

Case Study – Sarah

TE 846

Kevin Moore

3/9/14

LITERACY LEARNER ANALYSIS PROJECT

Brief Background and Reason for Project Focus

Teaching fifth and sixth graders English Language Arts in Saginaw, Michigan has really opened my eyes to the importance of literacy. Literacy is more than simply fluency and word recognition. Rather, it is the process of analyzing a variety of text through speaking, listening, and writing. I have seen firsthand how a student's evolving skill in literacy has created stronger proficiency in other subject areas.

As director of education and deputy director of College-Ready Work for the Bill and Melinda Gates Foundation, respectively, Vicki Phillips and Carina Wong once said to "Think of literacy as a spine, it holds everything together. The branches of learning connect to it, meaning that all core content teachers have a responsibility to teach literacy." For my students to be successful in this day and age, I know that it is up to me to incorporate strong, literacy based instructions across the curriculum. Otherwise, I place my students at risk of falling behind. This is why I find it vitally key to help one of my current students, Sarah, with the essential skills necessary to comprehend and annotate informational text.

Home and Family

Sarah (a pseudonym used to protect my student's identity) is a twelve year old Hispanic female who will be thirteen this upcoming June. She is currently a sixth grade student at North Saginaw Charter Academy (or NSCA). Based off recent AIMS-Web test scores – taken in January of 2014- Sarah's Lexile Range is 680. This scoring range puts her at approximately a third to fourth grade reading level.

Makayla, along with her younger brother Pedro, are new students at NSCA. Pedro is currently in second grade. Makayla's parents are divorced, and both children primarily live with

LITERACY LEARNER ANALYSIS PROJECT

their mom. Her father has since remarried and started another family; as a result, Sarah has shared with me that she occasionally feels neglected at times. Mom has mentioned that her father received special education services throughout his school years.

Her mother works long hours at a local hotel, which keeps her from establishing strong literary practices at home. Mom has also been dealing with a recent health scare involving cancer. This week she is set to undergo a surgery to remove some potential malignant tumors, which has put an increased strain on Sarah to keep everything together. Neither parent has graduated from college or trade school.

At a recent Parent-Teacher Conference, I discovered that Sarah twice been retained from moving onward to the next grade. The first time was in kindergarten, while the process repeated itself again in second grade. However, Sarah was moved forward in the middle of her fourth grade year to fifth; as a result, she is technically only one grade level behind her peers. Her CA-60s verified this, and explains how she is relatively close in age to the students currently in her classroom.

Due to her mother working a second shift schedule, Sarah is often left in charge of her brother, or with her grandparents. She is not read to at home, and does not have a range of literary materials within the home environment. Since her family has struggled with school, they are ill-equipped to help both children with best practices. This lack of assistance has only increased to do the personal issues that have befallen the family.

Emotional Climate

In my classroom, reading is emphasized in all subject and content areas. Every day, we spend at least 15 minutes on reading independently at a student's particular level. During reading

LITERACY LEARNER ANALYSIS PROJECT

workshop, I make use of Raz-Kids as an option for practicing reading informational text. Raz-Kids is an online literacy program found on Reading A-Z, and I have found great success with my students, in terms of both reading comprehension and fluency.

One of my strategies within the learning environment is to create a loving, caring environment, where students feel confident and safe to take chances and grow. With that in mind, I have a leveled library in class, where students are able to find a variety of books at their comfort level. I also constantly make mention of the fact that it is not where you start the school year; rather, it is how you chose to end it. I refer to this to try and motivate students who are not at grade level (like Sarah) to remind them at there is still a chance for them to be successful.

In class, Sarah demonstrates the desire to hone and improve her reading ability. However, due to low confidence, she can get discouraged easily if she encounters unfamiliar words, or does not do as well on testing. She demonstrates this by occasionally being off task with other students, or not completely staying focused on her reading. When asked about reading at home, Sarah admitted to me that “I often find myself talking on my cell phone, or doing other things more fun. Reading is kind of boring to me.”

Over the course of this semester, Sarah has gone through a tremendous amount of upheaval at home. During this research project, her mother underwent surgery to remove malignant tumors; furthermore, there was an altercation between the two of them that had numerous consequences. Sarah was temporarily removed from her mother’s house, separated from her brother, and received crisis management intervention and housing from Innerlink – which is a division of the Saginaw County Youth Protection Council.

LITERACY LEARNER ANALYSIS PROJECT

Although they have since reconciled, this tumultuous situation diverted Sarah's attention from school. Her attendance greatly suffered. When she did make it to school, she was often emotionally distressed. This had a significant impact on the case study, both on an academic and personal level.

Literacy History

When I asked Sarah about how reading was taught to her in previous classroom, she described whole-group teaching processes, where little differentiation occurred. It was quite a shock for her at the beginning of the year when I introduced the class to the workshop format. For reading, students are divided up, based on a combination of recent NWEA and AIMSweb scores; the students who are at the lower percentile rankings meet with me for a larger period of time each week. Sarah has shared that she currently appreciates the format, as she is able to get more individual and small group instruction.

Sarah receives Response to Intervention (RTI) five days a week, due to low test scores on benchmark assessments. She meets with her paraprofessional for 45 minutes each session. Her most recent NWEA test showed a decrease in reading comprehension of informational text, as well as a deficient in foundational skills and vocabulary. These are the targets I will be focusing on for this case study.

