A Reading Development Case Study: Third Grade EL Student
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**Student Profile:** Juan Acosta  
**Grade:** 3  
**Bowling Green Elementary School**

**Dates of Pre-Assessments:** February 17 and February 24, 2009  
**Intervention Tutoring:** eight 60 minute lessons 1 per week (2 weeks of Spring Break end-March, beg. April)

**Dates of Post-Assessments:** April 21 and April 28, 2009  
**Assessor and Tutor:** Sarah Foley

### CORE Phonics Survey: Pre-Assessment Results

<table>
<thead>
<tr>
<th>ALPHABETIC SKILLS</th>
<th>% Correct</th>
<th>Assessment Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letter names (upper and lower case)</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Phonemes (consonant, short vowel, long vowel)</td>
<td>97</td>
<td>Missed /q/</td>
</tr>
<tr>
<td>OVERALL ALPHABETIC SKILL</td>
<td>99</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>READING AND DECODING SKILLS</th>
<th>% Correct</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short vowel CVC</td>
<td>90</td>
<td>Said hug for hog; no error in nonsense words</td>
</tr>
<tr>
<td>Short vowels, consonant digraphs, -tch</td>
<td>90</td>
<td>Missed /ph/</td>
</tr>
</tbody>
</table>
| Consonant blends with short vowels | 85 | Said quiet instead of quit  
Missed /q/  
Said snack instead of sank |
| Long vowel digraphs | 80 | Missed /ey/ and /oa/ |
| r-control vowels | 100 | |
| Variant vowels | 90 | Missed /ou/ |
| Overall single syllable word decoding | 89 | |
| Multi-syllabic word decoding | 83 | Areas for improvement:  
embedded silent e and vowel digraphs  
Missed /ph/ |

| OVERALL READING AND DECODING SKILLS | 86 | |

<table>
<thead>
<tr>
<th>SPELLING</th>
<th>% Correct</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>First sound</td>
<td>80</td>
<td>Substituted c for k in the word kid</td>
</tr>
<tr>
<td>Last sound</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Whole word (short &amp; r-control vowel, consonant digraph)</td>
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<td></td>
</tr>
<tr>
<td>Whole word (vowel digraph)</td>
<td>60</td>
<td>Missed ee and oo spelling</td>
</tr>
<tr>
<td>OVERALL SPELLING</td>
<td>85</td>
<td></td>
</tr>
<tr>
<td>OVERALL CORE PHONICS RESULTS</td>
<td>90</td>
<td></td>
</tr>
</tbody>
</table>

**Table Color Key:**  
- **INDEPENDENT**  
- **INSTRUCTIONAL**  
- **FRUSTRATIONAL**

SNAPSHOT ANALYSIS: Juan shows an overall strength in decoding. He has a few holes such as /q/ and the digraph /ph/ which showed up more than once on the assessment. He needs some instruction on the soft-c. His biggest need areas are in the vowel digraphs, especially in spelling.
SNAPSHOT ANALYSIS: Juan's instructional level for automatically decoding words in isolation is in the 2nd and 3rd grade level and is consistent with his phonics knowledge. At the 4th grade level, he needed to exert a lot of energy to decode the words but showed strength in persistence and word attack skills.

SNAPSHOT ANALYSIS: Juan shows strength in accurately decoding all the passage at a good reading rate. Juan struggles with expressing ideas and answering questions, especially implicit questions correctly. Juan's answers were often generally correct, but he was missing the precise information required to demonstrate full comprehension. He often seemed to be searching for vocabulary to make his meaning understood. Juan showed excellent focus and effort during assessment.
Juan Acosta

QUALITATIVE READING INVENTORY-4: Pre-Assessment Results continued

<table>
<thead>
<tr>
<th>Text Word</th>
<th>Miscue Substitution Mispronunciation</th>
<th>Similar Beginning Letter Patterns</th>
<th>Similar Ending Letter Patterns</th>
<th>Similar Vowel Patterns</th>
<th>Retains Acceptable Grammar</th>
<th>Retains Meaning</th>
<th>Self Corrects</th>
</tr>
</thead>
<tbody>
<tr>
<td>didn't</td>
<td>did</td>
<td>x</td>
<td>x</td>
<td>x</td>
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</tr>
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<td>would</td>
<td>could</td>
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<td>x</td>
<td>x</td>
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<td>visited</td>
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<td></td>
<td></td>
<td>x</td>
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<td>for</td>
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<td></td>
<td></td>
<td></td>
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<td>you'll</td>
<td>you</td>
<td>x</td>
<td></td>
<td>x</td>
<td></td>
<td></td>
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<td>Chris's</td>
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<td></td>
<td></td>
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<tr>
<td>though</td>
<td>thought</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>through</td>
<td>thought</td>
<td>x</td>
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<tr>
<td>live</td>
<td>live (long i)</td>
<td>x</td>
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<td>eggs</td>
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<td>x</td>
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<td>x</td>
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<td>acted (2)</td>
<td>act</td>
<td>x</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Mrs.</td>
<td>Mr.</td>
<td>x</td>
<td></td>
<td>x</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>noticed</td>
<td>not-is-side</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>entrance</td>
<td>entrance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

TOTAL MISCEUES: 16

<table>
<thead>
<tr>
<th>Similar Beginning Letter Patterns</th>
<th>Similar Ending Letter Patterns</th>
<th>Similar Vowel Patterns</th>
<th>Retains Acceptable Grammar</th>
<th>Retains Meaning</th>
<th>Self Corrects</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>9</td>
<td>7</td>
<td>4</td>
<td>31%</td>
<td>13%</td>
</tr>
</tbody>
</table>

column total /total miscues = %

<table>
<thead>
<tr>
<th>Word omissions</th>
<th>Additional Miscue Information</th>
<th>Made no attempt or Teacher gave word</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>that the and a</td>
<td>3 to the</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>else birth noticed</td>
</tr>
</tbody>
</table>

SNAPSHOT ANALYSIS: Juan shows a good rate of acceptability and accuracy as these miscues occurred in 4 passages. The worksheet shows a high percentage of beginning letter pattern similarity with a much lower rate of acceptable miscues and even less self-monitoring. This would indicate more attention to decoding than comprehension and less use of context clues than phonics cues for reading. Juan did not always read to the end of the word and frequently dropped endings (most notably the -ed ending which indicates past tense and endings following an apostrophe) this would indicate that he is sometimes guessing based on the initial word pattern. Though many of his miscues maintained a general meaning, they would lose some of the meaning such as losing the idea of plural "eggs" when reading it as "egg". This analysis needs to be further evaluated based on Juan's level of English proficiency.
Background

Juan Acosta is an enthusiastic, 8-year old, boy currently enrolled in third grade at Bowling Green Elementary School. He lives with both of his parents, Antonio and Rosario Acosta, a 4-year old sister Mari, and a brand new sister Stephanie in an apartment near the school. According to Juan, both his parents work outside the home. Spanish is Juan’s first language. He speaks only Spanish at home and has acted as a translator between his mom and tutor. He expresses great affection for his family, especially his mom and sister. He has several friends who also come to tutoring and Juan seems to have close and positive friendships with these other boys.

Outside of school, Juan enjoys basketball and tennis, going to movies, helping his family at home and playing with his sister. Juan reports that he likes to read and has books at home. His favorite titles are Dr. Seuss and Clifford. He thinks that good readers are people that do not make mistakes. Juan would like to learn more English through reading. If Juan could be granted three wishes they would be: to have money so his mom can have a new house with a pool, score a slam-dunk in basketball, and get a genie lamp so he can make more wishes.

When interviewing Juan, his closeness with his family really showed through. He speaks frequently and warmly about his family and shows special interest in and kindness toward his sister. Juan has attended every tutoring session. Juan has been on time and his mother made sure he had a snack before coming to tutoring. His mother, despite her apprehension to speak in English, has made consistent attempts to check on Juan and his work in the tutoring sessions.

Juan shows excellent focus and works hard for the entire 60 minute session. He is willing to try all the activities presented to him and gives them good effort. Juan is a polite and inquisitive student. Juan is an engaged student during tutoring. He asks questions which are related to the activities and is very seldom off-task. Even when the activity is difficult, Juan is persistent in his work and effort. He shows interest in learning new things and trying to apply strategies learned in previous sessions. My impressions of Juan are that he is a well-loved child from a supportive family who want him to do well in school. He also wants to do well and is interested in learning. He is a cheerful, kind and energetic child.

Pre-Assessment Analysis

Phonics

Phonics skills were assessed using the CORE Phonics Survey. Juan shows an overall strength in phonics. He has a few holes such as /q/ and the digraph /ph/ which showed up more than once on the assessment but are two of the more obscure phonemes in the English language. Juan needs some instruction on the soft-c/hard-c and perhaps the soft-g/hard-g. These are also some of the more subtle phonics in English. Juan’s largest area of need for instruction in phonics is in the vowel digraphs, especially in producing the correct vowel digraph pattern for spelling. During assessment, Juan misread /ey/, /oa/, /au/ and /ou/. He spelled the phonemes ee and oo. The spelling portion was more difficult for Juan than the reading portion which makes sense in the context that production of words is a much more language-loaded task than decoding existing words. In beginning tutoring sessions, it was clear that Juan had more difficulty spelling words within the context of a sentence than when given a single word to spell. For example, when asked to write the word “eat” after reviewing the /ea/ pattern he could do so correctly but when asked to write “She is eating,” he spelled eating “iritg”—substituting the Spanish phoneme /i/ for the /ea/. This demonstrates that Juan has not yet mastered
these patterns to the point of being able to use them consistently and correctly in his own or in extended writing.

**Instructional Focus for Phonics**

Though Juan shows a relative strength in phonics, he needs a review of the vowel digraphs in a systematic format which introduces the vowel digraph, provides practice decoding that digraph in isolation and in mixed practice. In addition, he needs practice in writing single words and words in the context of a sentence which use a controlled set of patterns. In addition to direct instruction in the vowel digraph patterns, Juan needs to be given strategies for spelling words using resources such as locating words he needs to spell in his reading text as well as learning to recognize spelling patterns which can then be repeated in his own writing. The CORE Phonics Survey and Juan’s work in the initial tutoring sessions show a weakness in spelling which impacts Juan’s ability to express his ideas in writing. Following the systematic review, I would recommend administering the developmental spelling inventory from Words Their Way (Bear et. al.) and proceed with the indicated developmental spelling activities. Spelling is an area where he will have difficulty accessing grade-level curriculum.

**Oral Reading and Comprehension**

Oral reading and comprehension were assessed with the QRI-4 (Qualitative Reading Inventory) word lists and passages.

**Word Lists**

Juan’s performance on the QRI words lists, where he reads words in isolation, show that he has automaticity for many of the high-frequency words, even the irregular words. Juan’s instructional level for automatically decoding words in isolation is in the 2nd and 3rd grade level and is consistent with his phonics knowledge. His few errors occurred in vowel digraphs (/ou/ /ow/) and silent-e. At the 4th and 5th grade level, he needed to exert a lot of energy to decode the words but showed strength in persistence and word attack skills. He was able to decode words like “precious,” “obstacles” and “passenger”. After reading the words on the 4th and 5th grade list, he frequently asked what the words meant which indicates his vocabulary is not at the same level as his decoding skill.

