

Frame for Satisfaction of Goal Two

“Goal 2: Educators understand how human development affects learning and apply that understanding to practice.” (UAS School of Education)

In my teaching practice I am constantly gauging student behavior and academic performance for developmental appropriateness (Slavin, 2012). In my planning and response to my students’ achievement levels I ensure developmentally appropriate actions through understanding the age of my students as well as taking formative assessments throughout the school year. (Cambourne, 1995).

One example of putting this into practice is the “Child’s Portfolio” assignment I completed in ED615, Literacy in the Intermediate grades. I worked with a fifth grader who was low in reading and writing. I conducted assessments of her reading and writing and used the data to guide my interventions (Clay, 2000; Weaver, 2009). The assignment contains a log of our activities together, her work samples, my assessment of her writing on a rubric of the six writing traits, instructional recommendations, reading and writing suggestions for the student as well as a letter of findings and recommendations to her teacher (Walker, 2005).

Literacy for the Intermediate Grades helped me to understand the developmental stages of spelling. In my practice I gauge student ability then make modifications to curriculum to best suit the student’s needs (Young, 2007). For example, last school year I had several students who demonstrated that the curriculum-supplied spelling words were too advanced for them. I worked with the special education teacher to find alternate resources for the students who needed it, regardless of whether they had an IEP or not. I had two separate spelling groups but we worked on homophones as a whole class. This system worked well and the students using the alternate

list made necessary progress. By the end of the school year their spelling achievement had, for the most part, caught up with the level of difficulty of the regular curriculum.

Reading assessments help me to guide students to the best reading selections for their reading level. The new curriculum adopted by the Anchorage School District, “Reach For Reading” by Cengage™®, comes with differentiated reading levels in the unit readers. I am a huge proponent of students selecting their own books but having the tools to put “just right readers” in the hands of students who needed it, helped to challenge my students to make progress in reading (Weaver, 2009).

Understanding students’ developmental level in both academics and behavior is essential to being an effective teacher. Without this understanding, teachers cannot provide the proper scaffolding for effective student learning (Slavin, 2012). My “Child’s Portfolio” assignment (Appendix A), is just one example of how I use developmentally appropriate methods with my students.

References

Cambourne, B. (1995) Toward an educationally relevant theory of literacy learning: Twenty years of inquiry. *The Reading Teacher*, 49(3):182-190

Clay, M. M. (2000). *Running records: For classroom teachers*. Auckland, New Zealand: The Marie Clay Literacy Trust.

Slavin, R. E. (2012). *Educational psychology: Theory and practice*. Boston, MA: Pearson.

University of Alaska Southeast, School of Education: <http://www.uas.alaska.edu/education/>

Walker, B. J. (2005). Thinking Aloud: Struggling Readers Often Require More Than a Model. *The Reading Teacher*, 58(7), 688-692.

Weaver, C. (2009). *Reading process: Brief edition of Reading process and practice*. Portsmouth, NH: Heinemann.

Young, K. (2007). Developmental stage theory of spelling: Analysis of consistency across four spelling related activities. *Australian Journal Of Language & Literacy*, 30(3), 203-220.

Appendix A

Project 2 ~ E's Student Portfolio
by Alison Knipfer, December 5, 2015Log:

9/22

Helped host teacher conduct student interviews on reading. I observed her method and the types of questions she asked.

Student Reading Interview:

“What do you like to read?”

What subjects or genres do you like to read?”

When do you read?”

What are you currently reading?”

Why did you pick this book?”

When did you start this book?”

Who are the main characters?”

What page are you on?”

Do you feel like this is a good book for you?”

Student reads a page from their book...

Teacher feedback

9/23

Conducted an informal reading interview with E.

ERIS	9/23
Likes to read mystery books magic HALF (re: ornaments)	
Reading "Max the missing puppy" - likes animal books - this is both animal + mystery	
Read when gets a chance at school and at home. Reads every night for bedtime of the books - reads aloud to Mom.	
Main Characters - Max, Molly, Jasmine Previewed the entire book to make predictions on pg. 74 of 'Max'	
stumped	stumbled
doing	going
glossed over	disinfectant
(used post-it to follow on lines) (switched to fingers)	

I learned that E likes chapter books where the plot or main character involves pets, mostly dogs/puppies. She likes mysteries involving pets. She reads at home and at school. The book she chose for herself is approximately a 3rd grade level book. She is familiar with the characters and plot of the story.

9/28 10:00 a.m.

Conducted miscue analysis with E. (see dropbox, submitted in Blackboard 9/29)
She loves “Catwings” and borrowed the book to finish reading.

9/29 10:00 a.m.

Conducted reader interview with E for IRI/Reader profile. (see dropbox, submitted 9/30)

10/6

E is reading a “Diary of a Wimpy Kid Hard Luck” while the class gets settled in to start the day. I was encouraged to see her select this for a read-to-self book because Scholastic rates it as a 5th grade equivalent reader. The book she self selected in September (“Max the Missing Puppy”) is a 2.6 grade level equivalent reader.

10/27 10:00 a.m.