Due to her innate desire to perform well for her mother and teacher, Sarah shows anxiety and apprehension about any type of assessments – formative or otherwise. During the NWEA Reading Test, she seemed nervous about letting both her paraprofessional and me down with her performance and results. Her motivation appears to be tied into self-perception of her own competencies, as well as how she values a specific task (Gambrell 2007).

LITERACY LEARNER ANALYSIS PROJECT

Tests Given and Summary of Test Results*Pre-Test and Lesson Outline:*

To have a full understanding of Sarah's reading fluency and comprehension level, I helped administer AIMSweb, an assessment and progress monitoring tool created by Pearson, an educational company specializing in technology. The AIMSweb assessment is given three times a year; normally this would occur in early January. However, due to the record number of snow days that occurred over the course of the month, the students did not receive the second test until the middle of February.

The AIMSweb test covers Oral Reading Fluency (known as the R-CBM) as well as Reading Comprehension (which they call the MAZE portion of the test). The R-CBM has the student read a passage out loud, to see strengths in phonics and fluency. The Maze test has students reading passages in which every seventh word has been omitted, and learners have to choose – between three words – what makes the most sense in the passage.

Comparing Sarah's initial score to her most recent was startling; her Winter R-CBM score was exactly the same as what she earned in the fall. Her score also decreased by 3 points over the same period of time. Therefore, her level of skill went from "below average" to "well below average." Sarah's Lexile Measure remained around 680L.

Using this test as my pre-assessment, I went about creating two lesson plans to help Sarah improve both her reading fluency and comprehension. One of the lesson plans was afforded to me through the AIMSweb progress monitoring system. I (along with her RTI coordinator) will be assessing and reviewing Sarah's Oral Reading Fluency; the time covered was from February 26th - about a week after the mid-year assessment - to March 26th.

LITERACY LEARNER ANALYSIS PROJECT

To make sure that Sarah’s reading level is a true indication of her literacy abilities, I will be using a Diagnostic Reading Assessment (DRA2) as my posttest. Completing the DRA will give me the opportunity to determine how she has progressed over the course of the case study. I will also be able to coincide the information gleaned from the DRA2 with “The Continuum of Literacy Learning” by Fountas and Pinnell. The continuum extends to foundational skills and vocabulary.

The other lesson I have for Sarah will assist her in her comprehension of sixth grade level text. The lesson will be about a one week process. Using McDougall Littell’s *Language of Literature: Grade 6* reading program, Sarah will listen to an audio version of “The School Play,” a short story written by Gary Soto. Later in the week, she will re-read it for clarification, as well as answer comprehension questions from the passage.

Lesson Plan Matrix

Lesson Foci/Date	Objectives (include including performance, conditions, and criterion. State the Common Core State Standard at the end of each objective.	Instructional materials (what will use to deliver the main objectives of the lesson)	On-going assessment (to measure attainment of objectives)
4-7 to 4-9	-Student will be able to read and comprehend a sixth grade level story, as well as draw evidence from literary and informational text. CCSS.ELA-LITERACY.RI.6.10: CCSS.ELA-LITERACY.W.6.9	Language of Literature: 6 th Grade Edition (McDougall-Littell series)	Monday: 1. Before reading strategies – picture walk and vocabulary check. 2. Audio recording on CD Tuesday: Comprehension Quiz

LITERACY LEARNER ANALYSIS PROJECT

2-26 to 3-26	-Student will be able to provide a summary of a story, as well as cite textual evidence to support analysis. CCSS.ELA-LITERACY.RL.6.1 CCSS.ELA-LITERACY.RL.6.2	1. AIMSweb progress monitoring checks	Progress Monitoring conducted through AIMSweb. The Posttest will be a DRA2 Assessment Test, which will determine growth.

Test Results:

At the end of my first lesson plan, I had Sarah read “A Journey to Freedom,” written by Rose Howell. The story is a Level 40 Benchmark Assessment Book of the program, and was selected to gauge her progress with Oral Reading Fluency, as well as her ability to comprehend the story. In terms of Oral Reading Words per Minute and Percent of Accuracy, she finished above the shaded areas on both scales. She finished the oral reading section in 2:25, with a 98% accuracy rate.

Sarah problem solved for miscues by blending letter sounds and using letter-sound clusters. She also demonstrated the skill of rereading words to clarify meaning and understanding. Though some of her miscues included insertions and substitutions of words, it did not interfere with her knowledge of the story. Her Oral Reading Fluency scores indicate she could handle reading at the next level; however, Sarah will still need practice in terms of summarizing, comprehending, interpreting, and reflecting on a reading selection.

As for the second lesson, Sarah struggled with understanding grade level text. After listening to “The School Play” on audio, she was able to articulate the basics of the story (such as identifying main characters, and verbally summarizing the story). After reviewing the story, she

LITERACY LEARNER ANALYSIS PROJECT

was given a selection test, provided by McDougall Littell. I made the posttest open book, which would afford me the chance to see if Sarah could go back into a text to find information (if possible).

The results of her test were in sync with my expectations; Sarah had an inability to scaffold what she learned previously to grade level text. Though she was able to communicate the meaning of mood, she could not easily identify the tone of select passages from the story; this struggle also extended to the short answer questions as well. Overall, she could not fully implement the concepts discussed in the lesson to the selection test. Case in point: for specific comprehension questions, she did not effectively demonstrate going back into a text to find specific answers.

