

## **Pre-Assessment**

### **Pre-Assessment Information**

Before I assessed David, I was able to test his Dolch sight words with him, at the instruction of my coordinating teacher. He got many more right than he had the time before. I knew that he was identified with an LD in reading, so to see him get more sight words was exciting. I then worked with him while he read a passage about a dirty creek. His reading was very slow, and was marked with lots of word-calling; he could not read fluently at all. His reading was also characterized by a lack of expression or punctuation. When he tried to answer the short answer comprehension questions at the end of the passage, he really struggled.

### **Behavioral Goal/Objective**

The goal that I chose to work towards when working with David was a goal from his IEP. It states:

*The purpose of the goal is for David to read grade level material with fluency and understanding.*

*David will read grade level material and answer comprehension questions.*

*David will read at least 60 words per minute and will answer /wh/ detail questions with at least 80% accuracy given unlimited trials.*

### **Rationale**

I decided to work towards this goal because my cooperating teacher thought this skill would be one that I would be successful with. Also, she told me that she feels the *High Noon Reading Fluency* trials worked well for assessing fluency as well as comprehension questions, as there are different books for each grade level, and each passage has comprehension questions that follow. That is why I decided to assess David with the *High Noon* passages.

### **Description of Assessment and Administration Guidelines**

The *High Noon* book has short, two column passages that students read, and then there are 5 comprehension questions and an optional writing question at the end of the passage.

In order to use these assessments, you ask the student to read the passage out loud. As the student reads, time them with a stopwatch. Once they finish, stop the timer, and record how long it took for the student to read it.

As the student reads, record any mistakes that the student makes. If a student self-corrects, the word is counted correct. If a student pronounces a word wrong because of a preexisting speech impediment, the word is not counted wrong. If a student omits a word, it is counted incorrect.

Once the student is done reading, have them answer the comprehension questions. They may read the questions and answers out loud if it is their preference to do so.

When the entire assessment is completed, the teacher needs to count the number of words that the student read incorrectly. Then, the teacher may look in the back of the *High Noon* book, and there is a chart that the teacher can use to score the assessment. The scoring chart has each passage listed, with the number of total words in the passage; to calculate the student's reading accuracy, the teacher must take the number of words read incorrectly, subtract it from the total number of words in the passage, and divide the answer by the total number of words in the passage.

This series of books is extremely user friendly, because on the scoring chart is also a large section, broken into individual columns, that shows how many words per minute the student read. To find this number, the teacher must simply look at how long it took the student to read the passage, find that number at the top of a column (or round up to the next nearest time), and then look down to the passage number. The student's words per minute will be listed. However, if the student took longer to read the passage than the times that are listed, the teacher must calculate it by hand. He or she must convert the student's time into seconds, divide it by the total number of words in the passage, then multiply that answer by 60.

These books are very nice to use, because they have many passages for each grade level. Therefore, they can be used frequently, without the student needing to repeat and become familiar with any of the passages. This means that they can be used very effectively for monitoring progress.

**David's results from the pre-assessment are shown below.**

Grade Level Reading Passage	Reading Rate	Reading Accuracy	Comprehension Questions
Grade 1 Passage - "The Doghouse"	53 words per minute	93% accuracy	5/5 correct
Grade 2 Passage - "Shoes"	40 words per minute	90% accuracy	5/5 correct

In this page the teacher puts the students' score into context.

David's performance on the *High Noon Reading Fluency* trial for grade one and grade two showed that David's reading fluency and accuracy scores were below average for both levels, which is not good news, since David is a second grader. On the first grade passage, David read 53 words per minute, and he read the passage with 93% accuracy. He read the second passage with 90% accuracy at a rate of 40 words per minute. His accuracy only went down slightly from the first to second grade passage; however, his fluency score dropped significantly as the passages got more difficult.

His scores also mean that, for fluency, he has not met his current IEP reading goal, which is:

*The purpose of the goal is for David to read grade level material with fluency and understanding. David will read grade level material and answer comprehension questions. David will read at least 60 words per minute and will answer /wh/ detail questions with at least 80% accuracy given unlimited trials. This goal will be met in the LD room with the LD teacher. Progress will be provided in written form at the end of every nine week grading period.*

However, he did meet his comprehension goal, since he answered 5/5, or 100%, of the questions at the end of each passage correctly.

