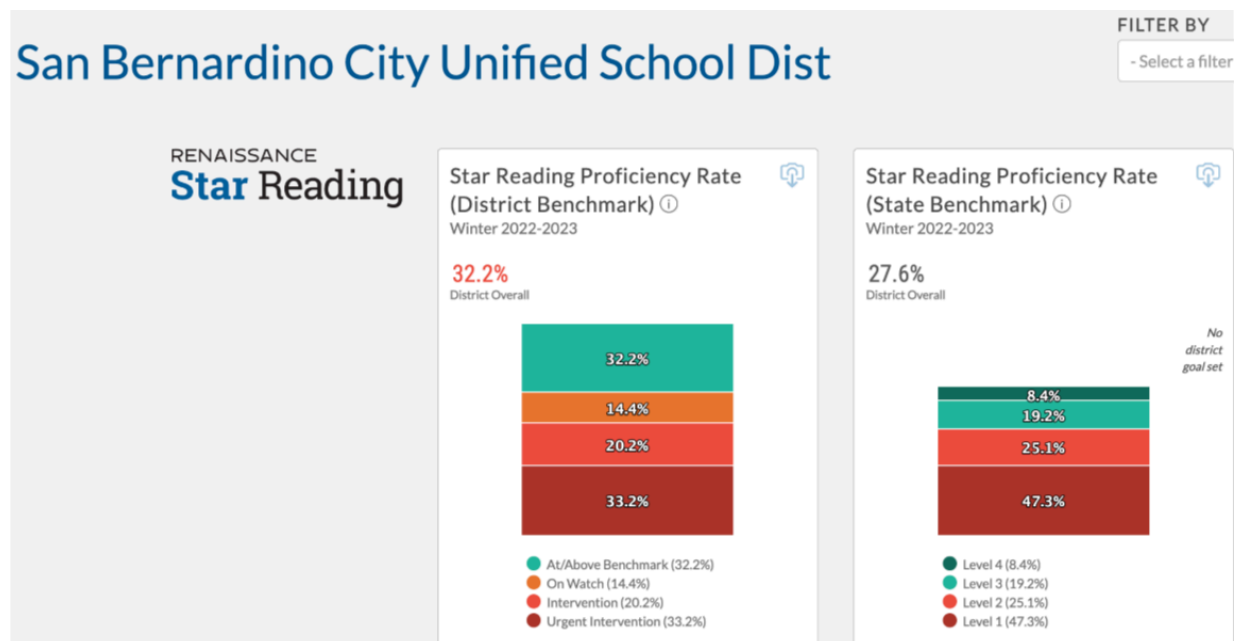


Improving 4th and 5th Grade Students' Abilities to Read Large Words

Identifying Instructional Goal

Problem and Opportunity

The San Bernardino City Unified School District uses the Renaissance Star Assessment to measure students' reading achievement scores. According to the data, 32.2% of the district is performing at or above grade level benchmarks, and 27.6% of students are at or above the proficiency state benchmark.



According to The Campaign for Grade Level-Reading website, students who are not proficient readers by the third grade are 4 times more likely to not receive a high school diploma than those who are proficient by the third grade. This problem highlights a need for fourth and fifth-grade struggling readers. To improve graduation rates fourth and fifth-grade students must obtain adequate intervention and show improved Star Reading scores. A compounding problem for upper elementary students is that word complexity increases, and multisyllabic words are used more often in reading passages and texts.

Instruction on syllabication will address this problem and will enhance fourth and fifth-grade reading achievement scores. When students gain the knowledge and skills to decode the syllables, they will be able to read larger more complex words.

Reading ability will also impact students' comprehension skills because students who do not struggle to decode will have more opportunities to focus on the meaning of a text.

Instructional Goal

Original Goal

Students will understand how to read complex words.

Revised Goal

Students will be able to break words into parts to correctly read complex words.

Final Goal

Students will identify the number of syllables in a multisyllabic word and will blend the syllable sound to correctly decode the word.

Given a grade-level reading passage, fourth and fifth-grade students will identify the multisyllabic words, segment the words into the correct syllables, correctly decode each segmented syllable, and will read the whole word by blending the sounds of each syllable together.

General Overview of the Learners, Contexts, and Tools

Learners: The learners are fourth and fifth-grade students who perform at intervention level on the Renaissance Star Reading assessment. These students will have a performance history of meeting grade-level reading standards at some point before 4th or 5th grade. The learners will not have consistently low scores, which potentially can be a reflection of a learning exceptionality.

