



Language Arts

Small Group Instruction for Students at
Smithland Elementary School

By: Sara Menge



Who I worked with...

Grade
5

Josiah*

Josiah enjoys being outside and playing sports. Basketball is his favorite! He is often the first to answer a question and takes the lead in partner activities.

Neil*

Neil enjoys playing sports and his favorite school subjects are PE and Art. He tends to take a passive role in partner activities but engages well when there is a game involved in the learning!

Danielle*

Danielle enjoys spending time with her family and her favorite school subject is Math. She always works hard but struggles to maintain attention. She aims for perfection in her work!

Ariana*

Ariana enjoys spending time with friends and family and her favorite school subject is science. She offers help without being asked and thrives on organization!



Pre-assessment Data

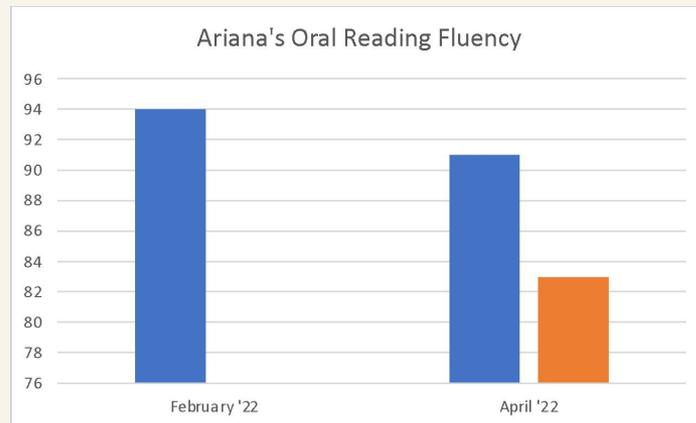
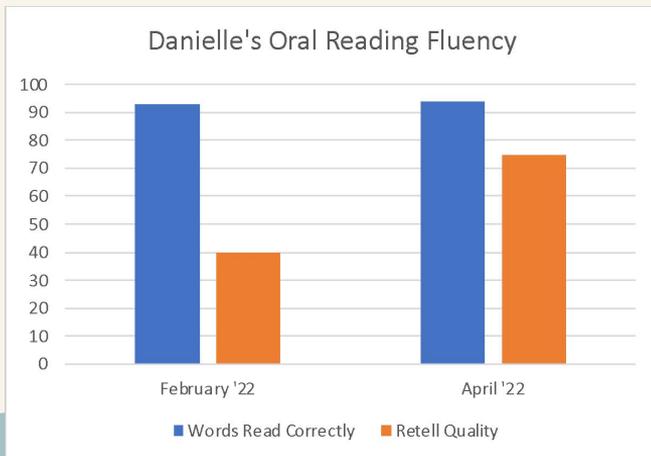
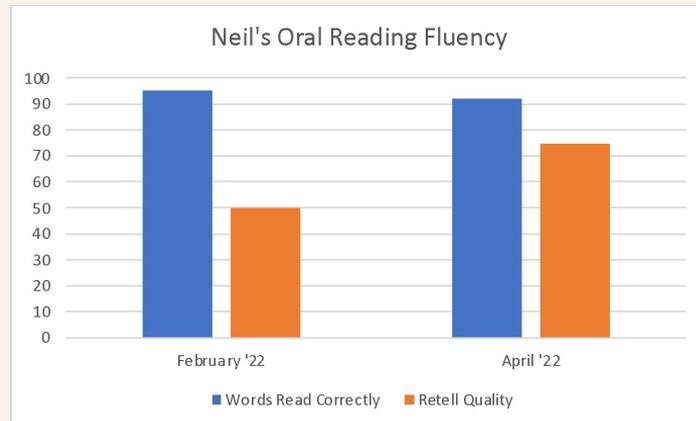
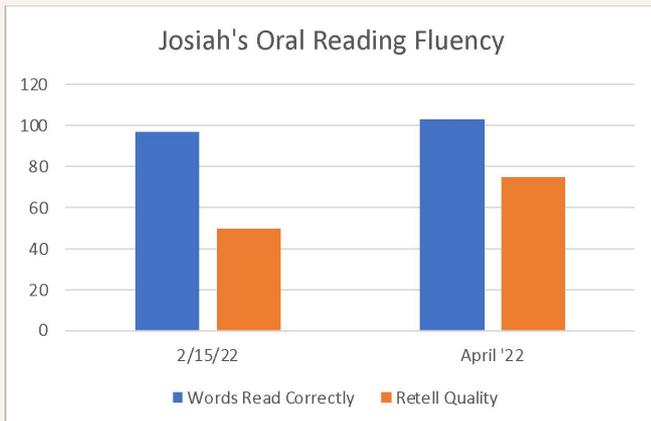
- DIBELS DORF
- DIBELS DAZE
- Morris IRI
- Words Their Way Elementary Spelling Inventory

