

Dual Literacy Learner Analysis Project

This assignment focuses on assessing and developing literacy instruction for two children. You will be conduct this dual case study with...

1. Learner #1: You will select a learner from among these [Language Learner Language Portraits](#).
2. Learner #2: You will identify a learner who you can interact with in real time The learner does not need to be in your class or even in your school building. The learners can be the neighbor's kids, your relatives (e.g., niece, nephew, young cousin, younger sister or brother), etc. As long as the learner fulfills the requirements (enrolled in Pk-12 and struggling readers/writers), can participate in the whole case study, and whose parents have consented, whomever you choose is fine.

Throughout this process, you will...

- Develop an understanding of each child's literacy history, including their academic and home literacy lives.
- Assess the child, using relevant literacy assessments, to better understand their literacy development, strengths, and needs.
- Create a series of literacy lesson plans to address the child's specific literacy needs.
- Analyze the child's post-assessments and performance in the literacy lessons to reflect and make recommendations about the child's literacy development (**Learner #2 only**).

The Literacy Learner Project is divided into three parts. As we progress through the semester, you will focus on completing the activities associated with each part. You will have the opportunity to submit drafts of each part so that you can receive targeted feedback from your TE 846 colleagues. At the conclusion of the semester, you will submit a final, revised version of your Literacy Learner Project. Outlined below are the specific requirements for each part of the project. There are several sections included in each part of the project. For each section, there are prompts to guide your thinking. Please address all prompts given in each section of the report to receive full credit.

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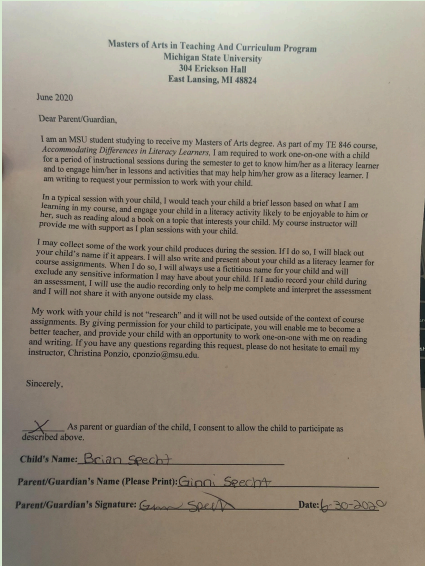
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Preparation

Learner #1	Learner #2
<ul style="list-style-type: none">Choose a learner from among these Language Portraits.List the name of the learner you selected here: RalphCopy/paste the URL for the learner’s portrait here: http://elllps.squarespace.com/ralph	<p>Prior to beginning your LLAP, you must obtain consent from Learner #2’s parent or guardian. Please make a copy of this form (see here), print it, share it with your learner’s parent/guardian to request their consent. After, take a picture, and insert the photo below to provide documentation that you have obtained consent from your learner’s parent/guardian.</p> <p>Directions: Insert the image of your signed consent form below.</p> 

Part One

Directions: Compose 1-2 paragraphs for each section below; be sure to address each prompt.

I. Background and Rationale

1. Discuss the theory that supports differentiated instruction

When it comes to students in the classroom and their abilities in all subject matters differentiated instruction is incredibly important. With students learning at all different rates and in different ways educators have had to implement ways to reach all students regardless of their grade level. “Teachers occupy a unique and important position to positively affect the literacy achievement of the next generation by organizing for and delivering effective literacy instruction that meets the needs of all students preparing for successful careers and college and becoming lifelong readers” (Mandel Morrow & Gambrell pg. 365). One important element of literacy instruction that is highly valued and effective to differentiate for all learners in the classroom is the implementation of targeted small group instruction. “Targeted small group instruction time is designated for the classroom teacher to provide Tier 2 instruction to struggling readers who need more time and help and are below grade level in their reading skills. This time can also be used to accelerate and enrich literacy instruction for students who are performing on or above grade level” (Mandel Morrow & Gambrell pg. 376). I felt this part of the text was important to point out about differentiate instruction because while we use Tier 2 supports for struggling students and one way to differentiate for them is in small group instruction, it is also important to remember you need to differentiate for those students in your classroom who are above grade level. Many times students above grade level taper off with their skills because they are not pushed to their highest potential because more focus is placed upon students below grade level and more time is allocated to them to catch them up to their peers which while there are great intentions behind catching up students that are falling behind a disservice can be taking place with our higher achieving students.

2. Discuss research that supports differentiated instruction (e.g., what does the research say about X and the process of learning “how” to do it).

Students come into our classrooms every year with very different backgrounds and instruction levels they have grown up with or had presented to them. There have been research based studies and surveys done that show students within the United States have a very large learning gap amongst peers of the same age but also a learning gap exists internationally putting students in the United States much farther behind their peers in other countries (Mandel Morrow & Gambrell pg. 361-363). There have been two types of intervention put into place to help and deplete the learning gap that has been created over many years. One is the implementation of the Common Core State Standards and the other is the RTI Model or Response to Intervention. RTI was implemented “to help students who are struggling to learn to read or who are failing to read on grade level” (Gersten et al., 2008). “The underlying premise of RTI is that the instructions students receive, or have received previously, is not sufficient to meet the needs of the learner” (Mandel Morrow & Gambrell pg. 362). CCSS is used much more so to catch the United States up with other countries and has raised the expectations of students in many grade levels and upped what is expected for educators to teach their students every year in hopes this will start to close that gap. RTI is used more often to focus on the achievement gap that is taking place within schools between peers of the same grade level and helping to provide them with more focused and targeted instruction in the areas that it is required and for students specifically who are not responding to the Tier 1 instruction and in some cases the Tier 2 instruction as well.

3. Describe your professional background and how it influences project. In particular, share the following:
- a. Your goals for professional development
 - b. How is this project expanding your learning about differentiated instruction
 - c. How this project is connected to your past/present/future teaching

The biggest reason I picked this class to sign up for was because it immediately caught my attention simply by the name of the course. My entire life I grew up going to Haslett Public Schools where most students were high achieving and from the upper middle class with tons of support at home. It was also a predominantly white school with all resources easily accessible and funding that made accessing new materials quick and simple. I never thought twice about my classroom teachers adapting their instruction for different groups of kids because there were so many pullout programs that my elementary school teachers did not have to do much of the differentiating themselves. Now that I am working in the Lansing School District I have come to realize that there are some huge differences from where I grew up and my upbringing from those of my students. I love where I work and the population of students I have in my classroom and how different all of their backgrounds are. Our school has a few pullout programs but not enough or enough staff to handle the number of kids we have at such different places in their learning. We have a huge number of students who receive special education services and a large number of students who also receive ELL services throughout the school day. We also have ESL students who are too high for our ESL program but are still at a lower level than some of their grade level peers. I also have had students that are well above grade level and need an extra challenge. I felt this course and now this project is really going to help me start thinking about ways I can implement my differentiated instruction in a whole new and more meaningful way. I strive to be as effective and helpful to all my students learning as much as I possibly can be, but I feel my own personal education on this matter was only surface level in my undergrad program as focus was pushed more towards other aspects of teaching. I am also excited about the fact that we are working with two different focal students in this project because it gives me an opportunity to try out different methods for each of them. My second learner Brian has a very different background than Ralph (learner 1) as well as Brian is not an ESL student or a student who receives any extra literacy services at school. I picked Ralph because I wanted there to be differences besides just the age of my two students because while I know their grade/ability levels are very far apart, I see students within my 5th grade classes with differences in their literacy levels just as large as I do between Brian and Ralph and I am excited to see what different things I can do to aid both students learning and improve their skills different needs as literacy learners.

II. Home and Family

- 1. What are the age, grade level, and reading levels for your two focal learners?
- 2. What are relevant characteristics of the learners, including race/ethnicity, primary language and English proficiency, gender, disability status, supplementary or special education services and supports?
- 3. What are the literacy practices in the home? What is the amount of time spent reading? To what are the types and quantity of text that the learner has access? To what extent does the learner engage in text-based discussion/conversation in the home? What do the learners’ text-based discussions/conversations entail?
- 4. What is background of the parents/siblings with literacy? What types of assistance related to literacy do parents/siblings provide to the learner? How does parental modeling of reading and writing occur?

Learner #1 (Answer to the best of your ability based on the Language Portrait.)	Learner #2
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-Ralph is a 6 year old in kindergarten. Ralph's English proficiency level on his latest WIDA test was a 2. Ralph appears to have high listening comprehension and his oral fluency is a bit choppy but does a great job getting meaning across to who he is speaking to.

-Ralph is hispanic as his family moved to the United States from Mexico 12 years ago. His primary home language is Spanish, which most of his family tends to speak at home. However, Ralph prefers English. Ralph is a male and his English proficiency seems to be decent for his age level. Ralph is pulled out of his general education classroom daily for 30 minutes with a certified ESL teacher and his classroom teacher also completed licensure for working with ELL students.

-Ralph enjoys reading at school but at home he likes to play with his older brothers and play video games. His mom does turn them off the limit screen time but Ralph has figured out how to turn them back on.

-Ralph's dad is a construction worker but only speaks some English. One of Ralph's brothers is in 5th grade and the other attends a community college.

-Brian is 9 years old and will be going into the 4th grade after assessing Brian his reading level is right around the beginning of 3rd grade. Brian has very high fluency and decoding skills but need a little more work to deepen his reading comprehension. He can answer basic surface level questions but struggles with deeper level as well as summaries.

-Brian is a white male who speaks only English at home, as well as the rest of his family. He is also an only child but often times has cousins that stay at his home with him and they are only a few years older. Brian does not receive any special literacy or learning services at school.

