

Literacy Case Study: Struggling Reader

Megan E. Sparks

Michigan State University

## Literacy Case Study: Struggling Reader

### **Brief Background and Reason for Project Focus**

Literacy and the ability to read is a critical part of learning and success in school (Gambrell, L., Malloy, J., & Mazzoni, S., 2011). School is based around the ability to read and comprehend written text. Students are asked to read directions for homework, read chapters out of a book, read notes from the board, and read tests. A limited ability of reading and reading comprehension directly impacts a student's ability to learn in a traditional school setting. The need for literacy is also extended into the work force. Literacy is used to gain appropriate skills through schooling, through lifetime education, and to communicate with colleagues and others. With appropriate interventions, such as Response to Intervention (RTI), and support teachers the goal to lessen the literacy gap between students, especially minorities and lower class students, is being worked on (Gambrell et al, 2011). This case study will focus on showing one method of support strategies that can help assist low literacy performers gain confidence and comprehension in reading.

### **Home and Family**

Jackie is a sixteen year old sophomore at Swartz Creek High School, a suburb of Flint, MI. She is a female, Caucasian American who only knows English. She has a below grade level reading level and has been diagnosed with dyslexia for many years. Jackie is currently in a self-contained class and receives read-aloud tests and extra time. She is from a lower class family where both her parents are blue-collar workers. Both parents graduated high school but have no further education. Her father is a custodian at a neighboring school district while her mother is a secretary in Swartz Creek schools. Neither parent is a big reader at home but neither struggle

with reading for education or pleasure. She has one sibling, an older brother, who she views as a strong reader and reads quite a bit for pleasure. He is seven years older than her and just graduated from Ferris State University this winter. He struggled with overcoming his ADD to be successful in school but has not had literacy issues. Her parents both value education and push her to do her best. She struggles in school, but has a great desire to work hard and meet her goals. She works very hard to overcome her disabilities. She is very conscious of her dyslexia and puts in the time to make sure she comprehends the information she is reading.

She is more successful in math and is interested in pursuing college level math, but she is not looking at going to a 4 year college, based on her academic struggles. She is looking at experimenting with some classes at a vocational school in the area over the next two years, so she has a better idea of a field that she might want to go into after high school. She seems to have interest in reading for fun but doesn't often have time left after her school work. Her parents are on top of her homework and openly discuss future plans with her. Her parents and brother also help assist with her reading and school work through explaining definitions of words and helping sound out big words. She lives at home with both parents and her older brother.

### **Emotional Climate**

Jackie is in a self-contained classroom most of the day. This gives her the independence to work at her own pace and allow for the teacher to adjust assignments to her personal styles and needs. She is given a lot more personal attention for her work and her assignments are often broken apart. This reduces any distractions and competition from a streamline classroom and allows her to focus solely on her learning. She is very successful in this style of learning and seems to enjoy it. This differentiated learning plays a large part in her success (Gambrell et al,

2011). She has been able to meet the teacher's expectations set for her and maintained a 3.7 GPA for over two semesters through her persistence and hard work. This has given her some confidence of her academic ability and gives her pride in her work. This confidence will help her continue putting forth effort and staying motivated to learn (Guthrie, 2011). She has also been recommended by teachers to take the college level math track and her ability to maintain her GPA is bringing her confidence to give it a try.

During her one-on-one lesson she was nervous to make mistakes but never once gave up. She was more than willing to put in the extra work I gave her and seemed to gain confidence in her ability to comprehend what she is reading. She showed excitement to be told that she was good at parts of reading (ie. comprehension) as being told she has strong reading skills is something she is not used to.

### **Literacy History**

At an early age, Jackie was diagnosed with dyslexia. With this diagnosis, she struggled to gain reading ability and in middle school had a reading level equivalent to a first grade or beginning reader. Her reading was very slow and choppy, even out of children's story books. I believe that her dyslexia diagnoses led to a lack of confidence and need for perfection in her reading as well as often being allowed to do less because of the assignments. Because she was allowed to do smaller portions of the assignment she was not given the same amount of practice that other students were given. Practice helps improve reading skills (Rasinski & Samuels, 2011), so these modifications negatively impacted her. Over the past three years, Jackie has made enormous strides in her reading. Her eighth and ninth grade teachers have really pushed her to complete all assignments even if it was broken into more reasonable chunks. She is now

able to read faster and smoother, although it is still below reading level. She has shown increased confidence as she has entered high school and also has higher expectations of doing what all other students are doing, even if it is in a self-contained classroom. Her family has been instrumental to encouraging her and helping to find help and appropriate resources for her. Her mom spends most evenings with her monitoring her homework and also has Jackie read aloud her choice book for school to her.

Jackie's biggest challenge is pronouncing and comprehending unknown words and her speed. It takes her longer than others to process the words she is reading, but she is able to do it fluidly so that the content still makes sense. She also has a lower level of vocabulary, which is not uncommon in many high school students these days. However, once she is told definitions of words she retains a large portion of these into her vocabulary. I foresee her vocabulary expanding as she continues to read higher level books that she assigned at the high school level.

### **Tests Given and Summary of Test Results**

I chose to give Jackie two assessments. The first one is a Reading Attitude Survey (see Appendix A for survey and answers). The purpose of this is to see her current reading habits and how she views her reading ability. By seeing her current habits and view point, I can gauge her need for increased self-confidence or adjustments in reading habits. It also includes a few interest questions so that I can plan the lessons around her interests. By planning the lessons around her interests, I can increase her engagement level and make the lesson more relatable to her (Guthrie, 2011). This will make her more successful, motivated, and positively impact her self-confidence. The second assessment I administered is a Text Reading Efficiency Test (a type of Informal Reading Inventory) (see Appendix B for test and results) which includes an Oral

Fluency Test that gauges risk levels as well as a four-point fluency scale. It also includes a Silent Reading portion to gauge comprehension and understanding. This will help allow me to select level appropriate material for our lessons as well as identify her weaknesses and strengths in reading. Knowing her weaknesses will allow me to create lesson plans catered to her needs, but still focus on her strengths (Strickland, 2005).

