

Literacy Learner Analysis Project

Cindy Kaump

Michigan State University

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I. Brief Background and Reason for Project Focus

The student I've selected for my literacy learner analysis project is an 8 year old student in my 3rd grade class that I will refer to as Chris. Chris came to me as a below grade level reader and he continues to be one full grade level below where he 'should' be according to our district standards. Chris is a funny, outgoing kid, yet easily gets embarrassed. I worry about his lack of progress this year. In digging into his history a bit more I found that he lost a lot of his skills over the summer. I chose Chris for this assignment because I want all the time I can to work with him. He's difficult to teach because I don't always get him to open up to me. He often announces things are easy yet struggles a great deal. He cries when he gets help in front of other students. I want this student to gain confidence in his abilities so that he can feel more successes throughout the rest of the year.

II. Home and Family

Chris is an 8 year old 3rd grade boy. He is one full grade level below where he should be. In January, Chris was at a 24 DRA and our district expects a 3rd grader in January to be at a 34 DRA.

Chris is white and only speaks English.

At home Chris reads each night and works on math skills. His parents swear they work very hard at home. This concerns me because I have not seen much growth in reading or writing this year. For how hard he's worked at school and at home I am concerned for Chris. Chris's parents recently finalized their divorce. Chris' 5th grade brother also had reading difficulties in lower grades, but had gotten up to grade level

by 3rd grade. The SST team and I wonder if his parents' divorce affects his lack of growth this year. Chris is quite emotional but acts tough. It's hard for me to get Chris to open up to me.

III. Emotional Climate

Chris has developed several coping mechanisms when it comes to reading. He seems to enjoy reading, but doesn't appear to feel confident in his reading abilities. When he talks about what he reads he comes up with silly responses to make his friends laugh. He avoids responding to questions or talking about reading. A caveat to this, however, is when I meet with Chris individually. He does open up to me a tiny bit about his reading. He tells me what works for him when he reads and what doesn't. His reading becomes more transparent and I can help him better. This pattern continues to other areas of study. Chris receives a lot of support in reading and math and speech. He is pulled out of the classroom about four hours a week. I do have push in support, but since Chris does not respond well to receiving help in front of his peers, the push in support isn't as beneficial.

IV. Literacy History

Chris sees our Learning Support Specialist five times a week with one other student in my class for 30 minutes. He also works on decoding in our intervention time three times a week for 25 minutes with another specialist. He sees our speech therapist twice a week for 15 minutes to work on his articulation. I have a hard time understanding Chris sometimes and I feel bad when I too often have him repeat himself. Chris's spelling also reflects his reading and speech difficulties. He shows

growth with our word study lessons, but doesn't apply learned skills into his daily writing or reading.

Chris has always been a 'red flag' student for his teachers. He's been seen consistently by our Student Support Team to monitor his progress and try various interventions. Since he has been exposed to a variety of interventions throughout his schooling and has shown inconsistent growth and progress, he's being considered for special education evaluation by our school psychologist.

V. Tests Given and Summary of Test Results

The test I gave to Chris before and after our lessons was the Phonological Awareness Test 2. I also gave Chris a post-test of a Developmental Reading Assessment 2 and an Elementary Spelling Inventory. These were assessments that Chris had taken earlier in January, so about a month before we started meeting.

The PAT2 is a test that assesses a child's phonological awareness, phoneme-grapheme correspondences and phonetic decoding skills. I used this test to figure out which skills Chris had and what he needed to work on next. In the preassessment I found that Chris had difficulty with R-Controlled Vowels and Vowel Digraphs. He could say 2/5 of the graphemes for each category. I decided to work on those skills during our lessons to strengthen his ability to read words with those graphemes in them. Furthermore, I knew he was going to be studying r-controlled vowels in word study shortly after our private lessons. It helps to be able to read words before trying to spell them. After our lessons Chris improved with his r-controlled vowels but still read only 2 out of 5 of the vowel digraphs.

	Preassessment	Post assessment
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R- Controlled Vowels	2/5	4/5
Vowel Digraphs	2/5	2/5

The DRA2 is a reading assessment that our district uses to determine reading level. Chris read at a level 24 in January and achieved a level 28 the first week of March. He should be at a level 40 by the end of the year (according to our district expectations) so we hope for rapid growth to close the gap. We use the DRA2 to help pair readers with appropriate level reading material. A student reading at a level 28 is reading books with one plotline, flat characters and easier vocabulary than the typical third grader. I use the DRA2 information to give me idea for how to get Chris to the next reading level. A big hurdle for Chris to advance in reading levels is his fluency. His fluency, specifically accuracy, is hindering his comprehension. I see this in his DRA2 running record as well as in my informal observations and conferences with Chris.

