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Sample Portfolio

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Date: 11/19/2020

Time: 8:45-9:15

Grade: 1st Grade

Number of Students: 10

Vocabulary: (5 Minutes)

Rhyming: Ending with a sound similar to another word.

Syllable: A sequence of sounds

Students will add the vocabulary words to their vocabulary notebooks. The students are able to look back at their notebooks when they need extra help or a reminder.

Standards:

CCSS.ELA-LITERACY.RF.1.2

Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

Objectives:

The students will be able to use Phonemic Awareness in order to take the crite words and group them based on their relationships with 80% accuracy.

Introduction: (2 Minutes)

When reading who has ever come across a word they do not know? All of us at one point have come to a word in a reading and could not figure out how to pronounce it or what the word meant. This activity will help us understand how to break down words and sounds in order to understand them better.

Main Activity Directions: (15 Minutes)

Sentence game: say a sentence, "The cat is fat". Tap the first four children on the head as you say each word of the sentence. Ask, "How many words?", four! Repeat the sentence, or say a different sentence, as you go down the line of children.

Rhyme game: Say a few words that rhyme, "cat, fat, bat". Prompt children to join in the game. You may need to prompt by saying some initial sounds: /p/ - at, /s/ - at, etc. Include silly words (/z/ - at) and blends (/th/ - at)!

My Turn/Your Turn syllable count game: (My Turn) Model clapping/stomping/tapping the syllables for objects you see in the classroom (Ceil-ing, floor, ta-ble, com-pu-ter). (Your Turn) Ask after each word, "How many syllables?"

Concluding Activity: (8 Minutes)

Now you will grab a white board and a white board marker. When I put a word on the board I want you to write down

as many words in a minute that rhyme with that word. If you reach 10 words in a minute I want you to jump up and say "Rhyme Time". I will then come and look over your words. Be prepared to share one word with the class that you came up with.

Example words to use:

Cat (Bat, hat, sat, rat)

Easy (Breezy, cheesy, uneasy, greasy)

Drip (Chip, clip, flip, rip, ship, tip)

Debriefing: (5 Minutes)

Hand out the exit slip provided.

Questions:

How do you feel about rhyming?

How do you feel about putting words into groups?

Materials:

White board

Marker

Accommodations/ Modifications:

Provide the students with a word bank

Provide hard copy of the notes

Put students in groups

Walking break

Instead of having students create a list of words that rhyme have them put a list of words into groups.

Name:

How do you feel about rhyming?



How do you feel about putting words into groups?



Lesson Name: Phonics

Date: 11/20/20

Time: 8:45-9:15

Grade: 1st grade

Number of Students: 10

New Vocabulary: (5 Minutes)

Syllable: A sequence of sounds

Nonsense words: May have no definition

Standards:

RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.

RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

Objectives:

The student will be able to break down nonsense words in order to show their understanding of letter sounds in each word by the end of the lesson with 80% accuracy.

Introduction:

Today we will be working with words again. You will be asked to break words apart and decide if they are real words or silly words. Are you able to predict the definition of the real words?

Main Activity Directions: (15 Minutes)

Step 1: I will be writing a nonsense word down on the board. I will be calling on you one at a time to come up and use the "chopper" to break the word. We will be using nonsense words to test your ability.

Step 2: Now you will be finding the first vowel of the word on the board and then the consonant that follows it. Who can tell me what a vowel is? You will place the "chopper" after the vowel consonant. We will read the first part of the word together. Then find the vowel consonant of the next word. Put the two sections together. Ask the students if they think it is a nonsense word or a real word. If they think it is a real word what does it mean?

Step 3: Now you are ready for the real words. Have the students continue on their own to break the words apart. Ask the students if the words make sense when they are apart and or together. This is when the students can use their coffee stir sticks for dividing the word after each vowel consonant pattern.

Nonsense words to use:

Radmuff
Ritseb
Pumseg
Datmeck
Foblen
Higsol

Real words to use:

Dentist	Baby	Spider	Lady	Tulip
Pocket	Hateful	Sidewalk	Caveman	Blameless
Contest	Beaver	Feather	Meadow	Season
Magnet	Order	Charter	Barber	Former

Concluding Activity: 5 minutes

To end the activity I would like you to write down five words that have two syllables, and 5 words that have three syllables. I know that all the words we used today only have two syllables. I would like you to test your ability and see if you know any words with three syllables.

Debriefing: 5 minutes

Have students fill out the exit slip before leaving the classroom.

Materials:

2 syllable and 3 syllable words, coffee stir sticks from McDonalds, Large plastic sword or fireman's axe from a Halloween costume, dry erase boards.

Accommodations/ Modifications:

Provide the students with pictures.

Trade the students hand written notes for your typed hard copy notes.

Tak more time working on vowels and consonants before moving on if the students have forgotten.

