

Literacy Learner Analysis Project

TE 846 Summer 2019

Chelsea Abbott

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Preparation

Masters of Arts in Teaching And Curriculum Program
Michigan State University
304 Erickson Hall
East Lansing, MI 48824

July 2019

Dear Parent/Guardian,

I am an MSU student studying to receive my Masters of Arts degree. As part of my TE 846 course, *Accommodating Differences in Literacy Learners*, I am required to work one-on-one with a child for a period of instructional sessions during the semester to get to know him/her as a literacy learner and to engage him/her in lessons and activities that may help him/her grow as a literacy learner. I am writing to request your permission to work with your child.

In a typical session with your child, I would teach your child a brief lesson based on what I am learning in my course, and engage your child in a literacy activity likely to be enjoyable to him or her, such as reading aloud a book on a topic that interests your child. My course instructor will provide me with support as I plan sessions with your child.

I may collect some of the work your child produces during the session. If I do so, I will black out your child's name if it appears. I will also write and present about your child as a literacy learner for course assignments. When I do so, I will always use a fictitious name for your child and will exclude any sensitive information I may have about your child. If I audio record your child during an assessment, I will use the audio recording only to help me complete and interpret the assessment and I will not share it with anyone outside my class.

My work with your child is not "research" and it will not be used outside of the context of course assignments. By giving permission for your child to participate, you will enable me to become a better teacher, and provide your child with an opportunity to work one-on-one with me on reading and writing. If you have any questions regarding this request, please do not hesitate to email my instructor, Kaitlin Glause, at glauseka@msu.edu.

Sincerely, *Chelsea Abbott*

As parent or guardian of the child, I consent to allow the child to participate as described above.

Child's Name: *Neely Gerst*

Parent/Guardian's Name (Please Print): *Christy Gerst*

Parent/Guardian's Signature: *Christy Gerst* Date: *7/4/19*

Part One

Background and Rationale

- Differentiating literacy instruction is an imperative practice that teachers must engage in, in order to meet the needs of all students in the class both effectively and efficiently. As proficient educators we must frequently self-reflect on our practice and focus on ways to help our students grow in the most efficient manner. As we will continue to have classrooms that are built up of diverse students, both in terms of academic need and personal differences, we as educators must be able to adapt our practice in order to teach the students properly and allow them to develop in their own individual ways. Teachers have a need to prioritize students individual learning in order to truly create lessons, and scope and sequences, that will benefit each individual student in their room. Differentiated instruction theory supports the facts, that we as teachers all know, that when we are able to truly know and understand that all individual children learn in different ways, that we will be able to properly support them and provide both challenging and supportive instruction that will help them grow as learners and meet individual goals. Differentiated instruction asks teachers to come up with various skills and strategies within their practice of teaching literacy in order to provide their students with a unique and applicable approach to their learning. Here, I am referencing the text “Differentiated Instruction Strategies”, by Gayle H. Gregory and Carolyn Chapman, that my field instructor gifted to me during my student teaching internship. In this text, there is a strong importance placed upon the fact that “every student engages differently in a specific content area by using their own unique processes of thought,” (Gregory & Chapman, P. 14). This, to me, means that teachers need to plan for space that allows students to engage in these creative and specialized forms of thinking, especially within literacy practice. Through our learning as teachers, we are able to understand that there is no perfect and easy single approach to educating a classroom of diverse students. We know that we need to make sure that our instruction is both differentiated and supportive to individual students. Research shows us that this approach to education will benefit individual students in order to ensure we reflect the complex nature of literacy that is present across grade bands (Morrow & Gambrell, 2017). With this being said, we also need to make sure that we meet students individual learning preferences, which we can learn from assessing them through formal and informal assessment practices such as observations, or interest surveys. I was fortunate enough to already study Best Practices in Literacy Instruction, in a previous course, so I was able to focus on differentiating my instruction during the school year and watch the ways my students reacted and grew with Gambrell’s strategies of best practice. With our society’s adoption of the Common Core State Standards we as educators must truly focus on increasing our responses to intervention (RTI) and also focus on closing the nationwide achievement gap in education through the diversification and differentiation of our instruction. (Morrow & Gambrell, 2017, P. 361).

Due to the fact that no two students, or people, learn the same way, there is a large need for teachers to expose students to a wide variety of teaching strategies and methods. This will show teachers how to meet the needs of their individual learners! In my personal classroom, my unit plans are designed with instruction meeting the needs of my diverse group of learners. I strive to always be scaffolding and enriching for diverse learners with varying literacy knowledge. I do so through small group meeting schedules, modeling, available extension activities, as well as placement and frequency of resources posted about the classroom. I know that my 2nd graders are a diverse group with many different academic experiences, adversity, and of course, varying funds of knowledge. This makes it important for me scaffold for not only the ELA students and the diverse learners, but also the students who require an extra challenge. This past year I was given a student in October, who moved from a small village in Mexico and knew only three English phrases (hello, goodbye, thank you). This student and I grew very close over the course of the year as somewhat of a twist was thrown into my extensive, and already completed, unit planning. With a classroom that was identified as an English speaking space, I found myself creating more and more bilingual instruction in order to support this student as a learner. With numerous other ELL's in my classroom, I was able to build concise and specific small groups for each subject, moving our classroom from a whole group/ small group lesson style, to almost entirely small group and individualized instruction. While this took a lot of effort on my behalf it totally made the difference for my new student, who by the end of the school year grew 4 reading levels in English! I was very proud of him, yet I credit a lot of his growth to the differentiated levels and styles of instruction that I spent a lot of time creating in order to both support and challenge him in second grade.

When it comes to my own professional practice as an educator, I think that differentiation of instruction is imperative and so necessary in my second grade classroom. I have witnessed first-hand the ways that students benefit, academically and emotionally, from differentiated instruction within literacy. I believe that every lesson, no matter how small, must be differentiated in order to meet the needs of all students, not just some students. I hope that while we engage with this project I am able to work to deeply understand the needs of the student I work with, and in turn use what I learn to increase my knowledge of planning and implementing diversified, focused, individualized lessons. Through past graduate and undergraduate courses, as well as numerous teacher-led professional developments on small group instruction, I have been shown how to differentiate lessons across a wide variety of learning groups. This year I implemented a “flexible” classroom in order to promote differentiation, access, and choice across all subject. The classroom I was in for 2018-2019 I designed in a way that made it easy for partners to sit in

creative spots around the room and feel flexible yet also organized. This was conducive for centers as well as it promoted quick and easy transitions. I trained my students from the beginning of the year to feel comfortable in all areas of the room, and to know the way they will rotate through the centers and share the space collaboratively. This is very helpful and contributes to student learning as it maximizes their time within each center and each center station was located at a spot that would be helpful to that specific group's needs or activities requirements. In addition to this, the classroom environment was set up in a familiar way to students throughout the entire year, so that they would feel comfortable and know where to access information about the room. For example, using different tables for differentiated groups and centers, student groupings that my students are used to, and certain projections and boards specific for whole group instruction all played a role in the rooms flexibility. I also noticed a huge increase in motivation simply due to student's comfort level. In my classroom this past year we had couches, bench seats, wobble stools and bouncy ball chairs. In a classroom with quite a few labeled diverse learners, this ability to move while working or feel comfortable in their learning space totally contributed to the academic and social emotional growth of the group. Even the most active of my students found that having a chance to slightly move while working improved their ability to engage in a lesson. I am hoping to continue my research on flexible seating and grow in this area in order to promote growth in the class! While I believe I am off to a strong start with differentiation in my classroom, I know that as teachers we are able to continuously progress and grow in our practice. I think that differentiation, while wonderful for student progress, can be a bit scary due to the amount of time and effort a teacher must put into their planning. I think that through this project I will be able to analyze my student's learning and find ways to implement differentiation into small, individual, or whole group lesson plans. When this project ends, I hope that I will have a strong understanding of the requirements of creating engaging and differentiated lessons.

Home and Family

The wonderful learner I will be working with throughout this project is named (pseudonym) Amy. Amy is a 7 year old soon to be second grader, who lives in the city of Chicago. I am Amy's swim coach and have worked with her for a year in an athletic setting, however this will be my first time working with her in regards to literacy. Amy is White and identifies as a female. She is an English speaking student and at this time reading at grade level, per her mother's knowledge. Amy's mother is a high school teacher and frequently reads with and to Amy. Amy is entering the fluent stages of reading development and is resting at an MCLASS reading level of K as she heads into 2nd grade. Amy engages in Spanish class at her elementary school

but does not speak any other languages outside of that time. Amy lives with her mother, father and older sister who is 11 years old. Amy's parents both work full time and the family does not struggle financially. Amy does not receive additional services at school for academic needs. Amy is very shy, and takes a while to warm up to peers and adults that she engages with. Luckily, as I have been working with Amy as her coach for a little under a year now, she is comfortable speaking and working with me at this point. Amy is not one to ask when she needs help, as she is a bit shy, and will try to solve problems on her own rather than asking others to assist her. Amy has a dog who she walks three times a day as part of her chores, his name is Sam and she loves him and calls him her brother. Amy loves swimming, tennis, and basketball.