Jackie took the Reading Survey on February 5<sup>th</sup>, 2014 (see Appendix A for survey and answers). The reading survey that I used for her had several questions about reading habits, reading interests, reading style, and personal thoughts on reading ability. On the reading survey she indicated that most of her reading was for school. She reads reference books, novels, plays, and history books for school. The only thing that she indicated to read by choice was emails and instant messaging. She wrote that history was her favorite things to read because she is interested in learning about the past and finds history engaging. She also noted that she typically expects school reading to be boring. However, she does recognize the need for reading in being successful and noted that most the time she tries very hard to complete readings but sometimes gives up when it becomes too difficult. When she struggles with comprehension, she recorded that she uses a variety of methods to help her out such as: reading aloud, having others read to her, reading silently to herself, and discussing the book as a group. This makes me recognize that she is not getting a lot of outside reading that could help her build her success in reading, but she is utilizing tools to help assist her comprehension. In terms of her reading ability, she perceives herself as a mediocre reader rating herself as a 5 on a scale of 1 to 10. When asked to cite specifics of how she feels like her reading needs to improve, Jackie indicated that she feels like speed is her biggest weakness. This shows me that she is not confident in her reading and that her speed of reading is something that she feels is important to be successful at reading. To

back this up, she also noted that the best reader she knows is her brother and he is a strong reader because he reads fast and can summarize immediately. This reinforces her thoughts that good readers can read fast and understand right away.

Jackie also took the Text Reading Efficiency Test (see Appendix B for test and results) on February 5<sup>th</sup>, 2014. The first portion of this test was an Oral Fluency Test to gauge risk level and fluency level. She had to read a selection of a short story out loud for one minute while I recorded errors. She read 80 words in one minute and had 2 errors. This gave her a grade of 78 words per minutes, which for a 10<sup>th</sup> grader is high risk. On the IRI scale she would be given an instructional level for word identification (Caldwell, 2008). This was expected as she is already diagnosed with dyslexia and has an IEP. On the four point fluency scale, I gave her a level 3. This states that she reads in mostly 3 to 4 word phrases with little or no expression interpretation. She read slow but fluidly although has no expression. After she read aloud, I had her finish reading the story silently and answer five questions to gauge comprehension and understanding. Out of the five questions she got 3 out of 5 correct. Using the IRI scale she would be given a frustration level of comprehension (Caldwell, 2008). This shows that her comprehension was not the highest and it seems like vocabulary might have been a bit of an issue.

Looking at the results from these two tests, I have decided to focus on improving her confidence and speed through using a Retroactive Miscue Analysis with her to show her how she is thinking when she reads and that reading verbatim is not as critical as reading for comprehension (Farrell, 2010). In the second lesson I will focus on increasing her context cue use to understand difficult vocabulary. Without understanding vocabulary, comprehension cannot be accomplished (Hirsch, 2003).

After my two lessons with Jackie, I used the same Text Reading Efficiency Test to gauge improvement in her speed, comprehension, and fluidity (see Appendix G for post-assessment results). This time she showed improvement. Her improvement could be in result of gained confidence and repeated exposure (Guthrie, 2011). She improved her reading speed to 105 words in one minute with no reading errors. This is still considered high risk but is a large improvement from 78 words. She also answered four of the five comprehension questions correctly, which is also improvement. There is still room for much growth but improvement leads me to believe that my lesson plans were at least partially effective.

### Lesson Plan Matrix

The following are outlines of the two lesson plans I planned for Jackie's literacy intervention:

<b>Lesson Foci/Date</b>	<b>Objectives</b>	<b>Instructional materials</b>	<b>On-going assessment</b>
Retroactive Miscue Analysis: March 23, 2014	To reflect on self-fluency of reading to understand that word errors are acceptable as long as they don't change the meaning.  CE 2.3.5 and CE 2.3.6	I will use an audio recording with a computer as well as excerpts from books of Beverly Lewis (which interests student) to record and have student self-assess her fluency.	I will use a pre-analysis word accuracy count as well as a post-analysis word accuracy count to see if making her aware of acceptable mistakes helps her fluency.
Vocabulary Learning Strategies with Fluency: March 24, 2014	To demonstrate strategies that will help the student increase her vocabulary and comprehension of readings.  CE 2.1.3 and	I will use excerpts from her free reading books to do a cold read during which she records unfamiliar words in a journal. Then we will look at context as well as	I will use comprehension questions and self-summaries of text to see if comprehension increases as vocabulary is gained.



	R.WS.06-08.07	using thesaurus to identify and record synonyms before doing a second hot read.	
--	---------------	---	--

### Reflections on My Differentiated Literacy Lesson Plans

Based on Jackie's initial assessments, I recognized that her two main areas of struggles were confidence in fluency and reading speed, as well as having a limited vocabulary. During her oral reading, Jackie was not only slow at reading but she also spent a lot of time making her sentences perfect. If she mispronounced a word she spent a lot of time trying to go back find her spot, re-pronounce it over and over before moving on. This led me to believe that because of her dyslexia she had a large amount of her reading instruction focused on needing perfection in her reading. This led to her having a lower self-confidence in reading when she can't read it perfectly. Very few people read perfectly, however often times comprehension doesn't change so it doesn't affect their understanding (Farrell, 2010). It is important for her to understand that reading for comprehension is more important than reading without errors.

Her summary of story excerpts was good when coming up with her own recitation. However when asked to read questions using larger vocabulary, Jackie struggled to accurately answer correctly. This led me to believe that she was simply not sure of the meaning of the vocabulary being used and thus had a limited vocabulary. As vocabulary can play an important part in comprehension (Hirsch, 2003), I wanted to focus on vocabulary for comprehension and confidence.

