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Clinical Report of Student Performance Data (Fall 2015)

The field experience for Teaching Literacy and Communication was an exciting one for me as I was surprisingly placed at Cleveland Public School in Mrs. Wolf's fifth grade classroom. Throughout this journey, I encountered many different situations as I taught at least one period each day, if not two periods some days. The lessons consisted of a read aloud, mini-lesson, and small group instruction. I spent three weeks in the classroom; however, there was a no school day (teacher workday) during the second week of the clinical. As I began in the classroom, the students were in unit two of the basal reader. The main points within this unit was realistic fiction, main ideas, sequencing, and reading with expression and pauses. The students seemed eager to learn the material as they looked forward to reading time!

The Cleveland Public School is a K-12 school in which is very small compared to what most people are used to. There are minimal racial differences in the school as well as minimal cultural differences. The students are aware of their expectations as they show the pillars of character counts on a daily basis with each and every thing that they do. The students seemed to enjoy challenges. For example, one of their favorite warm-up activities was Boggle. This challenged the students to work hard to get more words than their peers. They strived for excellence which was exciting to see. With this, the students also strived for above average performance on tests. The word "test" frightened many students.

As the word “test” may worry many, it is important to introduce test-taking skills early on in their education so they have the time and practice to perfect it for their future in middle school, high school, and college (if they choose). The activity that will be the main focus is the author’s purpose lesson in which the students thoroughly enjoyed. I mainly focused on the three main purposes: persuade, inform, and entertain (PIE). With this, the ultimate objective of this lesson was for the students to understand that each author writes for a purpose and do distinguish what purpose the author is writing for in various texts of their choice.

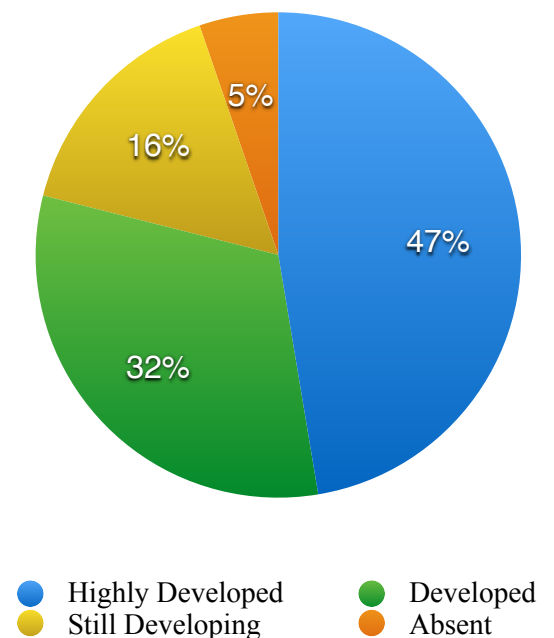
It is important for me to introduce the lesson in a sense that the students will remain engaged in the material. With this, I began with a warm-up activity involving a competition. I found that competitions brings the students together as a whole and catches their attention. I then proceeded into a whole-group discussion about author’s purpose. We brainstormed ideas as to what this may involve. The students had a basic idea of what this entailed since they have discussed “PIE” before. The students were able to provide me with basic definitions for these purposes. However, I then began to probe their thinking into a more complex matter. I asked them to give me examples of text under these categories. I was shocked to observe that not one student could give an appropriate and correct answer for this. This was my “lightbulb” moment when I knew the students needed extra education in this area. This gave me a sigh of relief knowing that I was going to teach the students something new and not something that they already knew from their past.

I asked the students to brainstorm on a blank piece of paper what each of these mean. Whether the answers were right or wrong, I called upon students to give me their answers. When I called on them and they responded with, “I don't know,” I ensured them that this was only

brainstorming and there is no right or wrong answer. I then handed out a graphic organizer which was a flipchart, The students had to use their psychomotor skills to cut, glue, and write in this chart. If time allowed, students were able to color the chart and color-code it to their liking. From this, I continued with a full class discussion on the three purposes (PIE). As I demonstrated on the Smartboard and the students wrote in their flipchart, we developed definitions and discussed examples of this specific type of text as a group. I concluded the lesson by instructing the students to write down a book that they have read into each category. If they didn't remember what the book was titled, they were given the opportunity to use their electronic devices or the classroom library. The purpose of this activity was to ensure that they grasped the differences between the three author's purposes discussed. As I did not mention or say that this was a "test" or "assessment," I instructed the students to leave them open on their desks so I could come by during group work time and take a look at them and evaluate them.

The majority of the students were fully capable of making connections to their previous texts read and applying it to the three author's purposes discussed. The books that some students read were books that I was shocked to see they were able to not only comprehend it, but also make a connection to something else that they have learned. I was happy with the amount of success and eagerness to learn that took place in room 136! As I examine the results that were below expectations, I feel as if this was due to

Author's Purpose Connections



behavioral issues. There were many times that the select students were off task and not paying full attention. One student refused to write anything in the flipchart. This will effect the results dramatically, as well. However, I also need to take into account if the student just simply did not understand the material. The previous page displayed the results of the post-assessment which was in their reading journals.

To say that these students strive for success is an understatement. The students in Mrs. Wolf's fifth grade class go above and beyond to do what they need to do in order to get to the next level. If I was given the opportunity to work with these students on a long-term basis, it would be important to bring back the previous things learned and have each day be a constant review while learning new subject material and making connections and inferences to that.

I am fully aware that there are many different learning styles present within the classroom. It is important that I varied my lesson plans to fit each learner's needs and preferences. It was important to me that we used guided practice with almost all aspects of learning as well as incorporating visual aids for visual learners, auditory aids for auditory learners, written examples, hands-on demonstrations/experiments, etc. to get the main idea of the lesson to each student's brain to get the "wheels spinning."

Overall, I believe this was a good way for students to be evaluated without stressing out about it. Many students will get anxious and nervous about a test or formal assessment and perform poorly on it due to the negative emotions that they are experiencing. Understanding that each thing that he/she reads has a purpose to it is important. Authors do not just write "for nothing."