

# Michigan State University's TE 846: Accommodating Differences in Literacy Learners

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## Final Project: Literacy Learner Analysis

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Kristin Blain

### I. Brief Background and Reason for Project Focus

Essential support for struggling literacy learners begins with assessment and is followed by implementation of intentional and meaningful interventions. As mentioned in the text *Best Practices in Literacy Instruction*, “In order to reach all of the children, teachers must be willing to provide instruction that responds to the needs of each child based on assessment rules” (Morrow & Gambrell p. 414). I believe the purpose of this assignment is to provide assessment and individualized interventions to support literacy growth. Also, to test the effectiveness of some of the current reading theories to see if these ideas are effective and can indeed begin to decrease the gap between struggling literacy learners and those who do not struggle. The emphasis on teachers’ understanding of effectively supporting literacy instruction is further supported by these findings, “Nye, Konstantopoulos, and Hedges (2004) found that teachers’ effects are larger than school effects” (Allington p. 251). They continue to argue that *teachers* have the power to support students, not state and federal policies. Hence the research, practice, collaboration and rationale of this project which is to focus on our professional growth as educators to help our students succeed.

I will be providing assessments to one of the students on my caseload with a disability in reading. I will incorporate strategies from this course to provide specific lessons which support fluency and comprehension based on the results of the AIMSweb Curriculum-Based Measurements. I will take the data from the assessments and intentionally intervene. After all, as it was mentioned in the course reading, “...research conducted over more than 30 years has documented that assessments, by themselves, do not improve student achievement. Rather, it is

how assessment is used to inform teaching and learning that connects assessment and achievement...” (Valencia p. 379).

## **II. Home and Family**

I am an eighth grade special education teacher and David is a student on my caseload. He struggles with literacy due to a specific learning disability in the area of basic reading skills. David is in a resource ELA class and I support him in the general education via co-taught classes. David is fourteen years old, Caucasian, and is the second oldest of four children. He goes to Grand Haven Area Public Schools and lives in Robinson Township, a rural area outside of Grand Haven. He has an older sister who is 18 and two younger siblings, a sister in the fifth grade and a little brother who is two. David’s mother and father are together and had their first child upon high school graduation. For both, their highest level of education was twelfth grade. Both parents are employed full time. His father works for Sara Lee and his mother works in the cafeterias at Grand Valley State University. They value their children’s education and do what they can to support them academically in hopes that they continue their education and pursue college because they did not. David reports being read to when he was little but having a hard time sitting still. David was medically diagnosed with AD/HD in the fourth grade. It was noted by teachers since the first grade that parents should continue to read with and work with Devin on reading at home. David would read to his little sister as he got older but still did not enjoy sitting down and doing so. Teachers continued to report reading as a struggle and parents were frustrated as they were doing all that they could with David’s inattention and frustration when asked to continuously read. In the sixth grade David was referred to the Child Study Team for the second time and a special education evaluation was done. He was found eligible for services due to a Specific Learning Disability in the area of basic reading skills.

David is almost finished with his eighth grade year and is reading at a second grade level with comprehension skills at 100%. He can read at the third grade level but comprehension skills drop dramatically to 40%, as noted by the [Reading Plus](#) intervention program which students use in the resource ELA class.

### **III. Emotional Climate**

David is very aware that he struggles in reading and is quick to tell you that he only reads when he has to. Because David is aware that reading is a struggle, he very much dislikes reading in front of his peers in general education classes as he reports feeling embarrassed and frustrated. When asked to read aloud in his Social Studies class this year he left the class very upset and has been annoyed with that particular teacher ever since. During his move up IEP, for planning for the high school he asked that an added accommodation be that he is not made to read aloud in general education classes.

Prior to starting the lessons I had David complete a Reading Attitude Survey. Having worked with him all school year I was not too surprised by his responses. He reported that he reads because “I have to or because it’s a good book.” In a more informal interview after the lessons were administered, he shared that since getting help (the addition of special education services, and resource classes) in middle school he feels a little better about reading, more comfortable.

