

Literacy Learner Analysis Project
Michigan State University
Jessica Mills

Child's Pseudonym: Julianna

Age: 9 years old

Grade: 4th Grade

Part 1:

I. Background and Rationale

Being a young educator who has only been in the profession for two years, I have struggled finding my groove. With my first two years of teaching being taken over by the COVID19 pandemic, I have found it extremely difficult to find my footing. I have worked extremely hard, but I know when I can get a normal school year under my belt, I will be able to improve my teaching skills immensely.

The Title 1 school I work at currently, has a large population of English Language Learners. When I first began teaching there in the Fall of 2019, I quickly realized the challenges ELL students face when trying to grow their literacy skills. The majority of my students' parents do not speak any English at all, making it difficult for students to retain what they learned at school, especially when their parents are not speaking the same language at home. Being a new teacher and not having any experience with English Language Learners, I found that differentiating my literacy instruction was an effective way to teach literacy skills. According to Morrow and Gambrell, "Working in small groups or with a partner, English learners are encouraged to process text ideas in their home languages and with peers that share their home languages" (Gambrell, L., Morrow, L., 2019, pg. 104). Differentiated instruction helps students make connections from their base language with English and can use the similarities and differences between them to help them learn literacy skills. From taking this course, I am hoping to expand on my knowledge of effective literacy practices, and learn the best ways to teach my English language learners. I am hoping that by working with my 4th grade student, I will learn how to choose assessments that give me the most information regarding my students strengths and weaknesses with literacy skills. Then, I am hoping that I can learn how to use the data and information I learned from these assessments, and guide my future instruction for this student. Lastly, I am hoping to take what I have learned from working with this student, and be able to apply it to my students I will have in the future.

II. Home and Family

The child I will be analyzing for the Literacy Learner Analysis project is a 9 year old that is approaching 4th grade. Julianna is my neighbor and I have tutored her once this summer so far. From information I have gathered from her mom, Julianna's reading level is a Fountas and Pinnell Level N, which does not meet grade-level expectations. Julianna's mom has been a teacher for 15 years, so I would assume this is an accurate reading level.

Julianna does not receive additional support for special education or language. The first time I tutored Julianna, mom mentioned that when she was in grade, first she was an extremely high reader for her age. Because of her high reading level in first grade, in second grade she did not receive as much reading instruction or small group time with her teacher because she was focused on helping the lower readers. This past year in third grade, she started the year reading on grade level, but with the craziness of the pandemic and learning virtually from home most of the year, Julianna is now below grade level in reading. In addition, mom also said that her iReady testing scores have shown she is below grade level. Mom is extremely involved in Julianna's reading success, and is hoping we can improve her reading fluency and overall comprehension over the summer.

Because mom is an elementary teacher, she is extremely focused on improving her daughters reading level and scores. She has Julianna read at least once every day and currently has her enrolled in a four week summer school program beginning in August. Julianna enjoys reading both fiction and nonfiction texts when she is at home. When she is reading at night with her mom or dad, she usually reads a chapter or two out of one of her favorite chapter books. I am not entirely sure if Julianna participates in text-based discussions with her parents. When Julianna is reading with me during tutoring, we have been practicing reading nonfiction passages about animals. Because I have noticed her comprehension being an issue, I make sure that we engage in many text-based conversations when reading and answering questions about the text.

Something important to note about Julianna is that her feelings towards reading are up and down. Mom has told me that when she is reading about a topic that interests her or a story that is easy for her to read, she has no problem reading. However, when she is reading about a topic that does not interest her or she is having trouble with certain words, she gets frustrated easily and wants to give up. Mom told me that her two older siblings have always been great readers and really enjoyed reading even when it was not for school. Her siblings do not provide much reading support to Julianna. However, her parents are extremely involved in assisting Julianna with reading. Like mentioned previously, Julianna reads aloud to her parents at night.

III. Emotional Climate

A positive classroom climate can have a major impact on a child's willingness and ability to learn. According to Morrow and Gambrell, "A positive classroom learning community provides a risk-free context in which students can engage in learning at their own level of expertise and comfort" (pg. 3). In a classroom where the students feel like they are a part of a learning community, they will feel comfortable taking educational and social risks, not be afraid of making mistakes, and will overall have a growth mindset that will improve their learning experience.

From what I have gathered from Julianna, her teacher creates a classroom climate that promotes independence, cooperation, risk-taking, and caring. Julianna told me that her classroom has a book library where she is able to pick books to keep in her desk. She is told which bin to choose from, so that she is reading books that are her grade level. Julianna also told me that she is allowed to read with a partner or small group during their literacy block and has learned strategies for helping her partner read. Lastly, Julianna told me that she enjoys working in a small group or with her teacher during writing time, because writing is something that she struggles with.

From information I have gathered from Julianna's mom, Julianna is an extremely hard worker at school, and strives to please her teacher. She practices reading often, but still tends to fall below grade level, resulting in frustration and leaves her unmotivated to read. When she makes mistakes or has trouble, she will often ask for a break and need a few minutes to reset before she can read again. I am hoping that I can work with Julianna on her frustration, and find ways to help her cope when reading may be difficult. Lastly, Julianna is motivated and engaged when reading books about things she is interested in. She loves reading about animals and expressed interest in reading expository texts in general. I believe that tapping into what interests Julianna, can be a great way to get her more motivated to read.