**Miscue Analysis**

Juan shows a good rate of acceptability and accuracy in his oral reading. The miscue analysis worksheet shows a high percentage of beginning letter pattern similarity with a much lower rate of acceptable miscues and even less self-monitoring. This would indicate more attention to decoding than comprehension and less use of context clues than phonics cues for reading. Juan did not always read to the end of the word and frequently dropped endings (most notably the -ed ending which indicates past tense and endings following an apostrophe) this would indicate that he is sometimes guessing based on the initial word pattern. He made similar errors on the word lists such as reading “crowd” instead of “crowded”. Though many of his miscues maintained a general meaning, they would lose some of the meaning such as losing the idea of plural “eggs” when reading it as “egg”. This analysis needs to be further evaluated based on Juan’s level of English proficiency.
Oral Reading Analysis

When reading the passages, Juan read at a good rate and fluently. His speed decreased as the passages became more difficult but he remained within the targets for his age and grade. He showed some prosody when reading but often his reading was a little flat in tone and expression. Juan’s reading difficulties were most apparent in the comprehension portions of the oral reading. Juan had difficulty summarizing the passages effectively and answering the comprehension questions, especially the implicit questions. Again, I think this result needs to be evaluated with the lens of Juan’s English proficiency.

As an example, in the 2nd grade expository passage, the question asked “What part of the whale is like our nose?” Juan’s answer was “the hole that blows air in the cheeks.” I think he may have known the information but was lacking the correct vocabulary for the location of the hole. Juan’s answers were frequently generally correct but slightly off target. For example in one of the passages a boy wants a new toy and decides to ask his friend if he wants to trade. The question was “What did John do to get what he wanted?” Juan replied “He had an idea to trade.” This response is true and an appropriate answer but did not reflect the idea that John went to his friend’s house and asked him to trade which was required by the assessment. This is evidence of two things (1) Juan’s comprehension is still frequently at the surface or “gist” level and (2) Juan is lacking some skill in expressing his knowledge appropriately. In addition, Juan’s retelling and question responses indicate a gap in knowledge regarding passage structures. I would argue that students with a strong understanding of the elements of narrative passages use this knowledge to help them retain what they read and structure their retells. Juan’s retells jumped around and did not focus on things such as setting, characters (details), and critical events. He was frequently missing key details. The expository passage was clearly written to compare and contrast whales and fish. Juan did not recognize this pattern and subsequently could not name more than one way that fish and whales were different.

Juan does have strength in decoding. He does not, however, effectively monitor what he is reading to make sure that he understands and he frequently does not understand what he is reading. It is imperative that we close the gap between Juan’s decoding and his comprehending of text.

Instructional Focus for Reading Comprehension

(1) Juan needs to understand that the primary purpose of reading is to understand and process information given by the author not just to decode.
(2) Juan needs to understand that a large part of his purpose in reading is to monitor his own comprehension and use strategies when he does not comprehend the text.
(3) Juan needs to be taught that there are different types of writing (at first fiction (narrative) and non-fiction (informational)) and that you read them differently based on your purpose and the purpose of the author.
(4) Juan needs explicit instruction and practice in applying comprehension strategies to monitor his own reading: predicting, questioning, seeking clarification, and summarizing using texts at his reading level to master these skills.
(5) Juan needs instruction in skills such as pre-reading, using text structures (narrative and expository) to guide comprehension, skimming for information, using context clues and identifying the main idea.
(6) Juan needs to build a rich academic vocabulary through discussion and opportunities to use target words in an authentic context.
(7) Juan needs practice expressing his ideas and knowledge in an academic manner both orally and in writing.

(8) Juan needs to be encouraged to read many different types of text every day outside of regular school assignments. He needs instruction on choosing books which are appropriate for his reading level and interests.

Pre-assessment Conclusions:

There is no doubt that Juan struggles with comprehension and has difficulty accessing grade-level curriculum. I think a great deal of this difficulty stems from his English language proficiency level, although at the time of this report I have not seen CELDT scores and this is based on my own experience with Juan. I think he is a capable student who expends a great deal of his mental capital on operating in his second language. I believe his reading will improve with explicit instruction in two primary areas: comprehension strategies and academic vocabulary. As outlined above, Juan needs to have the invisible made visible. He needs to learn the discrete skills of proficient readers such as predicting, questioning, seeking clarification, and summarizing as well as learning when to use them. He also needs to learn how different texts are organized and the role of transition words and other structures which guide comprehension. Juan also needs a great deal of vocabulary instruction and extra support to access the curriculum in the content areas. This vocabulary instruction needs to focus on academic language and expressing ideas in an academic way. This would include learning to take a position and provide supporting arguments, explain narratives in terms of setting, characters, problem and solution, summarizing text effectively, and comparing and contrasting to things or situations. Ideally, this instruction would be one-on-one, or in as small a group as possible, so that Juan can participate in a high volume of text talk and his progress can be easily monitored and instruction adjusted as Juan gains skills. Developing comprehension, vocabulary, and expressive language functions are all areas that will take time and persistence in order to see results.

Though Juan has some minor phonics holes as outlined above, I believe this should not be the focus of his instruction. He reads with acceptable accuracy and fluency. However, Juan does need to work on developing spelling skills so that he can "show what he knows" more effectively. He struggles to write words with the appropriate vowel patterns frequently and I think his problems with spelling make it difficult for him to communicate effectively through writing. This certainly needs to be addressed as he will be required to write more and more as he advances through the grades. Any opportunity to forge a reading/writing connection in his subject areas should be taken.

On a more personal front, Juan is heading into the intermediate grades. These grades are often when students decide their identity as students. I think that Juan would benefit from a mentor (a college graduate or college student) who could act as a resource and guide for how to be a successful student, help with homework, provide enrichment and help him continue to see school as a place that is both important and a place where he can eventually excel. Juan's strengths such as his positive attitude and persistence in hard work can take him far.
**Intervention Plan:** To provide Juan with lessons that follow a similar routine and pattern and provide explicit instruction and practice in several reading skills areas. The focus of the lessons will be developing comprehension strategies, learning text structures, and developing metacognitive awareness of the reading process. Copies of individual lessons can be found in Appendix II.

The template for lessons is as follows:

**60 minute lesson**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 minutes</td>
<td>Welcome and catch up on the week. This piece is to establish a relationship with Juan and find out what is happening in his life. It is also an opportunity to explore Juan’s reading activities outside of school.</td>
</tr>
<tr>
<td>5 minutes</td>
<td>Warm up activity: Oral discussion activity designed to have the student begin to focus on work and engage in activities to improve speaking and listening. Juan did two activities: (1) Use oral directions to have your partner build an identical block pattern (2) Find a connection between a traditional and modern art piece in the book Unlikely Pairs. Describe the art and the connection.</td>
</tr>
<tr>
<td>10 minutes</td>
<td>Phonics Review: This is a relative strength for Juan and so I put the Phonics at the beginning of the hour so that he could feel confident and successful. These lessons are meant to be brief and targeted to review the reading and spelling of words which follow a particular pattern which Juan did not read or spell correctly on the CORE Phonics Survey. Targeted vowel digraphs: /oa/ea/oo / plus mixed practice and the consonant digraph /ph/ Lessons from Recipe for Reading</td>
</tr>
<tr>
<td>20-25 minutes</td>
<td>Main Activity: Side-by-Side Reading and re-reading and writing projects: Explicit instruction in reading comprehension strategies and target vocabulary development using instructional level texts. Appendix II has a specific text list. 4 weeks of focus on non-fiction and 4 weeks of focus on fiction. Non-fiction strategies: Identify text purpose, activate prior knowledge and make connections, skim to locate information, re-read with a purpose, organize information (note-taking), compare and contrast information, use headings and other text prompts, and ask clarifying questions. Non-fiction writing projects: filling out graphic organizers, taking notes, writing a summary paragraph using cloze prompts. Fiction strategies: identify text purpose, pre-read and make predictions, identify story elements such as setting (time and place), characters, problem, events, and solution, retell the story with all these elements. Fiction writing projects: Write a summary with the story elements, story mapping, and using text to help with correct spelling in writing. Some instructional strategies used throughout were: think aloud, teacher modeling, linked reading/writing lessons, guided practice with cloze activities and sentence stems for writing, asking a range of questions about content, and asking metacognitive questions such as “How did you know that?” Vocabulary development: Modeling and practicing academic language (predict, compare, contrast, the problem, the solution, the setting), identifying and introducing some key tier-2 vocabulary words. Paying attention to words and keeping a list of words that Juan did not know before reading. Introducing and explaining the differences in meaning between homophones. Spelling instruction: During the writing portions of the lessons, I provided spelling support by breaking up misspelled words into phonemes and providing...</td>
</tr>
</tbody>
</table>
the vowel-patterns for spellings. I also had Juan practice the strategy of looking for the word in the text or a similar sounding word from the text and using the pattern.

| 10-15 minutes | Secondary Reading Activity: A shorter activity from the opposite genre of the main activity so if the main activity was fiction based then the secondary activity is non-fiction. These activities cover the same reading activities as above but with a focus on oral discussion and very little writing. |
| 5 minutes | Wrap up. Review the progress chart with student and discuss examples of targeted reading behaviors. |

Reflection on Instruction:

Juan was a pleasure to work with at every lesson. He was an enthusiastic and willing student. Over time I saw Juan's confidence grow and a greater awareness of himself as a reader. As the lessons progressed, Juan was much more frequently able to think of examples of his own reading behavior. For example, he thought of a prediction he made about Frog and Toad opening an ice cream stand which was subsequently false—they just went to get ice cream. He was also able to begin to articulate the author's purpose. When I asked him what the difference between two insect books might be he knew that the one called Poisonous Insects would only have dangerous insects in it while the other book could have all kinds of insects. Focusing on developing Juan's identity as a reader and his metacognition of his own behaviors was a successful instructional technique.

Another successful instructional strategy was using a teacher think-aloud process during the first reading to help develop strategy use by Juan. I think it was effective because it shows the use of a variety of reading strategies without artificially isolating just one strategy. Though the purpose of reading was defined by the text and the accompanying writing activity, the teacher can show a variety of strategies at work such as predicting, asking clarifying questions, re-reading, and summarizing. Often during the second reading of the book, I noticed Juan using some of the same strategies I had modeled through the think aloud during the first reading.

Juan became quickly adept at finding information for graphic organizers. Graphic organizers really helped guide his thinking and comprehension. It helped him identify important information and extraneous information for the assigned writing task. We did the first insect together but he was able to do a second insect much more independently. He began to do a better job using the text to help with spelling. Juan was very good at connecting things he already knows with new information. He continues to need practice consistently identifying when the prior knowledge does not connect with the new topic. Some of this stems from a confusion of English vocabulary. For example in a text, they were talking about profit but Juan was trying to connect that to his Sunday-school knowledge about prophets.

