

Literacy Learner Analysis Project

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Literacy Learner Analysis Project Part 1

I. Brief Background and Reason for the Project

I. Brief Background and Reason for Project (3 points)

Differentiated instruction focuses on providing students with different ways to learn that works best for their ability and their way of learning. Differentiated instruction is student-centered and relies on the ability of the teacher to adapt individually to each student. There is plenty research behind the support of differentiated instruction. Research shows that all children learn differently. When providing students with different ways to learn, teachers are able to give them the tools that they need to learn successfully. As Valencia discusses, differentiated instruction provides students with a way to teach and also assess. Just like learning, children can be assessed in many different ways as well. For example, not every student is going to show you what they know through a test.

My goals for professional background are to become a better teacher for my students. I aim to focus mostly on literacy and how I can assist students even better on how to read. I aim to also master different forms of reading instruction. My goal for this upcoming year is to effectively provide reading workshop for my students. This project is giving me the opportunity to grow along with my student. I am hopeful that this project will help me grow in the ways to assist a child's reading and also experience many different forms of assessments. I am looking forward to gaining even more tools and resources to use in my classroom and use with some of my struggling students.

This project connects to my past teaching because I am reflecting on several assessments that I gave my students to understand their reading comprehension. I am hoping that I will take

some of this knowledge and bring it into my classroom this fall and hopefully overtime with my future teaching, using these assessments and this assignment to continually improving the assessments and my understanding of student ability.

II. Home and Family

Landon is a 9 year old that is going into 5th grade next year. My student is right at the end of a 4th grade reading level and transitioning into a 5th grade reading level. Landon is right on track with where he is suppose to be, however, lacks in fluency. Landon uses several different reading comprehension strategies. At our school we teach strategies from *Notice and Note* by Robert E Probst and Kyleene Beers. Some of these strategies include Aha Moments, Tough Questions, and Memory Moments. Landon is a white boy and he is proficient in the English language, which is his primary language. He does not have any disabilities or supports.

Landon lives in a home with endless literacy tools. He has many books at home and his parents are both great readers. They spend every night with him reading. He has access to magazines, picture books, and chapter books. He reads and discusses what he is reading daily with his parents and his little sister. He talks about what is happening in his books and makes connections to his everyday life.

Landon's parents are highly educated. His father works for insurance and his mother is actually a teacher as well. She spends a lot of time with him reading and finding books that he likes. Both parents take literacy seriously in the household and motivate Landon to read. He also participates in summer reading programs to stay on top of his reading. Landon's mother is also

an avid reader which is a great way to model to Landon that importance and applicability of reading. When parents are good readers and make time to read, children can be influenced to read as well. Parents that set aside time for the children to read and illustrate the joy of it are helping students foster a love for reading.

III. Emotional Climate

Landon's current classroom climate promotes independence by giving students a lot of time to self select texts that they would enjoy reading. I think this is important for a student like Landon who enjoys reading when it is material that interests him. The classroom also encourages cooperation and working with his classmates. The classroom often times asks students to work together to problem solve and be critical thinkers. Cooperation also plays a big part in social aspects of the classroom and school. In Landon's classroom he is also encouraged to be a risk-taker. This often happens in math class when students are asked to share answers to problems and ideas. Lastly, Landon is in a classroom where the teacher cares about each and every student. The teacher takes an interest and gets to know each student and build a relationship with them. *As stated in the course presentation, "Importance of Literacy," a best practice is fostering literacy motivation.* When participating in literacy activities, Landon is most motivated when there is a reward or some sort of prize to be earned for it. Although he is never negative, he often times just goes through the motion. Landon expresses frustration or disinterest in reading when the material does not interest him or he is getting frustrated with the vocabulary or level of reading.

Reading is rewarded during the summer because Landon is not easily motivated to read when he could be doing other fun things. His parents reward him when he spends time reading every day by letting him go buy a new book. This keeps Landon motivated but the reward is still connected to his reading. This also gives Landon a choice in the book which provides more interest in doing his daily reading.

Landon is mostly engaged and motivated to read when the material is of interest to him. Like discussed, he is most interested in material about sports and different teams. Landon loves reading about sports and enjoys learning new facts and stories. That engagement also assists in his level of comprehension and vocabulary intake because he is connecting the material to his background knowledge and his life.