When it came to the short answer writing prompts, Sarah was also not proficient. On one of the questions – which asked her to state character traits of the main character, supported by detail – she only said “Robert is happy, because he wants to do the school play.” There were no other details explicitly drawn from the story to support her answers.

Reflections on Your Differentiated Literacy Lesson Plans

An analysis of both lessons painted me a picture of what I felt all along: while Sarah made modest gains in Oral Reading Fluency, her struggle with Reading Comprehension still causes her to perform well below grade level. Her AimsWeb data shows that Sarah’s stronger ability lies in Oral Reading Fluency; therefore that was not unexpected.

LITERACY LEARNER ANALYSIS PROJECT

However, I can unabashedly say that her lack of great improvement in both categories can be greatly attributed to her attendance during this time period. Sarah's inability to attend class regularly (due to the magnitude of emotional and personal issues away from school) resulted in her missing chunks of instructional time. This made it very difficult to foster strategic and intentional reading comprehension skills, since she was unable to scaffold and build off of prior concepts. It also can be seen in her Progress Monitoring Charts for AimsWeb, where her performances were very sporadic in nature.

One way that Sarah can help to improve her literary skill set is by direct instructional practice with vocabulary knowledge. One way I could help build this up is by using Words Their Way, a word study series written by Donald Bear. The program (which I am currently using in my classroom) focuses on word study to help with phonics, vocabulary, and meaning. I did not truly start the implementation process until after the lessons with Sarah; in hindsight, this could have been a vital key to assisting Sarah in being able to find meaning in a text. As I have learned, her knowledge of a word's meaning correlates to her ability to comprehend text (Stahl, 2003).

From this point on, I can see that the need to extend my pedagogy of teaching by including new lessons and activities to get students such as Sarah engaged. One such way would be through websites such as www.readwritethink.org, which can get my students engaged in reading a diverse group of genres and resources. In Sarah's particular case, I could have used a resource such as this to have a stronger understanding if her issues with comprehension stem from reader factors, text factors, or the activity (or purpose) behind what she is reading (RAND 2002).

LITERACY LEARNER ANALYSIS PROJECT

When I continued to reflect on the moderate (in my opinion) level of success Sarah experienced, I decided to focus on my instructional practices and methodology first, as opposed to pondering what Sarah could have done differently. It is with that growth mindset that I thought back to my second lesson. While I know my intentions were good, and that the lesson itself served some merit in evaluating Sarah's current reading aptitude, I feel it placed too much emphasis on assessment over teacher instruction.

With this thought in mind, I have decided to focus on creating informed instructional practice. I will begin this process by "embedding instruction of [word recognition and comprehension skills] in a content-rich curriculum" (Adlof & Catts 2007). Strengthening my teaching methods across all subject areas to include effective literary skills alongside meaningful class discussion and dialogue will have a profound effect on students like Sarah.

Assessments that are used as an individual source – in other words, in isolation from classroom lessons and teachings – do not improve student achievement (Valencia & Wilson, 2000). With that in mind, I feel I could have done a stronger job of connecting what I was teaching Sarah about reading strategies in class (such as prediction and summarizing text) to my lesson before giving her "The Journey to Freedom." An overemphasis on assessments can lead to ignoring the many factors that combine to create a student's success in reading performance (Afflerbach, Kim, Crassas, & Cho, 2011).

What I learned from completing this case study is how...daunting the challenge is to provide differentiated instruction for my students. One aspect of differentiation I did account for was the role that motivation and self-efficacy played in a student's literacy ability. Throughout my work with Sarah, I struggled to find her true "reading niche:" the set or types of books that

LITERACY LEARNER ANALYSIS PROJECT

she would fall in love with. When I was younger, I enjoyed the *Redwall* Series by Brian Jacques; that series really got me engaged with reading. In turn, this increased my comprehension and oral reading fluency. Sarah's indifference to reading was an item that I would not have anticipated at the initial stages of the case study. However, I am infinitely more prepared to tackle this mindset with my current students, as well as classes yet to come.

Recommendations to Teachers and Parents/Caregivers

When it comes to the academic side of sixth grade, Sarah still has some goals to achieve to reach grade level. Therefore, it is imperative that she continues to read every day at home for a minimum of 30 minutes daily. Time alone will not make her a stronger and more fluent reader. It is important to continue to ask Sarah clarifying questions about what she is reading; holding her accountable for what she is reading will reinforce the skills necessary to be emergent in literacy.

To assist with this process, I have enclosed an informational chart "From Assessment to Conferring: Sample Needs and Strategies." Written by Gail Boushey and Joan Moser, the chart outlines potential issues that Sarah may have while reading; more importantly, it offers *suggestions and strategies* that will give you the confidence you need to assist her in becoming a more proficient reader.

To help Sarah with citing informational text, I would have her read Raz-Kids, newspapers, or magazine articles, and then answer a question related to the text. She should use a 5 point (sentence) response. The format includes: a topic sentence, three details from the passage, and a conclusion. This will help her to look back into the text to support her answer.

LITERACY LEARNER ANALYSIS PROJECT

At school, I would continue the RTI she is currently receiving. In the classroom, it is imperative that classroom education is “viewed as the critical factor in preventing reading problems...and [is] the primary focus for change” (Moats, 1999). The instructional practices we use must be research based and rigorous in content for students like Sarah to be successful.