Part Two

IV. Literacy History

Julianna has shown growth in literacy since a young age, but in the more recent years has seemed to plateau especially in reading. She attended preschool when she was three and four years old, where she began learning concepts such as letters, numbers,

shapes, and colors. She then attended public school for Kindergarten until present day, and mom plans on keeping her in the public school system throughout the rest of her educational career. Her current school district teaches the Lucy Calkins curriculum for phonics, reading, and writing. Literacy instruction is integrated into all subjects throughout the day, and is encouraged to be practiced at home after the school day is over. Lastly, Julia has been tutored by a family friend and her mom in the past, but recently began tutoring with me because she responds better to people she does not normally work with.

Like mentioned previously, Julianna has been exposed to the Lucy Calkins curriculum for phonics, reading, and writing instruction for the past several years. Lucy Calkins literacy curriculum is centered around a workshop model where teachers are able to address every student's learning needs through whole group, small group, and individualized instruction. This literacy curriculum also encourages teachers to focus on check-ins and assessments with their students to make sure that they are making growth and meeting grade level expectations. In third grade this past year, Julianna focused on learning standards such as distinguishing her own point of view and asking and answering questions to demonstrate understanding of the text. Julianna's mom has informed me that the phonics instruction she has been exposed to, such as decoding, is something she needs improvement in along with comprehension. Julianna was also involved in small reading and writing groups with her teacher several times a week.

One specific challenge Julianna has faced recently that has contributed to her inability to grow in reading has been the pandemic. Pre-pandemic, Julianna was reading above grade-level and did not seem to struggle with reading whatsoever. When she began second grade, her teacher did pull her reading group as often as others, because she entered second grade at such a high level. Not having her reading group pulled enough, along with the craziness of the pandemic, Julianna fell behind in reading and now tends to struggle with comprehending and reading fluently. Julianna would benefit from regularly scheduled small group reading groups throughout fourth grade, along with activities that help her with comprehension and fluency.

V. Assessments Given and Summary of Results

According to Malloy, Marinak, and Gambrell, "The goal of assessment is to obtain useful and timely information about desired goals as literacy learning evolves" (pg. 3). In order to understand Julianna's strengths and weaknesses as a literacy learner, I

administered several pre-assessments in a one-on-one environment. The pre-assessments I gave Julianna included a *Elementary Reading Attitude Survey*, a *Fountas and Pinnell Where-to-Start Word Test*, and a *Fountas and Pinnell Reading Level Running Record*. Because Julianna's current school district uses the Fountas and Pinnell Benchmark Assessment System for determining students' reading levels, I chose to continue using it for this assignment. I am also familiar with this reading assessment and have used it with my own students. These assessments gave me information about Julianna as a reader, and helped guide my instruction in order to help her improve in reading and her overall literacy skills. After conducting pre-assessments and teaching lessons based off of my results from the pre-assessment, I administered several post-assessments to determine if Julianna made growth from the activities we did together. The post assessments I conducted with Julianna include a "Where-to-Start" word test to see if she made growth in this area after the first lesson, and a running record to see if she made growth in her reading comprehension after the second and third lessons. The next several paragraphs will describe the pre-assessments and post-assessments that were given, why they were given, and how I used the information to guide my instruction.

The first pre-assessment I chose to administer to Julianna was the *Elementary Reading Attitude Survey*. This assessment presents the student with a series of questions about their interests and feelings in regards to reading. The student chooses one of four pictures of Garfield that represents how they feel about that question. I chose to begin with this assessment because it gave me a better idea of her likes and dislikes towards reading. This assessment also helped me understand how she views reading and when reading can become more of a negative experience for her.

As a result of this pre-assessment, I learned valuable information about Julianna's feelings towards reading. First, I noticed that many of the questions that asked Julianna about her feelings toward reading in a recreational way, she answered very positively and it seemed to be something she enjoyed. For example, questions regarding reading for fun at home or receiving a book for a present, she answered with happy Garfield faces, indicating it is something she likes. Many of the questions that related to reading for school, Julianna answered with mild or sad Garfield faces, indicating it is something she does not like. One question Julianna answered with a sad face read "How do you feel when the teacher asks you questions about what you read?" I found this interesting because I know comprehension is something that Julianna struggles with. If she can improve in her comprehension, it is possible that Julianna may not be as bothered by answering questions about the text. Lastly, Julianna informed me that she loves learning from books, and that

is why she enjoys reading expository texts at school and at home. I can use this information when planning lessons for Julianna.

The second pre-assessment I chose to administer with Julianna was from the *Fountas and Pinnell Benchmark Assessment System 1* called the "Where-to-Start Word Test." This assessment contains seven word lists, starting with easier word lists and continuously becoming more challenging as you progress through each word list. If the child reads 16 out of the 20 words correctly, you should continue to the next list. Once the child gets more than 5 words wrong, you must stop at that list. Lastly, there is a "Where-to-Start Chart" that shows which Fountas and Pinnell Level you should start at for your first reading assessment. The purpose of administering this assessment is to find a starting point for the Fountas and Pinnell Reading Assessment that is given next, in order to find the students overall reading level. Julianna's mom had mentioned she thought her reading level was a Fountas and Pinnell Reading Level N, but I wanted to administer my own assessments to make sure I had the most accurate and up-to-date information.