After creating a miscue analysis table for David's oral reading errors, I was able to conclude that 100% of his reading errors were graphophonic, for both the first and second grade level passages.

The following page includes the pre- and post-assessment that the teacher used for this lesson. From this we can assess line 5 of the rubric.

-14 198/212 = 93%

4:09 53 wpm

The Doghouse

Nell and Bess sat on the steps of Nell's back porch. Nell's dog Sam lay at their feet.

"There's not much to do today," Nell said.

"You're right. I can't think of a thing," said Bess.

They didn't talk for a while. Then Nell said, "I know what we can do. Let's build a house for Sam."

"How?" asked Bess. "We would need lots of wood and stuff."

Nell stood up. "Our barn is full of things. My dad keeps his tools there."

Nell was right. They found wood in all sizes and tools and nails.

It did not take long to lug the wood

and tools outside. They set to work.

"What do you think you're doing?" came a loud voice from the fence.

"It's that pest Dave from next door," Nell said. "Act as if you didn't hear him."

"Girls don't know how to build a doghouse," said Dave.

Nell and Bess didn't say a word. They just kept on pounding nails. At last the job was done.

"Look at your nice new house, Sam," called Nell.

Sam took one look. Then he ran the other way and hid under the back porch.

"Oh, well," Bess said. "I guess we can keep our bats and balls and mitts in it."

- Nell and Bess were sitting—
  - On a bench in the park
  - On the steps of Nell's back porch
  - On the bed in Nell's room
- Nell and Bess wanted to—
  - Build a house for Sam
  - Bake a cake
  - Go for a walk
- A loud voice came from—
  - The barn
  - The fence
  - Up the street

- What happened last?
  - Sam hid under the porch.
  - Bess went home.
  - Dave climbed the fence.
- What would be the best title?
  - Building a Doghouse
  - A Summer Day
  - The Boy Next Door

Writer's Corner

Do you have a pet? Write a note that tells how to feed and care for your pet for one week.

5/5

Pre-Assessment  
Pre-Chunking  
Strategy

$$-24 \quad 209/233 = .90\%$$

Shoes

$$5:49 = 349 \text{ seconds}$$

40 wpm

Susan's birthday was only a week away.

"What would you like for your birthday?" her mother asked.

Susan had already thought about this very carefully. "Shoes," she answered.

Her mother looked surprised.

"Shoes? Are you sure?"

"Yes, I'm sure," said Susan. "I want shoes. Lots of shoes."

The birthday came. Susan got her wish. Every package held a pair of shoes. There were brown shoes with laces for school. There were shiny black shoes for parties. There were pink ballet slippers and cowboy boots. There were red sandals and white sneakers.

Susan lined them all up on a shelf in her closet. She wore a different pair each

day. Some days she wore two pairs. One in the morning, one in the afternoon.

One summer morning Susan woke up. "I think I will wear my red sandals today," she thought. She took the red sandals from the closet. What was this? She could not squeeze her feet into the sandals.

"Well, then I'll just wear my sneakers," she said to herself. No luck! The sneakers were too tight. So were the brown school shoes and the black party shoes. Next she tried the cowboy boots, then the pink ballet slippers. Too small!

Susan sat down on a chair and thought about it. "Next year I'll ask for hats," she said.

Less than 43 wpm

1. In a week it would be—

- A. Christmas
- B. 4th of July
- C. Susan's birthday
- D. Valentine's Day

2. In every package there was a—

- A. Pair of gloves
- B. Pair of socks
- C. Pair of shoes
- D. Pair of earmuffs

3. Susan put her new shoes—

- A. In the attic
- B. In her closet
- C. In the barn
- D. In the hall

4. Which is probably true?

- A. Susan outgrew her shoes.
- B. Susan was tired of her shoes.
- C. Susan wanted to go barefoot.
- D. Susan wanted to give her shoes away.

5. Next year Susan will ask for—

- A. Hats
- B. More shoes
- C. Toys
- D. Mittens

### Writer's Corner

Write about your last birthday. Did you wish for something special? Describe the whole day.

