

**TERM PROJECT**

**Part C: Instructional Planning, Implementation and Analysis**

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## INTRODUCTION

The result of the *QRI-5* assessment yielded results that brought to question the reliability of the testing tools used to track the academic growth of the Kindergarten students tested. It appears that the assessment that complements the curriculum used in the Kindergarten program these students receive does not provide the opportunities for comprehension and recall that is at par with those who uses the *QRI-5*. This can pose a critical problem if the students' families decide to put them in other schools that use reading inventories similar to *QRI-5*.

Word identification, even in isolation, proves to be one of the strongest ability for Mary, Amash, and Ivan. Sadrina, being ELL struggled with word identification and this needs to be addresses in instructional planning to move her along the continuum.

Activating prior knowledge proved to be a bit challenging for both Ivan (75%) and Sadrina (50%). Answering questions after the passage was read yielded a frustration level for Amash, Ivan, and Sadrina. Mary, being the strongest student in class in the area of reading are at her instructional level using the Pre Primer 2/3.

Given these backgrounds the RTI paradigm is used to guide and plan for instruction. Three tiers are designed to address the different needs of students and/or to develop other strengths in the students who participated in this study.

### Instructional Groups

**Reading Tier 1**—Whole group instruction that includes Mary, Amash, Ivan, and Sadrina

**Rationale:** All students will benefit from an effective classroom instruction during Read Aloud sessions to demonstrate and model how a reading strategy for comprehension can help comprehension of text.

**Strength / Needs:** Majority of the students were successful in word identification which made the text accessible for them, however there comprehension seems to need work given that they were not as successful in answering questions for both concepts to activate prior knowledge and answering question for recall. Thought process and constructing meaning out of what was read are areas that need instruction to help these students form concepts and comprehend what they read.

**Reading Tier 2**—Small group that includes Ivan and Sadrina

**Rationale:** Answering questions are skills that help teachers figure out how students process the information they read.

**Strength / Needs:** In the case of Ivan and Sadrina, this skill was not fully developed. They will need more practice with forming concepts and retaining information in order to answer questions from the text.

### **Reading Tier 3**—One-to-One Intervention for Sadrina

**Rationale:** Ability to read words is the first step to reading. Sadrina, being a new immigrant and ELL at that is still in the process of learning the English language. She will have to work with decoding words and learning more high frequency words.

**Strength / Needs:** One of her strength is to use visual clues in reading and answering question about the passage. However she relies heavily on visual clues and is not paying attention to the structure of the word which will help her with voice-print match. Instruction in word analysis with emphasis on beginning and ending sounds will be needed in Sadrina’s case.

### **Writing Tier 1**—Whole group instruction that includes Mary, Amash, Ivan, and Sadrina

**Rationale:** A focus on word building for simple C-V-C and use of consonant blends will be the next step for instruction.

**Strength / Needs:** The students displayed strong word identification for high frequency words. To move them along, instruction in word building will be planned. Special emphasis will be given to middle vowel sounds since this is an area that was weak in their developmental spelling.

### **Writing Tier 2**—Small group instruction which includes Mary, Ivan, and Sadrina

**Strength / Needs:** Identifying the beginning and ending sounds is a skill that most of these students have already mastered. However, the middle vowel sounds and use of consonant blends are areas that can be significantly improve and develop with guided instruction for these students.

### **Writing Tier 3**—One-to-One instruction for Sadrina

**Rationale:** Sadrina needs to develop letter-sound analysis in order for her to both decode and encode words. Instruction in writing that will complement her reading instruction will be more effective if there is continuity and interplay between the two skills she needs to learn as she continues to learn English as her second language.

**Strength / Needs:** Because of her limited knowledge of letter-sound, Sadrina is unable to independently compose her own sentence. She relies on the written words posted on the board that she can copy. She likes to draw but is unable to convey her thoughts in print because she lacks the skill to compose words on her own.

## **Overview of the objectives/goals, skills and strategies for one group**

### **Reading Instructional Strategy**

Thinking Within/Beyond/About the Text (Fountas and Pinnell, 2009) are strategic activities involved in comprehending texts. During Read Aloud in whole group setting, the teacher can set the stage that will help support readers before, during, and after reading. This is an important strategy that will empower early readers in their road to reading comprehension.

## Objectives / skills

- The students will be able to use background knowledge to construct meaning from the text.
- The students will be able to process actions / cognitive actions that allow them to think about/within/beyond the text.

## Strategy Implementation

In Read Aloud session, use a powerful introduction that encourages students to tap into their background knowledge. This will help teachers recognize what the students already know and what vocabulary words the students may find challenging. Help the student to make connection with the text by asking open-ended questions. The students should be allowed to interact with the text by using Thinking Aloud that helps them organize their thoughts during the shared reading session. This will support their comprehension as they gather new information from the text. After the reading session, look for evidence of the students understating through talks. The use of questioning enables students to summarize and/or synthesize the knowledge they gained from the reading experience. Questioning can also help you gain insight if students were able to make connections between their background knowledge and what they just learned from the text.