During her first lesson based on building confidence, I used the ideas of repeated reading based on the MAPPS fluency plan from Rasinski and Samuels (2011) as well as the retroactive miscue analysis (Farrell, 2010) (see Appendix C for full lesson plan). I had her read aloud an excerpt from *The Telling* (Lewis, 2010) and recorded it on a tablet computer. I chose this excerpt to appeal to her interests as she noted in her reading attitude survey that Beverly Lewis is her favorite author. Appealing to students interests helps enhance motivation (Duke, Pearson, Strachan, & Billman, 2011). During her first read, it took her 2 minutes and 24 seconds (see Appendix E for excerpts and results of lesson one). As the excerpt was 218 words, this was a pretty expected time based on her score of 80 words for one minute in her pre-assessment. I then had her summarize what she read to me. Jackie said that the people were at the diner and the girl, Heather, doesn't care while the girls telling the story is shy. This was a very accurate, but not detailed, summary of what was happening. I then had her listen to the recording and circle any errors that she made while reading. She circled 10 errors and went through and corrected or re-pronounced them. Most of the errors were pronunciation which is probably a factor or mixing up words from her dyslexia and not being familiar with a large vocabulary. We discussed whether it seemed as if her reading errors affected the summary of the story or not. At first, she said that it did. It seemed like she is so used to being told she is wrong when it comes to literacy that she assumed I was correcting her.

I then read the story to her and asked her to summarize what I read. She was able to add a few more details like two friends had dinner at a truck stop and the girl was shy but the friend was not. After listening to me read aloud, we discussed if the summary changed or not. As we realized that the summary was still the same, I explained that she had a few more details but that is expected as you reread things anyway. As I explained that I wanted her to see that her reading

comprehension was great even with a few errors and struggles, she seemed to relax. I am not sure she quite accepted that she was a strong, just slow reader, but I could see a small glint of confidence. I also used the fact that I jumbled a few words while reading to demonstrate to her that everyone slips up when reading, it is a hard skill to do. It is important not to get too caught up in misread words.

I wanted to do one more repeated read with her just to show that her summary is still correct. I had her read the first excerpt one more time aloud and summarize it. This time it only took her 2 minutes and 3 seconds to read the excerpt showing that familiarity with words (Samuels & Farstrup, 2011) and repeated reads does make a difference to her. In her summary she was able to add a few more details again such as the girl was Amish and not comfortable with the Englishmen. We once again discussed that the summary is staying the same even with speed increasing and errors being reduced, so once again, she did well the first time even if with ten errors.

After this, we continued the lesson with a little more confidence and using the same concept of retroactive miscue analysis with a second excerpt. This time her first read of 237 words took her 2 minutes and 47 seconds but she only had 4 errors as we listened to the recording again. She was able to note a lot of details on her initial summary this time as she was more confident in her answers and what I was going to be asking. She explained that the girl is meeting her mother with Heather and was nervous so didn't want to eat much. Her main focus was on her mother. As I read it aloud to her she repeated a very similar summary. At this point in the lesson we had taken approximately 25 minutes and she was getting a bit bored with the repetition. I chose to go ahead and stop this lesson after reemphasizing the fact that errors in reading don't make bad readers. By making sure she understood her strength and clearly

defining the goals for the lesson, I was making sure she saw purpose in the lesson (Strickland, 2005).

I had planned to do another read similar to her pre assessment to demonstrate to her that her skills were improving from her initial assessment. I felt that she was already gaining confidence and understood the point and I didn't want to get lost in too much repetition. I know keeping her interest and building confidence is key in passing along knowledge (Guthrie, 2011). If I were to adjust this lesson for another time I think I would have chosen shorter excerpts so that we could have gotten through them faster and done more. Next time I would choose 3 shorter excerpts with the same ideas of recorded reads for errors, teacher reads, and repeated reads. With three shorter excerpts, she would not have gotten bored because they were shorter and but more repeated reads might have increased her confidence even more. This would be more in line with the MAPPS style lesson that Samuels and Farstrup (2011) suggest.

During my second lesson, I asked Jackie about different ways to find out meanings of words that you might not know. Vocabulary is important to being able to comprehend text. By building her vocabulary, she should be increasing her comprehension (Duke et al, 2011). She told me that she does go back and look up words that she doesn't know, but she didn't have a set method or notebook to keep track of them. I discussed with her the idea of underlining words you don't know and introduced the idea of a thesaurus for looking up words. The idea was to use a thesaurus to clarify vocabulary in the text which will help increase comprehension (Duke et al, 2011). I gave her a few examples of words she might look up and how to go about looking them up and replacing unknown words with familiar words to demonstrate explicit instruction on what I wanted her to do (see Appendix D for full lesson plan). Explicit instruction and modeling

of skills that students are expected to use are both best practice recommendations by Reutzel (2011).

I then had Jackie read the excerpt to herself while underlining any unfamiliar words. After she was finished reading, I had her answer the set of comprehension questions. She answered two out of three of them correctly. The one she answered incorrectly correlated with information in sentences that had unknown words marked. I had her use the thesaurus for each underlined word and choose a familiar word. After she replaced all unknown words with more familiar words, I had her re-read the excerpt. We then discussed if the answers for the comprehension questions still seemed correct. As we went through, Jackie corrected her third answer (which was wrong). When I asked her why she corrected it she explained that two of the words she didn't know made her change her understanding. This demonstrates the need for knowledge and vocabulary to positively impact comprehension (Duke et al, 2011).

