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The SIOP Model as it Pertains to ELLs in a Mainstream 2nd Grade Classroom

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The SIOP Model as it Pertains to ELLs in a Mainstream 2nd Grade Classroom

An Action Research Report

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Advisor: _____   Date: _____

Abstract

This paper focuses on the findings of an action research project conducted in a mainstream second grade classroom. The research was dedicated to the use of the SIOP Model and how it pertains to ELLs in an elementary school in North Dakota. Data was collected for this project through oral vocabulary assessment observations, Fountas and Pinnell reading benchmarking assessments and pre and post vocabulary assessments completed by two ELLs. Data was also collected through daily journaling as self-reflection of the use of the SIOP Model completed by the teacher. The teacher conducting the research received no formal training on the SIOP Model prior or during data collection. Upon completion of the research project, data showed an increase in academic language, an increase in correct vocabulary usage, and an increase in reading levels for the ELLs. Similarly, daily journaling proved to be effective as a reflection tool with the teacher which resulted in an increase of the incorporation of the SIOP Model into daily whole-group lesson plans.

Keywords: Sheltered Instruction Observation Protocol Model, ELLs, academic language

It has always been a deep interest of mine to make myself a better educator for ELLs (English Language Learners) who are mainstreamed into my classroom. The SIOP (Sheltered Instruction Observation Protocol) Model was introduced to me by a coworker who was beginning training on it in her school within a different school district. My interest was immediate. I began researching the SIOP Model through various forms of text and knew that it could easily be integrated into my 2nd grade classroom. The subjects for my action research project would be the two ELLs in my classroom.

The SIOP (Sheltered Instruction Observation Protocol) Model focuses on helping English Language Learners (ELLs) with academics in a mainstream classroom. In order to better understand the reasoning behind the SIOP Model, an understanding of various the socioeconomic backgrounds of ELLs is required. According to Echevarria, Powers, and Short (2003), the English Language Learner can come from a variety of circumstances. Like many students, ELLs can come from situations that may make the students at-risk in a conventional classroom. For example, an ELL may be newly immigrated to a country and speak little to no English. In another example, coming from a war-torn country may have hindered an ELL's education causing them to have fallen behind academically when compared to their peers. Because of these various situations, the SIOP Model was created as a tool for teachers to use in order to achieve success in the mainstream classroom for ELLs (Echevarria et. al, 2006, p. 3). The SIOP Model was also developed to assist mainstream teachers in using research-based practices which ensure ELLs success with academic language and vocabulary. Over time, the model has proven to be a form of best practices for educators. It is also known to reach ELLs by focusing on academic language in order to obtain optimal results (Fritzen, 2011, p. 1).

According to Fritzen, Sheltered Instruction (SI) began in the 1970s with a movement called, "Language across the curriculum" (2011, p. 2). Valera defines the term *Sheltered* as, "…the means of making academic content comprehensible for English learners while they develop English proficiency" (2006, p. 4). Sheltered instruction called for educators to begin using a protocol for ensuring academic understanding of their English Language Learners. Some components of the protocol were to use a clear and slow speech, state lesson objectives, and review those lesson objectives at the end of the instruction period. These components can still be found in the modern model.

In 1996, the Sheltered Instruction Observation Protocol (SIOP) was at its early stages as a research project. Two research departments, one from California State University Long Beach and the other from the Center for Applied Linguistics, teamed up with middle school teachers from three metropolitan areas on both the east and west coasts of the United States to research the new model. By the year 2000, the research project had evolved into the current SIOP Model. (Echevarria, Richards-Tutor, Short, 2011, p. 365).

The SIOP Model is composed of 30 instructional strategies placed under eight components: Preparation, Building Background, Comprehensible Input, Strategies, Interaction, Practice/Application, Lesson Delivery, and Review/Assessment (Echevarria & Short, 2005, p. 3). Echevarria, Short, and Vogt state that "…with appropriate training, teachers can help English language learners master academic content and develop academic literacy skills that lead to school success" (2004, p. 4).

The SIOP Works brochure states that as a quick look at the SIOP Model's success, Brockton High School in Massachusetts experienced a 255% growth in Language Arts and a

158% growth in math for their ELLs on the Massachusetts Comprehensive Assessment System by fully implementing the SIOP Model (n.d., p. 6). According to Echevarria and Vogt, there are some more recent studies that are looking into the effectiveness of the SIOP Model on various types of student populations--not just ELLs (2008, p2).

Echevarria, Richards-Tutor, Chinn, and Ratleff have begun looking at the use of SIOP Model pertaining to fidelity of practice. What they found was when students were showing success, teachers were following through with the SIOP Model's components. As the research continued, they found that when students' scores were waning, teachers were not being true to all components of the SIOP Model (2011, p. 426). Echevarria and Vogt's research shows that, "English learners in classrooms where teachers who fully implemented the 30 SIOP features outperformed (on standardized measure) those ELs in classrooms where teachers had received a professional development in sheltered instruction but not specifically in the SIOP Model (2008, p. 3). CREATE (the acronym is undefined) further proved the positive effects of the SIOP Model on ELLs through a research study in which it observed both a group where the SIOP Model was not used and group where the SIOP Model was used and then compared the outcomes from both groups. According to the study, though the outcomes weren't stated in depth, the SIOP Model group proved to be successful and students from this group out-performed the students in the group where the SIOP Model was not used (Echevarria & Short, 2011, p. 4).