When I asked Amy about her literacy practices at home she was quick to tell me that she loves reading. Amy is currently reading a chapter book series about a girl named Kate who is "a crazy girl," according to my student. Amy reads for 20 minutes every night as part of her parent's rules, but with this her mother has told me that Amy also reads in the car whenever they are driving places. Her parents assure me that Amy loves to read, and that she would read all day if she was able to. Amy tells me she has a library card and also a bookshelf in her bedroom where she changes out books she reads frequently. Even though she is able to read some chapter books, Amy says she prefers picture books as they show you what the characters look like. Amy and I talked about a picture book I had in my bookbag, *The Adventures of Beekle*, and Amy was able to tell me the story elements present in the text without prompting. There is for sure discussion regarding texts taking place at home, as Amy and her parents were able to tell me about specific instances. Amy is really motivated by books that she thinks are fun. She likes to read outside by the pool, she told me, and this is where most of our lessons together will occur. Amy also shared with me that she likes to see pictures or videos to learn, which makes me want to assume she may be a visual learner. Amy has a strong support system at home, her parents frequently modeling reading and affirming the child's choices to read. I have seen the entire family reading by the pool frequently, and I know that the parents are very supportive of the student's academics. Being a teacher, Amy's mom is also doing informal research with Amy to see if digital reading is more engaging than print for young students. Amy's mom assured me she would update me on this process as well.

Emotional Climate

As I have never seen Amy's school environment I had to base my answers to this portion off of what Amy and her parents shared with me. Amy tells me within her classroom she was a first grade captain because the teacher trusted her to do the right thing. Amy also shared that they do reading centers in her classroom and if they complete all their reading work in one week they get a prize on Fridays. Amy also receives a prize for every monthly reading log she completes and has her parents sign. Amy's father told me that the teachers at Amy's school are very caring and invested in the student's growth both in and out of school. Amy is shy by nature, and her father says she is not one to take risks and that teachers frequently report that Amy does not speak frequently or want to share in a whole group setting. Amy likes to read to herself, or partner read in something called a "book boat" in her classroom. Amy's mother says that Amy likes a challenge, but does not like to ask for help, so at times she will become frustrated and upset if she cannot handle something on her own. Amy is never lacking motivation however, both her parents share, as they foster a strict home rule that all reading and homework must be completed (without any 'issues') before the girls get to play or watch television. I am going to make sure I foster a strong reading relationship with Amy, so that she feels comfortable asking for help if she needs it. I also want to make sure that I allow Amy the space to vocalize any issues she has and discuss questions or concerns she may come across. Amy's parents suggested I ask Amy to ask 4 questions each lesson and allow her to check off a box each time she does. I may try a system such as this in order to promote a growth mindset within Amy's literacy practice.

Part Two

Literacy History

Amy has a very unique and interesting literacy learning history, which was shared to me by both the student herself and her parents. Amy made major strides this past year, first grade, with literacy but did not have the strongest start to literacy in Kindergarten, despite her parent's efforts. According to Amy's parents she struggled initially with letter-sound knowledge, especially with vowel sounds. Amy's parents could not inform me of the exact level (numerical or alphabetical) Amy was reading at in Kindergarten but they knew she made very little growth from beginning to middle of the year, and the end of the year is where Amy's momentum began to increase. Amy's motivation for literacy has quickly increased with her increase in ability and her parent's believe that this is also allowing her to branch out of her "shell" a bit more in school. Amy has always been exposed to literature, her entire life. Her family spent a lot of time reading together, and Amy has had nightly bedtime stories since she was a baby. Literacy is very important to Amy's mother who is a teacher herself. When Amy was of preschool age, she enrolled in Sacred Heart, a private school in Chicago. Here, Amy began her education journey and is still enrolled to this day. Amy was four when she began preschool and was successful in this year. She mastered many preschool skills and her parents report she was hanging on to "grade level" reading proficiency at this time. Amy was very shy in preschool however, and would refuse to speak when called on, which contributed to possible negative associations with schooling that came up the following year. Kinder was a harder year for Amy as her older sister, who she had been very dependent on, moved to a different school. Amy, alone at her school as a Kindergarten student, would break down emotionally frequently during class and began to struggle with reading.

While Amy was showing huge growth in her weekly sight word examinations she was having trouble with fluency. The teacher, at this time, met with her parents in order to discuss the anxieties Amy was experiencing with reading aloud, even one on one, and offered numerous suggestions to help Amy become a bit more comfortable in school. Amy's parents worked tirelessly to ensure Amy was feeling calm and safe at school, and also focused on promoting a positive literacy environment at home. At the end of Kindergarten Amy had progressed from "far below" grade level to "below" grade level. This was a bump, but parents and teacher were not satisfied. Amy's dad informed me that the summer prior to Amy's first grade year was spent with lots of library time, literacy games, and 'homemade' fluency practice which was created using tools provided by Amy's teacher and Amy's mother. This allowed Amy to enter first grade with a lot of preparation and she met first grade BOY

benchmark at her initial testing. With this ability increase, Amy became much more interested in books and reengaging with literacy. Her parents have also been testing their own personal theories on digital literacy versus traditional books at home, and Amy is intrigued by a wide variety of means to read. At the end of First Grade, Amy's reading showed a "above grade level" reading, and her mother informed me that her DIBELS score was "far above grade level." Amy has engaged in small group and whole group literacy instruction. The student completed Daily 5 centers daily in first grade, and feels comfortable explaining the tasks they completed at each center. The centers provided an opportunity for Amy to work in a group of others, talk with them and learn with them, and allowed her a calm space to ease out of her very shy personality. Amy's parents believe that this small group learning, especially with the teacher at guided reading, largely facilitated Amy's large growth in first grade as it was similar to her small group learning (parents and her) that past summer.

Amy's largest instructional challenge occurs when she is asked to "perform" as her parents say. What they mean is Amy gets very anxious when asked to read orally and at times can become very tripped up, impacting her prosody and fluency and sometimes this is detrimental to her scores. As I do not teach at Amy's school I have to rely heavily on information regarding her literacy history, coming from her parents and herself. This information will allow me to organize my thoughts and knowledge on the student moving forward.

Assessments Given and Summary of Results

The assessments that I chose to administer to Amy in order to begin our analysis of her literacy needs were the Fry Sight Word inventory and the QRI Level 2 Reading Inventory. I wanted to deeply analyze a glimpse of this student's oral reading ability while also determining our goals for the remainder of our sessions. The purpose of these assessments were a bit different, but both focused on the literacy development and my hope of gaining more knowledge about Amy. I chose the Fry Sight Word Inventory in order to gain knowledge on any patterns present in words that are listed as at Amy's grade level, that she may miss or hesitate on. This sight word list will allow me to assess both her word knowledge and her speed of word recognition. I chose the QRI Reading Inventory Assessment in order to hopefully gain information regarding Amy's oral literacy development, as the oral reading or 'performing' was mentioned as a problem by her parents. The QRI allows me to see the ways this

student can identify words, read with fluency and prosody, and then retell and comprehend a text. This assessment was selected based upon the current standing of Amy's literacy development as laid out by her parents, and the knowledge that the student is an incoming 2ndgrader. I was prepared to administer further QRI assessments if the initial did not yield fruitful or applicable results.

Fry Sight Word List- Second 100 Words

The first assessment I administered was the Fry Sight Word List Inventory. This assessment was one I wanted to give to Amy because it shows me what high frequency words she is familiar with, and it will give me hints as to which words are tricky for her. Since I am not completely certain her exact reading level, I chose to administer the 2ndgrade Fry list as the student will be entering second grade. If Amy were to have mastered 85% or more of this list I would progress to the following list and so on and so forth. I know that sight words are so important in the beginning stages of reading, and will tie into Amy's fluency ability. The list inventory will allow me to see, also, if Amy has any phonics issues through an analysis of missed words. This is able to show strengths and problematic areas, and that will help me better learn about Amy as a reader.