As I had her retake the Text Reading Efficiency Test as a post-assessment, I encouraged Jackie to use the same technique of underlining unknown words. I stopped her after her reading, before answering questions, to check to see if there were any words she wanted to look up and tell her she could look up words from the questions. She said there were not. However, I feel like the question that she answered incorrectly again (question 2) is heavily based on vocabulary in the text and especially within the wording of the question. Because the answers to question two are all high level vocabulary words, I feel as if the wrong answer was based on lack of vocabulary. If I had replaced these words with lower level words, I believe she would have gotten them correct. From this viewpoint, I feel as if Jackie still could use some confidence or acceptance of looking up words. It might have been better for me to require her to look up a certain number of words or underline words with her at the end that she might not know. This

would point out more words that can help expand her vocabulary and help her understand the text better.

After teaching both my lessons to Jackie and seeing her post-assessment, I feel as if I was able to see growth in my literacy knowledge from this semester's classwork. Being a secondary math teacher, my literacy intervention knowledge was almost zero. While I know there are a lot more resources for assessments out there, I feel comfortable using an informal reading assessment to help assess student's need for intervention. I also am able to identify some key areas to work on such as fluency, phonetics, vocabulary, and comprehension (Reutzel, 2011). Having this base knowledge of high literacy needs will help me introduce more of these topics into the math curriculum (especially vocabulary and background knowledge). This can help both high risk and low risk students equally. Also with the base of information on how to assess for intervention need as well as key areas that might affect literacy rate, I will be able to help catch and assist low literacy learners and seek out more resources for them.

### **Recommendations to Teachers and Parents**

The strides that Jackie has made in her reading and writing has been remarkable. She should be proud of all the work that she has put forth. This improvement will hopefully encourage Jackie to keep putting forth effort and improving. As Jackie continues to gain reading ability, her focus should be on building confidence, expanding her vocabulary, and reading more in general. By reading more, she will be exposed to more words and will hopefully grow her vocabulary and gain reading skills and confidence. It is important to encourage her in reading outside of school even if it is through required choice books.

Building her confidence can be done by making sure she has appropriate level text. These texts should be challenging for her but not overwhelming. If they are too easy for her to read, then she cannot gain exposure and has little room for improvement. She can also continue to track errors and reading speed every few months so that she can track her own growth. By self-tracking she will be able to see her effort being transferred into skills and improvement. I also recommend that her and an adult spending 20 minutes three times a week on repeated readings of a short story for ten weeks. By reading a short story three or four times in a row and hearing another reader read it, she will increase her fluidity and speed over each read and thus will build skills and confidence. An example of these 20 minutes might look like this: first an adult reads the text 2-3 times, then the adult and child read together chorally 2-3 times, next the child reads aloud 2-3 times, and finally the adult picks out words to do a 5-7 word study with.

By doing a word study with these repeated readings, Jackie will not only be working on her speed, fluency, and confidence but also expanding her vocabulary. By expanding her vocabulary, she will gain understanding of more texts that she is reading which will in turn help build confidence. To help encourage Jackie to look up unfamiliar words, adults can make sure a thesaurus is always accessible to her while she is reading and also have her record words she looked up that day. By having her record words, an adult can then engage her in a discussion to review the words she looked up and adults can also see if she is using it. If she is not looking up many words, it may be helpful to set up a minimum number of words she records and looks up while reading. By doing these small steps of repeated reads, extra reading time, and recording unknown words, Jackie should see an improvement in her fluency, understanding, speed, confidence in her ability.

## References

- Caldwell, J. (2008). *Reading Assessments: A Primer for Teachers and Coaches*. New York, NY: Guilford Press.
- Duke, Pearson, Strachan, & Billman (2011). The Essential Elements of Fostering and Teaching Reading Comprehension. In S. J. Samuels & A. E. Farstrup (Eds.), *What Research Has to Say About Reading Instruction* (4<sup>th</sup> ed.) (pp. 51-93). Newark, DE: International Reading Association
- Farrell, E. R. (2010). *Best Practices in Motivating Students to Read*. (Unpublished Master's Thesis). The College at Brockport, Brockport, NY.
- Gambrell, L., Malloy, J., & Mazzoni, S., (2011). Evidence-Based Best Practices in Comprehension Literacy Instruction. In L. M. Morrow & L. B. Gambrell (Eds.), *Best Practices in Literacy Instruction* (4<sup>th</sup> ed.) (pp. 11-36). New York, NY: The Guilford Press.
- Guthrie, J. (2011). Best Practices in Motivating Students to Read. In L. M. Morrow & L. B. Gambrell (Eds.), *Best Practices in Literacy Instruction* (4<sup>th</sup> ed.) (pp. 177-198). New York, NY: The Guilford Press.
- Hirsch, E. (2003). Reading Comprehension Requires Knowledge- Of Words and the World: Scientific Insights into the Fourth-Grade Slump and the Nation's Stagnant Comprehension Scores. *American Educator*, Spring, 10-44.
- [http://languageartsreading.dadeschools.net/pdf/TextReadingEfficiency/IR%20Placement%20Test-10\\_2012.pdf](http://languageartsreading.dadeschools.net/pdf/TextReadingEfficiency/IR%20Placement%20Test-10_2012.pdf)



Lewis, B. (2010). *The Telling*. Michigan: Bethany House.

Strickland, K. (2005). *What's After Assessment?: Follow-Up Instructions for Phonics, Fluency, and Comprehension*. Portsmouth, NH: Heinemann.

Rasinski, T. & Samuels, S. (2011). Reading Fluency – What it is and What it is not. In S. J.

Samuels & A. E. Farstrup (Eds.), *What Research Has to Say About Reading Instruction* (4<sup>th</sup> ed.) (pp. 94-114). Newark, DE: International Reading Association

Reutzel, R. (2011). Organizing Effective Literacy Instruction: Differentiating Literacy

Instruction to Meet Student Needs. In L. M. Morrow & L. B. Gambrell (Eds.), *Best Practices in Literacy Instruction* (4<sup>th</sup> ed.) (pp. 412-435). New York, NY: The Guilford Press.

