The Masters of Education in Reading Program

Exit Portfolio

Fall 2010

My Growth in Literacy Education

It seems like yesterday that I sat in front of my computer reflecting on my life as a reader. I was applying to the Masters of Education in Reading Program and writing an essay about the events in my life that had led me to pursue a graduate degree in reading. I recalled how my own experiences in literacy education were far from inspiring, yet I always had an interest, or rather a passion, for literature. I particularly favored children's literature and throughout my life have treasured my vast collection of favorite children's books. I equally treasured the joy I experienced when sharing a story with a child. During a period of time, I even stopped teaching and opened a children's bookstore where I shared my favorite read alonds with children daily. The pleasure of reading was my original motivation for pursuing this degree.

As I now complete the program, my love of literature remains strong but my passion for supporting children as they become proficient life-long readers is far greater. Through the insight that I have gained as a student in this program, I now have the ability to guide children in their literary growth. I no longer simply hope that my enthusiasm for books will spark others to become readers. I can now ignite readers through my teaching.

As a teacher of literacy, I possess the ability to provide readers with strategies for decoding. I can support students' comprehension and vocabulary development. I'm able to develop a student that word calls, into a fluent reader with expression and intonation. I can guide children to engage in a book to develop analytical thinking. I now have the knowledge to diagnose and prescribe instruction that will aid struggling readers. I have acquired the tools to allow every reader to share my passion.

My life as an educator has also changed since I began this process. I have immersed myself in the field of literacy education. I'm a member of the IRA and the NCTE. I attend literacy conferences and extensive training at both Colnmbia University and Lesley University. I've received professional development from some of the leaders in literacy education and have read countless texts by snch educators. I support elementary teachers in my district by maintaining a literacy lab classroom. I also provide training for my colleagues in various aspects of balanced literacy. Thongh I still hold a regular education teaching position, literacy education has truly become my forte.

Professional Goals

Short Term Goals:

I'm pleased to admit that one of my highest regarded professional goals has now been achieved with the completion of this exit portfolio . . . my master's degree in reading. Balancing family life, teaching, and one's personal education can at many times be overwhelming. It is an accomplishment that I celebrate. I find equal reward in the educator I've become due to the commitment I made to the process.

As this year progresses, I will continue to support my colleagues in the field of literacy education. My classroom, which is a literacy lab classroom in my district, supports the growth of many educators in my district. I will continue to educate myself through professional readings and attendance of professional development opportunities. I will continue as a life-long learner and an educator who is committed to providing the best practices for my students.

Long Term Goals:

It is my intent within the next few years to obtain a reading specialist position in my district. I feel that I am ready to leave the classroom setting, a setting that I've worked in for nearly 20 years, and specialize my craft. I also intend on pursuing a district-wide literacy coordinator position in later years. This position has not yet been created in my district; however it is my goal to work toward this much needed level of consistency in literacy education throughout my district.

Theme: Standard One
Foundational Knowledge

Description

Type of evidence: The artifact selected to demonstrate proficiency in this theme, is a research proposal demonstrating the effectiveness of a read aloud approach to the development of reading readiness skills in kindergarten children.

Master's course it connects with:
ELED 510: Research Methods, Analysis, and Applications
Dr. Robert Carey

Standards it connects with:

1.1   Refer to major theories in the foundational areas as they relate to reading. They can explain, compare, contrast and critique the theories.

1.2   Summarize seminal reading studies and articulate how these studies impacted reading instruction. They can recount historical developments in the history of reading.

1.3   Identify, explain, compare, and contrasts the theories and research in the areas of language-development and learning to read.

2.2   Support classroom teachers and paraprofessionals in the use of a wide range of instructional practices, approaches, and methods including technology-based practices. They help teachers select appropriate options and explain the evidence-base for selecting practices to best meet the needs of all students. They demonstrate the options in their own teaching and in demonstration teaching.

3.1   Compare and contrast, use, interpret, and recommend a wide range of assessment tools and practices. Assessments may range from standardized tests to informal assessments and also include technology-based assessments. They demonstrate appropriate use of assessments in their practice, and they can train classroom teachers to administer and interpret these assessments.

3.4   Communicate assessment information to various audiences for both accountability and instructional purposes (policymakers, public officials, community members, clinical specialists, school psychologists, social workers, classroom teachers, and parents).

Rationale:

This artifact demonstrates proficient practices by the reading professional presenting this portfolio, by providing evidence of the application of the following standards:

> 1.1, 1.2, 1.3, 2.2, 3.1, and 3.4

The research proposal developed by this reading professional, refers to major theories in the foundational areas as they relate to reading. It specifically addresses the area of the use of read alouds in the development of reading readiness skills. This topic identifies, explains, compares, and contrasts the theories and research in the areas of language-development and in learning to read.

It compares, contrasts, and critiques 10 relevant professional articles based on research studies. The literature review in this research proposal, summarizes seminal reading studies and articulates how these studies impacted reading instruction. The purpose of this study is to determine the most effect practices in early literacy education. The results will then support classroom teachers and paraprofessionals in the use of a wide range of instructional practices, approaches, and methods. It will help teachers select appropriate options and explain the evidence-base for selecting practices to best meet the needs of all students. The research study compares and contrasts, uses, interprets, and recommends a wide range of assessment tools and practices. Assessments may range from standardized tests to informal assessments. Finally, the results of this study will be communicated to various audiences for both accountability and instructional purposes (policymakers, public officials, community members, clinical specialists, school psychologists, social workers, classroom teachers, and parents) in the hope of implemented best practices in the targeted school system.

THE EFFECTIVENESS OF THE *TEXT TALK* APPROACH

ON READING READINESS OF FIRST-GRADERS

Well done, Marie.
Your lit. review is very well done;
authoritative and insightful.
Your design is quite interesting and
reasonable.

(A)

ELED 510
Fall 2007
Dr. Carey

1.0 Introduction

1.1 Statement of the problem/rationale

Kindergarten program in Rhode Island can have many variations. They can be a full-day or a half-day program. It can be held in a traditional setting or in a classroom where play is the primary method of learning. A kindergarten classroom can be part of a public elementary school, a private school, or even an extension of an early childhood center. With so many variations to this early education grade, it is typical for children's readiness for first grade to vary greatly. What does not vary, however, is the need for children to come prepared to read in the first grade. One method for promoting reading readiness in kindergarten that is typically used and universally praised in these varying kindergarten environments is the practice of read-alouds (Elley, 1989).

1.2 Statement of hypothesis

Text Talk is an approach to read-alouds that is designed to enhance young children's ability to construct meaning from decontexualized language. This goal includes not only promoting comprehension, but also furthering children's language development (Beck & McKeown, 2001). The *Text Talk* method guides teachers in the selection of appropriate texts, initial questions to engage listeners and follow-up questions. It also suggests the use of the illustrations and background knowledge, and also the selection of meaningful vocabnlary for discussion (Beck & McKeown, 2001). Through these carefully planned and scaffold questions and vocabulary activities, students are able to draw meaning from the text (Conrad, Gong, Sipp, & Wrights, 2004). Evidence has supported the idea that reading aloud to children can increase their listening comprehension skills and vocabulary acquisition (Lane & Wright, 2007).

This study has been developed to utilize the effective *Text Talk* strategies and determine its influence on the reading readiness of children entering the first grade.

1.3 Defintious of Terms

Text Talk is a read aloud strategy approach developed by Beck and McKeown (2001). It uses challenging text to improve students oral language and comprehension abilities through a more focused approach with read-alouds (Conrad, Gong, Sipp, & Wright, 2004).

2.0 Review of the Literature

Ariail, M., & Albright, L. K. (2006). A survey of teachers' read-aloud practices in middle schools. *Reading Research and Instruction 45 (2)*, 69-89.

A survey of seventeen items addressing the practice of reading aloud to middle school students (grades 5-8) was distributed to 1,000 middle school teachers at the Texas Middle School Association's annual meeting. The survey aimed to assess the use of a read-aloud method to students of middle school classrooms. The researchers believed that the practice was limited in this setting after observations were conducted during previous research. The survey, developed by the researchers, was intended to further examine the commonality of read aloud sessions and the beliefs of the middle school teachers regarding this practice. The survey consisted of two parts: demographic and characteristic data on the respondents, and read aloud practices and beliefs of the respondents.

Of the 1,000 distributed surveys, 476 were returned and usable. Data was tabulated from these surveys and found that 72.2% (344) of the respondents use the read-aloud method in their classrooms. The highest percentage (95.8%) coming from teachers of English/language arts/reading and the lowest percentage (32.1%) were from teachers of mathematics. All of the respondents agreed that reading aloud is an important instructional practice. However, of those who do not utilize this practice, the highest percentage (39%) of the respondents believed that it was not appropriate for their content area. The most effective indicator of the use of read alouds as instructional practice was the education of the teachers through professional development.

The researchers in this article, described as middle-level reading researchers in Texas, appear to be committed to the topic of this research, as they have conducted similar research regarding the topic. I question, however, the validity of the self-reported data. The initial observations on this topic strongly contradict the findings from the survey. Follow-up by observations would be needed to verify these responses. The setting of the survey, a statewide conference, may have also affected the validity of the responses.

Brabham, E. G., & Lynch-Brown.C. (2002). Effects of teachers' reading-aloud styles on vocabulary acquisition and comprehension of students in early elementary grades. *Journal of Educational Psychology, 94*, 465-473.

This quasi-experimental study was conducted by 30 preservice teachers enrolled in an undergraduate elementary education program in the southeastern parts of the United States. Their professors, who authored this article, supervised the study. It was designed to determine the effectiveness of three varying read aloud styles on vocabulary acquisition and comprehension. The three styles were the just-read style, the performance style, and the interactional style. These preservice teachers received four hours of training before the start of the research.

Twelve first-grade classrooms and twelve third-grade classrooms were selected representing all areas of community and socio-economic status. A sample size of 360 students were randomly selected to one of the groups. They were given a pre-test in the areas of vocabulary and comprehension. The pre-tests appeared to be developed by the educational supervisions, but that was not clearly stated. The students were then read one of the two non-fiction books selected for the study. Each group was assigned a read-aloud style to adhere to during this twenty-minute session. Scripts were provided to the readers in order to promote uniformity. Each text was re-read over three consecutive days. The post-tests, slightly adapted from the pre-tests, were administered on the third day. The results determined that student performance in vocabulary and comprehension is increased by the use of the performance and interactional styles.

There were some concerns with this study. The measurement tools were not presented in the article and were developed by the researchers. The tools were said to have been field tested but only given to ten students from each of the two grade levels. The field test found a low to moderate reliability coefficient of .84 for the vocabulary test and .74 for the comprehension test. The data seemed a bit confusing as the value of p continued to change. I also question the use of undergraduate students to implement this study. I believe that the presenter could affect the results especially with only four hours of training.

Dickinson, D. K., & Smith, M. W. (1994). Long-term effects of preschool teachers'
Book readings on low-income children's vocabulary and story comprehension.
Reading Research Quarterly, 29 (2), 104-122.

A longitudinal study was conducted including twenty-five preschool classrooms of low-income English speaking children. The study was designed to study the social and linguistic precursors to language and literacy development. A reading session was videotaped in each of the twenty-five classrooms. The researchers also collected data from teacher interviews, general classroom observations, observing targeted children's language use and their measurement outcomes on a battery of tests. At age five, the targeted children were given a battery of tests of language and literacy development administered at their homes by the researchers. The Peabody Picture Vocabulary Test-Revised (PPVT-R) was used to assess vocabulary development and comprehension was assessed using a test designed by the "Home School Study research team".

After the data was collected, the video taped sessions were transcribed verbatim and coded according to the Codes fro the Human Analysis of Transcripts conventions for analysis by the Child Language Analysis software. A quantitative analysis was then performed on coded qualitative observations. The analysis determined three distinct approaches of book reading.