IV. Literary History (3 points)

Landon has always been an average student in Language Arts. Discussing with his family about his early elementary days, Landon has always enjoyed reading but sometimes his confidence would get in the way. He was exposed to a variety of instruction throughout his schooling. After hearing some descriptions, it sounds like he has been exposed to Daily 5, workshops model, and guided reading. In 4th grade, he learned the signposts from *Notice and Note*. Those helped him identify different strategies for reading comprehension. Also in 4th grade Landon's class did whole class books, book clubs, and had independent reading time. When I asked Landon what he enjoyed doing most in reading class in 4th grade, he expressed that he liked when they were able to choose their own books to read because he liked reading

sport books. Through these various instructions, Landon performed well and was at expected reading level.

The challenges Landon faced within reading was his fluency and decoding. Often times when Landon does not know a word, he moves on and skips it. At our school we work with improving students fluency by using DIBELS (the tool I will be using to administer Landon's assessments.) I am hoping that by using this tool, Landon will gain confidence and a familiarity with the assessment and thus perform well on the fluency portion.

V. Assessments Given and Summary of Results

For my assessments, I decided to do two different tests. The first assessment is a reading attitude survey that shares with me the different interests that Landon has. I then will give him another assessment that tests his fluency and reading comprehension skills. The assessment is the DIBELS assessment which is the tool used at my school.

I began with two pre-assessments with Landon. The first assessment was a motivation-interest survey in which I had Landon fill out what his interests were when finding a book to read. I used a survey that I have actually used in my own classroom. I found this survey on another teacher's teaching blog. For the question that asked Landon to identify what kinds of books do you like reading, Landon chose adventure, sports, humorous, and horror. For the question, what type of characters do you like reading about, he chose athletes, detectives, people like me, and animals. I used gained information of where he gets his books. He responded that he gets them from family members and the school library. This first pre-assessment allowed me to

see what his interests are and how to motivate him to read. I selected this exact interest survey because it gave me a lot of information but only took Landon about five minutes to complete and did not overwhelm him with a lot of questions.

The second pre-assessment that I gave Landon was from the DIBELS Level 5 Booklet. The purpose of this assessment was to accurately test Landon's reading level. I wanted to make sure that the booklet was an appropriate level for Landon and that his fluency and comprehension would be challenged but not frustrated. For this particular passage, Landon read about "The Best Present Ever." In one minute, Landon read 96 words with 0 errors in it. For the comprehension portion, Landon retold in 60 words and received a retell score of 2. This means that Landon was able to provide 2-3 meaningful things from the reading. This data showed me that this booklet is an appropriate level for Landon.

As I continued to assess Landon, he seemed to be doing better with his fluency. During the passage titled, "Exploring Australia," he scored a fluency score of 130 words in one minute with 0 errors. Then in another passage titled, "How Water Moves Through Plants," he read 114 words in one minute with only 1 error.

VI. Lesson Plan Matrix

Lesson Foci/Date	Objectives (include performance, conditions, and criterion. State the <i>Common Core State Standard</i> at the end of each objective.	Instructional materials (what will you use to deliver the main objectives of the lesson)	On-going assessment (to measure attainment of objectives)
Building Fluency and Reading Comprehension	<p>Landon will read a reading passage at his reading level for one minute while instructor monitors fluency with a goal of 100 WPM. He will then retell the passage and recall 3 sequenced details. The passages alternate between fiction and nonfiction passages.</p> <p><u>CCSS.ELA-LITERACY.RF.2.4</u></p> <p>Read with sufficient accuracy and fluency to support comprehension.</p>	<ul style="list-style-type: none"> - DIBELS Progress Monitoring DORF Level 5 Booklet - Timer - Pencil - I will use Serravallo's Strategies: Reading It Like You've Always Known It (2015) 	<p>A timed fluency passage at the DORF Level 5</p>

VII. Reflections on Your Differentiated Literacy Lesson Plans

During my lessons, I made sure to provide a quiet environment for Landon so he could concentrate on his tasks. I then repeated the directions for the DIBELS assessment. I reminded him that he has one minute to read the passage and do his best. I told him to be attention to what he is reading because he will have to retell the passage to me afterwards. I then got the timer ready and have Landon read while I marked the passage as he reads with his errors. I then gave him one minute to retell me while tallying how many words he uses in his retell and thinking

about how many detailed facts he gives me about the passage. Depending how Landon does, I try to determine if the assessment is flawed and needs to be redone.

I do believe my reading instruction made a meaningful contribution to the student's overall progress. Looking at Landon's fluency, he was starting to slightly improve. While at the beginning of assessing, his fluency was reading 96 words with 0 errors and my goal was to get him reading over 100 words correctly with no errors. As he continued to test, he reached that goal thus, gaining more confidence.