*Environment was not conducive for reliable assessment information



DIBELS DORF

Oral Reading Fluency



DORF Results Explained



Josiah

February '22: Given three 5th grade reading passages, Josiah was able to accurately read 97 words on average for each passage. On average, he remembered 3 or more details from the stories he read.

April '22: Given three 5th grade reading passages, Josiah was able to accurately read 103 words on average for each passage. On average, he remembered 3 or more details he read in a meaningful sequence.



Neil

February '22: Given three 5th grade reading passages, Neil was able to accurately read 95 words on average for each passage. On average, he remembered 3 or more details from the stories he read.

April '22: Given three 5th grade reading passages, Neil was able to accurately read 92 words on average for each passage. On average, he remembered 3 or more details he read in a meaningful sequence.



Danielle

February '22: Given three 5th grade reading passages, Danielle was able to accurately read 93 words on average for each passage. On average, she remembered 2 to 3 details from the stories she read.

April '22: Given three 5th grade reading passages, Danielle was able to accurately read 94 words on average for each passage. On average, she remembered 3 or more details she read in a meaningful sequence.



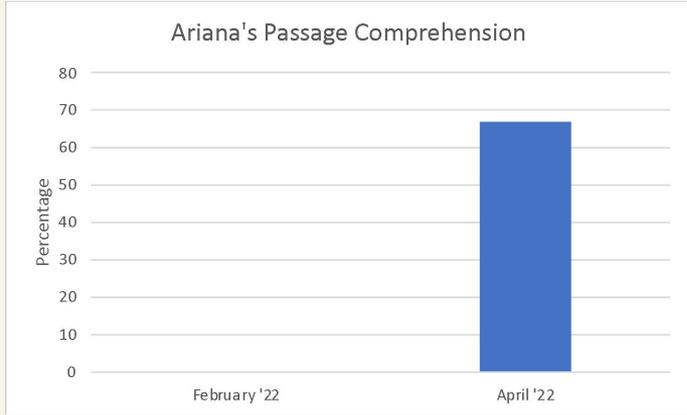
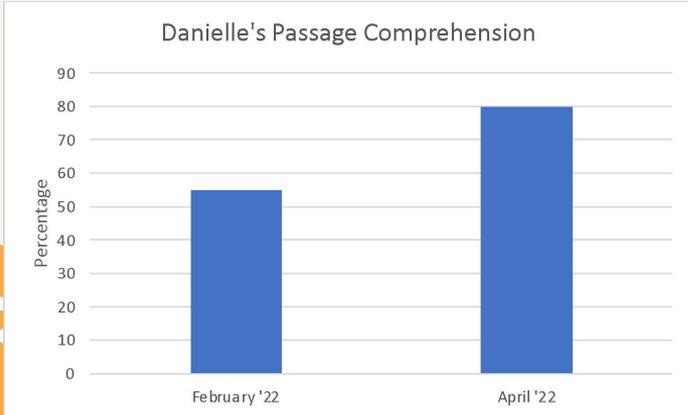
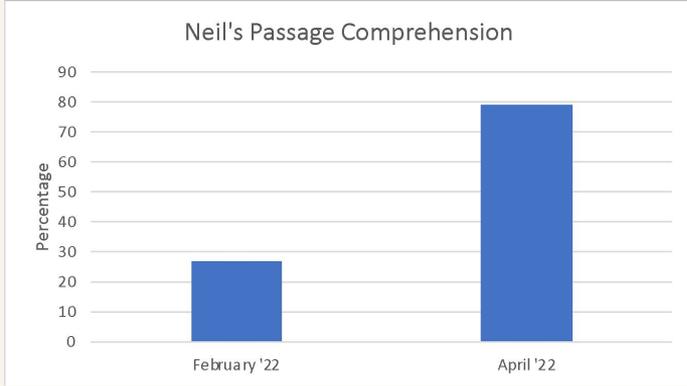
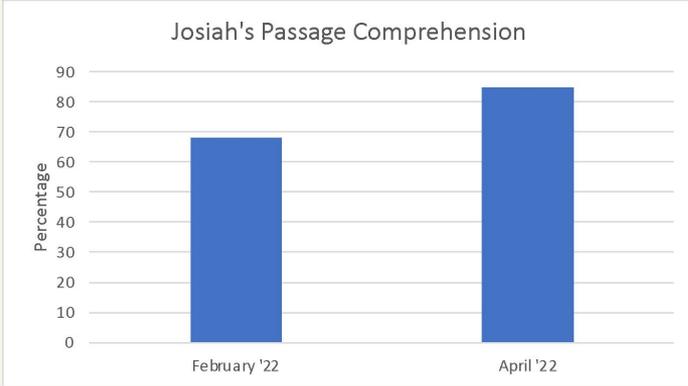
Ariana