-The only literacy practices that Brian has at home revolve around his school homework. These include, some reading and in previous years spelling words that he would look over and then practice spelling them. Brian told me that before the pandemic he participated in silent reading time at school about three days of the week for about 20 minutes each of those days. As for access to books Brian has many books at home, some include Dr. Seuss books, Captain Underpants, Dogman and Pout Pout Fish. At school Brian's classroom teacher also had a library in the room that students were always welcome to any of the books to borrow and read. Brian also told me they went to their school library about every two weeks and he almost always read the book he chose to check out! As for text based discussions and conversations at home, mom told me that they don't have them very often and usually only when she asks Brian about something he has been reading. He will also sometimes tell mom about what was happening in the book and occasionally get up to point out funny things that happen throughout the stories he is reading.

-As for Brian's parents in their literacy background, mom said that she has always struggled with some learning disabilities as well as ADD and that has really affected her and provided challenges to her reading and writing skills. However, mom informed me that dad is a very strong reader and writer. Brian and mom told me that he doesn't often see his parents doing much reading or writing but that sometimes when he goes to work with his mom at the restaurant she works in he sees her reading and writing on receipts of customers and for writing orders and directions. As for literacy assistance mom said that her and dad help occasionally but only if Brian asks for help on his homework but most of the time he finds it easy to do on his own.

III. Emotional Climate

1. How does the current classroom climate promote independence, cooperation, risk-taking, interest, and caring?

-When I talked with Brian about his current classroom situation he appeared to have very mixed feelings about the climate. He said the classroom itself is fine but he also has trouble enjoying it because the class next door seems to have many behavior problems and told me that the walls are thin so that he can hear them and it is distracting and takes away from his personal learning time. He also told me his own teacher often has to leave his classroom to go next door and help assist with some of the behaviors to get the class back to learning. Brian also told me in his 3rd grade classroom that he did a lot of group work and mom informed me that usually near the end of 3rd grade they start pushing the independent work in his school, but with the pandemic he didn't have as much opportunity to really experience independent work this school year. I learned that this year in school Brian felt very safe and welcomed in his classroom which gave him more confidence to speak up and share his ideas and take risks while participating in class. This was something Brian hasn't always had the same experience with because in previous grades he was often times bullied verbally and physically due to his smaller size. He told me that finally this past year he had a teacher who actually took care of the issues amongst students and made him feel safe in his classroom, but he still had issues when he wasn't in the room with his teacher.

2. What are the characteristics of the learner as they engage in literacy activities?

-When working with Brian he was very excited and engaged about everything we did together, even though we were doing a lot of assessment based activities. He did not appear nervous or anxious during our time together. He was very excited to share his ideas about what he was reading and asked questions the more excited that he became. He asked questions that connected with text information as well as when he did not understand something. Brian also told me that he likes working on his own at times but prefers much more so to work in groups with his peers. While Brian was very invested in the reading work we did together, I then told him we were going to do a little bit of writing and he seemed but less excited. However, once he started writing for me he stopped halfway through a sentence to inform me that he does in fact actually enjoy writing! Brian is a very curious and excited learner who you can easily tell wants to please everyone and get things right!

3. When does the learner express frustration or disinterest in reading? In writing?

-When I was working with Brian I did not experience any disinterest from him except for when I first mentioned writing and he just calmly said he did not truly enjoy it but then quickly changed his mind once he started going. I asked Brian's mom if she has ever noticed him expressing frustration or disinterest and she said that it is very rare to see him like that about any school related topics. I asked Brian if he ever got mad when reading and he told me only sometimes if there are words he doesn't know and then he has to ask or when a fan blows on the page he is reading and makes him lose his place! From talking with Brian it was very easy to tell he is much more engaged in reading and writing when the topic is of interest to him and he automatically gets excited when talking about books that he enjoys.

4. Is reading and/or rewarded in any way? If so, how and why?

-Brian has no form of reward system for reading and writing at home but at school there are a few different types of rewards he and his mom could remember him receiving. One reward Brian told me about was that if you are focused and working hard on your reading and writing time that his teacher would give those students a

piece of gum or candy. He was proud to announce that he has earned a piece of gum many times! Brian's mom also brought up ClassDojo that the entire school uses and that Brian would be rewarded points through there for reading and writing at times as well. How does the learner respond to issues of engagement or motivation?

5. Optional: Assessment to determine motivation and engagement and what it tells you about the learner.

<i>Respond based on Learner #2 only:</i>
For Brian I conducted parts of two of the different motivational surveys. I first went through the Elementary Reading Attitude Survey with Brian because I felt he would be more excited and interested in getting to use images of a cartoon character that he knew. While working through this survey I quickly learned about Brian’s favorite books, which include Captain Underpants and Dogman. He also told me that he has a decent interest in The Boxcar Children as well as Junie B. Jones. I learned that if Brian is going to read for enjoyment and in his free time it must be a book that he truly enjoys, otherwise his interest in reading is almost completely eliminated and he feels forced into it because he would much rather be enjoying his free time playing and doing activities he enjoys much more. When it came to more of an academic perspective for reading I learned that Brian would much rather talk and have a conversation about what he read with his class and peers instead of answer questions on worksheets. He also doesn't necessarily enjoy reading time in school but if the reading is about something he might enjoy and actually learn about that peaks his interest a bit. I also learned that Brian does not enjoy reading out loud in front of his peers and not because he feels that he is bad at it but it just makes him nervous as well as taking a reading test does the same as he never wants to disappoint. I also did parts of the Motivation to Read Profile with Brian as well and found out his perception of himself as a reader is very strong he answered he felt he was a very good reader and that his friends felt the same about him as well. He shared that him and many a couple of his friends were some of the higher readers in his class this past school year which boosted his confidence to share his ideas in class. While reading might not always be Brian’s favorite activity he knows what parts about it will bring him joy and excitement and has created a sense of confidence in his abilities in the area even if he still feels nervous reading aloud to his entire class! This will help me as I continue working with Brian to pick certain texts that I feel may relate to him and catch his interest with humor as that seems to be a big draw for him. I already started coming up with some book ideas I can use as I work with Brian over these next few weeks and they will hopefully help me not only engage him in what we are doing together but motivate him and get him interested in yet another new book series!

Part Two

IV. Literacy History

This is the learner’s chronological timeline of literacy milestones/events in school and life.

- 1. Brief literacy history
- 2. What kinds of literacy instruction has the learner been exposed to both currently and in the past? What were the results of the literacy instruction?
- 3. What particular instructional challenges do the learner, his/her instructional context, and his/her schooling history present?

<i>Learner #1</i>	<i>Learner #2</i>
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-Ralph is a 6 year old Kindergarten student. Ralph was born here in the United States as well as his 11 year old brother. The rest of Ralph's family including both his parents and oldest brother moved to the United States 12 years ago. Ralph's father speaks some English and works outside of the home while his mom stays home. The main language spoken at home is Spanish as dad only speaks some English. However, Ralph prefers to speak English at home instead of Spanish. Ralph has had a good literacy experience thus far as he enjoys reading and he appears to also enjoy school!

-During the school day Ralph is part of a pull out program where he sees a certified ESL teacher for 30 minutes every day. His classroom teacher has also recently completed licensure to work with ESL students, which will also aid in Ralph's learning. Ralph has some very awesome skills English skills in place for his age, but Ralph only has a WIDA score of 2 which means he still has a ways to go in his English acquisition.

*Below are the different questions I would be interested in asking Ralph's parents or past teachers as well as his current teacher and ESL teacher or Ralph himself.

-Why is it that Ralph (you) prefer to speak English at home, when the dominant home language is Spanish?

-What are some things that Ralph enjoys reading and writing about?

-How much English background did Ralph come into the classroom with already?

-What interventions do you put into place for Ralph in school besides going to the ESL classroom, or is that all?

-What activities and skills does Ralph work on in the ESL room?

-Are there any accommodations put into the general education classroom for Ralph?

-Where do you feel Ralph needs to most instructional support?

-How verbal is Ralph at school in the general education classroom, ESL classroom and during free times with his friends?

-When Brian was really young he had a lot of involvement from his grandma in helping him to acquire literacy knowledge very early. She worked with him on identifying letters and sounds as well as other common toddler interactions. Brian's grandma spent every day of the week watching him while his parents were both at work.

-Brian then started preschool at the age of 4 and adjusted quickly to the new life change and was ready and eager to learn. Very early into Brian's preschool experience he taught himself how to read. His mom told me he came home one day and read Green Eggs and Ham by Dr. Suess all by himself! Mom also told me that she felt Brian for the most part taught himself how to read.

-Brian's writing skills were a little slow to start as he tried writing with both hands. He also often times switched hands while attempting and learning both fine and large motor skills. Finally near the end of preschool Brian's teachers could start to see his right hand tended to have slightly more control than his left. This became his dominant writing hand. Brian still to this day uses both hands, like when he tumbles at his dance classes he is a lefty, but eats and writes with his right hand.

-All of Brian's early year teachers said that he picked up on new skills very quickly. On Brian's most recent report card he got very high marks in reading and writing but had made growth from the beginning of the school year. Brian has also always received the highest marks on his report cards for behavior. Brian was also in the highest reading group this school year in his classroom and passed the third grade reading test that was implemented this school year.