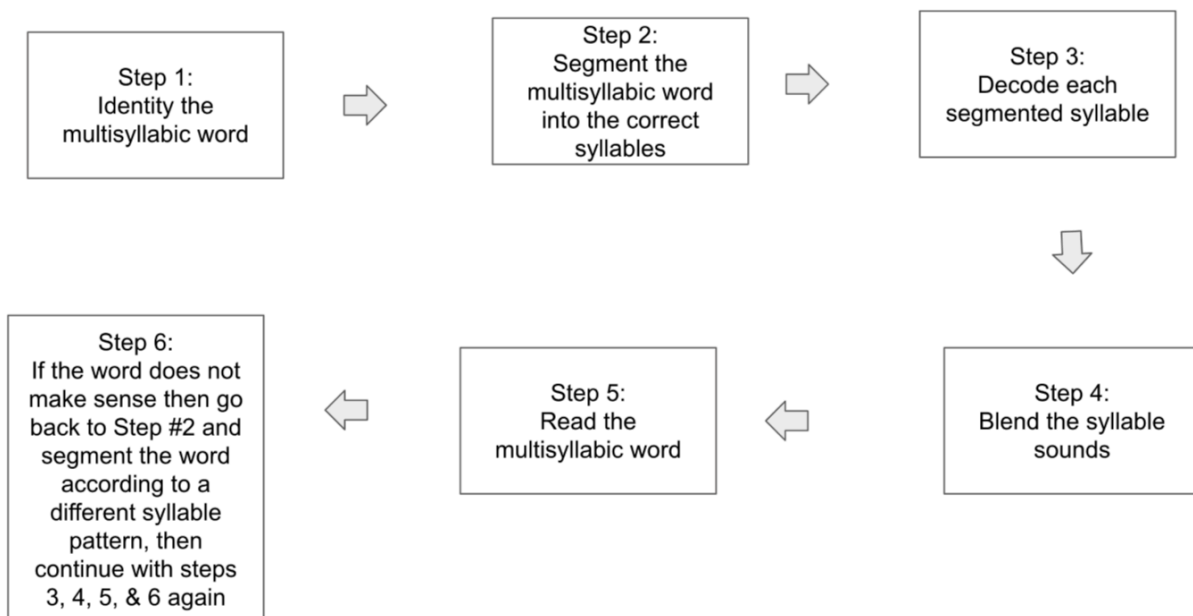
Contexts: The context is a learning center classroom where small groups meet for intervention during their regular classroom Universal Access times. There are a total of 15 students separated into three groups. The designated learners for the instruction will be one of the three groups. The learning group will be separated by partitioned whiteboards.

Tools: A reading passage, student whiteboards, dry-erase markers, erasers, anchor chart with different syllable patterns, anchor chart describing open and closed syllables. The instructor will guide students through the process using a whiteboard. Google Slides, a laptop, a monitor, and wifi will also be utilized during the instruction.

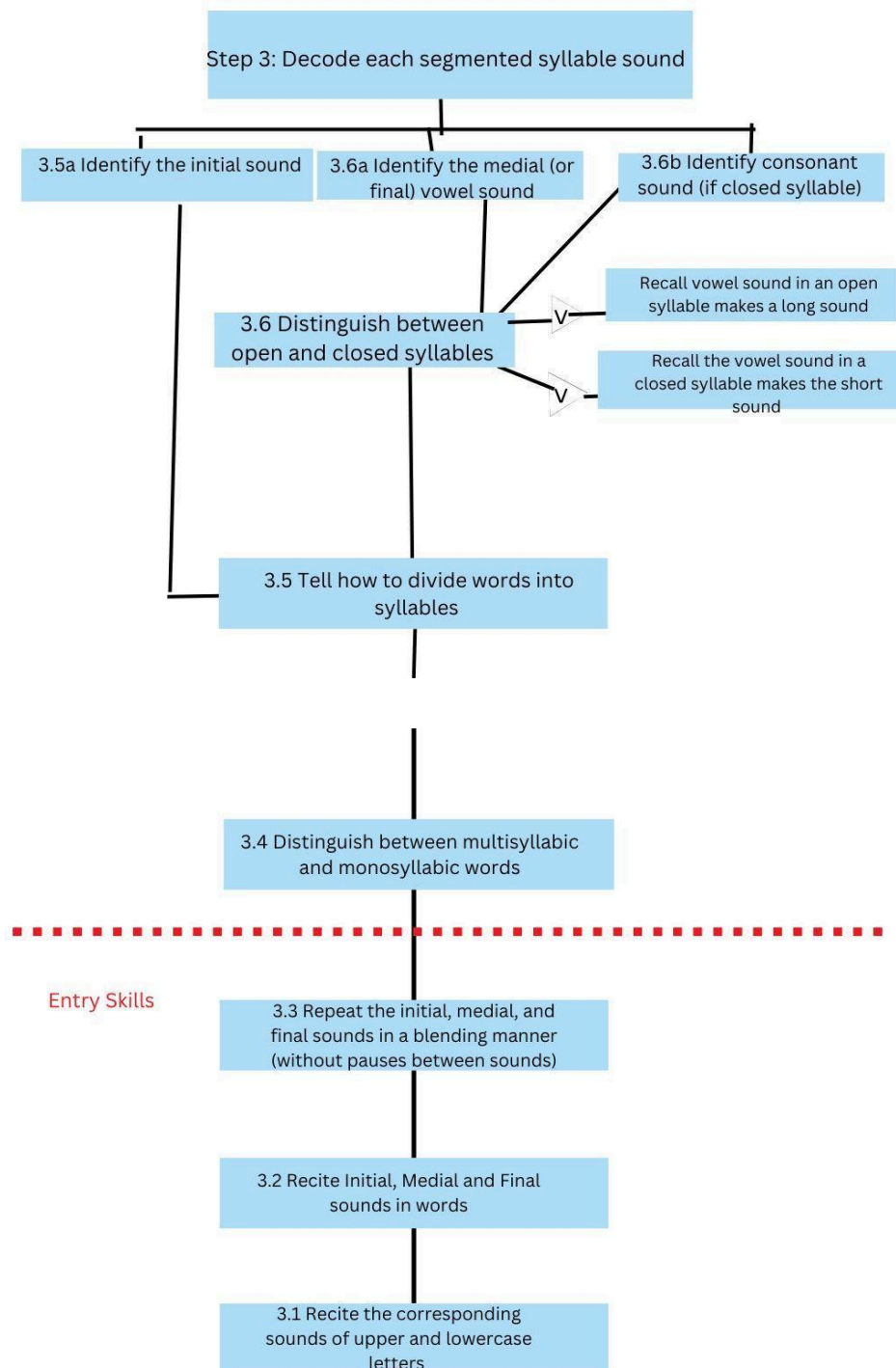
Conducting a Goal Analysis

Goal: Given a grade-level reading passage, fourth and fifth-grade students will identify the multisyllabic words, segment the word into the correct syllables, correctly decode each segmented syllable, and will read the whole word by blending the sounds of each syllable together.