Name:

How many syllables are in the word: Spider

1

2

3

How many syllables are in the word: History

1

2

3

Lesson Name: Fluency

Date: 11/2/20

Time: 8:45-9:15

Grade: 1st grade

Number of Students: 10

New Vocabulary:

Accurate: Correct in all ways

Speed: How fast or slow a person reads

Expression: Showing emotion

Standards:

CCSS.ELA-LITERACY.RF.1.4.C

Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Objectives:

Students will be able to reread familiar text to develop fluency by the end of the lesson.

Students will practice reading with speed, accuracy, and appropriate intonation throughout the lesson.

Students will show the ability to read at a selected target rate with a goal of 120-150 WPM by the end of the lesson.

Introduction: 3 minutes

Call out to the students "Wacky speed read time". The students know that this means it is now time to work on fluency for the day. This is a norm for them and they are expected to get straight to work. The students have a routine that they know to follow.

Directions:

Students are expected to choose a passage they would like to practice with for reading. You do not want the passage to short where they will end up memorizing the story. Try to have plenty of readings available that are between 150-200 words. The students then are expected to grab their audio tape and read aloud.

Main Activity:

Before the students get started, model a passage and recording to the students as a reminder what their work time should look like. This will also remind them what a good reader should sound like. After reading, ask the students these questions to check for understanding.

Was it accurate?

What was my speed?

Did I have an expression while I read?

Now, give the students examples of what they should not look like.

Read very slowly, inaccurately, and no expression.

After you have shown them non-examples discuss what that reading sounded like and ask them what went wrong.

Now, we are going to practice with the audio tape. Have each student find a partner. Each student will read his or her passage two more times. Then, they will trade audios and listen to each other's audio and passage.

Now, after the partners are done listening to the student who recorded the passage they will play it again. This time they will read along with the audio recording. The partners are still listening and will be rating the student on the feedback sheet provided to them.

After this is completed the partners are to switch roles.

Concluding Activity: 5 minutes

To conclude the lesson, students will complete a second timed recording of their reading. Each student records their results on the Time Reading Chart with a red pencil. In the beginning of the year the students should have set a goal for themselves. Today our goal as a class is to reach 120-150 WPM.

While this is happening the teacher will be walking around the room checking for understanding. Explain or show another example to students who seem to be struggling. If the whole class is struggling, stop the activity and complete another example to the class to clarify any questions that they might have.

Debriefing: 3 minutes

- Remind the students how great of a job they are doing. It is important to praise the students during this activity as some students struggle with reading out loud in front of others and listening to themselves on a tape recorder.
- Have the students who would like to share their WPM out loud.
- Remind the students they will stick with this same reading until they have met their personal goal.

Materials:

Blue and red pens
Short passages for reading
Audio tape
Timer
Time chart
Tape Recorder
Feedback sheet

Accommodations/ Modifications:

Separate setting
Small group
One-on-one aide
Pictures
Students can bring tapes home and practice. Tapes need to be returned right away in the morning.

Lesson Name: Vocabulary

Date: 11/23/2020

Time: 8:45-9:15

Grade: 1st

Number of Students: 10

New Vocabulary:

Antonym: A word meaning the opposite of that word.

Synonym: A word meaning the same as that word.

Standards:

L.1.2 Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.

Objectives:

Students should be able to work together to put together vocabulary words, definitions, and other related information with 80% accuracy by the end of the lesson.

Introduction: 2 Minutes

Today you will be working as a group to organize your vocabulary words and their definitions. As a group you will have to communicate and decide the order of your vocabulary words and their definitions. We will be doing a vocabulary review. We will be using our weekly vocabulary words. You should know or can look up the vocabulary word, but you also will need to know the definition of the word, a word that means the opposite, and be able to draw a picture of the word.

Directions:

Everyone counts off by 2's. We should end up with two groups of five because we only have ten kids today. When I say "go" you will meet up with the other students in your group and find a seat at one of the large square tables. Make sure that everyone has space to work individually but can communicate when needed. Ready "GO".

Now that you are all at your table I will explain to you the instructions for the activity. (Main Activity)

Who can remind me of the instructions that were given to you?

Main Activity: 15 Minutes

Each student will be given a group to be a part of. We will do groups of five to start out with. Each group will get a colored strip of paper. Each member of the group should have the same color but each group should have a different color. You will fold the paper strip into four equal squares and lay the paper down. Show the students your example strip.

Make sure that you have a list of possible vocabulary words up on the board for the students to use for the next part. Now, students will choose a word to use on their strip but no two group members can have the same word. Have the students put the word that they chose on the first box. Show the students your example strip. Then, have the students put the definition in the second square. Remind the students if they do not know for sure they can look back at their notes. Now, the students will put a word that means the opposite in the third square. Lastly, the students will draw a picture in the last square. After you have given instructions make sure that all the students see your example strip to check their work.

After all the squares have been filled in have the students cut the squares apart and mix everyone's squares together. Now, students will work as a group to put the vocabulary words back in order.