He enjoys having the opportunity to read when he wants and what he wants at home, not having it mandated. When the survey asked how school reading assignments could be more interesting he reported it would be more interesting if, “They made my kinda book!” When asked about what his kind of book is, he first reported the Hunger Game series since that seemed to be pretty popular. When I introduced David to the chapter book about dirt biking that I purchased for him to use with the lessons, he was the most excited I have ever seen him about a

book and said, “Now this is what I’m talkin’ about...I wouldn’t mind reading if the books were like this!”

#### **IV. Literacy History**

When talking to David about his family and literacy, he explained that everyone except for his older sister, who is a senior in high school, does not read very often. He stated that his sister often has a book and goes to the local library and high school library quit a lot. The family spends a lot of time outdoors or at work. He reported that most of his dad’s reading takes place when he is at work because he is required to read repair manuals on a regular basis. For Christmas his mom received a Nook and he has seen her read more than ever now that she has one of those. When I asked David if a Nook interests him he said they are cool for the games but that is about it. His younger brother is three years old and his older sister reads to him the most. He said that he never reads to his little brother and every once in a while he sees his parents read to him but his little brother is a lot like him and would rather not sit still, but be active and outdoors.

He remembers disliking reading from a young age because he couldn’t read well. He said that he was embarrassed in elementary because they had reading groups. Even though they were grouped by color, he said everyone knew what that meant because of what the books looked like -- his group was a lower level than everyone else’s. When he would complain at home his dad’s typical response was to study the dictionary. This often made him mad and more reluctant to read or ask for help. It was in the sixth grade when David’s disability was made known after special education evaluation and testing. He was extremely excited to start getting help and ready for ways in which he really could start to become a better reader. Since then, he reports seeing progress in his reading and is motivated to seek out any and all help offered. He

also advocates for himself by requesting his accommodation of having tests read and longer reading assignments that he may be struggling with.

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

The tests I decided to give were the AIMSweb Curriculum-Based Measurements, the fluency test, and the MAZE comprehension test. I have chosen these assessments to learn more about what is being given to all of the students at my middle school. This is the first year that our school has implemented the AIMSweb screeners as we have begun implementing RtI. However the results have essentially been used as a dipstick to see where students are at and suggest which tier they should be in. I was somewhat shocked when I was reading Samules and Farstrup's discussion on the prevalence of Interim Assessments. I agreed with their point that assessment measures should be used to enhance teaching not just simply to measure (p. 380). However, when I continued reading that it should be the teachers giving the assessments and having the information at their fingertips, as well as what to do with it, I could not reflect that our current practice was not this efficient nor is it as valuable as it should be. Because of this, I have decided to implement each of the assessments to familiarize myself with it, and use it as a valuable tool that can help focus instruction. I want to use this so called interim assessment more as a formative assessment to provide feedback and instruction to David who needs support in each of the areas of fluency and comprehension.

The first of the two tests I administered was the AIMSweb oral reading fluency test, the Reading – Curriculum Based Measurement (R-CBM). This is a timed test, one minute, where David read an eighth grade leveled passage out loud and I followed along on another copy which is numbered (number of words per line). I simply make marks where David read the word incorrectly (self-corrected words are not counted as errors). At the end of the one minute, I score the results by counting the words correct per minute, WCPM. David's score was a 76. The target

goal for a student in the spring of eighth grade is 161. David's score indicated that he needs immediate intervention. By noting David's errors it was clear that he did not have many decoding/word attack skills and this significantly slowed him down (Standard 1). He started off reading pretty well but misread slide and said, "slid," "sled". He then got stuck on the word peninsula. He looked at it for a while, said "Pennsylvania?", then stopped and finally said "not sure..." and continued to read. He also self-corrected two words. *Lazily* which he stumbled over then from the context of the sentence was able to go back and correct. He also self-corrected when he read the word *just*, first read as "Jist". The final word that got him stuck was decrepit. He kept repeating quietly "des...", "des..." then the timer went off, and his one minute was up. The results of this pre-test allow me to choose a skill appropriate fluency lesson (Standard V) as well as provides a foundation in which I can compare post-test data.

