

## Final Practicum Report

**Your name:** Tammy Cardwell

**First name of student:** #####

**Semester:** Summer 2013

### 1. List any post-assessments given and the child's score.

- No post-assessments were given during the summer semester due to lack of time and the short span of time between the two lessons taught.

### 2. Summarize your child's progress. Use specific information and examples.

- **Reading:**
  - Level R worked well for instruction with ##### on the two lessons we worked on.
  - During reading of the first lesson, ##### made few connections and recalled few facts from her reading. After reading two chapters, she was able to only recall two specific facts from the text. I was asking her to recall Beginning/Middle/End for each chapter.
  - For Lesson #2, I stopped ##### more often to discuss what she was thinking about, visualizing, and making connections to about the story and its characters. This seemed to help ##### recall more facts and story details.
- **Word knowledge:**
  - ##### caught on quickly to specific work concepts as they were introduced in isolation. She showed mastery of spelling words with the /ure/ suffix after having them introduced individually, discussing each word's structure and meaning. She then saw many of those same words in the Level R text that she read. She would independently notice and point out the words as she came across them. Technology was a great tool to use when working with #####. She enjoyed the word game app working the words ending in /ure/, and was able to spell "departure" on the game. This was not one of the words that we had discussed or she had seen previously during our lesson. She, herself, thought she would spell the word incorrectly, but did not. ##### also seemed to make many personal connections to our focus words that ended with the /ure/ suffix in her writing. She chose them based on one that she could tell me about something with. She had a harder time independently brainstorming other words that end with /ure/ suffixes at the end of the lesson.
- **Writing**
  - ##### made many personal connections to the writing we did during both lessons. She enjoyed using the focus words to enrich her writing. I would like to see her become more comfortable in expanding her thoughts and ideas. Within both lessons, she would quickly think of something to write, jot it down quickly, and say that there was nothing else she would like to add or could think about adding.
  - We did not have time to go through the whole writing process.

**3. Provide recommendations to the child's teacher/parent. Support with evidence from course readings and, if applicable, your research project.**

- **Teacher:**

- **Reading:**

- Use Level R books with ##### for instruction.
- Ensure that she is reading Level O-P-Q for independent reading. She should not be reading Level R or higher independently since these will be in her frustrational level.
- Model and scaffold retelling and making connections with various types of story maps to guide #####.
- Teach reading strategies that will ensure she is "actively reading".
  - Activate and use background knowledge (Anderson, 1984)
  - Use schema to connect background knowledge to new knowledge (Armbruster, 1987)
  - Generate and asking questions (Wood, 1995)
  - Make inferences (Anderson, 1983)
  - Predicting (Gillet, 1994)
  - Summarizing (Honig, 2000)

- **Word knowledge:**

- When working on spelling words, ##### is in the Early Derivational Relations Stage.
- Perform unit test to assess her retention of word knowledge.
- Perform WTW Upper-Level Spelling Inventory three times during the regular school year (Beginning/Middle/End) to assess and monitor her progress. (Bear, 2007)

- **Phonological Awareness Skills:**

- ##### showed close to mastery on Phoneme Blends knowing 5/6. Build upon her knowledge in this area to gain 100% mastery as you continue to work on other skills she did not show mastery in.
  - Phoneme Segmentation (3/6)
  - Phoneme Deletion of Final Sounds (0/6)
  - Phoneme Deletion of First Sound in Consonant Blend (1/6)
  - Phoneme Substitution (0/6)

- **Writing:**

- ##### did poorly on the STAAR Writing test in 4<sup>th</sup> grade. She passed, but her scores on the Multiple Choice (Revision and Editing) skewed her writing grade. The conventions are strong areas for her. Build upon her strengths with conventions to build up her writing skills. For the composition, she scored 3/8 on Personal Narrative, and 4/8 on Expository.
- Model and scaffold topic development since this is a weak area for #####.
- Model and scaffold writing to a specific prompt

- Model and scaffold learning through the whole writing process, using graphic organizers as needed
  - Allow student many opportunities to write regularly both independently and with the teacher’s feedback.
    - Authentic writing ideas:
      - Post cards
      - Pen Pals (Other classes/schools; “The Great American Mail Race”)
      - Write authors
      - Write “Thank You” note to restaurant server
  - Work on conventions in writing to strengthen these skills.
- **Parent:**
  - #####’s current reading level is 4.3, which is below her incoming grade level. She needs to be at or above 5.0 as an incoming fifth grader. #####, spending time reading in various ways is the only way to increase her reading level. I encourage you to find ways for ##### to read over the summer. If she does not, her reading level will drop even more over the summer.
  - Encourage ##### to read at least 30 minutes per day.
  - Interact with book and other types of literature (examples: newspapers, magazine, game instructions, restaurant menus, comic strips, etc.) with ##### as much as possible. Ideally, reading out loud with her, and allowing her to read out loud to you will benefit her greatly. Discuss books after reading to assess what ##### is remembering and remembering about the book/story.
  - Encourage ##### to play on Study Island, accessed through school’s website. This program will target specific reading skills so you can see how well she is doing on each. This program also gives ##### opportunities to practice her reading and will help increase her reading level.

## References

- Anderson, R.C., & Pearson, P.D. (1984). *A Schema-Theoretic View of Basic Processes in Reading*. New York: Longman.
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- Armbruster, B.B., Anderson, T.H., & Ostertag, J. (1987). *Does Text Structure/Summarization Instruction Facilitate Learning From Expository Text?* *Reading Research Quarterly*, 22, 331-346.
- Bear, D.R. Invernizzi, M., Templeton, S., & Johnson, F. (2007). *Words Their Way: Word Study for Phonics, Vocabulary, and Spelling*, 4<sup>th</sup> edition. Prentice Hall, Columbus Ohio.
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- Wood, E., Woloshyn, V.E., & Willoughby, T. (1995). *Cognitive strategy instruction for middle and high schools*. Cambridge, MA: Brookline Books.