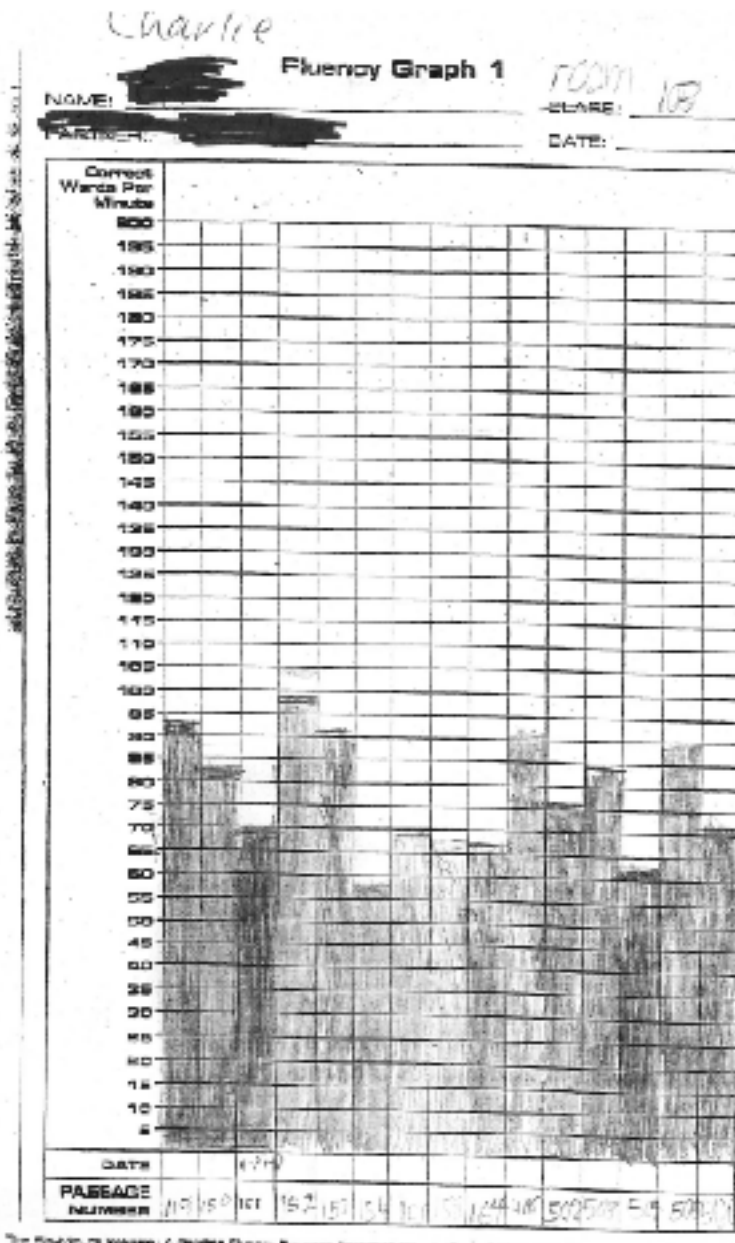
I spent about 25 minutes one-on-one with E. I had her read to me from her chapter book and her fluency is much better. She chose “Sam the Stolen Puppy” by Holly Webb, who wrote the puppy book she was reading in September. These books are rated at a second grade equivalent according to Scholastic. She is choosing books for herself that are the subject matter that she loves; pets and mysteries. Even though she enjoys reading these books she could benefit from more challenging books.

She doesn't labor over words she couldn't pronounce like she did at the beginning of the semester. She made excellent self corrections when her sentence stopped making sense as she read. She was able to recognize it quickly and make efficient corrections.

I told her the strategies I could tell she was using and how I knew it (i.e. the self correcting she was doing, some repetitions to clarify). It was good for her to hear about the strategies she was using because she really does care about becoming a stronger reader. To have her efforts and progress noticed made her so happy!

We talked about some of the words she didn't know. One of the characters “said” something but the author wrote it “he huffed” and she wasn't sure what it meant. I had her read the sentence aloud and give a guess as to what it meant. She was able to figure it out using some of her prior knowledge but also because of what was happening in the story. She determined what it meant on her own through talking it out and I told her that was a strategy she can use any time she doesn't know a word. “Read the sentence and use the clues in the story to figure out what the word is that you don't understand.”

I read “Mr. Rabbit and the Lovely Present” to her but I told her before I started reading to her that I wanted her to think about what predictions she is making in her head as I read the story. She really liked



11/17 10:00 a.m.

One minute fluency check: Partner activity (I observe E and her partner).

Each reader uses the same passage and they read for one minute. Their partner checks for errors and marks the last word read. The second reader has a slight advantage as they've essentially read the passage once already. E is the first reader and starts reading a few beats after the word "go". She struggles with "philosopher, Confucius, and vegetarian." She read 69 wpm. She graphs 72 because I think she didn't subtract her errors. Even though E struggled with a few words, she didn't labor over them the way she did when I did her IRI/Reader inventory in September.

Each student graphs their progress on a chart they keep in their fluency folder. As you can see in her graph, her words per minute varies greatly. It can depend on the passage, the day, and whether she is the first or second reader. When you take the average of the results in her graph it is 78.3 wpm. Her AIMSweb score for the beginning of 5th grade year is 79 wpm. Her teacher is doing progress monitoring on her which does show an improvement over the beginning of the school year but the last measure was on 10/6 and she read 87 wpm. Words per minute doesn't show improved comprehension and decoding strategies though.

E finished her spelling work sheet then I spent some one-on-one reading time with her.

11/17 (continued) Reading tutoring:

Since E finished the first "Catwings" book I loaned her the second one. She was thrilled! I gave her a few days to get into it and today I spent some one-on-one time her and had her read to me from "Catwings Return." She started on a page half-way into chapter one. I noticed that she read "was" as "saw" but didn't correct herself. This miscue didn't alter the meaning of the sentence enough to prompt self-correction. She was using her finger to track her reading and she used intonation and her fluency was nice. She read "known" as "had no" but self corrected right away because it didn't make sense.