The second test I administered was the MAZE test which tests comprehension. This assessment is in the form of a passage typed on a sheet of paper in which the student must correctly identify which of the three words is the correct one to be used in order to complete each sentence. This is also a timed assessment and the student has three minutes to read the passage on his/her own, silently to self. The student circles the correct word indicating which one they think makes sense to be placed in the middle of the sentence. Scoring is simply counting the number of words chosen correctly (the teacher has a copy of the same passage with the correct words bolded). At the top of the test you record the number of words read correctly over the number of errors, however the words correct is the score. On this test, an eighth grade leveled passage, David scored a 19. The MAZE comprehension target goal for an eighth grader in the spring is a 27. This score also indicated that David needs immediate intervention. On this assessment he made four errors. One of the errors he missed was this: The sentence read, "The slide itself was barely wide enough to fit a (flamingo, toboggan, neighbor)." The correct answer

being toboggan and David chose flamingo. Another example was, “Looking down from the top it was evident that the slide abruptly (clear, ended, great) approximately six feet above the water.” The correct answer here was ended and he chose clear. Looking at these sentences and the others that he missed, it seems that he was unsure about a word before or after the options which confused him when having to choose one of the words. For example, I think that with the second mistake I noted he was likely unsure of the word *abruptly* which had an impact on the word that he chose following.

## **VI. Lesson Plan 1 of 2**

The first lesson I did with David focused on fluency, the ability to decode words accurately and with ease. During the pretesting I noticed that David struggled with decoding in an effortless and automatic way. Because of this, he spent a lot of his time and energy on attempting to figure out words resulting in a slower reading rate, which also showed to have an impact on his comprehension as seen on the second assessment. This observation is supported by Samuels and Farstrup, “...because so much of their cognitive energy is devoted to word recognition, they have less to devote to comprehension” (p. 95). I also noted that he did not exhibit many strategies for attempting to figure out unknown words. Due to this observation, my lesson objectives focused on ways to increase his WCPM by teaching about clunks and clues, fix-up strategies ([readwritethink.org](http://readwritethink.org)). After modeling how to use the different fix-up strategies, he would then actively engage in Repeated/echo reading with me, and then read the entire passage independently to show overall growth in fluency. Repeated reading, the practice and repetition can help both strong readers and those with LD (Standard III). David will use strategies to increase words that can be read fluently as shown on the AIMSweb R-CBM fluency test. (GLCE for 8<sup>th</sup> Grade, R.WS.08.03 automatically recognize frequently encountered words in

print with the number of words that can be read fluently increasing steadily across the school year).

The instructional materials used in this lesson to deliver the main objectives of the lesson include a Companion Text at a third grade level (due to David's main hobby I selected a page taken from Matt Christopher's, *Dirt Biker Racer*. This book was also found according to David's projected Lexile score, 815L) and the [Clunks and clues graphic organizer](#) (See Appendix for materials).

The on-going assessment to measure attainment of objectives will be done prior to the repeated/echo reading, David will read aloud the companion text and I will measure the WCPM. After we discuss the repeated/echo reading, David will again read the companion text aloud independently and I will count the WCPM. Lastly, David will be given the same R-CBM screener as he took prior to the first lesson.

### **Lesson Plan 2 of 2**

This next lesson will focus specifically on comprehension. The objectives for performance, conditions, and criterion for this lesson consisted of David reading aloud from a companion text – different page from the same book above, see Appendix -- (that has words omitted) and listen for/determine when the sentence or text does not make sense. David will use his prior knowledge and context clues make a prediction to determine what word should fill the void. (GLCE for 8<sup>th</sup> Grade, R.CM.08.01 connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses).

