Understanding Early Reading Intervention:  Providing Opportunity

for a Struggling Reader and His Teacher

by

Amy Bryant

Field Project

Submitted in Partial Fulfillment of the

Requirements for the

Master of Science Degree in Education

Graduate Studies

Martin Luther College

New Ulm, MN

April 2013

**Signature Page**

Date:


This field project paper has been examined and approved.


Review Committee:


_____
(Name typed below line), Chair


_____
(Name typed below line)


_____
(Name typed below line)


Approved:


_____
John Meyer
Director of Graduate Studies

Graduate Studies

Martin Luther College

New Ulm, MN

Author:  Amy Bryant

Title:  Understanding Early Reading Intervention:  Providing Opportunity for a

Struggling Reader and His Teacher

Graduate Degree:  MS Education

Advisor:  Dr. Delores Heiden

Month/ Year:  April/2013

Number of Pages: 106 pages

Credits:  3 credits

Location of Project:  La Crosse, WI

To Cole and Landon

My ever willing guinea pigs

Acknowledgements

## TABLE OF CONTENTS

List of Figures

Abstract

This field project was designed to provide the opportunity for a teacher to undergo training as an Early Reading Empowerment (ERE) instructor. Training involved being taught reading intervention skills and applying them in one-on-one tutoring sessions with a first grade student who was identified by the classroom teacher as a struggling reader. While working under the guidance of a trained ERE instructor, the teacher worked to develop expertise in reading intervention strategies and administration of literacy assessments. The teacher worked with the first grade student for 14 weeks at an accelerated pace in order to bring the student up to grade level in reading. This field study provided opportunities for learning and growth for the teacher as well as for the student.

CHAPTER I

INTRODUCTION

*"Learning to read is one of the greatest accomplishments in childhood because it is the*

*foundation for learning and academic achievement" (Paris, 2012, 13).*

This field study addresses the issue of opportunity as it relates to the topic of

success in reading.  The development of early literacy, which creates the building blocks

for reading, starts before children even enter school.  Experts agree that students come

into the early grades of school at various levels of expertise in literacy (Clay, 1991a,

2005a, 2008; Fountas & Pinnell, 1996; Calkins, Ehrenworth & Lehman, 2012).  "What

used to be regarded as due to individual differences in intelligence turns out to have a

great deal to do with opportunities to learn about books and writing" (Clay, 1991a, p. 10).

Vicki Riness, a first grade teacher at First Evangelical Lutheran School in

La Crosse, Wisconsin, sees students entering the first grade classroom who do not have

the requisite background for learning to read (Heiden & Riness, 2000).  Some of these

students have trouble with identifying letters, understanding the sounds they make,

recognizing sight words, and putting thoughts down on paper.  These children need

additional opportunities in order to become successful readers.  Experts agree that one-

on-one intervention is an effective way to accelerate the learning curve and bring students

up to grade level in reading (Clay, 1991a, 2005a, 2005b, 2008; Allington, 2002; Cooper,

Kiger, Robinson & Slansky, 2009; Leslie & Jett-Simpson, 1997; Mertzman & Short,

2009; Cooter, 2003).  Many also agree that time devoted to reading is a critical aspect for

effective learning (Cooper et al., 2009; Allington, 2002; Fountas & Pinnell, 1996).

For my field project, I was able to study a program of one-on-one intervention in reading and apply it as I worked with a first grade student. I had the opportunity to learn highly focused intervention techniques that are selected specifically to address the unique needs of the individual child, while at the same time providing the additional literacy exposure needed for the benefit of the student.

Project Purpose

First and foremost, I believe that early intervention in reading is important because of what it means for children who are beginning to struggle or already have problems reading. It means an opportunity for intervention that is focused on helping the child gain the literary skills consistent with his or her grade level. Missing early opportunities for intervention makes learning more difficult in many future areas (Clay, 1991a; Allington, 2002; Cooper et al., 2009). I have taught the boy in the third grade classroom who dislikes coming to school, when it is his inability to read well that gets in the way of learning. I have seen the fifth grade student fail the first science test of the year because he couldn't understand the questions. I have worked with the high school student who is still struggling with freshman English as a senior. Early intervention provides the opportunity for children to gain confidence and skills that will not be there if they continue to struggle with reading (Clay, 1991a, 2005a, 2005b, 2008; Allington, 2002; Cooper et al., 2009; Leslie & Jett-Simpson, 1997; Mertzman & Short, 2009; Cooter, 2003). Literacy skills are important building blocks, both inside and outside of the classroom.

This field project is important to me because I was afforded the opportunity to learn and implement methods that can accelerate children's literacy skills. I learned how

to become an effective teacher for a struggling reader. I have never been the best reader myself, and I still continue to work very hard to express clear ideas through the written word. I love to read and get completely swept into a book, and yet I am an atrocious speller. How does one love stories and reading, but feel lacking when it comes to using literacy tools? I think it is because I missed some opportunities to understand how words, sounds, letters and thoughts were designed to fit together. Along the way I filled in many of these gaps yet I still know that this is an area in which I lack a strong foundation.

Experts overwhelmingly agree that high quality instruction is an essential element in student growth and learning (Mertzman & Short, 2009; Clay, 1991a, 2005a, 2005b, 2008; Allington, 2002; Cooper et al., 2009; Leslie & Jett-Simpson, 1997). Instruction that is effective starts with what the child knows and builds on those strengths (McEneaney, Lose, & Schwartz, 2012). The need for high quality instruction continues to hold true as teachers work to address the complex scope of literacy instruction. In order to provide opportunity for students to grow in their literacy development I need to become a highly qualified instructor. Richard Allington echoes this sentiment in an interview with Anthony Rebora by saying, "If you want children to develop literacy, put them with someone with expertise in teaching kids at that age to read" (Rebora, 2012, p. 71). In this field project I learned how intervention can be used to effectively strengthen children's literacy skills at the first grade level.

The purpose of my project was to train as an instructor in an early intervention program developed by Mary-Jett Simpson called Early Reading Empowerment or ERE. The goal of ERE is to accelerate the learning of young children so that they become independent, self-extending readers and writers (Heiden & Kirk, 1998). A key goal for

me was to become comfortable instructing in this program. I desired to gain a level of

understanding of ERE in order to focus on the success of the student tutored and to

become a resource to the schools in my area. This field project aligns with the goals that

I submitted to Martin Luther College (MLC) in my graduate application in 2008:

- To learn effective teaching methods for the students, but also be able to

communicate why we do what we do to their parents.

- To better understand each child's needs in the classroom and how their learning

process is individual to themselves.

- To possess the skills to serve as a resource for our congregation in the area of

instruction and instructional methods used in our schools.

## Definition of Terms

The following terms were used in this study and are defined as follows:

*Chunk*. Word part or pattern used in Mary Jett-Simpson's Early Reading Empowerment Program (Leslie & Jett-Simpson, 1997).

*Early intervention programs.* Programs aimed at supporting children in their literacy acquisition before these students fall behind their peers (Mertzman & Short, 2009)

*Early Reading Empowerment (ERE).* ERE is a non-scripted, non-commercialized, early intervention program intended to increase teachers' knowledge of matching instruction to reader's needs (Mertzman & Short, 2009).

*Fluency Word.* The name fluency word is used in Mary Jett-Simpson's Early Reading Empowerment Program and is synonymous with sight words. Fluency words reflect words that do not follow normal spelling patterns, requiring practice and memorization (Leslie & Jett-Simpson, 1997).

*Leveled texts (text gradient).* Books in which processing demands have been categorized along a continuum from easiest to hardest (Fountas & Pinnell, 2006)

*Reading Recovery (RR).* "RR is a one-on-one tutoring program for first-grade children from the lowest 20% of their class on emergent reading measures" (Hiebert & Taylor, 2000, p. 463).

*Response to Intervention (RtI).* An educational model designed to identify students in need of support in learning, and to "provide appropriate instruction from qualified personnel" (Ford, Champeau & Andrews, 2012, p. 1)

*Roaming around the known.* The first two weeks of reading intervention that focus on understanding what the child already knows how to do (Clay, 2008)

*Scaffolding.* A term developed by Wood, Bruner, and Ross as a metaphor to describe the type of assistance offered by a teacher or peer to support learning (Verenikina, 2008)

*Sociocultural Theory.* The major theme of Vygotsky's theoretical work. Social interaction plays a fundamental role in the development of cognition (Bruner, 1986).

*Stanine Score.* A nine-point scale used for normalized test scores, with scores of 1-3 below average, 4-6 average, and 7-9 above average (Clay, 2005a)

*Zone of Proximal Development (ZPD).* "The discrepancy between a child's actual mental age and the level he reaches in solving problems with assistance indicates the zone of his proximal development" (Vygotsky, 1962, p. 103).

CHAPTER II

REVIEW OF RELATED LITERATURE

*"What the child can do in cooperation today he can do alone tomorrow. Therefore the only good kind of instruction is that which marches ahead of development and leads it; it must be aimed not so much at the ripe as at the ripening functions. Instruction must be oriented toward the future, not the past"* (Vygotsky, 1962, p. 104).

The purpose of this field project was to study a program of one-on-one intervention in reading and apply it as I worked with a first grade student. In this chapter, Vygotsky's socio-cultural theory of education will be explored as an underpinning to my work of early intervention in reading. Stages of reading development and Response to Intervention (RtI) will be discussed, and several reading intervention programs will be compared and contrasted, with a particular focus on Reading Recovery (RR) and Early Reading Empowerment (ERE). Finally, the type and nature of leveled texts and reading assessments utilized in ERE will be described.

Sociocultural Theory

"The importance of teacher-student communication in learner's achievements is strongly emphasized in the socio-cultural educational theory, originated by Lev Vygotsky" (Verenikina, 2008, p. 161). This theory suggests that social interaction leads to continuous changes in children's thought and behavior that can vary by culture. Essentially, Vygotsky's theory suggests that development depends on interaction with people and that these various experiences help form a view of the world. Vygotsky notes that a child acquires "certain habits and skills in a given area before he learns to apply them consciously and deliberately" (Vygotsky, 1962, p. 101).

The idea that a child can apply skills already attained to a new area with guidance is a profound part of Vygotsky's theory. "The discrepancy between a child's actual mental age and the level he reaches in solving problems with assistance indicates the zone of his proximal development" (Vygotsky, 1962, p. 103). An example of this would be a student who solves arithmetic problems alone at a second grade level, but can reach a fourth grade level with assistance. His ZPD would then be noted as being a 2, referring to the two grade difference between the knowledge shown alone and that achieved through assistance. Vygotsky believed that offering a child problems that he was able to handle without any help failed to utilize the zone of proximal development or ZPD. This leads instruction away from what the child cannot yet do, and instead orients instruction to the child's weakness rather than his strength. Such instruction encourages the child to remain at a preschool state of development (Vygotsky, 1962).

Vygotsky's theory has a number of implications for "the assessment of and instructional practices for at risk readers" (Dixon-Krauss, 1996, p. 160). However, implementing the theory will only be effective when used by teachers consistently and interactively (Dixon-Krauss, 1996). One well-known practical implication of Vygotsky's theory is the metaphor of scaffolding (Verenikina, 2008). The term scaffolding was never used by Vygotsky himself. It was introduced in 1976 by Wood, Bruner, and Ross in "an attempt to operationalize the concept of teaching in the zone of proximal development" (Verenikina, 2008, p. 163). This concept attempts to capture the nature of support and guidance by teachers: that with assistance every child can do more than he can by himself. However, Vygotsky notes that the level of achievement remains only within the limits set by the state of development (Vygotsky, 1962).

Early Intervention

Cooper, Kiger, Robinson and Slansky, the authors of *Literacy: Helping Students Construct Meaning* (2009), describe five stages in literacy development ranging from early literacy to fluent reading, noting that many of the stages often overlap. Leslie and Jett-Simpson (1997) describe the stages of reading based on the developmental patterns of readers. The six areas consist of emergent readers, transitional readers, beginning readers, advanced beginning readers, consolidating readers, and accomplished readers. As with the stages devised by Cooper and his colleagues, Leslie and Jett-Simpson's stages distinguish the development of certain reading patterns. Noting the reading patterns of the child helps identify movement from one stage to the next. In this field project I learned the developmental patterns associated with emergent to advanced beginning reader stages and the indications that show advancement of reading acquisition across those stages (Leslie & Jett-Simpson, 1997).

It is in early literacy where gaps in student abilities already start to form (Clay, 1991a). Children may confuse the difference between a letter and a word or they may at times read from right to left (Clay, 1991a). They may have difficulty with "oral language, phonemic awareness, phonics, vocabulary, comprehension or motivation" (Cooper et al., 2009, p. 377). Students fall behind because they are not learning as effectively as their peers in particular tasks and classroom conditions. These children can easily become confused, even in good instructional settings. Vygotsky states that for each subject there is a period when its influence is most fruitful because the child is most receptive to it (1962). Experts agree that waiting for the learner to simply catch-up or

mature is a missed opportunity for learning (Clay, 1991a, 2005a, 2008; Cooper et al., 2009).

Response to Intervention (RtI) is an education model that promotes early recognition of students who may be at risk for difficulties in learning (Ford, Champeau, & Andrews, 2012). RtI requires the implementation of a process in which all children receive "appropriate instruction" from "qualified personnel," two essential elements of the intervention process (Ford et al., 2012, p.1). RtI can be used as a tool to examine gaps in opportunity in order to prevent failure in student learning (Evers, 2012). Reading intervention programs work to prevent failure by providing additional instruction time. Many experts agree that the time dedicated to reading is critical to the development of reading proficiency (Allington, 2002; Cooper et al., 2009; Calkins et al., 2012). However, immediate individual intervention is not the first step in the intervention process. Eighty to ninety percent of children do not require meticulous individualized procedures or modifications of them (Clay, 2008).

RtI involves tiers of assistance for students that increase in intensity. Many schools use a three-tiered structure to organize their RtI system (Evers, 2012). These three tiers are used in reading intervention: classroom (tier one), small groups (tier two), and individual (tier three) (Cooper et al., 2009). Most students will thrive in general education classrooms; however, struggling readers may need instruction within the classroom that is directly linked to core lessons. For those needing additional attention the teacher may also work with them in a small group setting that allows for a more accelerated pace. Tier three is needed for students with greater needs. The teacher may arrange for individual help for children making slow progress to prevent dropping further

and further behind classmates (Clay, 2008). Early reading interventions focus on a particular group of children reaching a particular goal over a set period of time (Hiebert & Taylor, 2000).

<p align="center">Research in Reading Interventions</p>

In order to make sense of the various intervention programs available for early readers, Efrieda Hiebert and Barbara Taylor (2000) report on four first grade reading intervention research projects in order to compare and contrast the effectiveness and characteristics of the programs. "The four Grade 1 reading interventions chosen for this review share goals and instructional strategies for supporting the reading acquisition of initially low-performing first graders" (Hiebert &Taylor, 2000, p. 463). Some of these goals include providing a phonemic foundation, addressing letter-sound patterns, and developing writing to promote word recognition. "All four first-grade interventions attend to teacher delivery of lessons, providing an instructional routine or reading text, writing and spelling words and texts, and word recognition activities" (Hiebert & Taylor, 2000, p. 467). However, the studies vary in teacher-student ratios employed in the intervention process as well as the set period of time in which intervention instruction occurs.

The first two projects, as described by Hiebert and Taylor (2000), included the study conducted by Pinnell, Lyons, DeFord, Bryk and Selter on Reading Recovery in 1994 and the study of the Interactive Strategies Approach (ISA) by Vellutino, Scanlon, Sipay, Small, Pratt, Chen and Denckla in 1996. In both projects, children received 30 minutes of daily one-on-one intervention. In Marie Clay's Reading Recovery students leave their classroom for 12-15 weeks and are tutored by a trained Reading Recovery

teacher.  In the Interactive Strategies Approach (ISA), tutoring sessions occurred for an average of 15 weeks with time split between word identification activities and the reading of connected text.  Intervention in the current field project is similar to these programs in that it occurs in 30 minute sessions outside of class instruction and focuses on identifying fluency words as well as repeated reading of text.  The time allocation given to one-on-one tutoring in this field project lasted 14 weeks.

The second group of projects, as described by Hiebert and Taylor (2000), included the study conducted by Hiebert, Colt, Catto, and Gury in 1992 and the study of the Early Intervention in Reading (EIR) program by Taylor, Short, Frye, and Shearer in 1995.  Both projects provide small group for intervention.  In the project created by Hiebert and her colleagues, small group intervention is implemented through the restructuring of a Title I program.  Teachers and their assistants/paraprofessionals work daily with children in groups of three for a semester to a year.  Early Intervention in Reading is a supplemental small group reading intervention program.  In this program, the classroom teacher provides an extra 20 minutes of daily tutoring to a group of six to seven children during the school year.

The results reported by Hiebert and Taylor indicate that in all four projects the group receiving the intervention made gains greater than those in the comparison group. In the year following the intervention, percentile ranks remained fairly stable.  "The data on comparison groups for all of the interventions indicate that the long-term prognosis for students reading without an intervention is not good" (Hiebert & Taylor, 2000, p. 464). In a follow-up study conducted by Hiebert and her colleagues it was discovered that 24% of the comparison group could no longer take part in test-taking by third grade because

they were found eligible for and required special education. This was compared to 2% of the participants excluded by third grade because of special education needs in the group that received intervention. The exclusion number was much less for students who were given reading intervention (Hiebert & Taylor, 2000).

Reading Recovery

Marie Clay's Reading Recovery (RR) program focuses on children who make up the bottom 20 percent of readers in the classroom. "For children who differ markedly in their competencies and ways of responding, an individual teaching situation is the most effective way to achieve the necessary changes" (Clay, 2008, p.5). Over 30 years, Marie Clay refined and revised the RR program in order to provide individual lessons to students requiring intervention (Clay, 2005b). "The most demonstrably successful RtI-related reading interventions so far are Reading Recovery (RR) and the Interactive Strategies Approach (ISA)" (Johnston, 2012, p. 55).

Marie Clay's *roaming around the known* period prior to the start of intervention in the RR program helps determine the foundation of reading knowledge previously acquired by the child. During the two weeks of the roaming period the teacher gets to know the student, his/her response in a teaching relationship, and his/her literacy abilities. From here the teacher/tutor can conclude what reading level is an appropriate place to begin in order to build reading success with the child. The teaching can then start where the child is, not where the teacher wants him or her to be (Clay, 2008).