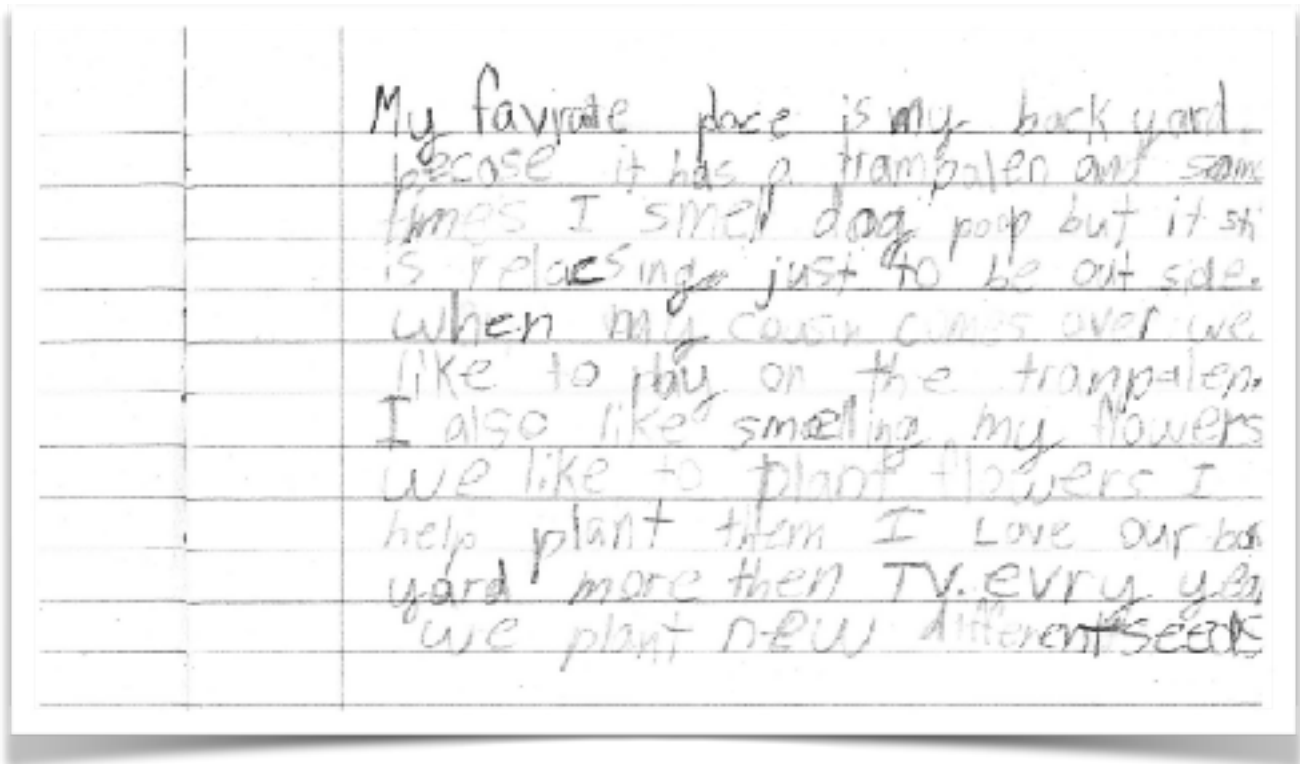
I asked her about what predictions she had for the story and she used evidence from the text to make good predictions. She noticed that the story began with the kittens who were away from their mother. She was able to make inferences about the kittens' conversation about returning to their mother in the city. She used evidence from the text and her knowledge of the first installment of "Catwings" to support her theory. She summarized what the kittens' arguments (in the text) meant for her prediction.

11/24 9:00 a.m.

The students in my host class worked in groups to read aloud from a script about a class putting on a play about the first Thanksgiving. E did a very nice job. Her fluency was smooth and her she delivered her lines with intonation and feeling. She has gained confidence in her reading and it showed in her "performance". She actually added facial expressions so she seemed like she was in a real play.

Writing Samples:

Beginning of school sample

**Conventions score ~ 3**

(including this here instead of inside the rubric cell to have more space)

E shows that she is still partially a “Within Word Pattern” speller. She spells ‘favorite’ as ‘favraite’ and writes two variations of trampoline: tramalen and tranpalen. It is interesting that she spells ‘relaxing’ as ‘relacsing’. It is obviously a more challenging word for E to spell but she took a risk and her end result, although incorrect, shows she is familiar with the letter sound correlation. This was the very beginning of the year and I don’t know what the teacher instructions were but I know it wasn’t graded or going to be edited. I’m sure Ms. Michaud instructed students to write to get their ideas on the page and not to worry about conventions. E’s last sentence doesn’t begin with a capital letter and I’m not sure the sentence “we like...” is capitalized either so she is still developing consistency with that. I can’t tell if there is a period after either of the ‘flowers’ in her piece so punctuation is something that is still developing. E could benefit from a peer editing activity. If she has an opportunity to read a classmate’s work she will probably recognize missing punctuation and capitalization mistakes. This is an important step in learning to recognize conventional errors in her own work.