In addition to graphic organizers, with modeling and guided practice, Juan was quickly able to use supports such as text structure cues and sentence stems. For example, when exploring narrative we had a card with the main story elements listed: setting (time and place), main characters, problem, main events, solution. We referred to the card frequently when practicing retells and I saw Juan independently use the prompts during his own story retells. For writing I provided Juan with sentence stems such as "This story is about..." The problem is..." and transition words such as first, next, then, finally and in the end. Juan was able to write a successful narrative summary using these stems.
Juan’s comprehension skills noticeable improved over the six tutoring sessions between pre and post assessment. I think Juan has excellent potential to become a proficient reader and writer in English.

Post Assessments:

For the post assessment, I administered two level 2 QRI-4 passages. One was narrative and one was expository.

<table>
<thead>
<tr>
<th>Pre Assessment</th>
<th>Post Assessment</th>
<th>Pre Assessment</th>
<th>Post Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>What Can I Get for my Toy?</td>
<td>Father’s New Game</td>
<td>Whales and Fish</td>
<td>Seasons</td>
</tr>
<tr>
<td>2 narrative</td>
<td>2 narrative</td>
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<td>2 expository</td>
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<td>Familiar</td>
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<td>Unfamiliar</td>
<td>Familiar</td>
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<td>55%</td>
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<td>34%</td>
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<td>30%</td>
<td>33%</td>
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<td>1 (25%)</td>
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<tr>
<td>62%</td>
<td>100%</td>
<td>37%</td>
<td>50%</td>
</tr>
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<td>106 WPM</td>
<td>120 WPM</td>
<td>103 WPM</td>
<td>90 WPM</td>
</tr>
<tr>
<td>FRUS</td>
<td>IND</td>
<td>FRUS</td>
<td>FRUS</td>
</tr>
</tbody>
</table>

Juan made noticeable growth on the narrative passage, moving from the frustrating to the independent level. During the assessment, Juan’s percentage of identified ideas during his retell went from 34% to 71%. It was evident he had internalized the story elements as he backtracked in his retell to provide the setting. He was also able to answer all of the comprehension questions correctly both implicit and explicit. He maintained his accuracy and reading fluency. He made significantly smaller gains on the explicit passage. I think that this is evidence of both a larger deficit in understanding the expository text structure and the assessment and the focus of instruction. The QRI passage had no text cueing systems such as headings, bolded words, or glossary boxes which had been a focus for instruction. It also derived questions based on the identification of main idea and supporting details which was not a focus of instruction. I think that with additional time and targeted instruction in comprehension strategies for expository text structures, Juan can make similar growth in expository text as well.

QRI-4 Miscue Analysis Post Assessment:

The miscue analysis shows that there was very little change in Juan’s reading accuracy which continues to be good overall with one notable exception. Juan attempted every word and did not require that a word be read by the teacher. He showed more confidence in his reading. The worksheet continues to show a high percentage of beginning letter pattern similarity with a much lower rate of acceptable miscues and even less self-monitoring. This passage was more difficult for him to read than the narrative passage and that made it harder for him to attend to the words. He strives for fluency in his reading and when the reading becomes more difficult he sacrifices accuracy—especially on word endings.
### QUALITATIVE READING INVENTORY-4 Results continued

**MISCUE ANALYSIS Worksheet**

<table>
<thead>
<tr>
<th>Text Word</th>
<th>Miscue Substitution Mispronunciation</th>
<th>Similar Beginning Letter Patterns</th>
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<th>Similar Vowel Patterns</th>
<th>Retains Acceptable Grammar</th>
<th>Retains Meaning</th>
<th>Self Corrects</th>
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<th>semantic</th>
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<td>x</td>
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<td></td>
<td></td>
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<td></td>
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<td>x</td>
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<td>20th</td>
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<td>x</td>
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</table>

<table>
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<th>Similar Ending Letter Patterns</th>
<th>Similar Vowel Patterns</th>
<th>Retains Acceptable Grammar</th>
<th>Retains Meaning</th>
<th>Self Corrects</th>
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<td>43%</td>
<td>57%</td>
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<table>
<thead>
<tr>
<th></th>
<th>Word omissions</th>
<th>Word additions</th>
<th>Made no attempt/Teacher gave word</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4  you as to up</td>
<td>1  the</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**SNAPSHOT ANALYSIS:** The miscue analysis shows that there was very little change in Juan's reading accuracy which continues to be good overall with one notable exception. Juan attempted every word and did not require that a word be read by the teacher. The worksheet continues to show a high percentage of beginning letter pattern similarity with a much lower rate of acceptable miscues and even less self-monitoring.

**Additional Assessments:**
Additional Assessments:

I continue to have concerns about Juan's spelling skills. In order to get more information about his spelling level, I administered the developmental spelling inventory from Words Their Way (Bear et. al.). The results are on the following page. Juan is in the early word pattern stage of spelling. He is a strong speller in the following areas: initial and final consonants, short vowels, consonant digraphs, and consonant blends. He received 7 out of 7 feature points in most areas and never fewer than 6 feature points. In sharp contrast, he only received 1 out of 7 feature points for spelling long vowel patterns correctly. This is several stages below grade-level and clearly traditional grade-level word spelling lists and instruction will not serve his needs. Juan needs word study activities which focus initially on the long vowel patterns and then progress as he gains mastery.

Some examples of word study activities are:
Word sorts by vowel pattern. For example a long-e sort by /e_a/ or /ee/ or /e_e/
Word hunts in text for words that match that pattern
Word study notebooks where students collect words by pattern
Homophone spelling and meaning study
Content word study and categorizing both by pattern, meaning, and other connections

Conclusions:

Juan is a challenged student in terms of English language development and academic know-how. He has decoding skills which are close to grade level but lacks comprehension. He tends to read for speed and fluency first and that makes him attend less to accuracy (such as word endings) and even less to self-monitoring for comprehension. However, he has proven himself to be an interested and dedicated learner during the tutoring sessions. He made excellent growth in a very short period of time and I think he has considerable potential for future academic growth. He needs continued instruction in comprehension strategies, preferably in a one-on-one or small group setting which will allow for extended practice using those strategies for reading and using academic and content language both orally and in writing. Juan seemed to learn quickly from teacher think-aloud and modelling. Juan was very engaged in the texts and was enthusiastic about writing projects which connected to the text (both fiction and non-fiction). Integrated reading and writing activities in the content areas would provide an efficient way to deliver instruction, concentrate on developing academic concepts, related academic language and continue skills growth. Juan no longer needs a large amount of phonics instruction. He has just a few small areas that needed quick review. He does however need concentrated word study beginning with the long vowels to improve his spelling skills which lag significantly behind his decoding skills and impact his ability to communicate effectively through writing. Juan will definitely need continued support both in seeing himself as a proficient student with a chance for success in school, and in acquiring the skills he needs to become a proficient reader and writer in English. It was truly my pleasure to work with Juan this semester.
Reference List

Assessment Resources


CORE Phonics Survey (given out by Dr. Loeza)
http://www.scholastic.com/dodea/Module_2/resources/dodea_m2_tr_core.pdf


Lesson Plan Development


Lesson Resources


Part of the Rigby, Literacy Tree series

We Both Read Book Series. Published by Treasure Bay Educational Publishers

Specific Text: About Bugs by Sheryl Scarborough
Appendix I

Pre-Assessments

CORE Phonics Survey

QRI-4 Leveled Word Lists

QRI-4 Reading Passages
**CORE Phonics Survey – Record Form**

**Name** Juan Acosta  **Grade 3**  **Date 2-17-09**

**SKILLS SUMMARY**

**Alphabet Skills**
- Letter names – uppercase 26/26
- Letter names – lowercase 26/26
- Consonant sounds 22/23
- Long vowel sounds 5/5
- Short vowel sounds 5/5

**Reading and Decoding Skills**
- Short vowels in CVC words 9/10
- Short vowels, digraphs, and -rch trigraph 8/10
- Consonant blends with short vowels 17/20
- Long vowel spellings 6/10
- Variant vowels and diphthongs 10/10
- R- and l-controlled vowels 9/10
- Multisyllabic words 20/24

**Spelling Skills**
- Initial consonants 4/5
- Final consonants 5/5
- CVC words 5/5
- Long vowel spellings 3/5

Skills to review: Vowel digraphs, soft/hard _ch_, _qu_.

Skills to teach: _ch/NG, _sh/NG, _th/NG, _ph/NG_.

CORE Phonics Survey – Record Form: Page 1
1. **Letter Names – Uppercase**

   Say to the student: Can you tell me the names of these letters? If the student cannot name three or more consecutive letters, say: Look at all of the letters and tell me which ones you do know.

   D A N S X Z J L H
   T Y E C O M R P W
   K U G B F Q V I

2. **Letter Names – Lowercase**

   Say to the student: Can you tell me the names of these letters? If the student cannot name three or more consecutive letters, say: Look at all of the letters and tell me which ones you do know.

   d a n s x z j l h
   t y e c o m r p w
   k u g b f q v i

3. **Consonant Sounds**

   Say to the student: Look at these letters. Can you tell me the sound each letter makes? Be sure to ask if he or she knows of another sound for the letters g and c. If the sound given is correct, do not mark the Record Form. If it is incorrect, write the sound the student gives above each letter. If no sound is given, circle the letter. If the student cannot say the sound for three or more consecutive letters, say: Look at all of the letters and tell me which sounds you do know.

   d l n s x z j
   t y p c h m r
   k w g b f q v
4. Vowel Sounds

Ask the student: Can you tell me the sounds of each letter? If the student names the letter, count it as the long vowel sound. Then ask: Can you tell me the other sound for the letter? The student should name the short vowel sound.

<table>
<thead>
<tr>
<th>e</th>
<th>i</th>
<th>a</th>
<th>o</th>
<th>u</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 = long sound</td>
<td>s = short sound</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Record "1" on the first line for the long sound (letter name) and "s" for the short sound on the second line. If the student makes an error, record the error over the letter.

- **5/15** Long vowel sounds (count the number of l's above)
- **5/15** Short vowel sounds (count the number of s's above)

5. Reading and Decoding

For items A through C, students must read both real and pseudowords (made-up words). For the first line of real words, tell the student: I want you to read these words. If the student cannot read two or more of the real words, do not administer the line of pseudowords. Go to the next set of items.

Before asking the student to read the line of pseudowords, say: Now, I want you to read some made-up words. Do not try to make them sound like real words.