-While Brian has had a wonderful school career academically, I know it has not been the same socially. He made it very clear to me that this school year was the first time he really felt safe at school. Being worried about being in school as a young child and the thought of being bullied both physically and verbally can take a large toll on a child. In the classroom it can be really hard to focus and put your best effort forward when you have other things on your mind. While I also believe that Brian probably was one of the strongest readers in his classroom this school year, I also feel his is nt up to a 4th grade reading level yet when it comes to his reading comprehension. Brian is a very fluent reader and can decode and read very large words in a very quick manner. However, my concern is that Brian was bumped to these higher reading groups because of his strong fluency and his comprehension was glazed over. I feel

<p>-How verbal is Ralph at home?</p> <p>-It sounds to me like Ralph enjoys school, but Ralph and family can you tell me a little more about your school experience so far?</p>	<p>this is something that happens very often with fluent readers. They sound like great readers but their level of understanding of text is passed by. Brian has some surface level comprehension so he seems like he understands what the text is about, but if you dig just slightly deeper it was very easy to see gaps in his comprehension level. This flagged a concern for me as I was assessing him because this is something that if addressed now can help him in the long run. Otherwise the reading level of material he is given will keep getting more complicated and his comprehension will continue to fall behind. My hope is that with teaching him different comprehension strategies it will help bring his comprehension right up to level with his fluency so that they can go hand in hand. Brian is a very excited and eager learner so I feel helping him learn these new skills will be very beneficial and successful for him based around his drive to learn!</p>

V. Assessments Given and Summary of Results

- In this section, you will do the following:
- Name and briefly describe each assessment you administered. For Learner #1, this will just include the pre-assessments; for Learner #2, you should include both the pre- and post-assessments.
 - Explain the purpose of each assessment and why it was an appropriate assessment for what you were seeking to learn (i.e., what information does each assessment give you about each learner’s literacy abilities?).
 - Discuss what each assessment revealed about the learner’s literacy strengths and areas for growth.
 - Explain how this information informs your plans for instruction.

<i>Learner #1</i>	<i>Learner #2</i>
<p>-The first assessment that was given to Ralph was one that focused on his oral fluency. Ralph was asked to identify things happening to a picture and respond to questions in a similar way. When watching Ralph do this it was quickly apparent to me that his listening comprehension is very high in understanding what is being asked of him as well as explained to him. As Ralph was asked to name the different rooms in the school building or identify what was happening in the first picture it became pretty clear that Ralph was missing some vocabulary. While he knew what many of the rooms were and why they were located in a school he wasn’t able to come up with their “proper” names. I also noticed that when Ralph speaks it is a little choppy. I</p>	<p>-The first assessment that I gave to Brian was a Level 2 QRI which he scored in all areas in the independent level. So from there I increased to a Level 3 QRI where Brian scored in the instructional level. His fluency for this passage was very high as he read 119 words per minute. Brian’s accuracy was decent as many of the errors or miscues he made were not meaning changing and the omission of small words. The last thing that I learned from Brian’s QRI is that his comprehension was okay but there were still many important elements that he could not recall when I asked him both implicit and explicit questions. He also does not appear to have much experience with story retelling and summaries. When I asked for him to give me a summary or tell me</p>

couldn't tell from this specific video if it was just due to Ralph being nervous or if when he speaks his sentences and thoughts tend to be choppy normally. Something I am interested in looking at more.

-The second assessment that was given to Ralph was a running record around his general reading skills. This included similar things as the QRI I used to assess Brian. I was able to check Ralph's accuracy, fluency and his basic reading comprehension skills. The first thing I would like to point out is that Ralph has very strong accuracy of reading the passage at a Kindergarten level. The only thing I noticed that was off with Ralph's accuracy of his reading was he omitted a lot of the plural ending of the plural words. For example, when he read the word looks, he read look. Ralph also had a very decent level of comprehension about what he had read. He had a few minor mistakes in his responses but none that concerned me that he wasn't understanding the book. One red flag that really stood out to me was Ralph's fluency. His reading was very choppy and reminded me a bit of his oral speaking language. He reads word by word with random expressions thrown in often near the last word of every sentence. This is something I believe I would like to work on with Ralph and address. While I always say being a fast reader isn't the most important thing, as long as you are understanding what you are reading, it would help to make his life easier to work through this skill now and make his reading flow with a better pace and rhythm.

-The last thing that was assessed for Ralph was his writing with a quick writing sample. Ralph was asked to take words and punctuation for a sentence and label them in the order they should be written in the sentence. Ralph did this with no issue and showed he understood the structure of a basic sentence. However, when Ralph went to write the sentence he left out the word "to" which then made his sentence have the incorrect form of the word rain. While his sentence wasn't technically correct, based on the fact he was able to label the order of the words prior leads me to believe he accidentally left out the word two when he went to create the sentence, not because he was lacking the skill set that it belonged there, but just as a silly mistake. I also took a look at Ralph's picture to go with his sentence and he has drawn a cloud with rain coming down which shows that he understands the sentence he just wrote as well. Leading to my earlier belief that he has a decent comprehension level because he drew what the sentence was describing.

even everything he could remember from the story he would just tell me 2-3 small parts and that was all with no chronological order involved either. When asked the comprehension questions after the text he was able to recall more information than he could originally from the summary but needed the questions to jog his memory. I started my assessment of Brian using the QRI because I felt it would give me a good base and starting point and from there I could look into other assessments based on the results that I found from hearing him read, as well as trying the different comprehension aspects of the assessment. Brian also has very strong background knowledge and could make connections easily to the pre-reading questions.

-From here I had Brian take a bit of a Brain break as we worked through the motivation assessment. I started with the questions that had the images of Garfield and he got incredibly excited recognizing the character and using Garfield's expression to represent his own feelings. I also worked in parts of the Motivation to Read Profile as well because he is going into 4th grade and I felt some of those questions that were different from the other assessment would give me a little more insight about Brian. From both of these assessments I quickly learned about Brian's favorite books, which include Captain Underpants and Dogman. He also told me that he has a decent interest in The Boxcar Children as well as Junie B. Jones. I learned that if Brian is going to read for enjoyment and in his free time it must be a book that he truly enjoys, otherwise his interest in reading is almost completely eliminated and he feels forced into it because he would much rather be enjoying his free time playing and doing activities he enjoys much more. When it came to more of an academic perspective for reading I learned that Brian would much rather talk and have a conversation about what he read with his class and peers instead of answer questions on worksheets. He also doesn't necessarily enjoy reading time in school but if the reading is about something he might enjoy and actually learn about that peaks his interest a bit. I also learned that Brian does not enjoy reading out loud in front of his peers and not because he feels that he is bad at it but it just makes him nervous as well as taking a reading test does the same as he never wants to disappoint. From the parts of the Motivation to Read Profile I found out his perception of himself as a reader is very strong. He answered he felt he was a very good reader and that his friends felt the same about him as well. He shared that him and many a couple of his friends were some of the higher readers in his class this past school year which boosted his confidence to share his ideas in class. While reading might not always be Brian's favorite activity he knows what parts about it will bring him joy and excitement and has created a sense of confidence in his abilities in the area even if he still feels nervous reading aloud to his entire class! This will help me as I continue working with

	<p>Brian to pick certain texts that I feel may relate to him and catch his interest with humor as that seems to be a big draw for him. I already started coming up with some book ideas I can use as I work with Brian over these next few weeks and they will hopefully help me not only engage him in what we are doing together but motivate him and get him interested in yet another new book series!</p> <p>-From here Brian was still engaged and excited about working so I had him try a word list assessment and started at the pre-primer level and had him read and identify the words he could to me. He worked through the lower levels incredibly easily and quickly. I would say Brian is right around reading words at the 5th-6th grade level which is incredibly high as he is going into the 4th grade this coming fall. Brian wanted too continue reading the words even though I told him he could stop. I was impressed by Brian's ability to identify words at much higher grade levels and easily read the word, immunodeficiency, without hesitation. However, many of these much more advanced words that he was identifying he did not know their meanings. I learned that Brian has excellent decoding strategies so reading words is not an issue for him. This is something I wanted to look at when I realized his reading fluency and comprehension did not match up quite right. I am glad I caught this because many times students in this type of situation get placed into higher reading groups and are considered phenomenal readers because they sound like good readers, but the comprehension piece isn't lining up, so while the reading sounds good they are not understanding and taking in as much of the text as they should be at their age and level.</p> <p>-While I had pretty much made up my mind about focusing on comprehension strategies with Brian for our lessons and the skill that needs most targeted practice, I still did collect a writing sample from him. When I walked into his house he was all excited to tell me about spending the day with one of his friends and going tubing. So when it came time to write I told him he could write about that and it got him somewhat interested. At first he told me he didn't like writing but once he got going he paused mid-sentence to let me know that he actually does enjoy writing. I have included a picture of his writing sample below.</p>
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One Thursday I went tubing
with my friends one of my
friends made the boat go
as fast as it could after
that I went to my friends
house to ~~have~~ have a sleep
over we played with pop it's
~~launch~~ ~~rocket~~ ~~copters~~
rocket copters I got hit by one
it

-Post-Assessment:

-For the post assessments that I did with Brian, I started off with another QRI, but one that he had not yet seen before. This time I had Brian attempt a level 3 QRI to start, which he did not pass originally in the pre-assessment based off his comprehension. However, this time again, his reading fluency and word recognition was very high, as I expected based off his past reading with me. In the post assessment however, he did a much better job retelling the story and giving important details and characters that were involved as well as events. He left much of this out in the original assessment. Brian also was able to answer the comprehension questions after the reading, both the implicit and explicit questions with great ease! Brian was able to read this level three text at about 95 words per minute and easily scored in the independent level for his comprehension and his retelling of the story. I was incredibly impressed with how much of the story he was able to retell to me considering previously on this level of QRI in his pre-assessment that he could only retell me a sentence or two. Brian also only missed one of the comprehension questions on this text as well when in the pre-assessment he missed three questions. There were still a few details that he did not seem to have a clear understanding of in the post-assessment QRI, but they did not impact his ability to understand the story and what it was about and in the pre-assessment his misunderstandings or pieces that he didn't fully comprehend did affect his interpretations of the content he had read. Brian's fluency was a little lower in this passage, but not to a point that concerned me. He still was able to read with expression, especially when he encountered question marks, he went back to reread that sentence and changed his pitch to read the sentence like a question, which

	<p>showed me he understands that process in his reading as well, which is something we did not come across in the pre-assessment. This helped me gain even more insight to Brian as a reader, even though it was the post-assessment but can help guide me further as to what areas he excels at and where he still might need more growth in the future.</p> <p>-The other post assessment I used on Brian was having him create a visualization after reading a small chapter in the book, Because of Winn-Dixie. This comprehension strategy was one we focused on to help Brian create images of what was happening during the reading in his head in hopes to aid his understanding and ability to remember more details about the reading as he seemed to struggle with this in the pre-assessment. Brian did a wonderful job with his visualization drawing of the scene taking place in the first chapter of the book. After he was done creating his drawing, I then asked him to explain it to me and he was very excited and could point out very specific elements about what he had read and how he showed them in his drawing, even adding details from the story that he did not necessarily add to the drawing itself. This helped me see that Brian really took hold of and understood the visualization strategy for comprehension.</p>

VI. Lesson Plan Matrices

Directions: Use the following table format to insert the overview of your lesson plan. (Note: You will insert your full lessons plans along with any materials, assessments, etc. you used in the Appendix portion listed in Part 3. The purpose of this is provide a brief overview for your instructor and colleagues to provide feedback on your general plan.)