Six-trait Writing Rubric

Source: <http://www.rubrics4teachers.com/pdf/6TRAITSWRITING.pdf>

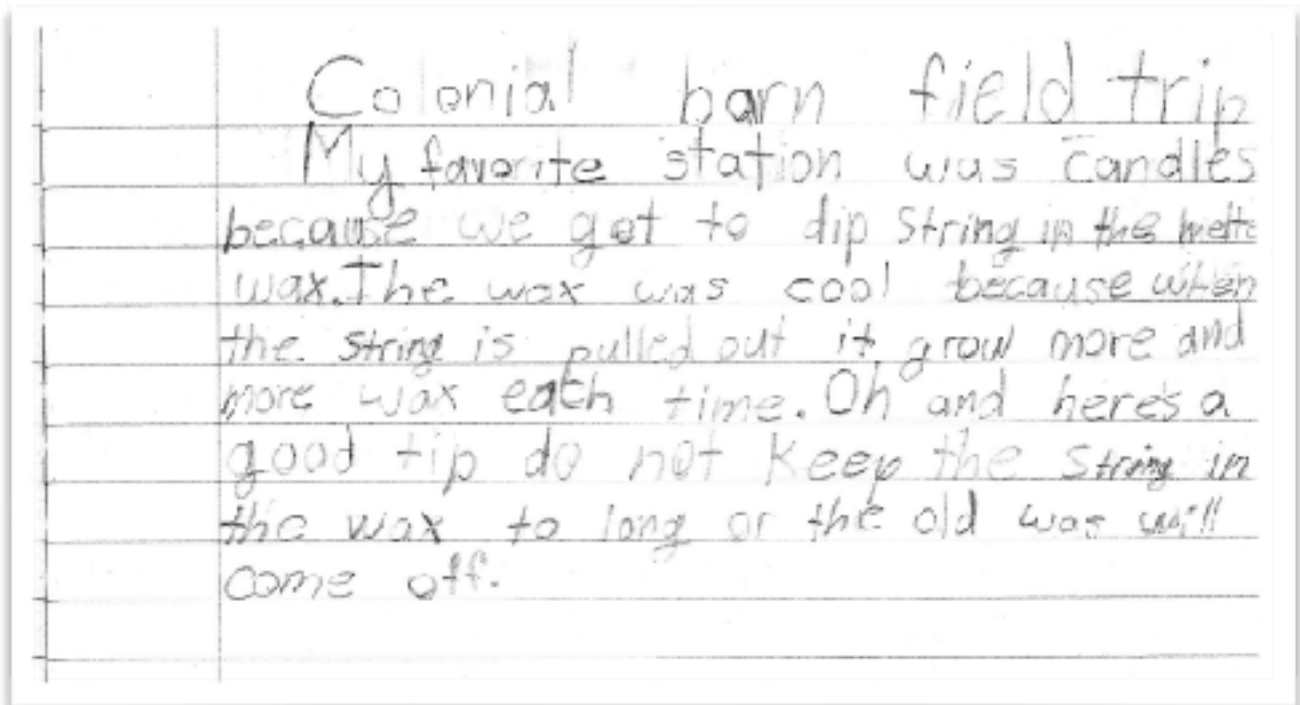
	6 Exemplary	5 Strong	4 Proficient	3 Developing	2 Emerging	1 Beginning
Ideas/ Content <i>✎ main theme</i> <i>✎ supporting details</i>	<ul style="list-style-type: none"> Exceptionally clear, focused, engaging with relevant, strong supporting detail 	<ul style="list-style-type: none"> Clear, focused, interesting ideas with appropriate detail <p>E writes about her favorite place with conviction. She gives sufficient details to support why her back yard is her favorite place.</p>	<ul style="list-style-type: none"> Evident main idea with some support which may be general or limited 	<ul style="list-style-type: none"> Main idea may be cloudy because supporting detail is too general or even off-topic 	<ul style="list-style-type: none"> Purpose and main idea may be unclear and cluttered by irrelevant detail 	<ul style="list-style-type: none"> Lacks central idea; development is minimal or non-existent

<p>Organization structure introduction conclusion</p>	<ul style="list-style-type: none"> Effectively organized in logical and creative manner Creative and engaging intro and conclusion 	<ul style="list-style-type: none"> Strong order and structure Inviting intro and satisfying closure 	<ul style="list-style-type: none"> Organization is appropriate, but conventional Attempt at introduction and conclusion <p>E has a definite beginning to her piece and it has supporting details but there is no real conclusion sentence.</p>	<ul style="list-style-type: none"> Attempts at organization ; may be a “list” of events Beginning and ending not developed 	<ul style="list-style-type: none"> Lack of structure; disorganized and hard to follow Missing or weak intro and conclusion 	<ul style="list-style-type: none"> Lack of coherence; confusing No identifiable introduction or conclusion
<p>Voice personality sense of audience</p>	<ul style="list-style-type: none"> Expressive, engaging, sincere Strong sense of audience Shows emotion: humour, honesty, suspense or life 	<ul style="list-style-type: none"> Appropriate to audience and purpose Writer behind the words comes through <p>E’s voice comes through in this piece. It is just like her to share about her cousin coming over and to describe the poop and flowers there.</p>	<ul style="list-style-type: none"> Evident commitment to topic Inconsistent or dull personality 	<ul style="list-style-type: none"> Voice may be inappropriate or non-existent Writing may seem mechanical 	<ul style="list-style-type: none"> Writing tends to be flat or stiff Little or no hint of writer behind words 	<ul style="list-style-type: none"> Writing is lifeless No hint of the writer

<p>Word Choice <i>precision</i> <i>effectiveness</i> <i>imagery</i></p>	<ul style="list-style-type: none"> Precise, carefully chosen Strong, fresh, vivid images 	<ul style="list-style-type: none"> Descriptive, broad range of words Word choice energizes writing 	<ul style="list-style-type: none"> Language is functional and appropriate Descriptions may be overdone at times 	<ul style="list-style-type: none"> Words may be correct but mundane No attempt at deliberate choice <p>E uses grade level appropriate vocabulary (Tier 2). It is specific (e.g. trampoline) but not colorful or creative.</p>	<ul style="list-style-type: none"> Monotonous, often repetitious, sometimes inappropriate 	<ul style="list-style-type: none"> Limited range of words Some vocabulary misused
<p>Fluency <i>rhythm, flow</i> <i>variety</i></p>	<ul style="list-style-type: none"> High degree of craftsmanship Effective variation in sentence patterns 	<ul style="list-style-type: none"> Easy flow and rhythm Good variety in length and structure 	<ul style="list-style-type: none"> Generally in control Lack variety in length and structure 	<ul style="list-style-type: none"> Some awkward constructions Many similar patterns and beginnings <p>E's sentences start to repeat the same pattern after the first sentence which should really be two.</p>	<ul style="list-style-type: none"> Often choppy Monotonous sentence patterns Frequent run-on sentences 	<ul style="list-style-type: none"> Difficult to follow or read aloud Disjointed, confusing, rambling