### A. Short vowels in CVC words

- **4/5** sip cat let but hog (real)
- **5/5** vop fut dit kern laz (pseudo)

### B. Short vowels, digraphs, and -ich trigraph

- **5/5** when chop ring shut match (real)
- **4/5** wheck shom max pitch chud (pseudo)

### C. Consonant blends with short vowels

- **4/5** stop trap quiet spell plan (real)
- **4/5** stig brab qued snap dran (pseudo)
- **5/5** clip fast sank limp held (real)
- **5/5** frep nash wunk kimp jelt (pseudo)

### D. Long vowel spellings

- **4/5** tape key lute paid feet (real)
- **4/5** loe bine load vay soat (pseudo)
E. R- and l-controlled vowels

\[
\begin{array}{llllll}
5/5 & bark & horn & chirp & term & cold & (real) \\
5/5 & fem & dall & gorf & murd & char & (pseudo)
\end{array}
\]

F. Variant vowels and diphthongs

\[
\begin{array}{llll}
5/5 & few & down & toy & hawk & coin & (real) \\
4/5 & voot & rew & tout & zoy & bawk & (pseudo)
\end{array}
\]

G. Multisyllabic words

Administer this item if the student is able to read most of the single-syllable real and pseudowords in the previous items. Say to the student: Now I want you to read down the first column of words. Each of the real words in this column has two syllables. Point to the first column. If the student can read at least 3 out of 8 of the words in this column, say: Now I want you to read some made-up words. Do not try to make them sound like real words. Point to the second column. Repeat the same procedure for the third column. NOTE: The following made-up words can be pronounced in two ways: sunop (su-nop or sun-op); wopam (wo-pam or wop- am); potife (po-tife or pot-life); zuride (zu-ride or zur-ide); and zubo (zu-bo or zub-o).

\[
\begin{array}{llllllll}
3/3 & Closed-closed & kidnap & pugnad & quibrap & \\
2/3 & Closed silent e & compete & slfnate & prubking & \\
3/3 & Open or closed & depend & sunop & wopam & \\
3/3 & Open or closed & zero & zubo & yodu & \\
2/3 & Silent e & locate & patife & zuride & \\
3/3 & Consonant (& e) & stable & grickle & morkle & \\
2/3 & R-controlled & tirper & pharoid & \\
2/3 & Vowel team & outlaw & doipnoe & loymaud & \\
\end{array}
\]

6. Spelling

A. Give the student a pencil and a sheet of lined paper. Tell the student: Listen to each of the words I read and write the first sound you hear. Write the student’s responses over the words.

\[
\begin{array}{llllll}
4/5 & fit & map & pen & kid & hand \\
\end{array}
\]

B. Tell the student: Listen to each of the words I read and write the last sound you hear.

\[
\begin{array}{llllll}
5/5 & rub & fled & leg & sell & less \\
\end{array}
\]

C. Tell the student: Listen to each of the words I read and write the whole word.

\[
\begin{array}{llllll}
5/5 & fork & yam & sip & shop & tub \\
3/5 & coin & float & steep & drive & spoon \\
\end{array}
\]

COP: Phonol: Survey-Readi (Finaa, Page 68

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## Examiner Word Lists

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<td>1. keep</td>
</tr>
<tr>
<td>2. who</td>
<td>2. need</td>
</tr>
<tr>
<td>3. I</td>
<td>3. not</td>
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<td>4. work</td>
<td>4. what</td>
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<td>5. children</td>
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<td>6. thing</td>
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<td>7. was</td>
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<td>8. animal</td>
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### Examiner Word Lists

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<td></td>
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<tr>
<td>2. father</td>
<td>☑</td>
<td></td>
<td>2. tired</td>
<td>☑</td>
<td></td>
</tr>
<tr>
<td>3. find</td>
<td>☑</td>
<td></td>
<td>3. shiny</td>
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</tr>
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<td>☑</td>
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<td>4. old</td>
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<td></td>
</tr>
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<td>5. friend</td>
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<td>5. trade</td>
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**Total Correct Automatic**

- First: $\frac{20}{20} = 100\%$
- Second: $\frac{16}{20} = 80\%$

**Total Correct Identified**

- First: $\frac{0}{20} = 0\%$
- Second: $\frac{1}{20} = 5\%$

**Total Number Correct**

- First: $\frac{20}{20} = 100\%$
- Second: $\frac{17}{20} = 85\%$

### LEVELS

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<th>Frustration</th>
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### Examiner Word Lists

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<td>✔</td>
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<tr>
<td>4. claws</td>
<td>✔</td>
</tr>
<tr>
<td>5. lion</td>
<td>✔</td>
</tr>
<tr>
<td>6. rough</td>
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</tr>
<tr>
<td>7. wear</td>
<td>✔</td>
</tr>
<tr>
<td>8. tongue</td>
<td>✔</td>
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<tr>
<td>9. crowded</td>
<td>✔</td>
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<tr>
<td>10. wool</td>
<td>✔</td>
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<tr>
<td>11. removed</td>
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<tr>
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<tr>
<td>13. sheep</td>
<td>✔</td>
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<tr>
<td>14. electric</td>
<td>✔</td>
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<tr>
<td>15. worried</td>
<td>✔</td>
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<td>16. enemies</td>
<td>✔</td>
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<td>17. glowed</td>
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<tr>
<td>18. clothing</td>
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<tr>
<td>19. swim</td>
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<td>3. crops</td>
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<td>4. engine</td>
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<td>5. favorite</td>
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<td>6. adaptation</td>
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<td>7. weather</td>
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<td>8. pond</td>
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<td>15. guarded</td>
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**Total Correct Automatic**

- Third: 17/20 = 85%
- Fourth: 13/20 = 65%

**Total Correct Identified**

- Third: 1/20 = 5%
- Fourth: 5/20 = 25%

**Total Number Correct**

- Third: 18/20 = 90%
- Fourth: 18/20 = 90%

### LEVELS

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### Examiner Word Lists

#### Fifth

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<td>6. memories</td>
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<td>7. oxygen</td>
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<td>7. abolish</td>
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<td>8. tales</td>
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<td>9. creature</td>
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Total Correct Automatic: \( \frac{6}{20} = 30\% \)
Total Correct Identified: \( \frac{5}{20} = 25\% \)
Total Number Correct: \( \frac{11}{20} = 55\% \)

### Levels

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Examiner Word Lists 129
### Examiner Word Lists

#### Upper Middle School

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**Total Correct Automatic**  120 = 60%  
**Total Correct Identified** 120 = 60%  
**Total Number Correct** 120 = 60%

### LEVELS

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<tr>
<td>49-100%</td>
<td>70-85%</td>
<td>below 75%</td>
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</table>
Then one day the man decided to sell the house. He loved the old house. But it was too big. He put an ad in the paper. It said, "100-year-old house for sale. Call 224-3414." Many people called and wanted to visit the house. Two people came on Sunday. They walked up the old stairs. When they got to the top, the mouse ran down the wall. He ran up and down the inside of the wall. Up and down. The people heard the mouse. They said, "We don't want the house." The mouse was very happy. He was afraid that new people would try to get rid of him.

Every time someone visited the house, the mouse would do the same thing. He would run up and down the wall between the first and second floors. Every time, the people left without buying the house. Then a family came to see the house. The house was just the right size for them. When they walked up the stairs, the mouse ran up and down the wall. They heard him and said, "Oh, you have a mouse. We love the house so much we'll buy it, mouse and all." (254 words)
Level: One

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<thead>
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<tr>
<td>Total Accuracy</td>
<td>Total Acceptability</td>
</tr>
<tr>
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<tr>
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<td>Error = CWPM</td>
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Retelling Scoring Sheet for "Mouse in a House"

Setting/Background

There was a mouse.  
He lived in a wall of a house.  
Each night the mouse went to the kitchen to find something to eat.  
The man who lived in the house heard the mouse.  
He knew that the mouse lived in the wall.  
He didn't mind.

Goal

The man decided to sell the house.  
The mouse was afraid that the people would try to get rid of him.

Events

- The man put an ad in the paper.
- It said, "Call 224-3414.
- Two people came on Sunday.
- They walked up the stairs.
- The mouse ran up and down.
- The people heard the mouse.
- They said, "We don't want the house.”
- When someone visited the house, the mouse ran up and down.

Resolution

- A family came to see the house.
- The house was right for them.
- They said, "You have a mouse.
- We love the house.  
- We'll buy the house mouse and all.”

44 Ideas

Number of ideas recalled 12

Other ideas recalled, including inferences:

Questions for “Mouse in a House”

1. Where did the mouse live in the house?  
   Explicit: in a wall
   E
Level: One

2. What did the old man decide to do?
   Explicit: sell the house
   E

3. What did the mouse do when people came to visit the house?
   Explicit: run up and down the inside of the walls
   E

4. How many floors did the house have?
   Implicit: two
   one

5. Why didn't some people want to buy the house?
   Implicit: they didn't want a mouse in their house
   

6. Why did the last family buy the house even though it had a mouse?
   Explicit: it was the right size for them
   E

Number Correct Explicit: 4
Number Correct Implicit: 1
Total: 5

Independent: 6 correct
Instructonal: 4-5 correct
Frustration: 0-3 correct
"What Can I Get for My Toy?"

It was Saturday morning. John looked at the toys in his room. They were all old and he wanted something new. John went to his mother. "All my toys are old," he said. "I want something new to play with." His mother looked at him. "John, we don't have the money to buy you anything new. You'll have to find a way to make something new." John went back to his room and looked around at the toys. There were many toys that were fun. But he had played with them so much that they weren't fun anymore. Then he had an idea. His friend Chris wanted a truck just like his red truck. And John wanted a car like the one Chris got for his birthday. Maybe they could trade. John ran down the street to Chris's house. "Hey, Chris, would you trade your car for my truck?" "Sure," said Chris. "I'll trade. Later we can trade something else. That way we'll always have something new to play with." (175 words)
Level: Two

Retelling Scoring Sheet for
"What Can I Get for My Toy?"

Setting/Background
- John looked at his toys.
- They were old.

Goal
- John wanted something new.

Events
- John went to his mother.
  - "My toys are old," he said.
  - "I want something new to play with."
  - His mother looked at John.
  - "We don't have money to buy something new."
  - John had played with his toys so much that they weren't fun anymore.
  - His friend Chris wanted a truck just like his truck.
  - John wanted a car like Chris's car.
  - Maybe they could trade.
  - John ran down the street to Chris's house.
  - "Would you trade your car for my truck?"
  - "Sure,"
  - said Chris.

Resolution
- "We can trade something else later.
- "We'll always have something new to play with."

38 Ideas
Number of ideas recalled 13
Other ideas recalled, including inferences:

Questions for
"What Can I Get for My Toy?"

1. At the beginning of the story, what did John tell his mother he wanted?
  Explicit: something new to play with

2. Why did John want a new toy to play with?
  Implicit: because he had played with his old toys so much they weren't interesting to him anymore; he got bored with them. Note: "Broken" is not acceptable—the story discusses John's boredom and indicates that his toys were desired by another child.
3. What did John's mother say when he asked her to buy something new for him?
   Explicit: they didn't have the money to buy anything new; he'd have to make something new
   Implicit: 

4. What did John do to get what he wanted?
   Explicit: he went to his friend's house and asked him to trade toys with him
   Implicit: 
   He had an idea
   (T: What was his idea?)
   to trade
   For John it was fun

5. Why was trading a good idea?
   Implicit: the boys would always have something new to play with; boys had new toys without spending money
   
6. At the end of the story, what did his friend suggest that they do?
   Explicit: trade again later
   
7. In the future what must both boys have for trading to make them both happy?
   Implicit: toys that the other boy wanted

8. Why do you think that the boys will trade again?
   Implicit: they will get bored with the toys they traded; they will want a new toy again

---

Number Correct Explicit: 2
Number Correct Implicit: 3
Total: 5

- Independent: 8 correct
- Instructional: 6-7 correct
- Frustration: 0-3 correct
Whales and Fish both live in water, but they are different in many ways. Whales are large animals that live in the water. Even though whales live in the water, they must come to the top of the water to get air. When they come to the top of the water, whales breathe in air through a hole in the top of their heads. At the same time they blow out old air. Whales don't get air like fish. Fish take in air from the water. Mother whales give birth to live whales. The baby whale must come to the top of the water right away for air. The baby drinks milk from its mother for about a year. Then it finds its own food. Fish have babies in a different way. Most mother fish lay eggs. The babies are born when the eggs hatch. Right after they are born, the baby fish must find their own food.