To support the student's success, I made sure he was comfortable before testing. Like stated above, I made sure the room was quiet and that he had a space in which he was comfortable. I also asked him about his day beforehand to get him talking and not nervous. We then discussed how he did the previous time he was tested and what strategies he could use to do well on this passage. I did this to gain his confidence so that he knows that he can do it and has done it before. I also did this to open a discussion about different strategies so that he will be able to have good comprehension skills during the retell. I think the efforts were beneficial because Landon continued to do better and better on the assessments.

There were several different teaching methods I used. I use strategy instruction. For example, we discussed the strategy of "Read it Like You Know It" (below in the Appendix). This strategy was a great way for Landon to be confident in his reading and read with authority. I also used immediate feedback when completing the retell portion. Once Landon would perform the retell section, I would ask him what else we could have added and give some suggestions in order for him to have that immediate feedback.

One critical choice that I made during instruction was when Landon started the passage and right away made many errors. Before the time was even up, I decided to stop the reading and have a talk with him. I told him that I knew this wasn't his best work and asked for an explanation. He told me that he thinks he got excited and rushed. I then made the executive decision to pick a new passage and give him a fresh start. This fresh start allowed for Landon to start new and do his best.

If I had an opportunity to teach this lesson with this student again, there would be a couple changes that I would make. Due to the fact that I was trying to help Landon in the long run with using DIBELS (which they use at our school to monitor), I stuck with it in order to build his confidence and maintain some consistency. If I had more time to work with him though, I would start to incorporate some different texts and passages to incorporate some of his interests. For example, I would most likely give him a passage about sports and I think he would enjoy reading it. I would also allow for Landon to go back to the passage when he is retelling to see what happens (Knight & Waldron, 2017). Although, he is not allowed to do that when he is actually being formally DIBELS tested, I think that allowing him to practice the skill with me would be a valuable strategy that he could use in the future. Lastly, one further extension I may try to use would be to make the retelling portion of the assessment a written format. I think it would be good practice for Landon to explain the reading passage in written form and this could give me even more of an insight into his ELA skills.

I believe that reading instruction could be more developmentally appropriate and responsive to Landon would be by incorporating some of the changes I would have made above.

I think that by giving Landon the option to look back during the retell portion might have eased some of his nerves and/or give him information to spark his memory.

I tried to incorporate information about fluency and it's connection to reading comprehension into my reading lessons. As discussed in the course presentation, "Fluency," I used automaticity to gauge Landon's fluency. Automaticity is "measured in words correct per minute." I also used different best practices with Landon (Guthrie, 2014). I tried to keep him motivated while continually building a relationship with him. I am hopeful that us working together has been a positive experience for Landon and that is has improved his fluency and reading comprehension skills.

VIII. Recommendations to Teachers and Parents/Caregivers

To the Parents of Landon,

I would like to thank you for giving me the opportunity to work with Landon these last six weeks. He is a kind and smart boy who always gives his all! Landon has many strengths. Some of which are positivity, creativity, resilience, and a great work ethic. All of these were apparent in our time together. One thing we worked on improving was Landon's fluency skills. Although Landon is able to comprehend reading, sometimes he would have difficulty with his fluency.

After some time talking about what kind of books he likes to read, I was able to tell what interests Landon. As you probably already know, Landon loves anything to do with sports! If I had more time with him, I would have loved to use this interest to discuss some great books to read.

As the weeks went by, Landon's fluency kept improving. At the beginning, he read 96 words in one minute and then read 130 words in one minute. I suggest that when Landon is reading that he is in a comfortable spot. I also suggest that building Landon up can also assist him. When he was most confident, he performed the best.

Once again, thank you for a great six weeks and please do not hesitate to contact me with any questions or concerns!

Sincerely,

Kristen Dantonio

To the Teacher of Landon,

Hello, my name is Kristen Dantonio and for the last six weeks I have been working one-on-one with Landon. Throughout the weeks, I have learned several things about Landon. I have learned that he is a great reader, however, sometimes lacks confidence. When he is feeling unsure of himself, he will act like he does not enjoy reading. I have also learned that while his reading comprehension is strong, he struggles with his fluency.

During the pre-assessment, I asked Landon what kind of books he liked to read. For the question that asked Landon to identify what kinds of books do you like reading, he chose adventure, sports, humorous, and horror. For the question, what type of characters do you like reading about, he chose athletes, detectives, people like me, and animals. After talking to Landon about his favorite things to talk and learn about, it was clear that sports are his biggest passion.