To get the kids motivated, have it set up as a competition between the groups. First group to finish their vocabulary words

correctly gets to pick a small prize out of the bin.

Concluding Activity: 5 minutes

Now that we have all put our vocabulary words in order we are going to switch tables with the other group. You will have time to look over the other groups words and see if you can see any mistakes or if you think that they are correct. If you find a mistake please save it for discussion. Do not yell out loud until I ask you to share as a large group.

Debriefing: 3 minutes

How many of you feel that you were better able to learn the word because of drawing a picture to go along with it?

How many of you felt that you were better able to learn the word because you looked up the definition?

How many of you felt that you were better able to learn the word because you were able to tell me what the opposite of the word was?

How many of you felt that you were better able to learn the word because you worked with other people?

Materials:

Paper strips

Pencil

Scissors

Colors

Accommodations/ Modifications:

If you have more time you can extend the activity by having the groups switch vocabulary words and try it again with the other groups words.

Have students write the synonym instead of the antonym.

Smaller groups

More words per person

Give both groups the same words

Have the students match only the word and definition and take out the other two options.

<p>Lesson Name: Comprehension</p> <p>Date: 11/24/2020</p> <p>Time: 8:45-9:15</p> <p>Grade: 1st</p> <p>Number of Students: 10</p>
<p>New Vocabulary: KWL: What do you know, what do you want to know, and what have you learned. Expository: Text that explains, describes, and or gives information. Predict: Make an educated guess about something.</p>
<p>Standards: R.1.1 Develop and answer questions about key ideas and details in a text. (RI&RL)</p>
<p>Objectives: Students will be able to use prior knowledge in order to complete the “What do I know” portion of the KWL chart by the end of the lesson.</p> <p>Students will be able to use their prior knowledge in order to complete the “What I want to know” portion of the KWL chart by the end of the lesson.</p> <p>Students will use context clues to fill in the “What I learned” portion of the KWL chart by the end of the lesson.</p>
<p>Introduction: 5 minutes Today we will be reading what is called an expository text. This means that we will be reading a text that provides us with information and will explain the information to us. We will fill in what is called a KWL chart as we read. Does anyone know what a KWL chart is? A KWL chart tells you what you already know, what you want to know, and what you have learned throughout the reading. After we have finished the book we will share with the class our KWL chart.</p>
<p>Main Activity/ Directions:</p> <p>When explaining the directions fill out a chart on the board for the students to see as well.</p> <p>First, we will begin by looking at the book. We are not reading it but taking time to look it over. What does the cover look like, are there pictures, what does the font look like, is there a table of contents or glossary?</p> <p>Second, now that we have had time to look over the book we have to predict what the book is about. Once we have made our prediction we need to fill in the “K” section of our paper. Who can remind me what the “K” stands for. The “K” stands for what I already know. I would like you to write two things that you already know about this book.</p> <p>Third, We will now fill in the “W” section of the chart. Who can remind me what the “W” section is for? The “W” section is to put what I want to learn. Take 5 minutes to write two things that you would like to learn about.</p> <p>Fourth, now we will read the book as a class. I will start out reading. Pay attention to the way I read. Remember, we want to take a pause at any punctuation. Don’t forget to breathe.</p> <p>Finally, now that we are done reading we have one more section of our chart that we need to fill in. Who can remind me what we need to put into the “L” section of our chart? In the “L” section we need to put in what we learned. Hopefully throughout the book you learned something. Maybe one of your questions got answered or maybe you learned something</p>

else.

Concluding Activity: 15 minutes

Before we end I would like you to take the time to look over your KWL chart with a partner. I want you to share with them each section of the chart and discuss your answers. Some things to look at are if you have the same answers or different answers. Why are they different? Why are they the same?

Debriefing: 5 minutes

Who learned something new today?

Who thinks they can retell the story? Wanna give it a try?

What made this activity enjoyable?

What would have helped you learn better?

Materials:

Expository Text
KWL Worksheet
Pencil

Accommodations/ Modifications:

Recordings for students who have a hard time following along and have limited vocabulary.

Read a book we have read before to make them use more prior knowledge.

Shorter story

Longer story

Use finger to follow along

Read in small groups or individually

Complete KWL chart as a group

Lesson Plan Reflections

Lesson Plan 1: Phonological Awareness

I completed a phonemic awareness lesson plan with a group of ten first grade students. Throughout this lesson plan we focused on rhyming words. I started out giving the students an example of rhyming words. I went through the line of students and said "The cat is fat" I tapped on a student's head for each word. I then asked the students "How many words were there?". I continued to go up and down the line with different sentences. "The cat played with the bat" or "The cat sat by the rat on the mat". As I was going through the sentences the students were already trying to come up with their own sentences to use.

I continued to stick with the same rhyming words throughout the lesson plan because there were two students who were further behind than the rest of the class. We took time to write multiple words that rhyme with cat up on the board. Including fat, rat, mat, cat, pat, Matt, chat, sat, bat, flat, at, that, and brat. The students were able to come up with a lot of the words on their own.