After completing my research, and seeing the positive effects that the SIOP Model has on ELLs, as well as the minimal risk to students who are receiving SIOP Model instruction, I felt confident going forward with my data collection and Action Research Project. Without formal training on the SIOP Model, I dove into my research on January 27th 2014 and chose to focus on

my reading curriculum. Through my research and data collection, I was hoping to answer two questions:

1. After implementing the SIOP Model in a 2nd grade classroom, will ELLs show gains in their reading levels?
2. After implementing the SIOP Model in a 2nd grade classroom, will ELLs show an increase in the correct usage of reading vocabulary?

Methodology

My data collection began by obtaining parent permission for the ELLs to participate in my action research project. During four weeks from January 27th, 2014 to March 5th, 2014, I conducted my research and data collection. There had been three days that I was unable to collect data during this time, once due to a storm day, and twice due to days that I was not in my classroom. During this time, I was on Theme 10 of the district-wide Literacy by Design reading program which is about helping out communities in various ways. The Literacy by Design program contains vocabulary words, comprehensions strategies, phonics, writing, and ELL accommodations. Lessons are taught through use of read alouds that contain all of the previous listed. Read alouds is a term used by educators to describe texts that are read out loud by the teacher to the class of students.

For my data collection throughout this theme, I used four different tools: Oral Assessment Observation (which I conducted weekly), Fountas and Pinell reading benchmark (I conducted this assessment once before incorporating the SIOP Model and once on the final day of my data collection), pre and post-test written Vocabulary Assessment (this assessment was given before

the SIOP Model had been incorporated and again on the last day of data collection), and a daily personal journal of my triumphs and struggles while using the SIOP Model during this theme.

In order to obtain reading levels of the ELLs, I used small group reading time to conduct the Fountas and Pinnell assessment. I used a Fountas and Pinnell benchmarking assessment (Appendix A). This benchmarking assessment comes in a leveled kit. Each level includes a fiction book as well as a non-fiction book. This kit included a teacher-read introduction, which was followed by text that the student read. After reading the text, the student was then asked them some comprehension questions. Benchmarking can sometimes take 20 minutes or more if a student's reading level is uncertain. However, since I had been meeting with the students for small group instruction every day throughout the entire year, I had a good idea about each student's reading level. Knowing their approximate reading levels saved a lot of time and made the benchmarking assessment run quickly and smoothly. It took about 10 minutes per student to find their reading levels.

Another data source was through use of an Oral Vocabulary Assessment Observation (Appendix B) which was completed weekly on Mondays. This is where I incorporated the SIOP Model in my lesson planning and presentation. I began by stating the objectives for the lesson. Then, I paired each student in my class with a carpet partner during whole group reading instruction. During this time, I would ask questions about vocabulary words that were part of the theme: contribute, volunteer, police, participate, influence, emergency. Some sample questions I asked were, *What does it mean to contribute to your community? What is an example of an emergency?* As the students talked and discussed their answers, I listened in on the two ELLs. I would also write down notes about how well they used the vocabulary while speaking rating them on a scale of one through four (one meaning "novice comprehension" and four meaning

"proficient comprehension"). I chose this rating scale because it coincides with the grading system in my district for elementary schools. The Oral Vocabulary Assessment Observation was important to my research because it allowed students to put into practice their understanding for the new vocabulary words. The assessment also provided data that compared how well the ELLs understood the vocabulary before the SIOP Model was incorporated and after the SIOP Model had been used for four weeks.

As a class, we discussed vocabulary words and looked them up in our dictionaries. Vocabulary words were then written in our vocabulary journal (word, page number, part of speech, definition). This was a good way to incorporate the SIOP Model's Building Background. As a way of restating and reflecting on our new vocabulary words, we would add to our vocabulary journals as the weeks progressed. On Monday, we began a K-W-L chart. This chart is refers to what students Know, what they Want to Learn, and what they have Learned. On Friday of week one, pertaining to vocabulary discussion, we fininshed our K-W-L chart as a whole group. On week two on Friday, I had the students created webs for their vocabulary words. On Friday of Week three, we created Venn Diagrams as a whole class. On Monday of week four, we did our final step: adding sketches. This work was done in order to pull from background knowledge and make way for the next data collection tool.

The Vocabulary Assessment (Appendix C) was conducted, like the Fountas and Pinnell benchmarking assessment, before the SIOP Model was incorporated and again on the final day of data collection. The Vocabulary Assessment was a multiple choice assessment that included all of the vocabulary words that would be used for the Oral Assessment Observation. For this assessment, my ELLs used privacy shields and sat at their desks to ensure independent work. This assessment took approximately 5 minutes of a 15 minute round. I chose a written

Vocabulary Assessment as a means for data collection because it could mean student understanding of vocabulary terms.

My final form of data collection was through daily journaling of my use of the SIOP Model. I created a Daily Journal (Appendix D) outline which was used as a self-monitoring tool. As I stated earlier, the SIOP Model has eight components. Many of the components are practices that teachers are already trained to do. For example, teachers are already expected to teach lessons at a pace that students appropriate for the students . However, it is difficult to try to incorporate all eight components into every lesson despite education training. It was important to journal daily in order to see my own growth in using the SIOP Model and as a daily reflection on how I could improve as a reflective practitioner. As time went on, I found that incorporating all eight components became easier and easier as each step of the lesson preparation and presentation was a repeat of the other components. After school on the first day of data collection, I wrote in my journal on how I felt about my use of the SIOP Model. I decided to focus each day on one or two things that I needed to start incorporating for the next day while trying to continue using the components that I had already begun using. This form of data collection was pertinent so that I could see my fidelity of use of the SIOP Model, It was also important for me to journal so that I could see if I found any personal growth as an educator through use of the SIOP Model.