For the assessments, I used DIBELS to measure his fluency and his reading comprehension. Before each passage, Landon and I discussed some great skills he could use to be successful with the task. Through the weeks, Landon's fluency improved and his retelling became more detailed and descriptive.

This coming fall, I would recommend continuing to build Landon's confidence in reading. I would continue to encourage him to read books that he finds enjoyable and to take his time reading. I am hoping that he continues to build on his fluency. If you have any questions or concerns, please do not hesitate to reach out.

Sincerely,

Kristen Dantonio

Appendix A: Pre-assessment

Reading Interest Survey

Answer the questions about your reading habits.

1. What kinds of books do you like reading? Please circle all that apply.

Adventure Horror Mystery Biography Historical
Science Fantasy Informational Sports Humorous
Realistic Fiction Traditional Literature

2. Which do you prefer reading? Circle one. Fiction Non-fiction

3. What type of characters do you like reading about? Circle all that apply.

Musicians Athletes Historical Figures Celebrities
Detectives People Like Me People Not Like Me People
My Age Fantasy Actors People Going Through the Same
Issues Animals

4. What do you read most of the time? Circle One.

Books Magazines Graphic Novels Books on Tape
Websites Newspapers Textbooks Comic Books

5. Where do you get most of your reading materials? Circle 1-2.

Public Library School Library Book Store Teacher
Friends Family Online

6. How much time do spend reading each day? Circle one.

0-1 hours 1-2 hours 2-3 hours 3-4 hours 5 or more hours

7. What is your favorite book to read?

8. What is your least favorite book to read?



2 DIBELS® Oral Reading Fluency
Level 5/Progress Monitoring 2

Total words:	96
Errors (include skipped words):	- 0
Words correct:	= 96

The Best Present Ever

0 The girl stared at the big red circle she had drawn around a date on
15 her calendar. There wasn't much time to think of a gift before Mai's
28 grandmother came for her visit. Mai took out a sheet of paper and started
42 listing some possibilities.

45 Mai reviewed her list, but she did not see anything that was unique
58 enough for a wonderful person like her grandmother. It would be a long
71 journey from her small village to the city. Mai wanted to celebrate her
84 grandmother's first visit to the city by giving her an extraordinary gift.

96 Mai stared at the paper. She attempted to think of something more
108 creative. All of a sudden, Mai had a brilliant inspiration. She would make
121 homemade stationery for her. Mai found a book that described how to
133 make paper. She started making a list of all the materials she would need.
147 Next, she ran around the house, collecting all of the items on her list.
161 Once she had everything she needed, she carefully followed each step of
173 the instructions. She wanted her sheets of paper to be perfect. Mai felt
186 excited as she waited for the homemade paper to dry.

196 The next morning, Father popped his head into Mai's room to see
208 how his daughter's project was progressing. She replied that she would
219 come show him the finished product as soon as she was done. Then Mai
233 began the task of decorating the paper to make stationery. She used a
246 pen and colored ink to draw things that she had seen in Grandmother's
259 village. She drew the dense tropical forest on one sheet and colorful

3 DIBELS® Oral Reading Fluency Level 5/Progress Monitoring 3

Retell: Exploring Australia

► Now tell me as much as you can about the story you just read. Ready, begin.

Timing	1-minute maximum. Start your stopwatch after telling the student to begin. Say Stop after 1 minute.
Wait/ Reminder	If the student stops or hesitates for 3 seconds, select <i>one</i> of the following (allowed 1 time): —If the student has not said anything at all, provides a very limited response, or provides an off-track response, say Tell me as much as you can about the story. —Otherwise, say Can you tell me anything more about the story?
Discontinue	After the first reminder, if the student does not say anything or gets off track for 5 seconds, say Thank you and discontinue the task.

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48			
49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71			
72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94			

Retell Total: 64

Quality of Response: (Note: If the student provides only a main idea, it is considered one detail.)