The Elementary Spelling Inventory is a spelling assessment that teases out the skills each student has mastered already in spelling and helps teacher determine where to begin teaching each student. In January Chris was independent at the ‘long vowel’ pattern. This meant his first stage of frustration was ‘other vowels’ including r-controlled vowels and vowel digraphs. This data coincided with what I found in the PAT2. Chris’ post test still showed that Chris needed instruction with those ‘other vowels’ though I understand that reading and spelling are two different, yet related, skills.

VI. Lesson Plan Matrix

Lesson Foci/Date	Objectives	Instructional Materials	On-Going Assessment
Pre-Test	<p>Student will demonstrate prior ability of grade specific phonics, decoding, word recognition and fluency.</p> <p>CCSS: CCSS.ELA-Literacy.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p>	Phonological Awareness Test	<p>Decoding Pre-Test</p> <p>Fluency Pre-Test</p>
What is fluency?	<p>Student will identify characteristics of a fluent reader and a nonfluent reader.</p> <p>CCSS: CCSS.ELA-Literacy.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p>	<p>Reading A-Z Decodable Book <i>The Bee and the Flea</i></p> <p>Text Magnifier</p> <p>Graphic Organizer</p>	<p>Graphic Organizer of what is fluent and not fluent (t-chart)</p> <p>Running Record</p>
What we do when we read.	<p>Student will understand that there is a lot our body does when we read. Student will be able to identify what our eyes, mouth, ears and brain do when we read.</p> <p>CCSS: CCSS.ELA-Literacy.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words. CCSS.ELA-Literacy.RF.3.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>Reading A-Z Decodable Book <i>Bread for Breakfast</i></p> <p>Text Magnifier</p> <p>Graphic Organizer</p>	<p>Graphic Organizer of what we are doing when we read.</p> <p>Running Record</p>
Self-monitoring: Putting it all together.	<p>Student will demonstrate accuracy in reading and self-monitoring skills in reading an independent level book.</p> <p>CCSS: CCSS.ELA-Literacy.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding</p>	<p>Reading A-Z Decodable Book <i>Joan's Goats and Moe's Crows</i></p> <p>Text Magnifier</p>	Running Record

	<p>words. CCSS.ELA-Literacy.RF.3.3c Decode multisyllable words.</p> <p>CCSS.ELA-Literacy.RF.3.3d Read grade-appropriate irregularly spelled words.</p> <p>CCSS.ELA-Literacy.RF.3.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>		
Decoding and comprehending unfamiliar words	<p>Student will read instructional level text aloud and will decode multisyllable words with teacher scaffolding.</p> <p>CCSS: CCSS.ELA-Literacy.L.3.4a Use sentence-level context as a clue to the meaning of a word or phrase. CCSS.ELA-Literacy.RF.3.3c Decode multisyllable words. CCSS.ELA-Literacy.RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. CCSS.ELA-Literacy.RF.3.4a Read grade-level text with purpose and understanding.</p>	<p><i>Henry and Mudge and the Tall Tree House</i></p> <p>Text magnifier</p>	<p>Running Record</p> <p>Informal comprehension questions of the text.</p>

VII. Reflections on My Differentiated Literacy Lesson Plans

The lessons I developed for Chris were individualized for his needs and interests. Chris actually really enjoys the Reading A-Z books that you can download from their website. I think he likes the short story lines and the fact that the book was printed just for him. Another thing that benefitted Chris is the environment we met in. My empty classroom was a comfortable, friendly place where he's spend a lot of time, except now, his friends weren't around to distract him or to make him self-conscious.

Our preassessment of decoding words and fluency was interesting. When I've conferred with Chris during reading workshop, his demeanor was much different than when we met for this preassessment. When we've conferred during school hours, Chris appears nervous and like he wants to quickly answer the question to get our meeting over with. He will quickly say, "I don't know," instead of thinking about an answer. I never got the feeling that he wanted me to just give him the answers, but I did feel like he did not want to be talking to me about his reading. When the two of us met for this first preassessment he seemed a lot more calm, like we could talk all day and it would be just fine with him. It was interesting to see him taking his time to attempt tricky words instead of just replacing any random word in for a tricky word. I could already see that these meetings would be beneficial for him.

