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TE 802

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TE 802 Assignment 1

Mentor Teacher's Literacy Instruction & Student Literacy Profiles

PART 1: Understanding your MT's beginning-of-the-year literacy and language instruction.

Literacy Environment Photos

Classroom Library



Classroom Library. This is a photo of our classroom library. It has a wide range of books that all students can access at any part of the day. Students are encouraged to either silently read these books or listen to books on EPIC (which is very helpful for our many ELL students) when they are finished with their work. Students are allowed to take books home and it is one student's classroom job to make sure the books are organized at the end of every day.

Leveled Reading Group Books

Leveled Reading Group Books. We have not yet begun leveled reading yet because we are not done with testing. After testing is completed students will be sorted into groups for small group literacy instruction. At the end of each week the teaching team will come together to make new groups based on the specific skills we will work on each week. The constant changing of groups helps to avoid classifying students as simply “high” or “low” because we are narrowing on to a specific skill each week. This year will be super awesome because our teachers normally co-teach the reading groups so students can get more individualized small group instruction, and this year both myself and Faith Harper will be able to take on groups as well!

Summary Of Learning

My mentor teacher, Mr. Doss, mostly relies on two specific tests to build an understanding of students' literacy strengths and needs at the beginning of the year. For the entire class population, he looks at NWEA scores. This test is not a full picture of student abilities, but my mentor teacher likes it as a jumping off point and as a measure of growth. He uses these initial tests to make the first round of leveled reading groups. He forms these group based on the NWEA "Learning Continuum" reports. These give detailed insight on where students need extra reinforcement, and what skills students are ready to develop. He prefers to only rely on this report at the beginning of the year, as time moves on he switches to running records and weekly assessments to form groups based on the particular skill focus of the week. He adjusts groups every week to avoid putting students into the box of "high" and "low" and opting for sorting by the specific skill that is being reinforced at that time. He also utilizes literacy support staff when creating these groups, along with the rest of his lesson planning. Ideally he will meet with these staff at least once a week to discuss student progress and needs.

For his English Language Learner (ELL) students, he pays close attention to their World-class Instructional Design and Assessment, also known as WIDA, scores. WIDA notifies him of the students' level of understanding of English when listening, speaking, reading and writing. These assessments give him a foundation to understand what accommodations and supports students may need. For example, one of our students was really struggling to write down responses to questions about the class novel *Wonder* by R. J. Palacio. I observed as Mr. Doss gave the student some sentence starters that specifically related to the question. Afterwards, Mr. Doss explained to me that because of the student's WIDA scores he knew that the student was not having an issue with comprehension, but with writing. The student scored proficient on

listening and reading, but had room for growth when it came to writing. Because of this prior knowledge of the students strengths and support needs, my mentor was able to quickly give the student the extra boost he needed. He credits his success in working with multilingual students not just to these assessments, but to the support staff at the school, and a PD he attended last year as well. He goes over lesson plans with the ELL staff and together they plan on times for intervention and small group support. Mr. Doss often brings up the PD he went to last year where he learned about ways to reinforce vocabulary during instruction by having students repeat new vocabulary words over and over, and in general giving students lots of time to practice speaking in class. It is important to note that the class reading, *Honoring and Building on the Rich Literacy Practices of Young Bilingual And Multilingual Learners* by Mariana Souto-Manning proposes more strength based terms such as “emerging bilinguals” rather than the more deficit based ELL (Souto-Manning, 2016). I use ELL for clarity purposes, as that is the most used term in my school building.

Mr. Doss’ class has various structures and routines that contribute to literacy learning every day. The most prominent routine is a daily read aloud of the class novel every day. He (or now me as well) either reads it or plays the audiobook for a few chapters every day. This allows students who struggle reading at the level required for the novel to fully participate in class discussions about the text. Various reading skills are built upon during the small group time I discussed above. Students also have a weekly spelling and vocabulary quiz that they prepare for by playing spelling and vocabulary games daily. These spelling games are played by students as they enter the classroom in the morning. The class reading *Organizing Literacy Classrooms for Effective Instruction* by D. Ray Reutzel and Sarah Clark emphasizes the importance of having tasks such as this for students to complete right when students walk in the door for an efficient

and peaceful beginning to the day (Reutzel, 2011). On top of these specifically literacy oriented activities, Mr. Doss makes sure literacy is practiced in other subjects like science, where students complete activities such as the “Daily Written Reflection”.

PART 2 Observing and understanding your students as literacy learners:

Data Collection System(s):

Template

J.D.

- 1 area of interest the child has,
- 1 fund of knowledge/source of capital the child has
- 1 literacy strength
- 1 area of for growth in literacy

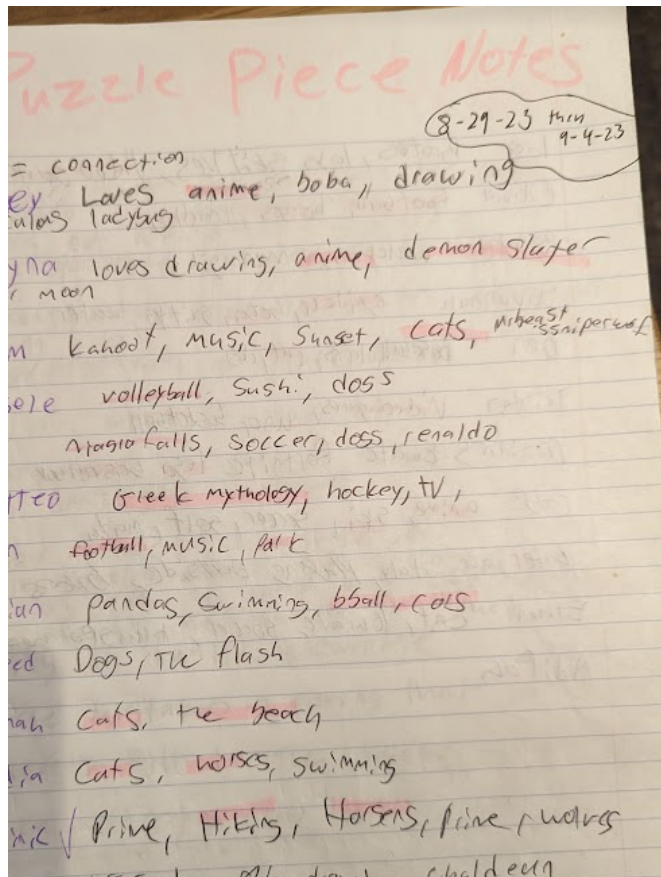
-----Student Profiles-----

- 1 area of interest the child has
 - Cats (8-29-23)
- 1 fund of knowledge/source of capital the child has
 - She has an older sister that taught her how to draw, she can get both academic and social guidance from this sibling (9-8-23)
- 1 literacy strength
 - Comprehending informational text (9-5-23)
- 1 area of for growth in literacy
 - Creativity in writing (9-8-23)

- 1 area of interest the child has
 - The Flash (8-29-23)
- 1 fund of knowledge/source of capital the child has
 - He is an English language learner so he has an additional language to pull from to describe his experiences (8-30-23)

Google Doc Student Profiles (Names blacked out). I created a google document to help me keep track of the information requested for this project. I kept this document open at my desk and typed in any learned information as I came across it in class. I sometimes carried it around during “Study Hall” (the time of day students are able to work on any assignments they did not finish

during the rest of the day). During this time I would ask students questions, and look at student work to collect data. I would highlight the student in pink when I collected the minimum amount of data required to keep track of who I may need to pay a little closer attention to in class to finish up.



Puzzle Piece Notes (Names cropped out). I actually started this data collection before I knew about this project! The first assignment students had to do was add things about their families and their interests on a puzzle piece and present it to the class (I added a photo of my puzzle piece below so you have a better idea of what it looks like). I wanted to remember the interests they told us about so I took notes during all of the presentations and I highlighted items that I personally

connected with in order to use it to build relationships with the students.



Requested Student Data:**HA**

- 1 area of interest the child has
 - Cats
- 1 fund of knowledge/source of capital the child has
 - She has an older sister that taught her how to draw, she can get both academic and social guidance from this sibling
- 1 literacy strength
 - Comprehending informational text
- 1 area of for growth in literacy
 - Creativity in writing

WA

- 1 area of interest the child has
 - The Flash
- 1 fund of knowledge/source of capital the child has
 - He is an English language learner so he has an additional language to pull from to describe his experiences
- 1 literacy strength
 - Creativity in writing
- 1 area of for growth in literacy
 - English vocabulary knowledge (EL Learner)

AIA

- 1 area of interest the child has
 - Soccer
- 1 fund of knowledge/source of capital the child has
 - His dad is an engineer who teaches him math and science outside of school
- 1 literacy strength
 - Comprehension
- 1 area of for growth in literacy
 - Capitalization and punctuation

ArB

- 1 area of interest the child has
 - Horseback riding
- 1 fund of knowledge/source of capital the child has
 - Her family is very proud of their chaldean heritage, she has lots of knowledge to share about her culture's food
- 1 literacy strength
 - Understanding author's attitude in literary text
- 1 area of for growth in literacy
 - Spelling

AC

- 1 area of interest the child has
 - Anime, particularly Demon Slayer
- 1 fund of knowledge/source of capital the child has
 - She has been dancing for 3 years which builds memory and pattern skills
- 1 literacy strength
 - vocabulary
- 1 area of for growth in literacy
 - Literary devices

EH

- 1 area of interest the child has
 - Transformers
- 1 fund of knowledge/source of capital the child has
 - Participates in karate after school, teaches personal discipline
- 1 literacy strength
 - Following all aspects of a prompt
- 1 area of for growth in literacy
 - Sentence structure/complete sentences

GH

- 1 area of interest the child has
 - Volleyball
- 1 fund of knowledge/source of capital the child has
 - She loves going to restaurants with her family where she is exposed to different cultures and new vocabulary
- 1 literacy strength
 - Informational Text
- 1 area of for growth in literacy
 - Vocabulary

AH

- 1 area of interest the child has
 - Miraculous Ladybug
- 1 fund of knowledge/source of capital the child has
 - She loves watching TV series which can teach her about what makes writing engaging
- 1 literacy strength
 - Sequencing in writing
- 1 area of for growth in literacy
 - Spelling 3 syllable words

BH

- 1 area of interest the child has
 - Baseball
- 1 fund of knowledge/source of capital the child has
 - Is on student council, learns leadership and organizational skills.
- 1 literacy strength
 - Literary devices
- 1 area of for growth in literacy
 - Identify relationship of ideas in informational text

AI

- 1 area of interest the child has
 - Basketball
- 1 fund of knowledge/source of capital the child has
 - He is an English language learner so he has an additional language to pull from to describe his experiences
- 1 literacy strength
 - Reading short text out loud at a conversational pace
- 1 area of for growth in literacy
 - Comprehension in written and verbal english (EL Learner)

AJ

- 1 area of interest the child has
 - football
- 1 fund of knowledge/source of capital the child has
 - Plays football, teamwork and coordination skills.
- 1 literacy strength
 - Formulating clarifying questions
- 1 area of for growth in literacy
 - Run on sentences, multiple ands

KK

- 1 area of interest the child has
 - swimming
- 1 fund of knowledge/source of capital the child has
 - Internationally travels with family, learns how to adapt in different situations + explore cultures
- 1 literacy strength
 - Understands how authors develop characters in literary text
- 1 area of for growth in literacy
 - Comprehending written and verbal directions

ML

- 1 area of interest the child has
 - prime
- 1 fund of knowledge/source of capital the child has
 - Follows pro soccer, can keep track of details about teams and players
- 1 literacy strength
 - Summarizing literary text
- 1 area of for growth in literacy
 - Finding text evidence

TM

- 1 area of interest the child has
 - Video games, Uno
- 1 fund of knowledge/source of capital the child has
 - His family has property up north where he gets to experience nature which in turn gives him a fund of scientific knowledge.
- 1 literacy strength
 - Sentence structure
- 1 area of for growth in literacy
 - Spelling

OP

- 1 area of interest the child has
 - Going to the park
- 1 fund of knowledge/source of capital the child has
 - He plays football, understands the importance of practice in sports and in academics (compared math to football this way in his letter)
- 1 literacy strength
 - Understanding central ideas of Informational text
- 1 area of for growth in literacy
 - Knowing when to use a period vs a comma

Savannah S

- 1 area of interest the child has
 - Fun earrings
- 1 fund of knowledge/source of capital the child has
 - She is new to the school this year and definitely has skills on how to adapt.
- 1 literacy strength
 - comprehension
- 1 area of for growth in literacy
 - Sentence structure (periods, commas, capital letters)

ES

- 1 area of interest the child has
 - Mr. Beast & Ssniperwolf

- 1 fund of knowledge/source of capital the child has
 - She is an immigrant and travels a ton with her family, she knows what it is like to adapt in new settings.
- 1 literacy strength
 - Attention to detail in writing
- 1 area of for growth in literacy
 - The difference between too and to, there their and they're

AS

- 1 area of interest the child has
 - flowers
- 1 fund of knowledge/source of capital the child has
 - Her family is culturally Indian and she gets to experience and share celebrations within her culture
- 1 literacy strength
 - Referring to text to find evidence
- 1 area of for growth in literacy
 - Diversifying sentence starts. (Most sentences in the paper start with "I")

DS

- 1 area of interest the child has
 - Fortnite
- 1 fund of knowledge/source of capital the child has
 - Loves to play with legos at home, practices creativity and thinking about numbers
- 1 literacy strength
 - Comprehending informational text
- 1 area of for growth in literacy
 - Sentence structure (periods)

LS

- 1 area of interest the child has
 - Video games
- 1 fund of knowledge/source of capital the child has
 - He likes to help his parents with different tasks at home, he learns life skills
- 1 literacy strength
 - Dissecting literary text
- 1 area of for growth in literacy
 - Vocabulary

VS

- 1 area of interest the child has
 - Ninjago, harry potter
- 1 fund of knowledge/source of capital the child has
 - Loves minecraft which can build math and engineering skills

- 1 literacy strength
 - Informational texts
- 1 area of for growth in literacy
 - Paragraph structure and length

GS

- 1 area of interest the child has
 - Anime
- 1 fund of knowledge/source of capital the child has
 - He skis, which is a sport that relies on the use of physics
- 1 literacy strength
 - Comprehension
- 1 area of for growth in literacy
 - Capitalization

MT

- 1 area of interest the child has
 - Video Games
- 1 fund of knowledge/source of capital the child has
 - Loves animals, an interest in animals can lead to compassion and scientific knowledge
- 1 literacy strength
 - Understanding academic vocabulary
- 1 area of for growth in literacy
 - Writing Mechanics

BT

- 1 area of interest the child has
 - , flowers
- 1 fund of knowledge/source of capital the child has
 - gymnastics teaches her the importance of practice for skill building
- 1 literacy strength
 - Enjoys reading and writing
- 1 area of for growth in literacy
 - Am vs Have

DV

- 1 area of interest the child has
 - Prime
- 1 fund of knowledge/source of capital the child has
 - He goes hiking with his family which allows him to get a close up look at nature and the science that comes with it
- 1 literacy strength

- Understanding where and when exclamation points are appropriate
- 1 area of for growth in literacy
 - Paragraph structure

MV

- 1 area of interest the child has
 - Greek mythology
- 1 fund of knowledge/source of capital the child has
 - He plays hockey which gives him the skills to visualize possible outcomes of a decision on and off the ice
- 1 literacy strength
 - Detailed and well structured writing, comprehension
- 1 area of for growth in literacy
 - Using context clues to learn new vocabulary

OY

1 area of interest the child has

- Horses
- 1 fund of knowledge/source of capital the child has
 - Often looks at bugs- exposure to life science.
- 1 literacy strength
 - Sentence structure (parenthesis, commas)
- 1 area of for growth in literacy
 - Thinking about the attitude of the author in text

Data Collection System Summary

After reading *How Do We Know: Anecdotal Records Go Digital* by C.C Bates I learned a few tips and tricks to use for this project. The main focus of the article was using digital platforms to record anecdotal records (Bates, 2013). I ended up taking that advice and used google docs rather than a notebook to collect my records. In the first few days of school I took paper notes about student interests and funds of knowledge, but I found the digital notes became way easier to review. This worked very well because I could easily use Ctrl+F to find a particular student or keyword, and could use copy and paste to transfer the records from my notes to this project. The reading also mentioned the importance of taking notes immediately. When I started I tried writing my notes down over lunch or at the end of the day, but I found that my memory was not

all that reliable at those times. The quality of my notes greatly improved when I kept my data sheet open and made notes during the class period. In the future I would like to perhaps create a data table rather than bullet points for better organization. I may also create a different sheet for every subject. Having this data easily accessible in a digital format will not only help me create effective instruction, but also will allow me to share the data with parents and support staff.

Summary of the Class

A ton of students in my class are very interested in soccer. They enjoy playing it and some even closely follow and talk to each other about pro soccer. There was interest in hockey, basketball, and volleyball too, but soccer was the most common. There are also a significant number of students who enjoy anime shows, Demon Slayer and One Piece seem to be the most popular. I have actually seen Demon Slayer so I was able to bond with the students over it (I definitely got some cool teacher points for that).

There are quite a few students that traveled with their families both domestically and internationally this summer who are able to share their experiences with the class. There is also an awesome mix of cultures in the class that each student brings to the class. Many of the students participate in various sports and activities outside of school as well where they practice teamwork and decision making skills.

This class is already very good at being respectful of each other. I have never ever heard a student laugh when another made a mistake and they are very quick to aid each other when needed. Overall the class has a decent grasp on the discussion of literary text. At the beginning of the school year many struggled with remembering to capitalize at the beginning of sentences and punctuate at the end, however after a few reminders the class as a whole rarely makes that mistake anymore. The class is also relatively strong in terms of comprehension, especially for the

beginning of the year when they are getting back into the swing of things. Almost all of the class' NWEA literacy scores went up since last spring!

The class needs a bit of instruction on different comprehension strategies. Students are also still developing their ability to restate text evidence rather than just writing the evidence down word for word. In terms of informational text, students could benefit from working on using context clues and root words to figure out new vocabulary. When asked to give their opinions on literary text, students are still a little apprehensive. I think they need to be given some examples of what it can look/sound like.

I used a few different methods to collect this data. My mentor teacher and I administered two formal assessments: NWEA and the Qualitative Reading Index (QRI). The NWEA was able to show us how students perform when interpreting literary text, informational text, and new vocabulary. The QRI gave us a good look into comprehension and what details students think are most important in a text. I also looked over student assignments such as their "Letter to the Teachers" assignment and their discussion questions for "Wonder" by R. J. Palacio in order to get an idea of what student writing looked like. In terms of student interest I recorded data while I watched them present their puzzle pieces (which had a similar purpose to "about me" posters), and listened to students chat throughout the day.

References

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