Data Analysis

During the four weeks of data collection, I focused four types of data are the Fountas and Pinnell benchmark assessments, the Vocabulary Assessment, the Oral Vocabulary Assessment Observation, and my Daily Journal.

The first data that was collected was sourced from the Fountas and Pinnell (F&P) benchmark assessment. This assessment is a tool that is used for finding the reading level of students. In this case, I gave the F&P benchmark assessment twice since it was important to know the student's beginning reading levels and end reading levels. Figure 1 shows the students' F&P results for the first benchmark assessment as well as the results for the second and final benchmark assessment. The graph shows that Student A started on a reading level of I while student B started on a reading Level of J. Both students ended on the letter L. Please note that second grade reading levels start at a J and end at an M.
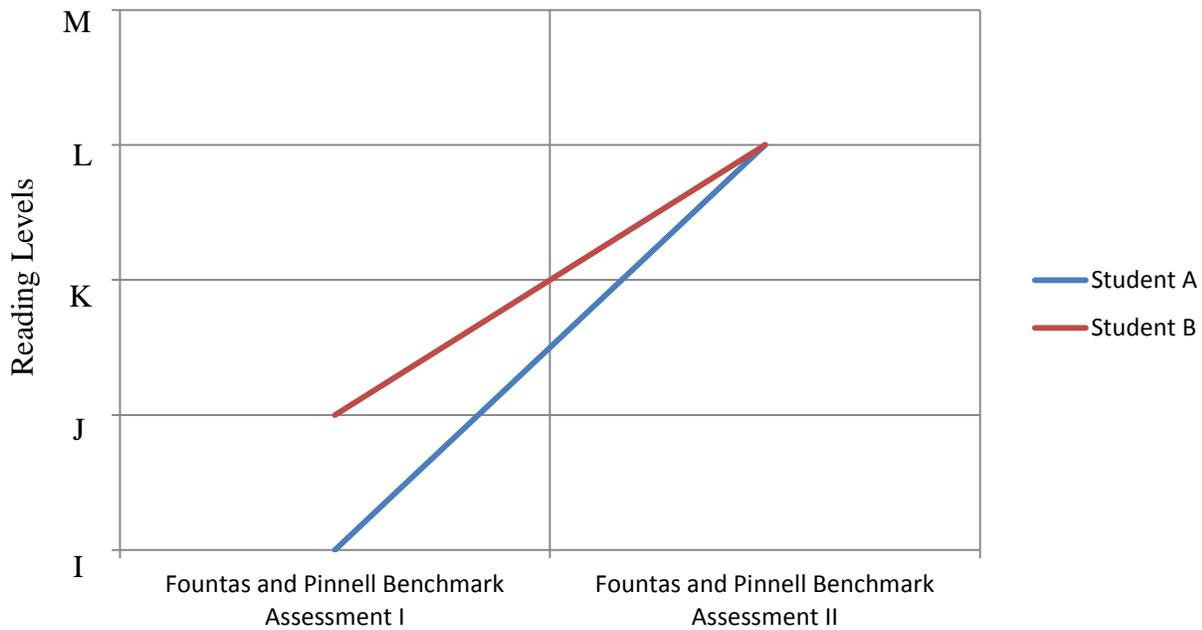
Figure 1. Fountas and Pinnell Benchmark Assessment Results

More data was obtained through my second source: the Vocabulary Assessment. The Vocabulary Assessment was a multiple choice assessment on paper. When this assessment was given, Students A and B were not given any assistance in reading or answering. I gave the Vocabulary Assessment once more four weeks later, after continued use of the SIOP Model. The

assessment was given in the same manner the final time as it was the first time. The results for both assessments are shown in Figure 2. Please note that Student B did not get any correct answers in the pre-assessment.
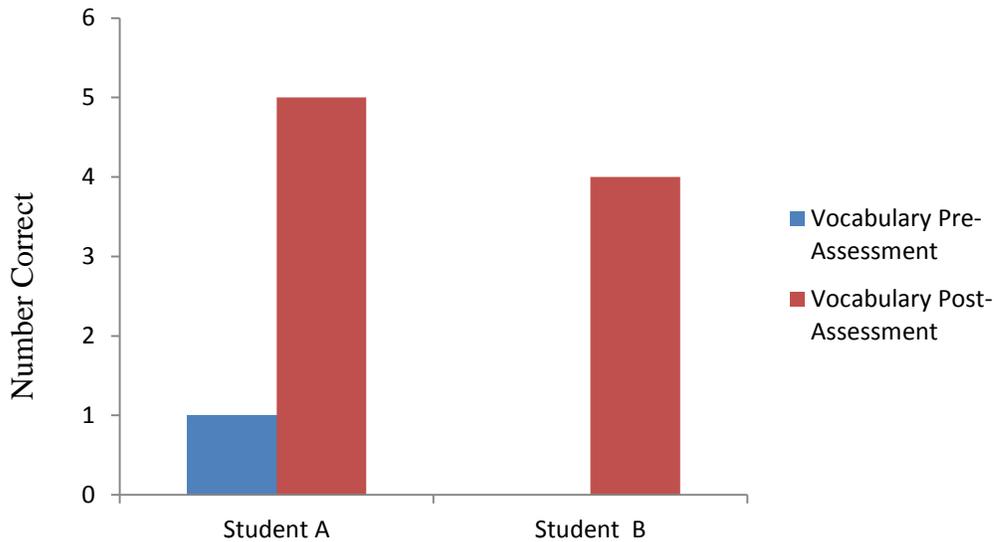