Results:

Amy was able to read 89 out of the 100 Fry Second 100 Word List words. The words Amy missed were: different, through, America, follow, sentence, mother, another, right, again, air and away. The words she missed had little pattern to them, however, I did notice Amy not trying to sound out the longer words, instead if she was unsure she made a quick guess and moved on to a word she knew. I thought that this was an important thing to note as she is not taking time, or wanting to waste time, during this assessment. It seemed as though Amy thought I was timing her, even though I told her to take her time. Amy did miss three words including "th" in them, as well as five words beginning with the letter A. These are interesting coincidences that I want to focus on. I also see that the '-ai' vowel combination is tricky for Amy and I will focus instruction on this in the future. 89% would mean I should progress to list 3, however, due to timing I was unable to administer list 3. List 2, while successful, did take a long time.

Qualitative Reading Inventory

The second assessment administered was the Qualitative Reading Inventory reading passage. The reading passage I will have Amy read to me is based at her instructional level, according to her parents information. She will begin by answering a few schema based questions about concepts that she will read about throughout the story, and move on to make predictions based upon the questions asked as well as the story title. Then, Amy will read the passage to me while I time her reading. As she reads, I will record any miscues that occur such as additions, omissions, substitutions, or reversals. I will use this information to analyze Amy's reading later on. Amy then will retell what she read and I will record her ability to do so. Following this, Amy will answer comprehension questions that I will ask her orally. The questions are both explicit and implicit so there will be a way for me to see how Amy's reading comprehension is in an abstract and concrete lens. At the end of this assessment I will be able to determine Amy's level at an either independent, instructional, or frustration point. With this, I will also be able to view Amy's literacy comprehension and also take a peek into her oral fluency ability. As our goal is ending reading comprehension I am aiming to analyze Amy's ability to fluently read a passage and then also share her thoughts, ideas and opinions on said passage. I will either continue assessment, or stop based upon this finding.

Results:

Amy was assessed first using the second grade (Level2) passage in the QRI 6. The Passage was called "What Can I Get for My Toy?". Amy's QRI reading passage resulted in an independent reading level. I had expected this based off of the information that I have received from Amy's parents. Amy was able to answer all concept questions and form predictions about the story by using the different concept questions and title. It was obvious to me that Amy has engaged in a prediction activity using context clues before. Amy had an easy time reading the passage but had 4 miscues. Amy's miscues as follows

1. Substitution: intended word: he, spoken word "her", as she made a quick guess instead of sounding out unknown words. This is something I saw earlier with the Fry Sight Word List as well so I am making a note to focus on this in upcoming lessons.
2. Omission: and
3. Omission: And

4. Substitution: intended word: always, spoken word “also”

Amy’s miscues were non meaning changing, resulting in an Independent score in both total accuracy and acceptability. Amy made 5 self corrections. Amy’s rate was 94 Words Per Minute, as she took 109 seconds to read this passage. Her Correct Words Per Minute rate was 91 correct words per minute.

Once Amy ended her reading she was able to answer 7/8 comprehension questions correctly. This being said, the one question I did not give points for was an implicit comprehension question that I probably (if using my own grading scale) would have given 1/2 point. Amy was able to retell the story in sequential order, but did so quickly, and included much detail. She retold as fast as she could and I think she really wanted to be done talking.

After we finished this QRI passage we moved on to the 3rd grade QRI passage which Amy scored instructional on. She had 11 miscues, but only 4 of those were meaning changing miscues, altering her score. Amy tried to sound out words on this one, as I had asked her "what do you do when a word sounds off?" and she mentally prepared for the next assessment. I probably should not have added this tidbit but I could not control my teacher reflexes. Amy was able to predict, but not retell with this story. She scored 5/8 comprehension questions but missed 3 implicit questions. The results of all of these QRI passages will be posted in my appendix.

Goals:

Using what I learned through surveying Amy and her parents on her interests in an informal manner, as well as what I have found in the pre-assessments (Fry Sight Word Inventory and QRI passages) administered to Amy I have formed instructional goals for our sessions of:

1. *Answering implicit comprehension questions using context clues and background knowledge.*
2. *Sounding out words that we do not know.*

Throughout the experience of teaching this lesson sequence with my focal student, Amy, I feel as though I have learned a lot about the way I plan and construct a lesson sequence. It was a very interesting

experience to see the ways Amy progressed just through a few lessons, and also very interesting to grow to see her through the eyes of a teacher and not solely an athletic coach. Before beginning the instructional portion of our sessions together I administered a few pre-assessments to the student, in order to get to know her better, as well as conferencing with her parents about her academic ability.

Lesson Plans

Lesson #1 Foci and Date	Objectives (include performance, conditions, and criterion. State the <i>Common Core State Standard</i> at the end of each objective.	Instructional materials (what will you use to deliver the main objectives of the lesson)	Ongoing assessment (to measure attainment of objectives)
<p>Date: Wednesday July 24th2019-10:00-11:00 AM (approximately)</p> <p>Rationale: the instructional objective for this lesson lies in the pre-assessment data gathered from a Fry Sight Word list, and a qualitative reading inventory</p>	<p>Objectives: Amy will be able to use strategies to sound out unknown words in a sentence. Amy will be able to predict what a story will be about using context clues and background knowledge. Amy will be able to read a grade level passage with accuracy.</p>	<p>Materials & supplies needed: Qualitative Reading Inventory 6 Passage 2.3 Fry Sight Word list (second 100 and third 100 words) Word Cards - Missed words from pre- assessment - Similar words following patterns found (th, ai,</p>	<p>Assessment</p> <p>I will use the pre-test Fry Sight Word List and the Post Test Sight Word List in order to keep track of any words or word patterns that are causing Amy to struggle.</p> <p>I will use the Reading Passage in order to track</p>

<p>assessment. Amy, on both assessments, was quick to guess at unknown words, but did not pause and use strategies she has developed in order to sound out the words she did not know. This will in turn cause meaning changing miscues and possibly negatively impact comprehension. Due to this her implicit and explicit comprehension questions may be incorrect. Answering implicit and explicit comprehension questions, and comprehending a reading passage, is essential as Amy progresses as a literacy learner. My goal is to promote strategies and tricks that Amy can use to sound out unknown words, and in turn, help her comprehend a text at a higher level. With this, I want Amy to grow in her answering of implicit questions and not feel uncomfortable with answering an open ended prompt, as this will come up in her future classes and social conversations regarding literacy. This being said, we will focus all of our sessions on answering comprehension questions that are both explicit and implicit.</p>	<p>Amy will be able to answer explicit and implicit comprehension questions about a text.</p> <p>CCSS:</p> <ul style="list-style-type: none"> - Read with sufficient accuracy and fluency to support comprehension. (CCSS.ELA.LITERACY.RF.2.4) - Use information gained from the illustrations and words in a print or digital text to demonstrate an understanding of its characters, setting, or plot. (CCSS.ELA.LITERACY.RL2.7) 	<p>etc.)</p> <ul style="list-style-type: none"> - Pre-test- word list - Vocab word cards - Newsela Article: <i>Big or Small, Sea Animals Swim the Same</i> by Atlas Obscura - Highlighter - Pencil - iPad for digital reading, if student prefers. (as previously stated Amy's mom is trying this out!) - Explicit vs. Implicit poster - Strategies poster - I need a break- Social emotional learning, mini move moment cards. 	<p>Miscues (running record) as well as analyze Amy's ability to answer implicit and explicit questions.</p> <p>I will use these assessments in order to modify my second lesson plan and goals or objectives for future lessons.</p>
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Lesson #2 Foci and Date	Objectives (include performance, conditions, and criterion. State the <i>Common Core State Standard</i> at the end of each objective.	Instructional materials (what will you use to deliver the main objectives of the lesson)	Ongoing assessment (to measure attainment of objectives)
July 27th	Lesson Plan Two Link		
Focus: Implicit Questioning, answering and identifying Sight Word (3rd 100 words)	<p>Objectives: Amy will be able to use strategies to sound out unknown words in a sentence. Amy will be able to read a slightly above grade level passage with accuracy and fluency. Amy will be able to answer explicit and implicit comprehension questions about a text. Amy will be able to identify an explicit versus and implicit question stem.</p> <p>CCSS: - Read with sufficient accuracy and fluency to support comprehension. (CCSS.ELA.LITERACY.RF.2.4) - Use information gained from the illustrations and words in a print or digital text to demonstrate an understanding of its characters, setting, or plot. (CCSS.ELA.LITERACY.RL2.7)</p>	<p>Materials & supplies needed:</p> <p>Qualitative Reading Inventory 6 Passage 3.2</p> <ul style="list-style-type: none"> - Fry Sight Word list (third 100 words) - Word Cards - Missed words from lesson 1 post assessment - Similar words following patterns found (th, ai, etc.) - Pre-test- word list (40 words) - Vocab word cards - <i>Ricky the Rock who Couldn't Roll</i> by Jay Miletsky - highlighter - Pencil - iPad for digital reading, if student prefers. (as previously stated Amy's mom is trying this out!) - Explicit vs. Implicit poster - Explicit vs .implicit T chart - Explicit vs. Implicit question stem cards - Strategies poster - I need a break- Social emotional learning, mini move moment cards. 	<p>Assessment</p> <p>II will use the pretest Fry Sight Word List and the Post Test Sight Word List in order to keep track of any words or word patterns that are causing Amy to struggle.</p> <p>I will use the Reading Passage in order to track Miscues (running record) as well as analyze Amy's ability to answer implicit and explicit questions.</p> <p>I will use the Explicit and Implicit activity to informally navigate and diagnose any issues Amy is having with these question types. We will have plenty of discussion here so I will be able to evenly see how her thinking is changing.</p> <p>I will use these assessments in order to create my second lesson plan and goals or objectives for future lessons</p>