Learner #1:

<i>Lesson</i>	<i>Objective (include performance, conditions, and criterion. State the Common Core State Standard at the end of each objective.</i>	<i>Instructional materials (what will you use to deliver the main objectives of the lesson)</i>	<i>Ongoing assessment (to measure attainment of objectives)</i>
<i>Lesson #1</i> Pre-Assessments	-Oral Language: To hear students vocabulary level and oral language processing. Not only listening comprehension, but spoken fluency as	-Oral Language Samples -Drinking Fountain -School Rooms	These were actual pre-assessments given to Ralph to help identify areas he was strong and areas where he might need more instructional

<p>Focus: Understanding students strengths and areas of improvement in literacy areas. Date: 7/13/20</p>	<p>well.</p> <p>-Running Record: To get a sense of students reading fluency and reading comprehension.</p> <p>-Writing Sample: Give a general basis of students writing skills and abilities.</p> <p>CCSS - Writing Standards - Grade: Kindergarten.3 - Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p> <p>CCSS - Reading Standards for Literature - Grade: Kindergarten.1 - With prompting and support, ask and answer questions about key details in a text.</p> <p>CCSS - Reading Standards Foundational - Grade: Kindergarten.4 - . Read emergent-reader texts with purpose and understanding.</p> <p>CCSS - Speaking and Listening - Grade: Kindergarten.4 - Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>CCSS - Speaking and Listening - Grade: Kindergarten.6 - Speak audibly and express thoughts, feelings, and ideas clearly.</p>	<p>-Running Record - Level K -Jen and Max Build a House</p> <p>-Writing Sample -Rain</p>	<p>support. Ralph's decoding skills are high as well as his listening and reading comprehension. Ralph also understands sentence structure at his grade level. My biggest concern for Ralph after the pre-assessment stage is his oral and reading fluency. Reading Fluency will be my area of focus for Ralph throughout the lessons I do with him.</p>
<p><i>Lesson #2</i> Reading Fluency</p> <p>Focus:</p>	<p>-Student will be able to read short phrases fluidly</p> <p>-Student will be able to follow poem phrasing</p> <p>-Student will be able to echo read accurately</p>	<p>-We Play - Poem -Cloud - Poem</p> <p>-Phrase strips</p>	<p>-As student is working I will be able to listen to students echo reading to hear student picking up on how fluency and reading should be sounding.</p> <p>-From here I will practice a swooping method of</p>

<p>Poems and Phrase Practice</p> <p>Date: TBD</p>	<p>-Student will be able to choral read fluently</p> <p>CCSS - Reading Standards Literature - Grade: Kindergarten.10 - Actively engage in group reading activities with purpose and understanding.</p> <p>CCSS - Reading Standards Foundational - Grade: Kindergarten.4 - . Read emergent-reader texts with purpose and understanding.</p> <p>CCSS - Speaking and Listening - Grade: Kindergarten.6 - Speak audibly and express thoughts, feelings, and ideas clearly.</p>	<p>-Pencil</p> <p>-Highlighter</p>	<p>group words to read together without pause. Student and I will swoop word phrases together in poems.</p> <p>-I will model for student how this will work. Then work through echo and choral reading with student using swooping to help guide our reading.</p> <p>-I will have student read poems on his own at the end of the lesson and be able to listen and hear if progress is being made towards students fluency ability.</p>
<p><i>Lesson #3</i></p> <p>Post Assessment</p> <p>Focus: Reading Fluency</p> <p>Date: TBD</p>	<p>-Running Record: Check students' fluency after targeted lessons in this area.</p> <p>-Poem Reading: Check fluency in different genre where targeted practice took place.</p> <p>CCSS - Reading Standards Foundational - Grade: Kindergarten.4 - . Read emergent-reader texts with purpose and understanding.</p> <p>CCSS - Speaking and Listening - Grade: Kindergarten.6 - Speak audibly and express thoughts, feelings, and ideas clearly.</p>	<p>-Running Record - Level Kindergarten</p> <p>-Poem Reading at Kindergarten Level</p>	<p>-The two reading fluency assessments will be legitimate assessments taking place during this lesson time to see if focused lessons on reading fluency were beneficial to student or if more strategies and practice will be needed.</p> <p>-These two different assessments will help me see that if the targets practice in the genre of poetry was only beneficial to the genre of poetry or if the lesson also aided in students progress towards reading fluency overall.</p>

Learner #2:

Lesson	Objective (include performance, conditions, and criterion. State the Common Core State Standard 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><i>Lesson #1</i> Pre-Assessments Focus: Understanding students strengths and areas of improvement in literacy areas.</p> <p>Date: 7/12/20</p>	<p>QRI Objective - To assess students comprehension level, as well as fluency skills.</p> <p>Word Assessment - To assess students word knowledge and decoding skills.</p> <p>Motivation Surveys - To help get a better idea of who student is as a reader and writer and their interests levels. As well as how student views themself in these areas.</p> <p>Writing Sample - To assess and get an idea where student is with their understanding of writing, sentence structure, spelling, idea formulation, etc.</p> <p>CCSS - Reading Standards for Literature - Grade 4.10 - By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>CCSS - Writing Standards - Grade 4.3 - Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>	<p>-QRI Reading assessment - Level 2 and 3 -Level 2 - Seasons -Level 3 - Where Do People Live</p> <p>-Student Word Reading Assessment</p> <p>-Garfield Reading Motivation Survey</p> <p>-Motivation to Read Profile</p> <p>-Free Write Writing Sample</p>	<p>-These were the first assessments given to the student. It gave me an idea of where his reading comprehension is, which was about a beginning of 3rd grade level. His fluency however and word recognition skills were much higher. I was given ideas as to what motivates Brian and that he views reading as important and fun, but his enjoyment level is based around the things he enjoys. I also feel that Brian has a good base to his writing skills. There is area for improvements in a couple areas but the area I felt from my assessments that I want to keep an eye on with him and work on is his comprehension level of texts. That is where I would start and then move on to working on the skill of summarizing with him as well. These will be ongoing assessments that are taking place in the following lessons.</p>
<p><i>Lesson #2</i> Reading Comprehension Focus: Visualizations</p>	<p>Student will be able to read sections of a story and then draw visualizations to help aid in comprehension of the story.</p> <p>Student will be able to accurately create/draw</p>	<p>-The Last Kids on Earth Novel -Because of Winn-Dixie Novel</p> <p>-Paper</p>	<p>-Each time I have student pauses to draw visualization of the text I will be able to assess his understanding by the details and elements he includes.</p>

<p>Date: TBD</p>	<p>visualizations based off the reading.</p> <p>Student will be able to easily retell sections of the story after reading by forming visualizations in their head while reading.</p> <p>CCSS - Reading Standards for Literature - Grade 4.10 - By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>CCSS - Reading Standards Foundational - Grade 4 - 4.a - Read grade-level text with purpose and understanding.</p>	<p>-Drawing supplies</p> <p>-Pencil</p>	<p>-I will also have student try retelling portions of the text after physically practicing drawing his visualizations out. When student reads to create the visualization in his head and then retells the events to me from the story I will know by what details and ideas he includes that his comprehension was aided by the visualization skill or if more practice is still needed.</p>
<p><i>Lesson #3</i></p> <p>Post-Assessment</p> <p>Focus: Comprehension</p> <p>Date: TBD</p>	<p>-QRI Objective: To assess students comprehension level with sole focus on comprehension as student can produce fluent reading at these levels.</p> <p>-Visualization: Looking for student to be able to create a well detailed visualization based off reading to include important elements of reading section to show understanding visually.</p> <p>CCSS - Reading Standards Foundational - Grade 4 - 4.a - Read grade-level text with purpose and understanding.</p> <p>CCSS - Reading Standards for Literature - Grade 4.10 - By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>-QRI Reading Assessment - Level 3 and 4</p> <p>-Level 3 - A Special Birthday for Rosa</p> <p>-Level 4 - Amelia Earhart</p> <p>-Visualization Drawing</p> <p>-Paper</p> <p>-Novel (will base off students interest on novel options for lesson 2)</p> <p>-Drawing Supplies</p> <p>-Pencil</p>	<p>-The visualization and QRI will be legitimate assessments taking place during this lesson time to see if focused lessons on reading comprehension was beneficial to student or if more strategies and practice will be needed.</p>

Part Three

VII. Reflection

The educator needs to reflect how his/her knowledge of basic literacy concepts and theories, suggested causes of literacy difficulties, types of assessments, assessment procedures and instructional interventions provided the basis for making professional decisions related to the child’s instruction.