Bibliography

Moats, L.C. *Teaching Reading Is Rocket Science: What Expert Teachers of Reading Should Know and Be Able To Do.*

Adlof, S.M., & Catts, H.W. (2007, November). *Classification of children with poor reading comprehension.* Paper presented at the annual convention of the American Speech-Language-Hearing Association, Boston, Massachusetts.

Afflerbach, Kim, Crassas, & Cho

Boushey, G., & Mosey, J. (2012). *The CAFÉ book.* Portland, ME: Stenhouse

Mandel-Morrow, L. & Gambrell, L. (2011). *Best practices in literacy instruction* (4th edition). New York, NY: The Guilford Press.

RAND

Stahl

Samuels, S.J. & Farstrup, A.E. (2011). *What research has to say about reading instruction* (4th edition). Newark, DE: International Reading Association.

Valencia & Wilson

The School Play Reading Lesson Plan

Date: April 7th, 2014 to April 8th, 2014

Objective(s) for today's lesson:

- 1) Student will be able to distinguish between an author's tone, and the mood it conveys.

[CCSS.ELA-LITERACY.RL.6.4](#)

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on **meaning and tone**

- 2) Student will be able to use textual evidence to support analysis of a text as well as what is being inferred from the text.

[CCSS.ELA-LITERACY.RL.6.1](#)

Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

- 3) Student will be able to read and comprehend a sixth grade level text.

[CCSS.ELA-LITERACY.RL.6.10](#)

By the end of the year, read and comprehend literature, including stories, dramas, and poems, in

LITERACY LEARNER ANALYSIS PROJECT

the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Rationale: Understanding tone and mood will help give clarity to theme and understanding of the story. Finding textual evidence to support analysis provides an opportunity to practice supporting answers with specific details. Reading and understanding grade level material will increase student proficiency across all content areas (including Social Studies, Science, and Math).

Materials & supplies needed: McDougall Littell's *Language of Literature – Grade Six Student Edition*; Audio CD; The School Play Selection Test; Paper and Pencil

Procedures and approximate time allocated for each event

• **Introduction to the lesson:** To introduce the lesson, I will show the student a YouTube video explaining the meaning of tone and mood (as they can be abstract to comprehend). I also will show her how a movie's tone can change depending on a character's words, or the musical composition used.

Tone and Mood

:<https://www.youtube.com/watch?v=czQP2CIgR2s>

Mrs. Doubtfire recut as a horror movie:

<http://www.youtube.com/user/peterjavidpour/videos>

This will help them have a stronger understanding of the topic, and will assist the student in the upcoming lesson. Note taking will be optional, since we are engaging in a dialogue about the video (**9 minutes; 1:50 for the video**).

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

After watching the movie, I will transition to the story "The School Play" by Gary Soto. I will start on page 402 with previewing the words to know. We will go over any words in the passage that she does not understand or know how to pronounce. Next, we will read a brief background on the story, to gain a better understanding of what we are about to read. This will be followed by a picture walk to see if we can gain any clues about the story. My expectations are that the student is attentive to the story preview, and asking questions.

When we have finished the pre-reading strategies, we will listen to the tape on audio (**20 minutes – 8:30 for the CD**).

• **Closing summary for the lesson:** To close the activity, I will have the student give a brief oral review of the main characters

Academic, Social and Linguistic Support during each event

Before we apply the concept of tone and mood, I will show how movies use images and sounds to convey a particular feeling. The idea will be to make the topic more relatable to reading.

I will make sure to take each part of the lesson step by step, so as not to overwhelm my student. I will make sure to be encouraging and supportive, so that she can gain confidence.

Before the selection to the text, I will review yesterday's informal exit ticket, to clarify misconceptions and activate prior knowledge.

If the student is struggling with the concept, we will watch and discuss more examples of tone and mood, as well as citing text evidence.

LITERACY LEARNER ANALYSIS PROJECT

<p>and plot, along with identifying what they felt the mood of the story was (10 minutes).</p> <p>• Transition to next learning activity: To wrap up the activity, I will assign her a close reading passage, to practice identifying tone and mood. This will be an informal assessment. Her homework for the evening will be to re-read the story at home. (4 minutes).</p>	
<p>Assessment (Given on 4/8): When student comes into class tomorrow, we will review tone and mood through other types of media; for example, discussing how a certain song can showcase an author’s or directors intended purpose. Then, I will have the student cite text evidence to support her answers for the close reading passage.</p> <p>After we have reviewed the previous day’s activities, I will give the student time to complete the selection test for “The School Play.” This will be an open book assessment, as I am aiming to see how well she can go back into a story for find information. (Approximately 30 minutes; more time as needed).</p>	<p>Academic, Social, and Linguistic Support during assessment</p> <p>The assessment will be open-book, so rote memorization will not be necessary to succeed.</p> <p>I will give frequent breaks as necessary, to ensure that the student does not get anxiety.</p>

Level Benchmarking Lesson Plan

Date: March 26th, 2014 to March 27th, 2014

Objective(s) for today’s lesson:

Student will be able to provide a summary free of personal opinions and judgments.

CCSS.ELA-Literacy.RL.6.2

Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

Student will be able to cite textual evidence to support their understanding of a question.