Accelerated learning is stressed in RR because students must learn at a rate that is faster than the pace of classroom learning. One teacher and one child work together on concepts such as learning to look at print, learning to write words or messages, and

hearing sounds in words. "We are able to produce efficient results for learners because we are able to design a set of lessons for a particular child" (Clay, 2005b, p.1). These concepts that Marie Clay integrated into her program are those that experts agree are critical for success in literacy (Allington, 2002; Cooper et al., 2009; Calkins et al., 2012).

"The Reading Recovery Program, which places great emphasis on adult mediation, can be viewed as sharing similar features with Vygotsky's theories" (Dixon-Krauss, 1996, p. 159). In the RR program, students are engaged in reading from texts while they receive prompts, cues, and other support from a trained teacher. The level of support for each text diminishes as the students become familiar with it. Each day, students are provided books that are slightly more difficult than the previous text. "The students receive instruction in their zone of proximal development" (Dixon-Krauss, 1996, p. 160).

<p align="center">Early Reading Empowerment</p>

In the early 1990's, Dr. Mary Jett, a professor at the University of Wisconsin – Milwaukee, created a program with a group of teachers and graduate students called Early Reading Empowerment (ERE) (Mertzman & Short, 2009). The basis of this program comes from Marie Clay's Reading (RR) program. ERE is an early reading intervention program designed to accelerate first grade children having the most difficulty learning to read (Mertzman & Short, 2009). The primary purpose of ERE is to develop readers who are confident and strategic in the reading and writing process (Leslie & Jett-Simpson, 1997). To accomplish this, ERE follows the same 10-10-10 tutoring session breakdown recommended by Marie Clay in the RR program (Clay, 2005b). This format includes three ten-minute segments: a review segment of familiar books, the

student writing segment, and the segment in which the student reads a new book or passage (Mertzman & Short, 2009).  Three books or passages are read each day during tutoring sessions, placing a large emphasis on time spent reading. The ERE program is centered in a concept that is agreed upon by many experts, namely, that young readers learn to read by reading (Allington, 2002; Cooper et al., 2009; Calkins et al., 2012; Clay, 2005a, 2005b, 2008).

An early intervention program like ERE is not unique (Mertzman & Short, 2009). Early reading intervention has, in fact, a well-researched history in education.  In the beginning, many early intervention programs were developed because "children were being over-identified for special education" (Mertzman & Short, 2009, p. 40). Intervention programs, such as Clay's RR, were intended not only to diminish referrals to special education but also to increase retention at grade level.  At-risk students in many of these early intervention programs demonstrated an ability to learn to read and write quite well with either one-on-one or small group instruction.  The key seemed to be the knowledge base of the teachers and their ability to make sound instructional decisions (Mertzman & Short, 2009).  "All of these intervention programs addressed the gap created by other legislation which allowed students to fall two years behind academically before being given any support or services, such as special education or other support services" (Mertzman & Short, 2009, p. 42).

The ERE program differs from Clay's RR program in that, while it has the one-on-one pull-out format like RR, it also focuses on the instruction of classroom teachers and the ability to use small group intervention when needed.  "Reading Recovery can create a small cadre of reading experts, but not have the sustained impact on reading

instruction school-wide" (Mertzman & Short, 2009, p 41). ERE is a program designed to

be studied by administrators and classroom teachers as well as one-on-one intervention

tutors. This intervention program mirrors the current emphasis of RtI which focuses on

three essential elements: high quality instruction, balanced assessment, and collaboration

(Ford, Champeau, Andrews, 2012). One of the strengths of this field project is that the

classroom teacher of the child receiving ERE services is herself a trained ERE instructor.

Mertzman and Short (2009) have found that the combination of teachers, administrators,

and reading specialist working together provides greater strength to school-wide literacy

as a whole. Programs like ERE are part of a movement to build teacher capacity and

invest in the knowledge and skill of the teachers rather than teacher-proof scripted

programs. Rescue efforts for struggling readers "appear to fail for two reasons; an

overreliance on scripted reading programs as singular solution and anemic efforts at

teacher development" (Cooter, 2003, p. 198).

*Leveled Texts*

An important part of the RR and ERE programs is the use of leveled texts in

reading instruction. Small group or individualized reading instruction helps students

expand their reading powers by processing new texts with a level of success. Reading

experts Fountas and Pinnell (2006) use the words "meticulous precision" when

describing the importance of book selection in reading instruction. They go on to say, "A

gradient of text difficulty is a valuable tool in the process of selecting the 'right' book for

a particular group of readers. The 'right' book provides the appropriate mix of support

and challenge to the reader" (Fountas & Pinnell, 2006, p. 153). The reader needs to be

able to read the words in the text provided while having the opportunity to apply reading

strategies to unknown words. "If more than five or ten percent of words require effort to solve, the text is too difficult for the reader" (Fountas and Pinnell, 2006, p. 162). Successfully processing continuous texts every day is needed for students below grade level to build reading power.

RR and ERE use numeric based levels (1, 2, etc.) while some leveled texts use an alphabetic system (A, B, C, etc.). The numeric levels used in RR and ERE represent a finer gradient of leveled books than the alphabetic levels employed by Fountas and Pinnell in guided reading instruction in the classroom. A single alphabet level may include several numeric levels. The A, B, C levels that Fountas and Pinnell describe are broader and more nearly align with reading progress through grade levels. The smaller steps of numeric levels make it easier for teachers/tutors to track progress of struggling readers because their progress is often measured in smaller increments than that of more capable and advanced readers. In order to understand text levels in regard to grade level Fountas and Pinnell produced a list comparing the two (2006). While there is a relationship between text levels and traditional grade levels Fountas and Pinnell do caution that they are not always firmly set. However, the use of approximate grade level expectations can serve to help teachers identify those children in need of intervention. "A child who is reading well below expectations will need intervention in addition to good daily teaching at the instructional level" (Fountas & Pinnell, 2006, p. 157).

*Assessments*

Marie Clay developed a set of assessments called *An Observation Survey of Early Literacy Achievement* (2005a) in order to "capture some of the rapid change that occurs in early literacy awareness" (p.1). Clay's assessments include the following subtests:

Running Records, Letter Identification, Concepts about Print, Word Test, Writing Vocabulary, and Hearing and Recording Sound in Words (Clay, 2005a). These observation tasks help to identify the children at-risk while also providing baseline data for the start of the intervention program.

Marie Clay's running records were originally developed for RR programs. Current data, however, suggest that "the use of this diagnostic and progress monitoring process has grown far beyond the boundaries of Reading Recovery" (Fawson, Reutzel, Smith, Ludlow, & Sudweeks, 2006, p. 113). Running records have become an appealing tool for teachers of early readers. While learning how to record running records of children's reading behavior takes practice, experts agree the results of these efforts are well worth it (Fountas & Pinnell, 1996; Clay, 2005a, 2008; Leslie & Jett- Simpson, 1997). Once the skill has been learned, running records are a quick, practical, and informative part of teaching (Fountas & Pinnell, 1996). Running records provide teachers with data for making informed decisions in regard to student's instructional needs, including the need to intervene before a pattern of reading failure is established. Classroom teachers use the results of the running records to establish three functional reading levels: independent (above 95% accuracy), instructional (accuracy between 90-95%), and frustration (below 90% accuracy) (Fawson et al., 2006). While running records as assessments seem to have gained the respect of classroom teachers, Clay herself cautions us to not to alter our teaching or decide on a students' placement based on any flawed judgment (Fawson et al.). Therefore, it is important to note the limitations of running records assessments in order to understand how to best conduct running records with high reliability within the classroom.

Because running records are a widely used assessment, it is especially important to establish scoring reliability. Fawson, Reutzel, Smith, Ludlow, and Sudweeks (2006), the authors of an article that examined the reliability of running records, caution teachers on determining instructional placement of students with a single running record score. "Our results indicate that the most limiting factor in rendering students' running record scores reliable is the number of passages used" (Fawson et al., 2006, p. 123). As a result, the validity of the assessment for decision making purposes requires the teacher to average student scores on at least three passages with at least two raters (Fawson et al.).

As is the case with running records, use of An *Observation Survey of Early Literacy Achievement* is wide spread. Many RR teachers use Clay's assessments for the purposes of "screening students to identify those with the most severe reading difficulties for inclusion in the intervention program, planning instruction and monitoring student progress" (Denton et al., 2006, p.11). Bill Harp, the author of *Handbook of Literacy Assessment and Evaluation* (1996), states that the greatest advantage of Clay's assessments, as he sees it, is that the tasks help teachers become better and more informed observers of their students as readers and writers. However, for all the information the Clay's assessments provide, experts caution that is not an instrument meant for any teacher to just pick up and use. It requires rather extensive understanding of the reading and writing process along with careful study and practice (Harp, 1996; Clay, 2005a; Denton, Ciancio & Fletcher, 2006).

In 2006, Denton, Ciancio, and Fletcher devised a study to evaluate the subtests in Clay's *An Observation Survey of Early Literacy Achievement* (excluding the Concepts about Print) using the following question: "Does the Observation Survey possess

sufficient validity, reliability and utility to be a useful tool for (a) screening, (b) diagnostic assessment, and (c) progress monitoring?" (Dawson et al., 2006, p. 16). Clay contends in *An Observation Survey of Early Literacy Achievement* manual that although the subtests are referred to as observation tasks they do have the qualities of sound assessments in validity and reliability (2005a). Denton, Ciancio and Fletcher (2006) found that the subtests appear to have sufficient validity to make them viable in the use of screening students for risk of reading difficulty when students are screened at the beginning of first grade. Stanine scores are offered for Letter Identification, Concepts about Print, Word Test, Writing Vocabulary, and Hearing and Recording Sound in Words (Harp, 1996). The subtests as a diagnostic assessment tool gain support in this study as well; however, the authors caution that the subtests are not sufficient for planning a complete early reading instruction program for the classroom. While the subtests show validity in the ability to monitor student progress, the practical usefulness of the Writing Vocabulary task is questioned based on the time required to administer it. As with many widely used tools for reading assessment caution is needed when interpreting results of Clay's assessments as well.

Marie Clay's assessments are used in this field study both as a baseline as well as a daily monitoring tool of proficiency at each book level. Clay's Letter Identification, Concepts about Print, Word Test, Writing Vocabulary, and Hearing and Recording Sound in Words are the five subtests that are used in part to find a baseline for one-on-one tutoring sessions at the start of the ERE program, and again as a post-test at the point of discontinuation from the program. Running Records are used on an ongoing basis to monitor student growth. The summary of these tests is also used to view patterns in

literacy in order to identify the current stage of reading development (Leslie & Jett-Simpson, 1997). In this field study Running Records are taken each day by the same person in order to provide consistency. Both the RR and ERE programs follow the same design when recording running records during tutoring sessions.

CHAPTER III

IMPLEMENTATION

*The tutor made things such that the child could do with her what he plainly could not do without her.  And as the tutoring proceeded, the child took over from her parts of the task that he was not able to do at first, but with mastery became consciously able to do under his own control (Bruner, 1986, p. 76).*

The purpose of this field project was to study a program of one-on-one intervention in reading and apply it as I worked with a first grade student.  In this chapter, I will describe the procedures I used in tutoring sessions and in my learning and growth as a tutor.  I will detail the phases that the child went through during the initial assessments, the roaming period, the daily tutoring sessions, and the process of discontinuation from the program.  I will also detail the content of my weekly instructional meetings with my ERE instructor, the use of videotapes, and my personal daily journal.   For the purposes of confidentiality, the child's real name will not be used in this paper.  He will be referred to as Owen.

Introduction

Most children can develop good literacy skills in group teaching situations. "However, for different reasons, some children do not get off to a good start in the literacy instruction of their classrooms during the first year of school" (Clay, 2005b). Reading intervention at the first grade level is intended to turn the risk of failing into accelerated progress through carefully designed individual lessons (Clay, 2005b).  ERE instruction is designed for the lowest achievers during their first year of school.

In this field project, I trained as an ERE instructor within the setting of a local school. This training involved being taught reading intervention skills and applying them in one-on-one tutoring sessions. I worked under the supervision and tutelage of a trained ERE instructor at a Wisconsin Evangelical Lutheran Synod (WELS) School in the Midwest. The ERE instructor provided instruction to me before, during and after the completion of the one-on-one tutoring sessions. Within the school I communicated with the first grade teacher as I worked daily with one of her first grade students. The first grade teacher is trained as an ERE teacher. The principal gave consent for me to work at the school during the current field project and make use of the school materials as needed for each tutoring session. The first grade student with whom I worked was identified by his classroom teacher as a child in need of one-on-one intervention in reading. Identification of the child was based on the level of skills attained in kindergarten as well as year-to-date observations in the classroom. The teacher spoke to the parents of the first grade student about their interest in reading intervention for their child. Parents of the first grade student indicated their authorization for their child's participation in the project through a written consent form (see Appendix A).

ERE instruction in the current study started in December of 2012 and lasted until the end of March, 2013. Tutoring sessions took place five days a week as the school year schedule allowed. Four indicators were used in this project to determine the child's progress in literacy: Clay's assessment survey, leveled texts, Jett-Simpson's Stages of Reading Development, and classroom progress. The end of the tutoring sessions was decided based on the progress made by the first-grade student. The goal in reading

intervention is to discontinue the child at the point when he/she reaches the average level of the rest of the children in the first grade (Clay, 2005a).

Baseline assessments were administered during the first three days of work with the first-grade student. The assessments were followed by a two-week period of "roaming around the known" (Clay, 2008, p. 32). The assessments and roaming period provided the opportunity to find out where the first grade student was in his reading abilities in order to follow with intense, focused, one-on-one tutoring (see Appendix B). This period of roaming provides opportunity to determine the stage of reading development of the student (Leslie & Jett-Simpson, 1997) as well as the level of the books to start using during tutoring. Once the tutoring began, the ERE instructor observed the tutoring sessions once a week through the use of videotapes. These videotapes served as a way to observe the skills the first grade student and I were acquiring during the intervention process. The tapes were used throughout the tutoring sessions for learning purposes but were erased upon tutoring completion.

In order to learn the various components that make up ERE, I started meeting weekly with the ERE instructor in November of 2012. My ERE training started by learning the tools used within the first weeks of the intervention process, such as Clay's assessments, observations in the roaming period, daily tutoring schedule, and taking running records. We used a syllabus to guide our work during this preparation phase (see Appendix C). During the weeks following the beginning of tutoring, I meet weekly with the ERE instructor to discuss the videotapes taken weekly during tutoring sessions, cueing ideas for unknown words, and relevant books/articles related to reading intervention. During the tutoring process, I would communicate with the ERE instructor

what I saw the first grade student learning by copying my tutoring notes weekly. My

learning was also reflected in a personal journal that I kept daily and shared with the ERE

instructor on a weekly basis. She in turn would respond to my journal and provide

feedback on my growth in the tutoring process (see Appendix D).

<div align="center">Implementing ERE</div>

I saw Owen two times before I started working with him individually. The week

before tutoring began I read a book out loud to his class in order to be recognizable to the

children in the coming weeks. Later that week I observed one of Owen's reading classes.

It took place at the front of the room with all twelve first graders gathered around the

teacher. The teacher handed out a small book to each of them and engaged the students

in a discussion about the pictures in the story. Owen was not the first to raise his hand

but he would follow the class in raising it. He would answer when called on, and gave a

correct comprehension answer after being helped toward the answer. It was good for me

to see Owen's confidence in the classroom. His teacher used wait time so that he could

think about his answer and prompted him to look at picture cues when useful. This

support helped him have success within classroom instruction.

In that same week, I was also able to talk to Owen's mother on the phone. My

phone conversation with Owen's mother did not tell me much about him as a reader, but

it was useful to give her an opportunity to share things about her son. I explained to her

the family's role in praise and support at home. I also had a chance to describe what

Owen would be bringing home each day: a book to read and a cut-up sentence to share.

By the time he brings these items home he should be able to handle them independently

and use them to show the family his success in reading. I asked if there was anything

else that she wanted to tell me about Owen.  She immediately said that he was a good and

wonderful boy.  Then she shared that, like so many other boys his age, he loves anything

related to Legos or Star Wars.

*Baseline assessments*

Coming into this project I had very little background in individual reading

instruction and, while I was very interested in the topic, it was an area that I knew little

about.  My work with the ERE instructor during this initial period of time focused on

how to find out about Owen as a reader.  One of the first steps in ERE is finding a

reading baseline by administration of Clay's assessments.  I worked with the ERE

instructor to understand the concept behind Clay's assessments as well as the methods for

administering them.  I practiced administration of the subtests with the ERE instructor as

well as with my own two boys (ages 5 and 7) in order to gain proficiency.

My work with Owen started by administrating Clay's *An Observation Survey of

Early Literacy Achievement* (2005a). Clay's assessments provide detailed information

about a child's literacy skills.  The first day that I met with Owen I administered the

"Letter Identification," "Word Recognition," and "Hearing and Recording Sounds in

Words" (HRSW) subtests.  We also talked about the letters that start the names of his

family members.  I let Owen pick out magnetic letters to put on our magnet board.  He

told me each of the names and I wrote the rest of the letters behind the first ones he

picked out.  For *mom* and *dad* he picked out the letters that start each of their names,

instead of uppercase M for *mom* and uppercase D for *dad*.

Over the next two days Owen finished the "Writing Vocabulary" and "Concepts

about Print" (CAP) subtests.  To introduce the writing assessment I took out a dry erase

board and told Owen I was going to write down some words that I know. I asked him to read them as I wrote. I wrote, *is*, *at*, *Owen*, and *mom*. When he saw his name his face lit up and he told me right away that that word was his name. This was a way to get him to see that there are words that he knows how to write. In the following ten minutes he wrote his name, short words (*in*, *is*, *cat*), and the words *mom* and *dad*. He wrote seven correct words in all.

I also learned about Owen as a reader because of his attention to certain details of print during Marie Clay's CAP subtest. He read the book *Follow Me, Moon* for his CAP subtest and showed a high understanding of left to right directionality, voice-print match, and word and sentence spacing. His area of struggle came with decoding letter-sound relationships within a word and applying strategies for identification of unknown words. Clay's Survey helped me learn about Owen as a reader while also helping me see his ability to attend to a task, follow directions, and interact with someone new.