Instructional materials needed to deliver the lesson include Companion Text (a selected page taken from Matt Christopher's, *Dirt Biker Racer*). In this companion text, I have omitted



one word within several sentences. When David hears that the sentence was not complete we will discuss what word he thinks should be put in the blank.

For on-going assessment I will be going over David's prediction of the omitted words with my copy of the companion text and we will discuss why the correct word is what it is. I will ask for his rationale for why he chose the word that he did and reveal to him the context clues that suggest the accurate word. After completion of this activity he will again be given the same MAZE comprehension test as he was given prior to the lessons and we will compare scores (Standard V).

## **VII. Reflections on Your Differentiated Literacy Lesson Plans**

### Analysis of Literacy Lesson One:

Interpreting the pre-test results to the post test data showed an improvement in fluency scores (Standard VI). When David first took the AIMSweb oral fluency test his WCPM was 76. After I introduced him to the fix-up strategies (clunks and clues), modeled them, and he practiced them using the companion text, his post test revealed a WCPM score of 114. David and I were both excited to see how much further he got and more words correct on the post test. He said that he felt as if he had strategies to try so he did not "stall out" on difficult words.

When examining the objectives of this lesson they were not only achieved but also an extension of researchers who have examined effective methods for improving literacy (Standard 1). Timothy Rasinski (2003) discusses the importance of students hearing their teacher, or other skilled reader model fluent reading for them so that they hear what their own reading should sound like (Morrow & Gambrell p. 279). This research supports the strategy of echo/repeated reading and the need for students to develop "purposeful decoding to effortless word identification" supports the teaching of the fix-up strategies.

Upon completion of the first lesson David discussed the fix-up strategies and how he thought he had been familiar with the first two which have you re-read the sentence(s) and every once in a while he would use the strategy that looks at the beginning and end of the word, however he rarely used the strategy of breaking the word apart. Because I have seen this strategy be helpful for other students, I modeled more than the others he felt comfortable. I did this by modeling my thinking out loud and marking boxes around specific word parts to show the words within. This strategy ended up being one that he started using often throughout the lesson and it proved to be successful for him.

#### Analysis of Literacy Lesson Two:

The second literacy lesson was focused on comprehension skills, listening to what you hear, using context clues to predict, and involving metacognition, all best practice for comprehension instruction. The results of this pre and post test data were interesting. On the pre-test David got half way into the third paragraph in the passage with correctly circling 19 of the words. However, he had three attempts that were incorrect and accidentally skipped over one which was counted as a mistake. On the post-test, David went much slower, only making it to the first word of the third paragraph and scored a 17 however he did not skip any and only made one mistake.

Despite his overall score decreasing, I was happy to hear him commenting on using the strategies and focusing on accuracy. These strategies will take time to develop but will eventually become more innate and support his overall comprehension. He said that the lesson where he practiced predicting, thinking about the sentence, and filling in the missed words help him not only with the format of the assessment but also understanding how to use the clues from the surrounding words and sentences.

### Overall Reflections:

Based on the lessons and assessment results, it is clear that the fix-up strategies not only helped with David's fluency but also his comprehension. He thought that the echo reading was weird at first because he had never done it but thought it helped him a great deal. He enjoyed hearing what the words were. Also, he did not notice but I noticed right away, that when we did the echo reading, he read with tone and inflection, paying attention to the punctuation. It was very neat to hear the difference that it made.

I could tell after our sessions together that it had a positive impact on David's overall reading progress. He also commented that he was less anxious reading in a relaxed setting (my classroom), to me because he was comfortable with me (Standard IV). He knows that I understand his disability and he has learned to trust me since we have spent the entire school year working together.

