Assessment Assignment Part 2

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**Strategies to Meet Areas of Need**

**Interest and Motivation**

1. One strategy to increase student motivation is to ask students “what they expect from you and make sure you meet their expectations” (Eichholz, 2016). Asking for their opinions about what makes a good teacher in their eyes or what they would like to learn in an upcoming unit or what preferences they have for learning and incorporating those into your classroom, will show students that their voice matters in shaping their classroom experiences.
2. Another strategy that can be incorporated into classrooms to build student motivation is to facilitate something called “Genius Hour” or “Passion Time” into your daily/weekly schedule. This is based on a concept used in well-known companies such as Google and Federal Express “where workers are given time during their work week to pursue their own creative projects” and has been adapted by teachers around the world into their school schedule (Eichholz, 2016). Giving students structured time to choose what they want to learn about will give them something to work towards, providing motivation to get their work done well in required subject areas.
3. Finally, teachers should do what they can to help students “see connections between what they are learning and their own lives,” in order to produce stronger engagement and greater motivation (Eichholz, 2016). Using “authentic problems as a foundation for learning” versus abstract challenges can provide a great source of motivation for students. For example, Jaela’s teacher could ask the students about a problem they care about solving, such as an issue a classmate is facing or a situation in their community they have investment in, and have them write persuasive pieces to the appropriate channels to help them develop their writing skills in a relevant and meaningful assignment.

**Comprehension**

1. To develop reading comprehension skills, children need to “develop their vocabulary and linguistic knowledge; and thoughtfully interact with the text to derive meaning.” (Sousa, 2014, p.95). One strategy to assist with reading comprehension is to intentionally choose vocabulary words to teach that are “central to the unit of study” your class is in (Sousa, 2014, p.98). These words should be words that are “so important that students who do not understand them will have difficulty comprehending the text,” but should be limited to no more than five words per lesson for elementary school students (Sousa, 2014, p.98).
2. Another strategy to assist students with their reading comprehension is to explicitly teach students comprehension strategies such as comprehension monitoring. This is “a self-monitoring strategy to help students recognize when they understand what they are reading and when they do not” (Sousa, 2014, p.102). Students should be taught to think about what they are reading before they even read the text, clarifying their purpose for reading the text and previewing the text before by looking through titles and pictures to ascertain what they already know about the context of the text (Sousa, 2014, p.102). During the reading, students should be taught to mark where their difficulty in comprehension occurs (i.e. “I don’t understand the third paragraph on page 10), state what their difficulty is, look back through the text or forward in the text for information to help resolve the issue, and finally to restate the difficult passage in their own words (Sousa, 2014, p.103).
3. Finally, methods such as the Three Read method from the Atlanta Speech School are helpful in supporting reading comprehension in the classroom. In the Three Read strategy, a book is read three times, each with a different focus to aid in comprehension. For read 1, basic plot recall is the focus, as teachers guide discussions simply about what is happening in the story (Atlanta Speech School). For read 2, the teacher and students should talk about how the characters feel and what they think about what’s happening (Atlanta Speech School). For read 3, “why” questions should be asked and the students should be doing most of the talking about the book (Atlanta Speech School). When books are repeated, students are given the opportunity to hear vocabulary several times and encouraged to use them as they talk about/retell the book. Additionally, the Atlanta Speech School suggests helping students to “make connections between the book and their worlds” by exploring nonfiction books related to the fictional stories being read to help students “develop a deeper understanding of what they’ve read” (Atlanta Speech School).

**Phonemic Awareness**

1. Elkonin boxes would be useful for Jaela to be able to segment phonemes. These boxes consist of a series of boxes, where each box represents one phoneme in a word. Usually there are three boxes in a row and tokens given to students for this activity. The teacher shows a picture of a word (ex.cat) and has students segment that word, giving a token in each box when they hear a sound (Reading Rockets, 2011). Having a visual representation of the sounds in each word would be helpful for Jaela to see when a sound is presented.
2. Jaela showed that she was still in the emerging phonemic awareness stage, as evidenced by her Yopp-Singer Assessment results. Activities that promote the blending and segmenting of sounds would be helpful. One activity that would help her practice hearing different phonemes is phoneme/letter Bingo. Picking the phonemes that she is specifically struggling with hearing would be good to include on the Bingo board. For example, the teacher would say the sound /kw/ and the student would fill in the Bingo square with the ‘qu’ on it if she had that on her board. Getting accustomed to the different phonemes and how they are represented would help her hear these sounds in words when she is asked to segment them (Reading Rockets, 2011).
3. A final activity to help Jaela isolate sounds in words is by playing a game where a puppet says words “funny” by saying them phoneme by phoneme (Reading Rockets, 2011). Jaela and the students in her group would have to figure out what the object is and the puppet would confirm or negate the response. This activity would model how to segment words phoneme by phoneme and help with the reverse skill of blending phonemes.