Lesson #3 Foci and Date	Objectives (include performance, conditions, and criterion. State the <i>Common Core State Standard</i> at the end of each objective.	Instructional materials (what will you use to deliver the main objectives of the lesson)	Ongoing assessment (to measure attainment of objectives)
July 30th			
<p>Focus: Forming and Answering Implicit Questions</p> <p>Sight Words (3rd 100 words)</p>	<p>Objectives: Amy will be able to read a text with fluency and accuracy to answer comprehension questions.</p> <p>CCSS: Read with sufficient accuracy and fluency to support comprehension. (CCSS.ELA.LITERACY.RF.2.4)</p>	<p>Materials & supplies needed: Qualitative Reading Inventory 6 Passage 3.2</p> <ul style="list-style-type: none"> - Fry Sight Word list (third 100 words) - Word Cards - Missed words from lesson 1 post assessment - Similar words following patterns found (th, ai, etc.) - Pre-test- word list (40 words) - Vocab word cards - Newsela Article : Oregon Otter can Dunk <p>Basketballs</p> <ul style="list-style-type: none"> - highlighter - Pencil - iPad for digital reading, if student prefers. (as previously stated Amy's mom is trying this out!) - Explicit vs. Implicit poster - Explicit vs .implicit T chart from before - Explicit vs. Implicit question stems - Writing sheet to record our questions about the text! - Strategies poster - I need a break- Social emotional learning, mini move moment cards. 	<p>Assessment</p> <p>I will use the Post Test Sight Word List from lesson 1 and Lesson 2 and study that with the post test sight word list in lesson 3- - in order to keep track of any words or word patterns that are causing Amy to struggle.</p> <p>I will use the Reading Passage in order to track Miscues (running record) as well as analyze Amy's ability to answer implicit and explicit questions.</p> <p>I will use the implicit/explicit written questions in order to see if Amy can properly identify the types of questions being asked.</p> <p>I will use the written exit slip of Amy's own writing to analyze if she understands how to form these questions.</p>

Part Three

VII. Reflection

Throughout the experience of teaching this lesson sequence with my focal student, Amy, I feel as though I have learned a lot about the way I plan and construct a lesson sequence. It was a very interesting experience to see the ways Amy progressed just through a few lessons, and also very interesting to grow to see her through the eyes of a teacher and not solely an athletic coach. Before beginning the instructional portion of our sessions together I administered a few pre-assessments to the student, in order to get to know her better, as well as conferencing with her parents about her academic ability. I first administered a Fry Sight Word list at level 2 (the second 100 words) as Amy is entering 2nd grade. With this, Amy's initial pre-assessment score was 89 words read correctly out of 100 words total. 89% on this assessment informed me that I should progress with Amy to the next sight word list in Fry's series, however, I took note of the 11 words Amy missed and made sure to add those to the new sight word assessment lists I administered in our lesson sequence. The second assessment I administered to Amy was a QRI reading passage titled: "What Can I Get For My Toy" a 2nd grade level passage. Amy scored at an independent reading level during this initial assessment on this passage, with only 4 miscues that were entirely non-meaning changing miscues. This independent score also corresponded with a 91 correct words per minute reading rate. Amy was able to answer 7/8 of the comprehension questions on this passage correctly. This being the case we moved on and I administered a second QRI reading passage to Amy at the 3rd grade level titled: "The Trip to the Zoo." With this reading Amy scored instructional with 11 miscues, 4 being meaning changing miscues, and only 5/8 comprehension questions answered correctly. This assessment showed me that Amy had a difficult time answering implicit questions as the three comprehension questions answered incorrectly were entirely implicit questions. These assessments (Fry Sight Word Inventory and QRI passages) administered to Amy and discussions helped solidify the goals I wanted to set for my time with Amy. The goals included answering implicit comprehension questions using context clues and background knowledge as well as sounding out words that we do not know instead of guessing quickly at words we see. With these goals in mind I planned a series of 3 lessons in order to help Amy grow in these areas, while ensuring we kept motivation high and engagement as well.

Across the three lessons I administered to Amy there was a similar pattern. Each lesson consisted of a general schedule. Within the time together I would set our objectives for the day and explain to Amy how this lesson connected with the goals we made. We would then complete a pre lesson assessment consisting of a sight word list, similar to the sight word assessment I administered to Amy before creating lessons. After the pre-assessment we would complete a warm up exercise where we analyzed the student's schema regarding our reading topic for that day. Following this we engaged in a vocabulary mini lesson. Then, we read a story or article and answered questions that are both explicit and implicit, including much discussion, using a scaffolded approach to benefit Amy's learning growth. Amy would then, after the reading, teaching portion, and discussion, complete a post-assessment where Amy once more read a high frequency word list. I used the pre-tests and post-tests Fry Sight Word Lists to analyze Amy's growth with these sight words, as well as to keep track of any word patterns or letter combinations causing Amy any trouble. I used these assessments, and the data gained from administering them in order to analyze Amy's growth and make changes to future lesson plans.

When reflecting on this experience and the contribution the lessons and instruction I provided have had on Amy's reading progress, I am happy to say I believe that Amy did engage positively in literacy learning through this experience. I am confident in stating that Amy's ability to sound out unknown words increased throughout our lessons. Her initial Fry Sight Word Second 100 Words Assessment provided a score of 89/100. I took the 11 missed words and added them to the Fry Sight Word Third 100 Words List for the three subsequent lessons to follow. Each lesson I printed a different word list, using all of the same words but in a different order, in order to ensure that Amy was not simply memorizing the order the words were listed in. On the 6 different reads of this selection of 111 words (a pre and post assessment each lesson) Amy grew each read. In lesson one her pre-test read scored 87/111 while her post-test score was 92/111, after we discussed the need to analyze unknown words a bit deeply. Amy's second lesson saw a pre-test score of 94/111 and post test score of 98/111. Her final, third, lesson resulted in a pre-test score of 100/111 and a post test score of 104/111. The skills Amy developed regarding sounding out unknown words were evident as she tackled numerous tricky words in this list. In the end, the 7 words she missed on the final assessment did not include any of the original missed words from the first read of Fry's 2nd100-word list.

In terms of the goal built upon the QRI data, I wanted to ensure that Amy knew what the types of questions she was asked were. This being said, we focused our mini lessons on the understanding of, answering of, and creation of implicit and explicit questions. This was a really interesting unit to explore with Amy, and on our last lesson she was able to create three of her own implicit questions using questions stems, about a reading we completed. I deem this as a success as prior to our time together, Amy could not tell me what an implicit question is, or where you find the answer to these types of questions. Now, Amy is better prepared to answer and identify the types of questions that would accompany a reading. While I believe this is a difficult goal to assess in only three lessons, I know that Amy was focusing on using context clues and background knowledge to answer these implicit comprehension questions much more in our third lesson than in the first. She also required less prompting and probing questions by the teacher in order to figure out where to find her answers. I was very excited to see Amy's progress and hope to be able to hear about her continued progress throughout the upcoming school year. While our instructional time together was treasured and comprehensive, I would have loved to spend more time instructing this student and really getting into their literary needs.

In order to support Amy on her journey to literary comprehension I used numerous strategies and methods that I have learned throughout my grad school experience. In terms of Amy's word knowledge growth and vocabulary growth I ensured that I followed the Cronbach Five Dimensions of What it Means to Know a Word, found in *Best Practices for Literacy Instruction*, (Morrow & Gambrell, 2015, P. 203). This tool showed me that while teaching Amy new vocabulary in the various books and stories we would read, I must ensure to define the words, use the words, and show Amy when not to (and when to) use the word in a sentence. This will allow me to then help her apply the words in discussion and thinking long after the story ends. I also focused on her sight word knowledge, and used Fry word lists to assess her growth. Knowing that "exposure to the word in multiple contexts" (Morrow & Gambrell, 2015, p. 203), would support Amy's growth I made sure to review the words she missed and use them in sentences during warmup and discussions across our time together. We also revisited the words in each of our lessons in order to ensure comprehension and acquisition of any difficult words. Within our vocabulary portion of the lessons I also made sure to follow the best practice of teaching context clues to the student, as "context is one source of information for understanding unfamiliar words," (Scott & Nagy, 2009, p 208), and ensures Amy had skills to use her schema to understand new topics and words.