Whales and fish are alike in some ways too. Whales and fish have flippers on their sides. They also have fins on their tails. Flippers and fins help whales and fish swim. Fins move and push the water away. (197 words)

Number of Total Miscues (Total Accuracy): 96%
Number of Meaning-Change Miscues (Total Acceptability): 98.7%

Total Accuracy
0-4 miscues Independent 4
5-10 miscues Instructional 8
11+ miscues Frustration 11
Rate: 197 × 60 = 11,820
114 seconds = 102 WPM
WPM - errors = CWPM
Retelling Scoring Sheet for "Whales and Fish"

Main Idea

- Whales and fish both live
- in the water
- but they are different
- in many ways.

Details
- Whales are large
- animals.
- They must come
- to the top
- of the water
- to get air.
- Whales breathe
- in air
- through a hole
- in the top
- of their heads.
- At the same time,
- they blow out
- old air.
- Fish take in air
- from the water.
- Mother whales give birth
- to live whales.
- The baby whale comes
- to the top
- of the water
- right away
- for air.
- The baby drinks milk
- from its mother
- for about a year.
- Most mother fish lay eggs.
- The babies are born
- when the eggs hatch.
- Right after they are born,
- the baby fish must find their own food.

Main Idea

- Whales and fish are alike
- in some ways too.

Details
- Whales and fish have flippers
- on their sides.
- They have fins
- on their tails.
- Whales
- and fish have flippers
- and fish swim.
- Fins move
- and push the water away.

49 ideas

Number of ideas recalled: 15

Other ideas recalled, including inferences:

Questions for "Whales and Fish"

1. What is this passage mainly about?
   Implicit: how whales and fish are alike and different
   No mention of alike, different, or relationship between.

2. According to the passage, how are whales and fish different?
   Explicit: whales breathe air and fish take
   in air from the water; whales give birth to live
   babies and fish lay eggs; baby whales get food
   from their mother, and baby fish have to get it
   for themselves
   Whales are large and the fish
   small.
Level: Two

3. According to the passage, name another way that whales and fish are different. 
Explicit: any other of the above answers

4. What part of the whale is like our nose? 
Implicit: the air hole or the hole in the whale’s head

5. Why does a baby whale stay with its mother for a year? 
Implicit: it gets food from its mother

6. What part of whales and fish are alike? 
Explicit: fins or flippers

7. Where are fins found on fish and whales? 
Explicit: on the tail

8. Why might a mother fish not know her baby? 
Implicit: the mother does not see the babies when they are born, or the babies hatch from eggs

Number Correct Explicit: 2
Number Correct Implicit: 1
Total: 3

Independent: 8 correct
Instructional: 6–7 correct
Frustration: 0–5 correct
It was a special day because their classes were going to the zoo. When they got to school, all of the children were waiting outside to get on the bus. When everyone was there, the second and third graders got on the bus and rode to the zoo. On the bus, the children talked about the zoo animals they liked the best. Joe and Carlos wanted to see the lion, king of the beasts. Maria and Angela wanted to see the chimps. Maria thought they acted a lot like people.

When they got to the zoo, their teachers divided the children into four groups. One teacher, Mr. Lopez, told them if anyone got lost to go to the ice cream stand. Everyone would meet there at noon. Maria went with the group to the monkey house, where she spent a long time watching the chimps groom each other. She wrote down all the ways that the chimps acted like people. Her notes would help her write a good report of what she liked best at the zoo.

Carlos went with the group to the lion house. He watched the cats pace in front of the glass. Carlos was watching a lion so carefully that he didn't see his group leave. Finally, he noticed that it was very quiet in the lion house. He turned around and didn't see anyone. At first he was worried. Then he remembered what Mr. Lopez had said. He traced his way back to the entrance and found a map. He

The Trip to the Zoo
Level: Three

followed the map to the ice cream stand, just as everyone was meeting there for lunch. Joe smiled and said, "We thought that the lion had you for lunch!" (312 words)

---

Goal
- Carlos wanted to see the lion.
- Maria wanted to see the chimps.

Events
- Their teacher told them their teacher, Mr. Lopez, if anyone got lost, to go to the ice cream stand where everyone would meet at noon.
- Maria went to the monkey house.
- She wrote down all the ways that chimps acted like people.
- Her notes would help her write a report.
- Carlos went to the lion house.

Problem
- Carlos was watching a lion so carefully he didn't see his group leave.
- He noticed that it was quiet.
- He turned around and didn't see anyone.
- He remembered what Mr. Lopez said.
- He traced his way to the entrance and found a map.
- He followed the map to the ice cream stand.
Level: Three

Resolution

- Everyone was there for lunch.
- They thought the lion had Carlos for lunch.

55 Ideas

Number of ideas recalled 14

Other ideas recalled, including inferences:

Questions for “The Trip to the Zoo”

1. Why was it a special day for Carlos and Maria?
   Explicit: their classes were going to the zoo

2. What grades were Carlos and Maria in?
   Implicit: second and third

3. What animal did Carlos want to see?
   Explicit: lions

4. Why was Maria watching the chimps so carefully?
   Implicit: so she could write a report for school

5. How did Carlos get separated from his group?
   Explicit: he was watching the lions so carefully he didn't see his group leave

6. What made Carlos realize that his classmates had left the lion house?
   Implicit: it was quiet; he didn't hear any talking; or he turned around and no one was there

7. Where did Carlos find the map?
   Explicit: at the ice cream stand

8. Why did Carlos go to get a map from the zoo entrance?
   Implicit: to help him find his way to the ice cream stand

Number Correct Explicit: 3
Number Correct Implicit: 2
Total: 5

Independent: 8 correct
Instructional: 6-7 correct
Frustration: 0-5 correct
Appendix II

Lesson Plans
Progress Chart
Vocabulary Sheet
Sarah Foley
for Juan Acosta
 Bowling Green, Grade 3
Lesson #1

60 minutes

5 minutes - welcome chat (affectionate) get to know you, what do you like?

5 minutes warm-up activity

- Why - practice descriptive language, orally, make connections

How - use paired art pictures from the book "Unlikely Pairs"

In this book a modern art and traditional art piece are connected by a theme. In this case musician & dancers

Ask student to identify the connection/open-ended

Use questions to elicit more, elaborate and precise responses

Ask for descriptions

Re-state and ask Clarifying and extending questions

Close - Student will summarize the connection between the art work

15 minutes phonics review (vowel digraphs) #1 pg

Why - CORE phonic review showed that reading and spelling of vowel digraphs were not consistent.

Using modified lesson from "Recipe for Reading to keep things systematic."
How: (1) Starter sentence - what sound do you hear in every word?
Eager eaglets eat creamy treats. Student identifies the long e (with or without support)

(2) Show [ea] explain that often when 2 vowels go walking the first one does the talking (says its name).

(3) Tell that means ea usually.
Say [èl]

(4) Flash 20 ea words for decoding

(5) Practice writing ea words on whiteboard from sound clues

End: Student writes a “Challenge” sentence. Review markers for sentence beginning

20 minutes - Side by side reading

Why - develop vocabulary, provide guided reading, discussion. This is a “first read”. Same text will be used for subsequent activities in Lesson 2.

How - Show book to student

- Examine front cover, back cover, read title, etc. Flip quickly through pages

- Student will identify topic
(3) Student and teacher will brainstorm words the student knows that go with this topic. Teacher will create a list as the student thinks of them.

(4) Explain the format of the book. Teacher reads the left side; student reads the right side. Read pages 2-22 together.

(5) Discuss information briefly as the pages are read (attend comprehension).

(6) Add new vocabulary to the list.

(7) In preparation for later activities, the student will make an index card with the name of each insect discussed in the book: beetle, honeybee, mantis, wolf, mosquito, flea, caterpillar, moth, butterfly, ant.

End: Ask student to sort cards into categories of insects he heard of before and new ones he learned about in the book.

5 min. Closing activity / Goodbye

I Spy Fun House

- Read a list of objects
- Try to locate in the hidden picture.

Why - Develop vocabulary through a game, e.g. had to find "antlers"

Review good work from the evening,
talk briefly about next time, looking forward to seeing you next Tuesday at 4:30.

Hi, actually very good, your method is excellent, very interesting which is a significant factor in reading and your motivation to pay attention.

P.S. Could this development from hard work?
Welcome back up on the rete.

Why -affiliate pieces and if given are

will need for limited fire talk so that

there "a you" items don't come

up during instructional time.

5 min. Warm-up activity - Block building tall

with oral directions (3rd time were done these)

with - Student uses 8 tangram blocks

in different shapes and shows to build

a pattern. Then the teacher cannot see the

pattern, then the student uses oral

directions to instruct the teacher to build

the same pattern. When directions for blocks

are complete, T and S compare patterns and
discuss where they don't match. Teacher

did not successfully identify left and

got last time

Does not, successfully uses clarifying questions and re-statement
to improve vocab usage. Target vocab

includes: shapes (diamond, pentagon,

hexagon, etc.) and placement/relational

words (above, below, beside, top, bottom,

left, right, etc.)

Why - practice key vocabulary, precision

of language.

Motivation - game-like, student not aware

of the level of academic learning become

of engagement.

-See back-
10 min. **Phonics Lesson - Recipe for Reading**

**Why:** To teach vowel digraphs which are not solid one the Core Phonics assessment.

**What:** Starter sentence: Oakley roasts toasty oatcakes.

Show [oa] and sound /ou/.

Flash [oa] words for decoding.

Writing practice [oa] words.

"Challenge" sentence.

Teachable moment - expose to some vocabulary such as roam and boast.

Word List: oat roam load man goal boast float oak boat goat foam soap toast loaf road coat toad groan.

Motivation - fast pace, changing activities within lesson such as listening/reading/writing.

20 min. **Guided Reading**

**Why:** Develop vocabulary, provide guided reading, discussion. Model "Reading to learn" behaviors such as skimming, for information/record information/knowledge.

**What:** Re-read word list (activate knowledge).

Quick review text read in lesson / p2-22 by matching index cards of insects to pages.

Student will choose 1 insect they knew about before reading and a new insect.

Locate the information pages for these insects. Re-read these 4 pages side by side.

Make a web for each insect using a graphic organizer 0-8.

We will use these organizers in the next lesson.
motivation - Student was given a choice of topics for side-by-side reading. Likes insects. Book is updated and has great photographs on each page. Again, we will change activities frequently within the lesson to help keep focus. Throughout these lessons the purpose will be stated so the student knows why we are doing the activities. For example - we will re-read the pages to get information for the graphic organizer.