Pre-Assessment  
Pre-Chunking  
Strategy

## **Lesson Plan**

**Date and Time:** 10/28/2015; 11:10 AM

**Student Teacher:** Breanna Benson

**Subject or Skill Area:** Reading Fluency - Sentence Chunking

**Present Level(s) of Performance:** David, 2nd Grade

- On 10/26/2015:
  - David read a 1st grade passage with 93% accuracy at 53 words per minute (wpm).
  - David read a 2nd grade passage with 90% accuracy at 40 wpm.
- Uses “word calling” strategy, instead of fluent sentences.
- Lack of expression and punctuation in his oral reading.

### **Goal (from IEP):**

- *David will read grade level material with fluency and understanding. David will read grade level material and answer comprehension questions. David will read at least 60 words per minute and will answer /wh/ detail questions with at least 80% accuracy given unlimited trials.*

### **Lesson Objective:**

- Given a 1st grade passage that has been previously read, David will underline chunks of sentences to improve his oral reading fluency of 1st grade passages to 58 wpm with 75% accuracy on 4 consecutive trials.

### **Materials for Lesson:**

- “The Doghouse” reading passage, from the “High Noon Reading Fluency, Level A” (1st grade) book.
- Colored pencils

This section continues the lesson plan. Note that the explanation of what happens is very thorough, which is very helpful if the reader did not get to observe the lesson. This helps the reader visualize what is happening in the lesson(s).

### **Lesson Introduction:**

#### **• Gaining Attention:**

- I will ask David if he remembers anything about the story “The Doghouse” that we sightread on Monday.
  - I will verbally praise him if he does; if he does not, I will tell him that it is alright, because we are going to look at it again today.
- I will also show David that he got all of the questions right at the end of the story. This will build his confidence in his reading skills, especially comprehension.
- Lastly, I will let David know that we are going to be working on chunking sentences to help him read more fluently.
  - I will ask him if he knows what fluently means.
    - If he does not, I will tell him that it means to read smoothly, and without taking big pauses in between words.

#### **• Behavior Expectation:**

- I will tell David that I want him to work hard to read the chunks that we are forming in the sentences without pausing between the words. I will ask him to not get frustrated, and to just try his best.

#### **• Review:**

- I will remind David that we read this story on Monday, and that when we chunk sentences, it is important to read the whole chunk, not pausing between words.

#### **• Rational:**

- I will tell David that it is important that we read with fluency so that we can better understand what we are reading.
- Also, if we practice with reading fluency, people can understand us better if we have to read out loud.

### **Instructional Procedures:**

- We will use no more than 4 colors for underlining our chunks of sentences.
  - Since David also struggles with punctuation in his oral reading, we will underline the first chunk in a sentence with green. I will relate it to green=go.

Note the great use of modeling and practice in this lesson. The student has a number of opportunities to practice the skill before the assessment.

- We will underline that last chunk in a sentence with red. I will relate this to red=stop.
- If there are chunks in between the green and red, we will underline them in yellow and/or blue.
- I will do the first 3 or 4 sentences, so that David can watch how I do it.
  - I will underline the chunks as I say them.
    - I will tell him that I am chunking small parts of the sentences, and that I am underlining things that go together.
  - After I underline, I will read the sentence again with the chunks in place.
- Then, we will work together on the next 8 sentences.
  - We will read the sentences together, at my pace, which will be slowed down, but quick for him.
  - We will then decide what to chunk together.
  - Then, David will reread the sentences with the chunks in place, without pausing between words in the chunks.
- Finally, David will finish chunking the passage, reading each sentence after he underlines.
- Once the whole passage is chunked, David will read the entire passage, using the chunks, while I time it. Since the passage has been read before, this data will not count as a sight reading fluency trial. However, it will help determine if David is able to use the strategy.
  - **For this lesson, my coordinating teacher asked me to prechunk the passage for David, instead of doing it together.**

#### **Closure/Review:**

- I will ask David if he thought the chunking helped him to read the passage more fluently.
- I will tell him that he did a great job today.
- I will also tell David that we will maybe do another passage chunking activity on Friday.