1. Identify the multisyllabic word
 - a. Subskills: differentiate between multisyllabic words and non-multisyllabic words, Or define a syllable
2. Segment a multisyllabic word into the correct syllables
 - a. Subskills: recall syllable division rules/patterns
(Students will use anchor charts posted in the classroom)
 - b. Subskills: students will need to know that syllables must contain at least 1 vowel sound
3. **Decode each segment**
 - a. Subskills: Determine if the syllable is open or closed (**Intellectual Skill**)
 - b. Subskills: Recall that open syllables contain a long vowel sound (**Verbal**)
 - c. Subskills: Recall that closed syllables contain short vowel sounds (**Verbal**)
 - d. Subskills: Identify/Make the initial medial and final sounds within the syllable (**Verbal**)
4. Blend the syllable sounds
 - a. Subskills: does not pause between phonemes, makes a continuous sound
5. Read the word as a whole
 - a. Subskills: apply prior knowledge skills, and vocabulary skills
6. If the word does not make sense go back to #2 and segment the word according to a different syllable pattern, then do step 3, 4, 5, & 6 again



Subordinate and Entry Skills



Learners and Contexts

Learner Characteristics

Information categories	Data sources	Learner characteristics
1. Entry behaviors	Pretest: Star Reading & NWEA, Interview target learners, instructors	Learners have adequate introductory knowledge of syllables. They can identify the number of syllables in a word. Learners identify syllables containing at least one vowel
2. Prior knowledge	Interview: Instructors, target learners; Observe in performance setting; Pretest.	The learners have phonics and decoding knowledge. They also have prior knowledge of long vowel sounds. Long vowel sound knowledge will support the learners' knowledge of open syllable sounds. Learners also have prior knowledge of sound-spelling patterns which can carry over and relate to syllable division patterns.
3. Attitudes toward content	Interviews & Observations: Target learners	Learners are not positive about learning the new skill. They do not understand the relevance of the content. They want to jump ahead to reading the word as a whole, instead of in chunks.
4. Attitudes toward potential delivery system	Interviews & Observations: Target learners	Students' attitudes are mixed. The delivery method will be face-to-face instruction using whiteboards, and dry-erase markers. The students will be facilitated by Google Slides throughout the lesson. The delivery will be in a small group setting, where 5 students meet at a kidney table. Some students feel excited to be in small groups. Some students are not happy about leaving their classrooms. Students are either excited because they get a break from their normal instructor and classroom setting or because they want to improve their test scores. Students who are not happy about the instruction feel like they do not need extra support or intervention, or they are

Information categories	Data sources	Learner characteristics
		unmotivated about reading instruction because they admit to not liking reading.
5. Motivation for instruction (A R C S)	Interviews & Observations: Target learners	A: To gain attention the instruction can be related to learners' interests. For instance, example words can be sports or science related. R: Relevance will need to be communicated and a connection will need to be made between the instruction and the learners' skills of reading large words. Also, it can be communicated how the instruction will prepare the learners for State testing and Middle School requirements. C: Confidence is varied among the learners; however, most feel their abilities limit them from reading multisyllabic words. Confidence should be increased after segmenting and blending word chunks.
6. Educational and ability levels	Pretest, Star Reading History & Records. Observations of learners.	Educational: The learners are 4th and 5th grade students performing at an intervention reading levels. They are struggling readers, who may excel with focused small group support. Ability: The students are able to read CVC words, sight words, and high frequency words. They have automaticity and show fluency skills. However, larger words are hindrance to the students' ability to understand the informational or literary text. Students must use learned skills to determine word meanings and enhance vocabulary knowledge.
7. General learning preferences	Interviews & Observations: Target learners	Learners like guided practice. They like using whiteboards, and markers, which will be used to segment lines between syllables.
8. Attitudes toward training org.	Interviews and Observations: Target learners	The training organization is facilitated through an elementary school's enrichment program. Some students have poor attitudes toward the organization. They feel like the program was meant for students who "aren't doing good". However, some students are happy to get the support they

Information categories	Data sources	Learner characteristics
9. General group characteristics	Pretest, Star Reading History & Records. Observations of learners.	need and feel more confident to share in small groups, reflecting a better attitude towards the enrichment program. Heterogeneity: Students have similar scaled scores ranging from high 800's to mid 900s. Size: 2 groups of 5 students per 4th and 5th grades. Impressions: Students have the potential to increase reading scores and enhance their knowledge of syllabication. Motivation is mixed.

Performance Context

Information categories	Data sources	Performance Context
1. Managerial/supervisory support	Interviews: SMEs and instructors	Reward system: The product will result in learners' increased confidence in reading big words (Intrinsic). Students will also demonstrate their new skills with increased Star assessment scores (Extrinsic). Time: Direct instruction duration for 45 minutes. Support: The instructor will provide anchor charts and manipulatives to promote optimal learning. Reteaching and clarifications will be made as needed throughout the lesson.
2. Physical aspects of site	Interviews: Target learners and Instructors. Observations	Facilities: A classroom partitioned by whiteboard dividers into 5 sections. The instruction will take place in one of the partitioned sections. The students will be seated at a kidney table desk. A whiteboard and a computer screen monitor will be in front of the students and utilized for visual support. Other support groups will meet at the same time in other sections of the classroom.