Next, the students have been working on syllables with their classroom teachers so I chose to incorporate that into my lesson. The students picked a word off the board and clapped or stomped to the syllables. We then tried new words based off of objects that were in the room.

Finally, as a conclusion we grabbed our whiteboards to check for understanding when rhyming words. When I wrote a word on the board the students wrote as many words that they could think of that rhyme with the word on their board. Each student tried to get more words than the other students. They loved this activity. They were all giggling and laughing when they heard some of the words others in the room were able to think of.

When working with students on their phonological awareness it is important to reach each child in four different categories, word awareness, syllable awareness, onset-rime awareness, and phonemic awareness. In this particular lesson I am working with my student on onset-rime awareness. When working with phonological awareness and phonemic awareness some will get the two confused. Phonological awareness is being able to hear and manipulate sound in the spoken words, phonemic awareness is being able to hear and manipulate a phoneme. When the student is working on word awareness the student could tap one time for every word they hear in the sentence. For syllable awareness the student is blending word parts together (Rock-et). Then, with onset-rime the student is to decide if the two or more words rhyme or not (Rocket and Pocket). A student who has phonological awareness is able to identify and make oral rhymes. Lastly, with phonemic awareness the student is able to isolate sounds in a word.

Lesson Plan 2: Phonics

Today's lesson plan leads off of the lesson that the students participated in yesterday. Today we are incorporating more syllable work. Today we worked with "nonsense words". The students were able to come up to the board and show the class where the word should be broken in half. In the previous lesson I noticed that the students were breaking the words but didn't know why or how they knew that is where they were supposed to be broken. The next section of the lesson had students think a little deeper. We investigated the difference between a consonant and a vowel. Next, students were asked to find the first vowel (a,e,i,o,or u) in the word and then the consonant that follows it. We continued to find the first vowel consonant of each nonsense word in order to find where the word should be broken. Then, we mixed in some real words. The students were asked to identify the real words and see if they could explain what the word meant.

Next, the students were given a list of real words. The students were to see if the words made sense split apart and or put together. Some of the words they used were dentist, baby, spider, lady, tulip, hateful, sidewalk, caveman, season, and feather. At the end students were asked to write down five words with two syllables. Then, they were asked to write down five words that had three syllables to see what they knew.

When working with phonics patterns and morphology the students are working with reading, spelling, vocabulary and comprehension. Morphology is the study of words and the parts of the words. Morphemes are the parts like suffixes and base words. One aspect of the lesson that students become confused on is the patterns and how some graphemes make more than one sound. Phonics is when the student is able to combine sounds in order to sound out words. The student will be using phonemes and graphemes. A phoneme is the smallest unit of sound and grapheme is the smallest unit of written language. An example of this is that the sound (phoneme) the grapheme "a" makes can be /a/ as an apple. The letters in the alphabet are graphemes.

Lesson Plan 3: Fluency

This lesson is something that I kept going from previous lessons. The students have completed this activity in the past so management and instructions were short and to the point. The students picked a passage from their binder that they have been reading before. The students are able to see a modeled passage from the teacher before they begin their reading. This reminds them what a good reader should look and sound like. Then, I always like to give the students an example of what a good reader does not look like. The students then take a couple minutes to pick out different things that I did wrong.

The students then go off on their own with their short passage and an audio tape. The students already know how to use the audio tape from previous lessons. They will read to themselves while recording. Then, take the time to listen to the recording. They will record one more time and share it with a partner. When they listen to the recording they should be reading the book out loud again. The partners are expected to give their partner feedback when they are listening to them read out loud.

This activity did not go exactly how I planned on it going. Students were recording their passages and then giving it to their partner before listening to the recording. The partner would then listen to the passage and then give their passage recording to the student. I let this go because I liked how they were discussing with each other and listening together. This is a change that I have thought about making after seeing how the lesson went.

There are three important components of reading fluency. These three components are accuracy, rate, and expression. Accuracy is being able to pronounce vocabulary and new vocabulary without struggle. Rate is looking at the students speed and fluidity when reading. The prosody of expression is showing emotion when reading. The fluency of a student is very important because it plays a large role in the student's ability to comprehend the reading. If the student does not understand the words or the meaning it will break up the story and affect the student's ability to remember what happened and make connections.

Lesson Plan 4: Vocabulary

During this lesson plan the students are using their weekly vocabulary words. They are working in two groups of five. Each student picks a different word. They are to put the word, definition, antonym, and picture on the slip and then cut it into four sections. The group then mixes them all together and tries to sort them apart. This is allowing them to use their prior knowledge to unscramble the words and the information that goes along with it.

It was exciting seeing all the students work together in order to get all the words done correctly. I was hesitant to do an activity like this with first grade students but I was really motivated to get them to be able to complete this task. The beginning was difficult getting them to stay in their areas and make sure that all the words were cut correctly. Some of the groups I got them started with a word and after seeing how they can work together they got the hang of it.