Simply put, it is not enough to tell what you believe or think (e.g., “John improved how well he sounded out words,” “Sandy had a lot of trouble with isolating sounds at the beginning of words before I worked with her,” “I think this lesson helped Kevin read text more fluently”); every statement that makes a claim about your literacy assessment, your teaching, or the learner’s performance MUST be supported by data that can be viewed (by referring to your artifacts) and interpreted by an impartial reader.

Here are some guiding questions:

- 1. What did you do during your lessons with Learner #2? Provide a brief overview of your lessons.
- 2. Did your literacy instruction make a meaningful contribution to the Learner #2’s overall literacy progress? How do you know? What evidence do you have that Learner #2 achieved your instructional goals?
- 3. What did you do to support Learner #2’s success during the lesson and why? Were your efforts beneficial? Why or why not? Some particular elements you might want to address include: (a) your teaching method (e.g., direct instruction, strategy instruction, reciprocal teaching, peer-mediated learning) and justification for it; (b) use of modeling, cues, prompts, teaching aids, and feedback; and (c) techniques for promoting generalization and maintenance, such as performance summary and branching to future lessons.
- 4. What were the critical moments or choices made during instruction that impacted the direction of the lesson?
- 5. If you were given another opportunity to teach this lesson with Learner #2, what changes would you make and why? Some particular elements you might want to address include: (a) your behavior management; (b) tactics to promote active participation and interest; (c) lesson pacing and transitions; (d) effectiveness of teaching procedures and materials; and (e) usefulness of the assessment data collected.
- 6. In what ways could literacy instruction for Learner #2 be more developmentally appropriate and responsive to his/her unique needs?
- 7. What aspects of your literacy lessons demonstrate your use of newly learned techniques to provide effective literacy instruction?

Reflection:
<p>-For my lesson with Brian I started out by talking to him about what a visualization was. We talked about creating pictures in our heads as we read, like making a movie in our heads with our imagination while reading a story. We also reviewed the 5 senses and that we can use them while we are creating a visualization in our heads.</p> <p>-Next I read a small section of the story, The Last Kids on Earth aloud to Brian and created a visualization of my own and showing him what expectations I had and what I was looking for. I chose this book specifically because I felt it would appeal to Brian’s interests based on my pre-assessments and learning about the types of books he enjoys reading. I also learned from my pre-assessment that he engages more in texts he enjoys so I tried hard to find a new book that would appeal to him. I talked about what I was drawing and why I was drawing about it. This was much like a think aloud, but did my drawing as well while thinking aloud with him. I talked about things I might smell as I was</p>

drawing them as well as restating specific sentences and ideas that I remembered from when I read the story as I drew them and explained what I was drawing was what I saw in my mind as I was doing so.

-From here I read another small chunk of the story aloud to Brian and told him that while I was reading that I wanted him to focus on what I was reading and trying to create a picture in his head. When I finished reading I gave Brian some paper and colored pencils and let him illustrate the image he had created in his head. I knew his listening comprehension was high based on the pre-assessments that I gave him. I thought this would be a good way to scaffold the assignment and slowly transfer the responsibilities of this skill from myself to him. Brian created a great illustration that he could easily explain to me what he drew and why.

-I then handed Brian the book and had him read me approximately a page and a half of the story. I reminded him before reading that he should be trying to create that visualization in his mind while he was doing the reading himself. The book seemed to be a pretty good level for Brian and I only assisted once or twice for words that he questioned his pronunciation on. When he finished reading I again had him create an illustration based on his reading this time. Again he was able to create an illustration that was well detailed. When he was finished I followed up by asking him to explain to me what he drew and then what in the story had him drawing these specific things that he pointed out to me. Brian covered many of the main ideas in the text as well as the important characters and setting. Hearing his ability to recall information from the text that led him to create his drawings in the way that he did was very insightful to see that he was actively engaging with the reading and creating that picture in his mind while doing so.

-For the post-assessment I had Brian start with a QRI reading assessment at Level 3. The first time I gave Brian a level 3 QRI he scored within the very low end of the instructional level based on his comprehension of the story and was nearing frustration. His ability to retell the story was also very limited as he could only recount about 5 of the details during his retelling. In the post assessment on a different level 3 QRI he was able to give me 17 specific parts of the retelling in the correct order as they happened, when in his pre-assessment they were disorganized and in a random order. On the post assessment Brian scored at the high end of the instructional level with a 6.5, with scoring an 8 to be the independent level. This information gave me insight that Brian took in strategies of visualization and it aided to his comprehension to see improvement. While his level still isn't perfect or to grade level, he is making growth in the comprehension area as he is learning new strategies to help him understand what he is reading more in depth. I think for Brian, continuing to practice reading with comprehension strategies implemented would be very beneficial to continuing his growth. I think practicing and introducing him to the many different comprehension strategies would be very beneficial for him and help him to keep moving closer to grade level. He is very close to reading on level, but I think this continued practice would help him reach it and stay on track as texts become more difficult.

-The final thing I had Brian do was one more visualization for my assessment of his ability on this skill on its own. I picked another book I thought would appeal to Brian. He has a dog named Snowball that he loves dearly and often talks about. So I chose the story, *Because of Winn-Dixie*. Brian read me the first chapter of this book, which was about 5 pages long. Brian then created the illustration that is included in the appendix and went through and described to me what he had drawn and why. I also had him explain specific details that he added and what in the story led him to do this.

-If I were to teach this lesson again, one thing that I would do is focus more closely on using his 5 senses as well while he is creating his visualization. I would have him go back and try to label at least 3 out of the 5 senses that he was able to pull from while creating his drawing as well. However, I felt that just creating the visualization was a great place for him to start and then I could go on to implement the 5 senses in a second and follow up lesson to visualizations. This way I could add the review of the 5 senses as an intro to the second lesson and then he could focus more in on using them in his visualization skill.

VIII. Recommendations to Teachers and Parents/Guardians

You will write two sets of recommendations for both learners. First, you will write your recommendations for teachers in a narrative report form. Second, you will write a no longer than one-page recommendation letter to the parents/caregivers of the child (DO NOT SHARE THIS WITH ANYONE – these recommendations are for the purpose of our course and this project only).

For each recommendation include the following:

- *Goal/focus of lesson:* Please discuss what your goal and/or focus was for the series of lessons that you taught to your learner. This should align with the goal that you indicated on your lesson plan matrix. You will want to explain to the teacher and parents what you worked on with their child during your time with them.
- *Learner's's strengths and areas of improvement:* Share the learner's current strengths and areas of improvement. You can reference your pre & post assessments. Hopefully, you will be able to report that you saw progress towards improvement in the area that you taught. If not, you might indicate thoughts as to why might have hindered progress.
- *Ideas for follow-up instruction, intervention, assessment, etc.:* What might you propose as next steps for the teacher to do? What next steps should the parents do with the learner? These suggestions can be in the way of instructional lessons or activities, types of assessments to perform, or even interventions that might be appropriate to try.
- *Specific text recommendations:* You will want to recommend books for the teachers and parents to use with the learners. Are there particular books or topics that seem to motivate the learner? Would there be specific texts that they should use to practice certain skills?

	Learner #1	Learner #2
For teachers	<p>Ralph has been a joy to work with and a child who has the desire to learn and please others. With his short experience with the English language he has made great gains in his comprehension both listening and reading at his age appropriate level. In my time with Ralph I spent a lot of time focusing on his reading fluency to help him with his rhythm and pace as he reads. Ralph's spoken language in English resembles his reading with hesitations and pauses while reading, when there is not punctuation to indicate so. This is an area that I feel should continued to be addressed with Ralph so that he can improve in his fluency before texts continue to get more difficult as he progresses through his years of schooling. One other area that I feel would be important to look into for Ralph and practice is his reading with words ending in the suffix -s. Often times when reading the plural form of the word is left off. While this does not seem to impede his understanding of the text, it would be another good step of something to address with Ralph in his continuation of learning.</p>	<p>Brian is a wonderful, fun loving and hardworking student. He is very excited about any learning opportunities that are given to him and he will do his absolute best work. He loves personal relationships and cares for everyone greatly and just wants to please all those around him and succeed in everything he does. Brian is a very fluent reader and is excellent at decoding new words that he comes across. It is clear he has a toolbox of strategies to help him with his reading abilities. While Brian is a wonderful little reader, it is easy to miss that he sometimes struggles with his full understanding of texts and is an area that he would greatly benefit from more instruction and strategies to help him do so. In Brian's pre-assessment he struggled with giving me a full retelling of the story and left out important elements that caught my attention first. He then scored in the frustration level with the responses to his comprehension questions initially. Brian and I worked on the comprehension strategy of visualization and I saw wonderful things from his efforts in this area and how it aided to his comprehension of texts. I chose books that I thought Brian would enjoy. He enjoys books like, Captain Underpants and Dogman. So I chose two stories that had similarities to these to try and expand his reading interests and show him new context. I</p>