Information categories	Data sources	Performance Context
		Resources: Wifi, computer monitor, whiteboards, markers, chart paper for anchor charts, paper, pencils, and erasers. Time: Approximately 45 minutes
3. Social aspects of site	Interviews and Observations: Target learners and instructor	Supervision: Students will be supervised by the instructor Interaction: Students will get to interact with their small group members (5 students per group).
4. Relevance of skills to workplace	Interviews and Observations: Target learners and instructor	Meet identified needs: Yes. The students will be taught the skills necessary to read multisyllabic ("big") words. Applications: Segmentation skills are applicable for students' reading capabilities. It is optimal for students to fluently read multisyllabic words, but students can use the new skills to promote fluency and automaticity.

Learning Context

Information categories	Data sources	Learning Context
1. Number/nature of sites	Interviews: Target learner and instructor Site visit: Observation	Number: One physical location and reading intervention group. The instruction can be replicated for future intervention groups. Facility: Classroom, resource center. Equipment: Whiteboards, Computer, Computer Monitor, Wi-Fi

Information categories	Data sources	Learning Context
		Resources (distributed by the instructor): student whiteboards, markers, erasers, paper, pencils, highlighters, anchor charts, manipulatives Constraints: None
2. Site compatibility with instructional needs	Interviews: Target learner and instructor Site visit: Observation	Delivery approach: Face-to-face instruction is compatible with the learner and their instructional needs. The site has the necessary materials and resources needed for instruction.
3. Site compatibility with learner needs	Interviews: Target learner and instructor Site visit: Observation	Delivery approach: Face-to-face instruction is compatible with the learner and their instructional needs. The site has the necessary materials and resources needed for learners. Barrier: Students may be distracted by the other intervention instruction groups. They may not be used to multiple discussion groups taking place at one time.
4. Feasibility for simulating workplace	Interviews: Target learner and instructor Site visit: Observation	The performance and learning site take place within a classroom setting. The workplace may be simulated and recreated across many other classrooms and can be used in other small group settings. The instruction will be face-to-face; yet, the instruction may also be simulated into video(s). Supervisory characteristics: N/A Physical characteristics: N/A Social characteristics: N/A

Terminal and Performance Objectives

Terminal Objective

Given an anchor chart of syllable division strategies, and a list of words (CR) the learners will identify the multisyllabic words, recognize syllable patterns to correctly segment the syllables, distinguish between an open and closed syllable and make the corresponding (long or short) vowel sounds to recite and blend the initial, medial and final sounds of the syllables. (B) Learners will be able to correctly identify all multisyllabic words (100%) from a given word list. They will select the appropriate division strategy and correctly segment words into syllables most of the time (at least 80%). The learners will also distinguish open and closed syllables by two defining characteristics. Closed syllables end with a consonant and the vowel sounds are short. Open syllables end with a vowel and the vowel sounds are long. The learners will recite most syllable parts correct and decode most multisyllabic words (at least 80%) (CR).

Performance Objectives

Subordinate Skill	Performance Objective
Identify multisyllabic words	Given a list of words (CN) identify the multisyllabic words (CR). Learners should correctly identify 100% of the multisyllabic words.
Segment words into correct syllables	Given a syllable division strategies anchor chart and multisyllabic words, the learners will determine which segmenting strategy to apply. The student must appropriately choose the correct strategy at least 80% of the time Given a syllable division strategies anchor chart (CN) students will segment multisyllabic words into syllables. The learner should correctly segment 80% of the words.
Define closed syllables	Given an example, the learner will define a closed syllable. The definition must state that closed syllables end with consonants, and that the vowel in a closed syllable makes a short sound.
Define open syllables	Given an example, the learner will define an open syllable. The definition must state that open syllables end in vowels, and that the vowel in an open syllable makes a long sound.
Decode each syllable part	Given a syllable part and a syllable type anchor chart (CN) the students will recite the initial, medial, and final sounds (B). The learners should correctly recite at least 80% of the syllable parts.

Blend the initial, medial, and final sounds Given multiple syllables of a word (CN) the students will recite and blend syllable sounds to correctly pronounce the whole word (B). Learners will correctly recite and pronounce at least 80% of the syllables (CR).

Assessment Instruments

Performance Objective

Test Items

Given a list of words identify the multisyllabic words. The students must correctly identify 100% of the words.
(Entry Behaviors)

Circle the words that contain more than 1 syllable.

1. check
2. tiger
3. nugget
4. screech
5. crayon
6. goblin
7. addition
8. bananas
9. jumped
10. piano

Given a syllable division strategies anchor chart and multisyllabic words, the learners will determine which segmenting strategy to apply. The student must appropriately choose the correct strategy at least 80% of the time
(Pretest and Post-test)

Match the multisyllabic word to the syllable division pattern:

1. Polo
VCV VCCV
2. Sunset
VCV VCCV
3. Muffin
VCV VCCV
4. Photo
VCV VCCV
5. Robin
VCV VCCV

s

Given a syllable division strategies anchor chart students will segment multisyllabic words into syllables. The learner must correctly segment 80% of the words.

(Pretest and Post-test)

Use syllable division strategies to break the word up into the correct syllables:

1. Basket
2. Poet
3. Hero
4. Laptop
5. Kitten

Given an example, the learner will define a closed syllable. The definition must state that the vowel in a closed syllable makes a short sound and that it ends with a consonant.

(Pretest and Post-test)

What are 2 characteristics of a closed syllable?

Tell if the statement below is TRUE or FALSE:

The first syllable in "Basket" is open.

- a. True
- b. False

Given an example, the learner will define an open syllable. The definition must state that the vowel in an open syllable makes a long sound and that an open syllable end with a vowel.