Some of the groups gave a word back to each student and they were in charge of finding the different pieces for that one word. It was fun seeing the different strategies that they were able to come up with to get the job done.

I wish that I would have provided them with more examples before we started because it took a lot longer to get them going then I imagined it would have. I know that this is my fault because I am used to working with students in middle school and high school where most of them understand the directions after two or three times.

I had one student that was working with their one on one aide in a group. The aide was very helpful and was able to manage the group of students that they were working with.

After the activity was over I was so happy to see all the students smiling and joking about who got all the words completed and who still needed to complete words. I was even shocked when one group finished and a member of their team went over by the other group and was trying to help them.

Vocabulary is important for the students because they are learning new words to add to their understanding. The more words that the students understand will help them be able to comprehend more in their reading in the future. When I start a new reading with my students I always go over the vocabulary with them beforehand to help them better comprehend the story when they are reading. We want the student to have a consciousness of what is going on in the reading around them and the vocabulary being used.

Lesson Plan 5: Comprehension

During this lesson plan students are expected to fill out a KWL chart before, during, and after they are reading. This is a book that they have not read yet. This is because in the KWL chart they are expected to make predictions about the book. They wouldn't be able to do that if they already know what is going to happen. When the students were filling out the chart it became known that they were having difficulty filling out the whole chart.

I quickly made changes to the lesson plan and completed the KWL chart as a group. The students were more involved and participating in discussion with the class and myself. The students seemed more confident answering sections on their paper when they were hearing that their classmates have the same answers.

The students were now able to compare answers and get immediate feedback from the other students and myself. The students were very respectful to each other and understood each other's confusion on certain aspects of the chart. When the students were asked to make a prediction about the reading they were having a hard time with that. This section we worked through as a group the most and had a long conversation about how their answers won't be wrong and that anything is possible.

It is important to know if the student has any background knowledge on the passage the student is reading. If the student has background knowledge they will be able to better comprehend the reading.

Phonological Awareness Assessment and Summary

The Phonological Awareness Assessment that I chose to use with my student is a Reading A-Z assessment. Within this assessment the student will listen to two words. The student then tell the instructor if the words have the same rhyme sound or not. The student was able to correctly identify 11 out of 11 word pairs. The student enjoyed the assessment and participated with a positive attitude. When assessing a student you want the student to be able to recognize words in a sentence, recognize rhyme, recognize syllables, and understand on-set rime by blending sounds. Through the assessment provided below the student was asked to identify rime.

Phonological Awareness

Assessment Identifying Rime • Form 1

Reading a-z

Name K.S. Date 11-23 Number of errors 0

DIRECTIONS: Slowly and clearly say each pair of words. Ask the student to repeat each word in the pair. Then ask him or her to say the sounds (rime) that are the same. Place an X in the box at the right for each error. Practice with the first pair of words.

PRACTICE: Say: I am going to read two words and listen carefully to the sounds. After listening I will say the sound that is the same in the words. Slowly and clearly read the words *dog* and *log*. Say: I hear the "og" sound in both words. "Og" is the rime in *dog* and *log*. Now you try the next pair of words.

dog • log	X
can • ran	
hot • trot	
fit • sit	
run • fun	
name • same	
bake • fake	
boat • goat	
duck • truck	
wet • set	
seed • feed	
kite • bite	

Phonics Assessment and Summary

In order to assess my students' phonics I used a Reading A-Z assessment. Within this assessment the student is asked to read aloud 24 nonsense words. The student asked to get through as many words as they can in one minute and is expected to be able to pronounce the word correctly. My student was able to correctly pronounce 19 of the 24 nonsense words. Usually students learn the concepts of print while reading books at home or in school. The books contain letters, words, sentences, and spaces between the words. The students are also able to understand the basic understanding of a book, the front cover, back cover, and spine.

Then, as learning goes on students learn to start reading left to right. We want to make sure the students are understanding print has meaning, print can be used for different purposes, difference between letters and words, words are separated by spaces, books have parts, text is read from left to right and etc. Typically kindergarten students gain more understanding as the year goes on.

After finishing this assessment and continuing my research I provided you with another assessment that I felt would be helpful below. This assessment would be used to assess the student at the beginning of the year, middle of the year, and again at the end of the school year.