February '22: Given three 5th grade reading passages, Ariana was able to accurately read 94 words on average for each passage.

April '22: Given three 5th grade reading passages, Ariana was able to accurately read 91 words on average for each passage. On average, she remembered 3 or more details she read in a meaningful sequence that captured the main idea.

DIBELS DAZE

Passage Comprehension



DAZE Results Explained



Josiah

February '22: Given a 5th grade reading passage, Josiah was able to accurately fill in the blank by choosing 1 word from 3 possible choices for 4 out of 6 attempts (**67%**).

April '22: Given a 5th grade reading passage, Josiah was able to accurately fill in the blank by choosing 1 word from 3 possible choices for 11 out of 13 attempts (**85%**).



Neil

February '22: Given a 5th grade reading passage, Neil was able to accurately fill in the blank by choosing 1 word from 3 possible choices for 3 out of 11 attempts (**27%**).

April '22: Given a 5th grade reading passage, Neil was able to accurately fill in the blank by choosing 1 word from 3 possible choices for 15 out of 19 attempts (**79%**).



Danielle

February '22: Given a 5th grade reading passage, Danielle was able to accurately fill in the blank by choosing 1 word from 3 possible choices for 5 out of 9 attempts (**55%**).

April '22: Given a 5th grade reading passage, Danielle was able to accurately fill in the blank by choosing 1 word from 3 possible choices for 8 out of 10 attempts (**80%**).