As a result of this pre-assessment, I was able to find which reading level I should start assessing Julianna at, in order to find her instructional reading level. I began by presenting Julianna with List 2 where Julianna was able to read 19 out of the 20 words correctly. I then moved to List 3 where Julianna was able to read 17 out of 20 words correctly. Lastly, I moved Julianna to List 4 where she read 13 out of 20 words correctly. I stopped here and did not continue because she read more than 5 words incorrectly. When looking at the "Where-to-Start" chart, I was able to determine that I should begin testing Julianna's reading level at a Level N. Going into fourth grade, Julianna should be able to read List 4 and List 5. Because she was unable to move on to List 5, this tells me she may need some support in reading High Frequency Words for her grade level. This pre-assessment was crucial in finding a good starting point for her overall reading level assessment I will give as my last pre-assessment and also finding her weaknesses with reading grade level high frequency words.

The final pre-assessment I chose to administer with Julianna was a *Fountas and Pinnell Reading Level Running Record*. According to the second pre-assessment given, I began testing Julianna with a level N reading passage. I was able to choose between a nonfiction or fiction passage. Based on previous conversations we had during the first pre-assessment, I chose to start with a nonfiction passage. Julianna had mentioned she enjoys learning new things when she reads so I thought a nonfiction passage would be something that would interest her and get her more excited about reading. This assessment requires the student to read a passage, and then participate in a comprehension conversation post-reading. This reading assessment allows the teacher to

monitor the students accuracy, self-corrections, fluency, comprehension, and writing in order to determine their overall reading level.

As a result of this pre-assessment, I was able to determine Julianna's overall reading level by analyzing her accuracy, fluency, and overall reading comprehension. Like her mom had mentioned before assessing, I determined that she is at a reading level N, which does not meet grade level expectations for the beginning of fourth grade. At the beginning of fourth grade, Julianna would be meeting expectations if she was reading at a level P. When looking over the assessment, I first noticed that her accuracy rate was at a 96% with 11 errors. The majority of Julianna's errors were words that started with the same letter sound as the correct word, telling me she has no problem with identifying the first phoneme in a word. When reading with Julianna I also noticed that she is comfortable decoding words, and is not something that stuck out to me as a challenge or weakness. Next, I observed Julianna's self-corrections and found that she only self-corrected two times. This told me that if an error changes the meaning of the sentence, she does not always pick up on the error. Self-monitoring and thinking about if the sentence made sense while reading, is something that could be improved for Julianna. Lastly, I analyzed the comprehension conversation I had with Julianna. The questions I asked Julianna that were within the text, she answered with ease. Questions that were "Beyond the Text" and "About the Text" Julianna seemed to struggle with more. According to the Common Core State Standards, by the end of third grade, Julianna should be able to "determine the main idea of a text; recount the key details and explain how they support the main idea" (National Governors Association, 2010, *CCSS.ELA-LITERACY.RI.3.2*). This standard is one that Julianna struggled with during this pre-assessment, and is one I would like to address throughout my lessons.

After pre-assessments and lessons were presented, I conducted a number of post-assessments to see if progress was made. The first post-assessment I gave to Julianna was another "Where-to-Start" word test to see if Julianna had made growth in reading grade-level high frequency words after the first lesson. When given this assessment, Julianna scored 100% showing she made growth in this area. I would use this information to pick a more challenging level text for her next Fountas and Pinnell Reading Level Assessment. When referring to the "Where-to-Start" word test chart, it tells me that instead of picking a Level N to test her reading level, I would now pick a Level O or P to find her instructional reading level.

The second post-assessment I gave to Julianna was a running record that showed me whether she was able to master a Level N text at an independent level. During our last lesson, Julianna read a text called "Buddy" focusing on reading comprehension and

specifically, the main idea and key details. I conducted a running record assessment, and based on her number of miscues, self-corrections, and overall comprehension, I was able to conclude that a Level N was now her independent reading level. I would use the information to find her new, higher reading level.

VI. Lesson Plans

Lesson #1 Foci and Date	Objectives (include performance, conditions, and criterion. State the <i>Common Core State Standard</i> at the end of each objective.	Instructional materials (what will you use to deliver the main objectives of the lesson)	Ongoing assessment (to measure attainment of objectives)
<p>High Frequency Words Practice</p> <p>Anticipated Date: August 9th, 2021</p>	<p>Objectives:</p> <ul style="list-style-type: none"> -The student will be able to read 15 common grade-appropriate irregularly spelled words with 90% accuracy. -The student will be able to read 15 common grade appropriate irregularly spelled words in a grade-appropriate text. <p>CCSS: CCSS.ELA-LITERACY.RF.3.3.D Read grade-appropriate</p>	<p>-Use words from list 4 of the <i>Fountas and Pinnell Benchmark Assessment System 1</i> called the "Where-to-Start Word Test." (These words were determined during the second pre-assessment).</p> <p>-Activity #1 Warm-Up-Ipad Flashcards: Student will use the iPad to practice flipping through the flashcards.</p> <p>-Activity #2- Add a Picture Activity: Student will use a piece of paper to write the word and draw a</p>	<p>Assessment 1: Throughout the lesson, I will be monitoring whether or not Julianna is making progress with reading the words. During the warm up activity, I will observe how many words Julianna is able to read correctly. The words that Julianna reads incorrectly or seems to have trouble with, we will discuss them together and I will record them to refer to throughout the rest of the lesson.</p> <p>Assessment 2: During the read aloud activity, I will observe if Julianna was able to read the words correctly or</p>