They are identified as the co-constructive approach, the didactic-interactional approach, and the performance approach. The approaches are defined by the amount of discussion occurring in the three stages of book reading (before, during, and after). The method and level of teacher/student discussion and inquiry was also used to define these approaches. The results of the analysis showed that children in a classroom where the performance approach is used performed slightly better on the PPVT-R than children in a classroom where the didactic-interactional approach is common. Strong effects on vocabulary development were revealed when child-involved analytical talk was present. Analytical talk moderately affected the level of story comprehension.

This longitudinal study seemed to be conducted by videotaping one reading session in each classroom and then revisiting the targeted children one year later. I thought that more analysis could have been done during this one-year period. The researchers used teacher interviews to establish reliability of the reading session but additional observations could have assured the reliability. The article also discusses the assessment process as an administration of a battery of language and literacy development tests yet they never specify these tests. I was also concerned with the design of the comprehension test, which again was not provided or discussed in-depth with a level of reliability established. This study appeared to simply define various styles and concluded that any approach that provides some child-involved analytical talk is suggested.

Elley, W. B. (1989). Vocabulary acquisition from listening to stories. *Reading Research Quarterly, 24 (2),* 174-187.

This quasi-experimental study was conducted on 157 seven-year olds in seven schools in Christchurch, New Zealand. The subjects were a cross-section from urban and suburban backgrounds. This study consisted of two experiments with the second experiment correcting limitations of the first and confirming its findings. Seven teachers administered the study, one from each selected school, but notable not the classroom teachers. The students were given a pre-test of 20 vocabulary words from the book *Gumdrop at Sea* by Val Biro (1983). The pre-test design contained ten vocabulary words assessed by picture-type and ten vocabulary words written in sentences with contextual clues with a synonym selected for the target word. The pre-test was administered one week prior to the first reading. The selected story was read three times within seven days. The same test was given as a post-test after the third and final reading on the seventh day. It was emphasized that throughout the three readings, vocabulary was never discussed or defined by the teacher. The objective of the study was to establish a relationship between vocabulary acquisition and simply listening to repeated readings of a story.

It was found that a mean gain of 15.4% was achieved on the post-test with the average mean gain between 13% and 21%. Further analysis determined conditions of the target words that were more likely to assist in acquisition by the students. Words most readily learned in the story were surrounded by contextual clues, appeared more than once in the text, or had support through illustrations.

Since no control group was used in this experiment and assumptions were made with just this one book, a second experiment was conducted to correct these limitations and to verify the results. The second experiment was designed in the same fashion as the first in regard to the implementation of the experiment. Two books were used and the children were divided into groups including a control group. Similar gains were made in the second experiment. This data was also divided according to the ability level of the subjects established from the pre-test. Gains were made in all four ability groups (high, high middle, low middle, and low) with the greatest gains being achieved by the low ability group.

I was pleased with this article and the attention given to the limitations of the first study. Much of what I had viewed as possible negative critique was corrected in the second experiment. The one issue that still remained unclear to me was the process in which the research-developed test was piloted. No specifications were given as to the number of subjects that took part in the pilot study. I was unsure of the effectiveness of the pilot study.

Meyer, L.A., Wardrop, J.S., Stahl, S.A., & Linn, R.L. (1994). Effects of reading storybooks aloud to children. *Journal of Educational Research, 88*, 69-85.

A longitudinal study was conducted from 1983-1991 to determine the effects of reading storybooks aloud to children. It analyzed a sample of 325 students in three school districts in Illinois. The first cohort consisted of students who began kindergarten in 1983 and were in the sixth grade in 1990. The second cohort consisted of students who began kindergarten in 1984 and were in the sixth grade in 1991. Extensive data was collected throughout the study including information regarding home environment, education/occupation of parents, siblings, standardized and local test scores, and classroom instruction. Fifty trained observers took part in this study and made close to one million observations throughout the years of the study. Observations were coded using the observation procedures developed by Meyer, Linn, Mayberry, and Hastings (1985). The data was then analyzed to find relationships among measures, activities, student performance, and between classrooms.

It was revealed that a negative correlation existed between the time kindergarten teachers spent reading aloud and reading achievement. It was further revealed that there was no correlation to the time first grade teachers spent reading and first-graders reading achievement.

Extensive analysis was done on students' data from both cohorts in kindergarten and first grade. This was a longitudinal study of the same students until grade 6. I was unsure as to how the data collected in later years effected the conclusions. I do, however, feel that the background information on this topic and the population used in this study was clearly stated. The conclusion emphasized the use of read alouds as part of a reading program and not to expect a "magical" transformation from listening to stories to reading independently. I feel that the conclusion makes sense and this appeared to be one of the only articles I could find that cautioned the possible misconceptions of this practice.

Meyers, P. A. (2006). The princess storyteller, clara clarifier, quincy questioner, and the wizard: reciprocal teaching adapted for kindergarten students. *The Reading Teacher, 59 (4)*, 314-324.

A kindergarten teacher developed and implemented this action-research project with her class in Capitola, California. Her objective was to develop a successful modified version of reciprocal teaching that would be at an appropriate level for her kindergarten children. She used puppets to implement the four main strategies of reciprocal teaching: summarizing, questioning for clarification, questioning to monitor learning, and predicting. Children in the class took turns leading the discussion for the specific strategy and using a puppet as a means to communicate. To examine the effectiveness of the adapted model, the teacher selected four children for a focus group. These four children actively participated in a leadership role twice a week. Observations of these sessions were evaluated using a rubric designed by the teacher to assess the effectiveness of the role. The teacher also collected anecdotal records and interviewed the four students throughout the study.

At the conclusion of this three-month study it was clear that positive gains had been made by all of the children. The focus group participants were all able to retell a story with accuracy, ask and answer critical thinking questions, and make logical predictions. What had once been thought of as a teaching model not appropriate for kindergarten students, had been successfully adapted in this classroom.

As an early elementary educator I enjoyed this article and found it to be useful. Limitations obviously existed in this action research study, particularly the size of the focus group and the fact that it was a sample of convenience and not a large random sampling. The use of the rubric is also a subjective tool left to the interpretation of the evaluator. A bias could have existed, as this teacher was hopeful for a positive outcome.

Morrow, L. M. (1988). Young children's responses to one-to-one story readings in school settings. *Reading Research Quarterly, 23 (1)*, 89-107.

This quasi-experimental study took place in three day-care centers providing care to children from low socio-economical backgrounds. The centers were located in the same county representing eight area communities. From these centers, 79 children participated in the study. Questionnaires were sent home to determine the amount of adult/child reading interactions were common in these households. The survey revealed that 90% of the households indicated that reading interactions occurred once a month or less. This study aimed at stimulate, in a school setting, the adult/child reading interactions that occur naturally in a home setting. The research assistants were assigned children to read with in a one-on-one style for 15 minutes for ten sessions.

The children were divided into three groups: experimental group 1, experimental group 2, and a control group. The three groups contained a similar number of children. Experimental group 1 was read a different book at each of the ten sessions. Experimental group 2 was read three books, three times each, for the ten sessions. Children in the control group participated in reading readiness activities during their sessions and were only read to and tape-recorded during the second and tenth session. These sessions were conducted to collect pre and post test data. All sessions of children in the two experimental groups were tape-recorded. The tape-recorded sessions were then transcribed verbatim. The children's story related questions and responses were coded and tabulated. A one-way analysis of covariance was conducted on each of the four major categories of responses established by the researcher.

The results of the tabulations found that the children in both experimental groups asked more story related questions and made more story related comments than children in the control group. It was also determined that the amount of responses increased as the sessions went on. Children in both experimental groups focused mostly on the meaning of the story. The children in experimental group 2 (repeated books), however, focused more on the story structure, print, and illustrations than children in the other two groups. Overall, the repeated book group scored highest in all categories.

I felt that this was a well designed experiment. I think that the amount of subject/researcher interaction seemed ample. I was unsure who the research assistants were as it was never stated. I was also unsure of the use of the TOBE II Language Test of Basic Experiences that was administered at the onset of the study. I was explained that the test was used to determine ability levels of the children but it was not clear how those levels affected the group selections or the analysis. Overall, however, I think this study accomplished what it was designed for. To investigate whether frequent one-to-one readings in a school setting would increase the number and complexity of comments and questions from children of low socioeconomic status.

Morrow, L. M., & Smith, J. K. (1990). The effects of group size on interactive storybook reading. *Reading Research Quarterly, 25*, 213-231.

This article explains the qualitative research conducted in 5 school districts in a single county of the United States with predominately middle class households. The research was conducted by 27 research assistants who were undergraduate students pursuing an early elementary education degree. The study was designed to determine the effect of group size on comprehension and verbal acquisition. Twenty-seven kindergarten or first grade students from 27 different classrooms were selected as the subjects of this research study. The remaining children in the classrooms served to establish the group size. Nine picture books were read that had similar story elements and structures. The research assistants interacted with the subjects three times in all three group size settings. Observations were audio taped and the responses made by the

subject (only the subject) was analyzed using a coding system developed by the author for a previous study conducted in 1988. Children's questions and comments were scored in the categories of story structure, meaning, focus on print, and focus on illustrations. The system also analyzed the verbal behaviors of the adult participant.

Overall, students in a small group setting demonstrated a higher level of comprehension. Children in the one-on-one setting and the small group setting notable interacted more often than children in the whole group setting. It was noted that the researchers where surprised by this finding and had hypothesized a higher level coming from the subjects in the one-on-one setting.

The assumptions made from this small group of subjects seemed to be a bit generalized. It was stated that one could assume that the responses of the one subject in each group could be multiplied by the number of students in each group. I found that to be a big assumption. I think that this data could have been affected by the personality of the selected subject also. There was no information provided about the subjects' ability levels either. It was assumed that these 27 subjects adequately represented the entire group of children in 27 classrooms. I viewed this study to use a sample of convenience. Each undergraduate student picked a local school, a classroom, and one student. The idea of using these undergraduate students to conduct the research appeared to be a negative factor. It was stated in the article that much time was spent in a whole group setting managing the behavior of the group. It makes me question how engaging the reader was if that much notable management was needed. I wouldn't expect these same conditions to occur if the reader was an engaging experienced teacher.

Rosenhouse, J., Feitelson, D., Kita, B., & Goldstein, Z. (1997). Interactive reading aloud to Israeli first-graders: Its contribution to literacy development. *Reading Research Quarterly, 32 (2),* 168-183.

Four Israeli researchers designed a study examining three issues: how reading aloud to first-graders affects their achievement in decoding, comprehension and storytelling, how reading aloud from a series by the same author affects achievement in these areas, and how reading from different book by different authors with various genres affects achievement in the specified areas. The participants consisted of 339 Israeli born Hebrew speaking children from fifteen first-grade classes in Haifa and its surrounding suburbs. The fifteen classrooms of children were randomly assigned to one of the four treatment groups. Experimental group A listened to stories from multiple-authors. Experimental group B listened to stories from one author only. Experimental group C listened to stories in a series written by one author. The final group, Control group D did not increase the number of read-aloud sessions throughout the study, which in the Israeli education system is extremely limited (one story read on Friday) but rather engaged in regular learning activities (worksheets, drawing, and pasting).

The Hebrew version of the Vocabulary Sub-test from the Revised Wechsler Intelligence Child test was administered to all groups as the pretest. The results were used to neutralize inequalities among the groups. A statistically significant difference was found on the pretest and posttest differences were tested with multivariate analysis of covariance, using pretest scores as the control covariate. The treatments sessions, lead by the classroom teachers, were then conducted for six months. The 20-minute sessions were held five times a week at the end of the school day. Researchers observed, on average, one session per month in each of the participating classrooms. Teachers and children were also interviewed throughout the study.
Three posttests were then administered under the supervision of at least two examiners. The posttests assessed decoding, comprehension, and picture storytelling. The tests were taken from various unidentified versions of Hebrew tests.