#### **Evaluation Procedures:**

- I will give David another 1st grade passage on Friday.
- I will ask him to chunk the passage, then read it.



In this section the teacher presents the assessment information and we use line 4 of the rubric (Levels of Performance).

- I will time how long it takes him to read the passage, and count the number of words correct.
- We will continue practicing this strategy until we can fade the use of the colored pencils.
- Once we can do that, I can ask him to sight read a passage and determine if the strategy helped him to increase his reading fluency to meet the goal.

Learner, Date	Performance Data	Objective Met?
David	<ul style="list-style-type: none"><li>•Did REALLY well chunking them!</li><li>•He got all of the comprehension questions correct again.</li><li>•He read it much more fluently than he did without chunking</li></ul>	Yes/No/ <b>In Progress</b>
No other students; Individual lesson		

Clearly the presentation of levels of performance are going to look different for one student than they would for multiple students. Often it helps to put the information in some kind of chart so that the data is clear

**The passages used during the Chunking Lesson taught to David are shown below.**

## The Doghouse

Nell and Bess sat on the steps of Nell's back porch. Nell's dog Sam lay at their feet.

"There's not much to do today," Nell said.

"You're right. I can't think of a thing," said Bess.

They didn't talk for a while. Then Nell said, "I know what we can do. Let's build a house for Sam."

"How?" asked Bess. "We would need lots of wood and stuff."

Nell stood up. "Our barn is full of things. My dad keeps his tools there."

Nell was right. They found wood in all sizes and tools and nails.

It did not take long to lug the wood

and tools outside. They set to work.

"What do you think you're doing?" came a loud voice from the fence.

"It's that pest Dave from next door," Nell said. "Act as if you didn't hear him."

"Girls don't know how to build a doghouse," said Dave.

Nell and Bess didn't say a word. They just kept on pounding nails. At last the job was done.

"Look at your nice new house, Sam," called Nell.

Sam took one look. Then he ran the other way and hid under the back porch.

"Oh, well," Bess said. "I guess we can keep our bats and balls and mitts in it."

- Nell and Bess were sitting—
  - On a bench in the park
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  - Bake a cake
  - Go for a walk
- A loud voice came from—
  - The barn
  - The fence
  - Up the street
- What happened last?
  - Sam hid under the porch.
  - Bess went home.
  - Dave climbed the fence.
- What would be the best title?
  - Building a Doghouse
  - A Summer Day
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**Writer's Corner**

Do you have a pet? Write a note that tells how to feed and care for your pet for one week.