	irregularly spelled words.	<p>picture that corresponds with the word. This will help the student visualize the picture when reading the word.</p> <p>-Activity #3- Read Aloud: Students will read a Fountas and Pinnell Level N book (<i>Sarah the Sunday Fairy</i>) that contains several words that she has been practicing.</p>	<p>incorrectly. We will review the words Julianna read incorrectly.</p> <p>Assessment 3: At the end of the lesson I will administer the "Where to Start Word Test" again to observe if progress was made and understand if Julianna was able to master the objective: The student will be able to read 15 common grade-appropriate irregularly spelled words with 90% accuracy.</p>
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Lesson #2 Foci and Date	Objectives (include performance, conditions, and criterion. State the <i>Common Core State Standard</i> at the end of each objective.	Instructional materials (what will you use to deliver the main objectives of the lesson)	Ongoing assessment (to measure attainment of objectives)
Comprehension Review	Objectives:	-Activity #1 - Warm-Up	Assessment 1: During the first activity, I will

<p>August 11th, 2021</p>	<p>-The student will be able to understand what "main idea" and "key details" means when asked about them while reading a text.</p> <p>-The student will be able to read a grade-level text and be able to identify the main idea and key details from the text.</p> <p>CCSS: CCSS.ELA-LITERACY.RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p>	<p>Activity-Main Idea and Key Details Chart: The student will review the meaning of "main idea" and "key details" and we will discuss how to find both while reading a text.</p> <p>-Activity #2-Main Idea and Key Details Graphic Organizer: The student will be presented with an expository passage. First, the student will read the text, highlighting all of the parts of the text that seem to be "key details" or are important bits of information. Then, the student will be presented with a graphic organizer and several scraps of paper with the main idea and key details printed on them already. The student will glue the scrap of paper with the main idea on it at the top of the graphic organizer. Lastly, the</p>	<p>be monitoring Julianna's understanding of "main idea" and "key details." We will have a discussion regarding best ways to find both when reading a text, and we will not continue to the next activity until she shows understanding.</p> <p>Assessment 2: During the second activity, I will first monitor Julianna's reading of the passage, making sure to mark any miscues or self-corrections. After reading, I will go back and revisit any words Julianna had trouble reading.</p> <p>Assessment 3: Next, while Julianna is participating in the graphic organizer activity, I will monitor her decisions when gluing the scraps of paper in their correct places. When I feel that Julianna has mastered the activity, I</p>
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		student will glue the "key details" scraps of paper at the bottom of the graphic organizer.	will introduce a similar, but more challenging activity during the next lesson.
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Lesson #3 Foci and Date	Objectives (include performance, conditions, and criterion. State the <i>Common Core State Standard</i> at the end of each objective.	Instructional materials (what will you use to deliver the main objectives of the lesson)	Ongoing assessment (to measure attainment of objectives)
Comprehension Review August 13th, 2021	<p>Objectives:</p> <ul style="list-style-type: none"> -The student will be able to understand what "main idea" and "key details" means when asked about them while reading a text. -The student will be able to read a grade-level text and be able to identify the main idea and key 	<p>-Activity #1-Warm-Up Activity-Main Idea and Key Details Chart:First, the student will review the "Main Idea and Key Details Chart." We will discuss how the main idea is what the text is mostly about, while the key details tell more about or explain the main idea. Once Julianna has understood the meaning of "main idea" and "key</p>	<p>Assessment 1:During the first activity, I will be monitoring Julianna's understanding of "main idea" and "key details." We will have a discussion regarding best ways to find both when reading a text, and we will not continue to the next activity until she shows understanding.</p> <p>Assessment 2: During the second activity, I will</p>

	<p>details from the text.</p> <p>CCSS: CCSS.ELA-LITERACY.RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p>	<p>details" we will move on to Activity #2.</p> <p>-Activity #2-Read Story: Next, the student will read a Level N text entitled "The Puppy Place: Buddy" aloud.</p> <p>-Activity #3-Main Idea and Key Details Graphic Organizer: After reading, the student will be asked to write the main idea at the top of a graphic organizer and write the key details from the story underneath.</p>	<p>first monitor Julianna's reading of the passage, making sure to mark any miscues or self-corrections. After reading, I will go back and revisit any words Julianna had trouble reading.</p> <p>Assessment 3: Next, while Julianna is participating in the graphic organizer activity, I will monitor her decisions when writing the main idea and key details of the text. If Julianna can successfully complete this activity, I feel she will have mastered the standard and be ready to focus on a new standard.</p>
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Part Three

VII. Reflection

Lesson 1:

Based on the pre-assessments given, I first decided to focus on a high frequency words lesson with Julianna. The standard I wanted Julianna to master by the end of the lesson was for her to be able to “read grade-appropriate irregularly spelled words.” The learning target for this lesson was for Julianna to be able to read a list of grade-appropriate high frequency words with 90% accuracy. Because Julianna scored low on list 4 of the Fountas and Pinnell “Where-to-Start” word test, I presented Julianna with 15 words from this list. We began the lesson with a warm-up activity where Julianna was able to use the iPad to flip through the high frequency words on virtual flashcards. Julianna had mentioned to me before that she had an interest in using technology to learn, so I thought this would be the perfect way to get Julianna engaged in the lesson. When flipping through the flashcards, we discussed parts of each word, prefixes, suffixes, letter sounds, and even the definition. Lastly, I had Julianna try to think of a sentence she could use the word in, hoping that it will help her remember the word when seeing it again. After the warm-up activity, I presented Julianna with small pieces of paper, crayons, and a pencil. I showed Julianna one of the high frequency words, and had her write down the word on her sheet of paper. Julianna was then asked to draw a picture of the word underneath the written word. When finished with all 15 words, I had Julianna flip through the flashcards she created, and read the words aloud. Any words that Julianna read correctly, we went back and discussed them again. This activity helped foster Julianna’s creativity, something she mentioned she enjoys doing, and it also help her create a visual representation of the word when she reads it in a passage or book. For the last part of the lesson, I had Julianna read a Level N book entitled *Sarah the Sunday Fairy*. This book contained several of the high frequency words Julianna had been practicing, so I was able to monitor her progress with reading these words. At the end of the lesson, I had Julianna read the 15 high frequency words we had been practicing again, and Julianna was able to read all 15 words correctly.