Reading is still a struggle, however I think I helped provide him with meaningful tools he can put in his tool box to practice and become a better equipped reader. He especially liked the idea of doing echo reading with his sister or mom at home as well as the fix-up strategy which involves breaking a word apart and looking for smaller words he already knew. I observed him starting to use that a lot and saw the confidence he had when it worked and he was able to successfully decode a word instead of struggling and then giving up and saying, "I don't know..." and moving on. The lessons seemed developmentally appropriate and responsive to David's needs especially since I chose a skill appropriate companion text. I only wish that I had done these activities with him earlier in the school year.

The most critical elements of the instruction with David came with the choice of the companion text. Since I knew that David does not enjoy reading, or taking tests for that matter, I wanted to pick a text that would not lead to frustration, support his confidence, as well as

capture his interest. Two best practices that are key in motivating students to read (Morrow & Gambrell p. 178). What was also critical was the amount of modeling I provided for David and the flow of conversation. I was able to teach him the strategies by using direct instruction, modeling, and scaffolding, all essentials for differentiating instruction to meet student needs (Morrow and Gambrell p. 414).

David used clarifying questions to ensure his understanding of the strategies and he tried hard to implement them in the lessons activities and asked questions openly as they arose. With the rapport established, and the level of interest in the book I felt good about the time we spent together on the pre-tests, the lessons, and the post-test. If I were to have another opportunity to teach the lessons it would be to add more time. I would have enjoyed seeing him dig more into the companion text and spend a session on just one or two of the fix-up strategies instead of all four in one session. I also would have liked to have done more with the comprehension strategy. Perhaps instead of provide where the blanks were, not add the additional spacing and see if he could hear within the sentence where a word was omitted, and then decide what word he thinks is gone.

The objectives, materials, and strategies, I used with David for each of the lessons demonstrates my use of newly learned techniques to provide effective reading instruction. I took elements of best practices for the instruction of fluency and comprehension as well as motivating students and differentiating to provide the essentials of literacy instruction. I know more now than what I did prior to this course and look forward to being more intentional with student data next school year. I anticipate focusing in on individual needs and best practices for instruction to address those needs.

### VIII. Recommendation to Parents

Dear Mr. and Mrs. 'David',

It was an honor and privilege to work with your son. He is a very hard working young man. During my time with David we worked specifically on fluency (the ability to read smoothly and effortlessly), and comprehension (to make sense of what is read). Each of these is an area of weakness for David however we have practiced some strategies that are going to be helpful to his literacy growth and it is recommended that he continue to practice these strategies at home.

A recommended strategy for fluency would be to take an unknown word and break it apart to look for smaller words that are already known. An example of this would be decrepit, **de** **crep** **it**. The easier it becomes to decode words, the less effort reading will require. Practicing echo/repeated reading will also benefit David. Doing this as often as possible, even five minutes a day, would help. You read a paragraph (David follows along), then you both read, then David reads it aloud independently. This allows him to hear what good reading sounds like and replicate it. To support his comprehension, try reading a sentence aloud but leaving a word out, give him the opportunity to listen and hear where in the sentence a word is missing and have him guess what word it. This can be made into a fun game by taking turns and even using a dirt-biking magazine, the newspaper, or the latest movie review.

I hope you find that these strategies can be regularly implemented and can be fun! David seems to have the urgency and desire to continue improving and so I am hopeful that with practice, he will begin to see growth that will make him proud. Thank you again for allowing me this opportunity.

Sincerely,

Kristin Blain

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## Appendix

1. Lesson Plan One
2. Lesson Plan Two

### PDF attachments...

3. Parent Permission
4. AIMSweb student report
5. School Year '11-'12 R-CBM Target Goals
6. Reading Attitude Survey
7. R-CBM oral fluency test, teacher answer key
8. R-CBM oral fluency test, student copy (same copy for pre and post-test)
9. Clunks and clues graphic organizer
10. Companion Text for fluency
11. MAZE comprehension pre-test
12. MAZE comprehension answer key
13. Companion text with words omitted
14. Companion text with all words
15. MAZE comprehension post-test

### *Lesson Plan One*

**Date:** Monday, June 4, 2012

**Objective(s) for today's lesson:** David will use fix-up and echo/repeated reading strategies to show an increase in words that can be read fluently (WCPM) as shown on the AIMSweb R-CBM oral fluency test.