When it comes to our goal of answering implicit questions I made sure to use the comprehension strategy instruction models laid out in Morrow & Gambrell's *Best Practices*. I also ensured that I was utilizing the **best practices** for discussion provided in chapter seven of this text, including marking, challenging students, verifying and clarifying, building on prior knowledge, pressing and expanding reasoning, and finally recapping (Morrow & Gambrell, 2015, 165-166). I used these discussion techniques to form my lesson plan 'script' skeleton. This was a great resource for me as it allowed me to ensure Amy was receiving a comprehensive one-on-one instructional mini lesson, and that I was supporting her throughout the discussion and reading as well. In addition, I was lucky enough to have a strong relationship with this student's parents, allowing me to form a strong instructional connection between my time with Amy and her at home literacy practice. This allowed me to "support the children's learning" through a strong relationship and ongoing interactions with Amy's parents, (Morrow & Gambrell, 2015, p 423). Lastly, I made sure to support Amy's success by including texts that I knew would interest and motivate Amy. The texts we read either correlated with things she likes, or are the types of stories she enjoys. Through interest discussions and talking with the student's family, I had a good grip on what she would enjoy. This is a best practice mentioned in numerous facets by both McKenna & Stahl, and Morrow & Gambrell, and I ensured I would keep our lessons entertaining and motivating in order to promote a growth literacy mindset within Amy.

There were a few critical moments throughout this three lesson sequence that ended up impacting the directions of the lessons. The first occurred in our initial lesson where I witnessed Amy correctly read a Fry Sight Word from the second 100 words that she had previously missed. This showed me the student was practicing both at home and with me. The second critical moment occurred when Amy and I began our work on sounding out skills that we can use to improve our reading. She was very quick to pick up the strategies and implemented them immediately with our activity. This was very exciting for me as an instructor as it showed me that I could place more energy into our comprehension focus, and spend more time on this area of instruction, as Amy was very quick to grasp the concepts that were embedded in our instruction with sounding out unknown words. I was very excited to see this successful experience in lesson one, and the same trends stuck true through all three lessons.

If given the opportunity to re-teach the lessons, I shared with Amy I would make a few changes. First, I would have loved additional time with the student to dive a bit deeper into

vocabulary instruction amongst other focal areas. The pacing of the lessons, and having only 3 meetings, made it feel rushed and a bit scattered. I would enjoy teaching these lessons with more time or across more meetings. The readings that I chose to complete with Amy kept her engaged and interested, however I would have loved to truly push the importance of the new vocabulary we find in these stories. I would have enjoyed using different games or crafts to help reinforce the new vocabulary, however due to time constraints could not. If I taught these lessons again, I would put a large emphasis on the way we learn new vocabulary and how we can use the new words we learn in writing before and after reading a story. I would also like to be able to teach these lessons again and include a journal entry (a sentence or two) at the end of each lesson to see what Amy felt she learned that day. I enjoy doing this in my classroom as it makes it evident to me what pieces of a lesson truly stood out or stuck with a student. This helps motivate me as an educator to adapt my lessons and ensure more than just a portion of a lesson is engaging, fun, and memorable. Lastly, with more time to teach I would have loved to administer more QRI passages to the student in order to collect more useful data and build a stronger portfolio of information that would allow me to report back to her parents, and educators, with more fruitful suggestions.

Reading instruction, as a practice, requires educators to truly be on their A game. Always seeking out individual students and searching for specific strategies that will support their literacy growth. An interesting thing about Amy, as a student, is that while she is ahead in many ways of her grade level peers, she has a difficult time conversing or discussing her knowledge due to her being so shy. Amy and I were able to reach new ground together over the course of our meetings, but this does not mean that she won't have a difficult time conversing in a group with her peers during the school year. I think that this student requires small group discussion and various questioning and probing techniques in order for her to feel comfortable speaking and questioning literacy with her peers. This is something I was unable to provide for Amy during our one on one time, however I urge her future educators to promote a growth mindset within Amy regarding group discussions. Amy is a kind and brilliant student and I hope that she grows in her confidence as much as she is growing in her literacy strength!

Being in this course has been a great support and learning opportunity while completing an instructional project. Through the various texts and supporting readings that we have engaged in I feel as though I have developed a strong understanding of a wide variety of strategies and techniques to use in literacy assessment and instruction. Much of what I learned through

reading *Best Practices in Literacy Instruction* by Morrow and Gambrell, motivated and impacted me as I wrote my lessons for this learning sequence. I also found numerous articles and resources shared with us throughout this learning experience to be helpful as I sought to improve multiple areas of Amy's literacy development. Specifically, Andrew P. Johnson's *A Meaning Based Plan for Addressing RTI for Struggling Readers* was a piece I found to be super informative. This piece explains to us that targeted interventions calls for "data based decision making" that will allow educators to create the best plan for growth for one specific student, (Johnson, 2017). I kept in mind throughout this process the ways that teaching Amy would be similar to an extended RTI session. This was a really intriguing way to focus my attention on her needs and ways to create growth within her literacy development.

References:

Gambrell, L., Malloy, J., Marinak, B., & Mazzoni, S. (2015). Evidenced-Based best practices in comprehensive literacy instruction. In L. B. Gambrell & L. Mandel-Morrow (Eds.), *Best Practices in Literacy Instruction* (5th ed.), (pp. 3-36). New York: Guilford Press.

Johnson, A. (2017). A meaning-based plan for addressing RTI for struggling readers. *International Journal of Whole Schooling*, 13(3), 88-107.

VIII. Recommendations for Teachers/ Parents/ Guardians

Narrative Report For Amy's Future Teacher:

Dear Lucky Future Educator of Amy,

I am so excited for you to get to know this wonderful student over the course of your time together. Amy is a calm and brilliant learner, who is both motivated and eager to learn. Amy and I worked together this summer focusing on a few areas of her literacy development. We focused on this student's sight word knowledge and sounding out strategies for unknown words, as well as comprehension questions and where we can look to answer implicit questions about a text. I was able to determine the student was in need of instruction in these specific areas from the assessments administered at the beginning of our time together. ~~I administered a Fry Sight Word Assessment, the 2nd 100 words, and Amy scored an 89/100. With this I also administered a QRI at Level Two, for which Amy was independent, and level three which scored Amy as instructional. I noticed through these assessments that Amy did not stop to sound out unknown words while reading, causing her to miscue as she read. Amy also struggled to answer implicit questions about a text. This being said, Amy tested above her grade level in both areas which is a wonderful strength she has as a reader. With this data, we focused on these specific literacy development areas across three lessons and saw growth in both aspects. Amy scored, on Fry Sight Word List 3rd 100 Words combined with her 11 original missed words from the 2nd 100-word list, a score of 104/111 in our final lesson. This shows a strong improvement, with additional data lying in between the original test and final test showing growth each time assessed as well. In addition,~~ by the end of our time together Amy was able to create and answer implicit questions using context clues, background knowledge, and her knowledge of the text read in three separate mini lessons involving an article or story. Amy is a quick learner, eager to grow and she absolutely loves reading. Amy is, however, very shy and will take some time warming up to you. I suggest that you foster a strong relationship with both Amy and her parents so that you can build a strong home school connection and also a level of trust with the student's family. Getting Amy to discuss literature and answer verbal questions about a text was initially a struggle, but once I got to know her more (and her me) we were able to discuss much more honestly and openly about a text. Amy will not ask for help, and she will be shy to share her answers, but I

promise you she is a wonderful learner and full of bright ideas and questions. Please conduct frequent check in and check outs with this student, ask her individually if she has questions, offer an option for her to write a note to you with questions or ideas. These ideas helped me form a strong relationship with Amy, and in turn positively impact her literacy growth. **I believe that Amy's future teacher should incorporate frequent individualized check in and check outs to ensure that Amy is confident and secure in the class environment.**

In the future, my recommendation for instruction with Amy's literacy development is an increase in attention towards her written comprehension. Amy is a neat writer, who takes her time to put her ideas on paper. However, Amy's writing about reading could use some support as she has a hard time formatting her thoughts in writing at times. Amy's written responses to our stories that we read included both words and pictures in order for her to get her point across. I appreciated this, as she was using creativity to break out of her shell a bit. However, I know that in second grade the student will be required to write more and use a higher level written vocabulary. This is why I state that this should be a future focus of instruction for this student.