Figure 2. Vocabulary Pre and Post Assessment Result

The Oral Vocabulary Assessment Observation was conducted once a week for the four weeks that data was collected and that the SIOP Model was being used. The Oral Vocabulary Assessment Observation was conducted during whole group reading instruction. During my lesson, I would stop and ask questions or require the students to answer different imperative statements that I would make. As an entire class, students would listen to questions or statements and turn and talk as a way of answering. During the turn and talks, I would listen closely to my ELLs to see how often they would give correct responses. I used the same six questions and statements weekly about the different vocabulary terms that were being studied in class. It was important to keep the same questions and statements throughout data collection in order to obtain proof that would prove or disprove that the SIOP Model was working to allow the students

deeper understanding of the key concepts and vocabulary for the reading theme. Below is a list of the questions and statements:

1. Contribute (What is one way citizens contribute to their community?)

2. Volunteer (What does a volunteer do?)

3. Police (Name two ways that the police help to protect a community.)

4. Participate (It is time to play volleyball in gym. Name one way that you can participate with your classmates.)

5. Influence (How can you influence your friends to try hard in school?)

6. Emergency (What is one thing that might happen that could be an emergency?)

Below is figure 3 which shows the weeks that Student A gave the correct response for the vocabulary words. In the first week of the observation, Student A gave incorrect responses to vocabulary word questions and statements. During the four weeks of data collection, Student A consistently missed the word influence. As the weeks went on, however, Student A's understanding of the definitions of the vocabulary words and the words' correct usage increased.
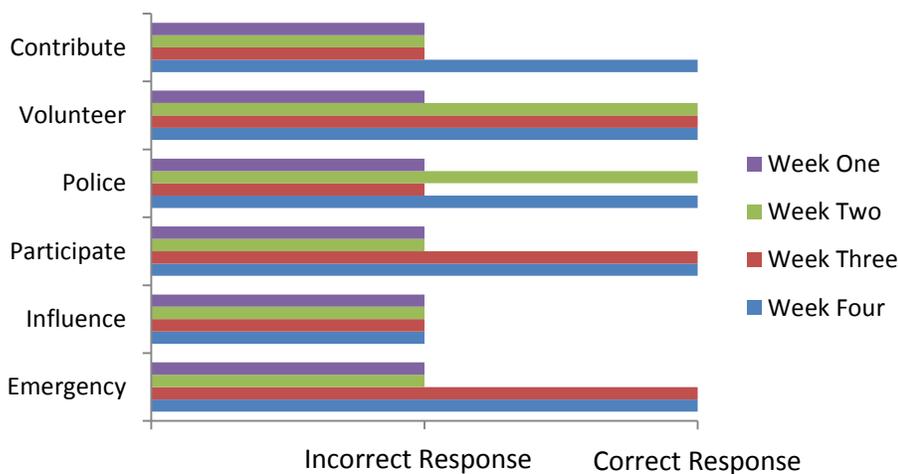

Figure 3. Responses of Student A to Oral Vocabulary Assessment Observation questions and statements

Figure 4 shows Student B's responses to the Oral Vocabulary Assessment Observation questions and statements. This assessment was given in the exact same manner for both Students A and B. Like Student A, as the weeks continued, Student B showed an increase in the understanding of the vocabulary terms by giving correct responses.
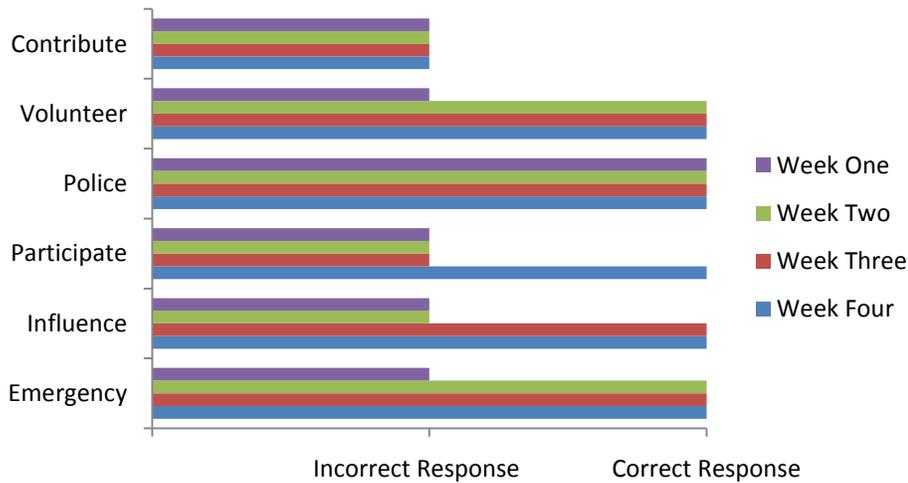

Figure 4. Responses of Student B to Oral Vocabulary Assessment Observation questions and statements

This Vocabulary Assessment differed from the Oral Vocabulary Assessment Observation in two major ways. The first way is that the Vocabulary assessment was on paper whereas the Oral Vocabulary Assessment Observation was conducted through turn and talks. The second way that the two assessments differed was through the content of each. The Vocabulary assessment was completely based on knowledge of the definitions of the vocabulary terms. The Oral Vocabulary Assessment consisted mainly of correct usage of the key ideas of the vocabulary terms and the ability to use and discuss the terms in an academic conversation.