(Pretest and Post-test)

What are 2 characteristics of an open syllable?

Tell if the statement below is TRUE or FALSE:

The first syllable in "Poet" is closed.

- a. True or
- b. False

~~Given the sentence frame, use the most appropriate word to make the statement true. The students must recall that closed syllables make the short, and open syllables make long sounds.~~

~~Use the sentence frame to complete the sentence:~~

~~If the vowel in the syllable makes a short sound, the syllable is _____.~~

- ~~a. short~~
- ~~b. open~~
- ~~c. closed~~
- ~~d. long~~

~~If the vowel in the syllable makes a long sound, the syllable is _____.~~

- ~~a. open~~
- ~~b. long~~
- ~~c. short~~
- ~~d. closed~~

Given a syllable part and a syllable type anchor chart, the students will recite the initial, medial, and final sounds. The learners should correctly recite at least 80% of the syllable parts.

One-on-one and face-to-face verbal performance assessment

(Pretest and Post-test)

Given multiple syllables of a word the students will recite and blend syllable sound to correctly pronounce the whole word. Learners will correctly recite and pronounce at least 80% of the syllables. (Pretest and Posttest)

One-on-one and face-to-face verbal performance assessment

Instructional Strategy

Performance Objective	Learning Component	Consideration for Each Component	Instructional Strategy
Given a syllable division strategy anchor chart students will segment multisyllabic words into syllables. The learner should correctly segment 80% of the words.	Preinstructional activities	Provide the ARCS model for motivation	Welcome: Gain attention by using a story or point of interest. Idea: Read a sentence aloud using the sound-by-sound method, and observe the students' reactions. "I went s-h-o-p-p-i-n-g and got a b-a-s-k-i-t full of i-t-e-m-s" Communicate the Learning Objective in a language that the learner understands: "Today we are going to break up big words into parts or chunks because that will make it easier to read." -For examples: use multisyllabic words related to students' interests ie. sports, movies, science
		Relevance	Speaker tells the learner that reading large words is a skill that is necessary for academic success in the present and the future (ie. 4th-12th grade). The speaker tells the students that reading large words will help them in

			all subjects (math: ie prealgebra, science ie. astrobiology, art ie. saturated). Explain that it sounds funny to read “basket” and “item” because we naturally read these words in chunks bas-ket, i-tem Explain that the objective for this module is to apply what we already do naturally to larger, multisyllabic words.
		Confidence	Ensure learners that they are capable of accomplishing the goal: Say: “Reading large words is easy when we remember to read in chunks.” Give praise when students use the syllable patterns to break up multisyllabic words.
		Satisfaction	Progress from easy tasks to more complicated
		Promote recall of prerequisites. Link new content to existing knowledge/skills	Discuss and recall vowel knowledge, word chunks that students have encountered in their previous experience. Examples: Digraphs, Diphthongs, blends, r-controlled vowels, CVCe pattern words, and affixes. Point out students have the skills and knowledge to read by chunks instead of sound-by-sound.
	Content presentation and learner guidance	Introduce the anchor chart for Syllable Division Strategies (Model Identifying the pattern)	Give examples for each strategy and discuss the elements of each pattern (Model Identifying the pattern)

		Sequence syllable division by following the steps on the anchor chart (Guided Practice identifying patterns and segmenting syllables)	Example of syllable division will be sequenced accordingly: 1. Label the vowels 2. Label the consonants between the first 2 vowels 3. Identify the vowel/consonant pattern and divide the word 4. Label the consonants between the next 2 vowels 5. Identify the vowel/consonant pattern and divide the word 6. Repeat steps 4 and 5 if applicable 7. (Next steps will be in the following module/lesson)
	Learner participation	Allow for collaboration, discourse, and participation where learners can construct their own knowledge about syllable patterns	The learners will work in pairs and apply the steps to divide given multisyllabic words into the correct syllables. Learners will be provided with whiteboards, markers, and erasers.
		Progress from less to more difficult. Use familiar words.	Sequence the words from easiest to more difficult patterns (VC CV, V CV, VC V) Use words that are familiar to the learners
		Provide conditions similar to the performance context	Provide the step-by-step guide and anchor chart while students participate in guided practice and collaborative work
		Provide in the moment, specific feedback that is constructive and positive (Incorporate ARCS for motivation strategies. For example: Instilling confidence by using	Learners will compare their work with their peers and discuss if they correctly segmented the given multisyllabic words. Learners will analyze their peers' work to determine if the division patterns selected were appropriately aligned with the anchor chart. Feedback will be given amongst the learners and from the instructor

		positive feedback, and making connections to prior knowledge)	
	Assessment	Ensure the learning objective is being accomplished during a formative assessment	Formative assessment will occur during paired practice. A summative posttest assessment will occur at the end of the course to measure the learners' skills.
	Follow-through	Promote memory and transfer of new skills to be used in the next module	Allow students to access the materials on Google Classroom for future use and for potential extra practice Instructor will review the learning objective and engage learners in self-reflection. Learners will use a likert scale to determine their success of meeting the learning goal.