<p>Conventions <i>Age appropriate, spelling, caps, punctuation, grammar</i></p>	<ul style="list-style-type: none"> Exceptionally strong control of standard conventions of writing 	<ul style="list-style-type: none"> Strong control of conventions ; errors are few and minor 	<ul style="list-style-type: none"> Control of most writing conventions ; occasional errors with high risks 	<ul style="list-style-type: none"> Limited control of conventions ; frequent errors do not interfere with understanding (see note on spelling/conventions under sample above) 	<ul style="list-style-type: none"> Frequent significant errors may impede readability 	<ul style="list-style-type: none"> Numerous errors distract the reader and make the text difficult to read
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Mid-semester Sample

**Six-trait Writing Rubric**

Source: <http://www.rubrics4teachers.com/pdf/6TRAITSWRITING.pdf>

	6 Exemplary	5 Strong	4 Proficient	3 Developing	2 Emerging	1 Beginning
Ideas/ Content <i>✎ main theme</i> <i>✎ supporting details</i>	<ul style="list-style-type: none"> Exceptionally clear, focused, engaging with relevant, strong supporting detail 	<ul style="list-style-type: none"> Clear, focused, interesting ideas with appropriate detail 	<ul style="list-style-type: none"> Evident main idea with some support which may be general or limited <i>E clearly communicates her favorite part of the field trip. She gives only some details but they are interesting and appropriate for 5th grade.</i> 	<ul style="list-style-type: none"> Main idea may be cloudy because supporting detail is too general or even off-topic 	<ul style="list-style-type: none"> Purpose and main idea may be unclear and cluttered by irrelevant detail 	<ul style="list-style-type: none"> Lacks central idea; development is minimal or non-existent

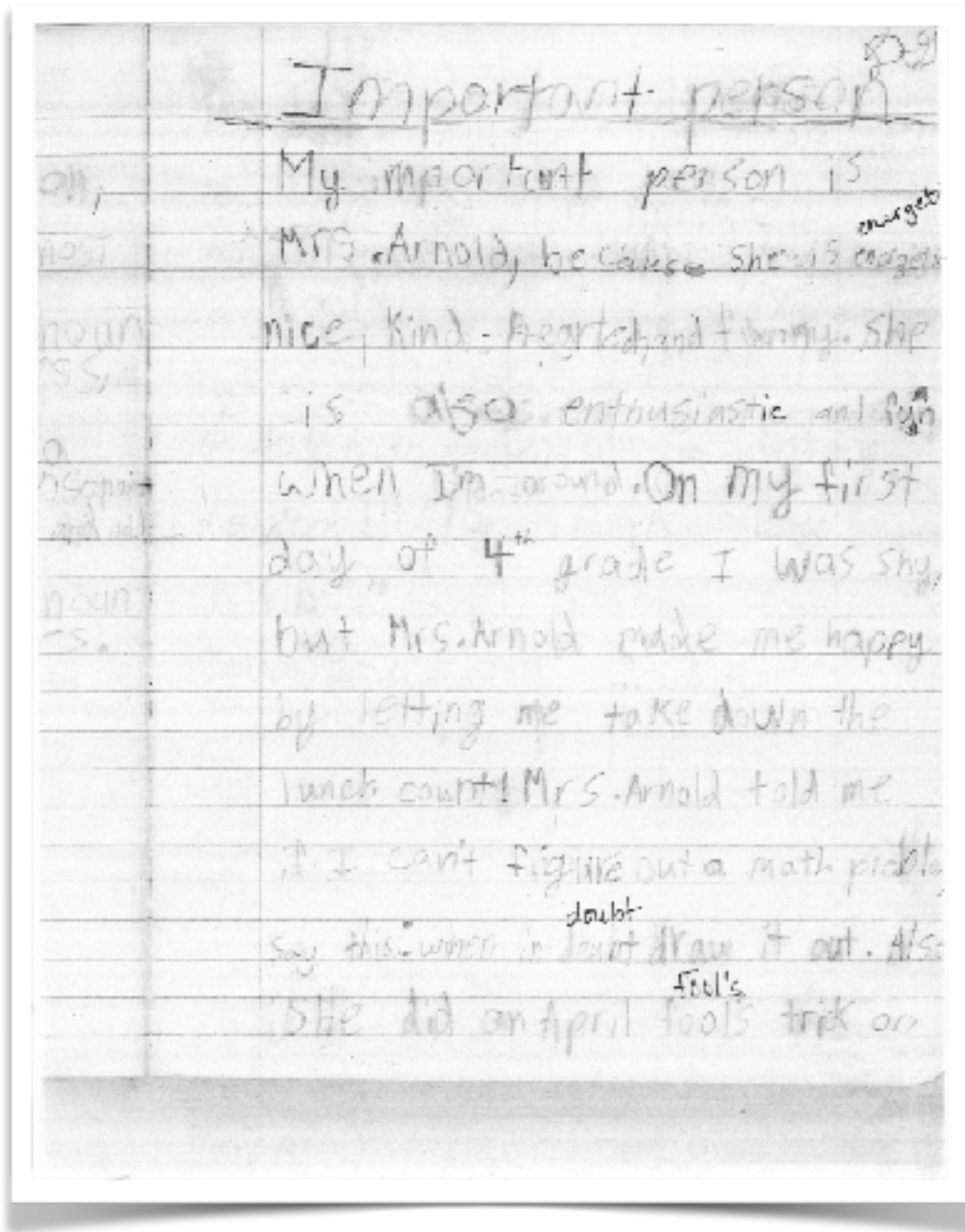
<p>Organization</p> <ul style="list-style-type: none"> structure introduction conclusion 	<ul style="list-style-type: none"> • Effectively organized in logical and creative manner • Creative and engaging intro and conclusion 	<ul style="list-style-type: none"> • Strong order and structure • Inviting intro and satisfying closure 	<ul style="list-style-type: none"> • Organization is appropriate, but conventional • Attempt at introduction and conclusion <p>This entry has a clear main idea and supporting details about her favorite part of the field trip. It is organized and the reader can tell what the candle making processes comprised of but it lacks a real conclusion.</p>	<ul style="list-style-type: none"> • Attempts at organization; may be a “list” of events • Beginning and ending not developed 	<ul style="list-style-type: none"> • Lack of structure; disorganized and hard to follow • Missing or weak intro and conclusion 	<ul style="list-style-type: none"> • Lack of coherence; confusing • No identifiable introduction or conclusion
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<p>Voice <i>↳ personality</i> <i>↳ sense of audience</i></p>	<ul style="list-style-type: none"> Expressive, engaging, sincere Strong sense of audience Shows emotion: humour, honesty, suspense or life 	<ul style="list-style-type: none"> Appropriate to audience and purpose Writer behind the words comes through Eris's personality comes through in this piece, She uses the word "cool" and she starts a sentence with "Oh". You can tell she is enthusiastically passing on a "good tip" about dipping the candles to her audience. 	<ul style="list-style-type: none"> Evident commitment to topic Inconsistent or dull personality 	<ul style="list-style-type: none"> Voice may be inappropriate or non-existent Writing may seem mechanical 	<ul style="list-style-type: none"> Writing tends to be flat or stiff Little or no hint of writer behind words 	<ul style="list-style-type: none"> Writing is lifeless No hint of the writer
<p>Word Choice <i>↳ precision</i> <i>↳ effectiveness</i> <i>↳ imagery</i></p>	<ul style="list-style-type: none"> Precise, carefully chosen Strong, fresh, vivid images 	<ul style="list-style-type: none"> Descriptive, broad range of words Word choice energizes writing 	<ul style="list-style-type: none"> Language is functional and appropriate Descriptions may be overdone at times 	<ul style="list-style-type: none"> Words may be correct but mundane No attempt at deliberate choice E uses Tier 2 vocabulary words. They are used appropriately but they are simple. She uses words that are effective in communicating her message but they are telling words, not showing. 	<ul style="list-style-type: none"> Monotonous, often repetitious, sometimes inappropriate 	<ul style="list-style-type: none"> Limited range of words Some vocabulary misused