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### Writer's Corner

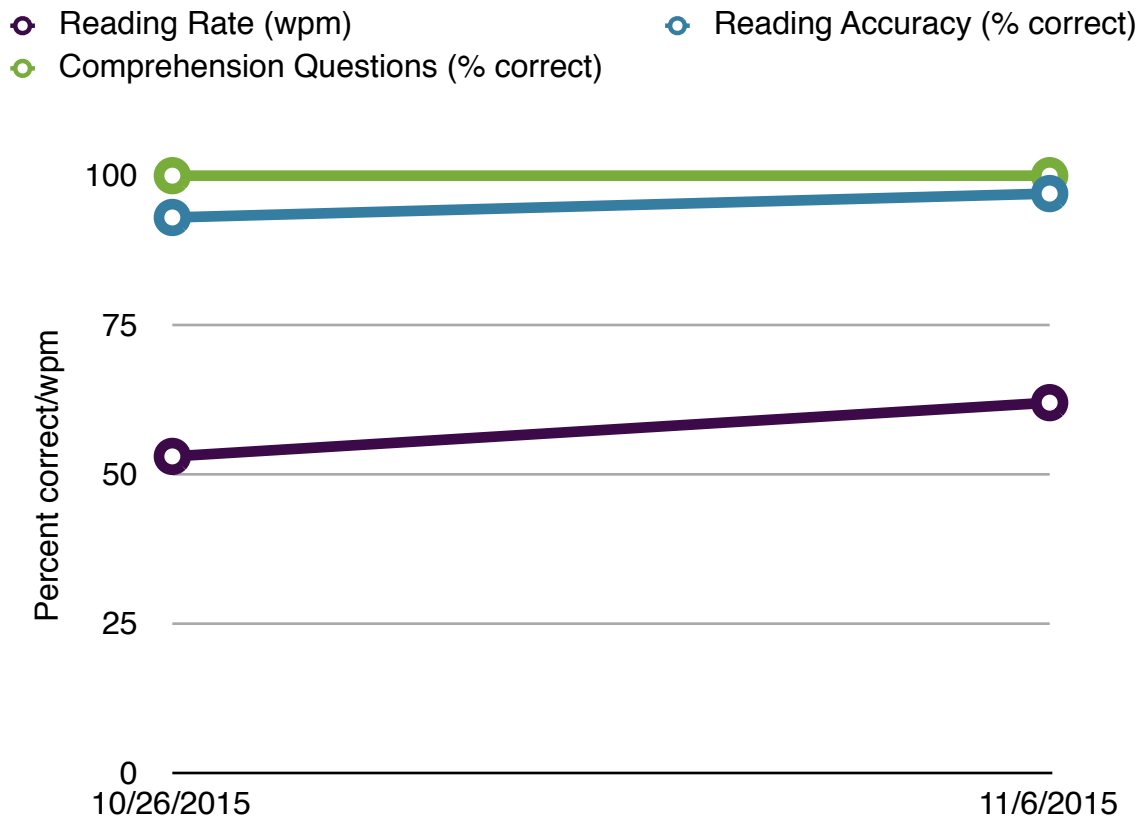
Do you have a pet? Write a note that tells how to feed and care for your pet for one week.

This section particularly addresses line 6 of the rubric, Accurate representation of Assessment results.

### Post-Assessment

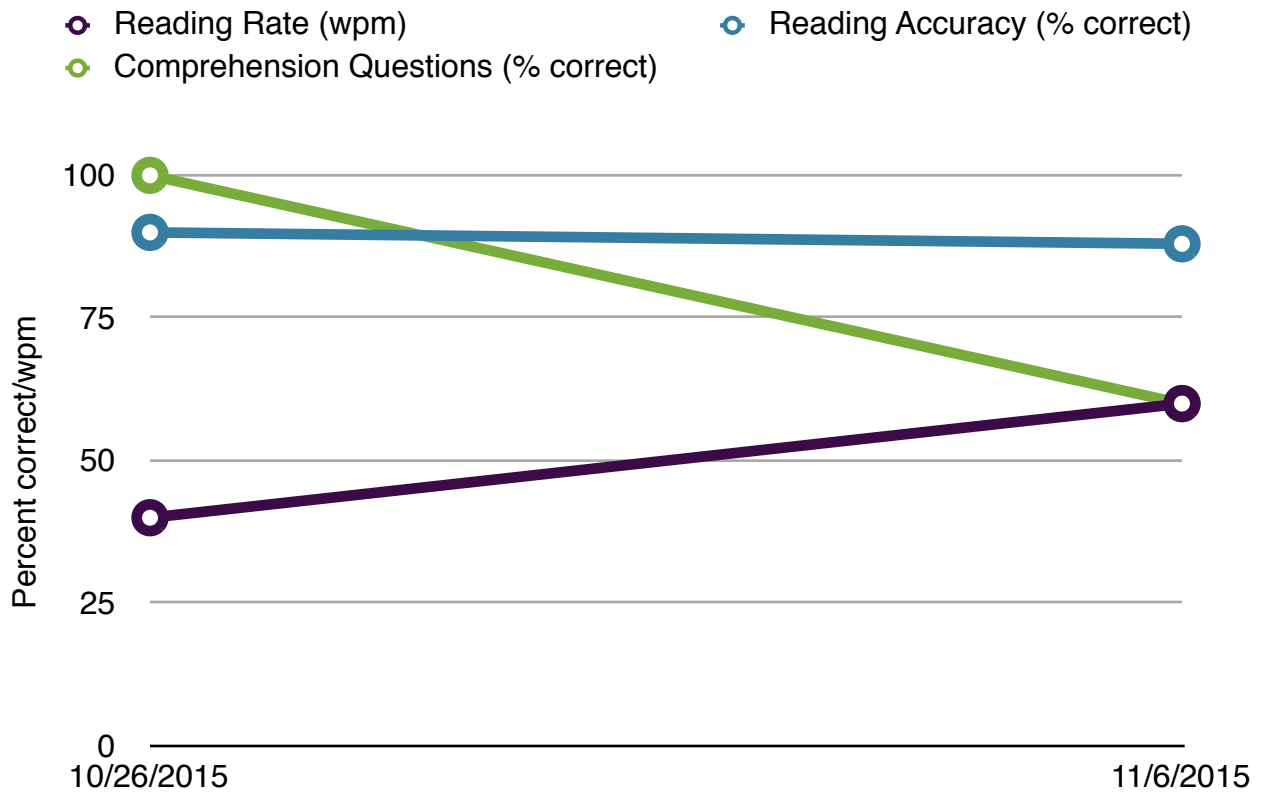
On the first grade passage that David read after the chunking strategy had been taught, David's reading rate improved by 9 words per minute, his reading accuracy improved by 4%, and his accuracy stayed at 100%.