Phonics		CVC
Assessment 1		
Student Name	<u>K.S.</u>	Date <u>11-23-20</u>
Number of words read correctly	<u>19</u>	Number of errors <u>5</u> Score <u>19</u> /24
<p>Directions: Say: When I say start, begin reading aloud here. (Point to the first word and track left to right to demonstrate the order of the words.) You will be reading made-up words. Use what you know about letters and sounds to say each made-up word. I will tell you when to stop. Put your finger on the first word. Ready? Start.</p> <p>Note: Set a timer for one minute and begin when you say start. If a word has more than one correct pronunciation, for example cet, which could be read with the soft or hard consonant sound, count the word as correct either way. If a student is struggling, move on after two seconds. Stop the student after one minute. If the student finishes before the minute is up, have them stop.</p>		
CVC		
mut	yub	ket
zat	cit	dop
nen	bem	han
vil	mup	seg
tob	lig	zad
wap	jad	rin
fot	mip	sug
mag	ret	mun

Concepts of Print

Name: _____

Date: _____

Directions: Sit in a quiet corner of the room with a student. Give student a storybook and ask the questions on the form below.

Task	Completed (List date completed)	Not Completed
Points to front of book		
Points to back of book		
Points to title		
Points to author		
Points to where reading should begin		
Points to end of sentence (punctuation)		
Points to a word		
Points to a letter		
Points to space between words		

Fluency Assessment and Summary

In order to Assess my student fluency I used a Reading A-Z Assessment. The student read aloud a fiction story called Crunch. The student made three errors in the reading while reading a total of 88 words in 1:00.31. This tells me that my student is able to read 88 words per minute, 86 correct words per minute, and with a 98% accuracy rate.

A checklist developed by Hudson, Lane and Pullen (2005, p.707) provides more detailed assessment.

1. Students place vocal emphasis on appropriate words.
2. Voice tone rises and falls at appropriate times.
3. Inflection is related to punctuation.
4. Voice shows excitement, sadness, fear, and confidence.
5. Student pauses at punctuation.

Research has also shown that the students Correct Words Per Minute is related to their fluency abilities. These scores are then compared to the norms of same aged peers. According to Reading A-Z this student scored within the 1st grade level being between 30-90 Correct Words Per Minute when using the Hasbrook and Tindal norms.

Reading A-Z		LEVEL 1
Fluency Passage-Fiction		Crunch
Name _____	Word Count: 88	
Crunch		
My baby brother wouldn't ^{not} eat his food.	7	
Mom pretended ^X the spoon with his food was a train.	17	
She put the food in his mouth when he opened it.	28	
He always spat the food out again, though.	36	
I was eating carrots.	40	
I crunched the carrots loudly in my mouth.	48	
My brother pointed at me and laughed.	55	
"Chew with your mouth closed," said Mom.	62	
When my brother laughed, his mouth opened up wide.	71	
Mom slipped the food in. ^{his mouth}	76	
My brother chewed his food and laughed.	83	
Even Mom laughed a little.	88	

Goal Rate	WPM	Read 1	Read 2	Read 3	Read 4	Read 5	Read 6
		1:00.31					

Vocabulary Assessment and Summary

In order to assess my students vocabulary I used a chart that the student is able to fill out. You can use this chart before, during, or after class. The student fills out the chart based on the current vocabulary words. I am then able to look at the chart to see which words we need to work extra hard on and which words the students already know.

There are multiple different ways that you can assess vocabulary knowledge. You can ask the student to define the word, use the word in context, participate in vocabulary games, teacher created tests, standardized tests, observational data and conversations with the student.

BEGIN WITH A SURVEY OF STUDENT KNOWLEDGE

Word	I know this word and can tell about it.	I have seen this word before.	I have never seen this word before.
Kite		X	
fight	X		
might	X		

Comprehension Assessment and Summary

In order to assess my students comprehension skills I used a Reading A-Z assessment. Through this assessment my student is reading the Fiction story "Crunch". The student then will answer questions that are prepared ahead of time. I give this student the comprehension assessment at the same time I complete the fluency assessment. The student is scored on his responses and the totals are added up. My student received a score of 10. This shows me that my student is in the developing stage.

Some other ways you can assess a students comprehension is a fountas and pinnell assessment. You will be able to assess fluency and comprehension and you are also able to compare your Reading A-Z to the Fountas and Pinnell scores

When looking at student comprehension we look at two different aspects: literal and inferential. Literal comprehension is when the student understands exactly what the test says. Inferential comprehension is when the student understands what the text means without it being directly stated.

When looking at the assessment that I used you will see inferential and literal questions. An example of a literal question is "How does the story begin" and an example of an inferential question is "Which character is the most important? Why?". You will notice that most of the time it is easier for the student to answer the literal questions because they are told the answer in the reading. It can become hard for students to read between the lines and make connections between the reading and real life.

Reading a-z

Fiction Retelling Scoring Form

Student's Name S.C. Date 10-23

Book Title Crunch Score 10

Scoring Guide

Complete	Partial	Fragmentary (sketchy)	Inaccurate or not included
3 points	2 points	1 point	0 points

Developing

Score the Retell

Key Elements	Prompts	0	1	2	3
Sequence	How does the story begin? What important things happened in the story? What was the order of events?			X	
Setting	Where does the story take place?		X		
Characters	Who are the main characters? Which was most important? Why?				X
Problem	What was one important problem in the story?		X		
Resolution	How is the problem solved? How does the story end?		X		
Level of Prompting	High (1) Medium (2) None (3)			X	

Total Points 3 9 3

Notes or Comments: *Developing*
Questions were sometimes asked in a different way that K.S. would understand.