My final data collection results were from my Daily Journal. In my journal, I wrote down notes about my success with integrating the different components of the SIOP Model and how I could improve upon incorporating the eight SIOP Model components. My Daily Journal showed my progress of use with the SIOP Model throughout the four weeks that I collected data. The

importance of keeping a daily journal was to show reflection upon the SIOP Model, my growth and comfort with the SIOP Model, and my frequency in using the components of the model. I found that it was difficult for that first week, as well as part of the second week, to incorporate all components of the SIOP Model with fidelity, in particular, the Lesson Delivery and the Review/Assessment components.

In Lesson Delivery, the SIOP Model calls for lessons to be delivered more slowly and, the more you scaffold, the faster the pace of the lessons could be taught. I was worried in the first week that if I slowed down my lessons, I would fall behind the recommended district deadlines. However, the pace of the Lesson Delivery required by the SIOP Model, did not hinder the ability to stay on pace with the district guidelines.

Another component of the SIOP Model, the Review/Assessment, was difficult to incorporate into that first week. I soon realized, however, that reviews and assessments could be as simple as a thumbs-up/thumbs-down, daily observations, or using wipe-off boards. After practicing review and assessment on a daily basis, making this component part of my daily lesson plans became simpler as is shown below in Figures 5, 6, 7, and 8.

As the weeks of data collection continued, I was able to keep up the pace of the district mandates. The longer I used the SIOP Model, the faster the students began to grasp concepts and vocabulary. As the weeks continued, I found that it became easier and easier to incorporate all components of the SIOP Model into my lessons. Figure 5 below shows my struggles incorporating all eight components of the SIOP Model daily.
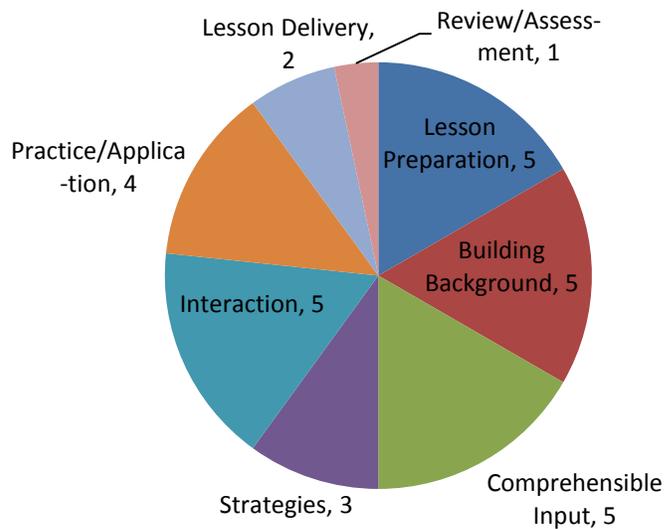
Figure 5. Week One of use of SIOP Model recorded through journaling. The numbers indicate the number of days that I was able to incorporate each component per week in my whole group reading instruction. Therefore, a '1' indicates that I incorporated that component once throughout the entire week, a '2' indicates that I incorporated this component twice, and so on.

As shown in Figure 6, during Week Two of incorporation of the SIOP Model, I still struggled with integrating a few of the components. However, I began to notice improvement in the number of days that I incorporated the SIOP Model into my instruction. By the middle of the second week, I also began to notice that my students, both ELLs and native English speakers, were showing a deeper understanding of content. Within myself, I started noticing an improvement as a teacher. For example, I noticed that I was paying closer attention to cues given by the students on their understanding of the course material and I was adjusting my instruction accordingly.
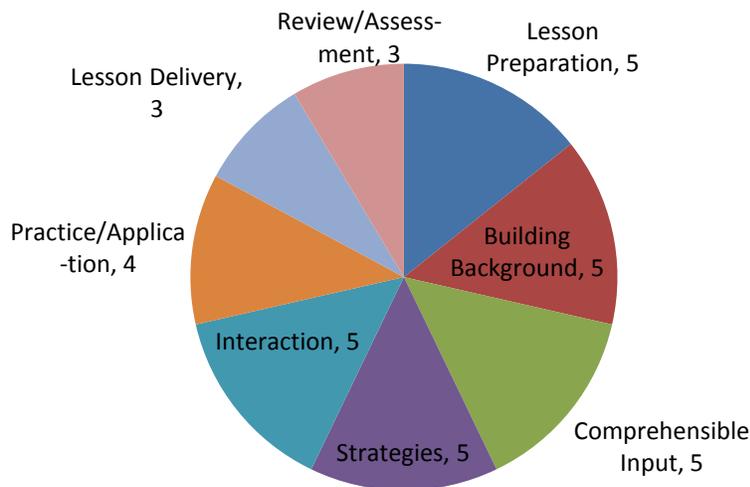
Figure 6. Week Two of use of SIOP Model recorded through journaling. The numbers indicate the number of days that I was able to incorporate each component per week in my whole group reading instruction. Therefore, a '1' indicates that I incorporated that component once throughout the entire week, a '2' indicates that I incorporated this component twice, and so on.