<p>Fluency <i>☞ rhythm, flow</i> <i>☞ variety</i></p>	<ul style="list-style-type: none"> • High degree of craftsmanship • Effective variation in sentence patterns 	<ul style="list-style-type: none"> • Easy flow and rhythm • Good variety in length and structure <p>This isn't a very long piece but it shows that her sentence structure and flow are developing well.</p>	<ul style="list-style-type: none"> • Generally in control • Lack variety in length and structure 	<ul style="list-style-type: none"> • Some awkward constructions • Many similar patterns and beginnings 	<ul style="list-style-type: none"> • Often choppy • Monotonous sentence patterns • Frequent run-on sentences 	<ul style="list-style-type: none"> • Difficult to follow or read aloud • Disjointed, confusing, rambling
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<p>Conventions <i>Age appropriate, spelling, caps, punctuation, grammar</i></p>	<ul style="list-style-type: none"> Exceptionally strong control of standard conventions of writing 	<ul style="list-style-type: none"> Strong control of conventions ; errors are few and minor 	<ul style="list-style-type: none"> Control of most writing conventions ; occasional errors with high risks This piece shows a lot of progress in conventions. E has spelled 'favorite' & 'because' correctly. (in her first sample she didn't). She uses capitalization and periods correctly. She takes a risk with her sentence, "Oh and here's a good tip..." She uses the apostrophe appropriately but is missing commas. Her last use of the word 'wax' (written 'was') must be an oversight since she spelled it correctly twice before. She uses 'to' instead of 'too' but it is still early in the semester and this is an appropriate mistake for 5th grade. 	<ul style="list-style-type: none"> Limited control of conventions ; frequent errors do not interfere with understanding 	<ul style="list-style-type: none"> Frequent significant errors may impede readability 	<ul style="list-style-type: none"> Numerous errors distract the reader and make the text difficult to read
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Late semester sample:



Flood
U.S. Flood drill 1 stay where you
are, Flood
drill two take off
your socks and shoes, Flood
drill
four stand on your chair
Flood
drill five stand on the
table, and when we did... she
yelled April ^{fools!} fools!!! ha ha ha
we where like, "wait a
minute..." "Mrs. Arnold (the whole
class says)"

Six-trait Writing Rubric

Source: <http://www.rubrics4teachers.com/pdf/6TRAITSWRITING.pdf>

	6 Exemplary	5 Strong	4 Proficient	3 Developing	2 Emerging	1 Beginning
Ideas/ Content <i>✎ main theme</i> <i>✎ supporting details</i>	<ul style="list-style-type: none"> Exceptionally clear, focused, engaging with relevant, strong supporting detail 	<ul style="list-style-type: none"> Clear, focused, interesting ideas with appropriate detail <p style="color: purple;">E clearly communicates her favorite person in this piece and supports her idea with great details. She describes how Mrs. Arnold made her feel. She relays Mrs. Arnold's April Fool's Day joke word for word.</p>	<ul style="list-style-type: none"> Evident main idea with some support which may be general or limited 	<ul style="list-style-type: none"> Main idea may be cloudy because supporting detail is too general or even off-topic 	<ul style="list-style-type: none"> Purpose and main idea may be unclear and cluttered by irrelevant detail 	<ul style="list-style-type: none"> Lacks central idea; development is minimal or non-existent