Interpreting Point Totals	
Total Points	Level
12-18	Skilled
<u>7-11</u>	Developing
0-6	Needs Work

Reflection of Students Strengths and Needs

When working with this student I did not know much about them being that this is my first year here at Tri-County School District. I worked really hard during class getting to know my students individually and creating a connection with each student to help better my understanding of their needs.

Throughout this time, I was able to investigate different modifications and accommodations that would work for each student individually. I was able to assess my student's vocabulary, phonological awareness, phonics, comprehension, and fluency in multiple different ways. I was able to push myself outside of my comfort zone and try new things.

One assessment that I completed was the Reading A-Z Phonological Awareness Assessment. My student completed this assessment with zero errors. I was able to find that my student was confident when asked to repeat the portion of the two words that rhyme. The student really enjoyed this assessment and wanted to continue with more once I shared that we were done with that assessment. I really enjoy this assessment because the students enjoy participating in the assessment. I highly believe that if the student enjoys the assessment they will score higher than an assessment that is too long and boring for the student.

The next assessment that I completed was the Reading A-Z Phonics Assessment. This assessment asked my student to look at made-up words. This assessment shows me that my student struggles with words that they are not used to. My student was able to complete the task but was constantly confused as to why they were reading words that were made-up. Multiple times the student stopped throughout the assessment to ask me again why they needed to be reading words that did not make sense to them. I shared with the student that they were expected to read these words so that we can assess their ability to make a connection between the letters and the sounds they make. The student scored a 19/24 over all on the assessment. When looking at the made-up words that were pronounced incorrectly we see the words, nen, fot, lig, rel, and mun. During this time the student would sit and think hard about the word. These words were also close to the times where the student would stop and ask about the reasoning why they are reading made-up words.

The third assessment that I completed with my student was the Reading A-Z Fluency Assessment. This assessment showed that the student is doing well in the area of fluency. When the student was reading he was either changing the ending of the word or adding in more words than were needed. The student read the passage at a fast rate. I believe that if the student would have slowed down and thought more about what they were reading currently instead of what they would be reading next they would

have not made the errors that they did. The student was able to read with 98% fluency and completed 86 correct words per minute. This shows me that my student could be reading at a higher level the next time that they are tested. The student is able to read a fiction passage at a level I independently.

The fourth assessment that I completed with my student was a vocabulary assessment. My student was asked to fill out a survey that showed the new vocabulary words that would go along with the lesson plan that day. The student is asked to share if they know the word and can tell about it, if they have seen the word before, and if they have never seen the word before. My student Shared that they have seen one of the words and that they have seen and cared to share about two of the words. This shows me that I am able to increase my vocabulary with this student because most of the words the student knows well. When discussing with my student they are very talkative compared to some of the other students in the room who are shy and do not talk as much. This student uses words in his discussions that he hears other people use. He listens very closely to conversations that float around the room. In the past this student has asked about words that they hear and what they mean.

The last assessment that I used was the Reading A-Z Fiction Retelling Comprehension Assessment. I completed this assessment at the same time that I completed the fluency assessment. After asking my student a set of six questions after reading the passage they were able to score a total of ten points. This tells me that the student is developing comprehension skills. I did provide the student with a level two prompting. This means that I reworded the questions for the student when they seemed confused and or were taking a long time to answer. I provided the student with words that would trigger a thought to help process an answer. With the 98% this student was able to score a high comprehension score then other students who lack fluency skills. When the student is constantly worried about the next word, trying to decode words, and understand the definition it is harder for them to comprehend what they are reading at the moment.

Next, I will be working on reading more passages with my student and asking him to slow down for a moment and really make sure that they are reading every word and not inserting words where they are not needed. I will remind them that it is important that they are taking the time to think about what they are reading and not just read the word. Try and picture what they are reading in their head and create an image that will help them make connections to the book. I will also be asking the student to make connections to their personal experiences when they are reading. My student really enjoyed doing the Phonological Awareness and rhyming. I will continue to incorporate activities with rhyming in order to provide my student with an activity that they enjoy and can feel stress free completing. I will continue to provide my student with activities that incorporate made-up words in order for my student to become confident when making connections between letters and the sounds that they make.

Personal Reflection

Throughout this journey I decided to complete a task that I have never done before in order to step out of my comfort zone. I wanted to use this activity as a challenge for myself to learn something new. In the past I have worked with Middle School and High School Special Education. With this assignment I really wanted to learn how to better work with Elementary students. When the requirements stated that we had to have someone observe us teaching a class I took advantage of the chance to work with different students.

At first I thought I was making a mistake. I thought to myself maybe I should just work with my students because I know all of them and I know what they can and cannot do. Then I thought to myself that If I had to complete the assessments with my students I wouldn't really be learning anything because I use the same assessments with them every week.