## Appendix A

## Pre-Assessment: Reading Attitude and Interest Survey

**Red:** Designates Jackie's Responses

Name Jackie Grade 10 School Swartz Creek

**READING SURVEY**

*Directions:* Please answer the following questions as honestly as you can. The more honest your answers, the better I can teach you.

1. I read the following: (F=Frequently; O=Occasionally; and N=Never)

- Newspapers ( N )
- Magazines ( N )
- Novels ( O school )
- Web sites ( O )
- Reference books ( O )
- Inspirational books ( O )
- Poems (includes song lyrics) ( N )
- Essays ( N )
- Plays ( O )
- History ( O )
- Auto/biographies ( O )
- Comics/graphic novels ( N )
- Manuals ( N )
- Self-help books ( N )
- Email/instant messages ( F )
- Chat rooms ( N )
- Textbooks/assignments ( F )
- Work-related documents ( N )

2. I would rate myself as a 5 on a scale of 1-10 as a reader. Why? **Not fast, not slow, depends on wording (old English vs common English) and interest**

3. Circle the types of reading you enjoy most (using the list from #1)

**History... what has happened in the past**

4. Which types of reading listed in #1 are most difficult for you? (Pick one and explain.)

**Novel... can be boring and lose interest with wording "up in the air"**

5. I would describe myself as a occasional reader. Explain.

6. My favorite book of all time is Beverly Lewis – adopted Amish girl (3<sup>rd</sup> in series currently)\_\_\_\_\_. Explain. **Wants to learn more about it.**

7. The best reader I know is Joe (brother)\_\_\_\_\_. Explain. **Fast reader and understands what he is reading and can immediately summarize**

8. Reading is something you either can or cannot do well: Agree or Disagree (Circle one) **Agree...**

9. Check any of the following that help you understand what you read better:

- Reading aloud to yourself **Y**
- Having someone else read it aloud to you **Y**
- Talking about what you read with others **N**
- Taking notes **N**
- Drawing or doing art in response or inspired by what your read **N**
- Reading silently to yourself during class time **Y**
- Talking in groups about what you read **N**
- Talking a s a class about what you read **Y**

10. Which class (that you are currently taking) asks you to to read the most? **English**

11. Which class (that you are currently taking) has the most difficult reading?

**US history**

12. What was the last book you read- and when was that? **Beverly Lewis**

13. Check the following response that best describes you as a reader:

- I will do what I need to in order to read anything. With enough effort, I can understand anything I am asked to read. I am confident in my abilities as a reader.
- Y** I try but eventually give up if it is too hard. I understand most of what I read but not as well as I would like to, I am somewhat confident in my abilities as a reader but recognize there are certain texts I just don't know how to read yet.
- Reading is hard for me. I rarely feel like I understand what the writer is saying. This is why I give up easily. Even when I feel like I understand it, I don't trust myself and assume I am probably wrong.

15. How do you choose what to read? Explain.

Personal choice- use first couple pages of the book

16. I read when: (Check all that apply.)

- I'm bored. **S**
- I need to escape. **N**
- I am sad. **N**
- I want to learn about something. **Y**
- My friends are reading the same book. **N**
- I feel alone and need company. **N**
- I want to think about something. **Y**
- I do not ever choose to read. **N**

I read all the time, anything, for a million different reasons: I *have* to read. **N**

17. Check the statement matches your own belief:

Reading is not important. By the sixth grade you know everything you need to know about reading.

**Y** Reading is crucial to your success in the adult world.

Reading is more important now than ever before.

Reading is less important than it used to be.

18. Mark those with which you most agree:

**T** I like it when a book challenges my beliefs, ideas, or assumptions.

**F** I prefer to read books that do not make me think about unfamiliar things.

**T** I like to read in order to do things; this makes reading seem useful and valuable to me.

19. I expect the reading I do for school to be:

**Y** Boring

Interesting

Difficult

Useful

20. If I could improve up to three things about myself as a reader, I would choose:

1. **Speed**, \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

Appendix B

Pre-Assessment: Text Reading Efficiency Test

Pre - Assessment

**Examiner's Copy Oral Reading Fluency—Our First Television**  
**Grade 10**

**Script:** I would like you to read out loud for me. I will use my stopwatch to tell me when I want you to stop reading. Please do your best reading. Do you understand what we will be doing? This story is called "Our First Television". Begin here. Ready? (Point to the first word of the text. Start the stopwatch when the student reads the first word.)

**Our First Television**

Children today would have a difficult time watching the same television I did as a	15
child. It's probably hard to believe now, but I can still remember the day our family got	32
our first television. Early TV sets were very expensive and our family couldn't afford one	47
until 1953. I was five years old and was very excited when the delivery man came to set	65
up the television. The set was huge and came complete with a tall, metal antenna that	81
had to be secured to the outside of our house. The TV had manual knobs to change the	99
channels, which was funny, because our reception was so bad that we could only get	114
one station to come in.	119
I should tell you that our television had pretty poor picture quality compared to the	134
TVs of today. Everything was in black and white and the images were blurry. If you didn't	151
know better, you might think it was snowing during all of the programs. In the years after	168
we got our set, our town added two more stations and the picture quality improved both	184
in contrast and sharpness. During these years, my mother and father had two other	198
children and watching television became a family affair. Most of the television shows	211
were family-oriented, although the most popular programs were news broadcasts.	221
By the late 1950s, color televisions were being marketed, but they were too pricey	235
for the average American. One day, my father came home with his version of a color TV.	252
He placed a transparent piece of plastic over the television that was supposed to make the	268
programs look like they were in color. Whoever sold this to my father must have been a	285
good salesman, because all it did was turn everything pink.	295
It was only when one of our neighbors bought a real color television that we saw	311
how wonderful color TVs could be. We asked our father to buy a color television, but	327
he wasn't sure it was worth the money. We begged and begged and then finally, after	343
saving money for several months, our father and mother surprised us one weekend with	357
a new color TV. We still only received three channels, but with the color set we thought	374
we had the ultimate entertainment center.	380