Logistics and Management for Instructional Strategy

Module	Performance Objective(s)	Student Grouping and Media Selection	Delivery System
2 Length: 55 minutes	Given a syllable division strategy anchor chart students will segment multisyllabic words into syllables. The learner should correctly segment 80% of the words.	Introduction Pre-Instructional Activities 10 min Instructor-led, small-group instruction (6 learners per group) - Google Slides - Anchor chart Content Presentation Guided Practice 20 min Instructor-led, small-group instruction (6 learners per group) - Google Slides - Whiteboard, markers, erasers - Anchor chart	Face-to-face - Explain syllable division patterns - VC CV - V CV - VC V - Recognize the patterns within multisyllabic words

		Learner Participation Formative Assessment 15 min Student-led, paired groups (peer support) ● Google Slides ● Whiteboard, markers, erasers ● Anchor chart Follow-through 10 min ● Google Slides ● Google Classroom ● Whiteboard, markers, erasers ● Anchor chart	

Instructional Materials

Storyboard:

https://docs.google.com/presentation/d/14-PgWI5NQ_2hG5QyuJKTILeRziwh9XVfKzRmifTUEBE/edit#slide=id.p

Materials:

<https://classroom.google.com/u/2/w/NTE3OTMwMDk4MDUy/t/all>

Formative Evaluation and Revision

Expert Review

The expert reviewer selected to provide feedback has over 20 years of experience teaching in an elementary school setting. The expert reviewer is now a Program Facilitator and manages an enrichment program at the elementary level. The enrichment program provides intervention reading and language acquisition strategies to improve students' English Language Arts benchmark testing scores.

Materials & Procedure

The expert reviewer was approached in person to review the materials (Google Classroom, Assessments, Google Slides, Anchor Charts, and Manipulatives). Due to the demanding extent of the reviewer's schedule, it was decided that an in-the-moment review would work best for her. Therefore, detailed

note-taking strategies were applied to collect responses and remarks made by the reviewer. She scanned the Google Classroom, and the slides and commented on the “thorough, explicit instructional strategy”. She also commented on the visuals and colors that would catch the attention of young learners. While reviewing the Pre and Post-Assessments the expert had more constructive criticism to give. It was suggested that I had too many words on the first question. In her opinion, it may have been easier if this question was formatted as a multiple-choice question where I asked the students to identify the multisyllabic word. Secondly, the reviewer commented that the next question’s formatting looked unclear. Therefore, the following adjustments were changed on the assessment material (seen below). A suggestion that did not result in a change was to decrease the number of words in question 3. Because each word contains a specific division pattern it would not be appropriate to use fewer words; therefore the question was not changed based on the feedback.

Results

1 Circle the words that contain more than 1 syllable

1. Check
2. tiger
3. nugget
4. screech
5. crayon
6. goblin
7. addition
8. bananas
9. jumped
10. piano

Circle the word that contains 1 syllable

- a. Screech
- B. Jumped
- C. Piano

2 Match the multisyllabic word to the syllable division pattern:

Polo	VCV VCCV	Photo	VCV VCCV
Sunset	VCV VCCV	Robin	VCV VCCV
Muffin	VCV VCCV		

Write the syllable Division Pattern (VCV or VCCV) next to the following words

Polo
Sunset
Muffin
Robin

3 Use syllable division strategies to break the word up into the correct syllables:

basket

cuddle

poet

address

hero

river

One-to-One Trial

A one-to-one trial would more effectively determine the weaknesses of the materials and the effectiveness of the overall design. The setting promoted a more accurate evaluation because the student was not influenced by their peers' responses or by the fear or judgment of answering incorrectly.

Materials & Procedure

A 5th-grade student was selected at random to participate in a trial run through the course. The student began the process by taking the pre-assessment. Due to the one-on-one setting, the assessment was not conducted in an independent manner. I inadvertently verbalized the questions in more than one way to ensure the student understood how to answer correctly. This action will be noted for the next steps of the evaluation. After completing the assessment an interview was conducted and the opportunity to discuss flaws and misconceptions was made available to the student. The following day the student returned to the one-on-one setting to begin the content delivery. The Google Slide presentation was presented on a large computer monitor and the student observed from a seat at a kidney table placed in front of the presenter and a large whiteboard. During the presentation of the instruction, the student was told that he can make comments, and ask questions as often as he wanted. The comments and questions were recorded and analyzed to determine if revisions would be made accordingly.

Results

A direct comment that the student made during the interview was, "The way some things are worded confuses me." This statement led me to make revisions based on language and vocabulary. The objective of the course is not dependent upon students' knowledge of academic language or range of vocabulary. Instead, the objective is focused on teaching students strategies to decode and read multisyllabic words. Thus, the revision to use simpler language could be made in order to enhance the acquisition of the new skill. The language was systematically changed on materials, and implicitly simple during the presentation of the instructional material. For example, the word "find" can be used in place of "identify", and "divide" is synonymous with "segment".

Small-Group Trial

Up to this point in the evaluative process the revisions that have been made give more clarity to the format of the assessment and learner clarity of the content. The small-group trial will provide an opportunity for deeper analysis as a new perspective will be gained from the process.

Materials & Procedure

Six 5th-grade students were selected at random to participate in the small-group trial. However, the trial spanned over 2 days, and student attendance was not consistent throughout the trial. At the start of the trial, the revision of changing words on the assessment, such as “contain” to “have”, seemed promising in improving the students’ comprehension and understanding; yet, the readability of the text still needed to be improved. The next day after the pre-assessment was administered the content was presented. A computer monitor was utilized to display the Google Slides. The six students were seated at a kidney table facing the monitor, the instructor, and a large whiteboard. The students were asked to keep their comments towards the end of the instructional module; however, questions were encouraged. The result of the one-on-one created a conscientious attempt to refrain from domain-specific academic vocabulary use during the delivery of the content. Students then engaged in guided practice utilizing the physical manipulatives and anchor chart. Students also had the opportunity to utilize the tools in the following activities paired collaborative work, and lastly an independent formative assessment. At the conclusion of the module, students accessed the designated Google Classroom to fill out a Google Form questionnaire that would be used to gather the students’ feedback.