15 min. Read Aloud Fiction

Old MacDonald Had an Apartment House

Fun story about the creation of an indoor farm. Clear opportunities for discussing character, problem, solution and sequels of events. Longer book, might have to break into 2 parts to stay within time.

5 min. Closing activity / Good Bye

I Spy Fun House

Read and locate list of objects

Review good work from the evening and talk about next time. See you next Tuesday at 4:30

See book →
The lesson sequence
and development is clearly
excellent. I can see you are getting on.
Your performance is outstanding.
Throughout, your experience comes through.
Reading teacher comes through.
Welcome and catch up on the week.

Find out: What Juan has been doing? How things are for him right now? Check on reading habits outside of school.

Warm-up activity: Block pattern building with oral directions.

Before the student chooses his blocks (this week the pattern will have 8 blocks). Briefly review the target vocabulary from previous lessons: top, bottom, left and right. Currently, the student is identifying the blocks only by color. I would like to see the student using the names of some of the shapes also. Introduce the names of 2 unusual geometric shapes as target vocabulary: hexagon and trapezoid. Encourage their use and use the target words when restating the oral directions given by the student. The goal of the exercise is for the student to give directions so that the teacher can replicate the pattern. The student has improved in the use of language to identify the correct block and their basic locations and relation to other blocks. The new challenge is to orient the blocks correctly in terms of how they intersect with each other (e.g. placing the triangle on top of the square point down or base down). The long-term goal for this activity is for the student to correctly use both expressive and receptive language to create patterns which match with the teacher. The student seems to enjoy this activity and gets started to work right away. The student has demonstrated improved expressive language and the match ratio has gone up even with an increasing number of blocks.

Introduce the progress chart to Juan. Briefly discuss how the chart works, the learning goals, and fill it in for attendance since the beginning of class and review the reading behaviors targeted in lesson #1. See blank chart attached. Put on stickers for completed lessons.

Phonics Lesson

Continue work on vowel digraphs. Mixed-review of EA and OA. Why: vowel digraph work in reading and spelling were done in previous lessons in isolation. This practice will help with identifying the digraphs in a more mixed context. Re-introduce the sound/spelling of OA and EA. Tell the student that the flashcard words will be mixed together. Flash the words for reading. Writing practice of single words using both patterns—practice hearing sounds to identify which one to use. End lesson with a mixed pattern sentence.
<table>
<thead>
<tr>
<th>Time</th>
<th>Activities</th>
</tr>
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</table>
| 20 minutes | - Identify genre (non-fiction)  
- Identify purpose  
- Pre-read  
- Predict  
- Use Headings  
- Skim  
- Use text prompts  
- Make connections  
- Ask clarifying questions  
- Select important information based on purpose |
| Guided Reading. Continue with side-by-side reading using the insect book. Student will be repeating the reading process used for the 1st half of the book in lesson #1. Discuss why we might read this book. Review activities for the 1st ½ of the book and let the student know we will be repeating this activity. Pre-reading activity to activate prior knowledge: Read the list of insects we have already read about in the 1st half of the book. Predict other insects the student knows about which may be in the 2nd half of the book. Model and encourage strong reading behaviors for expository text such as: using headings, skimming for information, and using text prompts such as bold words. Encourage making connections between information in the text and things known previously through a dialog with the student about what we are reading. Teacher will think-aloud reading processes as we build meaning in the text. The activity will end with the student making index cards for the insects in the 2nd half of the book and then sorting them into two categories—insects he heard of before and new insects he learned about in the book. In the next lesson, the student will choose 2 more insects. Locate information about these insects and complete an information web using the same graphic organizer. |
| 10 minutes | - Identify that this is a fiction book  
- Find the problem & solution for this story  
- Relate the text to personal experience  
- Evaluate the author's plot choice |
| Read Aloud fiction—keeping our fingers in this genre  
I Lost My Bear by Jules Feiffer. Pre-reading activity: Predict the story, based on the title and cover illustration. Discuss a time when the student lost something. Review problem/solution format for fiction. Encourage the student to discover the problem in the story and its solution. Fun read—great illustrations and strong voice for main character. After reading discuss how the story might have been different if the bear was never found. Ask the student why the author decided to let the girl find the bear.  
Note: in both the expository text and fiction text my current focus is on reading behaviors and student awareness of text structures. Vocabulary has been approached in a more holistic and incidental way. In future lessons, I think I can put more emphasis on systematic vocabulary work. |
| 5 minutes | Review the progress chart and discuss how the student demonstrated strong reading behaviors during the lesson. Congratulate their success and tell the student what they will be working on next time. Put on stickers. Remind student that the next meeting will be next Tuesday at 4:30. |
Sarah Foley  
Lesson Plan #4  
Juan Acosta, Grade 3  
Bowling Green Elementary School  
60 minutes total

<table>
<thead>
<tr>
<th>5 minutes</th>
<th>Welcome and catch up on the week</th>
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<tr>
<td></td>
<td>Warm up activity: Making connections with paired art pictures</td>
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<td>Use the pictures: Soap Bubbles (By Simeon-Chardin c. 1733) and Several Circles (Kandinsky c. 1926). The connecting theme: One shows a man blowing bubbles, the other shows floating circles. Ask the student to identify and explain the connection between the two pictures. Use questions to elicit elaboration and more precise use of language. Restate the students words in the appropriate syntax. Ask for descriptions of the paintings. Ask the student for ideas about the role of the person behind the man blowing bubbles, as about the cup on the window ledge, as why bubbles might be different colors like they are in the second painting.</td>
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<td>10 minutes</td>
<td>Phonics Review (vowel digraphs) oo as in boot and moo. The CORE Phonics assessment showed that the student has not mastered the oo digraph for reading and spelling. Starter Sentence: Poodles scoop droopy noodles. Student identifies the sound that is in ALL the words. Introduce spelling pattern /oo/. Flash the /oo/ words for decoding. Review vocabulary meanings briefly. Have student practice writing the words on a whiteboard. End with a challenge sentence for dictation: The rooster went out on a roof at the zoo.</td>
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<td>25 minutes</td>
<td>Side-by-Side Reading: Repeat previous lesson using the text in the second half of about bugs. (1) Review insect cards made after completing the first read of the 2nd half of the book. (2) Skim back through the 2nd half of the book and review what the student remembers from the text. (3) Student will choose the insect they are most interested in (4) Student will locate that pages in the book which contain information about that insect. (5) Student will re-read the text in order to complete a graphic organizer. (7) Student will compare and contrast this insect with the insect studied in the previous organizer. (8) Student will complete sentence frames for what is the same and different about these two insects. (9) Student will publish what he has learned by making a poster which includes at title, 2 graphic organizers, sentence frames, and a photo of both insects. Student will be given the poster to take home and share with his family. We will change texts after spring break and focus on a narrative book as our focus after the vacation.</td>
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<td>10 minutes</td>
<td>Take Home Reading Log Challenge</td>
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|           | Since this lesson will fall on the last day before the 2 week break, I want to send the student home with books to read and a book log to fill in during the vacation from tutoring. My goal is to have the student read for 10 of the 14 days. The bag will contain 10-12 titles at his independent reading level which is

* The goal will be for the student to take new responsibilities as we repeat the lesson with similar text. *
late 1st, early second grade. The majority of the titles will be fiction but not all. (I have not yet selected the books since I will get them from Davis thrift stores which always have a plentiful supply) It will also contain the attached reading log. The student will read a book and enter the date and the title on the log. Before he leaves, I want to model choosing a book. Reading it (side by side) and entering it on the log. Review directions and ask that the student return the books and the log at our next meeting.

5 minutes Wrap up. Encourage the student to read a lot at home over the break and complete the reading challenge! Reinforce that the books and log are to be returned at our next meeting on Tuesday, April 14th. Give the student a note telling the date and time of our next meeting. Walk the student out to meet mom. Show mom the book bag. Tell mom the next meeting is on Tuesday April 14 at 4:30 and also give her a note.

Reading Log Sample:

Juan's Home Reading Challenge!

I read ALL these books at home!