CCSS.ELA-Literacy.RL.6.1

Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Rationale: The reasoning behind this formative assessment is to determine if the student has shown an improvement in utilizing before and after reading strategies to understand a passage.

LITERACY LEARNER ANALYSIS PROJECT

<p>The assessment will also show me if the student is making gains in comprehension and oral reading fluency.</p> <p>Materials & supplies needed: DRA2 Book “A Journey to Freedom;” Teacher Observation Guide, pages 23-26; Student Booklet, pages 29-32</p>	
<p><i>Procedures and approximate time allocated for each event</i></p> <p>• Introduction to the lesson: Before we start the comprehension portion of the assessment, I will begin with explaining to the student the importance of this particular benchmarking test. I will discuss with the student the format for the assessment, as well as answer any questions or concerns the student may have (4 minutes).</p> <p>• OUTLINE of key events during the lesson: The first portion of the assessment will be to determine Oral Reading Fluency (though it is not a CCSS, it is important for the case study, since it will gauge the effectiveness of the instructional practices). The student will read from page 1 to page 3, where they will stop at the * (3 Minutes).</p> <p>Before reading the full story, the student will make predictions; while this is happening, I will be completing the Teacher Analysis of Oral Reading section, found on page 25. After completing the predictions, the student will begin to read the passage (12 minutes).</p> <p>• Closing summary for the lesson: After a brief discussion about the story, I will begin to review what the student will be working on completing tomorrow (pages 30-32 of the student booklet). I also will briefly touch upon their Oral Reading Fluency results for the passage (5 minutes).</p> <p>• Transition to next learning activity: I will have the student verbally summarize the directions I gave, as a way to model what an effective summary sounds like (4 minutes).</p>	<p>Academic, Social and Linguistic Support during each event</p> <p>If the student gets nervous, I will inform them to treat this benchmark assessment like practice; the intent of the activity is to view the student’s strengths, while simultaneously identifying skills that need to be reinforced.</p> <p>Breaking up the assessment into two days will give her time to reflect on the lessons, and not feel weighed down by multiple tests in a day.</p> <p>I will offer the student additional computer or recess time as an incentive to produce their best work possible.</p>
<p>Assessment (Given on 3/27): When meeting with the student the next day, I will have them re-read the passage, and answer the questions found in the student booklet. The student will take as much time as needed to complete the sections, and may go back and review the passage as often as needed.</p>	<p>Academic, Social, and Linguistic Support during assessment</p> <p>I will be supportive towards the student, offering encouragement and kind words throughout.</p> <p>Academically, I will be available to answer questions</p>

LITERACY LEARNER ANALYSIS PROJECT

	related to the booklet; however, I cannot provide answers. I will only help the student understand what a particular question is asking.
--	--

Appendices of Work**Appendix A: AIMSweb Reading Improvement Report for 2013-2014 School Year**



North Saginaw Charter Academy
Year: 2013-2014

FILTER:

Comparison: North Saginaw Charter Academy
Reporting Method: AIMSweb Defaults - Norm Referenced
 R-CBM - 10,25,75,90 percentile calculated at the school level
 R-Path - 10,25,75,90 percentile calculated at the school level
 MAZE - 10,25,75,90 percentile calculated at the school level
Target Sets: AIMSweb Defaults

Reading Improvement Report for 2013-2014 School Year

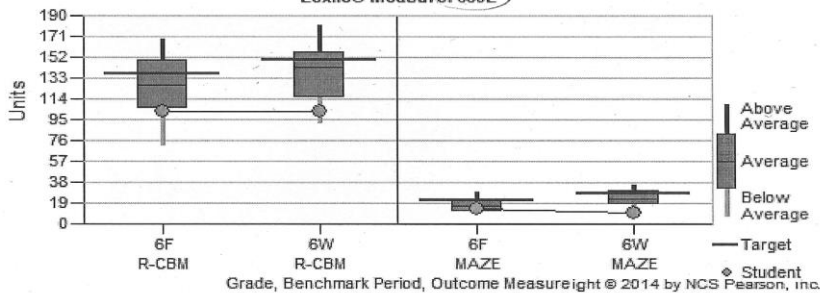
North Saginaw Charter Academy - North Saginaw Charter Academy

Mahe Juarez (Grade 6)

Compared To: North Saginaw Charter Academy

All Measures

Lexile® Measure: 680L



Benchmark Comparison: North Saginaw Charter Academy

Outcome Measure	Year	Grade	Fall	Winter	Spring	Level of Skill	Lexile Measure	Instructional Recommendation
Reading - Curriculum Based Measurement (R-CBM)	2013-2014	6	102	102		Below Average	680L	Further Assess and Consider Individualizing Program
MAZE - Comprehension (MAZE)	2013-2014	6	13	10		Well Below Average	680L	Begin Immediate Problem Solving