Clay's Observation Survey Summary Sheets (Clay, 2005a) bring the results of these assessments of Owen's literacy achievement together under a list of headings (see Figure 1). Using Clay's Survey Summary Sheets provides the teacher with a tool to describe "what the child can do, and also what is partially known, at the boundaries of the child's knowledge" (Clay, 2005a, p. 123). The first page of the Summary Sheet serves to collect data on Owen's text reading and other observation tasks while the second page summarizes his strategic activity applied to text, words, and letters. When writing the summary Clay states, "Using only the evidence you have been reporting, describe in a few lines the child's current way of responding" (Clay, 2005a, 132).

A couple of key concepts shown in Figure 1 take place in the HRSW and "Writing Vocabulary" subtests. In the HRSW subtest Owen shows his ability to produce text when words are slowly dictated to him. He produced all four of the phonemes in the word *school* although he wrote it instead as *skool.* In this process of recording the sounds he heard during my slow dictation, Owen's stanine score for mid-year first graders was a four. When asked to produce words on his own during the "Writing Vocabulary" subtest Owen's stanine score was one. When he heard the words slowly he could come up with many of the basic sounds in words that he could not produce on his own during the ten minute vocabulary assessment. Creating this analysis of Owen's problem strategies and useful strategies as it focused on text, words, and letters helped me to pinpoint strategies that he was applying, whether accurately or inaccurately, in his reading. Part of my analysis is given in the summary statement when I write, "To this point I do not think (Owen) is aware of what he does or does not know. Without knowing this he is unable to apply approaches to word decoding." His need to spend so much energy in the decoding process of unknown words takes away his ability to see meaning in the text as a whole.

Figure 1. Baseline Assessment Observation Survey Summary Sheet

OBSERVATION SURVEY SUMMARY SHEET

Name: _____--------_____ Date: 12/05/12 D. of B: __--___ Age: __--___ yrs ___--___mths

School:_____----------_____ Recorder: ___Amy Bryant_____

| Text Titles | Errors Running Words | Error Ratio | Accuracy Rate | Self-correction Ratio |
|---|---|---|---|---|
| Easy _NA_____ | _____ | 1: _____ | _____% | 1: _____ |
| Instructional *My Garden*; GR-A | 31/37 | 1: _____ | 84 % | 1: 1:6 |
| Hard *Who Will Carve the Turkey*_____ | | 1: _____ | _____% | 1: _____ |

Directional movement _____

Easy underdetermined _____

Instructional *My Garden* was chosen as an instructional level book because (Owen) read it as a cold read. With a walk through (picture) he would have come up with words such as leafy and rose. This would have put him in 90% accuracy or above _____

Hard _____

Cross-checking on information (Note that this behavior changes over time)

| How the reading sounds | Easy -- Instructional Many of the words he was confident at were fluent. Worked at decoding. Hard He would simply guess at words he did not know | | | Raw Score | Stanine |
|---|---|---|---|---|---|
| Letter Identi-fication | (Owen) does a wonderful job on his letters. He knew them so well I had to tell him to slow down. He did change *l* to *i* and called *q* a *p*. | | | 52 | 5 |
| Concepts About Print | **Sand Stones** (Moon) | I was very impressed to see (Owen) show understanding on so many aspects of print. He knows word flow from left to right, word spacing, and relates sound to words during other's reading. | | 18 | 5 |
| Word Reading | **List A List B** (List C) | This list had some words (Owen) knew right away, however the words he did not know he was not able to accurately decode. He would guess. He either knew them or he didn't. | | 8 | 2 |
| Writing Vocabulary | Having to sit down and come up with words to write I think was very hard for (Owen) at this point. I think it was just as hard for him to produce words as it was for him to spell them correctly. I don't know if he was aware of words he does and doesn't know. | | | 7 | 1 |
| Hearing and Recording Sounds in Words | (A) B C D | Here I gave the words slowly to (Owen) to write and he did a wonderful job, I think. He could produce many of the basic sounds and was working through them as he wrote. | | 30 | 4 |
| Other tasks | **Writing sample, Story, or Spelling** | | | | |

### An Analysis of the Child's Strategic Activity

**Useful strategic activity on text:**
- moves across print from left to right with return sweep.
- exhibits voice print match
- derives some meaning from stories that are read out loud
- shows good memory for text

**Problem strategic activity on text:**
- does not seem to read for meaning
- seems to be neglecting visual information
-waits for help, unable to use clues or information to accurately read more difficult words in text. (He does not make the effort)

**Useful strategic activity with words:**
-analyzes some initial sounds on word list
-attempts to write words using sound analysis
- recognized the reversed sentence order on the CAP test because of the capital letter

**Problem strategic activity with words:**
- on CAP test he did not recognize word or letter rearrangement
- in HRSW subtest cannot always record the correct consonant

**Useful strategic activity with letters:**
- (Owen) identifies and uses most letters without issue
- seems to write/ form letters easily
- can usually isolate the first sound he hears (Hearing and Recording test)
- analyzes some sounds within a word

**Problem strategic activity with letters:**
- confused some letters on the Letter Identification Test
-may not be able to detect decoding error because he is not identifying certain letters accurately

**Summary statement:**

To this point I do not think (Owen) is aware of what he does or does not know. Without knowing this he is unable to apply approaches to word decoding. And while he shows comprehension of books being read to him, his decoding is taking priority over sentence comprehension in his own reading. He is fluent with various words, but lacks the tools to figure out words less familiar to him.

Signature: <u>Amy Bryant, December 5, 2012</u>

*Roaming Period*

After baseline assessments are completed, the next phase of the intervention process is the roaming period or "roaming around the known" (Clay, 2005a). It usually lasts about two weeks and generally does not look like the typical tutoring lessons that follow. In the roaming period, the teacher shares more tasks with the student, repeats activities more often, and intersperses reading and writing activities with the objective of gaining an understanding of what the struggling reader knows (Clay, 2008). My work with the ERE instructor during this part of the training focused on the purpose of the roaming period and the activities designed for use during this period. A highlight of the instruction was the reminder that during the roaming period there is no teaching allowed. It was an opportunity to observe what Owen already knew so that instruction could begin at his level. Each day I kept daily records of the roaming process and shared them weekly with the ERE instructor.

In my work with Owen, I used Clay's assessments, an observation of him during reading class, and a phone conversation with his mother to provide insight for where to begin roaming. Combining my observations of Owen in these settings was important to create a roaming period that set the groundwork for tutoring in the weeks to come. In each session in the roaming period I worked hard to keep Clay's words in mind when she says, "Go over what he knows in many different ways in each lesson. Praise him for his efforts. Show delight in everything he does, however minor" (Clay, 2008, p. 34). Owen and I explored read-a-louds, picture walks, and writing text for a wordless book, along with other various activities.

The first book that I read aloud to him was Dr. Seuss's *And to Think that I Saw it on Mulberry Street.* He loved this book. We looked at the pictures together as we turned each page and marveled at the little boy's imagination. Each day we read a couple more pages and talked about the changes in the story from one day to the next. This was something Owen liked to do because it made him my co-worker. Clay emphasizes the importance of the tutoring relationship in the roaming period. She mentions the importance of holding the child's interest, bolstering his confidence and turning him into your co-worker (Clay, 2008).

The focus of my work with Owen became making him my co-worker. We took a wordless picture book and wrote text to describe what we thought the story was about. Owen described the pictures and I wrote down what he said slowly on a post-it. We then put the post-it on the page and Owen read the words. He would struggle with some words as he read them back to me. In these cases I would simply read the word for him or point to the spot in the picture that would help remind him what he had said. This was a very enjoyable activity that we worked on together over a couple of days. In the end he decided that we needed to write "The End" on the last page of the book. I handed him the pencil and post-it and off he went. He wrote "The End" as clear as can be. We finished by writing the title of the book on the front followed by a line that listed us as the authors. Owen was able to read the entire book back to me with very minimal help by the last day of roaming, and he seemed to really enjoy seeing his words in writing.

During these roaming sessions I focused on making sure that Owen felt confident and interested. I found ways to give him continual praise and show my excitement for things no matter how minor they were. I kept a list that I titled "Pre-Fluency" words next

to me as we worked.  During the week I jotted down words that Owen knew from sight.  Some of these words were, *is, at, the, and, are, end, a, can, look, it, go,* and *will*.  These words were helpful to know as the tutoring sessions began so that I could start to introduce fluency words that were not familiar to him and would help him gain a broader reading foundation.  The final day of the roaming period I brought some of my children's favorite books from home and let Owen pick whichever one he would like.  He chose *How to Train Your Dragon*.  He said to me that he had the same one at home and it was one of his favorite books.  I was glad to see him opening up and talking about books he had read and thought of as special.

The two-week roaming period was such an important phase in the tutoring process.  I thought it provided a wonderful opportunity to learn about Owen in many different ways.  I could start to see what his interests were and how reading fit into what he liked to do.  He did not ever show a bad attitude toward reading or act as though he was frustrated with his ability.  On the contrary, he liked many of the activities we did together; he thought his skill level was above what he could actually do.  From the roaming process I found that Owen had a collection of words that he could read and that he was comfortable with.  He decoded many new words using the short vowel sound and could read many three letter words such as *sit, dog, cat*, and *big*.  He saw letters as making one sound and tried to apply that concept to all reading.

Mary Jett-Simpson describes developmental patterns associated with each of her six reading stages (Leslie & Jett-Simpson, 1997).  I used this list of patterns (see Figure 2) to compare what I learned about Owen's reading proficiency to the developmental

patterns described in each stage. The following list describes the Transitional Reader Stage:

- begin to recognize some sight words

-use pictures and some initial consonants to figure out words

-still rely on memorization of the story

- predict from pictures

- begin to spell semi-phonemically

- begin to use some cues to self-correct

-develop phonemic awareness

I saw many of these patterns in Owen over the course of the roaming period. He was beginning to put all of these points into practice. The indicators for advancement to the Beginning Reader Stage also fit reading patterns he showed during the two-week roaming period. He showed "signs of voice/ print match and was beginning to try to use most letters to figure out words" (Leslie & Jett-Simpson, 1997, p. 31). Given the observations during the roaming period, I placed Owen's Reading Stage as advancing from Transitional Reader to Beginning Reader.

These patterns of reading acquisition were helpful to decide the level of ERE book for Owen's first daily tutoring session. While I saw patterns in Owen's reading that showed advancements from the Transitional Reading Stage, he did not apply these skills consistently. During roaming Owen read a Guided Reading Book called *The Garden*. He chose this as a book he thought would be easy for him to read. The book was more in his instructional range and served as a good tool to see how Owen applied reading skills to text (see Figure 1).

Figure 2. Developmental Patterns of Reading Acquisition

## Relationship of Grade Level to Developmental Patterns of Reading Acquisition

Grade Level: K, 1, 2, 3, 4, 5, 6

### Developmental Patterns of Reading Acquisition

**Emergent Readers**
- focus on pictures
- develop directionality
- begin phonemic awareness
- develop understanding of conventions of print
- do "pretend reading"
- begin to write and name letters

Indications of Advancement:
- attention shifts to print
- memorized story retelling

**Transitional Readers**
- begin to recognize some sight words
- use pictures and some initial consonants to figure out words
- still rely on memorization of story
- predict from pictures
- begin to spell semiphonemically
- begin to use some cues to self-correct
- develop phonemic awareness

Indications of Advancement:
- voice/print match
- begin to try to use most letters to figure out words

**Beginning Readers**
- focus on meaning cues
- focus on letter/sound cues
- begin to use multiple cues
- expand sight word knowledge
- increase use of cues to self-correct
- develop phonemic awareness
- spelling includes some semi-phonemic and phonemic spellings—standard spelling is increasing

Indications of Advancement:
- cross-checking multiple cues
- begin to see spelling patterns (chunks)

**Advanced Beginning Readers**
- develop chunking strategies
- refine cross-checking strategies
- refine self-monitoring and self-correction
- transitional and standard spelling with some phonemic spelling

Indications of Advancement:
- effective chunking
- consistent independent use of cross-checking
- consistent self-monitoring and self-correcting

**Consolidating Readers**
- work to become automatic with strategies
- increase sight words
- handle more and more complex text
- meet the demands of comprehension for the context of the tasks

Indications of Advancement:
- become independently strategic
- silent reading speed exceeds oral

**Accomplished Readers**
- control cross-checking strategies
- self-monitor
- develop more word meaning vocabulary
- develop strategies for comprehending complex text structures

Indications of Advancement:
- ability to be flexible in multiple reading settings
- can move from novice to more expert reading behaviors in content areas

→ Done while constructing meaning for texts

Note: The grey wavy lines are meant to convey the idea that these are not absolute hierarchical stages. Each child's reading will progress with its unique pattern enveloping various strategies and knowledge.

A Guided Reading Level A book correlates to a ERE Level 1 or 2. However, when I looked at the ERE Level 2 books they seemed more simple than I would have thought. I wanted Owen to start the program at a level that would give him confidence while also providing opportunity for instruction. In the end I decided on an ERE Level 3 reading book, knowing that with my intervention he would be accelerated through some of these early levels. I kept a chart of Owen's accuracy rate during running records in order to have a visual representation of his movement up through ERE Levels (see Appendix E). Starting Owen at ERE Level 3 helped him gain confidence by having a high accuracy rate on his first reads.

*Daily Tutoring*

Tutoring sessions following the roaming period "start with the child's strengths and proceed according to what he is able to learn about reading" (Clay, 2008, p. 22). My work with the ERE instructor during early tutoring sessions concentrated on decision making with regards to Owen's strengths. A large part of decision making involved choice of text, usefulness of prompts, and using cueing systems to Owen's benefit (see Appendix E). This work with the ERE instructor was beneficial because it provided direction for my early attempts at structuring productive tutoring sessions. I learned how to tailor ERE lessons to meet the needs of the student and had to apply what I already knew about Owen's learning to provide text, fluency words, and make-and-break "chunks" (see Appendix B) that would accelerate his reading acquisition. My opportunity to grow as a reading tutor was woven tightly to Owen's opportunity to create a firm reading foundation. As daily tutoring sessions began, Owen and I both left what we knew and started to gain information at an accelerated pace. I worked to apply

decision making in tutoring sessions in order that Owen could progress in reading at an increased rate.

Daily ERE lessons can be split into three, 10 minute sections or 10-10-10. The first 10 minute section begins with a portion focusing on fluency words. Fluency words are used to build a child's knowledge of sight words. The fluency word is written on the center of a dry erase board. The child copies the word four times in each corner of the board, saying the word aloud after each time it is written. The board is wiped clean and the child writes the fluency word on the board, again saying the word aloud. The fluency word is added to an index card for recognition practice on later days. *Out* was one of Owen's first fluency words, in our lesson on December 19 (see Figure 3). This was a word that Owen struggled with the previous day as he read the book *Splash*. My decision to make *out* his fluency word was the start of many decisions I would make as I worked to build Owen's literacy foundation. *Out* is a base word that I made use of often when I wanted to call Owen's attention to the *-ou* sound we hear in *out*. This lesson gave him the opportunity to learn *out* as a fluency word.

The fluency word practice in the ERE session is followed by the reading of two books: a warm-up book and a second read book. These activities take place in the first 10 minute section of the lesson. The warm-up book is one the child has read twice during previous lessons. After the third read the child is ready to take it home and share it with his/her family. The second read book is the book introduced the previous day. Running records are recorded while the book is read aloud.

In our tutoring session on December 19, Owen read *Splash* for the second time while I took a running record (see Figure 3). I was able to see how Owen applied the

fluency word *out* to his second read of the book *Splash.* The word *out* came in the last sentence, "The water went *out*." The four words in this sentence gave me insight into Owen as a reader. Owen showed in the roaming period that he knew the word *the.* He read it and wrote it during that time. When he came to the word *water* I saw him do two things: he sounded out the beginning of the word and looked over at the picture in the book. When he said the word *water* he seemed confident that he was correct. He proceeded to read *went* and *out* without any trouble. *Went* was his fluency word from the previous day and *out* was learned prior in the lesson. He retained a fluency word from a previous lesson and applied a new fluency word to his reading. Owen read this book at a 97% accuracy rate, making only one error while reading the word *mouse*.

Figure 3. December 19 ERE Lesson Plan and Running Record

Tutor: ___Amy Bryant___  Date/Time: ___December 19th; 10:45 a.m.___

Cooperating Teacher: ___-----------___  Grade: ___First___

Child: ___------------___  Current Level: ___ERE- 3___

Fluency (sight) words: *out*

Said oot- went back to *Splash* page 10 and looked at word *out*.  Talked about it in the sentence.

Warm-up Book/Level: *These Legs*- ERE 3

Ready to take home!

Second-read Book/Level: *Splash*- ERE 3

Running Record (attach):  Accuracy rate: ___97%___  Self-Correction rate: ___0:1___

Circle one:    Independent level    Instructional level    Frustration level

Make 'n Break patterns ("chunks"): *-ent*

w,s,b,t,d  - no problems with *b* and *d*.  Wanted at first to call the chunk *ate*. Talked about trying both sounds

a letter makes to see if one sound familial to our ears.

Cut-up sentence (circle letters or portions the child produced independently):

I am going bowling with Santa.

Wrote: "I am goeng blown with Sanda."  This gave us a chance to talk about the *-ing* "chunk" that can be

added to words.  I wrote *go* and *bowl* on the white board and showed him how I would add *-ing* to make

*going*.  I asked him to make *bowl* into *bowling*.  We then added *stay* and *snow* to practice more.

New Books introduced/level(s): *When it Rains* – ERE 3

(Owen) read *inside* on the first page and read *in* the rest of the book.  He got *inside* from our walk through

but didn't apply it to every page after.  We went back and broke it down into "chunks" so he could see it as

parts and a whole.

Tutor's Notes and Reflection:

(Owen) is coming along so well with his ability to apply what he learned to his reading.  Keeping a
foundation of what he knows and adding new pieces will be very helpful to him!