<table>
<thead>
<tr>
<th>Date</th>
<th>Book Title</th>
<th>Initials</th>
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<td>10 minutes</td>
<td>Welcome and catch up on the vacation weeks. Collect reading log and review how it went. Ask which books the student enjoyed most and why. Check vocabulary chart and choose one word to explore.</td>
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<td>5 minutes</td>
<td>Warm up activity: Making connections with paired art pictures Use the pictures: Herakles Archer (By Bourdelle c. 1909) and Target with Four Faces (Jasper Johns c. 1955). Introduce the art vocabulary sculpture versus painting. Ask student to find another sculpture in the book. (Rodin, p.22). The connecting theme: One shows an archer, the other a bullseye. Ask the student to identify and explain the connection between the two pictures. Use questions to elicit elaboration and more precise use of language. Restate the student's words in the appropriate syntax. Ask for descriptions of the paintings. Ask the student why someone might shoot at a target?</td>
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<td>10 minutes</td>
<td>Phonics Review (consonant digraphs) ph as in phone and photo. The CORE Phonics assessment showed that the student has not mastered the ph digraph for reading and spelling. Introduce that the letters “ph” together make the sound /f/. Introduce spelling pattern /ph/. Flash the /ph/ words for decoding. Review vocabulary meanings briefly. Lay out the cards and have the student find 2 names, 2 words for a picture, and 2 animals. Have student practice writing the words on a whiteboard providing support for additional spelling patterns within words such as schwa spellings and silent-e. End with a challenge sentence for dictation: Phil did not like the dolphin to be inside the tank.</td>
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<td>20 minutes</td>
<td>Side-by-Side Reading; Have the student look over the book before reading. Identify if the book is fiction or non-fiction. Remind the student that fiction stories have a setting, characters, events, a problem and a solution. Show the fiction story map card. Have the student use the contents to find the story we will be reading (Ice Cream p.30). Read pages 30-41 together. Provide opportunities for student to make predictions, revise predictions, ask clarifying questions, and summarize while reading. Have student retell the story. Guide as necessary to elicit key events and details. Target vocabulary for this story: splattered/awful/covered/shade. This reading will introduce these words by giving brief explanations in context.</td>
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<tr>
<td>10 minutes</td>
<td>Explore another non-fiction text on insects. Pre-reading activities include reading the title [Poisonous Insects] and the Introduction. Ask what poisonous means (find the base word “poison”. Ask if all the insects in the other insect book were poisonous (no). Think Aloud—maybe this book will have some different insects. Use the contents on page 1 to find out what insects will be in the book. Identify which ones are the same and which are different. Note the size scale on the title page. Complete a picture walk and use the size scale with each insect to keep track of relative sizes. Tell the student we will begin reading about different insects next time.</td>
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<td>5 minutes</td>
<td>Wrap up. Review the progress chart and stamp accordingly. Make sure the student knows the next meeting is on Tuesday April 21 at 4:30.</td>
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<tr>
<td>Time</td>
<td>Activity</td>
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<tr>
<td>5 minutes</td>
<td>Welcome and catch up on the week. Ask which books the student is reading in class and at home discuss.</td>
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<tr>
<td>5 minutes</td>
<td>Warm up activity: Block pattern building with oral directions. Briefly review the target vocabulary from the previous lessons (top, bottom, left, right, point, base, side, hexagon, trapezoid). This week the pattern will have six blocks and the teacher and student will change roles. Previously the student gave directions to the teacher, this time the teacher will give directions to the student. We will take turns for the remaining weeks of the semester so that both expressive and receptive language will be targeted. The last time we did this activity, the student seemed to plateau at using words that provided the orientation of the blocks with each other so we will try the same skills from the receptive perspective and see if that improves language use next time.</td>
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<tr>
<td>10 minutes</td>
<td>Administer the Words Their Way (Bear et. al.) developmental spelling inventory. After working with the student for several weeks, it has become clear that spelling is an area of difficulty and impact his ability to communicate in writing. I think it would be useful, both to me and other educators, working with the student to have additional information about the student's spelling level and mastery of spelling patterns. I have used Words Their Way for the past several years. I think it gives an accurate picture of student spelling development and also has activities for reaching the child at their level and moving them forward. Therefore, I have decided to include this in my second round of assessments. Based on my observations of the student's reading and spelling, I will use the Primary Spelling Inventory (K-3). It is a quick 26 word traditional spelling test format. I will explain to the student that this is a pre-test which will help his teachers know how to help him become an even better speller and he should just make his best try on the words. The words are: fan, get, dig, rob, home, wait, gum, sat, did, stuck, shine, dream, blade, coach, fright, chewed, crow, wishes, horn, shout, sol, spoil, growl, third, camped, dies, clapping, riding. **next week I will have the student read a narrative and expository passage from the QRI which will complete my planned round 2 assessments.</td>
<td></td>
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</table>
| 20 minutes | Review story elements for fiction Summarize as you read Retell the story with main ideas and details focus on: problem main events (decide what information is important) solution Side-by-Side Reading: Tell the student we will be doing an activity with the story we read last time (Frog and Toad, Ice Cream) and show the cover of the book. Ask the student to tell what he remembers about the story. Review the Story Elements card (setting, character, problem, events, solution) and clarify the setting (hot summer day near a pond) and characters (Frog and Toad). Tell the student that our activity is going to involve summarizing the story and we need to find the problem in the story, the main events in the story, and the solution. Re-read pages 30-41 together. Teacher will Think Aloud as we read and locate the important events. (p.30 Teacher will follow a progression something like this with modifications for student responses: Frog and Toad are having a discussion, I wonder if something will happen because they are talking that is important to the story? Oh, yes, Toad decided to go to the store and get them some ice cream/ p.31 Let's see did he buy ice cream? Yes, he did./p.32 It looks like Toad has a problem—the ice cream is melting, let's keep reading and see if that is important. /p.33 It seems important because it is making Toad hurry and he used a cry when he talked/p.34 Now it is a big problem! What is the most important thing that happens? Is it that his clothes get messy or he can't see? P.34 What is happening with Frog while Toad is getting ice cream? Yes, he is waiting. What important things happen while he is waiting? P.36 Frog talked to (in order a mouse, surf,
squirrel and rabbit. What did they tell him? Is that important to the story? Why? P.38 Now Frog sees the monster! That must be important it is very exciting and there is something very special about that monster. You are right! The monster is Toad but he looks like a monster. P.39 Frog figures out the monster is Toad. P.40 How can Toad fix the PROBLEM that he is covered with ice cream and looks like a monster? Yes, he fell in a pond and got clean. That was a good SOLUTION. They still have another problem, do you remember what it is? They still do not have ice cream! What do they do? P.41 The go to the store and get more ice cream together. Was that a good SOLUTION? Provide opportunities for student to ask clarifying questions, and summarize while reading. Have student retell the story. Guide as necessary to elicit key events and details. Tell the student we will be writing a summary of this story next time.

Review target vocabulary for this story: splattered/awful/covered/shade. Think of examples for when someone might get splattered, think of places that provide shade and discuss why you would sit in the shade.

15 minutes
Skim or use the contents or glossary to find information in the text
Make predictions about what kind of information will be in a non-fiction text. Confirm or deny those predictions
Compare and contrast information in two different sources

Begin exploring Poisonous Insects. Tell the student we will be reading about Fleas and Lice. Ask the student to find the page (either skim, use the contents or the glossary). P. 14 Preview the page. Read the captions, the quick info box, and check the size scale we used the previous week. Have the student make suggestions about (predict) what kind of information will be in the text. Teacher records suggestions. Student reads the text with guidance and assistance as needed. Teacher models check if the predictions about the information were correct. Ask the student if he read about fleas in the other insect book? Yes. Ask if the student thinks both books had the same information about fleas or if some things might be different? Tell the student that we can COMPARE and CONTRAST the information in the books. Again teacher makes a chart of predictions for what might be the same (COMPARE) or different (CONTRAST). Locate the Flea page in the previous insect text (p.14-15). Read and see if the predictions were correct. What information was the same in both books and what is different. End by asking the student why it might be a good idea to collect information from more than one place?

5 minutes
Wrap up. Review the progress chart and stamp accordingly. Make sure the student knows the next meeting is on Tuesday April 28 at 4:30.
Sarah Foley  
Lesson Plan #7  
Juan Acosta, Grade 3  
Bowling Green Elementary School  
60 minutes total

<p>| 5 minutes | Welcome and catch up on the week. Exchange books in the book bag. The student is taking home a book of his choice each week. Recording it on the reading sheet when it is read and identifying one new vocabulary word to learn. Review the student-identified vocabulary word. Use context clues (as available) to figure out the word—even to provide a general category. Provide a simple definition and example of the word in use. Record the word on the student’s vocabulary sheet. |
| 5 minutes | Warm up activity: Block pattern building with oral directions. Briefly review the target vocabulary from the previous lessons (top, bottom, left, right, point, base, side, hexagon, trapezoid). This week the pattern will have eight blocks. This time the teacher will give directions to the student. We will take turns for the remaining weeks of the semester so that both expressive and receptive language will be targeted. Next week the student will be giving the directions and the teacher will receive the directions. |
| 25 minutes | Administer the QRI. For this abbreviated second round of assessments, this will be limited to two level two passages. Level two is the student’s instructional level based on the first round of assessments. I have chosen to do one narrative passage (Father’s New Game) and one expository passage (Seasons). These passages will provide the best comparison with the round one assessments. |
| 10-15 minutes | Side-by-Side Reading: Have the student look over the book Crooby Crocodile’s Disguise before reading (especially title and pictures). Give the definition of the word disguise. Identify if the book is fiction or non-fiction. Identify which animal is in the book. Ask the student what they know about crocodiles. Where do they live? What do they do? What do they eat? Remind the student that this is a fiction story and that fiction stories are all have a setting, characters, events, a problem and a solution. Show the fiction story map card. Read the book together. Let the student read as much as possible but supply unknown or mispronounced word. If the student seems fatigued or frustrated, take over reading for a page or two. Provide opportunities for student to make predictions, revise predictions, ask clarifying questions, and summarize while reading. Talking points for the story: p.2 How does the crocodile feel about himself? Think Aloud about the word “sigh” letting you know the feeling of the character. P.4 Do you think the crocodile will hide other parts of himself? Why or why not? if yes, what will he hide and how will he do it? What do you think the problem in the story is? P.6 Check prediction from p.4. P.8 What will happen when the crocodile gets to his Aunt and Uncle’s house? P.10 Identify the animals in the picture/text koala, lizard, kookaburra, wombat, dingoes Wow, can you tell from the animals what country this story takes place in? (Australia) P.12 Check prediction from p. 14 Model a time that you wanted to look different than you do (for example I am short and sometimes I have wished I was tall). Ask the student if they ever wanted to look different like the character in the story. P.16 Ask the student to think of 3 other things that are green. P.18 |</p>
<table>
<thead>
<tr>
<th>5-10 minutes</th>
<th>As time is available read one or more sections of <em>Poisonous Insects</em>. Ask the student to find the page (either skim, use the contents or the glossary) that he wants to read. Ask the student why he chose this page to read? Preview the page. Read the captions, the quick info box, and check the size scale we used in the previous weeks. Have the student make suggestions about (predict) what kind of information will be in the text. Teacher models check if the predictions about the information were correct. Repeat with other sections as time is available.</th>
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<tr>
<td>5 minutes</td>
<td>Wrap up. Review the progress chart and stamp accordingly. Make sure the student knows the next meeting is on Tuesday May 5 at 4:30.</td>
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</table>

Ask if the Aunt and Uncle are right? Why or why not? P.19 Are the aunt and uncle convincing the crocodile that he is not ugly? What is your evidence? Predict what the aunt and uncle will say his mouth is perfect for? P.22 Confirm prediction p.24 How does the crocodile feel about himself at the end of the story? What is the solution to the story. Have student retell the story. Guide as necessary to elicit key events and details. Target vocabulary for this story: conceal p.6/jingled p.8/bumpy p.18/disguise p.22 and the title. This reading will introduce these words by giving brief explanations in context.
Welcome and catch up on the week. Exchange books in the book bag. The student is taking home a book of his choice each week. Recording it on the reading sheet when it is read and identifying one new vocabulary word to learn. Review the student-identified vocabulary word. Use context clues (as available) to figure out the word—even to provide a general category. Provide a simple definition and example of the word in use. Record the word on the student’s vocabulary sheet.

Warm up activity: Block pattern building with oral directions. Briefly review the target vocabulary from the previous lessons (top, bottom, right, left, point, base, side, hexagon, trapezoid). This week the pattern will have eight blocks. This time the student will give directions to the teacher. Looking for evidence of the use of the words in the left column which has been modeled by the teacher in the last two sessions.

Phonics Review (consonant digraphs) ph as in phone and photo. The CORE Phonics assessment showed that the student has not mastered the ph digraph for reading and spelling. Introduce that the letters “ph” together make the sound /f/. Introduce spelling pattern /ph/. Flash the /ph/ words for decoding. Review vocabulary meanings briefly. Lay out the cards and have the student find 2 names, 2 words for a picture, and 2 animals. Have student practice writing the words on a whiteboard providing support for additional spelling patterns within words such as schwa spellings and silent-e. End with a challenge sentence for dictation: Phil did not like the dolphin to be inside the tank.