Statistically significant differences were found in all tested areas among the four treatment groups (<.001). The combined experimental groups outscored the control group in all tested areas. The study concluded that an increase in read-aloud sessions in first grade increases student performance in decoding, comprehension, and storytelling.

I found the sample size and the length of the time of this study to seem adequate but I was concerned with the lack of control that the researchers had on the study. They trusted the teachers in these fifteen classrooms to adhere to the group conditions for the extent of six months. I think the data was analyzed well and I was pleased with the use of an adjusted mean. I would have, however, liked to be given more information on the posttests and their reliability.

Senechal, M., & Cornell, E. H. (1993). Vocabulary Acquisition through shared reading experiences. *Reading Research Quarterly, 28 (4)*, 360-374.

This experiment was conducted to assess whether preschool children learn new vocabulary from a single reading of a storybook. It further analyzed if conversational devices could affect the growth of vocabulary acquisition. Eighty four-year olds and eighty five-year olds were selected from middle-class to upper-middle class English speaking families assumedly from Canada. The majority of these children are Caucasian. Ten target words were selected from illustrations of the text-free storybook *Just in Passing* (Bonners, 1989). The ten target words and synonyms were pilot tested to confirm the assumption that these words were typically unfamiliar to preschool children. An average of less than 2 of the target words were known by the subjects of the pilot group and an average of more than 9 of the ten synonyms were known.

The researchers developed text, based on these target words, to support the illustrations and provide uniformity in the presentation of the target words. A pretest was administered to all subjects by the first researcher. The second researchers then took part in individually

administering the reading session to each child. This researcher varied the condition of the session to one of the predetermined conditions: questioning condition, recasting condition, word-repetition condition, or verbatim-reading condition. The condition was unknown to the first researcher who then administered the posttest to the subject. This process was typically thirty-minutes long. A second session, lasting 5 minutes, occurred one week after the initial storybook reading. For this session, a delayed posttest was administered.

The results found no evidence of significant vocabulary development from a single exposure to new vocabulary. The older children, however, were able to remember more target words at the delayed posttest than the younger children. When analyzing the various conditions, it was revealed that no condition had a significantly positive effect on the increase in vocabulary knowledge.

I found this study to be well designed and well conducted. The researchers appeared to have no preconceived agenda and willingly accepted the findings of the study. The data was clear and concise. There was however, no control group in this study. The gains were so small that a control group could have assisted in validating the gains. It was also possible that the research developed text and the tests could have affected the results. This affect appeared to be briefly tested during a pilot study with an undisclosed number of subjects.

3.0 Method
3.1 Subjects

The kindergarten students in this study will be selected from four half-day kindergarten classes in two schools in the public school system of Smithfield, RI. The majority of students in this school are from a middle to upper-middle socio-economic background. Such factors, however, will not be part of this study. Half of the students in each class will make up the experimental groups A, B, C & D and the other half will be part of the control group. It is estimated that each experimental group will contain approximately twelve children. The control group will contain the remaining 48 children. Two teachers will implement the treatment. All results will be calculated and compared with no regard for the school in which the subjects of the experimental groups represent.

3.2 Procedures and 3.3 Instruments

All children will be assessed by the two researchers at the beginning of the kindergarten school year using three pretest measures of assessment. They are described below.

Test of Kindergarten/First Grade Readiness Skills (Gardner-Codding, 1987). This norm-referenced instrument was developed to assess a child's readiness for kindergarten or for first grade by evaluating a child's skills in reading, spelling, and arithmetic. Only the reading and spelling portion will be administered.

Early Reading Diagnostic Assessment (The Psychological Corporation.). This assessment will evaluate the essential components of reading defined by the Reading First initiative. The assessment takes from 60 to 110 minutes to administer.

DIBELS: Dynamic Indicators of Basic Early Literacy Skills (Good, Kaminski, & Moats 2002-2003). Designed to assess growth and development of early literacy skills.

After testing has been administered. The children will be randomly selected into either the experimental or the control group. The experimental group and the control group will take part in regular activities developmentally appropriate for this level throughout the year. These regular activities will include whole group and small group lessons. It will also include daily read alouds, however, the teacher will not initiate the *Text Talk* strategies during these daily read aloud sessions. The experimental groups will take part in an additional 20 minute read aloud session three times a week for six months. This session will include the implementation of the *Text Talk* strategies. The control group will participate in self-directed literacy centers during this time.

In May, all children will be given the pretest assessments as posttests. The posttest results will be used to determine growth. In addition to these measures, the *Developmental Reading Assessment (DRA)* will also be administered to all of the children.

4.0 Findings / Results / Conclusions

The implementation of the *Text Talk* strategies are expected to have a positive effect on the development of reading readiness skills in the subjects of the experimental groups. It is expected that the subjects of the experimental groups will score a mean that is a higher percentage of growth than the subjects in the control group.

4.1 Suggestions for future research

This study is limited to the population of a single school system and to only two schools. These schools are representative of a single socio-economic status and are limited to primarily Caucasian students. The presence of a variation in these two factors would be an interesting extension to this study.

The *Text Talk* strategy was developed for use in a kindergarten or first grade setting. The extension of this study another year and with varying groups could further establish the effectiveness of this program.

References

Ariail, M., & Albright, L. K. (2006). A survey of teachers' read-aloud practices in
    middle schools. *Reading Research and Instruction 45 (2)*, 69-89.

Brabham, E. G., & Lynch-Brown.C. (2002). Effects of teachers' reading-aloud styles on
    vocabulary acquisition and comprehension of students in early elementary grades.
    Journal of Educational Psychology, 94, 465-473.

Dickinson, D. K., & Smith, M. W. (1994). Long-term effects of preschool teachers'
    Book readings on low-income children's vocabulary and story comprehension.
    Reading Research Quarterly, 29 (2), 104-122.

Elley, W. B. (1989). Vocabulary acquisition from listening to stories. *Reading Research
    Quarterly, 24 (2)*, 174-187.

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Theme: Standard Two
Instructional Strategies and Curriculum Materials

Description

Type of evidence: The artifact selected to demonstrate proficiency in this theme, is a backwards design curriculum project in the areas of reading and writing.

Master's course it connects with:
ELED 508: Language Arts in Elementary School
Dr. Patricia Corderio

Standards it connects with:

2.1   Support classroom teachers and paraprofessionals in their use of instructional grouping options. They help teachers select appropriate options. They demonstrate the options and explain the evidence-based rationale for changing configurations to best meet the needs of all students.

2.2   Support classroom teachers and paraprofessionals in the use of a wide range of instructional practices, approaches, and methods including technology-based practices. They help teachers select appropriate options and explain the evidence-base for selecting practices to best meet the needs of all students. They demonstrate the options in their own teaching and in demonstration teaching.

2.3   Support classroom teachers and paraprofessionals in the use of a wide range of curriculum materials. They help teachers select appropriate options and explain the evidence base for selecting practices to best need the needs of all students. They demonstrate the options in their own teaching and in demonstration teaching.

4.4   Use methods to effectively revise instructional plans to motivate all students. They assist classroom teachers in designing programs that will intrinsically and extrinsically motive students. They demonstrate those techniques and they can articulate the research base that grounds their practice.

Rationale:

This artifact demonstrates proficient practices by the reading professional presenting this portfolio, by providing evidence of the application of the following standards:

    2.1, 2.2, 2.3, 4.4

The backward design curriculum project supports classroom teachers and paraprofessionals in the use of a wide range of instructional practices, approaches, and methods including technology-based practices. It utilizes a wide range of experiences for the students in the development of the defined goals. It helps teachers select appropriate options and explains the evidence-base for selecting practices to best meet the needs of all students. It includes scaffold support for students and a variety of grouping options such as whole group learning experiences, partnerships, and independent practice. These variations were developed with intent and a focus on using methods to effectively revise instructional plans to motivate all students. It will assist classroom teachers in designing programs that will intrinsically and extrinsically motive students. This unit also supports classroom teachers and paraprofessionals in the use of a wide range of curriculum materials such as an anticipation guide and a wide variety of graphic organizers. The reading professional will also help teachers select appropriate options and explain the evidence base for selecting practices to best meet the needs of all students. The reading professional can also demonstrate the options in their own teaching and in demonstration teaching.

Backwards Design Curriculum Project

Unit Designer ████████
Unit Title: *Happily Ever After*
Subject/ Topic Area: *Reading & Writing/ Genre Study- Fairy Tales*
Grade Level: *3-5*
Time Frame: 6 weeks

DESCRIPTION OF UNIT

This unit is a comprehensive study of the fairy tale genre. Students will build on their prior knowledge of this genre to gain an understanding of the common elements and origin of this classical form of literature.

Students will research the genre and be exposed to a wide array of literature in this genre. Students will analyze the stories elements and characters. They will reflect on their learning and keep record of the learning experiences in a journal.

A performance task will culminate this unit as the students create an original fairy tale or write a fractured version of a classical tale. Students will present their stories to the class. Finally, a reflective piece will he written by each student.

Note: * collected or entered in the Fairy Tale Journal

LINK TO GRADE LEVEL EXPECTATIONS (Reading)

GLE: R-3-4 Demonstrate initial understanding of elements of literary texts by...

R-3-4.4 Identifying the characteristics of a variety of types of texts

KNOW:	ASSESSMENT:
Students will know the common elements of a fairy tale	group task worksheet * quiz
Students will know the origin of the fairy tale genre	anticipation guide * written response * final draft (graded assessment)

GLE: R-3-4 (cont.)

R-3-4.1 Identifying or describing characters, setting, problem/solution, major events, or plot, as appropriate to text

BE ABLE TO DO:	ASSESSEMENT:
Students will be able to identify the key elements of a classic fairy tale	story maps *
Students will compare and contrast two versions of a fairy tale	story map * venn diagram *

GLE: 3-5 Analyze and interpret elements of literary texts, citing evidence where appropriate by..

R-3-5.1 Making logical predictions

BE ABLE TO DO:	ASSESSMENT:
Students will be able to make logical predictions at specific points throughout a story and share their predictions with a group	group task journal

R-3-5.2 Describing main characters' physical characteristics or personality traits; or providing examples of thoughts, words or actions that reveal characters' personality traits

BE ABLE TO DO:	ASSESSMENT:
Students will be able to analyze main characters in a selected story	character analysis sheet *
	letter to a character *

R-3-5.3 Making basic inferences about problem, conflict, or solution

BE ABLE TO DO:	ASSESSMENT:
Students will be able to identify the problem (conflict) in the story and generate reasonable solutions to the problem	"Save the Day" sheet *
	letter to a character *

R-5-5.4 Identify the narrator

BE ABLE TO DO:	ASSESSMENT:
Students will be able to identify various points of view by identifying the narrator of the fairy tale	group task journal entry

ENDURING UNDERSTANDING

Students will understand that:
- Fairy tales are a specific literary genre with common elements that usually teach a lesson.
- Fairy tales are folklore (oral traditions) passed down from generation to generation.
- A narrator's point of view and perspective will change the literary elements of a story.

ESSENTIAL QUESTIONS

What is a fairy tale?
Where do these stories come from?
What are the common elements of a fairy tale?
What is the lesson or purpose of the story?
How can a narrator's perspective of a significant event change the story line?

PERFORMANCE TASK SUMMARY

WRITE A FAIRY TALE:

Create an original fairy tale consisting of common elements of the genre

OR

Create a fractured fairy tale of an original story incorporating a different culture
or point of view.