• pause  
 ↓ insert word  
 — wrong pronunciation  
 -no- missed word

80 words - 2 errors  
 78 = High Risk

3

Pre Assessment

**Student Copy – Our First Television – Grade 10**  
**Silent Reading Test**

**Directions:** Read this passage silently, and answer questions 1 – 5 on your paper about what you have read.

- ✓ 1. Why did the author's father place a piece of transparent plastic over the television?
- a. He thought the picture would appear in color.
  - b. He wanted to improve the contrast and sharpness of the picture.
  - c. He thought the picture would appear less blurry.
  - d. He wanted to improve the reception of local television channels.
- X 2. What is the author's attitude toward the neighbors' color TV in this story?
- a. apprehensive.
  - b. nostalgic.
  - c. envious.
  - d. grateful.
- ✓ 3. What does the excerpt from the first paragraph mean?  
**The TV had manual knobs to change the channels...**
- a. Each channel was controlled by a knob on the TV.
  - b. The knobs on the TV had to be turned by hand.
  - c. Each channel had to be changed from a remote location.
  - d. The knobs on the TV were difficult to turn.
- X 4. How did the author's television viewing experience change over time?
- a. At first he watched news broadcasts; then he watched family-oriented programs.
  - b. At first he watched a manual knob television; then he watched an antenna TV.
  - c. At first he watched programs in black and white; then he watched programs in color.
  - d. At first he watched television alone; then he watched with his family.
- ✓ 5. What prevented the author's family from purchasing a color TV when they first became available?
- a. Color televisions were too expensive.
  - b. They didn't need a color TV because their neighbors already had one.
  - c. Color televisions had poor picture quality.
  - d. They didn't need a color TV because they had a device to convert their black and white TV to color.

3/5

Student Name Jackie

Date Feb 5, 2014

**Student Performance Record**

Directions: Use this sheet to record the results for Part I and Part II in order to determine the appropriate placement into Intensive Reading classes.

1. Speed/Accuracy: WCPM score calculation

Total Words Read Per Minute	subtract	Total Number of Errors	equal	Words Correct Per Minute (WCPM)
80	-	2	=	78

2. After determining the WCPM refer to the ORF Risk Level Chart on page 1 and circle the corresponding level. (circle one)

High Risk	Moderate Risk	Low Risk
-----------	---------------	----------

3. Use the Oral Reading for Prosody - Four-Point Fluency Scale on page 2 to determine the corresponding level. (circle one)

Level 4	Comments:
Level 3	Comments: 4-5 words, fluid, not much voice tone
Level 2	Comments:
Level 1	Comments:

<b>ANSWER KEY - Our First Television - 10<sup>th</sup> Grade</b>	
1. <u>A</u>	1. Why did the author's father place a piece of transparent plastic over the television? a. <b>He thought the picture would appear in color.</b>
2. <u>C D</u>	2. What is the author's attitude toward the neighbors' color TV in this story? c. <b>envious.</b>
3. <u>B</u>	3. What does the excerpt from the first paragraph mean? <i>The TV had manual knobs to change the channels...</i> b. <b>The knobs on the TV had to be turned by hand.</b>
4. <u>C A</u>	4. How did the author's television viewing experience change over time? c. <b>At first he watched in black and white; then he watched programs in color.</b>
5. <u>A</u>	5. What prevented the author's family from purchasing a color TV when they first became available? a. <b>Color televisions are too expensive.</b>

other test  
C  
A  
C  
B  
B

4. Use the ANSWER KEY above to score the Silent Reading Comprehension questions. Circle the number of questions the student answered correctly. (circle one)

5/5	4/5	<u>3/5</u>	2/5	1/5
-----	-----	------------	-----	-----

Retelling (Optional):

- Acceptable (told most of information from passage)  
 Not Acceptable (told less than 50% of the information)

5. The indicated placement for the student is (circle one)

<u>IR+</u>	Intensive Reading Plus
IR	Intensive Reading
IR-EN	Intensive Reading Enrichment
RR	Retaker Intensive Reading— for 11 <sup>th</sup> -12 <sup>th</sup> grades ONLY
RR+	Retaker Intensive Reading Plus - for 11 <sup>th</sup> -12 <sup>th</sup> grades ONLY

## Appendix C

## Lesson Plan 1

***Retroactive Miscue Analysis Lesson Plan***

***Date: March 23, 2014***

***Objective(s) for today's lesson:*** To reflect on self-fluency of reading to understand that word errors are acceptable as long as they don't change the meaning. CE 2.3.5 and CE 2.3.6

***Rationale:*** Building confidence in readers helps make them for successful. By showing that mistakes in reading don't make you a bad reader, I can build confidence in her reading ability

***Materials & supplies needed:*** Tablet with recorder, pencil, two copies of excerpts of Beverly Lewis, two copies of alternative text reading efficiency assessment

***Procedures and approximate time allocated for each event******• Introduction to the lesson***

*I will tell the student that I want to record her reading so that we can go back and find and fix any mistakes as we summarize what she is reading.*

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

*Student will read the first excerpt aloud while being recorded (3 min.)*

*Have the student give a verbal summary of what was just read (2 min.)*

*Have the student listen to the recording and mark down mistakes s/he hear (5 min.)*

*Discuss what mistakes were made and how/if they effected the meaning of the text (5 min.)*

*I will read the excerpt aloud (2 min.)*

*Have student summarize the excerpt and see if meaning changed, then discuss again how mistakes made aren't always bad if they don't change the meaning (3 min.)*

*Have the student read the excerpt aloud and summarize on last time. (3 min.)*

*Student will now read the second excerpt aloud while being recorded (3 min.)*

*Have the student give a verbal summary of what was just read (2 min.)*



*Have the student listen to the recording and mark down mistakes s/he hear (5 min.)*