My goal for our sessions was for him to understand the process of reading with accuracy. He didn't seem to notice when he would skip a word or replace a word with one that didn't make sense. The lessons I decided to teach him were developed just for him, and aren't lessons I would teach to everyone. I think Chris needed to be taken through the process of reading fluently.

We started by differentiating what the difference between a fluent and nonfluent reader sound like. I read some reading passages quickly, without using punctuation. I read a passage in a choppy manner. I read a passage substituting some words that didn't make sense. Chris seemed to get what reading fluently meant, and my lesson assessment proved that. I think if I were to continue working with Chris I would video or audio record him reading and have him listen to himself reading.

When I taught Chris about what all is happening when we read and what our body parts are doing, he seemed a little overwhelmed. I thought it would be good for him to see what's happening when you're reading, but I'm not sure that lesson was completely what I had expected. In class, after this lesson I noticed him almost try too hard to decode words that he might already have known. I think I may have complicated the process for him a bit. Our last few lessons, however, I believe cleared up any confusion. His work with the vowel digraphs improved his reading with those words in particular and I found that he was reading a bit quicker. He seemed a bit more confident when I met with him in class too. Instead of trying to get our conference over with, he listened to what I had to say, earnestly tried what I suggested and smiled when I complimented his hard work.

My work with Chris is not over. Our after school sessions may have ended, but I think our relationship has strengthened so that he's more open to hearing what others have to say about his reading. He's more open, as well, to reading in front of others. If anything, building Chris's confidence in reading was extremely crucial. I think I broke down some big walls in Chris's learning and I hope those walls will stay down so he can feel more and more successful in reading.

VIII. Recommendations to Teachers and Parents

To Parents and future Teachers of Chris,

Chris is a great kid who desires to be a better reader. Chris wants to please and wants to do well. He performs well in an environment where he can take risks and not look bad in front of his friends. This is crucially important because the kind of

effort Chris has when he's with his friends and when he's alone are extremely different.

I encourage Chris to continue reading independent books at home every day. When reading with an adult it's important that the adult listen for miscues and errors that interfere with Chris's comprehension of the text.

Chris has worked extremely hard to fluently decode words with vowel digraphs and words with r-controlled vowels. He's received numerous interventions for decoding and has worked one on one with many of our staff. Chris should be complimented for this work to encourage more growth in decoding more difficult words.

I recommend that Chris continue working with support staff outside of the regular classroom to work on his individual needs. Chris's fluency and accuracy have interfered with his comprehension in the past and without close monitoring, I fear that he won't catch these miscues and may fall back into bad habits. Chris also does well when he works with a text magnifier or highlighter to focus his attention on one chunk of words at a time. He tends to do better on timed reading assessments with it than without it. However, when Chris uses the text magnifier with tricky text that he has to chunk out to decode, the magnifier impedes this process and gets in the way. So with instructional-leveled text, Chris should try to read without the magnifier.

Please keep a close eye on Chris and his reading progress. He is the type of reader that could fly under the radar, so to speak, in a classroom full of individuals reading at many different levels. Chris needs support but doesn't ask for it, and

doesn't always welcome it in certain situations. Thank you for all you do for Chris and for any individual attention you can give him.

Sincerely,

Cindy Kaump

3rd Grade Teacher

IX. Appendices of Work

What we do when we read

Objective(s) for today's lesson:

Student will understand that there is a lot our body does when we read. Student will be able to identify what our eyes, mouth, ears and brain do when we read.

CCSS.ELA-Literacy.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.

CCSS.ELA-Literacy.RF.3.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Rationale: I designed this lesson for Chris because at the end of our time together I want him to be able to self-correct his errors when he reads aloud. I see him getting nervous when he's reading aloud, so I want to break the process down for him.

Materials & supplies needed: Graphic Organizer of what we are doing when we read. Running Record, Reading A-Z Decodable Book, *Bread for Breakfast*, Text Magnifier

Procedures and approximate time allocated for each event

• ***Introduction to the lesson*** I will remind Chris of the previous lesson about what a fluent reader is like and what a non-fluent reader is like. We will have a short discussion. (3 minutes)

• ***OUTLINE of key events during the lesson***

I begin by showing Chris a picture of a person reading. I show him the part of our bodies where reading begins, with our eyes. Our eyes see a word and our mouth says the word that we see. Our ears hear the word that we say and send that message to our brain. Our brain then confirms if what we're saying out loud matches with what our eyes see on the page. Our brain then thinks if the word makes sense with the other words around it.