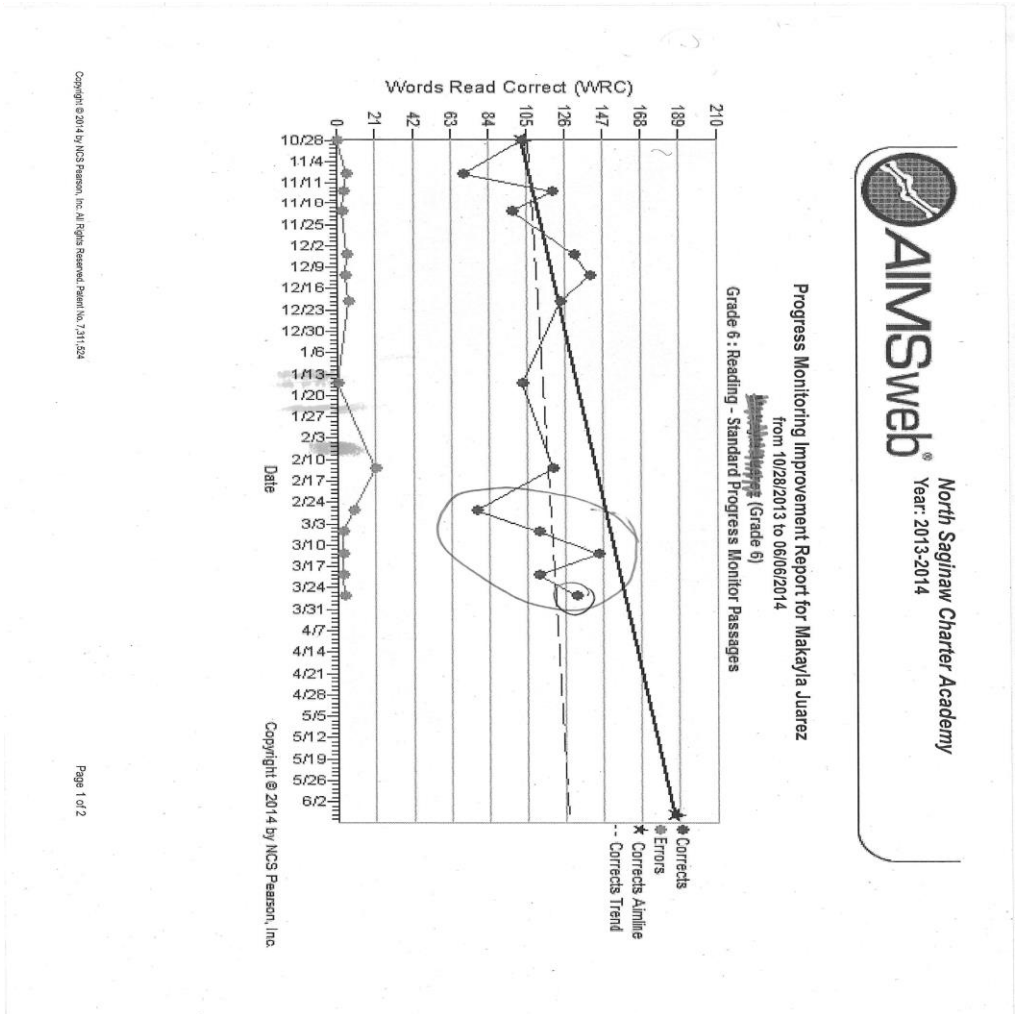
Note: Visit **Find a Book, AIMSweb** (http://www.lexile.com/fab/aimsweb/?lexile_m=680L) to search for books at the student's reading level. Lexile measures are only reported for the most recent Benchmarking period. If a student has both R-CBM and MAZE scores for this benchmark period, only the Lexile measure based on R-CBM is reported as it is the more accurate estimate.

Lexile content by MetaMetrics, Inc. Lexile®, Lexile Framework® and the Lexile® logo are trademarks of MetaMetrics, Inc. and are registered in the United States and abroad. Copyright © 2011 MetaMetrics, Inc. All rights reserved.

Aggregate (non-stratified) norms will be used when stratified norms are unavailable.

Appendix B: AIMSweb Progress Monitoring Improvement Report

LITERACY LEARNER ANALYSIS PROJECT



Comment [01]:

Appendix C: Progress Monitoring Improvement Report Goal Statement

Progress Monitoring Improvement Report
 from 10/28/2013 to 06/06/2014

Goal Statement

In 31.6 weeks, ~~186~~ **186** will achieve **186** Words Read Correct with **0** Errors from grade **6** Reading - Standard Progress Monitor Passages. The rate of improvement should be **2.71** Words Read Correct per week. The current average rate of improvement is **0.70** Words Read Correct per week.

Date	10/28	11/07	11/13	11/20	12/04	12/11	12/19	01/15	02/12	02/26	03/05	03/12	03/19
Corrects	102	70	119	97	131	140	123	102	119	77	111	144	111
Errors		5	3	2	5	4	6		21	8	2	2	2
Goal/Trend ROI	2.71/0.70												

Date	03/26												
Corrects	132												
Errors	3												
Goal/Trend ROI													

Grey data points are baseline/guess sessions.
 Yellow data points have corresponding program interventions.
 M represents missed scheduled data.

Goal Changes & Intervention Descriptions:

10/28/2013 - (Baseline Corrects = 102 ; Goal Corrects = 186)

Grey entries are baseline sessions or goal changes.
 Yellow entries have corresponding program interventions.

Appendix D: Teacher Observation Guide Level 40, Page 1

Teacher Observation Guide *A Journey to Freedom* Level 40, Page 1

Name/Date _____ Teacher/Grade _____


Scores: Reading Engagement ___/8 Oral Reading Fluency ___/16 Comprehension ___/24
 Independent Range: 6-7 11-14 17-22

Book Selection Text selected by: teacher student

1. READING ENGAGEMENT
 Ask the student to bring his or her completed Student Reading Survey to the conference.

2. ORAL READING FLUENCY

INTRODUCTION
*T. In this story, A Journey to Freedom, Bess and her son, Jed, run away from their home in the South to escape slavery. Please read aloud to the star on page 3. Show the student where to stop reading at the *.*

RECORD OF ORAL READING 
 Record the student's oral reading behaviors. Note the student's fluency (expression and phrasing). Be sure to time the student's reading.