OTHER EVIDENCE

Quiz: Common Elements of the Fairy Tale Genre

Written Assessments: Origin of the Fairy Tale Genre
                         Letter to a character

Journal: The journal will include various activities (story maps, venn diagram, anticipation guide, character analysis sheets, save the day sheet, etc..). It will also include reflections of learning, learning experiences, and responses to literature.

UNPROMPTED EVIDENCE

Evidence of student knowledge will be obtained by

- monitoring group discussions
- one-on-one teacher/student conferences

SELF ASSESSMENT

Students will keep a Fairy Tale Journal documenting their learning of the genre, reflections of the learning experiences, and lessons learned through each fairy tale.

They will conclude the unit by writing a reflective piece identifying their learning throughout the unit. They will also identify their likes/dislikes of the learning experiences.

Teaching and Learning Experiences

WEEK 1:

1. Guide students in creating a classroom list of "Fairy Tales" by accessing their prior knowledge. *
2. Play "Guess the Fairy Tale" game
3. Divide students into small groups. Using the classroom generated list, students will recall the stories and begin to list common elements in the fairy tale genre. *
4. Bring students together to share their list of common elements and create a classroom list.
5. Students will work with a partner to read and analyze two short fairy tales.
6. Partners will complete a Common Fairy Tale Elements organizer, answering questions and further analyzing the concept. *
7. Share responses and revise the classroom list until the class has agreed upon the final product.
8. Provide each child with the completed word-processed list to refer to throughout this unit. *
Common Elements test: conclude the week

WEEK 2:

9. Students will independently complete the *before reading* section of an "Origins of Fairy Tales" anticipation guide. They will discuss their beliefs in small groups. Then each student will independently read a selection entitled "The Origins of Fairy Tales" (teacher created). After completion of the selection, students will independently complete the *after reading* section of the anticipation guide. Students will compare their learning in small groups. *
10. Journal Entry: write a paragraph explaining the origin of fairy tales.
11. Students will research the genre and generate a list of fairy tales and the country in which the story came from (library & computer research) *
12. Students will share data with the whole class (interesting findings)

WEEK 3:

13. Students will select a well known fairy tale to read independently and complete a story map* that focuses on:
   - characters
   - setting
   - theme
   - plot
   - problem/solution
   - magical elements
   - ending
   conference with teacher/ share with small group

14. Students will select an uncommon fairy tale (various version) to read independently and complete a story map. *

15. Students will orally read their selected fairy tale to their small group. Each student will stop after the problem in the story has been identified. Each student in the group will predict the ending of the story and record their prediction on the "Save the Day" sheet. Students will share their predictions. The reader will finish the story. Every student will get a turn. *

WEEK 4/5
16. Teacher will read aloud two versions of Jack in the Beanstalk (Giant and the Beanstalk). Teacher will model story elements, comparing story elements, and point of view/ influence of culture.
17. Students will be divided into 2 main groups:

                    The Three Little Pigs
                    Cinderella

Students will read two versions of their selected story. They will list story elements, compare story elements, focus on point of view of the narrator or the influence of culture. *

18. Students will read or listen to read alonds of fractured fairy tales throughout weeks 4 & 5. Students will respond in their journals about these stories. *
19. Students will choose a character from one fairy tale and complete a character analysis of the chosen character. *

WEEK 6

20. Students will begin the writing process and complete the performance task for the unit. A rubric will be presented to the students at the introduction of this assignment so expectations are clear.
21. Performance Tasks will be shared. Students will dress as the main character of their fairy tale as they present their stories.
22. Students will write a reflective piece detailing their learning and learning experiences.

Theme: Standard Three
Assessment, Diagnosis, and Evaluation

Description

Type of evidence: The artifact selected to demonstrate proficiency in this theme, is a case study report developed while working with a student during the summer literacy clinic.

Master's course it connects with:
ELED 629: Remedial Reading Clinic
Dr. Robert Rude
Dr. Jennifer Davis-Duerr

Standards it connects with:

3.1   Compare and contrast, use, interpret, and recommend a wide range of assessment tools and practices. Assessments may range from standardized tests to informal assessments and also inclnde technology-based assessments. They demonstrate appropriate use of assessments in their practice, and they can train classroom teachers to administer and interpret these assessments.

3.2   Support the classroom teacher in the assessment of individual students. They extend the assessment to further determine proficiencies and difficulties for appropriate services.

3.3   Assist the classroom teacher in using assessments to plan instruction for all students. They use in-depth assessment information to plan individual instruction for struggling readers. They collaborate with other educational professionals to implement appropriate reading instruction for individual students. They collect, analyze, and use school-wide assessment data to implement and revise school reading programs.

3.4   Communicate assessment information to various audiences for both accountability and instructional purposes (policymakers, public officials, community members, clinical specialists, school psychologists, social workers, classroom teachers, and parents).

4.1   Assist the classroom teacher and paraprofessional in selecting materials that match the reading levels, interests, and cultural and linguistic background of students.

4.2   Assist the classroom teacher in selecting books, technology-based information, and non-print materials representing multiple levels, broad interests, and cultural and linguistic backgrounds.

Rationale:

This artifact demonstrates proficient practices by the reading professional presenting this portfolio, by providing evidence of the application of the following standards:

3.1, 3.2, 3.3, 3.4, 4.1, 4.2

This comprehensive case study developed during an intensive interaction with the student during the summer literacy clinic is both diagnostic and prescriptive. The diagnostic stage of this work compares and contrasts, uses, interprets, and recommends a wide range of assessment tools and practices. Assessments may range from standardized tests to informal assessments and also include technology-based assessments. It demonstrates appropriate use of assessments in the practice of this reading professional. The analysis of these assessments can also support the classroom teacher in the assessment of this individual student. They can then extend the assessment to further determine proficiencies and difficulties for appropriate services. The audience for this case study will vary depending on the support given to this student in school year setting but it is intended to communicate assessment information to various audiences for both accountability and instructional purposes (policymakers, public officials, community members, clinical specialists, school psychologists, social workers, classroom teachers, and parents). The purpose of this case study is also to provide the classroom teacher and support staff in this child's school with recommendations based on the analysis of this work. These recommendations **will assist the classroom teacher and paraprofessional in selecting materials that match the reading levels, interests, and cultural and linguistic background of students.** It is specific in identifying the student's independent and instructional level. It provides resources to obtain books at these levels and specific areas of interest for this student. These recommendations also assist the classroom teacher in selecting books, technology-based information, and non-print materials representing multiple levels, broad interests, and cultural and linguistic backgrounds.

Student's Name:
Dates of Clinic: 2010 – August 12, 2010
Date of Birth:
Chronological Age:
School:
Grade: Second Grade
Parents:
Address:
Telephone Number:

Introduction:

Israel is an outgoing and friendly boy who attends the ███████████████ Rhode Island. He has attended ████████████ since the first grade and ████████ in ██████ Rhode Island for kindergarten. He repeated second grade this past school year and will be entering third grade this fall.

Israel adjusted quickly to an unfamiliar setting, new peers, and the new instructors at the Rhode Island College Literacy Clinic. He quickly made connections with many friends and appeared comfortable and confident during interactions. Initially, Israel was a bit reserved to work academically with his new instructor especially when it involved reading aloud. He was very reluctant and looked for constant reassurance from his instructor. Israel appeared more confident by the second week and his level of resistance gradually decreased. Throughout the clinic, however, Israel needed prompting and redirecting to assist him with staying on task and working to his potential.

Parent Interview:

A parent interview was held on July 20, 2010 with ███████████ and ███████████ Israel's father and mother. ████████ is a native of Puerto Rico and █████ is a native of Guatemala. They both speak Spanish as their primary language. The interview was conducted in English, a language that both speak fluently. The ████████ family speaks both Spanish and English in their home. It was reported that Israel understands Spanish but chooses to communicate in English. Israel also lives with ████████████████

Israel is described by his parents as a happy boy who expresses his emotions freely. He has many interests and enjoys spending time with his family and friends. Mr. and Mrs. ████████ shared Israel's medical history with the clinician. Israel's mother experienced a full-term pregnancy with no complications. From birth, Israel was a healthy baby who achieved developmental milestones as expected. Medically, he had a fairly uneventful year in kindergarten. During his year in first grade, it was recommended that Israel receive testing to determine a possible attention disorder. Israel was diagnosed with an attention disorder and was prescribed a medication to assist. Mr. ████████ recalls the difficulties Israel experienced while his medication level was being regulated. During the school year 2008-2009, Israel experienced difficulties learning. It was suspected that Israel was experiencing seizures and that the seizures

were affecting his ability to learn. The ████ spent the year seeking adequate medical care for Israel which he received through Dr. ████ in July of 2009. At this point, Israel had many gaps in his learning and did not reach proficiency in his grade level. It was recommended by his school that Israel be retained and repeat the second grade. He also continued to receive additional support through an Individual Education Plan and the ████ family hired a private tutor to work with Israel outside of school. Mr. and Mrs. ████ accepted the recommendation of the school and Israel received an additional year of instruction in second grade. Mr. and Mrs. ████ report that Israel's seizure disorder has been controlled with proper medication and that he experienced growth and success during the additional year in second grade. Though Israel is still below grade level, his parents are hopeful that he will continue to make substantial gains.

Informal Assessments Administered

* **Interest Inventories**
    Student Interest Inventory
    Perceptions of Literacy Questionnaire
    Elementary Reading Attitude Survey
    Writing Attitude Survey

* **Reading Assessments**
    Dolch 220 Basic Sight Word Test
    Phonemic Awareness Assessment
    Basic Rimes Assessment
    The Names Test
    Book Sort Assessment
    Fountas and Pinnell Benchmark Assessment

* **Writing Assessments**
    Fountas and Pinnell Word Writing Assessment
    Words Their Way: Primary Spelling Inventory
    Writing Samples

Assessment Results

* **Interest Inventories**

The *Student Interest Inventory* is designed to gain information about a child who is unfamiliar to an instructor. It is a checklist of interests in the areas of indoor activities, outdoor activities, play habits, involvement in groups, participation in home life, and basic academic interests. It also contains questions that prompt yes or no answers or short responses.

The *Student Interest Inventory* was administered to Israel on the first day of the clinic. Israel appeared relaxed and comfortable during this interaction with his instructor. His responses determined that he is a boy with varying interests. Indoors, he enjoys reading, watching

television, building things, playing with his pet bird, and many additional activities. Of the twelve suggested responses, Israel only indicated a disinterest in two, playing board games and writing stories. Outdoors, Israel mostly enjoys sports such as basketball, soccer, baseball and football. He also enjoys swimming, riding his bike, and sledding. He added that he is a good dancer and loves to go to the playground. Israel enjoys spending time with his family and has two friends that he considers to be his best friends.

At home, Israel helps his family by taking out the trash. Israel responded that he does not like school but that his favorite subject is math because it comes easiest to him. He enjoys nonfiction books, books about cars, and comic books. Israel responded that he does have personal books at home that are written in both English and Spanish. He also visits the public library and his school library to borrow additional books. Overall Israel's responses were thoughtful and sincere.

Israel and his family completed a *Perceptions of Literacy Questionnaire* during the second week of the clinic. This questionnaire is designed to identify the family's views of reading and writing. It was completed by Israel with input from his dad. Israel and his family value the importance of being both good readers and good writers and rate these abilities highest on the scale of importance. They answered the following questions with the following responses:

What is reading? a skill to learn more
What is writing? a skill to communicate
Why do people read? to learn more and be informed
Why do people write? to communicate what they learned

They believe that people can learn to read by reading everyday and practicing. These habits will make you a better reader they responded. Within their family, they identify Israel's dad as someone who reads for enjoyment and state that no one in their family writes for enjoyment.