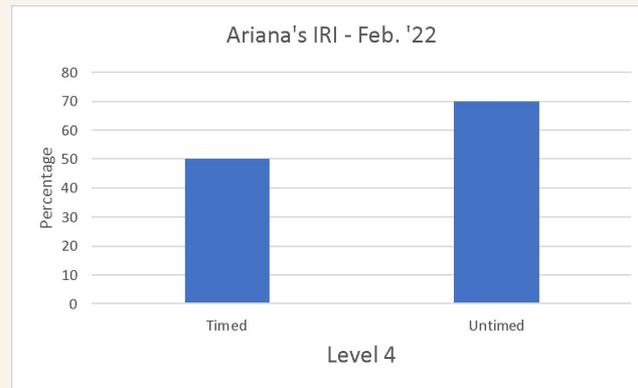
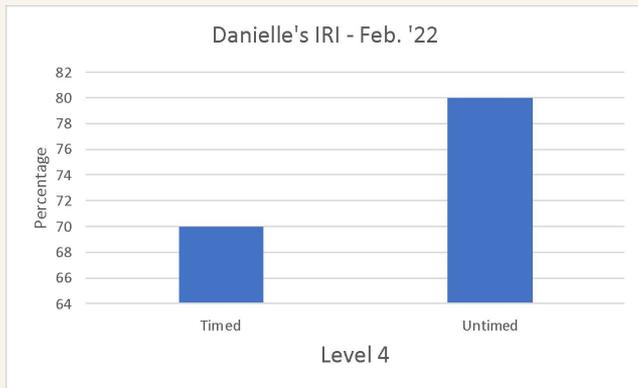
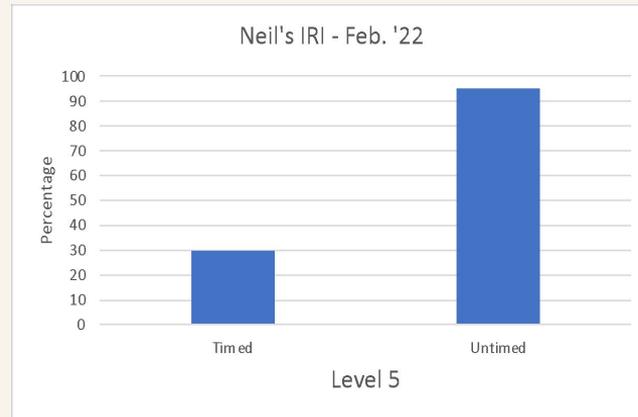
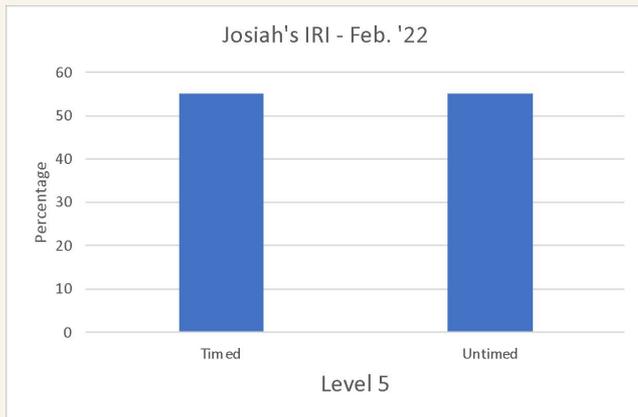


Ariana

February '22: Given a 5th grade reading passage, Ariana was able to accurately fill in the blank by choosing 1 word from 3 possible choices for 5 out of 9 attempts (**55%**).

April '22: Given a 5th grade reading passage, Ariana was able to accurately fill in the blank by choosing 1 word from 3 possible choices for 12 out of 18 attempts (**67%**).

Morris Informal Reading Inventory



Level 4 = Grade 4
Level 5 = Grade 5

IRI Results Explained



Josiah

February '22: When flashed 20 **level 5** words for 1 second each, Josiah achieved **55%** pronunciation accuracy.

He achieved **55%** pronunciation accuracy when shown 20 **level 5** words without a time limit.

*Time did not seem to be an issue for Josiah as he was able to read the same amount of words correctly despite the time given.



Neil

February '22: When flashed 20 **level 5** words for 1 second each, Neil achieved **30%** pronunciation accuracy.

He achieved **95%** pronunciation accuracy when shown 20 **level 5** words without a time limit.

*Neil seemed to do much better when given more time to process the words shown to him.



Danielle

February '22: When flashed 20 **level 4** words for 1 second each, Danielle achieved **70%** pronunciation accuracy.