So I decided to work with a first grade class here at Tri-County High School. I was lucky enough that I was able to sneak away on my prep and work with the little students in the building. I had so much fun getting to know the students and getting out of my comfort zone. I'll be honest, preparing the lesson plans was one of the most stressful things I have ever done. I was always used to having students come to my room already having a ton of information about the basics of fluency, phonological awareness, phonics, vocabulary, and comprehension. I was worried that my lesson plans were not going to be enough for them. I never was in a position where what I taught the students would carry up with them to every teacher after that. That stressed me out more than I would have ever imagined.

I am so glad that I took the step to work with new students. I was able to learn how to create lesson plans that incorporated so much important information. I learned how to use five different assessments that I have never used before with my High School or Middle School students. I learned how to create modifications and accommodations for students at the Elementary level. I met teachers that I have never had the chance to talk to after starting here in September.

Based on the information that I received from my observation hours there are three things that stick out to me that I want to change right away. First, I will remind students of my classroom expectations more often specially with the classes with students who require more management skills. Secondly, I will make sure to provide my students with a more in-depth step by step plan. I am used to working with my high school students who do not require as in depth instructions. Third, I will provide a prepared example instead of only doing it in front of them. I know that being a new

teacher it is harder to have student examples prepared ahead of time. This means that I will have to have examples prepared by me for the students.

Feedback from Reading Specialist

11/16

Observation notes:

Jade has a very difficult class load in terms of behavioral and academic needs. Today's class was comprised of six male students and three female students in class. There were also four students online, two male, two female.

During direct instruction today, Jade clearly outlined the project that students were going to work on both verbally as well as with a project handout for students to reference as they work. She took the time to set her academic expectations and answer questions for students in class and online. My recommendation would be to include behavioral expectations as well. This group of students really feed off each other and excel at causing distractions.

Jade did an awesome job rotating around the room to monitor progress and engage with each student individually. She would make it a point to bend down, lowering herself to their level when she conversed with them. When a student was doing an exemplary job, or she wanted to highlight someone's work to model at the quality she was looking for, she'd showcase their (O.D.) work to the class and highlight what made it good/great work.

Jade did follow through on a behavioral consequence by separating a student from their peers. Jade has warned the student that if the disruptive behavior were

continue, she'd have him work in the hall.
Eric removes the stimuli from the class and student.
I applaud Jade for being able to sweat the small
stuff (small side conversations, noises, movement
around the room, etc...) and focus on the relationship
and rapport she is building with her students.
She is always engaged in the class, walking around,
checking in, and ensuring understanding.

It's evident that Jade has built a good rapport with
her students. She makes it a point to stop by each
student multiple times during a class period, making
connections every time she does.

**UWSP Alternate Certification Pathway for SPED-Only Candidates
Documentation of Feedback and Coaching**

Directions: After participating in three or more feedback and coaching sessions, complete this form, including the reflection questions, and place a copy or link to the completed version of this form in your electronic portfolio. Please check that the link you share gives appropriate access to the reviewer.

Note to Candidate: The alternate path to licensure established by Act 44 requires candidates to participate in multiple (minimum of three) opportunities for feedback and coaching from an individual who is an expert of reading instruction. An expert of reading instruction is defined as someone that has their Reading Specialist license or a doctorate in literacy. Candidates that take their course of study (EDUC 302, 309, 715, 718, 747) during or after Fall 2020 will receive their coaching and feedback within the course of study. Candidates that completed the course of study prior to Fall 2020, may complete the feedback and coaching requirement with any licensed Reading Specialist (license #17/5017). If you currently work for a school district, we suggest you collaborate with a reading specialist (license #17/5070) employed by your school district. If you do not have access to a reading specialist, you may work with a UWSP faculty member. Contact Dr. Amber Garbe (agarbe@uwsp.edu) or Dr. Lynda Fernholz (lfernhol@uwsp.edu) at UWSP to schedule feedback and coaching sessions with UWSP faculty. Please confirm that the person providing you feedback and coaching has an #5017 license through the DPI license look-up website.

Candidate Name	Jade Graebel
Candidate's UWSP Identification Number	11320891

Name of Person Providing Coaching/Feedback	Elizabeth Eve Bechard
Wisconsin Educator License #	725697
Email Address:	lizbechard@tcpenguin.net
Signature	<i>Elizabeth Bechard</i>

Coaching and Feedback Session Dates (three or more dates):	11/16/2020 11/17/2020 11/18/2020
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The coaching and feedback must be provided around at least three of the five most essential components of reading. Please check which components were discussed during feedback and coaching.

Comprehension	<input checked="" type="checkbox"/>		Fluency	<input checked="" type="checkbox"/>
Phonics	<input type="checkbox"/>		Vocabulary	<input checked="" type="checkbox"/>
Phonological Awareness	<input type="checkbox"/>			

Resources:

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