Academic, Social and Linguistic Support during each event

I support Chris's memory with a reminder of our previous lesson.

A graphic organizer and picture helps Chris remember the lesson and the teaching point.

I model to gradually release responsibility. I do it first, we do it

<p><i>I demonstrate for Chris what that looks like using the decodable book. I point out a couple places where the ea letters make the long e sound and places where the ea sound makes a short e sound and I show him how my brain figures out which way to say the word. We read the rest of the page together aloud.</i></p> <p><i>Chris reads the decodable book out loud once, then in his head once and then out loud again. He uses the text magnifier to focus his attention to the words that are magnified. The first oral reading time Chris is to point out places where he notices himself thinking of the correct word. The final oral reading time I listen for accuracy and self-corrects.</i></p> <p>• <u>Closing summary for the lesson</u> <i>We close the lesson by completing the graphic organizer together. He labels the parts of the reader that are working when reading and he tells me what those parts are doing as he reads.</i></p> <p>• <u>Transition to next learning activity</u> <i>I compliment Chris on the day’s work and on his self-corrects. I want Chris to continue to monitor his own reading, so I want to encouraged newly approximated skills.</i></p>	<p>together and then Chris does it alone.</p>
<p>Assessment <i>I will observe Chris as he reads aloud. I keep a running record of his final read and analyze his errors and self corrects. The ea digraph is one that he has trouble with, so I want to also monitor his accuracy with that digraph. This information will guide my next lesson.</i></p>	<p>Academic, Social, and Linguistic Support during assessment I will encourage the student by pointing out some of the strategies I noticed him using when he came to a tricky word.</p>
<p style="text-align: center;"><i>Self Monitoring: Putting it all together</i></p> <p>Objective(s) for today’s lesson: Student will demonstrate accuracy in reading and self-monitoring skills in reading an independent level book.</p> <p>CCSS: CCSS.ELA-Literacy.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words. CCSS.ELA-Literacy.RF.3.3c Decode multisyllable words. CCSS.ELA-Literacy.RF.3.3d Read grade-appropriate irregularly spelled words. CCSS.ELA-Literacy.RF.3.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	

<p>Rationale: At this point I want Chris to begin to internalize the thinking and skills we've worked on together. He'll apply the strategies taught to his reading.</p>	
<p>Materials & supplies needed: Reading A-Z Decodable Book, <i>Joan's Goats and Moe's Crows</i>, Text Magnifier</p>	
<p>• <u>Introduction to the lesson</u> <i>I will remind Chris of the previous lesson about what our bodies are doing when we read. We then talk about the reading he's done on his own and if he's noticed his brain telling him to try a word again. (3 minutes)</i></p> <p>• <u>OUTLINE of key events during the lesson</u> <i>Chris will begin by reading the book from the previous lesson focusing on the ea digraph. I will do a running record to compare to the previous running record from the same book.</i> <i>I introduce the new book to Chris and we do a picture walk. I teach him that another way our brain knows if what we're reading is correct is by thinking about what is happening in the story. We think about if the words we are saying make sense and if they match what we think is happening in the story. Chris and I make some predictions together about what will happen in the story when he reads it.</i> <i>Chris will read the story aloud and I will do a running record. Afterward Chris and I will talk about what words were tricky and if he made self-corrections for them.</i></p> <p><i>Chris and I will do an echo read where I read the sentence or page first with him repeating.</i></p> <p><i>Chris will read the book silently before doing a final running record for the day.</i></p> <p>• <u>Closing summary for the lesson</u> <i>We close the lesson by talking about the book together. I compliment his work for the day.</i></p> <p>• <u>Transition to next learning activity</u> <i>I send Chris home with the A-Z books we've read together so he can practice them.</i></p>	<p>Academic, Social and Linguistic Support during each event</p> <p>I support Chris's memory with a reminder of our previous lesson.</p> <p>I compliment Chris on his accuracy and his growth in reading words with the ea digraph.</p> <p>I scaffold this book for Chris to model how someone gets ready to read a book with accuracy.</p>
<p>Assessment <i>I will observe Chris using self-monitoring strategies he's learned in class or in our private sessions. I complete a running record on the books we've worked on together.</i></p>	<p>Academic, Social, and Linguistic Support during assessment</p> <p>I point out the strategies I've seen Chris try to encourage him to try them again on his own.</p>

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