<p>Organization</p> <ul style="list-style-type: none"> structure introduction conclusion 	<ul style="list-style-type: none"> • Effectively organized in logical and creative manner • Creative and engaging intro and conclusion 	<ul style="list-style-type: none"> • Strong order and structure • Inviting intro and satisfying closure <p><i>This piece is nicely organized. It begins with a nice memory from the first day of 4th grade then ends with a story from the end of the school year. The resolution in the April Fool's Day story makes the entire piece feel like it has a conclusion.</i></p>	<ul style="list-style-type: none"> • Organization is appropriate, but conventional • Attempt at introduction and conclusion 	<ul style="list-style-type: none"> • Attempts at organization; may be a "list" of events • Beginning and ending not developed 	<ul style="list-style-type: none"> • Lack of structure; disorganized and hard to follow • Missing or weak intro and conclusion 	<ul style="list-style-type: none"> • Lack of coherence; confusing • No identifiable introduction or conclusion
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<p>Voice <i>✎ personality</i> <i>✎ sense of audience</i></p>	<ul style="list-style-type: none"> • Expressive, engaging, sincere • Strong sense of audience • Shows emotion: humour, honesty, suspense or life <p>E's personality really shows through in this piece. She shares information about her emotions and relays a really funny story about her favorite teacher. She writes "ha ha ha" into her piece which connects the reader to her by sharing in the laughter.</p>	<ul style="list-style-type: none"> • Appropriate to audience and purpose • Writer behind the words comes through 	<ul style="list-style-type: none"> • Evident commitment to topic • Inconsistent or dull personality 	<ul style="list-style-type: none"> • Voice may be inappropriate or non-existent • Writing may seem mechanical 	<ul style="list-style-type: none"> • Writing tends to be flat or stiff • Little or no hint of writer behind words 	<ul style="list-style-type: none"> • Writing is lifeless • No hint of the writer
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<p>Word Choice <i>precision</i> <i>effectiveness</i> <i>imagery</i></p>	<ul style="list-style-type: none"> Precise, carefully chosen Strong, fresh, vivid images 	<ul style="list-style-type: none"> Descriptive, broad range of words Word choice energizes writing <p>E uses descriptive words in this piece that help the reader get a sense of what Mrs. Arnold is like. E uses language she doesn't usually use (e.g., enthusiastic, energetic, kind-hearted). I happen to know Mrs. Arnold and Eris's description is accurate and effective for her audience to get the idea.</p>	<ul style="list-style-type: none"> Language is functional and appropriate Descriptions may be overdone at times 	<ul style="list-style-type: none"> Words may be correct but mundane No attempt at deliberate choice 	<ul style="list-style-type: none"> Monotonous, often repetitious, sometimes inappropriate 	<ul style="list-style-type: none"> Limited range of words Some vocabulary misused
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<p>Fluency <i>☞ rhythm, flow</i> <i>☞ variety</i></p>	<ul style="list-style-type: none"> • High degree of craftsmanship • Effective variation in sentence patterns 	<ul style="list-style-type: none"> • Easy flow and rhythm • Good variety in length and structure <p>This piece shows improved fluency. I think E's passion for the topic shows in this piece. She has a lot to say about her important person. She includes an array of supporting details.</p>	<ul style="list-style-type: none"> • Generally in control • Lack variety in length and structure 	<ul style="list-style-type: none"> • Some awkward constructions • Many similar patterns and beginnings 	<ul style="list-style-type: none"> • Often choppy • Monotonous sentence patterns • Frequent run-on sentences 	<ul style="list-style-type: none"> • Difficult to follow or read aloud • Disjointed, confusing, rambling
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<p>Conventions <i>Age appropriate, spelling, caps, punctuation, grammar</i></p>	<ul style="list-style-type: none"> Exceptionally strong control of standard conventions of writing 	<ul style="list-style-type: none"> Strong control of conventions ; errors are few and minor <p>This is an edited piece of writing but I think it shows E's spelling development is coming along. She appears to be a stage 4 speller: Syllables and Affixes Spelling. She spelled 'letting' and 'yelled' correctly indicating she understands the rules for adding inflectional endings. She uses commas and exclamation points appropriately.</p>	<ul style="list-style-type: none"> Control of most writing conventions ; occasional errors with high risks 	<ul style="list-style-type: none"> Limited control of conventions ; frequent errors do not interfere with understanding 	<ul style="list-style-type: none"> Frequent significant errors may impede readability 	<ul style="list-style-type: none"> Numerous errors distract the reader and make the text difficult to read
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Instructional Recommendations:

E's writing progress shows that she is benefiting from the ELA instruction by her teacher. She has regular read-to-self and read-to-someone opportunities. Her teacher reads aloud to the class and uses direct reading with inquiry so her students learn to think like good readers. E's teacher conducts regular mini-lessons in spelling, grammar, and conventions. The best part is that the focus on vocabulary is from words in the text they are reading whether it be a poem, a book, the social studies textbook, or the Houghton-Mifflin reader. E's reading and writing skills are progressing nicely in this environment. I would encourage her to keep writing about what interests her.

E has a natural interest in reading so I would continue to recommend titles she would be interested in. Her class is currently participating in a book club where they are reading "Fever 1793" by Laurie Halse Anderson, and "My Brother Sam is Dead" by James Lincoln Collier. E is in the later group and tells me

she finds the book hard to read. It is good that she is reading this chapter book along with her peers which will hopefully help with comprehension. E would benefit from book shares regarding self-selection books. She is good at summarizing and retelling what she's read so I think she would enjoy book shares or book talks. (Atwell). Perhaps hearing one of her peers promote a book would inspire her to seek out books that interest her but that challenge her as a reader. She needs to read books that she enjoys from a range of difficulty levels to promote both fluency and progress.