**Rationale** Fluency is important because of its close connection with comprehension. If you cannot read effortlessly and focus on the meaning of what is written, then you cannot possibly understand the meaning of the text.

**Materials & supplies needed:** Companion Text (a selected page taken from Matt Christopher's, *Dirt Biker Racer*), Clunks and Clues Graphic Organizer, AIMSweb R-CBM oral fluency test (student copy and teacher copy), two writing utensils.

#### ***Procedures and approximate time allocated for each event***

• **Introduction to the lesson**

I will begin the lesson by explaining what fluency is and why it is important that we are able to read smoothly so that we can focus on what the writing says, not on each individual word as this takes away from the meaning and can be a lot of work too. I would then relate this to a dirt-bike parts manual. Reading a procedure fluently allows me to understand what it is I need to do. I will then introduce the companion text to David and give him a synopsis to build excitement.

(5 minutes)

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

I will remind David of the oral fluency test that he took the day before and ask him what he thought of that assessment, what was easy? Difficult? What strategies did he use?

Next I will share with him my observations and suggestions for tackling unknown words. In order to do this I will present before him the Clunks and Clues graphic organizer.

I will read through each of the fix up strategies listed at the bottom of the graphic organizer and model how to use them by using the companion text.

Next, David will echo read the companion text and apply any and/or all of the four strategies taught.

He will then record the clunk words on the paper and what strategy he used to decode the word.

Lastly, he will use that information to write a brief summary.

#### ***Academic, Social and Linguistic Support during each event***

David is an avid dirt bike rider, and he is currently building his own bike. I will cater to his interests and show him the relevancy in learning the necessary skill.

I will use direct instruction, modeling, and scaffold to David's abilities while introducing the Clunks and Clues worksheet (fix-up strategies).

I will affirm David and encourage him and support as need to avoid frustration.



<p>I will then have a discussion with David asking him how it was has he used before, which are new and if one was more helpful. I will also ask what he thought of the echo/repeated reading and if he has any questions about what we just did. Before administering the post-test I will affirm him for his efforts and encourage him to use the strategies on the post-test. ( 20 minutes)</p> <p>• <b><u>Closing summary for the lesson</u></b> Before I provide David with the post-test I will ask him if he can remember what fluency is and why it is important for readers. I will then ask him to discuss one thing he can do to support his fluency (looking for him to mention one of the strategies we just implemented). I will then let David know that he will be taking the same test as prior to the lesson and he may practice using the fix-up strategies to see if it helps him improve his score. If not, that is ok too as some strategies take some time to see the effects. (10 minutes)</p> <p>• <b><u>Transition to next learning activity</u></b>, upon completion of the post-test, David will be dismissed with the rest of his peers (as this lesson will take place at the end of our Directed Study class) for passing time. He will also be reminded that we will be working together later in the week, similarly as we did that day.</p>	<p>I will ask David to reflect on the lesson and why fluency is important. I will support his understanding by following up with any questions or clarifications. Socially, I will ensure that David feels as if he was successful to relieve any anxiety he may be experiencing.</p>
<p><b><i>Assessment</i></b> I will use both informal and formal assessment to gauge whether or not the strategies were successful for David. I will make observations as to how he feels, acts, and what he says about the lesson as well as what sort of questions he asks or doesn't ask. More formally, I will be noting his use of strategy implementation and the results of the post-test, the R-CBM oral fluency test.</p>	<p><b><i>Academic, Social, and Linguistic Support during assessment</i></b></p> <p>I will use encouragement to support David socially, and answer any questions that he may have that relate to the academic and linguistic portion of assessment.</p>

### *Lesson Plan Two*

**Date:** Wednesday, June 6, 2012

**Objective(s) for today's lesson:** David will use his prior knowledge and use context clues to make a prediction to determine what word should fill the void of a given sentence.