Results

The observation of students taking the pre-assessment consequently resulted in further clarifying written language. Instructions needed to be direct and specific.

3 Use syllable division strategies to break the word up into the correct syllables:

basket	cuddle
poet	address
hero	river

4 What are 2 characteristics of a closed syllable?

Draw a line to divide the word into the correct syllables (Use syllable division strategies)

List 2 ways that tell you if a syllable is closed

It was also concluded from the field trial that the collaborative work required discussion prompts. Also, similarly to the observation during the pre-assessment students responded better when the instructions were direct and clear. Therefore, the language will be changed to be direct in the content presentation materials as well. The layout of the words was also a source of confusion; therefore, the organization of the practice material was changed. The chart now has an empty column, signifying that the student will need to write next to the words “closed” if the syllable is indeed a closed type.

During the content presentation, it was apparent that some students may need a revision of prior knowledge. This need is addressed by the revision to add this review opportunity directly onto the Google Slides.

The slide features a yellow background with a ruler at the top. On the left, under 'Paired Practice:', it says 'Work in teams to determine if the syllables are closed' and lists words in a table: Wig, Bubble, Be, Upset, Lab, Finish. Below this is a purple arrow labeled 'Tip 1' pointing to a box 'Does the syllable? End with a consonant? Have a short vowel sound?'. Another purple arrow labeled 'Tip 2' points to a box '*Use Syllable Division Principles'. To the right is a 'SYLLABLE DIVISION' table with words and their patterns: nap|kin (VCVC), ba|sic (VCVC), cab|lin (VCVC), com|plex (VCVCVC), in|struct (VCVCVC), can|dle (CVCVCVC). A red arrow points from the slide to a 'Discussion Prompt' box on the right.

Paired Practice: Work in teams to determine if the syllables are closed

Wig	Bubble
Be	Upset
Lab	Finish

Tip 1
Does the syllable?
End with a consonant?
Have a short vowel sound?

Tip 2
*Use Syllable Division Principles

SYLLABLE DIVISION

nap kin	VCVC
ba sic	VCVC
cab lin	VCVC
com plex	VCVCVC
in struct	VCVCVC
can dle	CVCVCVC

Discussion Prompt:

1. What syllable division pattern works best to divide the word into syllables?
2. Why did you choose that syllable pattern?
3. What are 2 ways that tell you if the syllable is closed?

The slide features a yellow background with a ruler at the top. On the left, under 'Paired Practice:', it says 'Work in teams to determine if the syllables are closed' and lists words in a table: Wig, Bubble, Be, Upset, Lab, Finish. Below this is a purple arrow labeled 'Tip 1' pointing to a box 'Does the syllable? End with a consonant? Have a short vowel sound?'. Another purple arrow labeled 'Tip 2' points to a box '*Use Syllable Division Principles'. To the right is a 'SYLLABLE DIVISION' table with words and their patterns: nap|kin (VCVC), ba|sic (VCVC), cab|lin (VCVC), com|plex (VCVCVC), in|struct (VCVCVC), can|dle (CVCVCVC). A red arrow points from the slide to a 'Paired Practice (Work in Teams)' box on the right.

Paired Practice: Work in teams to determine if the syllables are closed

Wig	Bubble
Be	Upset
Lab	Finish

Tip 1
Does the syllable?
End with a consonant?
Have a short vowel sound?

Tip 2
*Use Syllable Division Principles

SYLLABLE DIVISION

nap kin	VCVC
ba sic	VCVC
cab lin	VCVC
com plex	VCVCVC
in struct	VCVCVC
can dle	CVCVCVC

Paired Practice (Work in Teams):