1st Grade Passage Score Area	First Trial - 10/26 (Pre-Chunking Strategy) "The Doghouse"	Second Trial - 11/6 (Post-Chunking Strategy) "The Trunk"
Reading Rate	53 words per minute	62 words per minute
Reading Accuracy	93% correct words	97% correct words
Comprehension Questions	5/5 correct	5/5 correct



On the second grade passage that David read after the chunking strategy had been taught, David’s reading rate improved by 20 words per minute, his reading accuracy decreased by only 2%, and his accuracy went down to 60%. Although David did go down in reading accuracy and in his comprehension questions, I believe that it is due to the fact that he omitted a line from the bottom of the first column. That dropped his score by a few points for reading accuracy, and one of the comprehension questions that David got incorrect had the answer in that line. However, this may also have increased David’s words per minute, so he may not have actually increased by 20 words per minute.

2nd Grade Passage Score Area	First Trial - 10/26 (Pre-Chunking Strategy) “Shoes”	Second Trial - 11/6 (Post-Chunking Strategy) “The Stand”
Reading Rate	40 words per minute	60 words per minute*
Reading Accuracy	90% correct words	88% correct words*
Comprehension Questions	5/5 correct	3/5 correct*



This section addresses lines 7 and 8 of the rubric. The teacher did this when we first implemented our new instructions and rubrics. We would expect the reflection to follow the three sections listed in the instruction. In addition, this would score low on line 7 because it doesn't indicate ways to improve the lesson.

## **Reflection**

After I had my lesson plan ready to teach, my cooperating teacher decided that it would be best if I pre-chunked the passage for David, so that he could see many examples of chunking before I asked him to do it by himself. It was at this point that I changed my instructional strategy for the first time.

Since I was only working with David for a few weeks, and we had to get other instruction as well as the CBA, I was not able to collect enough data to decide if I would have needed to change instructional strategies again.

However, if I had been able to assess him more frequently, I would have graphed the data points, and would have been looking for a decrease or a leveling-off of David's scores. If his scores started to deteriorate or plateaued before he met mastery, I would have changed my instructional strategies again.

To maintain David's reading fluency and reading comprehension skills, I would have continued to enforce the chunking strategy. I would have had him apply the skill to other reading materials, including his textbooks and any other books he enjoys, like his farming and motorcycle books; doing this would help him generalize the skill to all of his reading.

Overall, I feel that this lesson was appropriate for David, because it is something that he could do, as a second grader, and it is not too easy or too hard for him. This strategy works on a skill that is written into a goal in his IEP, and he did move closer to his goal after the lesson was taught. The underlining to chunk strategy is also not one that requires a lot of special equipment that would cause David to feel singled out in the general education class.

I did a good job teaching this strategy to David, because I taught it, modeled it, practiced it with him, guided him while he practiced it alone, then observed him doing to strategy by himself. If he was confused, I reexplained it so that it made sense.

I feel as though David grasped the concept of and successfully demonstrated the strategy and the lesson, so at this time, there is no need to alter the steps or construct of the lesson.