		<p>chose to use the stories, The Last Kids on Earth and Because of Winn-Dixie. He was able to recount many more details from a text and respond appropriately and more in depth to comprehension questions on a post assessment I gave to him after our practice with making visualizations in his head and on paper. I feel going forward continuing to develop more comprehension strategies for Brian will continue his growth. As a next step I also feel that helping Brian with retelling of texts that he reads would be another area to focus in on. He did make progress in this area after our lessons together, but something that I believe will also aid to his comprehension and understanding at a deeper level.</p>
<p><i>For parents or caregivers</i></p>	<p>Dear Parent/Guardians,</p> <p>I would like to start by saying how much I have enjoyed getting to know and working with Ralph. I love hearing his stories about the video games he plays and the time he spends with his older brothers. Ralph has such a positive attitude and mindset and is always willing to work hard and ask questions about all that he is learning.</p> <p>Over the past few weeks I have spent time working with Ralph in the subject area of reading. Through reading with Ralph I have assessed that he is doing very well decoding words at his grade level, as well as understanding the different texts that he reads. I noticed during reading time with Ralph that when he reads his pace and rhythm seem to interrupt his ability to read with a smooth pace. This is something I chose to focus on with Ralph by trying different co-reading activities. One thing Ralph seemed to truly enjoy was reading poems together as poetry often times has a specific rhythm to it, that helps young readers develop the a better understanding of how to phrase sentences.</p> <p>I saw some wonderful growth for Ralph in this area during the time we were working together and am excited to continue working towards his mastery of this skill together. Some things that would be helpful to him to implement at home are different fluency techniques. A few things that you could do with Ralph, or his older brothers could do as well are, Echo-reading where you read a line and then Ralph rereads it after. Also having Ralph read right along with you so that he can work on keeping the same pace as</p>	<p>Dear Parent/Guardians,</p> <p>Working with Brian over these last few weeks has brought me great joy! He has the biggest heart and is so driven to work hard and get better at everything that he does. I have loved getting to see Brian in his home environment and learn more about what is the most important to him and the things he enjoys! Especially his excitement for the swimming pool in the backyard! I can see Brian's personality greatly shine through his school work and everything he does!</p> <p>When reading with Brian I was stunned by his ability to read difficult words and problem solve through new words he has never seen. I love that when he reads a new word and is unsure of its meaning, he doesn't hesitate to ask! Brian reads with a great pace and fluency at his grade level and I can tell will continue to develop these wonderful skills he has already learned. I took a lot of time to focus on his comprehension or understanding of the texts he reads. Brian could always give me some good information about the story, but I wanted to help him to develop an even deeper understanding of the texts he reads. Brian and I spent time working on comprehension reading strategies such as drawing pictures of what he read and then having a discussion about what he has drawn and why. Brian made good progress throughout our time together by increasing his comprehension and moving towards a higher instructional level in his reading.</p> <p>I would love for Brian to continue working on his comprehension as he reads. I know Brian has many books at home he enjoys, such as Dogman</p>

	<p>you as you read. This may be fun for him to do in Spanish as well!</p> <p>If you have any questions please feel free to reach out! I truly appreciate your support and look forward to working more with Ralph this year!</p> <p>~Ms. Romsek</p>	<p>and Captain Underpants. I think it would be very beneficial for Brian to read at home and then talk with you about what he has just read to help reinforce his understanding. I know at home Brian loves having conversations and spending time with family, so I feel this would be an enjoyable and educational experience for him!</p> <p>Please reach out if you have any questions and I look forward to working more with Brian and you family as well!</p> <p>~Ms. Romsek</p>
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IX. Appendices of work
Directions: Include lesson plans, all assessments given (both pre- and post-assessments), any and all learner work and examples. Please take a photo of each artifact and insert them below. Please make sure they are labeled appropriately (according to APA style).

Pre-Assessments:

QRI - Level 3

Level: Three

Expository

Concept Questions

What does "getting to work" mean to you? (1: someone traveling to their job; 2: driving to their job taking a bus to their job or taking the subway/underground to their job; 3: working)

Getting ready, dressed, shower going to your job (3-2-1-0)

What does "life in the country" mean to you? (1: living on a farm raising large animals/growing crops; 2: having a barn; riding a bus to school; 3: living in a big house)

Corn, pumpkins, farm veggies, fruits, farm animals (3-2-1-0)

What do farm animals eat? (Note: no definition is possible, so no 3-point scores; 2: mainly corn; 1: food)

Corn, hay, carrots, veggies, fruits (3-2-1-0)

What does "living in the suburbs" mean to you? (1: living near the city but not in it; 2: driving places; 3: lots of people)

don't know what the suburbs are. (3-2-1-0)

Score: 7/12 = 58% FAM > 55% UNFAM

"Where Do People Live?"

People live in different places. Some people live in a city. Others live in the country. Still other people live between the city and the country.

Level 3

Where Do People Live? 227

Level: Three

Expository

Country- farmers
City- lots of schools factories, buildings, zoos, museum
Suburbs- right by their jobs
Curious about where he lives - Suburb or city

Number of Total Misuses (Total Accuracy) 100%
Number of Meaning-Change Misuses (Total Acceptability) 100%

Total Accuracy
0-6 misuses Independent 0-6 misuses
7-28 misuses Instructional 7-14 misuses
29+ misuses Frustration 15+ misuses

Rate: 279 x 60 = 16,740 seconds WPM
Correct WPM: (279 - errors) x 60 = WCPM

Oral Reading Proficiency Scale

Directions: Please circle the number below that best represents the student's 3 minute oral reading of this passage:

4	3	2	1
Reads primarily in larger, meaningful phrase groups. Some or most of the story is read with expression.	Reads primarily in three- or four-word phrases with some three- word groupings. Little or no expressive interpretation is present.	Reads primarily in two-word phrases with occasional two-word or three-word phrases.	Reads primarily word-by-word with occasional two-word or three-word phrases.

Retelling Scoring Sheet for "Where Do People Live?"

Main Idea
People live in different places.

Details
Some people live in the city.
Others live in the country.
Others live in the suburbs.

Main Idea
People live in the city to be near their jobs.

Level 3

Where Do People Live? 228

Level: Three

Expository

Why do people live in the city?
Explicit: to be near their jobs
Implicit: a lot of jobs to do

Why do people want to live close to their jobs?
Implicit: so they don't have to drive far to work; or so they don't have to get up so early to go to work
So they don't run out of gas

Why would someone who isn't a farmer like to live in the country?
Implicit: they like the quiet life; they like to fish or take walks; or they don't like noise, crowds, etc.
don't like living next to a lot of neighbors

What is one thing that the passage says you can do in the country besides farm?
Explicit: take walks; or fish
fishing, take a path along the woods

What crop would be planted by farmers who raise animals?
Implicit: grain
grain

How do the city and suburbs differ?
Explicit: the suburbs are less crowded than the city or quieter
don't remember

According to the passage, why do people choose different places to live?
Explicit: it depends on what they like most or told all reasons why

Level 3

Where Do People Live? 229

Elementary Reading Attitude Survey

School Sheridan Grade 4 Name Brian

Please circle the picture that describes how you feel when you read a book.

1. How do you feel when you read a book on a rainy Saturday?

2. How do you feel when you read a book in school during free time?

3. How do you feel about reading for fun at home?

4. How do you feel about getting a book for a present?

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Survey designed by Dennis J. Kear, Wichita State University

Captain Underpants or Dogman

Please circle the picture that describes how you feel when you read a book.

5. How do you feel about spending free time reading a book?

6. How do you feel about starting a new book?

7. How do you feel about reading during summer vacation?

8. How do you feel about reading instead of playing?

Page 2

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Only if it's interesting

Please circle the picture that describes how you feel when you read a book.

9. How do you feel about going to a bookstore?

10. How do you feel about reading different kinds of books?

11. How do you feel when a teacher asks you questions about what you read?

12. How do you feel about reading workbook pages and worksheets?

Page 3

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Please circle the picture that describes how you feel when you read a book.

13. How do you feel about reading in school?

14. How do you feel about reading your school books?

15. How do you feel about learning from a book?

16. How do you feel when it's time for reading in class?

Page 4

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Please circle the picture that describes how you feel when you read a book.

17. How do you feel about stories you read in reading class?

18. How do you feel when you read out loud in class?

19. How do you feel about using a dictionary?

20. How do you feel about taking a reading test?

Page 5

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Only if I like it
Memos
really hard to find stuff

Figure 3
Motivation to Read Profile (cont'd.)

3. Why was this book (or article) important to you?

C. Emphasis: General reading

1. Did you read anything at home yesterday? NO What?

2. Do you have any books at school (in your desk/storage area/locker/book bag) today that you are reading? NO Tell me about them.

3. Tell me about your favorite author.
Dave Pilkey - funny!

4. What do you think you have to learn to be a better reader?
books about animals, trees, sky, space

5. Do you know about any books right now that you'd like to read? Tell me about them.
Captain Underpants - funny. He lives in his underpants

6. How did you find out about these books?
2nd grade teacher

7. What are some things that get you really excited about reading books?
When it's about something I like Dr. Seuss
about children. Junie B. Jones
Tell me about...

8. Who gets you really interested and excited about reading books?
3rd grade teacher & 2nd
Tell me more about what they do.
Talking about books in an interesting way

Figure 2
Motivation to Read Profile

Name Brian Reading survey Date

Sample 1: I am in
☐ Second grade ☐ Fifth grade
☐ Third grade ☐ Sixth grade
☒ Fourth grade

Sample 2: I am a
☒ boy
☐ girl

1. My friends think I am
☒ a very good reader
☐ a good reader
☐ an OK reader
☐ a poor reader

2. Reading a book is something I like to do.
☐ Never
☐ Not very often
☒ Sometimes
☐ Often

3. I read
☐ not as well as my friends
☒ about the same as my friends
☐ a little better than my friends
☐ a lot better than my friends

4. My best friends think reading is
☐ really fun
☐ fun
☐ OK to do
☒ no fun at all

5. When I come to a word I don't know, I can
☐ almost always figure it out
☒ sometimes figure it out
☐ almost never figure it out
☐ never figure it out

6. I tell my friends about good books I read.
☐ I never do this.
☐ I almost never do this.
☒ I do this some of the time.
☐ I do this a lot.

Figure 2
Motivation to Read Profile (cont'd.)

7. When I finish reading by myself, I understand _____
☒ almost everything I read
☐ some of what I read
☐ almost none of what I read
☐ none of what I read

8. People who read a lot are _____
☐ very interesting
☐ interesting
☐ not very interesting
☒ boring

9. I am _____
☐ a poor reader
☐ an OK reader
☒ a good reader
☐ a very good reader

10. I think libraries are _____
☐ a great place to spend time
☐ an interesting place to spend time
☒ an OK place to spend time
☐ a boring place to spend time

11. I worry about what other kids think about my reading _____
☐ every day
☐ almost every day
☐ once in a while
☒ never

12. Knowing how to read well is _____
☐ not very important
☐ sort of important
☐ important
☒ very important

13. When my teacher asks me a question about what I have read, I _____
☐ can never think of an answer
☐ have trouble thinking of an answer
☐ sometimes think of an answer
☒ always think of an answer

14. I think reading is _____
☐ a boring way to spend time
☒ an OK way to spend time
☐ an interesting way to spend time
☐ a great way to spend time

(cont'd.)

Figure 2
Motivation to Read Profile (cont'd.)

15. Reading is _____
☐ very easy for me
☒ kind of easy for me
☐ kind of hard for me
☐ very hard for me

16. When I grow up I will spend _____
☐ none of my time reading
☐ very little of my time reading
☒ some of my time reading
☐ a lot of my time reading

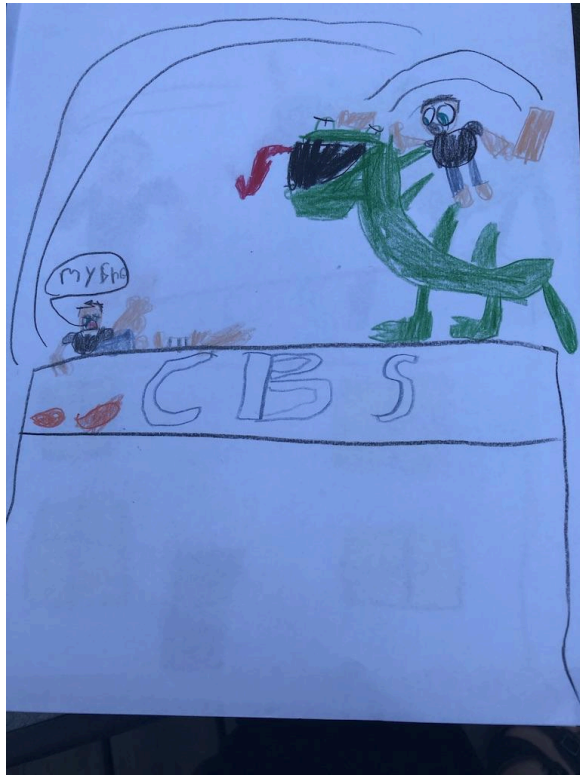
17. When I am in a group talking about stories, I _____
☐ almost never talk about my ideas
☐ sometimes talk about my ideas
☐ almost always talk about my ideas
☒ always talk about my ideas

18. I would like for my teacher to read books out loud to the class _____
☒ every day
☐ almost every day
☐ once in a while
☐ never

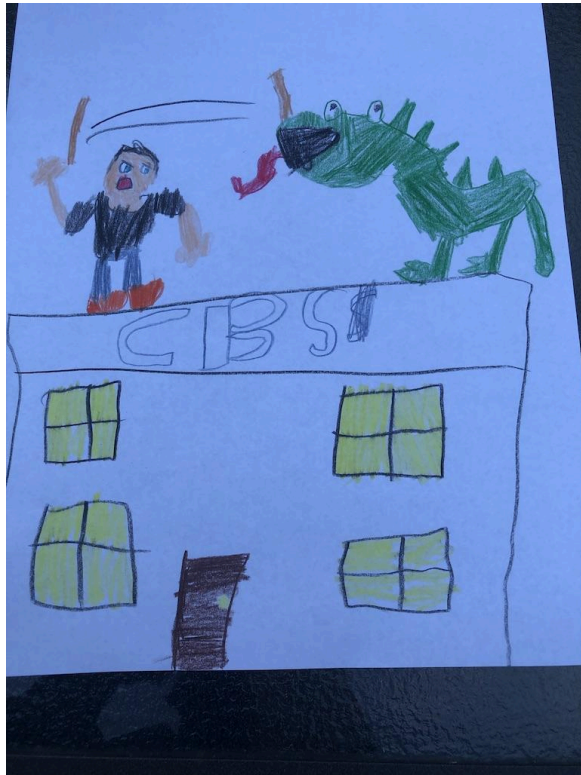
19. When I read out loud I am a _____
☐ poor reader
☐ OK reader
☒ good reader
☐ very good reader

20. When someone gives me a book for a present, I feel _____
☐ very happy
☒ sort of happy
☐ sort of unhappy
☐ unhappy

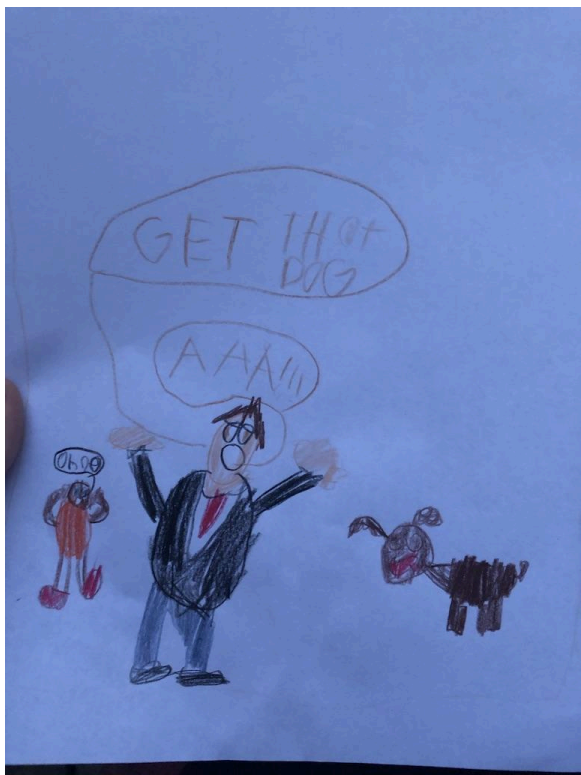
Visualizations:



-First Visualization



-Second Visualization



-Third Visualization with New Text/Post Assessment

Post-Assessments:

Level: Three

Narrative

Concept Question:

What does "celebrates" mean? (I) Is to have an event because someone is celebrating something. (2) A party. Circle all the words you know.

Handwritten notes:

throw a party
have a cake, swimming pool
fun, enjoyed, good
fruit punch, summer
When there's a reason to celebrate, I think that you want to do with them, you hang out with them, or sometimes, or another thing, if they haven't his dream you wanna see them

(2-3-1-0)

If you are sad, how can someone cheer you up? (1) by being with you or doing something fun with you, to comfort you. (2) to play... (underline names a particular person/pet/object). (1, funny)

Handwritten notes:

making fast noises,
making me laugh,
telling, chasing.
kissing, hugging
as many as the stars since he became my best friend when I was old. 2 depends on how old you are turning

(3-2-1-0)

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

"A Special Birthday for Rosa"

Today was the day Rosa had her been waiting for, her birthday! She was very happy but

she also felt sad. This would be the first birthday that she would celebrate without any family around her. The company that Rosa's father worked for had given him a wonderful promotion. But this meant that Rosa, her parents, and her little brother, Jose, had to move to another state. Rosa liked her new home and friends. But, she really wanted to celebrate her birthday with her grandparents, aunts, uncles, and cousins all around her.

They had sent presents but it wouldn't be the same if she couldn't thank them in person. It wouldn't be there to watch her blow out all the candles. And what kind of a birthday would it be without listening to her grandparents' stories about growing up in Italy and Cuba? Also, four people could never sing as loudly or joyfully as her whole family could sing together!

That night, Mama made Rosa's favorite meal. Afterwards, there was a beautiful cake. Mother, Father, and Jose sang "Happy Birthday" while the eight candles glowed. Rosa made a wish, took a deep breath, and blew out all the candles. "I know I won't get what I wished for," she said to herself, "but I'm going to wish for it anyway."

Then it was time for the presents. Rosa's father gave her the first present. It was a DVD. "I think we

A Special Birthday for Rosa 213

Level: Three

should play it right now before you open any more presents," her father said. He put the DVD into the player. Suddenly, there on the television screen was the test of Rosa's family smiling and waving and wishing her a happy birthday. One by one, each person on the DVD asked Rosa to open the present they had sent. Her father put the DVD on pause while Rosa did this. Then they explained why she had chosen that gift especially for Rosa. After all the presents were unwrapped, her family sang some favorite songs and Rosa, her mother, father, and Jose joined in.

Rosa, they found her in bed, already asleep, with the DVD next to her. It had been the best birthday ever. (487 words)

Number of Total Minutes (Total Accuracy)		
Number of Learning Change Minutes		
Visual Accuracy		
Total Accuracy	80%	Total Acceptability
0-12 minutes	Independent	0-12 minutes
13-51 minutes	Instructional	13-24 minutes
52-90 minutes	Frustation	25-60 minutes
Rate: $487 \times 60 = 29,220$	words =	WPM
WPM: $487 \div 60 = 8.11666$	words =	WPM
	seconds =	WCPM

Oral Reading Proficiency Scale—QRI-4

Directions: Place circle the number below that best represents the student's 3 minute oral reading of this passage.

4	3	2	1
Reads primarily in larger, reparagraph phrase groups. Some or most of message is read with expression.	Reads primarily in three- or four-word phrase groups. Little or no most of message is read with expression.	Reads primarily in two-word phrase groups, or some three- or four-word groupings. Word groupings may be awkward.	Reads primarily word-by-word, mixed with occasional two-word or three-word phrases.

Retelling Scoring Sheet for "A Special Birthday for Rosa"

Setting/Background

✓ Today was Rosa's birthday.
✓ She was happy but she also felt sad.

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14 Section 12 / Test Materials: Level-Diagnostic Passages

Level: Three

Read the sentences and listen to the audio. Write the correct word or phrase in the space provided.

This would be the first birthday she would celebrate without any family members, her parents, and her brother had to move.

Goal

Rosa wanted to celebrate her birthday with her grandparents.

aunts, uncles, and cousins around her. They had sent presents but she couldn't think of them in person.

They wouldn't watch her blow out candles 'till they couldn't listen to her grandparents' stories.

Events

Mama made Rosa's favorite meal.

Mother, Father, and Jose sang "Happy Birthday" to her.

Rosa made a wish.

"I know I won't get it," she said to herself, "but I'm going to wish for it anyway."

She blew out all the candles.

Rosa's father gave her the first present, which was a DVD.

He put the DVD into the player.

On the television screen was the rest of Rosa's family smiling and waving.

Each person asked Rosa to open the present they sent.

They explained why they chose that gift for Rosa.

Her family sang favorite songs and Rosa, her mother, her father, and Jose joined in.

Grandfather spoke to Rosa.

This is a new story, one you have never heard before.

I am going to tell it as a special birthday gift.

It's about my first birthday in this country when I was very lonely.

It is about how I met your grandmother."

When Grandfather was finished, he and Grandmother blew Rosa a kiss.

The DVD was finished.

Resolution

Rosa felt wonderful.

"I didn't think I would get my wish but I did."

she said.

When Mama and Papa came to say goodnight, they found Rosa asleep with the DVD next to her.

Questions for "A Special Birthday for Rosa"

The story took place on what day?

Explain: Rosa's birthday

Rosa's Birthday

At the beginning of the story, what was Rosa's problem?

Implicit: she would not be celebrating her birthday with her whole family

moved away &
whole fam couldn't
be there

How old was Rosa on this birthday?

Implicit: eight

8

A Special Birthday for Rosa 215

Level: Three

What did Rosa wish for before she blew out the candles?
Explicit: that she would be able to spend her birthday with her whole family

for her gra to
tell her a story

What was on the DVD?
Explicit: the rest of Rosa's family wishing her a happy birthday

Her gra is gma

What special birthday gift did her grandfather give her?
Explicit: he told her a story about when he came to the United States and how he met her grandmother

told Rosa a
story about
growing up in
Italy's Cuba

How did the DVD help to solve Rosa's problem?
Explicit: it brought her family to her, so it helped her miss the family less

She got
to see her
family

At the end of the story where was the DVD?
Explicit: in bed because Rosa

right next
to her when she
was sleeping

Without Look-Backs
Number Correct Explicit: 4/3.5
Number Correct Implicit: 3
Total: 6.5
Independent: 8 correct
Instructional: 6-7 correct
Frustration: 0-5 correct

With Look-Backs
Number Correct Explicit: _____
Number Correct Implicit: _____
Total: _____
Independent: 8 correct
Instructional: 6-7 correct
Frustration: 0-5 correct

Section 12 / Test Materials: Level: Diagnostic Passages

Learner 1: Lesson Plan 1

Date: August 2nd, 2020

Grade Level: Kindergarten

Overall lesson topic/title and purpose: Reading Fluency

Rationale: Reading fluently helps students to read at a pace that is enjoyable for listeners to hear and aides in comprehension of text.

Goals/Objectives for today's lesson:

-Student will be able to read short phrases fluidly

-Student will be able to follow poem phrasing

-Student will be able to echo read accurately

-Student will be able to choral read fluently

CCSS - Reading Standards Literature - Grade: Kindergarten.10 - Actively engage in group reading activities with purpose and understanding.

CCSS - Reading Standards Foundational - Grade: Kindergarten.4 - . Read emergent-reader texts with purpose and understanding.

CCSS - Speaking and Listening - Grade: Kindergarten.6 - Speak audibly and express thoughts, feelings, and ideas clearly.

Materials & supplies needed:

-We Play - Poem

-Cloud - Poem

-Phrase strips

-Pencil

<p>Procedures and approximate time allocated for each event</p> <p>Introduction to the lesson (5 minutes)</p> <ul style="list-style-type: none">· <i>I will start the lesson by reading a passage aloud to Ralph and asking him to just listen as I read.</i>· <i>I will ask him when I am done reading to tell me what things he noticed about the way I read.</i>· <i>We will then discuss what it means to read with fluency.</i> <p>Outline of key events during the lesson (20 minutes)</p> <ul style="list-style-type: none">· <i>I will then implement then read aloud the poem, We Play and then model the swooping technique of phrasing with Ralph.</i>· <i>Once he has seen me do this we will work through doing it together for him as he reads aloud.</i>· <i>Once swooping has been drawn out on his paper we will do echo reading with using the swooping to help Ralph guide his phrasing as well as echoing my fluency.</i>· <i>We will then attempt choral reading with much practice with Ralph having an idea of how his phrasing should sound.</i>· <i>Finally I will have Ralph read the poem through once completely on his own.</i>
<p>Assessment</p> <ul style="list-style-type: none">· <i>For the final part of the lesson I will give Ralph a new poem called, Cloud. I will listen to see if some of the work we did has been transferred to new material.</i>

Date: August 2nd, 2020

Grade Level: 4th Grade

Overall lesson topic/title and purpose: Reading Comprehension – Focused on Visualization Strategy

Rationale: Creating visualizations in your head while reading can help students and all readers understand what they are reading better and in more depth.

Goals/Objectives for today's lesson:

-Student will be able to read sections of a story and then draw visualizations to help aid in comprehension of the story.

-Student will be able to accurately create/draw visualizations based off the reading.

-Student will be able to easily retell sections of the story after reading by forming visualizations in their head while reading.

-CCSS - Reading Standards for Literature - Grade 4.10 - By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

-CCSS - Reading Standards Foundational - Grade 4 - 4.a - Read grade-level text with purpose and understanding.

Materials & supplies needed:

-The Last Kids on Earth Novel

-Because of Winn-Dixie Novel

-Paper

-Drawing supplies

-Pencil

Procedures and approximate time allocated for each event

Introduction to the lesson (5 minutes)

- *I started the lesson with Brian by showing him a visualization anchor chart and talking through how when we make a visualization we are creating a movie in our head.*
- *We reviewed our 5 senses of taste, touch, sight, sound, and smell.*
- *I then explained to Brian that we can use our 5 senses to help us with the image we are creating in our head.*

Outline of key events during the lesson (20 minutes)

- *We started where I read Brian the first page and a half of the book, The Last Kids On Earth. I told him I wanted to just really listen and picture in his head what I was reading out loud, because when I finished I wanted him to recreate the image by drawing a picture of it.*
- *When I finished reading Brian then drew a picture of what I had read to him. When he was finished I asked him what he drew and why; what parts of the story had he chosen to illustrate.*
- *From here I had Brian read out loud to me the next page and a half, as I felt he now had some background knowledge of the story and I wanted to push his reading comprehension instead of just his listening comprehension.*
- *When Brian finished reading, I again had him draw the image he had created in his mind while reading.*

Assessment

- *For the final part of the lesson, I gave Brian a new book. This time I pulled out, Because of Winn-Dixie. I checked first to make sure Brian hadn't ever seen the movie as I felt that would interfere with his true visualization. When I was sure that he hadn't, I had him read me the entire first chapter of the book. This was about 5 pages.*
- *Brian then drew one last visualization over the entire chapter and afterwards explained to me what he had drawn in his image and explained to me the details he chose to include and why; which parts of the chapter they had been located from.*

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.)

Mandel Morrow, L., & Gambrell, L. B. (2019). *Best Practices In Literacy Instruction* (Sixth ed.). New York, NY: The Guilford Press.

Leslie, L., & Schudt Caldwell, J. (2017). *Qualitative Reading Inventory* (Sixth ed.). N.p.: Pearson Education, Inc.

Brallier, M. (2019). *The Last Kids on Earth* (pp. 1-8). Minster Court, London: Egmont UK Limited.

DiCamillo, Kate. (2000). *Because of Winn-Dixie*. Cambridge, Mass. :Candlewick Press,

Rubric

<div>Preparation and Updates (5 points)</div> <ul style="list-style-type: none">Obtain consent from learner’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

Background & Rationale (9 pts) <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					
Home and Family (9 pts) <ul style="list-style-type: none">• Information about the learner’s home-life routines involving literacy.• Amount of reading• Type and quantity of learner access to texts• Amount/type of text-based discussion/conversation• Types of assistance provided to learner• Parental modeling of reading occurs					
Emotional Climate (9 pts) <ul style="list-style-type: none">• When/does the learner express frustration or disinterest in reading?• Is reading rewarded in any way? If so, how and why?• How does the learner responds to issues of engagement/motivation?					

<i>Optional:</i> assessment to determine motivation and engagement and what it tells you about the learner					
Literacy History (9 pts) <ul style="list-style-type: none">• Kinds of literacy instruction learner 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					
Assessments & Results (12 pts) <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					
Differentiated Lesson Plans (12 pts) <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					

Reflection (24 pts) <ul style="list-style-type: none">• Ways you supported the learning and learner success• Critical moments or choices made that impacted lessons• Evidence of learner learning• What you would change if given the opportunity to teach again• Ways that lesson could be more developmentally appropriate or responsive to learner• How the lesson informs your learning of new techniques to provide effective instruction					
Recommendations (6 pts) <ul style="list-style-type: none">• Goal/focus of lessons• Learner's'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)• Learner's 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 engagingProfessional voice usedCorrect spelling and grammar are usedAPA format followed					
Total (105 points)					