Page 2
 After a hard day of picking cotton, Jed went into the slave cabin. He lay down on the narrow board that was his bed. A few minutes later he heard his mother, Bess, come in. Jed expected to feel his mother's soft kiss and to hear her whisper, "Good night."

Instead, Jed heard her whisper, "We have to leave this place tonight. Master Boyd is dying. When I was sewing in the plantation house, I overheard Master Boyd's son. He said that he plans to sell some of the young slaves as soon as his father dies."

©2004 by Pearson Education, Inc. All rights reserved.

A Journey to Freedom 40

23

LITERACY LEARNER ANALYSIS PROJECT

Appendix E: Teacher Observation Guide Level 40, Page 2

Jed shuddered. He knew that Master Boyd had promised never to separate him from his mother, but Mr. Boyd's son had made no such promise. Slave mothers and children were often separated forever. His mother had always told him that she would never let that happen. But what could his mother do to prevent it?

"Get up, Jed," said his mother. "Get your coat and hat, and be as quiet as you can. Not a word until I tell you it's safe!"

Jed quickly grabbed his things and followed his mother. Jed was sure his beating heart would wake the others before they left the rundown slave cabin.

Page 3

Bess held her son's hand tightly as they darted for the woods. Jed stumbled along after his mother. His mind was full of questions. Where were they running to? How did his mother know which way to run? Neither of them had ever been outside of the plantation.

Time: 2:25 minutes:seconds

ORAL READING WORDS PER MINUTE, PERCENT OF ACCURACY

Use the student's oral reading time to circle the WPM range.

Word Count: 253

	INTRVN	INSTR	IND	ADV
Minutes:Seconds	3:24 or more	3:23-2:26	2:25-1:49	1:48 or less
WPM	74 or less	75-104	105-140	141 or more

Count the number of miscues that are not self-corrected. Circle the percent of accuracy based on the number of miscues.

	INTRVN	INSTR	IND	ADV
Number of Miscues	12 or more	9-11	7-8	4-6
Percent of Accuracy	95 or less	96	97	98

- If the student's score falls in a shaded area for either WPM or Accuracy, STOP! Reassess with a lower-level text.

Appendix F: Teacher Observation Guide Level 40, Page 3

Teacher Observation Guide *A Journey to Freedom* Level 40, Page 3

3. COMPREHENSION

PREDICTION
 Students do not use the text when making their predictions.
T: Follow the directions on the first page of your Student Booklet. After you have finished your predictions, come to me (or raise your hand).

Note: For students who have an Individual Education Plan in place for reading and/or written communication, follow the directions in their plan. You may read aloud the prompts in the Student Booklet and/or scribe their responses if required. Give no additional prompts.

While the student completes the Prediction page, complete the Teacher Analysis of Oral Reading below and circle the descriptors on the *DRA2* Continuum that best describe the student's oral reading fluency.

Note: After the student has completed the Prediction page, continue with the assessment if time permits. Otherwise, have the student read the book and complete the Student Booklet at another time.

STUDENT READS AND RESPONDS
 All students may use the text to complete pages 2–4 of the Student Booklet.
T: Read the story. When you are finished, write a summary of what you have read and answer the remaining questions in the Student Booklet. If you have questions, please come to me (or raise your hand).

4. TEACHER ANALYSIS

ORAL READING
 If the student had 5 or more different miscues, use the information recorded on the Record of Oral Reading to complete the chart below.

Student problem-solves words using: <input checked="" type="checkbox"/> blending letter sounds <input checked="" type="checkbox"/> letter-sound clusters <input type="checkbox"/> onset and rime <input type="checkbox"/> knowledge of spelling patterns (analogies) <input type="checkbox"/> syllables <input checked="" type="checkbox"/> rereading <input type="checkbox"/> no observable behaviors	Number of miscues not self-corrected: <u>5</u> Number of words told to the student: <u>22</u>
Miscues interfered with meaning: <input checked="" type="checkbox"/> never <input type="checkbox"/> at times <input type="checkbox"/> often	Miscues included: <input type="checkbox"/> omissions <input checked="" type="checkbox"/> insertions <input type="checkbox"/> reversals <input checked="" type="checkbox"/> substitutions that were <input checked="" type="checkbox"/> visually similar <input type="checkbox"/> not visually similar

Copy each substitution to help analyze the student's attention to visual information. e.g., plantain (substitution) plantation (text)

25

Appendix G: Student Booklet Page 1

Student Booklet *A Journey to Freedom* Page 1

Name _____ Date _____
Teacher _____ Grade _____

BEFORE READING
PREDICTION
List 3 questions that you had while reading the first part of this story.

1. Why did they really have to go?
2. Why would they escape?
3. How was master kidnapping?

What are 3 things that you think might happen in the rest of this story?

1. Are they going to get caught?
2. Are they going to have freedom?
3. Mr. Boyd might get better or something.

Let your teacher know when you have completed this page.