In Week Three, my confidence in using the SIOP Model was growing. I found it much easier to integrate all components into my lessons. The reasons that I found it easier was due to the growth I was beginning to see in my students' comprehension and use of key vocabulary and concepts as well as the growth within myself as an educator. Also, looking back on my research and the daily journaling, I was able to reflect upon the eight SIOP components and adjust my lesson plans and delivery thus allowing me to fully incorporate the SIOP Model into my classroom as is shown in Figure 7 below.

Figure 7. Week Three of use of SIOP Model recorded through journaling. The numbers indicate the number of days that I was able to incorporate each component per week in my whole group reading instruction. Therefore, a '1' indicates that I incorporated that component once throughout the entire week, a '2' indicates that I incorporated this component twice, and so on.

In my final week of using the SIOP Model, I really began to understand and enjoy using the model in my classroom. It appeared through my constant observations and assessments that my students were also enjoying and embracing the SIOP Model, though they had no idea that my teaching had been a reflection of SIOP. Their understanding increased as did their time on task and their engagement in the lessons.
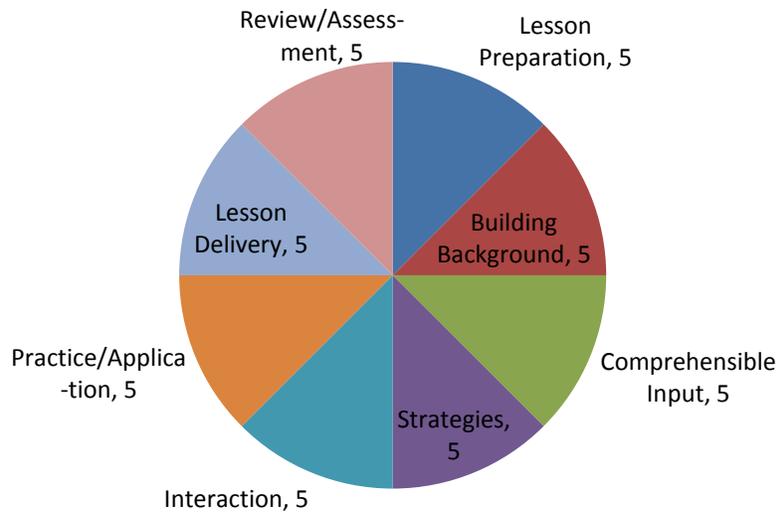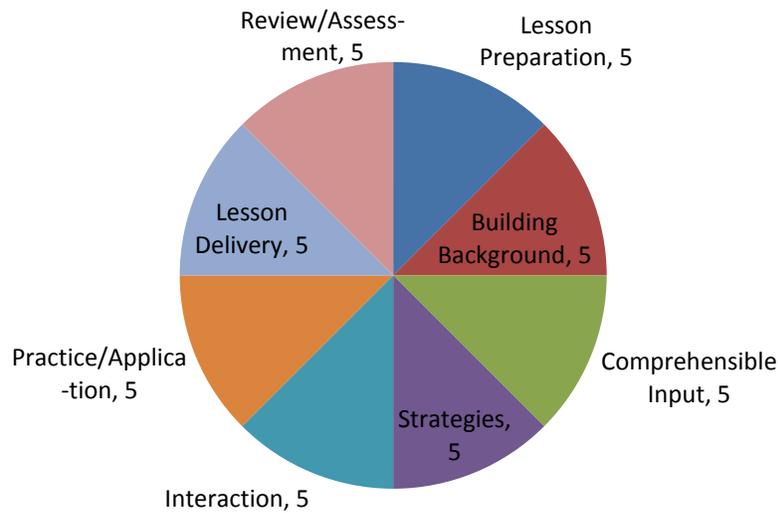
Figure 8. Week Four of use of SIOP Model recorded through journaling. The numbers indicate the number of days that I was able to incorporate each component per week in my whole group reading instruction. Therefore, a '1' indicates that I incorporated that component once throughout the entire week, a '2' indicates that I incorporated this component twice, and so on.

Action Plan

The Fountas and Pinnell benchmark assessments gave valuable insight to the importance of the use of the SIOP Model in a regular education classroom. Students A and B both showed tremendous growth in their reading levels in the four weeks that the SIOP Model was incorporated. The growth in reading levels from Student A is usually what I see in an entire year with any given student. Moving from a reading level of I to a reading level of L was notable. Student B was not far behind the growth shown by shown by Student A. The progress made during those four weeks was evidence of a functioning SIOP Model.