*Discuss what mistakes were made and how/if they effected the meaning of the text (5 min.)*

*I will read the excerpt aloud (2 min.)*

*Have student summarize the excerpt and see if meaning changed, then discuss again how mistakes made aren't always bad if they don't change the meaning (3 min.)*

*Have the student read aloud the alternative Text Reading Efficiency Test for one minute and then read the rest silently while completing comprehension questions (10 minutes)*

**• Closing summary for the lesson**

*We will reemphasize that everyone makes errors when reading even the best readers. Errors in reading don't make bad readers and are okay as most of the time they don't change the meaning of the text. Ask "did your summaries change depending on who was reading or after fixing mistakes?" "How does it make you feel to know that you don't have to worry about every mistake you make?"*

**Assessment**

*I will gauge the students improvement based on improved reading speed over repeated reads as well as on the second and third readings. By seeing faster reading times and less time spent correcting errors, I can see gain in confidence and understanding of the lesson.*

## Appendix D

## Lesson Plan 2

## **Vocabulary Learning Strategies and Fluency Lesson Plan**

**Date:** March 24, 2014

**Objective(s) for today's lesson:** To demonstrate strategies that will help the student increase her vocabulary and comprehension of readings. CE 2.1.3 and R.WS.06-08.07

**Rationale:** A large part of comprehension is dependent on vocabulary and understanding of words. By giving a strategy to overcome limited vocabulary, her comprehension can increase. Comprehension is necessary for success in school and learning.

**Materials & supplies needed:** A thesaurus, 2 copies of excerpt from Beverly Lewis, comprehension questions, pencils, 2 new copies of pre-assessment text reading efficiency test

<b>Procedures and approximate time allocated for each event</b>	<b>Academic, Social and Linguistic Support during each event</b>
<ul style="list-style-type: none"> <li>• <b><u>Introduction to the lesson</u></b></li> </ul> <p>Vocabulary and meanings of words can change the meaning of a text.</p> <p>What strategies can you use to help you find meanings of words?</p> <p>How can you use these when reading for school? (5 min.)</p> <ul style="list-style-type: none"> <li>• <b><u>OUTLINE of key events during the lesson</u></b></li> </ul> <p>Demonstrate the use of a thesaurus by reading a sentence and underlining an unknown word. Look it up in the thesaurus and pick a word that is familiar. Replace the unknown word with the familiar word and reread. (5 min.)</p> <p>Have student read the text excerpt while underlining unknown words. (7 min.)</p>	<p>Use of Thesaurus</p>

*Have student answer comprehension questions (3 min.)*

*Use the thesaurus to replace unknown words with familiar words (5 min.)*

*Reread the text using familiar words. (6 min.)*

*Discuss with the student if any answers to the comprehension questions changed with new meanings (5 min.)*

• **Closing summary for the lesson**

*How did using the thesaurus change your understanding of the reading?*

*How could you record words that you look up to keep track of new vocabulary?*

*Do you think your comprehension increased?*

*It is important to look up any words you don't know even if you are embarrassed of looking up words. (5 min.)*

• **Transition to next learning activity**

*Now I want you to use the thesaurus to look up unfamiliar words as you reread the text reading efficiency assessment. You will read aloud for the first minute and then you can finish reading silently. Then answer the questions following the text. Have student read and complete (10 min.)*

**Assessment**

*Students improvement will be demonstrated if student is able to correct any comprehension questions from initial excerpt. Improvement will also be assessed in post-assessment by looking for increase in word speed, fewer errors, and more correct comprehension questions.*

Appendix E

Lesson 1: Jackie's Work

Hot read: 2:03  
going to truck stop, she was Amish,  
friend not & not shy, girl uneasy w/ Englishers

Excerpts from Beverly Lewis "The Telling"

Lesson 1: A

@ Diner, Heather doesn't care, "I" is shy

2:24/min  
10 errors

If the tables were turned, and I was the fancy young woman walking into a truck stop with my Amish friend this morning, I'd be choosing the table set back against the wall. Away from curious eyes. But Heather Nelson was the one deciding where we would sit. Wearing a loud pink short-sleeved blouse and pencil-thin blue jeans, she never once blinked an eye as she pulled out a chair and sat down . . . smack-dab in the midst of so many Englishers. Nearly all men, too. Maybe she was oblivious to them—I can't really say. After all, this was a familiar world to her. 107

As for me, my neck was mighty warm as I lowered myself into my chair, painfully conscious of the stares. I could just imagine what they were thinking about the two of us—different as rosemary and sage. I reached for the menu right quick and hid behind a long list of sandwiches, soups, and milk shakes. But my appetite was diminish-ing all the while my uneasiness was increasing. I lowered the menu and peered over the top at Heather. She leaned her ivory cheek into her fist hand, her bare elbows on the table as she looked over the options. "See anything good?" she asked, her pretty blue eyes twinkling. 218

after my read: dinner together @ truck stop w/ Englishmen, shy and friend not

Lesson 1: b  
My mind was hardly on food. The upcoming reunion with my mother weighed heavily on me. We had driven for more than four hours and had just crossed into Ohio. Only about an hour and a half till I see Mamma again. My heart pounded at the thought. "I'll have something light to eat, if anything." "A sweet roll?" "Uh, prob'ly not." In a place like this, the sticky buns most likely came out of a box. Heather glanced at her wristwatch. "Do you still want to arrive in Baltic by early afternoon?" I nodded and turned to look out the window at the parking lot. I dreaded the thought of getting back in the car, nice as it was. 119

Cold: 2:47 girl is meeting mother w/ heather and nervous and doesn't want to eat order something light, meeting mother was main focus  
Heavens

My read: Grace is her name: meet mom,  
nervous + doesn't want to eat much,  
waitress, eyeing them, friend said they  
could take out food