©2014 Pearson Education, Inc. All rights reserved.

A Journey to Freedom

29

Appendix H: Student Booklet Page 2

STUDENT BOOKLET *A Journey to Freedom* Page 2

AFTER READING
SUMMARY

Write a summary of this story in your own words. Include the important characters, events, and details from the beginning, middle, and end of the story. You may use the book to help you write your summary.

When I was reading the story's
Hess and Jed I thought they were
going to get caught because they
had went to a stranger's
house but they were nice people.
And now that they have freedom
and rights they can do whatever
they want. Slaves should just have
to do their own things and not have
to do other people's jobs, job and
bees

A Journey to Freedom

30

©2014 Pearson Education, Inc. All rights reserved.

Appendix I: Student Booklet Page 3

Student Booklet *A Journey to Freedom* Page 3

MaKayla Juarez

LITERAL COMPREHENSION
List 3 things that you know about Jed.

Jed

1. Jed has freedom now.
2. Jed is a nice person.
3. Jed is not a slave no more.

INTERPRETATION
Why do you think Jed wanted to be an Underground Railroad conductor? _____
Because the underground railroad help him and his mother (Bess), and they had a place to live.

REFLECTION
What do you think is the most important event in this story? _____
The most important event was that Jed and his mother (Bess) were free.

Tell why you think this event is important. _____
Because their free and get to do whatever.

©2017 4th Pearson Education, Inc. All rights reserved. A Journey to Freedom

Appendix J: Student Booklet Page 4

Student Booklet *A Journey to Freedom* Page 4

Metacognitive Awareness

Check 1 strategy that you used to help you understand this story.

- I thought about similar experiences and stories.
- I asked myself questions as I read.
- I pictured what was happening.
- I thought about the reason why things happened.
- I understood the character's feelings.

Give at least 2 specific examples from this story that show how you used this comprehension strategy.

1. I understood what they were going through because sometimes

2.

Reread what you have written to make sure your answers are the way you want them before you hand in your booklet.

©2012 Pearson Education, Inc. All rights reserved.

32

Appendix K: The School Play Selection Test Page 1

Date: 4-15-14

The School Play (page 402)

Selection Test

A. The tone of a story can vary. Next to each excerpt below, write one or more adjectives to describe the tone. (5 points each)

Excerpt	Tone
1. "She was known to slap boys and grind their faces into the grass so that they bit into chunks of wormy earth."	Scared ✓
2. "Mrs. Bunnin threw him a wrinkled shirt. Ruben raised it to his chest and said, 'My dad could wear this. Can I give it to him after the play is done?' Mrs. Bunnin turned away in silence."	mean ✓
3. "He thought about how full he was and how those poor people had had nothing to eat but snow"	Sad ✓
4. "How are we going to get through?" she boomed, wringing her hands together at the audience, some of whom had their mouths taped shut because they were known talkers."	mad ✓

B. Write the letter of the best answer. This exercise is continued on the next page. (8 points each)

1. During rehearsal, Belinda says a line wrong several times because she
 a. is nervous.
 b. is trying to impress her teacher.
 c. can't remember the correct line. +1
 d. wants to act tough.

2. Robert likes the beard he wears mainly because
 a. it feels comfortable.
 b. nobody will know who he is when he performs. +1
 c. he thinks it looks good on him.
 d. it protects him from Belinda.

SELECTION AND PART TESTS, UNIT THREE 63
63

Appendix L: The School Play Page 2

Name _____ Date 4-15-14

3. Robert says his line incorrectly during the performance because he
a. is nervous. +1
b. has not practiced it.
c. wants to show off.
d. got his line confused with one of Belinda's.

C. Words to Know. Write the letter of the best answer. (4 points each)

1. If the supply of groceries were depleted, food would be +1
a. scarce. b. stale. c. cheap.

~~X~~ 2. A person who smirks is showing that he or she feels +1
a. timid. b. depressed. c. superior.

~~X~~ 3. A communal park is one that is +1
a. very large. b. public property. c. run down.

~~X~~ 4. On a windy day, which would most likely quiver? +1
a. smoke b. clouds c. waves

~~X~~ 5. A relentless enemy is one who +1
a. won't give up. b. is very clever. c. is hard to identify.

D. Answer **one** of the following questions based on your understanding of the story. Write your answer on a separate sheet of paper. (20 points)

1. From this short story, you learn a lot about Robert's personality, his dreams and fears, and his environment. Write a short character sketch of Robert. Use details from the story to support your views.

2. What message or theme do you think the author is trying to get across in "The School Play"?

E. Linking Literature to Life. Answer the following question based on your own experience and knowledge. Write your answer on a separate sheet of paper. (16 points)

In this story, Robert tries a new experience and enjoys it, even though it makes him very nervous. What do you think are the benefits of trying new things? What are the drawbacks?

Copyright © MacDugall, Inc. 2009

64 FORMAL ASSESSMENT, GRADE 6

Appendix M: The School Play Page 3

I think robert is happy
because he wants to do the
school play. He joined in. So
like robert was ready
because he knew he had
to get the play done and
needed get the play.

I think the theme is
if you try hard it will come
out great. Because even though
they worked hard the teacher
wanted it perfect.

I think when people
try everything will come
out right and it will go
great. People need to start
trying new things in their
life.

Appendix N: “A Journey to Freedom” Benchmark Assessment Book