The *Elementary Reading Attitude Survey* was administered to obtain Israel's attitude toward reading both recreationally and academically. This assessment requires students to rank their feelings towards reading according to four visuals. These visuals are displayed as expressive drawings of the cartoon character Garfield. The visuals range from happiest Garfield, to slightly smiling Garfield, to mildly upset Garfield, and finally to very upset Garfield. These visuals and their descriptions were discussed with Israel prior to administering the assessment to ensure clarity. The following information was gained using this inventory.

- Responses scored with a 4 rating (happiest Garfield): going to the bookstore and spending free time reading (only if it is a book he enjoys)
- Responses scored with a 1 rating (very upset Garfield): Israel responded to all the remaining scenarios with this rating. An example of these scenarios include reading in school , reading for fun at home, getting a book as a present, reading different kinds of books, and answering questions about reading. This survey reflects a strong negative attitude towards reading.

This survey also initiated a discussion about Israel's self-image of his ability as a reader. Israel believes that he reads too slowly, a view he has acquired as a result of comparisons he has made with his peers. A discussion of characteristics of a good reader and the importance of comprehension began between Israel and the instructor as a springboard to further discussions to improve his self-image.

The *Writing Attitude Survey* was also administered to Israel. This survey contains 28 scenarios and is rated by the student on the same visual scale as the *Elementary Reading Attitude Survey*. The following information was gained using this inventory.

- Responses scored with a 4 rating (happiest Garfield): telling in writing why something happened, answering questions about science or social studies topics, writing an advertisement
- Responses scored with a 3 rating (slightly smiling Garfield): becoming an even better writer, writing about something you did in science
- Responses scored with a 2 rating (mildly upset Garfield): (no responses)
- Responses scored with a 1 rating (very upset Garfield): writing a letter to a store, becoming an author, writing for a newspaper or a magazine, writing instead of watching television, writing a long story, working with a classmate to improve your writing, writing a letter to an author, writing about something you have heard or seen, writing to someone to change their opinion, keeping a diary, writing poetry, writing a letter stating your opinion, writing a story instead of homework, writing about something you did in social studies, writing important things said by a teacher, writing about things that have happened in your life, being asked by a teacher to go back and change some of your writing, keeping a journal in class, writing something from another person's point of view, checking for spelling, having a classmate read something you wrote

A contradiction was noted when Israel gave a rating of a 3 to writing more in school but then a rating of a 4 for not writing as much in school.

This survey indicates that Israel possesses a strongly negative attitude towards writing. Out of the 28 writing scenarios, Israel rated 21 of them at the lowest rating, indicating a "very upset" attitude toward them. Israel did, however, indicate that he would like to be a better writer and did show an interest in writing about a topic in the field of science.

* Reading Assessments

The *Dolch 220 Basic Sight Word Test* is an assessment that contains the most frequently read words in the English language. Many times, these words can not be read phonetically but rather need to be recalled by sight. A reader's automaticity with these words is important because they comprise 50% to 75% of a primary text. Therefore, Israel was assessed using this criterion. The table below contains the results of this assessment.

	Number of words
Read correctly	201
Read incorrectly	9*
Read with the aid of a decoding strategy	3*
Read with hesitation	2*
Read after self-correction	5*

*incorrect words: they, were, like, no, its, know, where, pretty, after, been, off, eight, round, black, always, gave, use, these, many

The results of this assessment place Israel at the second-grade level for reading basic sight words. This is an area of strength for Israel.

The *Phonemic Awareness Assessment* was administered to Israel to determine his level of phonemic awareness. Phonemic Awareness concentrates on oral language and is often essential to phonics development. It focuses on sound units (phonemes) and allows children to apply sound-symbol relationships to reading and writing. This assessment measures a student's ability to rhyme, hear initial, middle, and ending sounds, blend phonemes, segment phonemes, and manipulate phonemes to form new words. Overall, Israel performed well on this assessment. There are no areas of concern.

In order to determine Israel's ability to decode, the *Basic Rimes Assessment* was administered. This assessment contains the 37 basic rime units that make up approximately 500 primary words. These rimes are composed of a vowel and subsequent consonant combinations. Israel was able to correctly read 32 out of the 37 rimes, or 86%. His ability to read these rimes at a high success rate reinforces the conclusion that Israel has developed some basic foundational skills in decoding.

The *Names Test* is also a tool for diagnosing students' decoding skills. Students are presented with a list of 25 decodable first and last names and are asked to read the names aloud to determine decoding strengths and weaknesses. This assessment provided additional evidence supporting the conclusion from the previous assessment. It further indicated that Israel could benefit from additional instruction in long vowel patterns and r-controlled vowels.

Israel was given a *Book Sort Assessment* to establish an understanding of his ability to identify books that are at an appropriate level for him. This informal assessment also gave the instructor information as to the level to begin the *Fountas & Pinnell Benchmark Assessment*. This task required Israel to sort books according to the following criteria: easy, just right, and hard. A discussion and an anchor chart identifying characteristics of the three levels were developed with the instructor prior to the sort. Overall, Israel did not display awareness for the concept of a "just right book". The instructor used this assessment further by asking Israel to read aloud a small passage from books that would be considered on grade-level. These readings assisted in the selection of the first book used in the *Fountas & Pinnell Benchmark Assessment*.

The *Fountas & Pinnell Benchmark Assessment System* is a collection of leveled books that students read aloud and discuss during an assessment conference. These levels have been carefully determined based on text features and the demands of the text. An evalnator can also analyze a student's reading processing, fluency, and comprehension. The goal of this assessment is to inform instruction and establish a student's independent and instructional reading levels. The following data was generated from this assessment.

Test Date	Book Title	Genre	Book Level	Accur.	Comp.	Reading Level	SC Ratio	Fluency
7/13/10	Our New Neighbors	F	J	96%	4/7 (L)	Instr.	1:2	1
7/21/10	Edwin's Haircut	F	K	94%	4/7 (L)	Frust.	1:4	0

(L- limited)

Analysis of Errors and Self-Corrections of Instructional-Leveled Text							
errors	self-corrections	errors			self-corrections		
		meaning	structural	visual	meaning	structural	visual
9	8	7	8	15	4	4	6

In analysis of all words misread, both corrected and not corrected, Israel relies primarily on the visual cueing system. He displays some control of sentence meaning and structure. Israel's self-correction rate is adequate to support understanding. It is suspected that the greatest impediment to Israel is his fluency rate and his sustained focus throughout the text.

* Writing Assessments

A Phonics and Word Analysis assessment from the *Fountas & Pinnell Benchmark Assessment System* was administered to Israel. The assessment selected by the instructor was the *Word Writing Assessment*. The *Word Writing Assessment* requires students to write as many words as they can in a given time. Israel was given five minutes to complete this task. The purpose of this assessment is not only to determine words that the student can spell accurately, but also to obtain data to assist an examiner in determining the student's control and mastery of word features. It also identifies a student's ability to categorize words.

Israel appeared confident and on task during this writing experience. He wrote throughout the entire time with little hesitation between words. Israel wrote 39 words in the five minute time frame. From the 39 words generated, Israel accurately spelled 31 of them. The following processes to produce words were observed and are contained in Israel's list of words.

> - word manipulation with the phonogram --ame
> - categorizing words (family members)
> - sight vocabulary
> - r-controlled vowels
> - conversational strands of words
> - manipulation of word parts

This assessment gives meaningful data to inform phonics and spelling instruction. It is apparent that Israel has mastered some primary phonics skills and that further instruction of multi-syllabic word structures would be beneficial.

To further analyze Israel's phonics and spelling levels, the *Words Their Way Primary Spelling Inventory* was given. This assessment consists of 26 words for the students to spell. The assessment was administered in the same manner as a spelling test. The word was stated first, then a sentence containing the words was read, and finally the word was repeated. A portion of this test was given as a whole-group assessment on the second day of the clinic and completed on the third day. Israel appeared confident throughout the assessment but was off task frequently. He needed to be encouraged to continue on and perform to his best ability.

The words are then analyzed and scored according to spelling features. The results establish a spelling stage for the student and inform instruction. The results are contained in the table below.

Words Their Way Primary Spelling Inventory		
Spelling Feature	Example	Results
consonants (initial)	*ball*	7/7
consonants (final)	*map*	7/7
short vowels	*sled*	7/7
digraphs	*shelf*	7/7
blends	*drink*	7/7
long vowel patterns	*cake*	3/7
other vowels	*slew*	3/7
inflected endings	*jumping*	3/7

The results indicate that Israel has a strong awareness and application of consonant sounds in the initial position of a word, the final position, and also in combination with other consonants (blends). He is also proficient in digraph use and short vowels. Israel needs instruction in vowel patterns, such as ai, ea, oa, igh, ew, aw, ow. Israel's spelling stage would be in the middle of the *Within Word Pattern Stage*. Students typically reach this spelling stage in early to mid second grade.

Israel wrote daily at the Literacy Clinic in a Writers' Workshop model block. His writing was analyzed for strengths and weaknesses. The following was determined:

Writers' Workshop Writing Samples	
Strengths	Weaknesses
capitalization at the beginning of a sentence	some random capital letters
capitalization for proper nouns	inconsistent verb tenses
punctuation at the end of a sentence	simple sentence structures
spelling of sight vocabulary	lack of neatness at times
age- appropriate print size	
complete sentences	
phonetic spelling of unknown words	

Summary
Israel is an outgoing and friendly boy. He is experiencing gaps in his learning due to previous medical setbacks. Israel has a poor image of himself as a reader and a writer and a negative perception of academic experiences in the area of literacy. Israel's fluency rate and his ability to sustain comprehension throughout a text have caused him to read at a level below expectation. Explicit instruction in fluency and comprehension are needed to overcome these adversities. Success has proven to be a motivating factor to Israel. It is therefore imperative that his instruction be at a level to generate such success.

Recommendations

Home

1. It is essential to Israel's growth as a reader; that he reads daily at his independent reading level. The *Fountas & Pinnell Benchmark Assessment System* placed Israel's independent reading level presently at a level I. A list of books at this level has been included in this report. A list of level J books is also included; for when Israel's independent level increases. Scholastic.com has a useful tool called the Book Wizard. This resource allows you to search by book title to determine a book's readability level. This tool can be found at www.scholastic.com. Israel could also use the "Just Right Book" bookmark that he was instructed with during the Literacy Clinic. The bookmark provides Israel with three criteria to consider when choosing new books for independent reading.

2. As Israel enters the third grade, he may become interested in reading longer chapter books, especially if these books are being read by and recommended by his peers. Though these books are not at Israel's independent reading level, Israel can still share this reading experience with an older reader. Israel could be encouraged to read sections of a higher-leveled book while a reading partner supports the remainder of the book and engages Israel in comprehension discussions. The key to success with this type of reading experience is enjoyment and understanding. Keep these experiences fun. Israel's motivation to read these books should help him sustain reading, as long as the experience does not feel pressured or judgmental.

3. Israel also enjoyed a shared reading activity that he participated in with his instructor at the Literacy Clinic. This activity is a form of Reader's Theater, something he may also have experience with in school. The scripts are divided for two readers. The fluent reader reads aloud through the entire script as Israel follows and reads along silently. This can be done a few times to help Israel hear fluent reading and to help him with any difficult words in the script. Then each reader will take the part of *reader 1* or *reader 2*. Each reader will read their part out loud focusing on fluent reading. Encourage Israel to read as he would speak, not word for word. His reading should sound like talking. Then the reading partners can switch parts to have a turn with both parts. Israel and his reading partner should read only two scripts in a session and continue to use these two scripts until Israel appears to read them fluently. This will most likely take five to seven days. This would be a great activity to do daily for about 10-15 minutes. When reading repeatedly, be sure to encourage Israel to look at the words and not read from memory. This is a great activity to improve fluency when practiced consistently and with focus. I have included a website that contains some great two-reader scripts: www.readerstheatre.ecsd.net/collection

4. Israel would also benefit from being read aloud to at home. This experience would vary slightly from the previous by encouraging Israel's role to be solely that of an active listener. The more models of fluent reading that Israel hears the better. Readers could include Israel's parents, older sister, or books on tapes or cds. Reading to Israel would also increase his knowledge of the world, his vocabulary, his familiarity with language structures, and his interest in reading.

5. Israel could then practice his fluent reading by reading aloud books at his independent level and by reading familiar texts repeatedly. By reading books additional times, Israel will be able to practice reading with expression and good pacing. Israel displayed great enthusiasm for recording his reading; something he did at the Literacy Clinic. A small recorder can be purchased at Wal-Mart for less than forty dollars. Israel could record his reading and listen back as he follows along in the text. This practice will help Israel to be more conscientious and read with expression. Israel could also read to a younger child, giving him the satisfaction of being in the role of the more proficient reader.

6. It is important that Israel has regular access to books. Utilizing the public library is a great way to surround him with rich literature. If purchasing books, you may want to consider purchasing used books through Amazon, EBay, or other on-line distributors. Many schools also dispense a monthly order form from Scholastic Books. Often these new books are at a reduced rate. Israel's parents are very aware of his interest in cars. He also expressed that he would enjoy reading books about Star Wars, Legos, or comics. Selecting interesting books can be motivating to Israel and enhance his enjoyment of reading.

7. Israel engaged in active independent reading by using the "Talking Back to Books as you Read" prompts. The purpose of these prompts is to engage a reader in thinking about the story during reading. Being an active reader supports comprehension. After analyzing Israel's assessments and through work with Israel during the clinic, it is evident that Israel's reading abilities would be greatly improved with consistent comprehension practice. These prompts are contained in Israel's journal that was sent home at the conclusion of the Literacy Clinic. An additional copy has also been included with this report. Israel can write his "talking back" thinking in a notebook or on post-it notes as he reads. The post-its can then be saved in a notebook. These prompts can also be used when Israel reads with an older reader. A prompt can be used to initiate discussion about the text as the two read together.

8. Israel's family expressed a concern for his ability to transfer instructed spelling to his everyday writing. Israel showed a high interest in many of the word games included at the beginning of the Literacy Clinic in the Summer Challenge folder. I highly recommend the following websites to supplement Israel's spelling practice suggested by this third-grade teacher. The first website, Spelling City, is especially useful because it is designed to use student's individual weekly spelling words to generate many engaging spelling games. These websites include: www.spellingcity.com, www.funbrain.com/spell, *and* www.scholastic.com/kids/homework/spelling.

9. Israel does not enjoy writing and his family, in general, does not write for enjoyment. One activity that might raise the interest level of the entire family would be to write a family newsletter. Israel's family could share their experiences with distant family and friends. They could include trips, such as their recent camping trip, or special events they attend. Israel's family could also keep a scrapbook of these trips and events that includes both photos and writing. These activities would give Israel and his family a meaningful purpose for writing and allow them to preserve important memories in their lives.

10. Israel's parents sought support for their son in the form of a tutor last summer. Continued work with a tutor outside of school, but in collaboration with his classroom teacher, would be beneficial to Israel in the upcoming school year.

School

1. It is essential to Israel's growth as a reader, that he reads daily at his independent reading level. The *Fountas & Pinnell Benchmark Assessment System* results determined that Israel's independent reading level is an I, this is equivalent to a DRA level 16. Israel appears to utilize decoding strategies when reading. His comprehension and fluency, however, greatly impact his independent reading level. Success with books at this level will allow him to improve all necessary components of reading.

2. Israel would benefit from explicit instruction in comprehension strategies. Lack of sustained comprehension appears to hinder Israel's reading success. Active reading and responding to the text will help Israel focus and comprehend. At the clinic, we utilized the "Talking Back to Books as you Read" prompts. Israel has been encouraged to use these prompts when reading at home. A professional resource for strategy development, that would build a strong foundation of these skills is
   Strategies That Work: Teaching Comprehension for Understanding and Engagement, Stephanie Harvey and Anne Goudvis **Publisher:** Stenhouse Publishers; 2nd edition **ISBN-13:** 978-1571104816

3. Israel's fluency rate affects his reading performance and his self-image as a reader. Extensive fluency instruction including a guided fluency model, Readers Theater, choral reading, and repeated reading of texts would assist with this development. This instruction was given throughout Israel's work at the Literacy Clinic. It appeared to build his confidence and enjoyment of reading. Continuation of these practices should prove favorable to his growth.

4. Israel also would benefit from explicit instruction in the three cueing systems. It was evident that Israel's primary support for self-correcting was using visual information. Israel must learn to monitor his reading and use meaning information and structural information as well to support his reading. Resources provided in the Benchmark System would help target such instruction. Information on this system can be obtained through www.heinemann.com/fountasandpinnell.

5. Israel would greatly benefit from vocabulary development and an environment that supports vocabulary growth. Exposure to more challenging Tier-Two words (words that appear in the vocabularies of mature language users and are present across varying contexts) would improve comprehension and elevate his word choice in writing. This topic is discussed in **When Readers Struggle: Teaching That Works** by Gay Su Pinnell and Irene C. Fountas Publisher: Heinemann ISBN- 13:978-0-325-01826-3.
   Chapter 8: *Words Matter: Building Power in Vocabulary* is particularly useful for this topic.

6. Curriculum demands in the third grade include an increase in content instruction in science and social studies. When reading content area material, Israel would benefit greatly from explicit instruction of new content vocabulary. Utilizing techniques from the previous resource would be beneficial in this area as well. This instruction will assist in his comprehension of the text and the topic.

7. An effective way to develop Israel's knowledge of phonetics and word analysis is to provide him with developmentally appropriate spelling instruction. The *Words Their Way Spelling Inventory* was administered to Israel at the clinic. It identified Israel in the *Within Word Spelling Stage*. Instruction in this stage would include work with long vowel patterns and inflected endings. Amazon.com is a great resource for purchasing both the core program text and a resource specific to the Within Word Pattern Stage. Specific information is listed below.

   Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction (4th Edition) Donald R. Bear, Marcia Invernizzi, Shane Templeton, Francine Johnston Prentice Hall Publishing, **ISBN-13: 978-0132239684**

   Words Their Way: Word Sorts for Within Word Pattern Spellers *(2nd Edition)* Marcia Invernizzi, Francine Johnston, Donald R. Bear, and Shane Templeton Prentice Hall Publishing, **ISBN-13: 978-0135148433**

8. Israel's knowledge of the writing process is very limited. He lacks appreciation for the importance of editing and revising. Writing process instruction with emphasis on the benefits and importance of editing and revising would help Israel appreciate the progression an author experiences in route to publishing. This focus would improve Israel's works as well. Mentor texts are a valuable tool to assist with such instruction. In the pre-writing or brainstorming stage, graphic organizers may ease the anxiety Israel experiences for initiating a new piece of writing.

9. Israel would benefit from the Writers' Workshop approach to teaching writing. This approach would include a teacher-directed mini-lesson with a clear focus, time for independent student writing, conferencing time with peers and the teacher, and a closing component of the workshop that would allow students to share their work and learning. Lucy Calkins' work in Writers' Workshop provides educators with an in-depth insight. Her work can be found at www.unitsofstudy.com. The Teachers College Reading and Writing Project website is also an invaluable tool on this topic. It can be found at www.rwproject.tc.columbia.edu.

10. Israel expressed very little interest in writing in general. Of all the motivators to writing, Israel did display an interest in writing about topics in science. He specifically expressed an interest in writing about experiments. This integration could provide a stepping stone to essential writing instruction.

Mr. and Mrs. ▮▮▮▮ are encouraged to share this report with Israel's classroom teacher and to support Israel at home through the recommendations. With continued support and instruction, it is likely that Israel will experience success in his future education.

Report Respectfully Submitted by,

August 12, 2010

▮▮▮▮▮▮▮▮
Rhode Island College Literacy Clinic Clinician

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

Name _____   Date ___ 8-2-10 ___

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

Standard 4.1. Use students' interests, reading abilities and backgrounds as foundations for the reading and writing program.	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.	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.	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.	3
Standard 5.1. Display dispositions related to reading and the teaching of reading.	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.	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.	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.	3
Clear, concise, error-free written work	Case Study is poorly organized, not focused, has several errors in content and/or conventions.	Case Study is adequately organized, focused, has just a few (1-3) errors in content and/or conventions.	Case Study is well organized, focused, and contains no intrusive errors in content and/or conventions.	3
			Total Score	20.5

Overall Performance

Assessment #5 – Case Study Report - Scoring Guide

Theme: Standard Four
Creating a Literate Environment

Description

Type of evidence: The artifact selected to demonstrate proficiency in this theme, is a collection of lesson plans developed for use with students during the summer literacy clinic.

Master's course it connects with:
ELED 629: Remedial Reading Clinic
Dr. Robert Rude
Dr. Jennifer Davis-Duerr

Standards it connects with:

4.1   Assist the classroom teacher and paraprofessional in selecting materials that match the reading levels, interests, and cultural and linguistic background of students.

4.2   Assist the classroom teacher in selecting books, technology-based information, and non-print materials representing multiple levels, broad interests, and cultural and linguistic backgrounds.

4.3   Demonstrate and model reading and writing for real purposes in daily interactions with students and education professionals. Assist teachers and paraprofessionals to model reading and writing as valued lifelong activities.

4.4   Use methods to effectively revise instructional plans to motivate all students. They assist classroom teachers in designing programs that will intrinsically and extrinsically motive students. They demonstrate those techniques and they can articulate the research base that grounds their practice.

Rationale:

This artifact demonstrates proficient practices by the reading professional presenting this portfolio, by providing evidence of the application of the following standards:
4.1, 4.2, 4.3, 4.4

This artifact is a sampling of lessons developed for use during the summer literacy clinic. The variation supports the creation of a literate environment for the students to engage in throughout the clinic. It provides evidence in support of selecting materials that match the reading levels, interests, and cultural and linguistic background of students and in selecting books, technology-based information, and non-print materials representing multiple levels, broad interests, and cultural and linguistic backgrounds. The environment created by the fonr reading professionals in this setting, was one of consistent collaboration and support. Each reading professional shared their expertise by demonstrating and modeling reading and writing for real purposes in daily interactions with stndents and education professionals. These plans also represent reflection on the part of the reading professional and modifications to meet the needs of the students. This artifact clearly reflects the use of methods to effectively revise instructional plans to motivate all students. This reading professional worked collaboratively designing programs that will intrinsically and extrinsically motive students. Each professional demonstrated those techniques and could articulate the research base that grounds their practice.