Side-by-Side Reading: Tell the student we will be doing a writing project with the story from last week. Remind the student that this is a fiction story and that fiction stories are all have a setting, characters, events, a problem and a solution. Ask the student to retell as much of the story as he can remember. Reread the story *Crosby Crocodile’s Disguise*. Let the student read as much as possible but supply unknown or mispronounced word. If the student seems fatigued or frustrated, take over reading for a page or two. Point out important events the student may have missed in the retell. Highlight the target vocabulary for this story: conceal p. 8/jingled p. 8/bumpy p. 18/disguise p. 22 and the title. Giving brief explanations of meaning in context as needed. After reading, support the student in completing a story map graphic organizer (title, author and illustrator will be filled in already) which will include: main characters: Crosby, Aunt and Uncle (discuss why the other animals in the story are not included as main characters), setting (modern time, big setting Australia, small settings Crosby’s house and his Aunt’s house), problem (Crosby is unhappy about how he looks), main events (no more than one sentence per two pages or less). Model the process think and then write, solution (Crosby learns that his body is perfect for being a crocodile and he feels better about himself. Model using the words in the text to help with spelling and using the patterns of rhyming words to help with spelling. Let the student write as much as possible but also let them dictate so that the project can be completed in today’s lesson.
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<tr>
<th>Time</th>
<th>Activity</th>
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<tr>
<td>10 minutes</td>
<td>Review the insects we read about in the last two sessions in the book <em>Poisonous Insects</em>. Ask the student to tell me one thing he learned about each insect from the book. Teacher will record the information on a chart. Find the page (either skim, use the contents or the glossary) and confirm the information by finding it in the book. Write down confirmed information and an additional fact on the index card for that insect. Repeat as time allows. The student can take home the insect cards at the end of tutoring.</td>
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<tr>
<td>5 minutes</td>
<td>Wrap up. Review the progress chart and stamp accordingly. Tell the student that our last session will be a game party and that his family is also invited to come. Give the student a flyer. Make sure the student knows the next meeting is on Tuesday May 12 at 4:30. The student will take home all his work in a folder at the last tutoring session.</td>
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My name is **Juan Acosta** and I am a good reader!

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<td>I come to class ready to learn and I work hard, pay attention, and try my best</td>
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<td>I read all kinds of different things for different reasons</td>
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<td>I make predictions about the topic and what might happen next</td>
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<td>As I read more, I check my predictions and revise them if I need to</td>
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<td>I make decisions about what is important in the text</td>
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<td>I check myself and I know when I need to re-read</td>
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<td>I check if what I am reading makes sense to me. If it doesn't, I ask questions.</td>
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<td>I make connections between what I read and what I already know</td>
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<td>I know the difference between fiction and non-fiction</td>
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<td>I can summarize what I read with main points and important details</td>
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<td>I can tell you the characters, setting, problem and solution in a fiction story</td>
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<td>I learned a new word today; I learned a new meaning for a word I already knew</td>
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gather

greedy

twigs

inedible / edible - can't eat / eat

creature

herd - a group of animals (dinosaurs, cows, horses)

pack - group of wolves

bummer - negative feeling

bad, sad, awful

arrow

archer - person that shoots the arrow

store - to put it away until you need it

conceal - hide

disguise - covers you so you won't be seen
Appendix III

Post-Assessments

QRI-4 Reading Passages

Developmental Spelling Inventory
"Father's New Game"

It was a cold winter day. Too cold for Mary and Susan to go outside. They wanted something interesting to do. They went to their father and asked if he would take them to a movie. He said, "I'm sorry, girls. Someone is coming to see why the washer isn't working. If you'll play by yourselves for a while, I'll think of a new game for you. But you must promise to stay in your room until I call you."

"Okay," said Mary and Susan.

Father wrote notes on pieces of paper and left them around the house. Each note gave a clue as to where to find the next note. Just as the person came to look at the washer, Father called to them. "Mary, Susan, you can come out now!" Then he went into the basement. Mary and Susan came out of their room. They didn't see anything to play with. They thought that their father had forgotten to think of a new game for them to play. Then Susan noticed a piece of paper on the floor. She picked it up and read it aloud. "I'm cold but I give off heat. I'm light when I'm open but dark when I'm closed. What am I? Open me and you'll find the next clue."

The girls walked around their house thinking. They came into the kitchen and looked around. "That's it!" yelled Mary. "The refrigerator!" She opened the door and found the next clue taped to the inside of the door. The girls were off again in search for the next clue. After an hour they had found five clues. The person who had fixed the washer was just leaving as Susan found the last clue. It read, "Nice job, girls. Let's go to a movie!" (298 words)
Level: Two

<table>
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<tr>
<th>Number of Total Miscues</th>
<th>Number of Meaning-Change Miscues</th>
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<td>(Total Accuracy): 96.7%</td>
<td>(Total Acceptability): 99.2%</td>
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</table>

Total Accuracy

- 0-7 miscues Independent 3
- 8-16 miscues Instructional 1
- 17+ miscues Frustration 1

Rate: $298 \times 60 = 17,880$ seconds = 120 WPM

WPM - errors = CWPM

Retelling Scoring Sheet for "Father's New Game"

Setting/Background

- It was a cold day.
- Too cold
- For Mary
- And Susan
- To go outside.

Goal

- They wanted something to do.

Events

- They went to their father
- And asked
- If he would take them
- To a movie.
- He said,
- "I'm sorry.
- Someone is coming
- To see
- Why the washer isn't working.
- I'll think
- Of a game
- A new game.
- But you stay

- In your room
- Until I call you."
- Father wrote notes
- On pieces
- Of paper
- And left them
- Around the house.
- Each note gave a clue
- Where to find the next note.
- Father called to them,
- "You can come out now."
- Mary
- And Susan came out
- Of their room.
- Susan noticed a piece
- Of paper.
- She read it.
- They found the next clue
- In the refrigerator.
- They found clues
- Five clues.
- The person who fixed the washer
- Was leaving
- As Susan found the last clue.

Resolution

- The last clue
- Read, said,
- "Nice job, girls."
- Let's go
- To a movie."

49 Ideas

Number of ideas recalled: 35

Other ideas recalled, including inferences:
Level: Two

Questions for "Father's New Game"

1. What kind of day was it?
   Explicit: very cold; winter
   
2. What did Mary and Susan want?
   Explicit: to go to a movie
   
3. Why couldn't their father take them to the movie when they asked to go?
   Implicit: their father needed to stay home to wait for someone to come to repair the washer
   
4. What did their father write in the notes he left them?
   Explicit: clues
   
5. Why did Mary and Susan think their father had forgotten to think up a new game?
   Implicit: when they came out of their room... they didn't see anything; their dad wasn't there
   
6. Where did the first clue lead them?
   Explicit: to the refrigerator, if student says, "To the kitchen," ask, "Where in the kitchen?"
   
7. How did they know it was the refrigerator?
   Implicit: any of the clues—it was cold, but gave off heat; I'm light when I'm opened but dark when I'm closed
   
8. Why could they go to the movie when they found the last clue?
   Implicit: because the washer was fixed so their father could leave the house; or because the note said so

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Number Correct Explicit: 4
Number Correct Implicit: 4
Total: 8

Independent: 8 correct
Instructional: 6-7 correct
Frustration: 0-5 correct
Expository

Concept Questions:
What do flowers need to grow?
- water, sun, \_

What does "forest animals in the winter" mean to you?

Love the winter pole bears. Oh, like the animals:

What does "changing seasons" mean to you?

They change

Spring: April & May
Summer: June & July
Fall: Aug & Sept
Winter: Dec & Jan

Score: 60/60 %

FAM UNFAM

Prediction:

Visit all the seasons that belong to

June

“Seasons”

There are four seasons in a year. They are spring, summer, fall, and winter. Each season lasts about three months. Spring is the season when new life begins. The weather becomes warmer. Warm weather, rain, and light make plants grow. Some plants that looked dead during the winter grow again. Tulips are plants that come up every spring.

Summer begins on June 20th for people who live in the United States. June 20th is the longest day of the year for us. We have more sunlight that day than on any other day. Insects come out in summer. One bug that comes out in summer likes to bite. The bite hurts and it itches. Do you know what that bug is? It's the deerfly.

Summer ends and fall begins during September. In fall we continue to get less light from the sun. In the North, leaves begin to die. When they die they turn brown. Then they fall off. Nuts fall from trees. They are saved by squirrels to eat in the winter.

Winter begins just a few days before Christmas. December 21st is the shortest day of the year for us. We have less light that day than on any other day. In winter many animals have to live on food that they stored during the fall. There are no green plants for the animals to eat. Winter ends when spring begins on March 20th. The season keeps changing. Plant life begins and ends each year. (249 words)
Level: Two

<table>
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<td>Number of Meaning-Change Miscues</td>
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<thead>
<tr>
<th>Total Accuracy</th>
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<td>0-6 miscues</td>
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<td>7-26 miscues</td>
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<td>27+ miscues</td>
<td>14</td>
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Rate: 249 × 60 + 14.9 + 0.01 × 14.9 = ____ WPM

WPM - errors = ____ CWPM

Retelling Scoring Sheet for "Seasons"

**Main Idea**
- There are seasons
  - four seasons
  - in a year.

**Details**
- They are spring.
  - summer,
  - fall,
  - and winter.

**Main Idea**
- Spring is the season
  - when new life begins.

**Details**
- The weather becomes warmer.
  - Rain
  - and light make plants grow.
  - Tulips come up
  - every spring

**Main Idea**
- Summer begins
  - on June 20th.

**Details**
- June 20th is the longest day
  - of the year.
- Insects come out
  - in the summer.
- One bug likes to bite.
  - It's the deerfly.

**Main Idea**
- Fall begins
  - during September.

**Details**
- We continue to get less light
  - from the sun
  - in the fall.
- They begin to die.
- They turn brown.
- Then they fall off.
- Nuts are saved
  - by squirrels
  - to eat
  - in the winter.

**Main Idea**
- Winter begins
  - a few days
  - before Christmas.

**Details**
- December 21st is the shortest day
  - of the year.
- Animals have to live on food
  - that they stored
  - during the fall.

42 Ideas

Number of ideas recalled 14

Other ideas recalled, including inferences:
**Level: Two**

**Questions for “Seasons”**

1. How long does each season usually last?  
   *Explicit:* three months

2. What are the conditions needed for flowers to come up in spring?  
   *Implicit:* warm weather, rain, or light

3. Which day has more sunlight than any other?  
   *Explicit:* June 20th

4. According to your reading, what insect’s bite makes you itch?  
   *Explicit:* deerfly

5. How do you know that fall is coming even if the weather is warm?  
   *Explicit:* there is less daylight, or the leaves turn brown

6. Why do leaves die in the fall even when the weather is warm?  
   *Implicit:* there is less light

7. About when in September does fall begin?  
   *Implicit:* around September 20th

8. Why do squirrels save nuts for eating in winter?  
   *Implicit:* Food is scarce; or there is less food available in the winter

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**Number Correct Explicit:** 3

**Number Correct Implicit:** 1

**Total:** 4

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- Independent: 8 correct
- Instructional: 6-7 correct
- Frustration: 0-5 correct

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**Test Materials**

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222 Section 15 / Test Materials
1. Pan
2. pet
3. dig
4. rob
5. pop
6. visit
7. gum
8. sled
9. stick
10. shin
11. drain
12. blid
13. coche
14. frit
15. chrod
16. crawl
17. wishes
18. thorn
19. sha thrid
20. spoul
21. growl
22. theard
23. camp
24. tris
25. clipin
26. read
Primary Spelling Inventory Feature Guide

Student: Acosta, Juan
Teacher: Sarah Foley
School: Davis Joint Unified School
Grade: 3
Date: 04/2009

Words Spelled Correctly: **11 / 26**
Feature Points: **40 / 56**
Total: **51 / 82**
Developmental Stage: **Within Word Pattern: Early**

### Letter Name – Alphabetic

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<tr>
<th>Word</th>
<th>Begin Cons.</th>
<th>Final Cons.</th>
<th>Short Vowels</th>
<th>Digraphs</th>
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<th>Other Vowels</th>
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**TOTALS**

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