With a sigh, I faced Heather again and was aware of two men looking our way. "Truck drivers," Heather had told me when first we stopped to fill up the car. "Grace?" She was frowning now, and the waitress was hurrying toward us. "What if we just ordered something for the road?" I agreed as the waitress looked sideways at me before jotting down my order, her blond hair all schtruwlich about her round face. "You two . . . um, together?" Heather nodded, eyeing my prayer cap. She ordered some coffee and a cinnamon roll, then stopped, shook her head, and quickly asked if there was any fresh fruit. "Strawberries . . . an apple or two?" 237

ORAL READING FLUENCY TEST: DORY / chose not to  
Lesson 2:

After the waitress scurried off, I noticed the same two men still staring at us, their sleeves rolled up to their muscular shoulders. There were markings up and down their arms—a set of tiny baby footprints and a red rose with a black, thorny vine trailing clear down to one man's elbow. I'd never seen anything like it, and now I, too, was staring—at them. Had Mamma encountered similar worldly sights during her recent travels? Heather squeezed my arm, tilting her head. "You all right, Grace?" One of the men looked away, while the other seemed to be sneering. "Frankly, I'm feelin' all in." I excused myself to the washroom to splash cold water on my face.

I reached for the paper towels, which were not secured to the dispenser but stood on the ledge of the grimy sink.

Quickly I tore off a piece and dried my face and hands, my fears rising. How will Mamma react to seeing me? I raised my face to peer into the streaky mirror. At home our mirrors were mostly handheld ones . . . almost too small to allow me to see the whole of my head, let alone the upper bodice of my dress. Even my bureau had only a modest-sized mirror, not at all like the dressers at the home of our English neighbors, the Spanglers. I felt momentarily ashamed. Mamma had always taught my sister, Mandy, and me not to

## Appendix F

## Lesson 2: Jackie's Work

be swayed by the temptation toward vanity. And we'd always heeded the warning. Well, nearly always. Glancing again at my reflection, I didn't focus on my honey-blond hair peeking out from beneath my Kapp, nor the shape of my features. What I noticed caught me off guard as I studied my tired, even terrified, expression. I saw clearly now the uncertainty in my own blue eyes. Placing my hands on my cheeks, I breathed in ever so slowly. Is this trip such a good idea, really? Sighing, I knew in my heart I was willing to put up with any awkwardness—even fear—if it meant bringing Mamma home. No matter the gawking eyes or the inconvenience, I ought to cherish the trip for what it meant: a chance for Mamma to start over with a clean slate. I turned on the water once again, washing my hands a second time—as if peering too long in the mirror had somehow tainted me. Surely by now Mamma understood that leaving without an explanation was a blight on us all. Besides, didn't she feel estranged, even cut off? Wouldn't she like to begin anew . . . if she could?

## Answer comprehension questions

1. How did the waitress leave the table? *she hurried off*  
*Fast or Slow*
2. How were the men looking at the girls?  
*Friendly or Creepily*
- 2<sup>nd</sup> time: *bad* - 3. Was "Mama" leaving them a good thing or a bad thing for the family?  
*It was a good thing for the family*

## Record Unknown words:

*Streaky - lined*  
*Spanglers*  
*swayed - Perswaded*  
*heeded - observed*  
*inconvenience - Embarrassment*  
*estranged - apart*

Appendix G

Post-Assessment: Text Reading Efficiency Test

Student Name Jackie

Date 3-24-14

Student Performance Record

POST ASSESSMENT

Directions: Use this sheet to record the results for Part I and Part II in order to determine the appropriate placement into Intensive Reading classes.

1. Speed/Accuracy: WCPM score calculation

Total Words Read Per Minute	subtract	Total Number of Errors	equal	Words Correct Per Minute (WCPM)
105	-	0	=	105

2. After determining the WCPM refer to the ORF Risk Level Chart on page 1 and circle the corresponding level. (circle one)

<u>High Risk</u>	Moderate Risk	Low Risk
------------------	---------------	----------

3. Use the Oral Reading for Prosody - Four-Point Fluency Scale on page 2 to determine the corresponding level. (circle one)

Level 4	Comments:
Level 3	Comments: still fluid chunks of 5-6 words
Level 2	Comments:
Level 1	Comments:

<p>1. <u>A</u></p> <p>2. <u>C</u> <u>B</u></p> <p>3. <u>B</u></p> <p>4. <u>C</u></p> <p>5. <u>A</u></p>	<p><b>ANSWER KEY - Our First Television - 10<sup>th</sup> Grade</b></p> <p>1. Why did the author's father place a piece of transparent plastic over the television?  <b>a. He thought the picture would appear in color.</b></p> <p>2. What is the author's attitude toward the neighbors' color TV in this story?  <b>c. envious.</b></p> <p>3. What does the excerpt from the first paragraph mean?  <b>The TV had manual knobs to change the channels...</b>  <b>b. The knobs on the TV had to be turned by hand.</b></p> <p>4. How did the author's television viewing experience change over time?  <b>c. At first he watched in black and white; then he watched programs in color.</b></p> <p>5. What prevented the author's family from purchasing a color TV when they first became available?  <b>a. Color televisions are too expensive.</b></p>
---	---

4. Use the ANSWER KEY above to score the Silent Reading Comprehension questions. Circle the number of questions the student answered correctly. (circle one)

5/5	<u>4/5</u>	3/5	2/5	1/5
-----	------------	-----	-----	-----

Retelling (Optional):

- Acceptable (told most of information from passage)  
   Not Acceptable (told less than 50% of the information)

5. The indicated placement for the student is (circle one)

<u>IR+</u>	Intensive Reading Plus
IR	Intensive Reading
IR-EN	Intensive Reading Enrichment
RR	Retaker Intensive Reading- for 11 <sup>th</sup> -12 <sup>th</sup> grades ONLY
RR+	Retaker Intensive Reading Plus - for 11 <sup>th</sup> -12 <sup>th</sup> grades ONLY