She achieved **80%** pronunciation accuracy when shown 20 **level 4** words without a time limit.

*Danielle seemed to do a little better when given more time to process the words shown to her. She made it to level 4 before her percentages dropped.



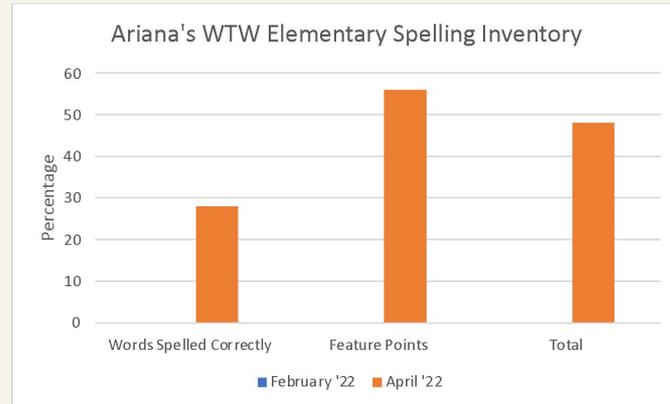
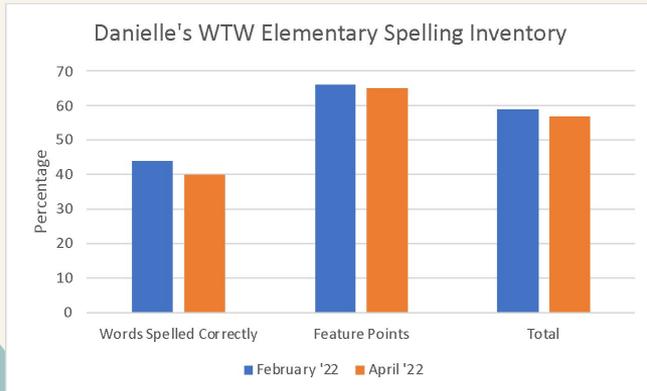
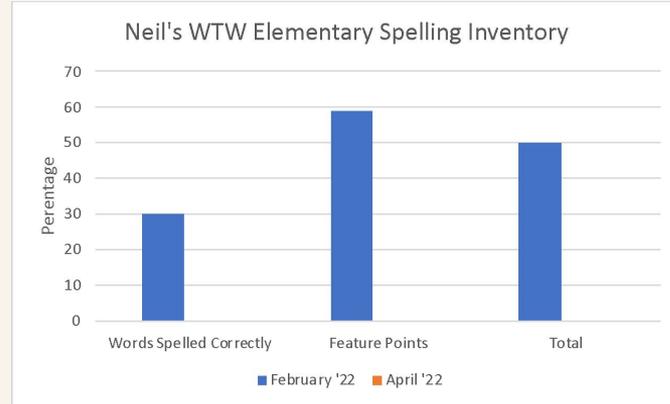
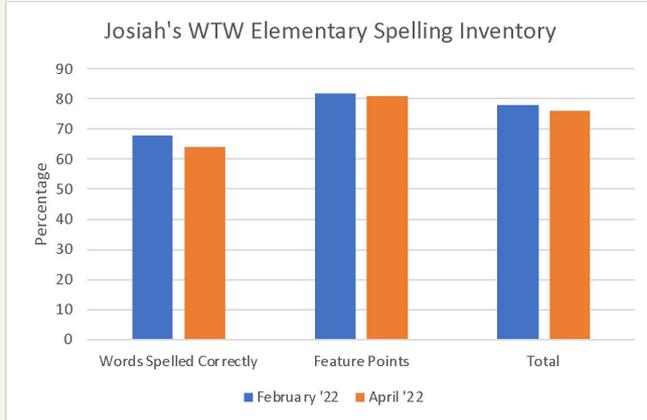
Ariana

February '22: February '22: When flashed 20 **level 4** words for 1 second each, Ariana achieved **50%** pronunciation accuracy.