Daily Lesson Plan

date: 7/12

Parent release form & Perceptions of Learning Questionnaire

Components	Matthew	Israel
Get Acquainted Activities Materials: Name tags, markers Expectations chart ball	* name tag (write name and decorate) * clinic expectations (instructional leader- Ashley) * circle game- pass a ball and answer questions about yourself (instructional leader-Maria) ?s- favorite: food, animal, color, sport, game/activity, book, show, singer, subject how many: siblings, pets	

Writers' Workshop: Materials: All About Me T-Shirts Markers Crayons Pencils	Procedure: * student will add details to the t-shirt to depict his likes and interests *student will add a face to the t-shirt to resemble himself * student will share his work with the group		Procedure: * student will add details to the t-shirt to depict his likes and interests *student will add a face to the t-shirt to resemble himself * student will share his work with the group	
	Objectives: Get to know student's interests through drawing, writing, and speaking	C. C. Standards: SL.2.1	Objectives: Get to know student's interests through drawing, writing, and speaking	C. C. Standards: SL.2.1
Student Interest Inventory (2)	Procedure: * administer the Student Interest Inventory		Procedure: * administer the Student Interest Inventory	

Word Work: Materials: *Phonemic Awareness Assessment (2) * corresponding cards	Procedure: * administer the Phonemic Awareness Assessment A-D completed	Procedure: * administer the Phonemic Awareness Assessment A-D completed
Read Aloud: Papa Please Get the Moon for me by Eric Carle Instructional Leader: Ashley		

Reflections

Matthew- Very cooperative, quiet but participated
_____
_____ Successful)

Israel- _____
_____
_____ positive _____
_____ expressed _____
_____
_____ story _____

Daily Lesson Plan

Tues. 7/13

Components	Matthew	Israel
Read Aloud: The Big Orange Splot By Daniel Manus Pinkwater Instructional leader: Maria	*Objectives:* *prompt for written response in Writing Station - sut toward back - back in participable	*C. C. Standards:* *W.K.1 - C n5°g - partnership
Readers' Workshop: **Literacy Stations** **Reading Assessments** **Materials:** Listening Station: books/tapes, tape recorder, headphones Writing Station: paper, markers, crayons, pencils (What would your house look like?) Word Work Station: high frequency word kit Instructional Supervisor: Meg	*Procedure:* * administer the Fountas & Pinnell Benchmark Assessment *Objectives:* To determine an indep. and instructional level of the reader	Literacy Stations Israel your ... shout reading ... head...
Word Work: **Materials:** Words Their Way Spelling Inventory	*Procedure:* * administer the Words Their Way Spelling Inventory - got points *Objectives:* To determine the spelling stage of the student	*Procedure:* * administer the Words Their Way Spelling Inventory - easily distracted, spoke out ... *Objectives:* To determine the spelling stage of the student

Closing: Poem *Friends* (instructional leader: Ashley)

Matthew

... participate ...

ra - attention

Israel - participates ...

...) continue ...

To describe ...

expressed desire to ...

...

Daily Lesson Plan   Wed. 7/14

Components	Matthew		Israel
Read Aloud: <u>Something Else</u> by Kathryn Cave	*Objectives:* *prompt for written response in Writing Station		*C.C. Standards:* *W.K.3
Instructor: ~~Meg~~ Emily			
Readers' Workshop: **Literacy Stations** **Materials:** Listening Station: books/tapes, tape recorder, headphones Writing Station: journal, markers, crayons, pencils, (What do you enjoy doing with a special friend?) Word Work: various decoding games Instructional Supervisor: Maria	– *finish phonemic awareness* **Literacy Stations** *Israel - looked @ what I was writing when ...* * finish any assessments if supervision requirements permit		

Additional Assessments: Reading and Writing Attitude Surveys
Assess individually
Sort easy/jr/difficult books- record on sheet

Reflections

RA - Matthew - still paired (partnership w/Grace) *reading simplify to him*

Israel - *makes some notes/motions for attention*
7/8 *retake?*,
Israel uses evidence and humor to...

Making Words - Matthew only...

Station on ...

(reassess w/missing word or placed the sentence.)

Dad said ...9

Daily Lesson Plan

Components	Matthew	Israel
Read Aloud: The Mixed Up Chameleon By Eric Carle Instructional Leader: _____	*Objectives:* *prompt for written response in the Writing Station	*C. C. Standards:* *W.K.1
Readers' Workshop: **Literacy Stations** **Reading Assessments** *Materials:* Listening Station: books/tapes, tape recorder, headphones Writing Station: journal, markers, crayons, pencils (What makes you special?) Word Work Station: Word Family Work Instructional Supervisors: Emily & Ashley	Literacy stations	Procedure: * administer the Fountas & Pinnell Benchmark Assessment *Objectives:* To determine an indep. and instructional level of the reader
Word Work: *Materials:* Dolche Word Assessment (2) Computer: www.starfall.com or Word sort	*Procedure:* *assess individually * student works on Starfall while waiting *Objectives:* To determine the students ability to recall high frequency words with automaticity	Procedure: *assess individually * student works on Starfall while waiting Objectives: To determine the students ability to recall high frequency words with automaticity

Closing- Circle Game: *The Toilet Paper Game* (Each student rips off as many pieces as they wish. Then they have to tell something they learned about another member of the group for each piece they have. Take turns rotating around the circle.

Daily Lesson Plan   Mon. 7/19

Components	Matthew	Israel
Read Aloud: <u>How I Became o Pirate</u> by David Shannon Instructor: Ashley	Objectives: *answer questions about key details in the text *retell stories *describe character, setting, & major events Procedure: After R.A., students will work with a partner to complete a story elements chart	C. C. Standards: * RL.1.1 *RL.1.2 *RL.1.3
Readers' Workshop: (continue assessments from last week) Materials: Dolch Words assessment 10 various leveled books Just Right book sort sheet	Procedure: Dolch Words Assessment Objectives: To determine the student's ability to recall high frequency words with automaticity	Procedure: Just Right Book Sort Objectives: To determine the student's awareness of books that are ot his independent reading level.
Word Work: Sentence Maker Game Materials: word cards (5 sets) writing paper pencils	Procedure: Display the word cards in a random order Students manipulate cards to form a sentence Students record the sentence on their paper Students share their sentence Objectives: To determine if the students are able to construct sentences with standard syntax from a predetermined selection of words C. C. Standards: L.1.1	

Readers' Workshop:	Explain the Summer Literacy Challenge
	   - review directions of all activities
	   ~ play Rhyme Time
	
	Practice High Frequency Word Cards if time permits	

Writers' Workshop: (whole group) Parts of Speech (nouns & verbs) Materials: chart markers post-its pencils Instructor: Meg	Procedure: discuss terms and definitions Students work with partner to generate a list of nouns and verbs Students share their work with the whole group Students use the generated list to form simple sentences Objectives: Students will identify nouns and verbs and begin to form simple sentence with support with a focus on sentence structure and conventions. C. C. Standards: L.K.1b L.K.1f L.K.2a L.1.2b	

R A - Matthew) _____ _____ _____ _____ _____ _____
_____ _____ _____ _____ _____ _____
Very Verbal _____ _____ _____ _____ _____
_____ _____ _____ _____ _____

Daily Lesson Plan   Tues. 7/20

Components	Matthew		Israel
Read Aloud: <u>Charlie Anderson</u> by Barbara Abercrombie **Instructor:** Meg	*Objectives:* *answer questions about key details in the text *retell stories *describe character, setting, & major events *Procedure:* After R.A., students will work with a partner to complete a story elements chart		C. C. Standards: * RL.1.1 *RL.1.2 *RL.1.3
Readers' Workshop: (continue assessments) **Materials:** Writing survey F & P Word Feature Test (2) Just Right book sort 10 books at various levels pencil	*Procedure:* Finish Writing Attitude Survey Fountas and Pinnell Word Features Test (gr. 2 & gr. 3) (Listening station) Benchmark (i..)	*Procedure:* Just Right Book Sort Fountas and Pinnell Word Features Test (gr. 2 & gr. 3)	
Word Work: **Materials:** paper pencils sight word card (ind. set)	*Procedure:* Play Rhyme Time Play Hangman *Objectives:* To demonstrate how to play these games for independent play at home as part of the Summer Literacy Challenge Practice Sight Word Cards (begin sentences)		
Writers' Workshop: (whole group) **Materials:** ball verb cards chart markers **Instructor:** Maria	*Procedure:* * review nouns (person, place, thing, animal) go around circle to name a noun in each category * review verbs (actions) play verb charades-pick a verb and act out for others to guess * put it together: chart 6 nouns- students name verbs to describe what they can do, then use one set to write a sentence for each noun *Objectives:* To gain an understanding of nouns and verbs *C. C. Standards:* L.K.1b L.K.1f L.K.2a L.1.2b		

Israel still reluchal to write and more
quiet in keen ...
... crafd about Summer Challege
Rhyme time   ... ...
... think ...
  I didn't challege ...
part in it ...

Daily Lesson Plan   Wed. 7/21

Components	Matthew		Israel
Read Aloud: Stand Tall Molly Lou Melon by Patty Lovell Instructor: Emily	*Objectives:* *answer questions about key details in the text *retell stories *describe character, setting, & major events *Procedure:* After R.A., students will work with a partner to complete a story elements chart		*C. C. Standards:* * RL.1.1 *RL.1.2 *RL.1.3
Readers' Workshop: Buddy Reading	*Procedure:* Buddy Reading with a mini-lesson focusing on strategies using Talking Back to Books prompts	Procedure: F & P Benchmark Assessment Writing Interest Survey	
		Objectives: To determine if Israel's instructional level is higher than previous assessment established	
Writers' Workshop: Materials: Short story markers Instructor: Emily	*Procedure:* Read a short story (shared reading) Identify nouns and verbs in the story Add adjectives to the story to add more details *Objectives:* to apply previously learned concepts (nouns/verbs) To *C. C. Standards:* L.K.1b L.K.1f L.K.2a L.1.2b L.1.5d		

[handwritten notes illegible at bottom]

Daily Lesson Plan   Thurs. 7/22

Components	Matthew		Israel
Read Aloud: Owen by Kevin Henkes Instructor: Maria	*Objectives:* *answer questions about key details in the text *retell stories *describe character, setting, & major events *Procedure:* After R.A., students will work with a partner to complete a story elements chart		*C. C. Standards:* * RL.1.1 *RL.1.2 *RL.1.3
Readers' Workshop: Materials: Journal Readers Theater cards Simple Solutions (3)	*Procedure:* *Complete reader's response from yesterday*	*Procedure:* Guided fluency instruction: Reader's Theater (2 parts) take turns reading reader 1/ reader 2 (repeat reading 3 times)	
	Objectives: *Interact with an ind. level text*	*Objectives:* To read a repeated text with increased adequate fluency	
	Interactive Read Aloud Simple Solutions Guided Fluency instruction: choral read (page by page)		
Word Work: Compound words Materials: Lotto boards Word part cards Bingo markers	*Procedure:* * read a word part * find a compound word that contains that word part * read it out to the group — cover it *Objectives:* to recognize word parts in multisyllabic words		
Writers' Workshop: Parts of Speech Materials: Photos Journals Pencils Crayons	*Procedure:* * choose a picture to "describe" in your journal * write 3 sentences * include nouns, verbs, and adjectives to describe its appearance and function *Objectives:* To culminate the week's lessons and apply learned skills		

Components	Matthew	Israel
Read Aloud: <u>McDuff Goes to School</u> <u>Instructor:</u> Ashley	Objectives: *interactive read aloud using strategies *discuss story elements *analyze character traits *Story order* *Sent strips put in order*	C. C. Standards: * * *

Components	Matthew		Israel	
Readers' Workshop: Materials: Names Test Cards Readers Theater scripts Simple Solutions (2)	Procedure: Names Test: read names into recorder		Procedure: Fluency Instruction *1-4* Reader's Theater 2 partner scripts with phrasing *much improv...*	
	Objectives: Assess decoding	C. C. Standards:	Objectives: Improve fluency	C. C. Standards:
	Procedure: Fluency Instruction *fluency 1-4* Reader's Theater 2 partner scripts with phrasing		Procedure: Names Test: read names into recorder	
	Objectives: Improve fluency	C. C. Standards:	Objectives: Assess decoding	C. C. Standards:
	Continue Read aloud <u>Simple Solution</u> Students buddy read (2nd read) <u>Simple Solution</u>			
Word Work: Making Words (digraphs sh/ch) Materials: Making Words cards White boards	Procedure: *digraphs ch sh - both confused...* *use the letters to make words according to the prompted clues *write the made word on the white board *discuss spelling patterns *Matt...*			
Writers' Workshop: Materials: <u>Owen</u> Character Analysis Chart Character Analysis individual sheets pencils Instructor: Maria	Procedure: *mini lesson- model using the story <u>Owen</u> *students analyze the actions of McDuff and describe the character *Matt...*		*Israel - very...*	

Israel - unsh J and J   Israel ...
Matthew - most K and J   ...