**Rationale:** When reading, activating prior knowledge, using the text structure, and predicting can be critical to one's comprehension. Comprehension is a key literacy skill because it allows the reader to understand what was written.

**Materials & supplies needed:** Companion Text (a selected page taken from Matt Christopher's, *Dirt Biker Racer*). In this companion text, I have omitted one word within several sentences, a regular copy for the teacher, and a copy of the MAZE comprehension test for the post-test as well as writing utensils.

#### ***Procedures and approximate time allocated for each event***

• **Introduction to the lesson**

To explain the purpose of the lesson I will explain that comprehension means understanding what you've read. It is the purpose behind reading, to be entertained and to learn. If you can't understand what you read then reading is irrelevant.

I can relate this to the real world by discussing training manuals, and contracts. Since these will be critical reading materials in the workplace it is important to understand strategies to help support the comprehension of these materials.

*(10 minutes)*

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

I will begin by explaining to David that in order to improve comprehension you can use text structure, prediction, and activating prior knowledge when you are familiar with a subject discussed in the text.

I will then model what I mean by using the companion text. After I've done that I will have David practice and then I will ask him about the MAZE comprehension pre-test that he

#### ***Academic, Social and Linguistic Support during each event***

Again, with the companion text as well as the real world example of relevancy, I am appealing to David's social life outside of schools, his passions of dirt biking and being a mechanic.

For the activity I will model and scaffold to David's needed level. I will also use eco reading so that David is comfortable with the text if I notice he is struggling.

<p>took days prior to and what strategies he used, if any to complete it.</p> <p>Next I will tell him that I have a copy of a page in the companion text that has had occasional words whited out. He will then use the context, prior knowledge, and prediction skills to determine what word makes sense to fill the void.</p> <p>David will read the copy provided and write down the word he thinks it is.</p> <p>Once he has finished, I will read the regular copy aloud and he will check to see which predictions were correct.</p> <p>After, I will ask him to explain to me why he chose a word and if it was incorrect, was it close and what made him chose the word? Does he understand why the author used the particular word that he did? Does it connect to an event earlier in the text?</p> <p>Before David takes the post-test I will ask what he thought of the activity and if he had any questions about the strategies or what about the strategies he found helpful.</p> <p><i>(20 minutes)</i></p> <p>• <b><u>Closing summary for the lesson</u></b></p> <p>Prior to distribution of the post-test materials I will remind David what the purpose of this lesson was and how I use these strategies when reading content that I am unfamiliar with. I will ask him also to reiterate the importance of comprehension. I will remind him that not only these strategies support comprehension, but fluency too—tackling misunderstood words, as well as vocabulary studies which are done regularly in his classes.</p> <p><i>(10 minutes)</i></p> <p>• <b><u>Transition to next learning activity</u></b>, again since this is lesson will be done during the second half of Directed Study, he will be dismissed to passing time.</p>	<p>Allowing David to see the relevancy and connecting it to the real world as well as other classes reinforces the importance of practicing comprehension strategies to improve his literacy abilities.</p>
<p><b><i>Assessment</i></b></p> <p>Via informal and formal assessments I will gauge the efficacy of this lesson. The formal assessment, the MAZE comprehension test will allow me to see if there was growth and if so, how much and if not, what is happening to prevent improvement. I will be looking to see if David was able to circle more words correctly and if he was able to move further into the passage. I will use results to decide what recommendations to suggest to David and his family so that he can continue to move in the right direction for improving his comprehension skills.</p>	<p><b><i>Academic, Social, and Linguistic Support during assessment</i></b></p> <p>David has taken the MAZE test before but never had any strategies to implement on the unique form of test. With the strategies provided I hope that he not only feels more confident with the format of the test but improves his score as well.</p>

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