I believe that my reading instruction made a meaningful contribution to the student’s reading progress because by the end of the lesson, Julianna was able to successfully master the learning target. Julianna was able to read 100% of the high frequency words with accuracy, and would be able to move on to the next word list when assessed with the “Where-to-Start” word list again.

In order to support student success throughout the lesson, I knew I had to be extremely careful with the way I presented feedback to Julianna. From talking to mom and learning about Julianna as a learner, I know she can get frustrated easily and have the desire to shut down or stop the learning process. Therefore, I knew the importance of giving Julianna positive feedback, and also being gentle and kind when giving her constructive feedback. For example, when Julianna would read a word correctly, I made sure to say things like "WOW! You are doing great" and when Julianna would read a word incorrectly I would say "I want you to take a look at that word again and see if a different word comes to mind." I believe that a teacher's feedback can have a positive or negative impact on a child's engagement and willingness to learn, so I made sure I was aware of my feedback throughout the lesson. Another strategy I used to support student success throughout the lesson, was I made sure to model exactly what was expected of her, before she began the activity on her own. This gave Julianna the confidence she needed to complete the activity successfully.

If I were given the opportunity to teach this lesson again, I may want to incorporate some sort of active component that would get the student out of their seat and moving. Making a lesson active is a great way to engage students, so I think this change could make a positive impact on the lesson. Another change I would consider if I were given the opportunity to teach this lesson again would be to pick a book that was a little shorter for the student. After already participating in several pre-reading activities, Julianna seemed a little tired and uninterested by the time she had to read the story. While reading, she stopped several times to count the number of pages she had left, telling me she was beginning to disengage from the lesson. Because of this, I would consider choosing a shorter story, or possibly eliminating one of the pre-reading activities.

After conducting this first lesson, I was able to conclude that Julianna successfully met the learning target. She was able to read all 15 words correctly, telling me she was engaged and made progress throughout the lesson. Because she was able to master all 15 words, this would tell me she is ready to begin reading a new high frequency word list, and may be able to try reading a higher level book for the Fountas and Pinnell Reading Assessment.

Lesson 2:

Based on the pre-assessments given, for my next lesson I decided to focus on improving Julianna's overall reading comprehension. Julianna's accuracy and fluency were good, however, her overall reading comprehension was something that could be addressed

and improved. The standard I wanted Julianna to master by the end of the lesson was for her to be able to "determine the main idea of a text; recount the key details and explain how they support the main idea." The learning target for this lesson was for Julianna to be able to understand what "main idea" and "key details" means when asked about them while reading a text, and be able to name them when reading a text. Because I knew I would be teaching this standard over multiple days, I decided to start slow with this lesson and continually get more challenging as the lessons progressed. For the warm-up activity, Julianna and I had a discussion about what the "main idea" and "key details" are in a text, and how we would find them when reading. We discussed the story "The Three Little Pigs" and what the main idea and key details were in a children's story like this. I then explained to Julianna that both expository and narrative texts can have key details and a main idea. For the second activity of this lesson, I had Julianna read a short expository passage, and then provided her with several scraps of paper with the main idea and key details printed on them. I chose to provide the main idea and key details to Julianna for this first lesson, because I felt it was a great way to ease into the target, while assisting Julianna in finding them during reading. After reading, Julianna and I discussed her answers.

I feel that my reading instruction did make a meaningful contribution to the student's overall reading progress. After reading the passage, Julianna was able to talk about key details from the text aloud. Then, she was successfully able to find the scrap of paper with the main idea and pasted that at the top of the graphic organizer. Lastly, Julianna was able to successfully paste the key details scraps into the correct part of the graphic organizer. This told me she was able to follow directions, and was able to master the standard for this lesson.

One thing I did to support the student's success during the lesson was I monitored Julianna's reading throughout the passage, making sure to assist her with any words she had trouble with. I then modeled how Julianna would cut and glue the scraps of paper on the graphic organizer, so she knew what was expected of her for the activity. I also made her write an M at the top of her page so she remembered where the main idea goes, and a K on the bottom of her page so she remembered where the key details go. Lastly, when Julianna was finished gluing her graphic organizer we had a discussion about how she knew what the main idea and key details were. Julianna said she knew what the main idea was because she thought about the chart we discussed from the beginning of the lesson and she knew the main idea means what the text is mostly about. This discussion was a critical moment during instruction because it helped me understand that Julianna knows how to find the main idea in a text. This discussion told me she was engaged and listening at the beginning of the lesson when we were reviewing the main idea and key details chart.