RUNNING RECORD SHEET

Name: _____--------_____  Date: _12/19/12__  D. of B: __--__  Age: ____--____ yrs ____--____ mths

School: _____----------_____  Recorder: _____Amy Bryant_____

| **Text Titles** | **Errors Running Words** | **Error Ratio** | **Accuracy Rate** | **Self-correction Ratio** |
|---|---|---|---|---|
| Easy _____*Splash*_____ | ___33/34___ | **1:** _____ | ___97___ **%** | **1:** ___0:1___ |
| Instructional _____ | _____ | **1:** _____ | _____**%** | **1:** _____ |
| Hard _____ | _____ | **1:** _____ | _____**%** | **1:**_____ |

Directional movement _____

Analysis of Errors and Self-corrections
Information used or neglected [Meaning (M), Structure of Syntax (S), Visual (V)]

Easy _____

Instructional _____

Hard _____

Cross-checking on information (Note behavior changes over time)

| Page | Title<br>*Splash*  words: 34 | E | SC | Information used | |
|---|---|---|---|---|---|
| | | | | E<br>MSV | SC<br>MSV |
| 2 | √ mice  √ √ √<br>　mouse | E | | MV | |
| 4 | √ √ √ √ √ | | | | |
| 6 | √ √ √ √ √ | | | | |
| 8 | √ √ √ √ √ | | | | |
| 10 | √ √ √ √ √ | | | | |
| 12 | √ √ √ √ √ | | | | |
| 14 | √ wa wat√　√ √<br>　water | | | | |

The make-and-break section follows the second read and is the final part of the first ten minutes of the lesson.  Owen enjoyed the make-and-break portion of the lesson from the very beginning.  In this activity magnetic letters making the chunk, or rime pattern, are placed at the top of a magnet board.  Other letters that can be added to the chunk are placed along the side.  The teacher reads the chunk to the child and the child repeats the chunk back.  The child then adds a letter from the side of the board and reads the word.  The letter is taken away from the chunk and the chunk is read alone.  After each word is made and spoken the child takes away the letter and reads the chunk.  In the December 19 lesson (see Figure 3) Owen worked with the –*ent* chunk.  I provided him with the letters *s, b, t, d,* and *w*.  He went right to work and had no problem using the letters *b* and *d* correctly in the word.  My learning grew out of this activity as well.  At this point I did not completely grasp the concept of this activity and did not read the chunk out loud for Owen to repeat.  I put it on the board with the thought that he was supposed to read it.  Sharing my notes with Dr. Heiden at our weekly meeting helped clarify this error.  She was able to address my concern that the chunks were hard for Owen to read and I was able to correct my methods in the following lessons.

The writing section fills the second ten minutes of the ERE lesson.  The writing section of the lesson is based on the child's own thoughts and words.  The child has time to think about what he wants to write and tells the teacher when he has come up with a sentence.  The child writes the sentence on a piece of paper while the teacher writes the sentence on a sentence strip and the outside of an envelope.  The teacher and the child work together making sure the child's sentence is spelled correctly.  The sentence on the sentence strip is cut into separate words, the words are scrambled by the teacher, and then

the child reassembles the sentence.  The child reads the entire sentence and compares it

with the sentence on the outside of the envelope.  The cut-up sentence goes into the

envelope so the child can practice putting it together and reading it at home.

In the writing portion of the lesson from December 19 (see Figure 3), Owen

wanted to write the sentence, "I am going bowling with Santa."  He wrote, "I am goeng

blown with Sanda."  I noticed that Owen was not making use of the *–ing* chunk.  I

described working on this in my notes when I said, "I wrote *go* and *bowl* on the white

board and showed him how I would add *-ing* to make *going*.  I asked him to make *bowl*

into *bowling*.  We then added *stay* and *snow* to practice more" (Figure 3).  The writing

portion of the lesson was time consuming in the early stages of tutoring.  It was a process

to get Owen to expand his oral skills and apply them to his writing.  His first sentences

were "I like the Packers" and "I like crabs at home."  It took some time for him to get his

thoughts into organized sentence structure.

The final ten minutes of the tutoring session is spent introducing and reading the

new book.  The teacher and the student look through the book in order to become familiar

with the story.  This picture walk is important because it provides a way of "drawing the

children into the activity before passing control to the children and pushing them towards

problem-solving the whole first reading of the story for themselves" (Clay, 1991b, p.

265).  It is in this section of the lesson where I made many decisions in regard to Owen's

learning.

In the December 19 lesson (see Figure 3) Owen read *When it Rains* for the first

time.  We started by looking through the pictures of the book and talking about each

page.  In our conversation Owen used the word *inside* as he talked about the people in the

pictures coming into the house to get out of the rain.  I was happy to hear this because the book finished each sentence with the word *inside*.  I recorded his first read of *When it Rains* in my notes by writing, "Owen read *inside* on the first page and read *in* the rest of the book.  He got *inside* from our walk through but didn't apply it to every page after. We went back and broke it down into 'chunks' so he could see it as parts and a whole."

Each time Owen read a new book there were unfamiliar words.  How to handle unknown words was a key learning focus for me.  I needed to provide the scaffolding for Owen to solve unknown words as independently as possible.  By the end of January Owen was using pictures and chunks to solve unknown words, but as the books become more difficult he needed more tools.  In my January 31 notes, I recorded making a tracing of Owen's hand so he had a visual reminder of five strategies to use when he came to a word he didn't know (see Figure 4).  The first two strategic hints we added were "Look at a picture" and "Find a chunk."  In the following weeks we added three more helpful hints: "Break-up long words," "Does it make sense?" and "Start the sentence over."  I brought stickers to place on the picture of a blank hand to remind Owen that he had tools for solving unknown words.   At the end of the lesson we talked about the words that he solved using the five cues.  He then put a sticker on one of the fingers to stand for each time he used one of the cues.  After we had been working at this for about a week he mentioned how many stickers were filling the page and wanted to count them.  I made a special point to tell him that the stickers showed that he was working hard as a reader.

Figure 4. Five Strategies for Solving Unknown Words
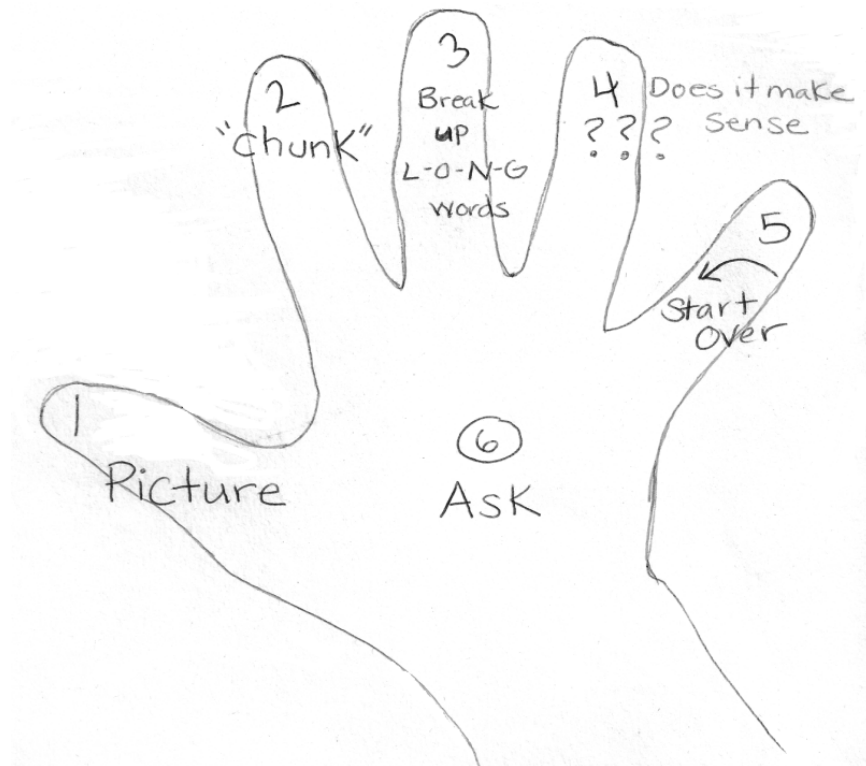


At the beginning of February, I checked with Owen's classroom teacher to see how he applied reading strategies during classroom instruction as well as the ERE book level at which he was reading in the classroom. I recorded our conversation in my lesson notes from February 8 (see Appendix G). Owen's teacher shared with me that he was using pictures, chunks, and recall of word wall words in his reading. He was reading books in class that were equivalent to an ERE book level of 9 or 10, which was very similar to what he was doing in our tutoring sessions. At that time, Owen was on an ERE Level 9 book with me, and was moving up through levels quickly. The text in his books became more difficult daily and yet I had to keep handing more responsibility over to Owen so that he was growing as a reader.

It was with growth in mind that the ERE instructor shared with me the benefit of transcribing the new book section of a lesson. She described the process as writing down everything that is said by the tutor and the student during the ten minute section focused on the new book. I transcribed my lesson with Owen from February 13 (see Appendix H). After completing this project I noticed that I talked more than Owen in the lesson. His responses frequently consisted of just one or two words. I was sending mixed signals to him about who was in control of his reading. Increasing my wait time in lessons was critical to give Owen a chance to think.

Figure 5 shows a chart created for ERE by Dr. Mary Jett-Simpson; I began referring to this chart in our tutoring sessions. It focused on prompts that would help Owen with unknown words, while at the same time keeping him in control of the reading process. The chart highlights the importance of using general prompts before moving to specific ones. The tutor uses phrases such as, "Try again," "Show me the hard part," and "What have you tried?" before focusing the child on the word, word pattern, or letter. I worked to develop and extend Owen's limited oral expression by handing the job of describing the pictures in the new book to him each day. This served to increase his oral language while at the same time highlighting his increasing role toward independent reading.

Figure 5.  General Framework for Responsive Interactive Teaching

## General Framework for Responsive Interactive Teaching

### General / Broad

**WAIT - Say Nothing**

*"Try again."*

*"Show me the hard part."*

*"What have you tried?"*

*"What could you try?"*

**Choose one of four.***
*"Does that make sense?"*
*"Can we say it that way?"*
*"Does that look right?"*
*"What would you expect to see?"*

Focus attention on - Sentence

- Word

- Word Part (pattern)

- Letter

### Specific / Narrow

Dr. Mary Jett-Simpson
University of Wisconsin
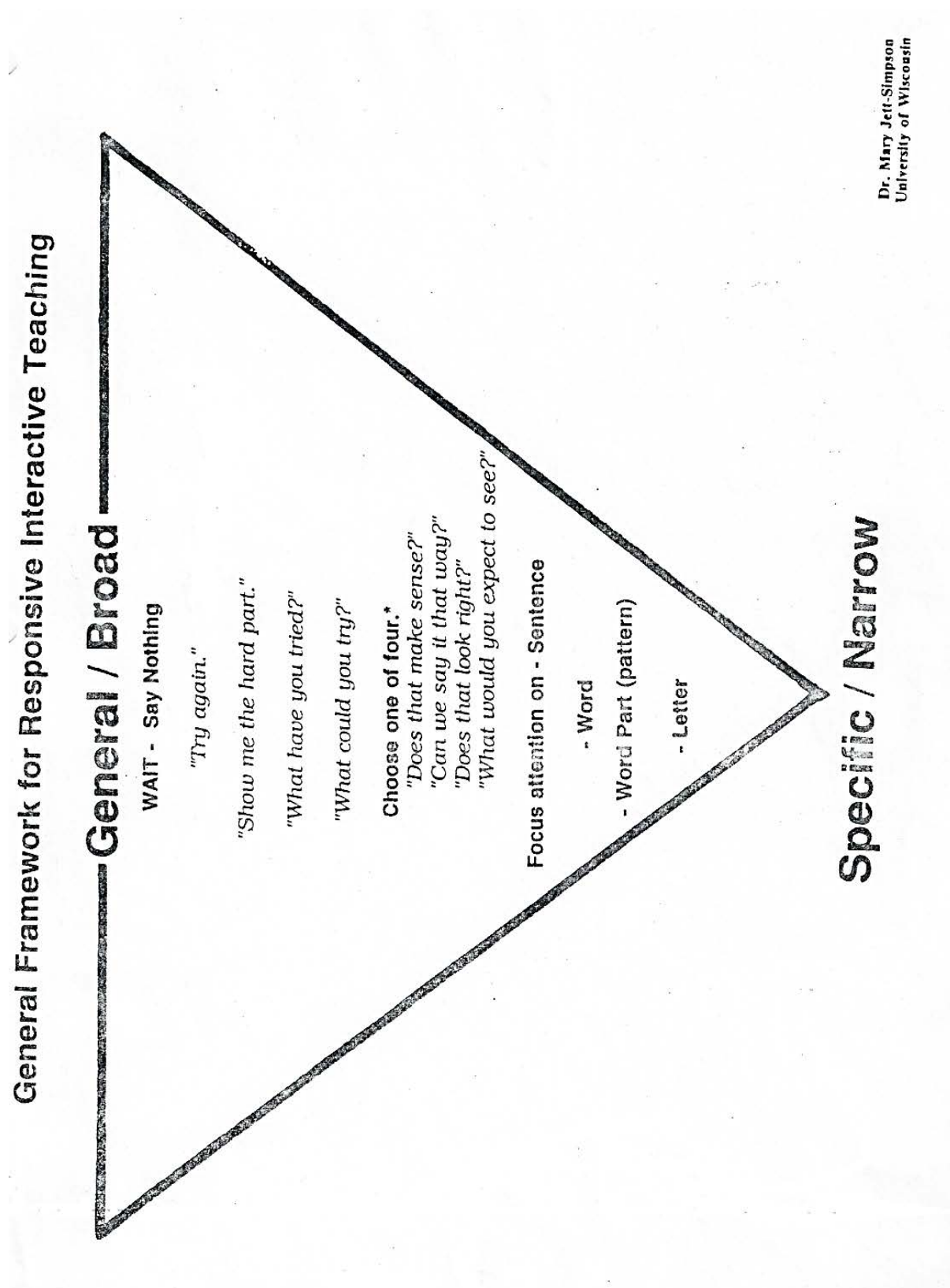
Owen advanced six ERE book levels throughout February and into March. In our lesson on March 12 (see Figure 6) I recorded a running record as Owen read *The Kick-a-Lot Shoes*, an ERE level 14 book. Owen read this book at a 97% accuracy rate because he was self-correcting and solving unknown words. Owen's self-correction ratio was 4:11, which means that in this story he had seven uncorrected errors and four self-corrections. His self-corrections and problem solving attempts told me so much about his growth as a reader. He corrected the words *crying, hard, up*, and *I*. He applied problem solving as he worked through the words *river* and *splash*. Three of his uncorrected errors came from skipping *the* and *in* and replacing *get* with *got*. Three other uncorrected errors were pronouncing *Boompsa-daisy* as *Boopsa-daisy*. I recorded in my running record from March 12 (see Figure 6) that the meaning of the text was not altered by these six uncorrected errors. His final error came as he worked through the word *frightened*. I wrote this down as a teacher assist because I pointed to his list of five strategies for solving unknown words (see Figure 4) and said, "Which ones of these would help you?" Owen then covered up the letters in the word so that he could only see the *–ight* chunk. He read *fright* and then *frightened*. While this was recorded as an error it showed me Owen's ability to apply the chunk strategy to a two-syllable word with success. "The child notices that the same letters or clusters are found in different words and so can begin to use analogy" (Clay, 2008, p. 49).

Figure 6. March 12 ERE Lesson Plan and Running Record

Tutor:     Amy Bryant                    Date/Time:   March 12th; 12:30 p.m.

Cooperating Teacher:     ----------     Grade:       First

Child:           ------------           Current Level:    ERE- 15

Fluency (sight) words: *want*

Struggled with *want* during *Kick-a-Lot Shoes* last time.

Warm-up Book/Level: *Kick-a-Lot Shoes* – ERE 14 pp. 2-9

Just read trouble spots with *town, down,* and *mail carrier.*

Second-read Book/Level: *Kick-a-Lot Shoes* – ERE 14 pp. 10-16

Good self-correcting and self-monitoring

     Running Record (attach):  Accuracy rate:  97%   Self-Correction rate:   4:11

     Circle one: Independent level   Instructional level      Frustration level

Make 'n Break patterns ("chunks"): *G* and *J* sounds

*G* words as *G* and *J* sounds.  *J* = giant, engine, change, imagined *G* = ignore, go, good,

twig.  (Owen) did great with this

Cut-up sentence (circle letters or portions the child produced independently):
My shoes keep falling off today.

Wrote: My shas kep falling off today.  (Owen) had more to say so I wrote down the rest for him!

Used book *Kick-a-Lot Shoes* to find the spelling for *shoe*s.  Used Elkonin boxes for *keep.*

New Books introduced/level(s): *The Feisty Old Woman Who Lived in the Cozy Cave* - ERE 15

Good first read for so many tough words; angry, fierce, feisty, thundered, ninety, hang,

and hung.

Tutor's Notes and Reflection:

Snow day yesterday and field trip tomorrow, so I took a bit of extra time today to take a longer
running record that I would have otherwise on that book.  I also took time to sort *g/j* words today.

## RUNNING RECORD SHEET

Name: --------     Date: 3/12/13   D. of B: -----   Age: -- yrs -- mths

School: ----------     Recorder: Amy Bryant

| Text Titles | Errors Running Words | Error Ratio | Accuracy Rate | Self-correction Ratio |
|---|---|---|---|---|
| Easy *Kick-a-Lot Shoes* | 227/234 | 1: _____ | 97 % 1: 4:11 |
| Instructional _____ | _____ | 1: _____ | % 1: _____ |
| Hard _____ | _____ | 1: _____ | % 1: _____ |

Directional movement _____

Analysis of Errors and Self-corrections
Information used or neglected [Meaning (M), Structure of Syntax (S), Visual (V)]

Easy _____

Instructional _____

Hard _____

Cross-checking on information (Note behavior changes over time)

| Page | Title    words: 234 *Kick-a-Lot Shoes* pp. 10-16 | E | SC | Information used E MSV | SC MSV |
|---|---|---|---|---|---|
| 10 | √√√√ √√√√√√√√√√√ -- √           the | E | | M | |
| | Boop-sa-daisy √√√ √ √ √ √ √ carrying SC<br>Boomp-sa-daisy        crying | E | SC | MSV | |
| 11 | √ √ √ hop SC √ √ √ √ √ √ √ √ √ √ √ √√<br>      up | | SC | | |
| | √ √ √ √ √ √ √ √ √ √ √ √ √ √ √ √ herd SC<br>                   hard | | SC | | |
| | √ √ √ √ √ √ √ √ √ | | | | |
| 12 | √ √ √ √ √ √ √ √ √ √ √ √ √ √ √ √ √ √ √ √ √<br>√√ √ √ √ √ √ √ √ √ √ √ fretting fret-um TA<br>                   frightened<br>√ √ √ √ √ √ √ √ √ √ √ | E | | -- | |

Cont.…

| Page | | E | SC |
|------|---|---|----|
| 13 | √ √ √ √ √ √ √ √ √ √ √   <u>Boop-sa-daisy</u><br>Boomp-sa-daisy | E | |
| 14 | √ √ √ √ √ √ √ √ √ √ √ √ √ √ √ √ <u>got</u><br>get<br>√ √ √ √ √ √ √ √ √ √ √ √ √ √ <u>re river</u> √<br>river | E | |
| 15 | √√√√ <u>sp spl splash</u> √  √ √ √ √ √ √ √ √ √ R√<br>splash<br>√ √ √ √ √ √ √ √ √ √ √ √ √ √ √ | | |
| 16 | √ <u>Boop-sa-daisy</u> √ √ √ √ √ √ √ √ √ √ √ √<br>Boomp-sa-daisy | E | |
| | √ √ √ √ √ √ <u>--</u> √ √ √ √ √ √ √ √ √ √<br>in | E | |
| | <u>and SC</u> √ √ √<br>I | | SC |

| Information used | |
|-----------------|---|
| E<br>MSV | SC<br>MSV |
| MSV | |
| MV | |
| | |
| MSV | |
| M | |

This March 12 lesson showed Owen's ability to identify unknown words and self-monitor his reading.  He was making use of the decoding tools that he had gained to read unseen text.  His comprehension skills grew to the point where he would correct words that did not sound right to his ears. While he was still making strides in his fluency and comprehension of the text as a whole, his progress was reaching the level where his one-on-one intervention with me would be discontinued.