1. Write the words down in a list
2. If the syllable is closed, then write "closed" next to the word

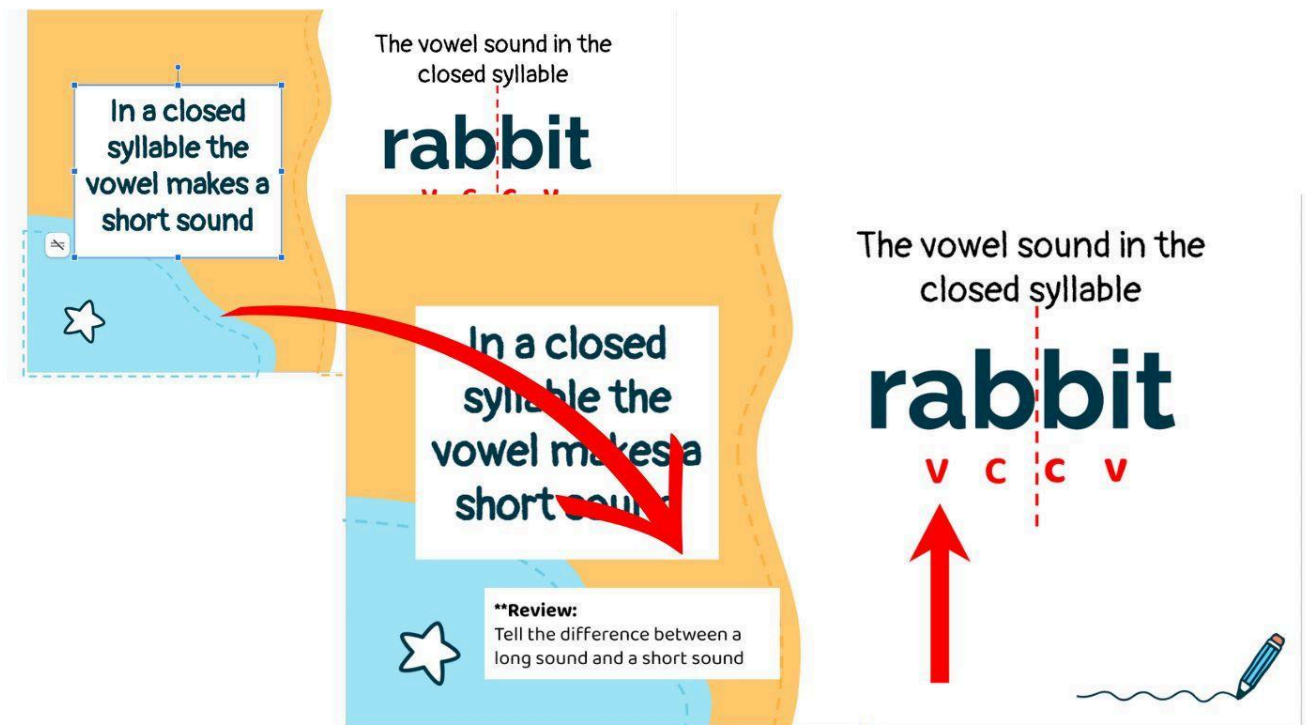
1	2
Wig	
Be	
Lab	
Bubble	
Upset	
Finish	

Tip 1
Does the syllable?
End with a consonant?
Have a short vowel sound?

Tip 2
*Use Syllable Division Principles

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Feedback from the students was taken in the form of an Exit Ticket at the end of each module. It was from observations that data collected from the Google Form could have been easier for the students to complete. A Likert Scale asking students to rank their readiness for the content would have been just as effective, and a simpler task for the students.

Likert Scale Question

Select one of the following statements to tell how you felt during the lesson

1. I wasn't prepared & this lesson was too hard
2. I was somewhat prepared & this lesson was very challenging
3. I was prepared & this lesson was just right (not too hard or too easy)
4. I was over prepared and this lesson was too easy

5 Exit Ticket        

Questions Responses Settings

Short answer text

What's one important thing you learned in class today?

Long answer text

Did you feel prepared for today's lesson? Why or why not?

Long answer text

What would help make today's lesson more effective?

Long answer text

Students in attendance	What was one important thing you learned in class today?	Did you feel prepared for today's lesson? Why or Why not?	What would help make today's lesson more effective?
Student 1	Something I learned is learning how to do syllable division.	I was prepared by coming to class every day from learning how to do syllable division	It should not be hard to explain so we remember the lesson
Student 2	I learned to break up syllables	it was ready for this so I can break up syllables in long words.	You can make more cards (manipulatives)
Student 3	I learned to syllablize and to identify and label vowels	I felt prepared because we have also gone over this in class. I was able to do the questions	I would want you to use more songs and more pictures, and simple words
Student 4	The thing I learned was how to use the steps for syllable division	Yes, I did feel prepared because now I understand how to syllablize.	I dont know

Formative Evaluation Data

Pretest Student-by-Item-by-Objective Test Data Array

Objectives	1	2	3	4	5	6	7	8	9	%
Items	1	2	3	4	5	6	7	8	9	%
Learner										
1 (King)			1	1	1	1	1	-	-	71
2 (Alexa)					1		1	-	-	29
3 (Ayan)	1	1			1	1	1	-	-	71
4 (Gabriel)		1			1		1	-	-	43
5 (Jayden)		1			1		1	-	-	43
6. (Autumn)					1			-	-	14
7. (Andrea)					1			-	-	14
8. (Eden)		1			1		1	-	-	43
9. (Elijah)					1		1		1	33
10 (Jacob)					1		1	1	1	44
11 (Aria)		1			1			-	-	29
12 (Adnan)					1		1	-	-	29
13 (Alina)		1			1		1	-	-	43
14 (Gabriella)		1			1		1	-	-	43
# Correct	1	7	1	1	14	2	11	-	-	
% Correct	7%	40%	7%	7%	100%	14%	79%	-	-	

Note: 1 = correct response, blank = incorrect response, - = no data, yellow = Data from one-to-one evaluation

Revision Analysis

Instructional Strategy	Problem Identified	Proposed Changes to Instruction	Evidence and Source
Pre-Assessment	A specific question had too many choices	The assessment will be just as effective with fewer options for the learner to choose from	Expert Review
	The readability of the text on the pre-assessment and anchor chart reference materials were difficult for some learners to comprehend	Change academic language to a simpler vocabulary (i.e. instead of "identify" use "find", and instead of "segment" use "divide" or "split" The language should be direct and specific	Observations One-to-one Interview Feedback questionnaire

Instructional Strategy	Problem Identified	Proposed Changes to Instruction	Evidence and Source
		the format of the questions should be	
Presentation	The readability of the content on the Google slides was aligned to the anchor chart and reference materials Some group members appeared to need a review of long and short vowel sounds	Change academic language to a simpler vocabulary Include explicit opportunities for the students to review the different vowel sounds to activate prior knowledge	Pretest One-on-one interview Small Field Trial (observation) Questionnaire
Student Participation	Students needed a lot of prompting for collaborative work Students seemed confused about their expectations during the paired practice	A discussion prompt will be given to enhance collaboration and discussions The directions will need to be explicit and the format will need to be representative of the direct instructions	Embedded Formative Assessment Small Group Field Trial (observation)
Student Feedback & Transfer	Some of the questions on the questionnaires can be easier for the learner to complete	Change the format of those questions to a Likert Scale	Small Group Field Trial (observation)

Pre and Post Assessment Data Comparisons:

Pending (When data is collected from the post assessment, an evaluation will be conducted. The data will be compared and the effectiveness will be measured).