If I had the opportunity to teach this lesson again, I would present Julianna with a longer, more challenging passage. The passage I chose seemed to be too easy for her, and I think I could have challenged her more during the reading part of the passage. Another change I would make to this lesson would be to provide Julianna with a highlighter to highlight important details from the passage. This would have assisted in Julianna's ability to organize her thoughts, and also is a great strategy when trying to find the important information in a passage.

After conducting this lesson, I was able to conclude that Julianna was able to successfully master the learning target. Julianna was able to explain what "key details" and "main idea" means, and also was able to identify them in a reading passage. Because she was able to successfully sort the main idea and key details in the graphic organizer, I planned lesson 3 to be a more challenging activity.

Lesson 3:

Based on the pre-assessments given and the successful outcome of the second lesson, I decided to continue focusing on Julianna's reading comprehension in a more challenging way. For this last lesson, the standard I wanted Julianna to master was the same as the previous lesson: Julianna should be able to "determine the main idea of a text; recount the key details and explain how they support the main idea." For the first activity, we reviewed the "Main Idea and Key Details" chart that we used from Lesson 2. I wanted Julianna to have a refresher of these concepts before we began focusing on them in the next activities. For the next activity of this lesson, I had Julianna read a level N book entitled "Buddy." I chose this book for Julianna because she had mentioned to me that she enjoyed reading about animals, and I wanted to present her with a text that would get her motivated to read. After reading, Julianna was asked to think about the main idea and key details from the story, and write them in a graphic organizer. Unlike the second activity, this was more challenging for Julianna because instead of being provided with the main idea and key details to sort, she had to come up with them on her own.

I feel that my reading instruction did make a meaningful contribution to the student's overall reading progress. First, when Julianna was reading the story, she seemed to read the level N text fluently, and accurately. She only had 4 miscues and 2 self-corrections telling me she was reading this text at an independent level. Next, when assessing her on her overall reading comprehension, Julianna was able to successfully write the main idea of the story along with key details that contributed to the main idea. After conducting all three lessons with Julianna, I believe that she is ready to have her reading level tested again, and will hopefully, be at a higher reading level.

In order to support student success during the lesson, I made sure to monitor her progress while she read. I marked her miscues and self-corrections, so I was able to go back and revisit them at the end of the lesson. We also discussed which words she read incorrectly. Another thing I did to support student success during the lesson was when Julianna stopped in the middle of the lesson to write down the main idea. At that moment, I stopped her and had a discussion with her regarding her decision to stop and write down the main idea. I explained to her that sometimes we may think we know the main idea, but books change throughout and it is important not to state the idea until we have finished the book. This was something I had not explained to Julianna yet, so it became a great teaching moment for her. If I were to teach this lesson again, I think I would have stopped Julianna more throughout the story, to have conversations about the key details and main idea. This way we could see if her thoughts change throughout the story.

VIII. Recommendations to Teachers and Parents/Guardians

Dear Parents and Teachers,

Thank you so much for giving me the opportunity to work with Julianna throughout the summer. Not only has Julianna made great progress, but I also feel that I have progressed as an educator as well. Julianna has made wonderful growth and I am excited to inform you of her strengths and areas for growth I have observed throughout the summer.

Julianna has a plethora of literacy strengths. One strength that stuck out to me the most was Julianna's overall work ethic, and eagerness to learn. I know you had mentioned to me that sometimes Julianna does not want to participate in educational activities, especially ones she may struggle with. From the moment I started working with her, she has been extremely excited to learn with me and has not shown any signs of frustration or unwillingness to learn. She was motivated to read texts that assisted in her learning about animals, and expressed her motivation to learn when she can be creative and draw. To me, this has shown that she is making progress with her confidence and if she can continue on this path, she will make large strides in fourth grade. Another strength I noticed in Julianna's literacy development was her ability to decode words she didn't know. When Julianna would come to an unfamiliar word, she used the prefixes, suffixes, and letter sounds she was familiar with, in order to read the word. This contributed to her overall fluency in reading and assisted her when reading passages.

While Julianna had many strengths throughout each lesson, I did notice areas where her literacy skills could be assisted and improved. After conducting multiple pre-assessments with Julianna I found two areas where she could make growth in order to improve her overall literacy skills: high frequency words and reading comprehension. For our first lesson, I chose to work on high frequency words with her because she scored below-grade level in this area. Learning high-frequency words is important for students because they help students read with automaticity and fluency. High frequency words are words that often have irregular spelling patterns and need to be memorized in order to successfully read grade-level texts. To practice high frequency words with Julianna, I created a lesson where we completed several activities focusing on reading 15 words. Julianna worked through each activity with ease, and by the end of the lesson, was able to successfully read all 15 words. Because of her growth in this area, I would suggest that Julianna's fourth grade teacher continue to present her with fourth grade high frequency

words, practicing and testing her on them each week. The more of these words she can memorize, the more assistance it will give her in her overall reading abilities.

For our second and third lessons, I chose to work on Julianna's overall reading comprehension with her because I noticed it was a challenge for her in her pre-assessment. Specifically, I wanted Julianna to improve her ability to recall the main idea and key details in a text. I assisted Julianna in her understanding of the meaning of key details and main idea, how to find them in a text, and using a graphic organizer to organize each part. The first lesson I assisted Julianna more, and the second lesson I allowed her to take charge and show what she had learned from both lessons. Julianna was able to successfully find the main idea and key details in both reading opportunities. Now that Julianna seems to have mastered this objective, I suggest that Julianna's fourth grade teacher assist in helping her with other comprehension activities such as asking and answering questions about a text. The more Julianna practices comprehension skills, the more I believe her overall reading skills will thrive. I would suggest that Julianna's fourth grade teacher administer high frequency word and reading assessments throughout the entire school year, so that instruction is guided to address Julianna's greatest needs.

Lastly, I would suggest that Julianna's fourth grade teacher give positive feedback to her when she is showing her strength and making progress. I have learned that Julianna thrives when she receives positive feedback, so this is critical in boosting her confidence with literacy skills and her overall education.

Overall, I have been delighted to work with Julianna. She has been a wonderful student to work with and has proven that she can make great strides when given the opportunity. Thank you for allowing me to be a part of Julianna's educational growth.

Sincerely,

Ms. Mills

IX. Appendices of work

Appendix A: Pre-Assessment 1 (Elementary Reading Attitude Survey)

Name _____ School _____ Grade _____

Elementary Reading Attitude Survey

2

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 a 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?

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

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

7. How do you feel about reading during summer?

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

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3

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 the teacher asks you questions about what you read?

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

4

How do you feel about reading in school?

How do you feel about reading your school books?

How do you feel about learning from a book?

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

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5

17. How do you feel about the 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?

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Appendix B: Pre Assessment 2 (Where-to-Start Word Test)

Getting Started

Where-to-Start Word Test

Description Students read a leveled word list.

- You Need**
- ▶ Where-to-Start Chart to determine the level at which to start Benchmark assessment.
 - ▶ Where-to-Start Word List
 - ▶ Where-to-Start Word Test–Individual Record form

Why Use It If you do not have or are not confident about reading performance information about a student, this quick assessment will give you a broad notion of the level at which to begin Benchmark Assessment.

- How to Use It**
- ▶ Ask the student to read the list for the level below his/her grade level. (e.g., third graders should begin with **List 2**, fourth graders with **List 3**, fifth graders with **List 4**, etc.)
 - ▶ "I want you to read some words. When you come to a hard word, try it. If you cannot read it, go on to the next word. I'll be making notes while you read. Start here."
 - ▶ Place a card under the first word in the appropriate word list. Have the student move the card down the list as he reads. If the student spends too much time on a word (more than 5 seconds), say "Read the next one."
 - ▶ As the student reads, score and record word reading on a copy of the list:
 1. Check each word read accurately, including correct guesses, self-corrected readings, and accepted local variations in pronunciation.
 2. Record incorrect attempts in the space to the right of each word. If the word is not attempted, leave the space blank.
 3. Score as errors words that the student
 - cannot read
 - substitutes with another word or other sounds
 - says several different ways and is uncertain of the correct pronunciation
 - reads incompletely (*bush* instead of *bushel*) or adds sounds to (*performs* instead of *perform*)
 4. Do not prompt, coach, or ask the student to repeat a word (unless you could not hear it).
 5. Record the number of words read accurately at the bottom of each list.

If the child reads 19 to 20 words on a list correctly, then go to the next list. If a child reads less than 18 words correctly, then stop and begin the text reading at the appropriate level shown on the chart below.

Where to Start Chart

Number Correct	List 2	List 3	List 4	List 5	List 6	List 7	List 8
0-5	E	I	M	P	R	T	U
6-10	F	J	M	P	R	T	V
11-15	G	K	N	Q	S	U	V
16-20	H	L	O	Q	S	U	V

started

Where-to-Start Word Test—Individual Record

Name _____ Date _____

List 2		List 3		List 4		List 5	
want	✓	plate	✓	silence	✓	speechless	
friend	✓	year	✓	serious	X	slumber	
puppy	✓	noise	✓	nature	✓	courage	
basket	X	under	✓	station	✓	region	
could	✓	twisted	✓	graceful	X	appearance	
dark	✓	giant	X	heavy	✓	gracious	
down	✓	knives	✓	against	✓	honorable	
road	✓	what	✓	excuse	X	ambition	
plant	✓	around	✓	traffic	X	expression	
away	✓	because	✓	reward	X	protective	
morning	✓	forest	✓	plastic	✓	cushion	
three	✓	once	✓	ocean	✓	population	
cool	✓	scramble	✓	perform	X	needle	
drop	✓	again	✓	delicious	X	marriage	
grass	✓	careful	✓	pebble	✓	obedient	
when	✓	breakfast	X	understood	X	baggage	
first	✓	batter	✓	destiny	✓	justice	
train	✓	suddenly	✓	future	✓	lately	
queen	✓	badge	X	anger	✓	bushel	
scream	✓	village	✓	honey	✓	lunar	
	19 /20		17 /20		13 /20		/20

Student _____ Grade _____ Date _____
 Teacher _____ School _____

Recording Form
Part One: Oral Reading

Place the book in front of the student. Read the title and introduction.

Introduction: In this book, you will learn about how caves are formed. You will read about the formations in caves—stalactites that hang from the ceiling and stalagmites that come up from the floor. Read to learn all about caves.