<div align="center">Discontinuation</div>

Procedures used in early reading intervention are designed to develop the beginnings of a self-monitoring system.  The decision to end individual support is made as the child begins to work effectively at problem-solving texts at some level (Clay, 2008).  As the child reaches higher text levels he must have enough practice to consolidate new learning, while at the same time accelerating through levels to reach that of his peers.  "Towards the end of the lesson series the teacher will be under pressure to have the child reading the same text as those used by his average classroom peers with a high degree of independence" (Clay, 2008, p.53).  Clay notes that the child should be working at or above a Level 16 in order to participate in classroom activities at the average level of his peers in grade one (2008).

*Text Level*

When Owen reached ERE Level 16 in our tutoring sessions I discussed a timeline for discontinuation with his classroom teacher.  She was glad to hear of the progress he made and shared with me that she worked to have her students end the year at Level 20.  Since Owen was at Level 16 in March she felt confident that he was on track to progress to Level 20 by the end of the school year.  She asked for a copy of my notes from the

final week of tutoring sessions with Owen. Her plan was to work in small groups or one-on-one with him over the next couple weeks in order to transition him back to classroom only instruction. "The transition to only classroom support must be made in such a manner that progress continues" (2008, p. 54). Owen's teacher was attentive to the need for additional support during the discontinuation process and further understood that "most children will manage the transition without close monitoring; but there will be those who need a temporary increase in attention from the classroom teacher to facilitate the change" (Clay, 2008, p. 54). She knew Owen well enough to plan for the additional support he would need to continue his reading progress through the end of the year.

The process of discontinuation in this field study started the week of March 18. On that Monday, Owen read an ERE Level 16 new book and second read book. The following day he read another level 16 new book before moving up to a Level 17. He finished the week at a Level 17 and read his final two books at a 98% and 96% accuracy rate. Owen showed his ability to decode new words by reading the following in unseen text: *finally, watery, rubbed, pulled, whispered, built, raisins, shivered, newspaper, chocolate, understand, twenty-seven*, and *wheel*. He worked through these words on his own until he read them correctly. When he produced the correct word he then continued reading the story. As he moved up levels he was able to read books that had a more conversational tone. *Just a Minute* was the last book Owen read with me. It was about a little boy waiting to show his busy family members his art project. The conversational tone of the book helped Owen read words fluently that I thought he would have to stop and decode. He read *knocked, looked, tucked, finished,* and *confused* without any trouble.

In this last week of tutoring I rarely used prompts other than "Try again" and "What could you try?" before Owen came up with the correct word (Figure 5). The times that he needed further help centered on his choice of vowel sound in words. He identified "the hard part" by pointing to the vowels that gave him trouble. When he came to the word *washed*, for example, the irregular vowel had him trying different sounds without success. When he tried the sentence for the third time, "Fred washed the cookies down with a glass of milk," Owen surprised me by reading the word *washed* correctly and continuing on with the sentence. He was more successful looking at the irregular word in context than in isolation. This is why the "Try again" prompt worked well with him.

*Classroom Visit*

On Monday, March 25, I visited Owen's classroom to observe his reading lesson. The first grade students gathered at the front of the room for guided instruction with the teacher. They talked about the pictures on each page of their books. On one page she asked the students to find the word *begging*. Owen appeared to search for the word but did not point to his book. On the following page the teacher asked the students to find the word *flapping*. She asked Owen what ending he saw on *flapping*. He answered *i-n-g*. The students finished looking through the book and began to read, taking turns reading aloud sentence by sentence. Owen did not know where they were in the book when his turn came. The teacher read the previous sentence to him two times before he found the correct spot. He then read his sentence without mistake. When his second turn to read came he had the correct spot and read the sentence correctly.

After the students finished the book the teacher went back through the book with the students and identified words on each page with the *ed* and *ing* ending. Owen participated little during this part; he played with his book while he listened to the other kids. The teacher singled Owen out as the class came to the word hop. She asked him what to do to make *hop* into *hopping*. Right away Owen answered, "Add *i-n-g*." The teacher asked what else was needed to make *hopping*. Owen looked at the word for a time and said, "Two *p's*." The teacher told the class this is called doubling the consonant. This was the term she used for the remainder of the lesson.

Following the guided reading the teacher handed a worksheet out to the children and told them to return to their desks. The focus of the worksheet was to add *ed* or *ing* to a base word depending on what made sense in the sentence. Owen stayed on task during this time and listened as the teacher read the directions. The teacher read the sentence aloud and asked Owen to pick the word that completed the sentence. Owen answered with the correct word and the correct ending: *moving*. The teacher moved over to Owen's desk following the work with the class. Owen needed direction to stay focused on his tasks, but he was able to do the assignment when he attended to his work.

I had the opportunity to talk with Owen's teacher following this lesson. She noticed his improvement in sentence reading during guided instruction. He was decoding at the same level as the class. She thought the book they had read that morning was at a Level 16 or 17 which put him right on track with classroom instruction. However, his teacher remarked that she was surprised that Owen chose the correct endings in the three sentences on the worksheet that morning. She commented that Owen still struggled to identify which word would correctly complete a sentence. I was not as surprised by his

ability to choose the correct ending in this activity because I knew how many times Owen

and I worked with *ing* and *ed* chunks throughout the intervention process.  His

understanding of those chunks seemed to compensate for his comprehension deficit so

that he was able to be successful in this sentence completion activity.  Coming into

reading intervention Owen worked so hard at decoding words that he did not have the

chance to apply comprehension regularly.  While other students were "detecting errors

for themselves" and "monitoring for errors" (Clay, 2008, p.52), Owen just began to show

signs of voice/print match and using most of the letters to figure out words (Leslie & Jett-

Simpson, 1997).  It is in the intervention process that students acquire the effective

processing to read and write that is already used by their peers. Owen can now continue

to build his comprehension skills with a foundation of processing skills to build on.  Clay

describes these skills in the following list (2008, p. 52):

- to detect errors for themselves

- to search for more information

- to monitor for errors

- to correct those errors

- to check a decision

- if necessary to repeat

- and to confirm a decision.

*Parent Communication*

Throughout the intervention process I communicated various aspects of Owen's

work with his parents.  On Monday, March 25, I sent an email to his mother in order to

convey how they could continue to work at home with Owen.  I wrote about working

daily with his fluency keychain in order to keep the words fresh so that he will have success when he sees them in new text.  I also wrote to her about Owen's oral language skills.  I explained how she could work with him at home by writing, "(Owen) has so much to say that it sometimes comes out in fragments, rather than sentences. By encouraging him to put his thoughts into sentences, he is starting to talk how he would write. This will be his next step as he strengthens his reading and writing skills."  I used the term *full sentence* with him when he started to ramble during picture walks or the writing portion of the lesson.  I conveyed this term in the email as one that he responds well to.  Not an hour later his mother returned my email.  She wrote that she noticed the progress he made, commenting specifically about his attitude toward reading.  She shared that he was more willing to do his homework in reading than he had ever been before.  His mother was glad that I included specific ways that she can continue to work at home with Owen.

*Post Assessments*

Marie Clay recommends that post intervention assessments are administered to the child by someone other than his tutor.  The ERE instructor met with Owen on Tuesday, March 26, to administer Clay's assessments.  I introduced the ERE instructor to Owen and told him that he would have a chance to show her how good he was at reading.  Owen was very relaxed and even seemed excited to work with her.  I sat out of sight while the assessments were in progress.  Owen worked for a half hour with the ERE instructor to complete Clay's survey.  The ERE instructor then asked him if he would read a book to her.  They read a Level 17 book called *Clickety-Clack*.  She noticed that during the picture walk through Owen used many fragments instead of sentences and got

off track as he talked. In listening to him read the story she confirmed that Level 17 was his instructional zone for unseen text.

Clay's Observation Survey Summary (Clay, 2005a) provides a tool to consolidate the results of her assessments as well as describe the child's literacy achievements (See Figure 7). The greatest change from Owen's baseline assessments was exhibited in the HRSW, "Word Reading," and "Writing Vocabulary" subtests. In these assessments Owen's stanine score and accuracy percentage increased. In the HRSW subtest Owen moved from a stanine score of 4 to a 6. In the "Writing Vocabulary" subtest he grew from writing seven words, a stanine score of 1, to writing 43, bringing his stanine score to 4. Owen's growth was also seen in the "Word Reading" subtest. There is no U.S. stanine score for this subtest because the list of words Owen used only contains a stanine score for New Zealand. Instead I used accuracy results for comparison. In his baseline assessments he read eight words out of 15 (53% accuracy) while he read 13 out of 15 (87% accuracy) in his post intervention assessments.

While Owen's raw score and stanine score decreased in the CAP assessment, I was very happy with his ability to identify the mistakes in word order and letter order on pages 14 and 15 of *Follow Me Moon*. This is a skill he did not have when he took his baseline assessments in December. Prior to intervention he did not know how to look inside sentences or words to find errors. The details of the CAP subtest told me more about Owen's learning than did his official test score.

Figure 7. Post Assessment Observation Summary

## OBSERVATION SURVEY SUMMARY SHEET

Name: _____--------_____ Date: _3/27/13_ D. of B: __--__ Age: __--__ yrs ___--___mths

School:_____----------_____ Recorder: ____Dr. Heiden_____

| Text Titles | Errors Running Words | Error Ratio | Accuracy Rate | Self-correction Ratio |
|---|---|---|---|---|
| E _____ | _____ | 1: _____ | _____% 1: _____ |  |
| I *Clickety-Clack* –ERE 17 | _____ | 1: _____ | _____% 1: _____ |  |
| H _____ | _____ | 1: _____ | _____%1: _____ |  |

Directional movement __Left to right, top to bottom_____

Easy _____

Instructional   Dr. Heiden read *Clickety-Clack* with (Owen) to confirm **Level** 17 was his instructional level

for unseen books.  She had him lead the picture walk in the book.  He got off track many different times.

This independent picture walk seemed to her to be of little value to his first read of a new book._____

Hard_____

Cross-checking on information (Note that this behavior changes over time)

| How the reading sounds | **Easy** **Instructional** – could apply one problem solving strategy with new words, but did not move from on to others without help. **Hard** | | Raw Score | Stanine |
|---|---|---|---|---|
| **Letter Identi-fication** | (Owen) identified *l* and *q* incorrectly in this assessment.  While he showed his ability to work with both letters correctly during intervention the font of text may cause incorrect letter identification. | | 52 | 4 |
| **Concepts About Print** | **Sand Stones (Moon)** | (Owen) showed his ability to look inside words and sentence during this assessment.  On pages 12 and 13 found a change in word order and a change in letter order.  I was glad to see this.  While he could not find a capital letter or any two letters on page 20, I have seen him show this understanding throughout our intervention sessions. | 17 | 2 |
| **Word Reading** | **List A List B (List C)** | (Owen) read list C and was asked if he wanted to read the words on list A.  He read list A and moved on to list B on his own.  He read list A at 93% and list B at 100%. | 13 | 87% |
| **Writing Vocabulary** | An example of the words (Owen) wrote during this time is *were, mom, dad, is, here school, this, me, love* and *sand*.  He needed prompting to come up with more words as the time continued.  Dr. Heiden used the word *ideas* when (Owen) heard this he wrote *ideas* down. | | 43 | 4 |
| **HRSW** | **(A) B C D** | (Owen) spelled every word correct in this sentence. | 37 | 6 |
| **Other tasks** | Unseen read of *Clickety-Clack* | | | |

An Analysis of the Child's Strategic Activity

**Useful strategic activity on text:**
- exhibits voice print match
- shows good memory for text
- appears to have a positive attitude toward books and reading
- rereads sentences for help with unknown words
- looks for known chunks or text patterns
- cross-checks text with pictures
- cross-checks sounds he is saying with most of the printed letters.

**Problem strategic activity on text:**
- does not seem to read for meaning of the book as a whole
- ignores discrepancies between vowel sounds at times
- does not consistently make language and visual cues line up together
- will not consistently search for additional information independently

**Useful strategic activity with words:**
- recognized the change in letter and word order in the CAP assessment
- recognized the reversed sentence order on the CAP assessment
- attempts to write words using sound analysis
- can break up words into sounds (as in dictated sentence)
- wrote 43 words correctly
- looks for initial letter and notices final letter or ending chunks (*ed, ing, ly*)
- can hear the individual words in the sentence
- can recall prior visual or writing experiences of words
- knows some word in every detail

**Problem strategic activity with words:**
- does not consistently chose correct vowel sounds in unknown words
- does not consistently reread what he has written

**Useful strategic activity with letters:**
- (Owen) identifies and uses most letters without issue
- seems to write/ form letters easily
- can isolate the first sound in words
- analyzes some sounds within a word
- can detect errors because of mismatch of letters
- can make, read, and write other words than end with the same spelling pattern

**Problem strategic activity with letters:**
- not familiar with some kinds of text font

**Summary statement:**

(Owen) added many words to his knowledge base during intervention.  His strength is his memory for text while his oral language holds back his comprehension and writing skills.  He acquired tools for solving unknown words and needs continuing opportunities to use them.

Signature: Amy Bryant, March 27, 2013

In talking with Owen's teacher throughout this process we agreed that Owen would not have made the same progress without the intervention he received. He added many words to his knowledge base during tutoring sessions. Yet, we are both aware that Owen's comprehension and oral skills are still in need of extra attention. His strength is his memory for text while his oral language holds back his comprehension and writing skills. I conclude my Observation Survey Summary sheet by making the comment that Owen has acquired tools for solving unknown words, and needs continuing opportunities to use them so that he can grow as a reader.

When Owen started working with me he was beginning to show indications of advancement from Mary Jett-Simpson's Transitional Reader stage to the Beginning Reader stage. The developmental patterns associated with advancement to the Advanced Beginning Reader stage describe characteristics I saw in Owen during our last weeks of work: cross-checking multiple cues and beginning to see spelling patterns (Leslie & Jett-Simpson, 1997). Owen falls into the average area of a first grader with two months left in the school year. Without intervention he would still be well behind the average of his peers.

CHAPTER IV

REFLECTIVE ESSAY

*"Improving teacher expertise has powerful effects" (Johnston, 2012, p. 57).*

The purpose of this field project was to study a program of one-on-one intervention in reading and apply it as I worked with a first grade student. In this chapter, I will describe how the current field project supports the goals I laid out at the start of my work in MLC's graduate program. I will detail my learning as a tutor and my thoughts on future applications of this project.

Introduction

Five years ago I applied to the Martin Luther College graduate program. My intention was to take a couple classes in subjects I enjoyed learning about. I wanted to be able to explain to others the research behind the teaching decisions made in our Lutheran Elementary Schools. However, I needed to learn it myself in order to be a resource to others. To this point I had always been a very instinctive teacher. I made up for what I did not know about educational research through personal experiences with children and my natural ability to communicate with them.

I, like so many other Christian Day School teachers, went into teaching because of the desire to share Christ's love with his little lambs. Yet sharing Christ's love with his children is only the beginning. We also desire to help students grow to serve their Savior throughout their lives in all they do. What an example teachers are for students when they strive to learn more about their profession and make use of their God given abilities throughout their earthly lives. In this field project I acquired the tools needed to reach the goals I submitted to Martin Luther College in my graduate application in 2008:

- To learn effective teaching methods for the students, but also be able to communicate why we do what we do to their parents.

- To better understand each child's need in the classroom and how their learning process is individual to themselves.

- To possess the skills to serve as a resource for our congregation in the area of instruction and instructional methods used in our schools.

In this field project I was given the opportunity to study the research behind Clay's RR program and Jett-Simpson's ERE program.  I implemented the ERE program in my work with a struggling reader in first grade.  Coming into this field project I had worked very little with beginning readers and was not familiar with Marie Clay's work. Through my work with the ERE instructor I was able to administer Clay's assessments, structure a roaming period, plan daily tutoring sessions, and make the decision to discontinue intervention for the benefit of the child.  The ERE instructor provided the tools that I needed to take a struggling reader through one-on-one intervention and transfer him back into the classroom with the reading ability to learn in daily instructional situations.

<center>My Learning</center>

My ability to learn the skills that accompany the intervention process was at the forefront of this project.  The ERE instructor prompted my learning through use of personal journal entries (see Appendix D), daily tutoring records (see Appendix G), videotaped lessons, and weekly instructional meetings (see Appendix F).  Part of my learning was being able to understand and articulate what Owen could already do, what he needed to learn, and when and how to provide the opportunities for this learning to

take place. "A core dimension of teacher expertise is the teacher's ability to notice and respond to what children can and cannot do" (Johnston, 2012, p. 57). However, while so much of my learning was wrapped up in what Owen could do, I also had to distinguish my growth in the intervention process as well.

Determining one's own competency as an instructor can be a difficult thing to do. Reflection and self-assessment played a significant role in determining my progress toward competency as an ERE instructor. Thirty years ago Noel Burch came up with a model that describes stages in the learning process known as the *Four Stages of Learning Any New Skill* (Adams, 2011). Many businesses use this model in order for employees to reflect on their proficiency when learning new job skills. Mary-Jett Simpson refers to these four stages when teaching her ERE classes (Heiden & Kirk, 1998). The four stages are as follows: Unconsciously Incompetent; Consciously Incompetent; Unconsciously Competent; Consciously Competent.