I also recommend reading a chapter book series with Amy, or introducing her to a series she would be able to independently read. Her mother is reading [A Series of Unfortunate Events](#) to Amy aloud at home. I believe Amy would really enjoy a series such as [The Dork Diaries](#) or [Diary of a Wimpy Kid](#) as she has told me she likes reading stories from the main character's point of view.

Please let me know if you have any questions regarding Amy or her literacy development. I will be happy to communicate with you about this student at any time.

Sincerely,

Chelsea Abbott

Dear Parents of Amy,

Thank you for allowing me to learn and grow with your daughter over the past few weeks. As you know we have been working on a designated few pieces of Amy's literacy development. Before starting our lessons, we conducted a few pre-assessments in order for me to see which skills to focus on with Amy. Using this data, along with the detailed information you provided me with, I was able to create focused lessons targeting skills Amy required attention in. It is so evident to me that education, and literacy, is a valued aspect of life in your home and I was grateful for your support throughout this time.

Amy discussed with me her interests, in terms of reading, and the way she enjoys being read to by her parents at home. She talked with me about the types of stories she enjoys reading and the places she enjoys reading. I loved hearing how much Amy loves to read and learn.

Through pre-assessment data and analysis of the time spent together, I am able to see that Amy will still require practice with Fry Word List – Third 100 words. While this is above grade level, Amy is well on her way to mastering this list with only 7 words unknown to her. With this, Amy needs to ensure she continues practicing decoding unknown words, sounding out any new terms she does not know yet. Amy has times where she wants to read quickly and chooses to guess at a word as opposed to decoding it. During our time together, Amy was shown strategies that would allow her to properly decode unknown words.

In the three lesson series we focused on two goals. The first being decoding, or sounding out, unknown words using strategies. The second goal was understanding and answering implicit comprehension questions about a text. Amy read three different stories during our three lessons. We began each lesson with a pre-assessment sight word list where Amy was asked to read words in a list to me, as I recorded any words we miscued on. We ended each lesson with a post-assessment of the same word list. She grew each time we read these lists. On the 6 different reads of this selection of 111 words (a pre and post assessment each lesson) Amy grew each read. In lesson one her pre-test read scored 87/111 while her post-test score was 92/111, after we

discussed the need to analyze unknown words a bit deeply. Amy's second lesson saw a pre-test score of 94/111 and post test score of 98/111. Her final, third, lesson resulted in a pre-test score of 100/111 and a post test score of 104/111. The skills Amy developed regarding sounding out unknown words were evident as she tackled numerous tricky words in this list. In the end, the 7 words she missed on the final assessment did not include any of the original missed words from the first read of Fry's 2nd100-word list.

Following this portion of each lesson, we engaged in a mini lesson regarding vocabulary, worked towards analyzing new words and decoding these words, and read a story including these new words. This was in order to create meaningful connections between Amy and the new words she was learning. Amy would finish her reading and we would answer comprehension questions. The first lesson we worked on simply asking and answering questions, deciding what type of questions were asked to us. The second lesson we dissected the comprehension questions at a deeper level, focusing on naming them as explicit or implicit questions, so that we would better know where to find our answers. Following this in our third lesson Amy helped me to create explicit and implicit questions, using a list of question stems we worked on together. I was very impressed with Amy's attention to detail during these lessons, and her eagerness to focus and grow. I believe that Amy grew exponentially in her understanding of implicit and explicit questioning and I am eager to hear how this impacts her literacy development throughout this school year.

My recommendation for future instruction for Amy is to ensure she continues to be exposed to text-based discussions. I say this because I would love for Amy to feel confident sharing her ideas about a reading in a classroom setting. I believe she would be able to feel more confident with practice! When you read with your child at home ensure she is discussing the story with you. Ask and have her ask implicit and explicit questions about a text. **Implicit questions require the student to search for answers that are implied, not clearly stated, such as "what do you think will happen next". Explicit questions are questions that ask students to review the text and find something clearly stated such as "what is the main characters name".** Amy's ability to answer questions, that force her to use context clues and background knowledge to find an answer, will allow her to become a stronger literacy student. Amy needs to choose books that both motivate her and challenge her. As Amy is above grade level in reading I suggest finding a chapter book series at the local library that Amy can dive into and grow to love! I believe Amy would really

enjoy a series such as *The Dork Diaries* or *Diary of a Wimpy Kid* as she has told me she likes reading stories from the main character's point of view.

One final recommendation for instruction that I have, with Amy's literacy development, is an increase in attention towards her writing comprehension. Amy is a neat writer, who takes her time to put her ideas on paper. However, Amy's writing about reading could use some support as she has a hard time formatting her thoughts in writing at times. Amy's written responses to our stories that we read included both words and pictures in order for her to get her point across. I appreciated this, as she was using creativity to break out of her shell a bit.

Please let me know if you have any concerns or questions! I have so enjoyed working with Amy!

Thank you,

Chelsea Abbott

IX. Appendices of work

1. Initial Pre-Assessment

a. Fry Sight Word List: Second 100 Words

Fry Sight-Word Inventory (page 4 of 7)

Second 100 Words			
new	great	put	kind
sound	where	end	hand
take	help	does	picture
only	through	another	again
little	much	well	change
work	before	large	off
know	line	must	play
place	right	big	spell
year	too	even	air
live	mean	such	away
me	old	because	animal
back	any	turn	house
give	same	here	point
most	tell	why	page
very	boy	ask	letter
after	follow	went	mother
thing	came	men	answer
our	went	read	found
just	show	need	study
name	also	land	still
good	around	different	learn
sentence	form	home	should
man	three	us	America
think	small	move	world
say	set	try	high

(continued)

Fry Sight-Word Inventory (page 5 of 7)

Second 100 Words			
new	great	put	kind
sound	where	end	hand
take	help	does	picture
only	through	another	again
little	much	well	change
work	before	large	off
know	line	must	play
place	right	big	spell
year	too	even	air
live	mean	such	away
me	old	because	animal
back	any	turn	house
give	same	here	point
most	tell	why	page
very	boy	ask	letter
after	follow	went	mother
thing	came	men	answer
our	went	read	found
just	show	need	study
name	also	land	still
good	around	different	learn
sentence	form	home	should
man	three	us	America
think	small	move	world
say	set	try	high

(continued)

b.

c. QRI Passage: Level Two

Level: Two

Narrative

Concept Questions:

What does "new toys" mean to you?

What kind of brand
new toys are at the
store (13-14)

What does "toys you've had a long time" mean to you?

Old toys from last
year (15-16)

What are reasons for trading toys?

to get newer ones that
are more fun
for you (17-18)

Score: 9/9 = 100%
FAM UNFAM

Prediction:

It will be about a
toy store or new toys

"What Can I Get for My Toy?"

It was a Saturday morning John looked at the toys in his room. They were all old and he wanted something new. John went to his mother. "All my toys are old," he said. "I want something new to play with." His mother looked at him, "John, we

don't have the money to buy you anything new. You'll have to find a way to make something new." John went back to his room and looked around at the toys. There were many toys that were fun. But he had played with them so much that they weren't fun anymore. Then he had an idea. His friend Chris wanted a truck just like his red truck. And John wanted a car like the one Chris got for his birthday. Maybe they could trade. John ran down the street to Chris's house. "Hey, Chris, would you trade your car for my truck?" "Sure," said Chris. "I'll trade. Later we can trade something else. That way we'll always have something new to play with." (171 words)

Number of Total Miscues (Total Accuracy): 4	Total Acceptability
Number of Meaning-Change Miscues (Total Acceptability):	
Total Accuracy	
0-4 miscues Independent 0-1 miscues	
5-18 miscues Instructional 5-9 miscues	
19+ miscues Frustration 10+ miscues	
Rate: $171 \times 60 = 10,260 / 10.9 \text{ seconds} = 937 \text{ WPM}$	
Correct WPM: $(171 - 4 \text{ errors}) \times 60 = 10,200 / 10.9 \text{ seconds} = 936 \text{ WPM}$	

Level: Two

Retelling Scoring Sheet for "What Can I Get for My Toy?"

Setting/Background

- John looked at his toys.
- They were old.

Goal

- John wanted something that was new.

Events

- John went to his mother.
- "My toys are old," he said.
- "I want something new to play with."
- His mother looked at John.
- "We don't have money to buy something new."
- John had played with his toys so much that they weren't fun anymore.
- His friend Chris wanted a truck just like his truck.
- his red truck and John wanted a car like Chris's car.
- Maybe they could trade.
- John ran down the street to Chris's house.
- "Would you trade your car for my truck?"
- "Sure," said Chris.

Resolution

- "We can trade something else later."
- We'll always have something new to play with."