Lists

Suggested **reading**:

Scholastic has a 12-book series called "Pet Finders Club" by Ben M. Bagilo which involves dogs and mysteries but is a more appropriate grade level for E. The puppy mysteries that she has been choosing are approximately a 2nd to 3rd grade equivalent. It is important that E continue to read what she enjoys for fluency. She could benefit from a similar series but with a bit more challenge. I think E would really enjoy this more challenging "Pet Finders Club" series.

E should definitely continue reading the "Catwings" series by Ursula K. Le Guin. She enjoys them and they are more challenging than the series she chose for herself at the beginning of the year.

- "Catwings" (read)
- "Catwings Return" (read)
- "Wonderful Alexander and the Catwings"
- "Jane on Her Own: A Catwings Tale"

E has shown an interest in Jeff Kinney's "Diary of a Wimpy Kid" series. I would recommend the entire series for E as they are so funny that they will fuel her love of reading.

In my interview with E she said that she really liked "Coraline" by Neil Gaiman even though it was very challenging for her. The passage I had her read from "Matilda" by Roald Dahl was challenging but she liked it and expressed an interest in reading the entire book. She acknowledged that it was difficult but that her goal was to work her way up to reading "Matilda."

I would recommend these Roald Dahl books for E:

- "Matilda"
- "The Witches"
- "James and the Giant Peach"
- "Mini Pins"

Since Kate DeCamillo's, "The Miraculous Journey of Edward Tulane" is my most favorite children's book I would recommend E work her way up to reading this book. Alternately, this would be a great selection for someone to read to her. There is a little girl in the story about E's age and the story is full of adventure. This selection fits more in the literature category with its rich word choice, sophisticated story line, and dramatic and touching themes. I think this book would inspire E to seek out richer books for her read-to-self selections; maybe inspire her to read more of Kate DeCamillo's award winning works. In addition to "The Miraculous Journey of Edward Tulane" I would suggest these titles by Kate DeCamillo:

- "Because of Winn-Dixie"
- "The Tale of Despereaux"
- "Flora & Ulysses: The Illuminated Adventures"

Suggested writing topics:

E loves dogs and her writing notebook is a composition book with a puppy on the front. She wrote her dog's name above the dog on the front. I think E would enjoy writing about:

- The things she loves about her dog
- A pet mystery of her own (inspired by all the books she reads in this genre)
- An informational piece about how to take care of a puppy
- A descriptive piece on the flowers she helps plant in her yard and how it's done
- What her favorite flower is and why
- The best time she had on her trampoline
- A book review of the "Catwings" books

Sources:

Atwell, N. (2014). *In the middle: A lifetime of learning about writing, reading and adolescents*. (3RD ed.). Portsmouth, NH: Heinemann.

Fletcher, R. & Portalupi, J. (2001). *Writing workshop, the essential guide*. Portsmouth, NH: Heinemann.

Stages of Spelling Development:

<http://www.education.com/reference/article/stages-spelling-development/>

Strickland, D., Ganske, K., Monroe, J. K. (2002). *Supporting struggling readers and writers: Strategies for classroom intervention 3 – 6*. Portland, ME: Stenhouse.

December 6, 2015
re: student portfolio

Dear Ms. Michaud,

E has made nice progress this semester with regard to reading fluency, comprehension, and writing skills. When I conducted her reader profile at the beginning of the semester using a miscue analysis, E would spend a lot of time attempting to sound out words. Often her end result was not correct and significantly altered the meaning of the text. This didn't cause her to re-read or attempt to make sense of the passage as evidenced by the comprehension questions I asked post-reading. Some words she wouldn't labor over but if they were words she didn't know she would gloss over them. She would make miscues on words she did know but didn't self-correct indicating she wasn't making meaning from the text she was reading. She is a different reader these days.

She makes self-corrections and has improved her pronunciation strategy of challenging words. She doesn't labor over them the way she used to so it helps her to be more efficient. She now reads with intonation and feeling which indicates she is understanding what she is reading. This is in contrast to the way she read to me when I conducted the miscue analysis. She didn't use much intonation or feeling while reading. During the last fluency minute that I observed her read, she was tripped up by only three words but it didn't slow her down significantly. Confucius, philosopher, and vegetarian were the words that slowed her down but she was able to sound them out and she didn't do it over and over like she had done earlier in the semester. The fact that she did this even under the pressure of being timed speaks to her progress and increased confidence.

E's enthusiasm to share verbally can be an asset or a springboard to her writing development. She likes to share about her life and how she feels. She is an effective communicator. This will serve her well in writing practice as she has lots of personal experience to draw from. Her writing shows that she doesn't tend to let spelling and conventions prevent her from getting her ideas on the page and at the same time, her writing shows that the lessons on conventions this semester have stuck with her. She could benefit from engaging in a writing process that includes peer review so she has an opportunity to recognize spelling and conventional mistakes in other work. This is a developmental step toward being able to recognize these mistakes in her own work.

I noticed that the books she still chooses for her read-to-self selection are primarily books by Holly Webb that are becoming too easy for Eris. She enjoys them which keeps her reading but I think she would benefit from incorporating some of the books from my "suggested reading" list. Scholastic has a series called "Pet Finders Club" that I know she would enjoy and which is written for a higher grade level

equivalent. She would be challenged a bit while still enjoying her favorite genre. I've also included a list of Kate DeCamillo's books as possible read aloud books that I think E would really enjoy. They may inspire her to branch out and read other genres of literature.

It has been a real pleasure working with E this semester. I am hopeful that her enthusiasm for reading will continue to help her improve her reading skills.

Kind regards,

Alison Annis