The idea is that new learners start out Unconsciously Incompetent; in this stage learners "don't know what they don't know" (Adams, 2011, p.1). By the Consciously Incompetent Stage learners start to panic because they become aware of how much they do not know. The Conscious Competence stage of learning comes with practice of the new skill. The learner shows signs of making the right decisions, but with conscious effort and full attention. "If we continue to practice and apply the new skills, eventually we arrive at a stage where they become easier, and given time, even natural" (Adams, 2011, p.1). This is the Consciously Competent stage. When learners reach this stage the skill looks effortless. Noel Burch's *Four Stages of Learning Any New Skill* applied to my learning as I worked through the intervention process with Owen.

I used the "Personal Evaluation of Learning Stages" form to articulate the stages of my learning throughout the intervention process (see Appendix I). The main way I reflected on my movement through Burch's learning stages was through personal journal entries and conversations with the ERE instructor. I was very nervous before the first day of tutoring and very unsure of my ability to help the little boy entrusted into my care. Starting out with the two week roaming period was a huge blessing for me as a tutor. This allowed me to get to know Owen and become comfortable with the beginning stages of the ERE program without having to follow the structure of the daily lessons.

My biggest challenge as a tutor was finding the balance between Owen's need for instruction and Owen's need for independence. Providing productive prompts for independent problem solving requires much less talking on my part than I was used to. The ERE instructor helped me through this area of struggle by providing me with cues that would aid Owen in his reading independence. The use of wait time was so important because it gave Owen time to think and try out the strategies he learned for solving unknown words. I learned that my choice of words and the learning environment I created for Owen were important pieces of the intervention process. "If we have learned anything from Vygotsky it is that children grow into the intellectual life around them" (Johnston, 2004, p. 2). In my records from January 9 I noted, " I still feel like I need to watch how much I supply the answers to Owen about how well he is doing and how much I leave it to him to check over a word. Now is the time to set that standard so he knows how much he is doing on his own."

As my work with Owen progressed, so did my understanding of providing text that reinforced the new skills Owen was acquiring, while continuing to accelerate his rate

of growth. In my notes from January 29 I recorded my book choice as it related to

Owen's fluency and comprehension: "I was very happy to find the two books, *I am Cold,*

and *I am Hot*. The repeat patterns allowed Owen to gain fluency in parts of the reading.

He thought it was so interesting that the books were made to go back and forth from one

to the other. This book choice was good for building his comprehension skills."

As the final weeks of tutoring approached I became very aware that I would not

reach Noel Burch's final stage of learning. While I made huge strides in my abilities as a

tutor, I was quite aware of how much thought I continued to put into each tutoring

session. And while various aspects of the lesson were becoming automatic, the limiting

factor in this field project is that I simply had not seen enough variation of reading

difficulties in my work with one child. Clay (2005a) and Jett-Simpson (1997) both

recommend a yearlong training period in which the tutor is able to work with two

children, back to back, and train alongside other tutors at the same time. This side-by-

side training allows tutors to grow by giving and getting feedback from each other. In

this field study I was able to receive feedback from the ERE instructor, but I was unable

to learn from another tutor's intervention situation.

Looking back on my experience with Owen, I can't help but think what these

three months would have been like if I started tutoring knowing what I know now.

Would I have addressed his oral language deficit earlier and been able to greater increase

his use of verbal skills in the time we worked together? Would I have used cues at the

correct time that increased his ability to decode faster, aiding his comprehension skills in

the process? The fact of the matter is there always will be a first experience when

learning new skills. Working with Owen was my first opportunity to take a child through a reading intervention program. I pray that it will not be the last.

Recommendations

"Teacher expertise is the most important factor in improving children's learning and children experiencing the most difficulty should have the most expert teachers" (Johnston, 2012, p. 56). Many times struggling readers are placed in intervention programs with tutors that do not specialize in reading. They are trained to work with struggling kids in general, but do not have specific training in reading intervention. The strength of programs such as RR and ERE is that they place the emphasis on teacher expertise and the ability to adapt instruction that pushes the boundaries of the child's knowledge (Clay, 2008). "This is the heart of the matter, the point at which Vygotsky brings to bear his fresh ideas about the now famous Zone of Proximal Development" (Bruner, 1986, p. 73). Successful intervention pushes the child's development beyond what they can do at an independent level to the level of potential development "as determined through problem solving under adult guidance" (Bruner, 1986, p. 73).

Every teacher who works with young readers would benefit from ERE training. The limitation comes from the time involved in the instruction process. Yet, the ERE program stresses the collaboration between classroom instruction, individual intervention, and the teacher's ability to work with small groups of children in the classroom setting. However, if lower grade teachers are looking for ways to improve their expertise in order to expand the reading abilities of the students, reading Clay's *Literacy Lessons* and *An Observation Survey of Early Literacy Achievement* would be a great start.

I believe we have the opportunity to build wonderful reading programs in our Lutheran Elementary Schools.  Many areas are blessed with teacher-trained graduates from MLC that, like myself, are working to raise their young children or not currently serving as active teachers.  Yet, the heart for service is ready and willing.  There could be situations where schools made use of these men and women to serve as reading tutors when students were in need of one-on-one intervention.  The teachers could be trained for a semester by an ERE instructor, taking one child through instruction and providing each other feedback during the process.  In my own congregation I talked with a couple of teachers I graduated with to gauge their response to the idea of training and volunteering as a reading tutor.  Their enthusiasm was uplifting and they were not only open to the idea but intrigued by the instructional process.

In an interview with Anthony Rebora, Richard Allington describes the limitations he sees to the implementation of many reading intervention programs: "But you have to look around and ask, how many schools do we currently have that have any kind of intensive expert intervention in place in kindergarten, much less one-to-one expert intervention for 1st grade?  The answer is, there are virtually no schools like that in this country" (2012, p. 72).  I would love to see our Lutheran Elementary Schools be the schools that have the ability to provide early reading intervention to the students that need it.  I would love to give of my time and talents to see that happen.

I learned through this field study that you never know where the Lord will lead you or what he will ask you to do.  I did not know last summer that I was going to have the opportunity to learn so much about reading intervention, but I am thankful that that was God's plan for me.  I am glad that I was able to work with Owen and provide the

opportunity for him grow as a reader this year. I could not have asked for a more delightful student. I know that the Lord has a plan for me, and as always it will be better than anything I could have planned for myself. I am thankful for what I have learned during this field project and hopeful for a chance to put it into practice in the future.

References

Adams, L. (2011). Learning a new skill is easier said than done. *Gordon Training International*. Retrieved from http://www.gordontraining.com/free-workplace-articles/learning-a-new-skill-is-easier-said-than-done/

Allington, R. (2002). What I've learned about effective reading instructions from a decade of studying exemplary elementary classroom teachers. *Teachersread*. Retrieved from http://www.teachersread.net/papers-and-articles

Bruner, J. (1986). *Actual minds, possible worlds*. Cambridge, MA: Harvard University Press.

Calkins, L., Ehrenworth, M., & Lehman, C. (2012). *Pathways to the common core: Accelerating achievement*. Portsmouth, NH: Heinemann.

Clay, M. M. (1991a). *Becoming literate: The construction of inner control*. Portsmouth, NH: Heinemann.

Clay, M. M. (1991b). Introducing a new storybook to young readers. *The Reading Teacher, 45*, 264-273.

Clay, M. M. (2005a). *An observation survey of early literacy achievement*. Portsmouth, NH: Heinemann.

Clay, M. M. (2005b). *Literacy lessons designed for individuals: Part two, teaching procedures*. Portsmouth, NH: Heinemann.

Clay, M. M. (2008). *Literacy lessons designed for individuals: Part one, why? when? and how?* Portsmouth, NH: Heinemann.

Cooper, D. J., Kiger, N. D., Robinson, M. D., & Slansky, J. A. (2009). *Literacy: Helping students construct meaning*. Wadsworth: Cengage Learning.

Cooter, R. (2003). Teacher "capacity-building" helps urban children succeed in reading. *The Reading Teacher, 57,* 198-205.

Denton, C. A., Ciancio, D. J., & Fletcher, J. M. (2006). Validity, reliability and utility of the observation survey of early literacy achievement. *Reading Research Quarterly, 41,* 8-34.

Dixon-Kraus, L. (1996). *Vygotsky in the classroom: Mediated literacy instruction and assessment*. New York: Longman.

Evers, T. (2012). Wisconsin response to intervention: A guiding document. *WSRA Journal, 50*, 5-12.

Fawson, P.C., Reutzel, D. R., Smith, J. A., Ludlow, B. C., & Sudweeks, R. (2006).
Examining the reliability of running records: Attaining generalizable results.
*Journal of Educational Research, 100,* 113-126.

Ford, M.P., Champeau, K., & Andrews, N.  (2012). Response to intervention: Mindset
shift.  *WSRA Journal, 50,* 1-4.

Fountas, I.C., & Pinnell, G.S. (1996).  *Guided reading: Good first teaching for all
children*.  Portsmouth, NH: Heinemann.

Fountas, I.C., & Pinnell, G.S. (2006)*.  Teaching for comprehending and fluency;
Thinking, talking and writing about reading, K-8.*  Portsmouth, NH: Heinemann.

Harp, B. (1996).  *The handbook of literacy assessment and evaluation*.  Norwood, MA:
Christopher-Gordon Publishers.

Heiden, D. E., & Kirk, C. A. (1998).  Learning with my colleague: Risk-taking, peer
coaching and celebration. *The Reading Professor, 21,* 118-131.

Heiden, D. E., & Riness, V. (2000). Volunteer tutors in reading: Taking the first steps.
*The Lutheran Educator, 40*, 68-76.

Hiebert, E. H., & Taylor, B. M. (2000). Beginning reading instruction: Research on
early interventions. In M. Kamil, P. Mosenthal, P. Pearson and R. Barr (Eds.),
*Handbook of reading research, Volume III* (455-482).  Mahwah, NJ: Lawrence
Erlbaum Associates.

Johnston, P. H. (2004).  *Choice words:  How our language affects children's learning*.
Portland, Maine: Stenhouse Publishers.

Johnston, P. H. (2012).  Response to intervention in literacy: Problems and possibilities.
*WSRA Journal, 50,* 50-68.

Leslie, L., & Jett-Simpson, M. (1997). *Authentic literacy assessment: An ecological
approach.*  New York: Longman.

Mertzman, T., & Short, R. A. (2009).  Response to intervention without a commercial
program: Early reading empowerment.  *WSRA Journal, 48, 40-48.*

McEneaney, J. E., Lose, M.K., & Schwartz, R. M. (2012). A transactional perspective on
reading difficulties and response to intervention.  *WSRA Journal, 50,* 32-44.

Paris, S.G. (2012). Reinterpreting the development of reading skills.  *WSRA Journal,
50*, 13-31.

Rebora, A. (2012). Responding to RtI. *WSRA Journal, 50(2)*, 69-73.

Verenikina, I. (2008).  Scaffolding and learning: Its role in nurturing new learners.  In P. Kell, W. Vialle, D. Konza, & G. Vogl. (Eds.), *Learning and the learner: Exploring learning for new times.* Wollongong, NSW: University of Wollongong (pp. 161-180).

Vygotsky, L. S. (1962). *Thought and language*.  Cambridge, MA: The M.I.T. Press.

Appendix A

Parent/Guardian Permission Form for Tutoring in Reading

ERE Tutoring Consent Form


I have been informed that my child,  _____ , is able to
participate in a tutoring program at school to develop his/ her reading skills.  The tutoring
is a voluntary program that is designed for children who have been identified as being in
need of support in literacy development.  The benefits for my child may include
improved reading ability and strategies which will help him/ her become and independent
reader.

I have been informed that the tutoring will be conducted by Mrs. Amy Bryant, a graduate
student from Martin Luther College.  Mrs. Bryant lives in Holmen, Wisconsin, with her
family and is working under the supervisor of her college advisor, Professor Delores
Heiden.  If you have any questions you are encouraged to contact Amy Bryant by phone
at (507)382-1177 or by email at eabryant2@hotmail.com.  Professor Heiden can be
reached by phone at (608)781-5497 or by email at dheiden@uwlax.edu.  Participation in
this study is voluntary.  Upon agreement my child will participate in one-on-one tutoring
sessions several times a week, depending upon the classroom schedule.  A program will
be developed for my child based on classroom teacher recommendation and individual
and group reading testing.

I have been informed that some tutoring sessions will be videotaped in order for the
review of the graduate student and supervisor.  These video tapes will be used throughout
the tutoring sessions for learning purposes but will be erased upon tutoring completion.  I
understand that all specific information about my child will be kept confidential and that I
may discontinue the volunteer tutoring sessions at any time. A copy of this signed
agreement will also be given to the principal, Mr. David Niemi.  Concerns about any
aspects of this project may be referred to Vicki Riness or David Niemi at any time.

If you have any questions or concerns regarding this project and would like to talk to
someone other than Amy Bryant, **you are encouraged** to contact the Director of
Graduate Studies at Martin Luther College, 1995 Luther Ct, New Ulm, MN 56073; (507)
354-8221 ext. 398.


_____ I have discussed the contents of this letter with my child and give consent to
participation in the program.

_____          _____

Signature of Parent/ Guardian   (date)          Signature of Classroom Teacher  (date)

Appendix B

ERE Daily Tutoring Record

ERE Daily Tutoring Record

Tutor: _____ Date/Time:_____

Cooperating Teacher: _____ Grade: _____

Child: _____ Current Level: _____

Fluency (sight) words:
_____

Warm-up Book/Level:
_____

Second-read Book/Level:
_____

     Running Record (attach):  Accuracy rate:_____ Self-Correction rate: _____

     Circle one:  Independent level        Instructional level      Frustration level

Make 'n Break patterns ("chunks"):

_____

_____

Cut-up sentence (circle letters or portions the child produced independently):

_____

_____

New Books introduced/level(s):

_____

_____

Tutor's Notes and Reflection:

Appendix C

Early Reading Empowerment Syllabus

Early Reading Empowerment (ERE):  A Study

Instructor/Supervisor:  Dr. Delores Heiden
dheiden@uwlax.edu
608-781-5497 (H)
608-386-9437 (Cell)

Plans for the Study of Early Reading Empowerment (ERE)

>   With the instruction and supervision of Dr. Heiden, Amy Bryant, graduate student at Martin Luther College, will study underlying theories supporting successful early intervention, assessment of young children's reading and writing behaviors, and structure of one-on-one tutorials to support emergent and beginning readers and writers. Collaborative problem solving with her instructor will focus on the needs of a young child being tutored by Mrs. Bryant, and the selection of appropriate strategies to address those needs.

Objectives

Graduate student Amy Bryant will:

-Learn to assess the literacy knowledge of emergent, transitional, beginning, and advanced beginning readers based on an asset model of instruction and a constructivist view of learning.
-Learn to use responsive interactive teaching strategies while coaching the reading and writing of a first grade child at risk of reading failure.
-Be able to identify and interpret the child's reading and writing strategies during tutoring sessions.
-Be able to select materials that are optimal for the child's learning.
-Be able to monitor and support the child's continued growth and development after discontinuation from the Early Reading Empowerment program.
-Develop a working understanding of Early Reading Empowerment as a unique early intervention program for at-risk children.

Texts to be Used:

Clay, M.M. (2007).  *An observational survey of early literacy achievement*.  Portsmouth, NH: Heinemann.

Clay, M.M. (2005a).  *Literacy lessons:  Designed for individuals, part I.*  Portsmouth, NH: Heinemann.

Clay, M.M. (2005b).  *Literacy lessons:  Designed for individuals, part II.*  Portsmouth, NH: Heinemann.

Clay, M.M. (2000). *Follow me, Moon*. Portsmouth, NH: Heinemann.

Selected portions from:

Fountas, I., & Pinnell, G.S. (1998). *Guided reading*. Portsmouth, NH: Heinemann.

Leslie, L., & Jett-Simpson, M. (1997). *Authentic literacy assessment: An ecological approach*. New York: Longman.

Johnston, P.H. (2004). *Choice words: How our language affects children's learning*. York, Maine: Stenhouse Publishers.

Other print materials provided by Dr. Heiden.

Characteristics of the Study

> Amy Bryant and Dr. Heiden will meet on a weekly basis for the purpose of studying ERE. This study is structured to be interactive and collaborative. The content of the instructional meetings will be paced to match Amy's development as an ERE literacy teacher. In addition, Dr. Heiden will regularly supervise Amy's work with a child through direct observation and/or videotape.

> A predetermined calendar will be provided for the beginning of the study. Once we begin the tutoring unit, we will be building the calendar together to match Amy's growth and development.

> Every day that Amy works with the first-grade child presents an opportunity for assessment of her learning as a tutor. The goal is to accelerate the child's growth and development so that he/she is able to work in the middle range of the classroom.

Tasks

-Tutor a first grade child daily according to guidelines established, assisting the child to be able to function in the middle range of his/her first grade classroom.
-Keep a daily log that reflects your own learning and development.
-Keep a folder that contains daily lesson plans and documents the child's progress.
-Learn to do running records and do them daily with the child.
-Regularly videotape your tutoring sessions so you can use them to self-evaluate, to submit to your instructor for review, and to present them in class for peer coaching.
-Communicate with parents, classroom teacher, and administration about the child's growth and development.
-Read and discuss all scheduled materials and any other materials to meet your individual needs.

-Prepare a final report on the child's progress and make copies to share with his parents and classroom teacher in a final meeting.

Content of the Study

- The Foundations of Early Reading Empowerment
- Patterns of Reading Development
- Interactive/Transactional Model of Reading
- Asset model of instruction
- Zone of proximal development
- The strategic reader
- Constructivist view of learning
- Assessment and Student Selection
- Concepts of Print
- Letter Identification
- Dictation Test (Hearing and Recording Sounds in Words)
- Writing Vocabulary Test
- Word Test
- Running Records
- In-class Writing
- Student Metacognitive Interviews
- Parent Interviews

Diagnostic Summary

III. Overview of Tutoring
    A. "Roaming Around the Known"

    B. Components of the Tutoring Session

    C. Organizing for Tutoring – Record-keeping, Space, and Materials

IV. Tutoring Procedures and Responsive Interactive Instruction

- Learning about Directionality
- Locating responses for word boundaries
- Spatial layout of texts
- Learning to look at print—letters and words
- Teaching fluency words
- Writing stories
- Hearing and recording sounds in words
- Assembling cut-up stories

- Reading books
- The Warm-up Book
- The Running Record Book
- The New Book – "talk through" and first read
- Teaching for strategies
- Linking sound sequence with letter sequence
- Taking words apart in reading
- Teaching for phrasing in fluent reading
- Teaching for a sequencing problem
- Moderating strong skills which block learning
- Strategies for remembering and recalling
- Children who are hard to accelerate

V. Peer Coaching, Self-Monitoring, and Self-Correction:  The Reflective Teacher

VI. Discontinuation and the Final Report

VII. Communicating with Parents, Administration, and the Classroom Teacher

### TENTATIVE WORKING CALENDAR

This calendar is an approximate time line and suggested pacing of our activities to give us a starting point in constructing a schedule that will meet your needs and move us along.  However, we will be flexible and adjust to whatever comes up.  At this point, only the first few weeks are outlined in this manner; the issues that actually arise in your tutoring will drive future class content and schedule.  Mutually agreed-upon meeting dates will be inserted when we are ready to begin our work.

Meeting #1     Introduction/Overview of ERE

               Clay's *Observation Survey* subtests
               Setting up your Assessment Folder

          READ:  Clay, *Observation Survey*, Chapters 1-4, pp. 4-48

Meeting #2     *Observation Survey*, cont'd.

               Attitudes and Perceptions Toward Reading – Student Interviews
               Easy, Just Right and Challenge Books
               How to get a sense of the child's "Reading" at the Emergent and
               Transitional Stages
               Putting together your tutoring area

               READ:  Clay, *Observation Survey*, Chapters 5-6, pp. 49-120

Before Administering the *Observation Survey*:
√ Practice administration of the subtests in Clay's *Observation Survey*
√ Practice Running Records with audiotape and with some children, if possible

To Do List – Preparing to Tutor:
√ Identify your tutoring place
√ Gather tutoring materials
√ Set up your schedule (allow 45 minutes)
√ Work out plans for video taping
√ Start a dated personal journal.  Write about what is happening to you as a learner.
Some questions to consider:  What is going well?  Where are there confusions?  What are
you wondering about?  Feeling?  What questions do you have?  What do you want me to
help you clarify?

Meeting #3    Summarizing *Observation Survey* Results

              Guideline for selecting the child
              Making parent contact/ interview

              READ: Clay, *Observation Survey*, Chapter 7 and 8, pp. 121-145
              Leslie and Jett-Simpson

To Do List

√ If you have not done so by now, finish assembling materials for your turoing sessions
and work area
√ Brainstorm your ideas for roaming- Be ready to share in the next class
√ BRING preliminary testing materials and personal journal to next meeting

Meeting #4    "Roaming Around the Known"

              Discuss "Roaming" ideas
              Review and clarify any confusion

READ: Clay, *Literacy Lessons, Part I,* pp. 31-37a and Jett-Simpson's chapter on "Stages
of Reading Development"

To Do List

√ Administer assessment with selected child
√ Complete diagnostic summary.  Make a copy of the summary to turn in.
√ BRING assessment materials and diagnostic summary to next meeting.
        1.  What child knows under what circumstances
        2.  Confusions (ZPD)

      3. Tentative hypothesis
      4. General patterns of development in reading

Meeting #5     Developing Tentative Hypothesis about your ERE Child

              Planning "Roaming Around the Known"

              READ: Marie Clay article from *The Reading Teacher*.
              "Introducing a Storybook to Young Readers"

To Do List

√ Contact parent(s) or caregiver(s)
√ BEGIN – "Roaming Around the Known." Briefly outline what you did each roaming day with the child in your journal. Also, keep notes about the following in your journal as the points apply to your child:
      1. Brief outline of what you did and how you "resisted" teaching
      2. Observations of responses child may have made that were good "reading-like" behaviors but s/he wasn't aware of them
      3. Observations of any new responses child makes
      4. Observations of child's degree of confidence
      5. Observations of how you began to work from the child's responses to better focus your program of instruction
      7. How your initial assessment has been modified because of the roaming period
      8. Coping strategies noted
      9. How the child is making sense of reading
      10. Observations of affect
      11. Generate a list of "I Knows..." and "I Wonder's"

---

√ VIDEOTAPING: As soon as you start "Roaming" with your student, begin videotaping as frequently as possible. The more you do it the less it will distract the student (you, too). The videotaping is very important to your growth as an Early Reading Empowerment teacher. You will be selecting segments to share with your instructor, and to give you more insight into the child at various points in his/her development. The tapes are terrific for self-monitoring and self-reflection on your interaction with your student. You will be looking at the tape for ideas of ways you can interact to strengthen the student's growth and accelerate progress.

Meeting #6    The Basic Tutoring Session

              READ: Clay's *Literacy Lessons, Part I,* Chapters 1-4, pp. 1-46

BRING:  Your notes and ideas from "Roaming" to share with your instructor.  Many people find it hard to resist teaching during this period.  We will discuss ideas for working with the child, so that the child is doing the teaching here--teaching you how s/he is making sense of reading and writing.  We will spend most of the time on an overview of the basic tutoring session.

To Do List:

√ Continue "Roaming Around the Known"
√ Identify books and the focus of instruction you are planning for the first week of tutoring.  Just make teaching idea notes in your journal.  These are not formal, preplanned lessons; rather, they are start-up idea notes.  Bring these notes to the next meeting.  You will have an opportunity to present your ideas for feedback from your support group.


Meeting #7     Class -- The Basic Tutoring Session, continued

READ:  Clay's *Literacy Lessons, Part I,* Chapter 5, pp. 47-51, and *Literacy Lessons, Part II,* Chapter 1, pp. 3-47


Note that Clay's Chapter 5 from Part I is the meat of the tutoring, so do a fast read first to get a sense of what is there, and then over the course of the tutoring sessions go back and reread, and read, and reread again those sections that apply to you and your student as he/she moves from early to middle to late stages.  Clay's writing is dense at times and she doesn't always explain the details, so it takes a while to "get it."  We will be working with sections of this chapter in depth throughout the remainder of our meetings together.  Although you may read a section and say to yourself, "I know that," usually there is confusion in the application.  Be patient--give yourself time to learn.

√ Begin tutoring

Appendix D

Excerpt from Personal Journal and Responses

Excerpt from My Personal Journal Entries

Friday, February 1$^{st}$: After (Owen) struggled with the word "Patch" in his book the other day; ATCH became the chunk we used yesterday in the lesson.  When he came to that word during warm-up reading and struggled with it, I simply asked him if there was a chunk in there he recognized.  He found ATCH and then continued to read PATCH.

Monday, February 4$^{th}$: Just when you think you've got it…..  I don't know if it was just because it was Monday, or if it because I was questioning the book choice myself that today got away from me.  Either way it seemed as though everything was a struggle to get under control today and once again I find myself trying to remember that you can't do everything in one day.  A good example of this would be that with the extra time spent on making reminders about the fluency word.  Since I gave extra time to discussing remembering to underline the word and say it after writing it, giving time to quotation reading during the warm-up book could have been saved for another day.  These little bits of extra time took away from the time we needed for a challenging new book.

Tuesday, February 5$^{th}$:  I left this tutoring session feeling like I had made the minor problems from the day before worse in how I handled today.  However, looking back I see that my frustration level with myself was much higher than any frustration (Owen) had today. I was so ready to get things back on track that anything less made me question the work done today.  Today was a recording day and when I went back to look at the video I saw something that I have been working on with (Owen) come through in his reading.  He is enjoying the stories.  During the reading of "Gloves," his warm-up book, he starts to try and make eye contact with me as it gets closer to the part of the story that we book were affected by.  Mouse is told to go away by all the animals in the book.  It breaks the pattern of all the animals coming to live in the glove. (Owen) realizes this part is coming and wants to share this part again with me today.  How I approached this book with him helped him get to here.  (Owen) also knew that he missed the word "another" while reading "Gloves" and pointed this out to me so that we could figure it out after he finished the book.  While not every part of the session went as planned, that is something to be thankful for.

Wednesday, February 6$^{th}$: The difference in a day is what I am coming to see as a trend as I go through the process of learning how to be an ERE tutor.  After two frustrating days of teaching, the session today seemed to fall into place.  The book that I was so worried about being a horrible choice in regards to background knowledge, (Owen) read at a 98% accuracy rate.  And while the last couple days did not fit completely into the 10-10-10 session schedule, (Owen) was still able to practice and apply many various aspects of reading and I was able to work through how to pull off track lessons back into place.

Journal Responses from Professor Heiden

One of the entries I absolutely love is the one you wrote for Friday, Feb. 1. In it, you describe (Owen's) struggle with the word "patch," and the fact that you chose –*atch* for the chunk on the following day. That's so "Marie Clay-like" in its design. She cautions us not to pre-teach on the basis of assumptions, but to respond on the basis of observations, and that's just what you did. First (Owen) had the chance to have a go at it by himself, and when you saw that he needed further work, you set up a learning opportunity for him. Nice! And the result was that it became a useful prompt from you, one that he could use to help himself. Better yet!

On Monday, Feb. 4, you note that spending time with some matters near the start of the lesson took time away from the new book. Well, it happens. You needed to redirect (Owen) about saying the fluency word as he wrote it, and that's important. You needed to help him become more fluent with the warm-up book, and that's important, too. There's always a tension between parts of the lesson—where do I give my time, where do I move it along? Your choices weren't wrong. You were acting in (Owen's) best interests. I really appreciated your comment that "you can't do everything in one day." Very true. And there's always tomorrow….

On Tuesday, Feb. 5, in the book *Buildings on My Street*, (Owen) struggled with some challenging vocabulary words. You noted that (Owen) appeared to become "frustrated with his inability to remember each word." For sure, when things are tough, it's hard to hold all the new words in memory; he has to resort to figuring each word out a second time, even a third. It's slow-going, and it's hard.

In general, the new book challenged (Owen) with several multisyllabic words of three and four syllables. When one part stymied him, the whole word fell apart. He needs to learn how to attack these big words in separate pieces or chunks—that's a very important understanding. One of the things that I've frequently seen as a challenge for less-able readers in intermediate and upper grades is this very thing—multisyllabic words. It's as though the reader sees this big, long word, and freezes up. They don't know how to attack it, don't think they even can get it, and they mumble some of the parts or substitute something quite different and try to keep on going. Certainly comprehension is lacking.

(Owen) at least is tackling some of each word, and that's a good sign. Now how to get him to look all the way through and not be afraid to work on all the parts? We need not teach him about syllables per se, because that is not really very helpful, but we can help him look for separate units or chunks within the words. At first, those chunks need to be spelled out or delineated for him—literally.

Example: How to work on the word "exercise"? It's a very regular word, actually. (Owen) can almost do the first two syllables, but he can't seem to keep them straight long enough to work on the end syllable. And that last syllable was the tricky part—in fact, you and I could only think of one similar word, "wise," and that wouldn't be a word to use with (Owen) right now. But –*ise* follows the VCe pattern of vowel, consonant, final silent e, where the vowel is long. If he can

read long *i* in *ride*, he should see long *i* in *–ise.*  And the two sounds of "c" kept coming up repeatedly in his recent books, so he could try the sound of each one on *--cise* to see which sounds right.  By now you may be wondering, sounds good, but how?

Here's a new way to approach these multisyllabic words that's a take-off on Elkonin boxes:  use drawn boxes on paper or your white board, one for each syllable, and work to help him sound the syllable piece in each box, one at a time:

| ex | er | cise |
|---|---|---|

Same thing with "department," and so forth.  Help him see the separate "chunks" by writing them out for him in three boxes.  Then he can devote his attention to just one at a time.

| de | part | ment |
|---|---|---|

I don't think arm blending is very useful in working with syllables.  It's far more useful with basic single letter-sounds, as in simple words with extended consonants (e.g., m – a – n, etc.)  But these boxes will serve the purpose you have in mind, to help him blend the units together, as they keep the print in front of him.  Just be sure that before you have him try to blend it all into one that he can clearly articulate each separate chunk.

One thing that may help in the future is to carefully examine the new book—as I'm sure you already do—to try to anticipate the unique features of text and print that the book exhibits.  If you are able to discover some unique aspects of print that (Owen) has not yet encountered, you may be able to prepare to address those features if and when they become stumbling blocks for him.  Maybe.

Feb. 6:  So much worry, and yet he does so well!  Ah, (Owen)!  You are such a blessing.  I guess we should never be surprised at his ability to come through in a pinch.  He continues to demonstrate his willingness to work hard and to do all you ask of him.  Clearly, he wants to do well.

Finally, the most joyous thing I read in your journal had to do with (Owen's) enjoyment of the stories.  What a break-through!  That's huge!  You can credit much of this wonderful milestone to your enthusiastic, rich introductions to the books, your happy conversation about stories that connects them with (Owen's) daily life, and your warm and comfortable setting in which he feels safe and secure and is able to devote his attention to the books before him.

As I'm sure you're aware, we have far too many children sitting in classrooms across this nation who are able to read, but do not choose to. They don't find enjoyment in reading. Instead of being illiterate, they are *aliterate*—people who are disinterested in reading. And that's so sad. In the end, they are as much at-risk in terms of their future learning as those who cannot read. We never embarked on this ERE project with enjoyment of reading as a goal, although it's critical. I think Clay has faith that, if children are led to books and are scaffolded to the point where they can read those books successfully, they will eventually learn to love reading and books. Sometimes yes, sometimes no. ERE can't do it all, but at least it brings reading within the child's grasp. Your (Owen's) delight in his books is such a happy by-product! In research, it would be referred to as an "unexpected outcome." Unexpected, but a very welcome outcome.

Appendix E

Record of Advancement through Early ERE Book Levels

Record of ERE Book Level Advancement
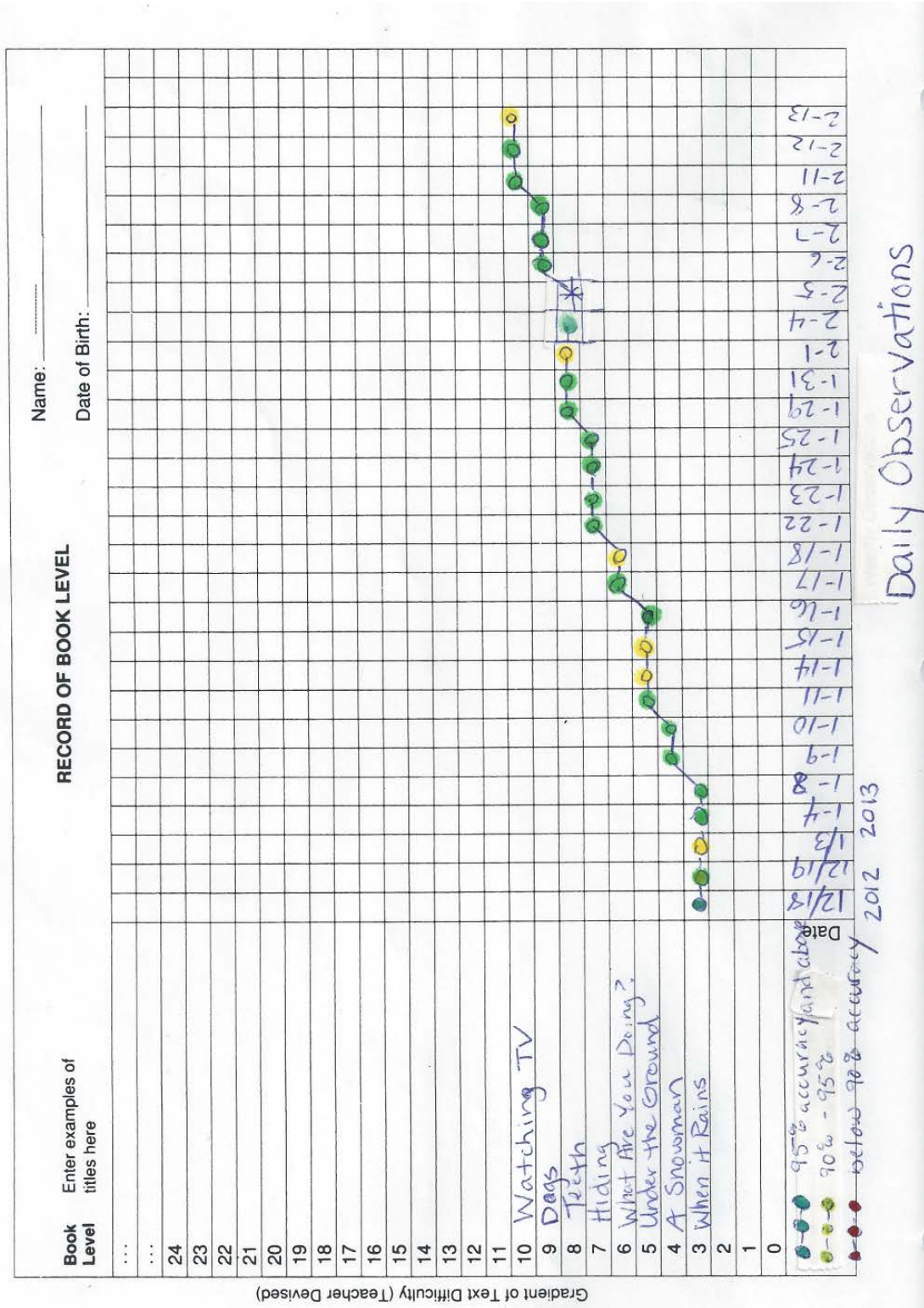
Appendix F

Sample of ERE Instructional Meeting Agendas

ERE Instructional Meeting Agendas

ERE Instructional Meeting
Thursday, January 10, 2013, 11:30 am

**Agenda**

Current Issues/Housekeeping/Session Overview

Topic One:      Match Between Child and Book
                 Book Level observations
                 Running Records scores:  accuracy rate and self-correction ratio
                 Miscue analysis

Topic Two:      Teacher Prompts:  Cueing for Cutting-Edge Behaviors
                 Discussion of the following reading:  *Section 10, "Finding and using the
                 information in the print:  Developing the brain's activities on texts," pp. 99-118,
                 from Clay's *Literacy Lessons Part Two: Teaching Procedures* [NB:  This section
                 contains extremely useful prompts for the teacher]
                 cf "Stages of Reading Development" from Jett-Simpson & Leslie

Topic Three:   Tutoring in the ERE Lesson
                 Video clip
                 Discussion
                 cf Clay's model of cross-checking (LL-II, p. 112)

Topic Four:     Field Project Paper
                 Review the "Curriculum and Field Project Template" from MLC
                 Part I.  The Purpose/Problem - Identifying terms to include
                 Part II. Literature Review by topic - Mapping the structure
                 Part III.  Implementation - Determining topics to address
                 Creating a timeline for writing specific sections of the final paper

SUBMIT:       Your personal journal and tutoring notes for the current week

READ:          *Chapter Ten, "Using a Leveled Set of Books," pp. 117-126, for children's book
                 levels from A through I for first graders, from the following text: Fountas, I.C., &
                 Pinnell, G.S. (1996).  *Guided reading:  Good first teaching for all children.*
                 Portsmouth, NH:  Heinemann.