38 Ideas

Number of ideas recalled 29

Other ideas recalled, including inferences: "He wanted a new toy but this family is poor"

Questions for "What Can I Get for My Toy?"

1. At the beginning of the story, what did John tell his mother he wanted?
Explicit: something new to play with
New toys

2. Why did John want a new toy to play with?
Implicit: because he had played with his old toys so much they weren't interesting to him anymore; he got bored with them. Note: "Broken" is not acceptable—the story discusses John's boredom and indicates that his toys were desired by another child.

Other toys used to be used then, a lot!

Level: Two

3. What did John's mother say when he asked her to buy something new for him?
Explicit: they didn't have the money to buy anything new; he'd have to make something new
"We don't have the money."

4. What did John do to get what he wanted?
Explicit: he went to his friend's house and asked him to trade toys with him
"traded his friend for new stuff, new toys"

5. Why was trading a good idea?
Implicit: the boys would always have something new to play with; boys had new toys without spending money
"because you can get new toys without giving money"

6. At the end of the story, what did his friend suggest that they do?
Explicit: trade again later
"trade all the time"

7. In the future what must both boys have for trading to make them both happy?
Implicit: toys that the other boy wanted
"toys for trade"

8. Why do you think that the boys will trade again?
Implicit: they will get bored with the toys they traded; they will want a new toy again
"I would trade for new stuff"

Number Correct Explicit: 4
Number Correct Implicit: 3.5
Total: 7.5
X Independent: 8 correct
X Instructional: 6-7 correct
— Frustration: 0-5 correct

d. QRI Passage: Level Three

Level: Three

Narrative

Concept Questions:

What is a class trip?
a field trip like to the zoo (3-2-1-0)

When does "taking notes" mean to you?
writing down things (3-2-1-0)

What does "being by yourself" mean to you?
going to your room without your mom (3-2-1-0)

Why do people use maps?
to drive to the store (3-2-1-0)

Score: ____ / 12 = ____ %
 ____ FAM ____ UNFAM

Prediction:
We are going to learn about animals

"The Trip to the Zoo"

The day was bright and sunny. Carlos and Maria jumped out of bed and dressed in a hurry. They didn't want to be late for school today. It was a spe-

cial day because their classes were going to the zoo. When they got to school, all of the children were waiting outside to get on the bus. When everyone was there, the second and third graders got on the bus and rode to the zoo. On the bus, the children talked about the zoo animals that they liked the best. Joe and Carlos wanted to see the lion, king of the beasts. Maria and Angela wanted to see the chimps. Maria thought they acted a lot like people.

When they got to the zoo, their teachers divided the children into four groups. One teacher, Mr. Lopez, told them if anyone got lost to go to the ice cream stand. Everyone would meet there at noon. Maria went with the group to the monkey house, where she spent a long time watching the chimps groom each other. She wrote down all the ways that the chimps acted like people. Her notes would help her write a good report of what she liked best at the zoo.

Carlos went with the group to the lion house. He watched the cats pace in front of the glass. Carlos was watching a lion so carefully that he didn't see his group leave. Finally, he noticed that it was very quiet in the lion house. He turned around and didn't see anyone. At first he was worried. Then he remembered what Mr. Lopez had said. He traced his way back to the entrance and found a map. He followed the map to the ice cream stand, just as

Level: Three

everyone was meeting there for lunch. Joe smiled and said, "We thought that the lion had you for lunch!" (312 words)

Number of Total Miscues (Total Accuracy): 14

Number of Meaning-Change Miscues (Total Acceptability): 5

Total Accuracy	Total Acceptability
0-7 miscues <input type="checkbox"/> Independent <input checked="" type="checkbox"/> Instructional <input checked="" type="checkbox"/> Frustration <input type="checkbox"/>	0-8 miscues <input checked="" type="checkbox"/> 8-17 miscues <input type="checkbox"/> 18+ miscues <input type="checkbox"/>

Rate: $312 \times 60 = 18,720$ seconds = 47 WPM

Correct WPM: $(312 - \frac{14}{100} \text{ errors}) \times 60 = \frac{80}{100}$ CWPM

Retelling Scoring Sheet for "The Trip to the Zoo"

Setting/Background

- Carlos and Maria jumped out of bed.
- They didn't want to be late for school.
- Their classes were going to the zoo.
- The second and third graders got on the bus and rode to the zoo.
- They talked about the animals they liked best.

Goal

- Carlos wanted to see the lion.
- Maria wanted to see the chimps.

Events

- Their teacher told them their teacher, Mr. Lopez if anyone got lost to go to the ice cream stand where everyone would meet at noon.
- Maria went to the monkey house.
- She wrote down all the ways that chimps acted like people.
- Her notes would help her write a report.
- Carlos went to the lion house.

Problem

- Carlos was watching a lion so carefully he didn't see his group leave.
- He noticed that it was quiet.
- He turned around and didn't see anyone.
- He remembered what Mr. Lopez said.
- He traced his way to the entrance and found a map.
- He followed the map to the ice cream stand.

Resolution

- Everyone was there for lunch.

Level: Three

- They thought the lion had Carlos for lunch.

55 Ideas

Number of ideas recalled 31

Other ideas recalled, including inferences:

The kids loved the zoo so much

Questions for "The Trip to the Zoo"

1. Why was it a special day for Carlos and Maria?
 Explicit: their classes were going to the zoo
the zoo field trip
2. What grades were Carlos and Maria in?
 Implicit: second and third
my age 2nd grade
3. What animal did Carlos want to see?
 Explicit: lions
a lot but also lions
4. Why was Maria watching the chimps so carefully?
 Implicit: so she could write a report for school
to take notes on what they did
5. How did Carlos get separated from his group?
 Explicit: he was watching the lions so carefully he didn't see his group leave
He was not paying attention to people

6. What made Carlos realize that his classmates had left the lion house?
 Implicit: it was quiet; he didn't hear any talking; or he turned around and no one was there
He did not see them leave

7. Where did Carlos find the map?
 Explicit: at the zoo entrance
at a zoo

8. Why did Carlos go to get a map from the zoo entrance?
 Implicit: to help him find his way to the ice cream stand
he was lost

Without Look-Backs

Number Correct Explicit: 2

Number Correct Implicit: 1

Total: 3

____ Independent: 8 correct
 ____ Instructional: 6-7 correct
 Frustration: 0-5 correct

With Look-Backs

Number Correct Explicit: 4

Number Correct Implicit: 3

Total: 7

____ Independent: 8 correct
 Instructional: 6-7 correct
 ____ Frustration: 0-5 correct

2. Lesson Plan #1: https://docs.google.com/document/d/1U-whM9kLi7lxGOMCHdccXU7Bi1NcIL_ik1u0JGOx_Ec/edit

i. Please see lesson plan link for resources and tools provided in appendix beneath lesson plan sequence

a. Lesson One Pre Assessment:

Pre-Assessment Lesson 1: SCORE: 87/111 – missed 24 words (4 self corrections)

high	under	mountains
every	story	four
near	something	cut
add	seem	young
saw	next	state
left	hard	talk
don't	open	once
few	example	soon
food	begin	book
while	life	list
between	always	hear
along	those	song
own	both	stop
might	paper	being
below	together	without
close	got	leave
watch	group	carry
mile	often	family
far	run	late
night	almost	it's
Indian	sea	second
walk	let	different
real	enough	through
country	side	music
plant	eat	color
last	feet	young
school	face	America
father	children	Follow
keep	car	Sentence
tree	white	Mother
never	above	Another
start city	grow	Right
earth	girl	Again
eyes	began	Air
light	took	Away
thought	river	
head	sometimes	

b. Lesson One Post Assessment:

Post-Assessment Lesson 1: SCORE: 92/111 – missed 19 words (14 self-corrections)

high	under	mountains
every	story	four
near	something	cut
add	seem	young
saw	next	state
left	hard	talk
don't	open	once
few	example	soon
food	begin	book
while	life	list
between	always	hear
along	those	song
own	both	stop
might	paper	being
below	together	without
close	got	leave
watch	group	carry
mile	often	family
far	run	late
night	almost	it's
Indian	sea	second
walk	let	different
real	enough	through
country	side	music
plant	eat	color
last	feet	young
school	face	America
father	children	Follow
keep	car	Sentence
tree	white	Mother
never	above	Another
start city	grow	Right
earth	girl	Again
eyes	began	Air
light	took	Away
thought	river	
head	sometimes	

3. Lesson Plan #2: <https://docs.google.com/document/d/18FLTg-S-saOstL6cBnPTutixYmZvrX6hetrP2YawnlM/edit?pli=1>

i. Please see lesson plan link for resources and tools provided in appendix beneath lesson plan sequence

b. Lesson Two Pre Assessment:

Pre-Assessment Lesson 2: SCORE: 94/111 – missed 17 words (11 self-corrections)

open	story	state
example	something	talk
begin	seem	once
life	next	soon
watch	hard	book
mile	together	list
far	got	hear
night	group	always
Indian	often	those
walk	run	both
real	almost	paper
country	sea	song
above	let	stop
grow	enough	being
girl	side	without
began	eat	leave
family	feet	carry
late	face	food
add	high	while
saw	every	between
left	near	along
don't	children	own
few	car	might
plant	color	below
last	young	close
school	America	it's
father	Follow	second
keep	Sentence	different
tree	Mother	through
never	white	music
start city	took	Another
earth	river	Right
eyes	sometimes	Again
light	mountains	Air
thought	four	Away
head	cut	
under	young	

c. Lesson Two Post Assessment:

Post-Assessment Lesson 2: SCORE: 98/111 – missed 13 words (20 self-corrections)

open	story	state
example	something	talk
begin	seem	once
life	next	soon
watch	hard	book
mile	together	list
far	got	hear
night	group	always
Indian	often	those
walk	run	both
real	almost	paper
country	sea	song
above	let	stop
grow	enough	being
girl	side	without
began	eat	leave
family	feet	carry
late	face	food
add	high	while
saw	every	between
left	near	along
don't	children	own
few	car	might
plant	color	below
last	young	close
school	America	it's
father	Follow	second
keep	Sentence	different
tree	Mother	through
never	white	music
start city	took	Another
earth	river	Right
eyes	sometimes	Again
light	mountains	Air
thought	four	Away
head	cut	
under	young	

4. Lesson Three

a. Lesson Three Pre Assessment:

Pre-Assessment Lesson 3: SCORE: 100/111 – missed 11 words (9 self-corrections)

open	story	state
example	something	talk
begin	seem	once
life	next	soon
watch	hard	book
mile	together	list
far	got	hear
night	group	always
Indian	often	those
walk	run	both
real	almost	paper
country	sea	song
above	let	stop
grow	enough	being
girl	side	without
began	eat	leave
family	feet	carry
late	face	food
add	high	while
saw	every	between
left	near	along
don't	children	own
few	car	might
plant	color	below
last	young	close
school	America	it's
father	Follow	second
keep	Sentence	different
tree	Mother	through
never	white	music
start city	took	Another
earth	river	Right
eyes	sometimes	Again
light	mountains	Air
thought	four	Away
head	cut	
under	young	

b. Lesson Three Post Assessment:

Post -Assessment Lesson 3: SCORE: 104/111 – missed 7 words (15 self-corrections)

group	father	young
often	keep	America
run	tree	Follow
almost	never	Sentence
open	start city	Mother
example	earth	white
begin	eyes	real
life	light	country
watch	thought	above
mile	head	took
far	under	river
night	story	sometimes
Indian	sea	mountains
walk	state	four
began	those	cut
family	both	something
late	Another	seem
talk	Right	next
once	paper	hard
soon	let	together
book	enough	got
list	side	grow
hear	leave	girl
always	carry	young
second	food	song
different	while	stop
through	between	being
music	along	without
Again	eat	own
add	feet	might
saw	face	below
left	high	close
don't	every	it's
few	near	Air
plant	children	Away
last	car	
school	color	

X. Bibliography

Directions: Include a list of the resources you referenced in this project, including professional texts, websites and children's books used in the preparation of the three lesson plans. Use correct APA format. (Minimum: 8-10 resources.)

Brown, K. (2018, March 2). Having Fun First- Vocabulary Cards: Ricky the Rock that Couldn't Roll. Retrieved from Kacie Brown.

Gambrell, L., Malloy, J., Marinak, B., & Mazzoni, S. (2015). Evidenced-Based best practices in comprehensive literacy instruction. In L. B. Gambrell & L. Mandel-Morrow (Eds.), *Best Practices in Literacy Instruction* (5th ed.), (pp. 3-36). New York: Guilford Press.

Harvey, S., & Goudvis, A. (2007). *Strategies that work teaching comprehension for understanding and engagement*(2nd ed.). Portland, Me.: Stenhouse.

Johnson, A. (2017). A meaning-based plan for addressing RTI for struggling readers. *International Journal of Whole Schooling*, 13(3), 88-107.

Leslie, L., & Caldwell, J. (2006). *Qualitative reading inventory*. Boston, MS: Pearson.

Marcell, B. (2011). Putting Fluency on a Fitness Plan : Building Fluency's Meaning-Making Muscles. *The Reading Teacher*, 65(4), 242-249. doi:10.1002/trtr.01034

McKenna, Michael C. & Stahl, Katherine A. (2015). *Assessment for Reading Instruction* (3rd edition). New York: The Guilford Press.

Miletsky, J. I., & Wozniak, E. (2017). *Ricky, the Rock that Couldn't Roll*. Newburyport, MA: New Paige Press, LLC.

Neuman, Susan B., & Wright, Tanya S. (2013). *All About Words: Increasing Vocabulary in the Common Core Classroom, PreK-2*. Teachers College Press

Paige, D. D. (2011). "That Sounded Good!": Using Whole-Class Choral Reading to Improve Fluency. *The Reading Teacher*, 64(6), 435-438. doi:10.1598/rt.64.6.5
Rasinski, T. (2006). Reading Fluency Instruction: Moving Beyond Accuracy, Automaticity, and Prosody. *The Reading Teacher*, 59(7), 704-706. doi:10.1598/rt.59.7.10

Rubric

<p>Preparation and Updates (5 points)</p> <ul style="list-style-type: none"> ● Obtain consent from student's parent/guardian and include image in this Google Doc. ● Provide Update #1. ● Provide Update #2. 					
Expectations for Quality	Outstanding Exemplary Range	High Quality Range	Good Quality Range	Below Expected Quality Range	Comments
<p>Background & Rationale (9 pts)</p> <ul style="list-style-type: none"> ● Theory that supports differentiated instruction ● Research that supports differentiated instruction (e.g., what does the research say about X and the process of learning "how" to do it) ● Describe professional background and how it influences project ● Goals for professional development ● Expanding your learning about differentiated instruction ● How project is connected to your past/present/future teaching 					

<p>Home and Family (9 pts)</p> <ul style="list-style-type: none"> ● Information about the student's home-life routines involving literacy. ● Amount of reading ● Type and quantity of student access to texts ● Amount/type of text-based discussion/conversation ● Types of assistance provided to student ● Parental modeling of reading occurs 					
<p>Emotional Climate (9 pts)</p> <ul style="list-style-type: none"> ● When/does the student express frustration or disinterest in reading? ● Is reading rewarded in any way? If so, how and why? ● How does the student responds to issues of engagement/motivation? <p><i>Optional:</i> assessment to determine motivation and engagement and what it tells you about the student</p>					
<p>Literacy History (9 pts)</p> <ul style="list-style-type: none"> ● Kinds of literacy instruction student has been exposed to both currently and in the past ● What were the results of the literacy instruction (e.g., were the tasks challenging, relevant, needed) ● What instructional challenges are present 					

<p>Assessments & Results (12 pts)</p> <ul style="list-style-type: none"> ● Brief description of the assessments ● Explain the results of the assessment(s) ● Explain how the results informed your instruction 					
<p>Differentiated Lesson Plans (12 pts)</p> <ul style="list-style-type: none"> ● Fills out lesson plan matrix and includes lesson plans in appendices ● Matrix includes: <ul style="list-style-type: none"> ○ Lesson focus/objective(s) ○ Instructional materials used ○ Ongoing assessments 					
<p>Reflection (24 pts)</p> <ul style="list-style-type: none"> ● Ways you supported the learning and student success ● Critical moments or choices made that impacted lessons ● Evidence of student learning ● What you would change if given the opportunity to teach again ● Ways that lesson could be more developmentally appropriate or responsive to student ● How the lesson informs your learning of new techniques to provide effective instruction 					
<p>Recommendations (6 pts)</p> <ul style="list-style-type: none"> ● Goal/focus of lessons ● Student's strengths and areas of improvement ● Ideas for follow-up instruction, intervention, assessment, etc. ● Specific text recommendations 					

Appendices of Work (4 pts) <ul style="list-style-type: none"> ● Lesson plans (2) ● Assessments (pre and post) ● Student work and examples 					
Bibliography (3 pts) <ul style="list-style-type: none"> ● 8-10 references (i.e., assessments, instructional texts, articles or chapters referenced) 					
Basic Writing Mechanics (3 pt) <ul style="list-style-type: none"> ● Well organized, coherent, and engaging ● Professional voice used ● Correct spelling and grammar are used ● APA format followed 					
Total (105 points)					