She achieved **70%** pronunciation accuracy when shown 20 **level 4** words without a time limit.

*Ariana seemed to do better when given more time to process the words shown to her. She made it to level 4 before her percentages dropped.

Words Their Way Elementary Spelling Inventory



DSI Results Explained



Josiah

Josiah is a **late within word pattern speller**. He has demonstrated mastery of digraphs, blends, long vowel patterns, and is close to mastery of other vowel patterns. He has not yet mastered inflected endings.

Link to Josiah's DSI:

<https://drive.google.com/file/d/1hBYE9lt2T22ZyKXFAdFT3556mzaufjGz/view?usp=sharing>

*Obtained pre- and post-assessment data



Neil

Neil is an **early within word pattern speller***. He is close to demonstrating mastery of letter blends and digraphs but has not yet mastered long vowel within word patterns.

Link to Neil's DSI:

<https://drive.google.com/file/d/1CAB-9TFWytSB4QwgeEYapNbMtXLhoD4k/view?usp=sharing>

*Obtained only pre-assessment data so this data is from Feb. 15, 2022



Danielle

Danielle is an **early within word pattern speller**. She has demonstrated mastery of digraphs and blends but has not yet mastered long vowel and other vowel patterns.

Link to Danielle's DSI:

<https://drive.google.com/file/d/118McDSLAL3HAMhTTXp1UFt-Kjfo2p-OEK/view?usp=sharing>

*Obtained pre- and post-assessment data



Ariana

Ariana is an **early within word pattern speller**. She has demonstrated mastery of digraphs and blends but has not yet mastered long vowel patterns.

Link to Ariana's DSI:

https://drive.google.com/file/d/1paL4zdHNMX6uFyhN-xphz55_DqaU4T2b/view?usp=sharing

*Obtained only post-assessment data



Skills Targeted

Based on the assessments, I chose to focus on **within word patterns** and adding **suffixes** to the end of words.

Within Word Patterns targeted:
igh, oi, oa, ew, ow, ar

Suffix targeted:
-ed

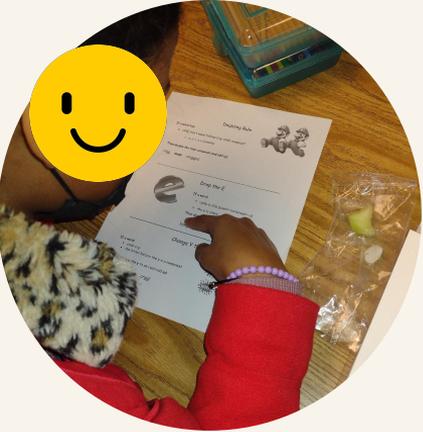
Within Word Patterns



Objective: To accurately pronounce sight words that contain the within word patterns /igh/, /oi/, and /oa/.

- All 4 students accurately read and pronounced the words on the sheet.
- When asked what sound the patterns made alone, Danielle and Ariana struggled with /igh/ and /oi/
- They all succeed well when reading aloud words with these patterns but struggle with the written expression form

Sight Words: Memory Game Data Sheet				
Names:	Josiah	Neil	Daneille	Ariana
Thursday 2/24	Pronunciation	Pronunciation	Pronunciation	Pronunciation
light		✓		✓
night	✓	✓		✓
bright	✓	✓		✓
sight	✓	✓	✓	✓
coin		✓		✓
noise	✓		✓	✓
bail		✓	✓	✓
void	✓		✓	✓
boat	✓	✓		
goat	✓	✓	✓	✓
float	✓		✓	✓
coat			✓	✓



