

**GEORGE MASON UNIVERSITY GRADUATE SCHOOL OF EDUCATION  
READING INSTRUCTION SUMMARY REPORT**

**Student:** [REDACTED]  
**Grade:** 4<sup>th</sup> Grade  
**Age:** 10 yrs. old  
**Location of Tutoring:** Woodburn  
**Dates of Tutoring:** June 27 to July 1, 2011  
**Date of Report:** July 1, 2011  
**Practicum Tutor:** Andrea Jean Andell P. Salem

**RATIONALE FOR INSTRUCTIONAL PLAN**

As a result of the various assessments administered [REDACTED] displayed the following strengths and areas of need:

*Areas of Strengths*

- [REDACTED] is able to make a logical prediction from the text title.
- Background knowledge is an essential component of making predictions and Idelinda expands on her predictions when she activates her prior knowledge or is able to relate to the text. She is also able to skim the passages prior to reading which is a good reading behavior that allows her to connect to the text base on words that she knows or have personally experience.
- When solving for unknown words [REDACTED] pays attention to beginning and ending sounds to solve for unknown words. She looks for parts within the word that she knows and attempts to solve the words. Her self-monitoring and self-correcting skills indicate that she is thinking about the word—does it make sense or does it sound right?
- [REDACTED] reads at a reasonable pace which suggests that she has good word knowledge of high frequency words. This allows her to concentrate on word solving for unknown words and retain information she reads from the text.
- In reading the passages, [REDACTED] is able to sequence the events in the story reasonably. She is able to retain key information from the passages

*Areas of Needs:*

- [REDACTED] needs to build on adding more skills to solve for multisyllabic words. She likewise needs to develop word attack strategies for decoding words with long vowel medial sounds/patterns.
- Retelling is another area that [REDACTED] needs to develop. She uses limited information in her retelling of the passage read. She needs to work on choosing important information to be able to come up with a good retell/summarization of the story/passage read. She also needs to learn how to combine information together and connect information from text and her prior knowledge for better comprehension.
- Fluency is an additional area of need for [REDACTED]. Specifically [REDACTED] needs to work on recognizing how to use punctuation marks to improve her comprehension. Not acknowledging punctuation marks affects her ability to comprehend the text because she is not able to stop at the end and think about that sentence more thoroughly.

**SUMMARY OF INSTRUCTIONAL EXPERIENCES**

The five days sessions addressed the areas of need and helped [REDACTED] develop a repertoire of strategies she can independently use when text reading. The primary focus of instruction for comprehension was determining importance. Developing strategies to determine the relevance of information from text will help [REDACTED] retell better and construct a summary that has key

details that are relevant. This transferred to the writing instruction because she apply the strategies learned from the guided reading. The writing instruction included working on paraphrasing which encourage [REDACTED] into using other words aside from what was given in the text. Word attack strategy instruction was also planned to help with her decoding and word solving. Emphasis was given to solving multisyllabic words that contained consonant clusters and/or have the long vowel pattern within the word. In the area of fluency, instruction was provided on recognizing punctuation marks, pausing, stopping, intonation, and putting expression in reading dialogues where provided.

## RECOMMENDATIONS FOR TEACHERS

[REDACTED] needs specific prompts and language in completing a task. Once she knows what is expected of her, she is able to navigate and perform the task given to her whether it be determining importance or looking for word parts to help her decode an unknown word. Listed below are some specific strategies that worked during the tutoring program for reading and some areas that need continued attention:

- Scaffolding on previous strategy learned and mastered (e.g. determining importance using text features) before introducing another comprehension strategy (e.g. determining importance based on information that is “interesting” or “important”).
- When solving for unknown words, give prompts that guides [REDACTED] to look for visual information that will help her solve the word. Prompts like “*Do you recognize any word within this word?*” “*Try to break the word*” can help [REDACTED] focus more and make meaningful attempts to solve the word.
- [REDACTED] will engage you in conversation about what she knows about a word and how it applies to her. Take this as an opportunity to help her expand her word knowledge and vocabulary by making her think of other words that are similar or opposite it. Asking her to use it in a sentence will help in checking for understanding.
- Increasing her word knowledge will benefit [REDACTED] in broadening her background knowledge. In doing word games, [REDACTED] relied heavily on high frequency words. Activities such as word hunt, *Boggle*, *Snatch It!*, word sorts will enable her to learn more words, or expand her word knowledge which will help her be more engage with text reading and improve her comprehension.
- [REDACTED] needs instruction that focuses on asking questions and making meaningful inferences. This was not fully addressed as part of the tutoring program and it was evident in the guided reading, think alouds, and word study instruction from text reading that she is still not able to ask relevant questions that can guide and help her monitor her comprehension.

## RECOMMENDATIONS FOR PARENTS

Some activities that you can do at home with [REDACTED] include:

- When watching movies based on a book, let her read the book version prior to watching the film. This will help her make comparison between the book version and film version.
- Encourage reading for 20 minutes each day. Use chapter books that she can apply strategies she has learned independently. Suggested books include the *Dork Diaries* series which is given to her for summer reading, and the books she got from the school reading program.
- When reading to [REDACTED], give feedback when she reads with expression. If she is trying to solve for a word, let her attempt to solve it on her own instead of telling her the word. Give prompts such “*look at the middle sound*” “*does that sound right?*” which can help her think of strategies to use to solve for the word.