TO DO:

                 1.  [continued]  Work on a draft of a segment for your final paper that deals with
                 the importance of selecting appropriate leveled text in the ERE program; use
                 Clay, Fountas & Pinnell, and any other pertinent sources.

                 2.  Write a) a description of "Roaming Around the Known," with in-text
                 references to Clay, and b) a description of your work with (Owen) during the
                 roaming period, including the things you learned about his reading and writing
                 through roaming, before you started tutoring.

NEXT MEETING: January, 17th

ERE Instructional Meeting
Thursday, January 31, 2013, 11:00 am

**<u>Agenda</u>**

Current Issues/Housekeeping/Session Overview

Topic One:      Tutoring in the ERE Lesson
                Video clip
                Discussion
                Review child's problem-solving and strategies at ERE book levels (see handout)
                Evidence of cross-checking behaviors emerging
                cf Clay's model of cross-checking (LL-II, p. 112)

Topic Two:      Prompts to Support the Use of Word Identification Strategies
                See handout
                Analysis of prompts used during tutoring
                Preview of Transcribing Project

SUBMIT:         Your personal journal and tutoring notes for the current week

READ:           *<u>Underlying Theories, continued</u>: [These readings may extend across 2-3 weeks.]
                Selections from various sources that provide information about Vygotsky's
                Sociocultural Theory and his concept of the **Zone of Proximal Development**,
                and Jerome Bruner's concept of **Scaffolding**.

TO DO:          Synthesize the theories of the zone of proximal development and scaffolding.
                Briefly describe each in turn.  Relate the nature of the intervention techniques
                used in Reading Recovery and/or ERE to these theories. How do your own
                beliefs as an educator relate to these theories?  As a consequence, how do the
                theories play out in the way you tutor (Owen)?

FOR FUTURE FOCUS:

                    <u>Research on ERE</u>:
                    See the article by Mertzman & Short from the *WSRA Journal*

                    <u>Response to Intervention</u>:  See the Special Issue of the *WSRA Journal*:
                    "RtI at a Crossroads:  Shifting Mindsets," Vol. 50, No. 2, Summer 2012
                    [Note also the RtI discussion in the Mertzman & Short article]

                    <u>Developing Teacher Expertise</u>:
                    Seek out the following article (You can access *The Reading Teacher* online
                    through my membership in the International Reading Association, or IRA):
                    Cooter, R. (2003).  Teacher "capacity-building" helps urban children succeed in
                    reading. *The Reading Teacher, 57* (2), 198-205.

NEXT MEETING:  February, 7th

ERE Instructional Meeting
Friday, March 8, 2013, 12:00 pm

**Agenda**

Topic One:     Tutoring in the ERE Lesson
                  Video clip
                  Discussion

Topic Two:     Discontinuation.
                  Discussion of *Literacy Lessons, Part I*, Ch. 6, pp. 52-62, on "Discontinuation,"
                  and *Literacy Lessons, Part II*, Section 8 of Ch. 2, pp. 81-85, on "Assembling
                  Cut-up Stories"

Topic Three:   Implementation Chapter
                  Planning the structure/outline

From the *Graduate Bulletin*:

**c. Upon completion of the project, the student meets with the committee for an hour-long defense of the project. This meeting may be on-campus or may be arranged electronically.**

SUBMIT:       Your personal journal and tutoring notes for the current week

READ:          Word Identification: Clay's *Literacy Lessons, Part II*, Ch. 3, pp. 119-157 only

TO DO:        Work on the Implementation chapter of your final paper.
                  Begin to plan out a timeline toward discontinuation.

NEXT MEETING:  Friday, March 15th

Appendix G

Record of February 8 ERE Session

ERE Lesson Plan

Tutor:        Amy Bryant                        Date/Time:   February 8th; 2:00 p.m.

Cooperating Teacher:         ----------          Grade:              First

Child:            ------------                  Current Level:  ERE- 9

Fluency (sight) words: *school*

Warm-up Book/Level: *Are You a Ladybug*- ERE 9

Got *slide*- struggled w/ that the last two reads.  Worked on fluency as bugs answer the

ladybug.

Second-read Book/Level: *Dogs*- ERE 9

        Running Record (attach):  Accuracy rate:   96%      Self-Correction rate:  0:4

        Circle one:  Independent level          Instructional level      Frustration level

Make 'n Break patterns ("chunks"): *-ace*

f, r, pl, sp, -- added  *–s* to end.  faces, races, places… used *chase* to show the sound

mirroring *–ace*

Cut-up sentence (circle letters or portions the child produced independently):
                        I have a new book

Wrote: I have a now book.  I gave (Owen) the words *chew* and *few*.  He read them.  I

asked how he thought *new* would be spelled.  He changed n*ow* to n*ew*.

 New Books introduced/level(s): *Just Keep Swimming*- ERE 9

 Struggled with *races* and *chases* until I pointed at them on our chunk board, then he got

them right away.  Each time he got to them in the book he didn't recognize them.  When I

said it was the chunk for the day, he again got it right away.  *Watch* was pronounced

*watch* like *patch*, a chunk he had a couple days ago.  He made and accurate choice, but

*watch* is different ….it looks like *wotch*.  Sight word for upcoming day.

Tutor's Notes and Reflection:

Check- in with classroom teacher 2/8/13- Today I checked in with (Owen's) classroom teacher to see how he is doing with applying reading strategies in school, what he does in class and the level he is reading at with me as well as where she thinks he is in the classroom.

My observations to date:

- level 9 ERE
- uses pictures, starting to make use of chunks, and remembers fluency words in reading
- comprehension is developing in word solving as some words don't make sense in the sentence.
- word recognition from books read previously serves as a reminder of what new words could be.

Classroom teacher's observations to date:

- reading about 9 or 10 ERE level
- uses pictures, chunks and word wall recognition strategies
- showed me a page from his reader that he read out loud that day.  Surprised of his ability to read the word *tongue* in the sentence.  Sees signs that his comprehension is growing in the last weeks of class.

RUNNING RECORD SHEET

Name: _____--------_____ Date: __2/8/13__ D. of B: _____ Age: __--__ yrs__--__ mths

School: _____----------_____ Recorder: _____Amy Bryant_____

| Text Titles | _Errors Running Words | Error Ratio | Accuracy Rate | Self-correction Ratio |
|---|---|---|---|---|
| Easy *Dogs* | 113/117 | 1: | 96 % 1 | 0:4 |
| Instructional | | 1: | % 1: | |
| Hard | | 1: | % 1: | |

Directional movement _____

Analysis of Errors and Self-corrections
Information used or neglected [Meaning (M), Structure of Syntax (S), Visual (V)]

Easy _____

Instructional _____

Hard _____

Cross-checking on information (Note behavior changes over time)

| Page | Title<br>*Dogs*        words: 117 | E | SC | Information used | |
|---|---|---|---|---|---|
| | | | | E<br>MSV | SC<br>MSV |
| 2 | √ √ √ ⌐R √ √ √ √ √ √ √ √ √ √ √ √ <u>rowed</u> √ √ √<br>round | E | | V | |
| 3 | √ √ √ √ √ √ √ √ √ ⌐R √√√√√√√√√√ <u>thif thfe</u><br>thief | E | | V | |
| 4 | √ √ √ √ √ √ √ √ √ √ √ <u>h hi</u>√   √ √ √ √ √ √ √<br>hills | | | | |
| 5 | √ √ √ √ <u>sn snuf soffing</u> √ √ √ √ √  <u>sni</u>√<br>sniffing              sniff | E | | V | |
| | <u>bags</u>  √ √ √<br>baggage | E | | MSV | |
| 6 | √ √ √  √ √  √ √ √ √ √  √ √ √ | | | | |
| 7 | √ √ √  √ √  √ √ √√ √   √ √ √ | | | | |
| 8 | √ √ √ √   √ √ √ √   √ √ √ √ √ | | | | |

Appendix H

Transcribing Project

Transcribing Project of New Book Lesson

February 13<sup>th</sup>, 2013
Amy: red
(Owen): green
Text: blue

Eat Up!
Page 2. Mom says if I eat up my potatoes I'll get hair on my chest.

Page 4. Dad says if I eat up my meat I'll get big and strong.

Page 6.  Grandpa says if I eat up my carrots I'll be able to see in the dark.

Page 8. Grandma says if I eat up my spinach I'll get big muscles.

Page 10.  My brother says if I eat up my crusts I'll get curly hair.

Page 12. My sister says if I eat up my lettuce I'll turn into a rabbit.

Page 14. So-- if I eat up all my dinner, what will I look like?


Walk through of new book

Eat up.
Let's go ahead and look and see.  Oh, Actualy first tell me what is on his plate?
Food, that's yucky
What do you see
I'm allergic to those food.
 You are not.  Guess what, I see a pea.  Do you like peas?  They're not bad.  What do you think this big thing in the middle is?
Um meat.
Yeah it looks like it.  Looks like a nice big piece of meat.  It is such a good piece he needs his knife to help him cut it.  Like this. Cause it is thick.  Let's see what other food there is that he is eating in this book. What do you see there?
Um food.
What kind of one?
Uh oh.
What do you see?
Um food.
What kinds of food are on there?
Um, vegetables
Let's look
Peas
Do you know what this is right here?

No.
It is a kind of vegetable, it's lettuce.
Oh
It looks like some tomatoes, maybe a hot dog.  What do you think he is drinking?
Juice
Looks good.  What??  What do you see in this picture? Is that him?
Yeah.
He is thinking about this.  He is thinking that if he eats this, he is going to get a hairy chest. Isn't that funny?
Yeah
Oh, now look it.  What is going to happen to him if he eats that food is he thinking?
Gets strong
Oh, big muscles.
EEEEE
What do you see on this page?
Spy high, sky high, like a super
Like what honey
Sky high
Like a super hero? Do you think he has special eyes that he can see in the dark?
(laughs) The sky, high as it goes
Oh look at this, if he eats this
He gets strong
Can you see big muscles in there?
Yeah
And then on his arms it shows his muscles really big.  You have to be really strong to lift a hippo.  Oh my goodness…
What, a girl!
He has curly hair.  It looks like he has to eat the crusts.  He says if I eat my crusts. Look at, that's just the outside part of the sandwich.  Do you ever eat your sandwich and leave the crusts?
Nods
Yeah,
I don't like the crusts
That is what that little boy tried to do.  He tried to leave the crusts.  Do you know what animal that is?
A rabbit.
What's this stuff he's eating?
Um vegetables.
Do you know what vegetable that is?
Um broccoli
Yeah it looks like broccoli.  You know what the name of this vegetable is right here.  Do you know what that would say?
Let-tuck
Wait
Lets, Lettuce
Have you heard of lettuce?

Yeah
Do you like it?
Yeah,
It's good
I don't like the leaves.
Okay so this, look it.  He's got this and this and this and this and now his plate is full.
And he's got is crust and his lettuce and his carrot and he got everything and he goes, if I eat all of this…
Question mark
He doesn't know.  What's some of the things?  Hairy chest, what else did we see?
Um, Broccoli
That is one of the things he ate, but what does it turn him into?  Spy eyes you said, right, to see in the dark, but what else were things?
Um, strong
Strong muscles and he looked like a rabbit you said. Let's turn the page and see if it shows us what he turns into (laughs).
(Laughs)
A curly haired, hair on his chest, strong rabbit that can see in the dark.  Let's read this book because I don't quite know what is going on.

## First Read

Page 2. Mom says if I eat up my potatoes I'll get hair on my chest.
Let's read
My mom, I mean, Mom says (long a)
Try again
My mom, mean, Mom says, if I eat up my pancakes I will I get, um hairy on my chest.
Alright, let's look at this you, said hairy, what does that words say?
Hair…on my chest
On this one you said pancakes
Pancakes, I mean
Let's leave this be
Potatoes, potatoes
Let's read it with that word in there
I ah
Let's start from here
My, I mean, Mom sees
Try again
Mom says I've if I eat up my potatoes I get hairy on my chest
What's that word? (points at hair)
Hair... on my chest
Okay, that's what he got.  Alright, keep pointing, sit up straight.  There you go.

Page 4. Dad says if I eat up my meat I'll get big and strong.
Dad says if I eat up my meat I will get big and strong.
Guess what I hear you saying this work right here as I  or I will.  It's a little bit different than that.
I?
Do you know what that word is?  This is a word that we haven't seen tons of different ones like it before.  It blends this all together.  I….
I'm
What sound do these l's make?
LLL, I?
You know what I am just confusing you.  This is what it means.  It means I WILL.  But instead of having to write out I will they take out this part and they make it this word.  It's I'll.
I'll
Uh huh
I, Um, I'll get big and strong
Ohhhhh


Page 6.  Grandpa says if I eat up my carrots I'll be able to see in the dark.
Grandma says
Try again
Grandpa says if I eat up my crusts, crust?
Let's… try again
Crusts?
So if you don't know that word, looking at me is not going to help you.  What could you look at?
Um, a word
How about
Care, carrot, carrots, um I
I'll
I'll
cause look, look at it I'll, I'll
I'll be ever to sss, able to see in the dark.


Page 8. Grandma says if I eat up my spinach I'll get big muscles.
Grandma, I mean, Grandpa, G- Gr-
Sit back, you're going to fall off your chair again.
Grandma says if I eat up my sp- spiniach I'll get big muscles.
How did you figure out the word muscles?
Because its "s"…muscles.


Page 10.  My brother says if I eat up my crusts I'll get curly hair.
My brother says if I eat up my cruts crusts I'll get s surly?

Do you think a picture would help you with this word?
Yeah. (points at picture)
What's his hair look like?  Does it look surly?
Surly
Do you know anyone with surly hair?
Surly hair
What other, what other sound could that c make?
K, K, (turns page)
Let's turn back.  Let's look at the picture.  What kind of hair does he have?
Girl hair
You think its girl.  Look at it, is it straight?
No
What is it?
Um, a wiggly hair
Kind of wiggly.  You read this word as surly.  You made the c an s sound. I have never heard of surly hair.  Could we make the c make another sound?
S- Surly?
Well, s sound isn't working.  Here's our word.
Curly? Curly
What does it say?
Curly
Have you heard of curly hair
No.
No one you know has curly hair.
(Shakes head)
Curly hair is when you hair is all wiggly like you said.
Curly hair


Page 12. My sister says if I eat up my lettuce I'll turn into a rabbit.
My sister says if I eat up lettuce I'll? - I'll turn into a rabbit.
Oh my now we figure it out.


Page 14. So-- if I eat up all my dinner, what will I look like?
So if I eat up all my dinner, dinner, what will I look like?
What do you think?
That. (Points at picture)

Appendix I

Personal Evaluation of Learning Stages

Personal Evaluation of Learning Stages

Stage 1 - Unconscious Incompetence:  This is the stage where learners actually don't see the need for the particular skill at all. We don't know what we don't know. We are inept and unaware of it.

Reflection/ date:
"I am nervous.  I don't know if it is the fear of the unknown or the lack of confidence in my ability as a tutor.  I think anytime something is new I tend to be leery of how things will work out." – December 3rd, 2012

Supervisor reflection:
"In the first few weeks, everything is so very new, and there are some real hurdles to overcome.  As with any new learning, more practice will lead to proficiency." – December 7th, 2012

Stage 2 - Conscious Incompetence:  This is the most painful stage for learners. We know what we don't know. We start to learn at this level when sudden awareness of how poorly we do something shows us how much we need to learn.

Reflection/date:
"Today was hard.  I felt like threads were coming lose all over the place during the tutoring session.  I struggled to engage (Owen) in the writing activity and continue to feel like there is not enough time for our new book each day." – January 15th

Supervisor reflection:
"I understand the frustration of not getting things in, and the result of not having enough time for that critical new book.  I do believe you have it well in hand by now, however, and that should free you up to think more deeply about your coaching and prompting." – January 23rd

Stage 3 - Conscious Competence:  Trying the skill out, experimenting, practicing. We now know how to do the skill the right way, but need to think and work hard to do it using a full conscious effort and full attention.

Reflection/date:
"I feel good about using chunks, pictures, and pulling out fluency words as ways to help (Owen) in his reading.  Having a couple things under control will allow me to build on making use of more cueing systems as the books and words increase in difficulty."
– January 24th

"My triumph of the day came as (Owen) read the word leave.  He read, live, lave (try again) and a couple other complete guesses.  I said nothing.  He said nothing.  I waited him out.  I helped him when he was not appealing and gave him only a little nudge to remember a concept I know he has applied before." – February 19th

Supervisor reflection:
Your use of extended wait time was so effective—good for you! Remember that your wait time is the time when you can be formulating your next steps and prompts in your mind, so be sure to give yourself that thinking time. –February 20th

Stage 4 - Unconscious Competence:  If we continue to practice and apply the new skills, eventually we arrive at a stage where they become easier, and given time, even natural. When people are at this level, the skill looks effortless.

Reflection/date:
"I am finally starting to understand that when (Owen) works through words and ideas with minimal assistance his retention of the things he learned is so much more than having it told to him.  Light bulb!!" – March 7th

"I don't think that I will reach the Unconscious Competence level of learning in ERE tutoring after working with one student.  I think I would have to take another student, with his/her various needs through the program in order to get closer to that level of confidence." – March 14th

Supervisor reflection:
"Your approach with *fly/cry* on the white board was a great way to go, and clearly worked for him.  And then, using that incident to lead you to a make 'n break was perfect—teaching in the moment.  You used his need-to-know to structure a learning event on the spot.  I love it!" –March 14th

*This Learning Stages model was developed by former Gordon Training International employee, Noel Burch over 30 years ago and is adapted from Linda Adams' article, "Learning a New Skill is Easier Said than Done."*