Summary of Scores:	
Accuracy	11
Self-correction	11
Fluency	11
Comprehension	11

Page	Text	Sources of Information Used									
		E	SC	E		SC		E		SC	
		M	S	V	M	S	V	M	S	V	
2	Caves and Cavers Caves are dark, hidden worlds that some people like to explore. These people are called cavers. Some big caves, called caverns, have rooms that connect, just like a house. Cavers have fun crawling, climbing, and sliding through rocky spaces—some tiny, some huge—to learn about these interesting places.										
Subtotal		2	0								

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Part One: Oral Reading *continued*

Page	Text	Sources of Information Used									
		E	SC	E		SC		E		SC	
		M	S	V	M	S	V	M	S	V	
6	Safety First Guides work at many cave sites. These experts can lead people through the twisting tunnels and paths inside caves without getting lost. Cavers love adventure, but they have to be smart and careful. One rule they follow is never to explore alone. There must be at least three people in a group. That way, if there's an accident, someone can go get help.										
Subtotal		2	0								

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Part One: Oral Reading *continued*

Page	Text	Sources of Information Used									
		E	SC	E		SC		E		SC	
		M	S	V	M	S	V	M	S	V	
4	How Are Caves Formed? Scientists have different ideas about how caves are formed. Most think caves are created by water. When rain falls, it mixes with an invisible gas in the air. When the water reaches the ground, it seeps into the earth.										
5	The water continues going deeper into the earth until it touches rock. Very slowly, the water eats away at the rock and causes tiny cracks to develop. The cracks in the rock grow wider with time. Then the water flows out and leaves behind a cave.										
Subtotal		4	2								

Part One: Oral Reading *continued*

Page	Text	Sources of Information Used									
		E	SC	E		SC		E		SC	
		M	S	V	M	S	V	M	S	V	
7	Cavers follow another rule—be prepared! It can get very cold inside a cave, so cavers wear warm clothing. They also wear helmets to protect their heads from falling rocks. Sturdy hiking boots help them walk along bumpy or slippery paths.										
8	It's very dark inside a cave, but instead of carrying flashlights, many cavers wear helmets with lights attached to them. That way their hands are free to hold on as they climb on rocks.										
Subtotal		3	0								
End Time		4	6								
Total		11	2								

Have the student finish reading the book silently.

Appendix C: Pre Assessment 3 (Fountas and Pinnell Reading Level Assessment)

Part Two: Comprehension Conversation

Have a conversation with the student, noting the key understandings the student expresses. Use prompts as needed to stimulate discussion of understandings the student does not express. It is not necessary to use every prompt for each book. Score for evidence of all understandings expressed—with or without a prompt. Circle the number in the score column that reflects the level of understanding demonstrated.

Teacher: Talk about what you learned in this book.

Comprehension Scoring Key	
0	Reflects unsatisfactory understanding of the text. Either does not respond or talks off the topic.
1	Reflects limited understanding of the text. Mentions a few facts or ideas but does not express the important information or ideas.
2	Reflects satisfactory understanding of the text. Includes important information and ideas but neglects other key understandings.
3	Reflects excellent understanding of the text. Includes almost all important information and main ideas.

Key Understandings	Prompts	Score
<p>Within the Text</p> <p>Caves are spaces under the ground.</p> <p>Reports 3–4 interesting facts about caves, such as: people who like to explore caves are cavers; caves have rooms; water eats away at the rock to make a cave; three people need to go together in a cave; cavers wear warm clothes, helmets with lights, and hiking boots; animals live in caves; water drips form stalactites and stalagmites.</p> <p><i>Note any additional understandings:</i></p>	<p>What is a cave?</p> <p>What did you learn about caves?</p> <p>What else?</p>	0 1 2 3
<p>Beyond the Text</p> <p>Caves are very important, and we need to take care of them.</p> <p>"caves are cool things"</p> <p>Recounts one major idea from the text, such as: It takes a long time to make a cave; caves are home to many animals, so we need to take care of them; we can learn a lot about Earth from caves.</p> <p>"I don't remember"</p> <p>"because they take a long time to create"</p> <p><i>Note any additional understandings:</i></p>	<p>What was the most important idea in this book?</p> <p>What did you learn about why caves are important to us?</p> <p>I might (or might not) like to explore a cave, would you? Why (not)?</p>	0 1 2 3

Continued on next page.

Part Two: Comprehension Conversation *continued*

Key Understandings	Prompts	Score
<p>About the Text</p> <p>The author put information in the book that she thought readers would not know and would find interesting (gives examples). "idk"</p> <p>The author read a lot about caves to learn about them and so she could write accurately about them. The facts must be right in this book because (gives author's credentials, references, other). ✓</p> <p>There are different kinds of information in different places in the book. The sections (or headings, titles, table of contents) tell you where to look. "there is information all over" ✓</p> <p>The author wants you to think that caves are very interesting and make you want to visit one or read more about them. ✓</p> <p><i>Note any additional understandings:</i> "caves are important"</p>	<p>How do you think the author decided what information to put in the book?</p> <p>Do you think the information in this book is accurate? Why (not)?</p> <p>How does the author help you find the different kinds of information in this book?</p> <p>What do you think the author wants you to think about caves? What do you think she might want you to do after you read this book?</p>	0 1 2 3

Guide to Total Score	Subtotal Score:
9–10 Excellent Comprehension	6 / 9
7–8 Satisfactory Comprehension	1 / 1
5–6 Limited Comprehension	
0–4 Unsatisfactory Comprehension	
	Add 1 for any additional understandings:
	Total Score: 7 / 10

Part Three: Writing About Reading *(optional)*

Read the writing/drawing prompt on the next page to the student. Specify the amount of time for the student to complete the task. (See *Assessment Guide* for more information.)

Writing About Reading Scoring Key	
0	Reflects no understanding of the text.
1	Reflects very limited understanding of the text.
2	Reflects partial understanding of the text.
3	Reflects excellent understanding of the text.

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