**Spelling**

1. One strategy to help Jaela improve in her spelling is the Interactive Writing strategy Cunningham discusses. Interactive writing is a strategy where students are included in the writing process by not only telling the teacher what to write, but also by “sharing the pen” with the teacher (Cunningham, 2017, p. 20). Each day, Jaela’s teacher could have the class decide on a sentence to write on the board as a class during their morning circle. For example, one day the sentences might be: “Today we are going on a field trip to the Lagoon. What animals might we see crawl around in this habitat?” The sentences should include words with spelling patterns at a third-grade level that Jaela and her peers are struggling with such as “ight” or “awl” or “ield.” After the sentences are decided upon, students take turns with each other and their teacher writing words or sounds in the sentence that they know. One student might start by writing the word “today,” another student continues by writing the sight words “we” and “are,” and the process continues with students sounding out longer words that they are unsure of and talking about the spelling patterns in words such as “might” to correctly spell out this word until both sentences are completely and correctly written on the board. This strategy keeps students engaged by including them in the writing process and builds in spelling practice everyday in a fun, collective process.

2. One area that Jaela needs some help with in spelling is the Magic E rule. Jaela added the Magic E to words such as “fan” by spelling them “fane” when it was unnecessary to do so. A whole class or small group mini-lesson to reteach this lesson would be helpful to correct Jaela’s overuse of this spelling rule. Using a story to teach about Magic E would be fun and interactive, focusing on the magical powers of the letter E at the end of words to make the preceding vowel say its name. Students could even make their own Magic E wands to act out stories of words that the Magic E changes. The emphasis in this mini-lesson should be determining if the word that needs spelled has a vowel that needs to say its name or if the Magic E should stay away from the word, such as for the word “fan.” Practice adding the Magic E to the ends of words by saying them differently with and without the Magic E would help Jaela distinguish if the Magic E is necessary in her spelling.

3. Finally, a fun way for Jaela and her peers to practice third grade spelling words and word patterns would be to have them make word searches with the words on the primary spelling inventory list. Jaela would be orally given a list of words to include in her word search which she would have to write down at the top of her paper. She would then have to make a word search with these words for a friend to solve. A friend would also make a word search for Jaela to solve with a different set of words from the primary spelling inventory. This would give Jaela and her peers a game-like way to practice writing and finding words with spelling patterns they need to master by the end of third grade.

**Fluency**

1. One strategy to help improve Jaela’s fluency is the Mismatch Read Aloud strategy found from the Pearson ESL newsletter linked in one of our course Padlets. Sarah Lynn suggests four activities that focus on fluency development, one of those being the Mismatch Read Aloud. In this activity, students assess a teacher’s reading of a printed text (Lynn, 2012, para 5). The teacher intentionally substitutes words close in meaning, while reading, and the student has to circle the mismatched words (Lynn, 2012, para 5). For example, the teacher might substitute the word *location* for the word *place*. This activity would be helpful for Jaela, as she seemed to struggle with reading grade level words and reading at a fluent rate. This activity would challenge Jaela to assess another reader’s errors in decoding, and possibly help her pinpoint his own errors in decoding by making her aware of common mistakes she might make when reading. Because this activity involves her listening to another person read, it draws on her strength of comprehending oral language and should be at her instructional level.
2. Another strategy to help Jaela develop her fluency is Sustained Silent Reading. Sustained Silent Reading (SSR), also known as Drop Everything and Read (DEAR) or Daily Independent Reading Time (DIRT), is a block of time from 10-20 minutes where students select books independently and quietly read (Hadler, 2015). This time helps develop fluency and motivation to read because students select which books they want to read.
3. Lastly, Echo reading would benefit Jaela considering she didn’t always pause correctly when there were periods or commas. Echo reading is a strategy where the teacher reads a segment of a text and the students echo it back (Strategies). Echo reading helps build fluency because it provides students with a model of what a fluent reader sounds like. It also provides the teacher the opportunity to give feedback to the student when they echo the segment back.

**Writing**

1. One strategy to help Jaela improve her writing is to have her and her classmates participate in “Author’s chair.” Author’s Chair is the final step in the writing process in which a “special time and place is allotted to writers who wish to share their final products with an audience” (TeacherVision). It is an opportunity for the writer to receive positive feedback from their classmates, once they have revised and edited their work based on constructive feedback. The author sits in a special chair, designated as the “Author’s Chair,” to share their work with the class and then takes 2-3 positive comments from the audience members which they respond to. This motivates students to work hard and write more, encourages active-listening techniques in the audience members, and helps to improve both the audience members’ and presenter’s writing based on the giving and receiving of feedback (TeacherVision).
2. Another fun and interactive activity that would be useful for Jaela is the Super Hero Family of Punctuations activity. Jaela demonstrated that she hasn’t mastered common punctuation marks, such as commas and periods, as she had many run- on sentences in her writing sample. In the Super Hero Family of Punctuations Activity, the student picks at least four family members. The family member is based on a punctuation mark and the student writes a personified sentence to show of the family member is like the punctuation mark (Hurlburt, 2018). For example, the student could make dad, “The Comma,” who “comes between Independent Clause and his arch nemesis, Dependent Clause” (Hurlburt, 2018). This is a fun way to help students learn about the function of common punctuation marks.
3. Lastly, giving every student a checklist for their writing would be beneficial. A writer’s checklist could have elements, such as, “Ends each sentence with a punctuation mark,” “Uses descriptive words,” and “Makes sure writing has a beginning, middle and end.” Having students evaluate their own writing against this checklist and then having a peer review their writing against a checklist helps keeps students accountable to success by “removing obstacles such as, ‘I didn’t know we were supposed to do that,’ or, ‘I forgot that part’” (TeachThoughtStaff, 2016). It also improves metacognition in students about their writing, analyzing how their writing piece measures up to the rubric and where their challenge areas are (TeachThoughStaff, 2016).

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