1 Provides 2 or fewer details

2 Provides 3 or more details

3 Provides 3 or more details in a meaningful sequence

4 Provides 3 or more details in a meaningful sequence that captures a main idea

Retell Response Patterns:

Summarizes

Retells the passage verbatim

Repeats the same detail

Talks about own life related to passage

"Speed reads" the passage

Other

Appendix B- Assessments

3 DIBELS® Oral Reading Fluency Level 5/Progress Monitoring 3

Total words:	130
Errors (include skipped words): -	0
Words correct: =	130

Exploring Australia

0	Which country is an island and is also the smallest continent in the	13
13	world? If you said Australia, you are right. Australia is a large mass of	27
27	land that is found in the southern part of the world. It is located between	42
42	the Indian and Pacific Oceans. Much of the land is flat and dry, yet the	57
57	northern parts of the country have rain forests and swamps. The Great	69
69	Barrier Reef on the coast is filled with thousands of kinds of fish and	83
83	other sea creatures.	86
86	Australia is home to many animals that are not found in other places.	99
99	The large array of unique animals include reptiles, birds, mammals, and	110
110	insects. One unusual kind of animal found in Australia is the kangaroo. A	123
123	kangaroo mother has a pouch on her body. She carries her young in the	137
137	pouch until they grow big enough to leave.	145
145	Australia is known for its diverse people and culture. Native people	156
156	lived on the continent for thousands of years where they gathered plants	168
168	and hunted for their food. The native Australians still live there today.	180
180	The explorers who came to Australia have been, for the most part, from	193
193	Europe. Although the Dutch were the first to discover Australia, it was	205
205	mostly the British who stayed.	210
210	People come to Australia from all over the world to enjoy its many	223
223	outdoor activities. Some come to sail, surf, or dive in the ocean. Others	236
236	come to tour the country on horseback or bicycle. Still others come to	249
249	hike and climb in places like Ayers Rock, a huge rock that is considered	263

5 DIBELS® Oral Reading Fluency
Level 5/Progress Monitoring 5

Total words:	114
Errors (include skipped words): -	1
Words correct: =	113

How Water Moves Through Plants

0	One of the things a plant must have to survive is water. Different	13
13	kinds of plants need different amounts of water. A plant requires water to	26
26	make its own food and to mature.	33
33	The process by which a plant produces its own food is called	45
45	photosynthesis. During this process, the plant obtains water through its	55
55	roots and it absorbs a gas called carbon dioxide through its leaves. Then,	68
68	the plant uses energy from the sun to combine the gas and the water into	83
83	the sugars the plant utilizes as food.	90
90	Water is essential to the plant for other reasons. It transports the	102
102	nutrients from the soil throughout the various parts of the plant. In	114
114	addition, it fills up the plant cells so the plant is able to stand straight.	129
129	A plant can obtain water from natural sources, such as precipitation,	140
140	or from the individual who is growing the plant. The water soaks into	153
153	the ground, where the roots absorb the water into the plant. From there,	166
166	the water journeys into the plant's stem and is transported to the leaves	179
179	through long, thin tubes.	183
183	Plants must be able to move water up from the ground. Water moves	196
196	from the soil to the top of the plant using capillary action. In this process,	211
211	the water is attracted to the sides of the tiny tubes that run through the	226
226	plant. The tiny tubes respond like a sponge and absorb the water into the	240
240	plant.	241
241	Sometimes the plant has an overabundance of water. When this	251

4.1 Read It Like You've Always Known It

Who is this for?

LEVELS

A-Z+

GENRE / TEXT TYPE

any

SKILL

automaticity



Hat Tip: *Reading Recovery: A Guidebook for Teachers in Training* (Clay 1993)

Strategy When you have to pause to figure out a word, go back to the beginning of the sentence and reread. This time, read the word right away like it's a word you've always known. Reading the sentence as a whole after you've figured out each word will help you hold on to the meaning.

Lesson Language *It's likely that you're going to come to a word or two here or there that you don't know when you first see it. You'll use your strategies to stop and figure those words out—breaking the words into parts, looking for prefixes or suffixes, trying different vowel sounds, or using whatever strategies you know that may work in this instance. Stopping to figure out the word takes a little time, and might take you away from the meaning of the sentence. But you don't want to lose the meaning! So when you take a break to figure out a word, it's important that you reread, reading that new word automatically like it's a word you've always known.*

Prompts

- I notice you're stopping to figure out that word. Make sure you go back and reread the sentence once you figure it out.
- Go back and read the whole sentence.
- Now that you know the word, go back and reread.
- Read it again, with that word you just learned.
- Make sure that's the right word; go back and reread the whole sentence.
- Reread.
- Read it again.

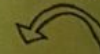
SMOOTH
IT
OUT!

1 ATTACK
the
word!



v - amp - ire
vampire!

2 Go back



re-read
like you've
always
known the
word!

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