Another thought-provoking outcome was the result of the Oral Vocabulary Assessment Observation for both Students A and B. This assessment showed that, as the research continued,

the students were holding onto information pertaining to key ideas and vocabulary. Furthermore, both students were using this information correctly in their academic conversations with peers during turn and talks by the end of the research project. The questions asked and the statements in the Oral Vocabulary Assessment Observation were questions that required a deeper thinking when using the vocabulary terms. With use of the SIOP Model, Students A and B began to show a comfort with the vocabulary terms and the academic language pertaining to each term. Vocabulary understanding and correct usage in an academic setting increased as the research project progressed. I had predicted that all words would be correctly used in academic language by the end of the project, but both Students A and B incorrectly misused one word consistently. The word that they missed was never mastered. What is more interesting is that the word misused for the Oral Vocabulary Assessment Observation differs from the missed word for the Vocabulary Assessment. I am left wondering why the students would be able find the correct definition of a word but would get that same word wrong when trying to have an academic conversation and vice versa. The answer to this would require more observation and assessments.

The Vocabulary Assessment did not require a deeper train of thought for the students like the Oral Vocabulary Assessment Observation. It did, however, require knowledge of the vocabulary definitions within the theme of study. After giving the pre and post Vocabulary Assessments, I did find it curious that both Students A and B did not get all six vocabulary terms correct, even after four weeks of SIOP instruction. Again, I had predicted that all words would be correct by the end of my data collection.

The results of the use of the Daily Journal seemed to be the most valuable for me as the researcher. This is where I was able to clearly see the growth of my students pertaining to

vocabulary and academic language. I was also able to conduct daily reflections on my work with the SIOP Model for that day's lesson as well as the previous days. Journaling daily held me accountable for incorporating all components of the SIOP Model daily in my whole-group reading lessons.

The SIOP Model has a lot of pieces to it that are required to be used in every lesson. This can be intimidating especially when self-taught in use of the SIOP Model strategies. However, through my research and through the use of the SIOP Model, I found that many of the pieces are used in regular education every day and are already a part of lesson planning and delivery. It became obvious that once all components are incorporated into lessons, it becomes harder to teach without them. I found two reasons why this occured. The first reason is that all of the components were created in a way so that they complement each other and the use of all components helps the model thrive. The other reason that it becomes difficult to teach using only a few components as opposed to using all components is because of the success that you see the students experiencing, such as with the reading levels.

When looking back at my research, I realized three things. First, the SIOP Model is extremely effective; however it may be a lot to incorporate into all subject areas simultaneously. I struggled incorporating all components for the first week and a half into one subject area and had to reflect daily upon my use of the eight SIOP components in order to maintain use of all. It would be my recommendation to slowly start incorporating the components into one subject at a time until there is mastery within that subject for a few weeks. After this, incorporate the components into another subject until mastery and so on.

My second discovery was that it seemed that reading levels of ELLs jumped extensively. On the other hand, vocabulary use and academic language did not show as much growth as was hoped for, however, there was still growth, which cannot be ignored. It would be interesting to compare results for vocabulary and academic language while using the SIOP Model with results for vocabulary and academic language when not using the SIOP Model.

My final realization was that not only were the ELLs in my classroom benefiting from use of this model but through observation, I came to realize that most of the students in my classroom were improving in vocabulary and academic language. Though my research was focused on ELLs, I noticed an increase in assessment scores, academic language, and vocabulary understanding in the other students as well. Because of this, I recommend further research into the effects of the SIOP Model on regular education students. Through this research, it may become obvious that Sheltered Instruction will not only benefit ELLs, but regular education students as well.

In conclusion, I am pleased with the encouraging results of the SIOP Model on ELLs in a regular education classroom. Because of the improvement in the ELLs in my classroom, I have decided to continue with the SIOP Model and slowly begin using it in other subject areas. I am confident that through use of the SIOP Model, ELLs will be successful in regular education classrooms at quicker rates than if the SIOP Model were not used at all.

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Appendix

Appendix A Fountas and Pinnell Benchmarking Assessment

Recording Form   *Our New Neighbors* • LEVEL J • FICTION

Student _____   Grade _____   Date _____

Teacher _____   School _____

Recording Form
Part One: Oral Reading

Place the book in front of the student. Read the title and introduction.

Introduction: Ben's family and the other families on the street got a note from their new neighbors. In the note their
new neighbors invited them to see their surprise horses. Read to find out what kind of horses they were.

Sources of Information Used

Page	Start Time ____ min. ____ sec.	*Our New Neighbors* Level J, RW: 224	E	SC	E M	S	V	SC M	S	V
2	On Saturday morning, Ben saw an envelope on the front steps. "Mom, Dad, Polly!" he called. "Look what I found!"									
3	Dad read the note that was inside. Hello Neighbors, We just moved into the big house on the corner. Please come to a party next Saturday at 10									
		Subtotal								

Fountas & Pinnell Benchmark Assessment System 1

Part One: Oral Reading continued

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
3 cont.	o'clock. We want to								
	meet you <u>and</u> we want								
	you to meet our horses.								
	Max and Flo								
4	"Horses?" Everyone looked at								
	one another.								
	"Horses on our street?" asked Dad.								
5	"I hope they're ponies," said Ben.								
	"When we have birthday parties, we								
	can have pony rides."								
	"I hope they're big white horses," said								
	Polly. "Maybe they'll give us a ride."								
	Subtotal								

Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
6	"Well," said Mom, "that house on the corner is just right for horses. It has a big yard. And there's that red barn in back."								
7	"Look," said Ben. "The neighbors are reading a note, too!" Mom and Dad called across the street. "Did you get the note about the horses?" Dad asked.								
8	"What do you think it's all about?" Mom asked the neighbor.								
	Subtotal								

Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
8 *cont.*	"I don't know," he said. "I don't think that barn is big enough for horses."								
9	Another neighbor popped her head over the fence. "I can tell you something else," she said. "Every day when I pass that house, I hear loud noises, like someone is hammering."								
	All the neighbors were excited about the mystery.								
	Subtotal								
⏱ End Time ____ min. ____ sec.	**Total**								

Have the student finish reading the book silently.