### Weekly Lesson Plan for Reading Arts Topic: Farm Animals

#### Day 1 Book: *Cows in the Kitchen*

- Strategy demonstration of Thinking Within/About/Beyond Text
- Use powerful introduction to activate prior knowledge and “think about” what the topic will be on.
- Go over vocabulary words by connecting it to what students already know.
- Teacher model thinking out loud by asking question or making statements that lead students to “think within” the text reading.
- After reading, interaction through talk and questioning engages students to “think beyond” the text.

#### Day 2 Book: *The Pig Is in the Pantry, The Cat Is on the Shelf*

- Another book with similar text structure and story outline is used to practice the skill of talking within/about/beyond the text
- Teacher prompts students to active their thought process by modeling the skill of thinking out loud

#### Day 3 Book: *Ice Cream: From Cows to Kids*

- Use a picture book with the same topic but of different text structure practice thinking out loud about/within/beyond the text.

#### Day 4 Book: *The Farm*

- Use a book of the same topic and engage students to form questions that leads them to think within/about/beyond the text.

#### Day 5 Video: *Richard Scarry's Old MacDonald's Farm*

- Using a projector, show a short video clip/film about farm animals and farm life
- Teacher pauses when questions are asked by students, or when feedback is needed. Modeling of the prompts for thinking out loud will also be done to help students generate their own questions.
- After watching, whole class engage in discussion about the topic seen and make meaningful connections to what was previously read about the topic within the week.
- Use whiteboard to write down students’ responses.
- As a class, classify responses whether it came from within the text or beyond the text.

## **Reason for Strategy**

Engaging students to think about/within/beyond the text are strategic actions that enable them to process the meaning of the text. These in-the-head systems help them expand their thinking (Fountas & Pinnell, 2009). Providing structure that enables them to organize their thinking brings about good comprehension outcomes. Modeling Think Aloud helps the students think about the important information about the text and recall information. Through effective questioning after reading, students are able to recall the important information found in the text.

## **Assessment**

During Read Aloud session, make a mental note of the students' responses. Journal writing can be done to assess if students were able to make connection with the text and think beyond it. "Make a different ending" can be used a journal entry for Kindergarten students.

## **Explanation of Type of Instruction Provided**

**Group Format / Arrangement:** Whole group instruction

## **Developmental/instructional and the cultural/linguistic needs of your students:**

Thinking about/within/beyond the text address the potential difficulties that there readers might encounter. This strategy enables the students to use their background knowledge in the introduction which can engage students in many levels even if they come from different cultural backgrounds. The introduction alone can be the springboard for active language interaction as the students share what they know (or do not know) about a particular topic in the text. This information is important because there might be vocabulary words in the text that needs to be address prior to the reading of the text. Opportunities for teaching academic language for ELLs are address in introduction as well. The interaction forged as the whole group read the text can offer the language support ELL students needs (e.g. Sadrina). The immediate feedback through effective questioning can likewise help struggling reader structure their responses as they construct meaning from the text.

## **Modeling and Scaffolding**

Thinking out loud is the modeling framework used to guide the students thought process. Use of effective prompts enables and later on empowers students to think about/within/beyond the text. Pausing from reading the text and thinking out loud gives students the cue that there is something important about that part of the text. This activates their thinking process. Modeling the kind of questions to ask about the text offers the model that students will eventually do on their own.

Scaffolding can be done by using similar text within a week using the strategy. The familiarity of the text structure enables the students to anticipate when to activate their thinking process with minimal teacher prompts. This can engage them to ask question themselves as the class read the text with the teacher.

Reinforce the strategy by observing students when they read during silent reading and shared reading. For a week long use of strategy, a DVD version of a book or a video clip of a related

story that can be viewed using a projector can be used to give students a different format of listening to text being read and a different setting for discussion. The pause/s highlights the information gained from the text for discussion.

### **Opportunity for Choice**

Students can choose from a variety of pre-selected books that have similar topics or structure. The books selected will likewise reflect the diversity of the class.

### **Materials**

Picture Books, DVD version of the book or video clip of a related story, LCD projector, White board and white erase markers for noting responses.

### **Technology**

Computer, LED Projector and SmartBoard or Whiteboard for class viewing.

## **Writing Instructional Strategy**

Writing is multifaceted in that it orchestrates thinking, language, and the motor movements required to produce the graphic signs representing meaning (Fountas & Pinell, 2009). Using Magnetic Letters to make and write words help students connect and manipulate sounds and letters in words. Direct and explicit instruction that models the strategy, uses prompt and reinforce method is highly recommended for students who are beginner readers and spellers. *Take, Build, Write* is one strategy that helps students see the same word—it's details and distinct features, in different ways.

### **Objectives / Skills**

- Develop knowledge of sound-letter relationships by hearing and recording sounds in words.
- Construct words with letters in sequence.
- Use the parts of a word (beginning, middle sound/s, endings) to spell them.

### **Strategy Implementation**

In a one-to-one setting, specific and systematic instruction in phonics will be given to students needing to learn the alphabetic principle to make words. Use clear language about the goal of doing this activity. Introduce the materials to be used. With direct and explicit instruction, tell children to look at the beginning of the word and show them what that means. Use c-v-c word/s that has distinct beginning and ending sounds. Help students notice the first letter and look across the word left to right (directionality). Give magnetic letters and have students build words from left to right. Provide words that they need to form using their set of magnetic letters. With sufficient practice students will be able to make words using magnetic letters. Once they are comfortable building words with magnetic blocks, have them use a small white erase board for them to write the words they made using the magnetic letters.

### **Weekly Lesson Plan for Writing**

- Day 1 - Introduce magnetic blocks and model the strategy; emphasize on beginning and ending Letter/sound; practice with the student
- Day 2 -Review strategy by building a word from a word card using a word program in the computer and allowing student to type (instead of write) the word; let student practice taking and build words using their magnetic boards.
- Day 3-5 -Have student write the words built using a worksheet that has the columns for words, letters, and write.

### **Reason for Strategy**

Reading and writing are language processes that directly influence each other. Both have similar requirements and as such, can be developed side by side. Students who struggles with decoding words will have similar issues with encoding words. The *Take/Build/Write* strategy will help address both skills by making the student notice the words and it's distinct features. Building it with the use of magnetic letters will help them understand the relationship between letter and sound (alphabetic principle) and the directionality in words (left to right).

The result of the writing assessment shows that some of the students (e.g. Sadrina) were not able to make words. Activities that use this strategy will help students gain confidence on attempting to spell words since attention is given to beginning and ending letter/sound of words.

### **Assessment**

A developmental spelling for targeted c-v-c words will be used to assess the ability gained from this type of strategy. Another type of assessment is having worksheets that have picture of words that students need to spell using the letter boxes. Letter boxes will help cue the student as to how many letter-sound are there in the given word.

### **Explanation of type of instruction provided**

### **Group Format / Arrangement**

One-to-one instruction during Center Time

### **Developmental/instructional and the cultural/linguistic needs of your students:**

Explicit instruction on building words will help the student gain knowledge of how words work. This will help both in reading and writing as both are language processes that share common requirements. Being able to write the words student built using magnetic blocks with word card as model allows student to see the connection between reading (seeing the word in the word card) and writing (writing out the words they built using magnetic blocks).

Writing activity is important in supporting struggling readers like Sadrina because writing allows her to work closely with words and understand the alphabetic principle behind the construction of words. ELL students need this structure when learning a new language because there are cultural differences in how letters are sound and form. Helping ELLs attend to features of words and attend to letter formation when they write are some of the basic things they need to develop as they move along their reading and writing learning continuum.

**Modeling and Scaffolding**

Modeling is crucial because this is a basic skill that all learners need to learn and master. Modeling using direct and explicit instruction involves attending to beginning sound, middle sound, and ending sound. Attending to the letter and sound correspondence is also critical because students need to understand that all letters are represented by sound and that together they make up the word. Sound pronunciation should be clear as to avoid confusion (especially for ELLs).

In doing one-to-one allow for student to model the skill to check for areas that need to be address and strengths to be reinforced. Materials should be ready and within reach and should be used for sound manipulation.

Scaffolding of the skill learned can be done by using simple c-v-c word cards and moving it to c-v-c-c / c-c-v-c word patterns. The worksheets should reflect this step up after practicing for a couple of days with c-v-c word patterns.

**Materials**

White erase board, markers, magnetic letters, cut out word cards, worksheets, pencil, Computer with Word program, LED projector, SmartBoard/whiteboard

**Choice**

Student will have the opportunity to build words that are theme base—action words, things they wear, etc. This will help them be engage in the activity at hand.

**Technology**

Computer with Word program--to give an alternative way of “writing” out words.

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## REFERENCES

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Caldwell, J. S. & Leslie, L. (2010). *Qualitative Reading Inventory, 5/E*. Allyn & Bacon

Project Management glossary contains a number of terms to standardize project startup process. Here are the 50 project management terms you should know! Project management is a set of important skills for most of the careers. It is the application of processes, knowledge, skills, and experience to reach the project goal. Main components of project management are: Outlining the basis why a project is essential.