Theme: Standard Five
Professional Development

Description

Type of evidence: The artifact selected to demonstrate proficiency in this theme, is a Power Point presentation on a staff professional development plan developed in response to a needs assessment survey.

Master's course it connects with:
ELED 641: Administration of Reading Programs
Dr. Sheila Sweeney

Standards it connects with:

5.2   Conduct professional study groups for paraprofessionals and teachers. Assist classroom teachers and paraprofessionals in identifying, planning, and implementing personal professional development plans. Advocate to advance the professional research base to expand knowledge-based practices.

5.4   Exhibit leadership skills in professional development. They plan, implement, and evaluate professional development efforts at the grade, school, district, and state level. They are cognizant of and can identify and describe the characteristics of sound professional development programs. They can articulate the evidence base that grounds their practice.

Rationale:

This artifact demonstrates proficient practices by the reading professional presenting this portfolio, by providing evidence of the application of the following standards:
  5.2, 5.4

This Power Point presentation was developed as a means for communicating a professional development plan designed in response to a needs assessment administered to a targeted staff. It highlights and incorporates a professional study groups for these teachers. It assists classroom teachers and paraprofessionals in identifying, planning, and implementing personal professional development plans. It advocates to advance the professional research base to expand knowledge-based practices. It was determined through the needs assessment that many professionals identified the development of a curricular calendar and units of study for independent reading workshop as an area of focus. The plan was then developed to meet this need. In the development of this plan the reading professional demonstrates their ability to exhibit leadership skills in professional development. They plan, implement, and evaluate professional development efforts at the grade, school, district, and state level. They are cognizant of and can identify and describe the characteristics of sound professional development programs. They can articulate the evidence base that grounds their practice.

Professional Development Plan

Developing a Curricular Calendar and the Units of Study for
Independent Reading Workshop

Wilbur Elementary School

- Wilbur Elementary School, smallest of 4 elementary schools in residential suburban Somerset Massachusetts.

- Enrollment currently approaching 180 students in grades kindergarten through fifth grade.

- Wilbur Elementary School is a high performing school according to the results of the 2007-2008 MCAS scores in compliance with the NCLB Act

- Wilbur Elementary School is working to lead the district in research-based literacy instruction.

Topic and Rationale

"For if you continue to do what you've always done, you'll always get what you've always got."
-Roland Barth (2001, p.22)

Reading Needs Assessment administered to nine faculty and staff concluded need in the following areas:
- Reading Workshop model mini-lessons
- comprehension skills and strategies
- fluency improvement
- curriculum map and Units of Study development

Teachers agree that many good things are happening at Wilbur but more professional development is needed in areas where materials have been purchased and expectations are high.

Literary Vision Statement

Wilbur Elementary School is dedicated to meeting the needs of all students. Our school must effectively respond to the intellectual, social, physical, and emotional needs of our students in order to improve student learning and achievement. Teachers are central to the learning process; therefore, their work must be satisfying, rewarding, and challenging. It is the responsibility of our teaching community to provide students with comprehensive and research-based literacy instruction. We believe in a balanced literacy approach and the use of authentic assessment to drive instruction. Students, in turn, must be held accountable for their own progress and become confident in the expression of their learning. The achievement of our educational goals is dependent upon the development of an active and dynamic partnership between our school, students, and parents.

Goals

Goal 1: All teachers of grades k-2 will gain a knowledge base of the Curriculum Components of a balanced literacy approach as identified by The Continuum of Literacy Learning and The Benchmark Assessment System (Pinnell & Fountas, 2007).

Goal 2: All teachers of grades k-2 will organize a classroom schedule to allow for instruction of all Curriculum Component areas.

Goal 3: All teachers of grades k-2 will gain a knowledge base of the Independent Reading Workshop model (Collins, 2004).

Goal 4: All teachers of grades k-2 will implement the Reading Workshop model into the literacy block.

Goal 5: Each grade levels k-2 will develop a Reading Unit of Study Curriculum for the school year.

Student Outcomes

- Students will meet the Indicators of Understanding as specified for each Unit of Study 90% of the time.

- Each student will demonstrate appropriate growth in reading levels as determined by the Benchmark Assessment System (Pinnell & Fountas, 2007).

- Students will use a variety of print and comprehension strategies as observed through student/teacher conferences during Independent Reading Workshop.

- Students will become active readers and set goals for their lives as readers.

The Research

- Students learn by talking.

- Students need to process a large amount of written language.

- The Ability to read and comprehend texts is expanded through talking and writing.

- Learning deepens when students engage in reading, talking, and writing about texts across many different instructional contexts (Pinnell & Fountas, 2007)

Lucy Calkins refers to the Independent Reading Workshop as the heart of our reading work because it's the time in the day when children have the opportunity to orchestrate all they know about reading in order to read their own just-right books. (Collins, 2004)

The Sessions

Sessions Organization

Whole group Workshops

Grade Level Collaborative Groups

Reflection and Feedback

A double entry response journal will be used throughout the year beginning after Professional Development Whole Group Workshop #4 / Grade Level Collaborative Groups #4 on Wednesday, September 2, 2009.

Assessment of Student Progress

With an initiative of this nature, success can not be measured simply by the reading level progress achieved by students. Equally as important, are the positive attitudes of the reads and the nature in which students communicate with others regarding their lives as readers. For this reason, it is essential that an active role, by the facilitator, be taken in each classroom to ensure that student growth is occurring. The facilitator will schedule time weekly to work in each classroom and to witness first-hand as students grow as readers. A personal log will be kept to document these experiences and communication will be open between the teacher and the facilitator to ensure consistent support through the process.

BUDGET

The Reading and Writing Project at Columbia's Teachers College: Summer Institute	$600.
Growing Readers: Units of Study in the Primary Classroom (Collins, 2004)	5 x $20.25 =$1,101.25
substitute teachers for 5 Unit of Study development days	$480. X 5 = $1,400.
chart paper, markers, copies	$100.
refreshments	15 x $25. =
official Fountas and Pinnell leveled books website	3 x $15. =
	TOTAL:

References

Ray, G.B., Invernizzi, M., Templeton, S., & Johnston, F. (2004). *Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction*. NJ: CA. New Jersey: Pearson.

Collins, L. (2007). *Units of Study for Primary Writing*. New Hampshire: Heinemann.

Collins, K. (2004). *Growing Readers: Units of Study in the Primary Classroom*. Maine: Stenhouse Publishers.

Houghton Mifflin Reading Program. (2008) http://www.hmco.com

Pinnell, G., & Fountas, I. (2007). *Continuum of Literacy Learning Guide*. New Hampshire: Heinemann.

Pinnell G. & Fountas, I. (2008). *Benchmark Assessment System*. New Hampshire: Heinemann.

Fountas and Pinnell websites [...]

Somerset Schools website [...]

The Reading and Writing Project website [...]

ELED 641-01 Administration of Reading Programs
Spring 2009

Maria
Start 5:55
End 6:10

Staff Professional Development Presentation Evaluation

Item	Constructive Feedback		
	3	2	1
Voice Projection	Just right ✓	Softer please	Louder please
Eye contact, proximity, & scanning to address entire audience	Just right ✓	Too busy / movements were distracting / uncomfortable eye contact	Too static / need to move around / make eye contact
Clarity of information on slides	Just right	Too much information and/or cluttered ✓	Not enough information
Active engagement with audience	Actively engaged with audience (responded to mood, questions, and/or comments)	Somewhat engaged with audience (some response to mood, questions, and/or comments) ✓	Not engaged enough with audience (unresponsive or unaware of mood, questions or comments)
Handout	Easy to read & understand	Difficult to read or ✓ understand / too much information	Not provided or not enough information
Knowledge	Conveyed impressive depth of professional knowledge	Conveyed adequate depth of professional knowledge ✓	Conveyed insufficient depth of professional knowledge
PD Plan	Goals, outcomes & PD topics/sessions aligned & comprehensive ✓	Goals, outcomes & PD topics/sessions seem somewhat aligned & complete	Goals, outcomes & PD topics/sessions not aligned or incomplete
Comfort	Composed, no nerves evident	Somewhat composed, minor nerves evident ✓	Inconsistent composure, seemed nervous
Creativity	Presentation style, slides, and/or activities reflected personal creativity that helped engage the audience	Presentation style, slides, and/or activities reflected some creativity to engage audience ✓	Presentation style, slides, and/or activities did little to show creativity / visual interest for audience

21

Grade Ranges	A 19-27	B 10-18	C 5-9	D <5

You had a lot to share - the tables in the PPT were very good.

Student _____ Faculty *Stieglitz* Date *11/22/10*

PORTFOLIO ASSESSMENT CRITERIA

1. *Are there clearly established relationships between each piece of evidence and the purpose it meets? (Tied back to 2003 IRA Standards for Reading Specialists)*

Insufficient Relationships Established	Adequate Relationships Established	Very Explicit Linkages Established

Comments:

2. *Is there a sufficient variety of evidence? (Reflect application and growth beyond a simple collection of classroom materials)*

Only a few different kinds of evidence presented	A reasonable range of evidence types	An exceptionally diverse range of evidence presented

Comments:

3. *Is there a sufficient depth of evidence? (Reflects a change in the candidate's daily teaching routine)*

Minimal evidence of application of concepts of best practices	Student understands concepts within evidence and shows signs of applying these concepts in their professional life	Student provides extensive evidence of using concepts to implement best practices in their professional life

Comments:

4. *Has the student reflected upon the evidence in this portfolio in an articulate manner?*

Student reflection is limited to isolated ideas and activities	Student articulates a clear understanding of literacy instruction and the links between theory and practice	Student articulates an understanding of beliefs and practices that demonstrates intelligent thought and action

Comments: More reflections in narrative section needed

Best wishes for success in all future endeavors!
Eg. Stieglitz

It is apparent that you have benefited from completing courses in the M. Ed. in Reading Program. However, I would have liked to see more depth in your presentation of information ... The standards

Student ▬▬▬▬▬▬ Faculty _Rude_ Date _11/23/10_

PORTFOLIO ASSESSMENT CRITERIA

1. Are there clearly established relationships between each piece of evidence and the purpose it meets? (Tied back to 2003 IRA Standards for Reading Specialists)

Insufficient Relationships Established	Adequate Relationships Established	Very Explicit Linkages Established
		✓

Comments: _Good connections._

2. Is there a sufficient variety of evidence? (Reflect application and growth beyond a simple collection of classroom materials)

Only a few different kinds of evidence presented	A reasonable range of evidence types	An exceptionally diverse range of evidence presented
	✓	

Comments: _Five different pieces of evidence. Two from areas outside the Rdg course concentration_

3. Is there a sufficient depth of evidence? (Reflects a change in the candidate's daily teaching routine)

Minimal evidence of application of concepts of best practices	Student understands concepts within evidence and shows signs of applying these concepts in their professional life	Student provides extensive evidence of using concepts to implement best practices in their professional life
		✓

Comments: _I thought your strength really showed through in the ___ lesson plans + the case study._

4. Has the student reflected upon the evidence in this portfolio in an articulate manner?

Student reflection is limited to isolated ideas and activities	Student articulates a clear understanding of literacy instruction and the links between theory and practice	Student articulates an understanding of beliefs and practices that demonstrates intelligent thought and action
	✓	

Comments: _I was wondering if you could have embellished your long- and short-term goals?_

Pass