Part Two: Comprehension Conversation

Have a conversation with the student, noting the key understandings the student expresses. Use prompts as needed to stimulate discussion of understandings the student does not express. Score for evidence of all understandings expressed—with or without a prompt. Circle the number in the score column that reflects the level of understanding demonstrated.

Teacher: Talk about what happened in this story.

Comprehension Scoring Key

0 Reflects **no** understanding of the text. Either does not respond or talks off the topic.

1 Reflects **very limited** understanding of the text. Mentions a few facts or ideas but does not express the important information or ideas.

2 Reflects **partial** understanding of the text. Includes important information and ideas but neglects other key understandings.

3 Reflects **excellent** understanding of the text. Includes almost all important information and main ideas.

Key Understandings	Prompts	Score
Within the Text Recounts most of the important events such as: the new neighbors invited everyone to see their horses; everyone was asking what kind of horses the neighbors had; the horses turned out to be a merry-go-round (or carousel). *Note any additional understandings:*	What was the mystery in the story? What did the new neighbors do to get everyone interested in their horses? What happened when people got the note? What happened at the end?	0 1 2 3
Beyond the Text The new neighbors wanted to surprise everyone so they kept the horses a secret. Everyone was wondering about the horses and imagining the kinds of horses they were. Clues before the last page are: "loud hammering noises," "music playing," "two horses going up and two going down," "four horses going around and around." *Note any additional understandings:*	Why did the new neighbors keep the horses a secret? What were the people in the neighborhood thinking about the horses? There were a few clues that might have helped you guess what kind of horses were in the barn. Can you think of any?	0 1 2 3

Continued on next page.

Accuracy Rate	**Errors**	24 or more	22–23	20–21	17–19	15–16	13–14	11–12	8–10	6–7	4–5	1–3	0
	%	Below 90%	90%	91%	92%	93%	94%	95%	96%	97%	98%	99%	100%

Self-Correction Ratio	$(E + SC) \div SC = 1:$ ____

Fluency Score	0 1 2 3

Fluency Scoring Key

0   Reads primarily word-by-word with occasional but infrequent or inappropriate phrasing; no smooth or expressive interpretation, irregular pausing, and no attention to author's meaning or punctuation; no stress or inappropriate stress, and slow rate.

1   Reads primarily in two-word phrases with some three- and four-word groups and some word-by-word reading; almost no smooth, expressive interpretation or pausing guided by author's meaning and punctuation; almost no stress or inappropriate stress, with slow rate most of the time.

2   Reads primarily in three- or four-word phrase groups; some smooth, expressive interpretation and pausing guided by author's meaning and punctuation; mostly appropriate stress and rate with some slowdowns.

3   Reads primarily in larger, meaningful phrases or word groups; mostly smooth, expressive interpretation and pausing guided by author's meaning and punctuation; appropriate stress and rate with only a few slowdowns.

Reading Rate *(Optional)*	
End Time	____ min. ____ sec.
Start Time	____ min. ____ sec.
Total Time	____ min. ____ sec.
Total Seconds	_____

$(RW \times 60) \div$ Total Seconds = Words Per Minute (WPM)

$13,440 \div$ _____ = _____ WPM

Appendix B Oral Vocabulary Assessment Observation

Oral Vocabulary Assessment Observation

Student Name: _____   Date: _____

Amount of time for turn and talk: _____

Target Vocabulary (place a checkmark next to the vocabulary that is used in the turn and talk. Circle vocabulary that is used correctly):

Contribute (What are some ways citizens contribute to their community?)

Volunteer (What does a volunteer do?)

Police (Name two ways that the police help to protect a community.)

Participate (You are in a group working on flash cards--name one way that you can participate.)

Influence (How can you influence your friends to try hard in school?)

Emergency (What is one thing that might happen that could be an emergency?)

Comments:

Appendix C Vocabulary Assessment

Name:_____

Date_____

Circle the correct response.

1. What does the word **contribute** mean?
    a. To get angry
    b. To stop and smell the roses
    c. To help out
    d. To sing really loud
2. What does the word **volunteer** mean?
    a. A person who helps a community for free
    b. A person who gives out ice cream
    c. The Mayor of Fargo
    d. A pet in your house
3. What does the word **police** mean?
    a. To watch for robbers
    b. To keep a watch dog
    c. People whose job it is to protect a community
    d. To drive a car

4. What does the word **participate** mean?
    a. To join others in an activity or event
    b. To go to sleep when it's your bedtime
    c. To listen to your parents
    d. To pay attention in school
5. What does the word **influence** mean?
    a. To play a game together
    b. To hand in your homework on time
    c. To have an effect on someone or something
    d. To get sick
6. What does the word **emergency** mean?
    a. To take your time
    b. To be in a rush
    c. Something that takes place in an airplane
    d. A sudden and dangerous situation that needs to be taken care of right away

Appendix D Daily Journal

Daily Journal Record

Date: _____

1. Strengths in Today's lesson:

2. Challenges with today's lesson:

3. Changes that will be made for future lessons: