word "piling" she pronounced it "pilling". So next week, I think I'm going to focus on reviewing vowel patterns as well as sounds.

Nicole is eager to please and tries her best. Her dad also stated that she gives 100% but usually is a B/C student. I asked him if she had an IEP but he said she was tested a few years ago but that she didn't qualify. What I'm wondering is if there are any other services available to Nicole. I think that she should be getting some kind of additional support at school. Do you think she should be tested again?

Linda Tarantelli
 Summer Reading Clinic

DAILY LESSON PLAN
 July 21, 2008

<p>Read Aloud: <u>Why Are the Ice Caps Melting?</u> By: Anne Rockwell Illustrated by: Paul Meisel GLE: R-7-4.3 R-7-5.1 R-7-5.3 R-7-4.3 R-7-13 R-7-5</p>	<ul style="list-style-type: none"> • Activating Prior Knowledge using a <i>Word Splash</i> • Making Connections • Making Inferences • Questioning • Vocabulary
<p>Reading Workshop: GLE: R-7-5.3 R-7-13 R-7-2 R-7-4.3</p>	<ul style="list-style-type: none"> • <u>Al Capone Does My Shirts</u> • Chapters 9 + 10 • Focus: Jot down on a sticky note any unfamiliar words as well as any questions you have about what you're reading. • Inference: Why do you think Moose hugs Annie? • Prediction: Why do you think Mr. Purdy said Natalie wasn't "ready" for the Esther P Marinoff School?
<p>Word Work: GLE: W-7-9.5</p>	<ul style="list-style-type: none"> • Word Sort: Review of vowel patterns. • Categories: VVC, VC, VCC, VCe • Model the sorting of the four boldface key words (chief, wrap, smell, whine) • Point out and underline the consonant and vowel patterns in each word. • Sort several more words before having students help. • Show students the word, and then ask them where it should be placed. • (quit and quote): "qu" blend so "u" is not considered a vowel • Students copy words into their notebooks under the correct categories
<p>Writing Workshop: GLE: W-7-9.5</p>	<ul style="list-style-type: none"> • PAVE map for vocabulary building • Writing Prompt from the list that was given to students

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Reflection:

Nicole had no problem predicting why Mr. Purdy said Natalie wasn't "ready" for the Esther P. Marinoff School and was able to site examples in the text where Natalie has screaming fits. She predicted that she probably screamed at school and they couldn't calm her down.

Nicole was also able to make an inference with support from me. I had to point out the clues in the text, but with this bit of scaffolding she was then able to verbalize why Moose hugs Annie.

I plan to continue scaffolding Nicole's instruction until she is able to make an inference on her own.

My question is, how do I get Nicole to the next level? Are there strategies that I'm overlooking? I guess I could point out maybe only one clue instead of several to she how she does.

*At just may
take additional
time.*

Linda Tarantelli
Summer Reading Clinic

DAILY LESSON PLAN
July 22, 2008

<p>Read Aloud: <u>Al Capone Does My Shirts</u> by: Gennifer Choldenko GLE: R-7-4.1 R-8.1</p>	<ul style="list-style-type: none">• Model oral reading for expression and fluency• Making Connections• Making Inferences
<p>Reading Workshop: GLE: R-7-5.3 R-8-3</p>	<ul style="list-style-type: none">• <u>Al Capone Does My Shirts</u>• Chapters 11 + 12• Focus: Jot down on a sticky note any unfamiliar words as well as any questions you have about what you're reading.• Inference: Is Natalie really ten years old? How do you know?• Inference: What clues in the story tell you that Mr. Purdy is not a very strong man?• Connection: Does Piper remind you of someone you know?• Prediction: Do you think they will get away with the laundry scheme?• Literal: Why does Moose decide to help Piper with her laundry scheme?
<p>Word Work: GLE: W-7-9.5</p>	<ul style="list-style-type: none">• Re-sort words from yesterday independently• Students re-read a chapter in <u>Al Capone Does my Shirts</u> and complete a "word hunt"• Students should find at least five words and at least one for each category.• Copy words into their notebooks under "Word Hunt".
<p>Writing Workshop: GLE: R-7-4.1 R-7-4.2 W-7-1.2 W-7-1.4</p>	<ul style="list-style-type: none">• Writing prompt from the list that was given to students.• PAVE map for vocabulary building.• Words from <u>Al Capone Does My Shirts</u>; asylum, unresponsive, icebox, appeal

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Reflection:

Nicole had no problem answering the literal question “why does Moose decide to help Piper with her laundry scheme?” She also did a great job predicting whether they would get away with the laundry scheme.

When she attempted the interpretive question, I guided her. I re-read page 70 of the text where there are several clues that Natalie is not ten years old. At this point, she was able to answer the question. I also supported her in answering the question about Mr. Purdy.

Again, how do I scaffold her instruction a little less? Maybe I could just point out the clues and have her re-read on her own?

Linda Tarantelli
 Summer Reading Clinic

DAILY LESSON PLAN
 July 23, 2008

<p>Read Aloud: Owen and Mzee by: Isabella Hatkoff, Craig Hatkoff, and Dr. Paula Kahumbu R-7-11.2 R-7-11.3 R-8.1</p> <p>GLE:</p>	<ul style="list-style-type: none"> • Activating Prior Knowledge • Making Connections • Making Inferences • Questioning • Vocabulary
<p>Reading Workshop:</p> <p>GLE: R-7-3 R-7-5.3 R-7-2 R-7-4.3</p>	<ul style="list-style-type: none"> • <u>Al Capone Dies My Shirts</u> • Chapters 13-16 • Focus: Using a sticky note, mark a place where you used context clues to help you understand an unknown word. • Inference: How do you think Moose felt about watching Natalie after school? • Inference: What is Mr. Trixle implying when he says "you have an answer for everything Piper?" • Prediction: Do you think Moose will be able to take care of Natalie? • Connection: Can you think of a situation where someone like Piper takes advantage of other people?
<p>Word Work:</p> <p>GLE: W-7-9.5</p>	<ul style="list-style-type: none"> • Re-sort words from yesterday independently • Blind sort: Read the words aloud while students tell you which category they go in without seeing the word. • Writing sort: Read words aloud and students write words into the proper categories in their notebooks.
<p>Writing Workshop:</p> <p>GLE: R-7-4.1 R-7-4.2 W-7-1.2 W-7-1.4 W-7-1.3</p>	<ul style="list-style-type: none"> • Students use graphic organizer to come up with summary of events in <u>Al Capone Does My Shirts</u>. • Students use the graphic organizer to complete the summary of the main events in sequential order.

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Reflection:

Nicole was able to make connections, predictions, as well as answer literal questions about the text; however, she still needed support making inferences. I'm guessing this will take more time than we have in the clinic so I'm hoping her teachers will continue to support her in this area.

You'll want to come up with a list of reasons of rational based on the fact.

Nicole needed a little help to fill in the graphic organizer for the summary but once all the important event were written in, she had very little difficulty formulating the actual summary. Nicole struggles with what she should include in the summary, so the graphic organizer is a big help in getting the important ideas down on paper. I will continue to scaffold her instruction with respect to summary writing, helping her fill in the graphic organizer before allowing her to write her summary on her own.

What I would really like to do next week is work on having Nicole create a piece of writing on her own about something that is important to her (not a writing prompt that I give her). I would like to do a mini-lesson a day before letting her write. Topics for mini-lessons would include choosing a topic, leads, finding a focus and so forth. I would also share pieces of my own writing. Due to lack of time I'm wondering if I should take this on. I could cut something out (summary writing) to fit this in but do you think I should? I just think it would be nice for her to have a finished piece of writing to take home at the end of clinic. What do you think is best for Nicole?

This is a balancing act. You don't want to give her too much + overwhelm her. Better to focus on fewer things to make sure she really "gets it."