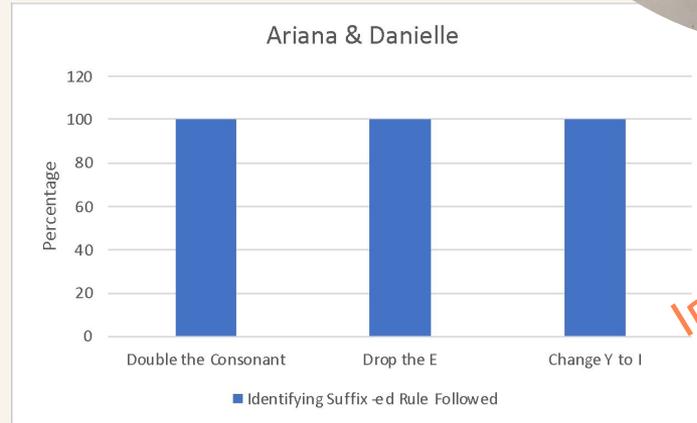
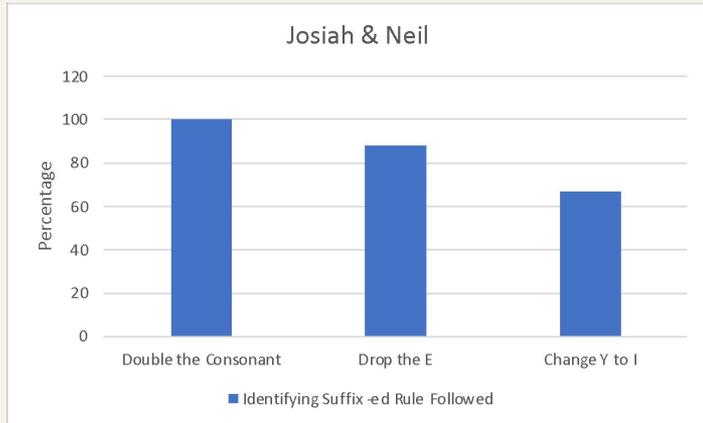
WORD LAND



Objective: To learn 3 rules when adding the suffix -ed

- 3 Rules: Drop the E, Change Y to I, Double the Consonant
- For this game, each student took turns drawing a card, reading the word, and determining which rule it followed in order to add the suffix -ed

Data when paired in partner groups:

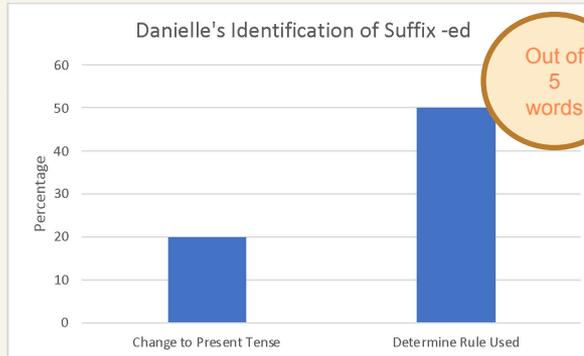
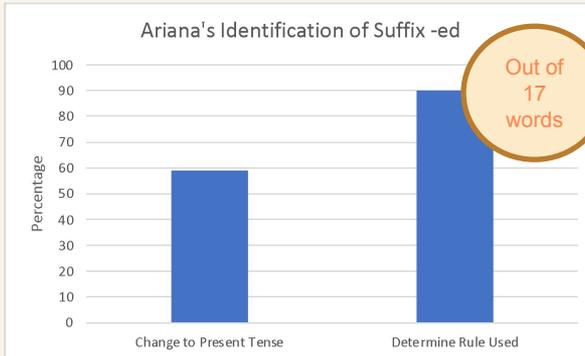
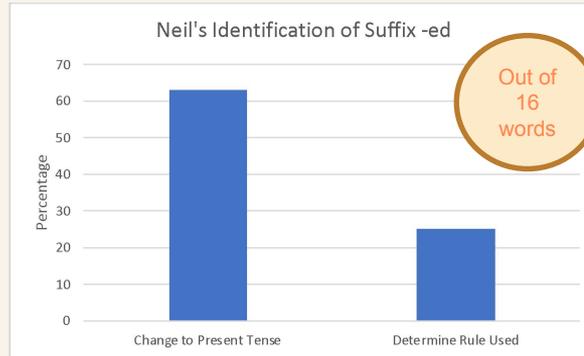
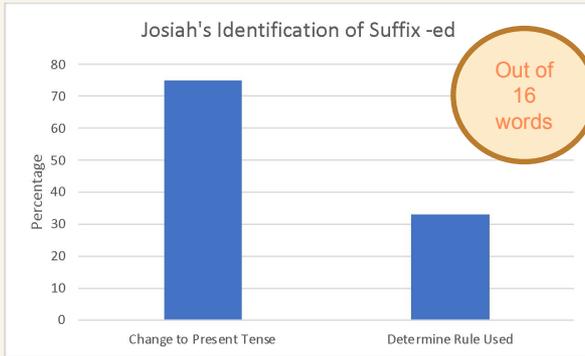
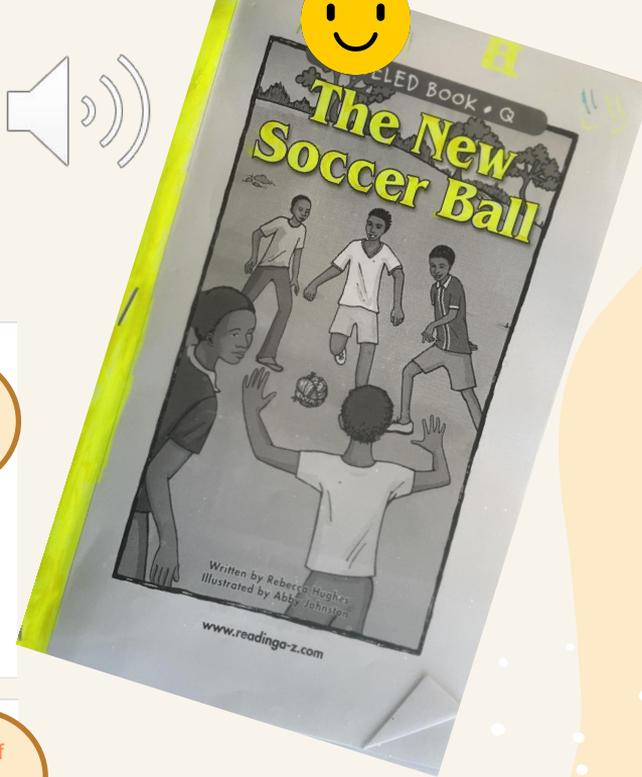


Individual Data
on next slide



The New Soccer Ball

Objective: To find words that contain the suffix -ed, change them into present tense, and determine the rule followed without assistance.



Recommendations



01



Games

All 4 students willing participated in the learning when a game was involved (ex. Jenga, Memory, Candy Land (similar)). Be prepared for Josiah and Neil to get competitive!

02



Active Listening

When teaching new vocabulary words, I found it helpful to have the students writing down the word and definition as we went over it. Then, writing a sentence using the new word. This encouraged them to pay attention and learn the word rather than being a passive listener. I found that they remembered the meanings of the words when we read them in a passage afterwards more often than when they did not write anything down.

03



Repetition

With the exception of Josiah, each student required lots of repetition when reviewing and learning new concepts. I found it helpful to **regularly review concepts** at the beginning of each lesson to help reinforce their understanding of those concepts.

04



CVC words

When working on the suffix -ed with words that ended in a silent E, the students struggled with how to add -ed. For example, they all struggled with **hop vs hope** - They could all benefit from a refresher lesson on CVC words and how the silent e, when preceded by a consonant and then a vowel, makes the vowel say its name.



THANK YOU!

Ms. Rodriguez and Ms. VanNortwick, I am so grateful for the opportunity to work with your students! Working with them has taught me so much on how to make learning engaging and what works and what doesn't. It was a joy to get to know them and see progress from week to week. I wish them all the best and hope the end of your school year goes smoothly!

