

Literacy Learner Analysis Project

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Brief Background and Reason for Project Focus

As educators we learn about, discuss, and focus on so many different aspects of reading, from motivation and interests, to best-practices, from assessment and data, to fluency and comprehension. The bottom line is, we read for meaning, and reading comprehension is the foundation. It is said that, “Comprehension could be called the “bottom line” of reading” (McKenna & Stahl, 2009, p. 160). As educators, it is our responsibility to teach reading and content areas, but also prepare our students for productive lives beyond the classroom doors. Snow (2002) explains, “Strong reading comprehension skills are central to not only academic and professional success, but also a productive social and civic life” (NCEE, 2010, p. 11). Almasi and Hart (2011) state, “Comprehension is critical for successful reading” (p. 251). However, after taking several reading instruction courses throughout my career and time as a graduate student, I have learned that fluency directly influences comprehension, and when fluency is holding a student back, comprehension is impacted. Therefore, I have decided to focus on improving the fluency of my student to in turn improve his reading level.

Initially when I began this project, I planned on focusing on improving comprehension. After assessing and analyzing assessment data of a particular student, outlined below, I have changed my focus to fluency. Pikulski and Chard (2005) explain, “fluency has been described as the bridge from phonics to comprehension” (Rasinki & Samuels, 2011, p. 94). The connection between fluency and comprehension is well stated, “Disfluent readers are not automatic in word recognition and have to devote significant portions of their finite cognitive resources to that task. As a result, these readers tend to read at a slower rate than would normally be expected at their age or grade level. Further, although they may be able to decode the words in text accurately because so much of their cognitive energy is devoted to word recognition, they have less to

devote to comprehension” (Rasinski & Samuels, p. 95). Other researchers and authors have explained, “When students are able to interpret and read texts with expression, their comprehension improves” (Worthy & Broaddus, 2001, p. 337). We read for comprehension and meaning, and fluency skills will foster this.

For this project, I will be working with a student named Anthony. He is the lowest reader in my group of twenty-seven students. I have spent six months working closely with Anthony and trying to give him the most successful year in fourth grade possible. He proves to be a challenging student every day, but I am dedicated to helping him in his greatest area of struggle: reading. Seeing progress in difficult students like Anthony can result in the most rewarding feelings in the end, and this has certainly been true with Anthony. He reminds me daily of why I chose to dedicate my life to teaching children.

Home and Family

I clearly remember the day I first met Anthony. After receiving my class list for the 2012-2013 school list, I neatly labeled 27 nametags and taped them on student desks. Being the new teacher in the building, I had many teachers of lower grades walking into my room introducing themselves, glancing over the nametags, giving their input about the children they once had that were about to be in my class. When they got to Anthony’s name, they mentioned that he was a new student to the building, and they had heard about the new boy, that they had “been warned.” This made me somewhat nervous and curious at the same time.

Anthony is a blonde-haired, blue eyed Caucasian ten-year old fourth grade male with a big body that makes him stand out from the rest of his classmates. He loves video games, drawing, telling jokes, and cats. He is very aware of his large size, and it also causes him to be

somewhat clumsy and this embarrasses him frequently. Anthony is not an English language learner. Anthony is identified as an “emotionally impaired” learner and this has posed many obstacles along the way that have negatively impacted his learning, putting him far from grade level in all subjects. Some of his EI behaviors include emotional breakdowns that at times can become physical and violent, skewed perceptions of situations around him, expressions of low-self confidence, verbal suicidal expressions, blurting out, refusing help, shouting out offensive comments, and manhandling students. Anthony spends time with the school social worker, about 30 minutes/week. Anthony is one of four students in a reading group that is led by the special education teacher, and this group meets for 45 minutes/day, four days every week. Anthony was receiving additional writing support for 15 minutes in the morning, twice a week, but he expressed that he no longer wants to attend this because he dislikes this time so much, so he no longer receives these services. Anthony attends “Lunch Bunch” group every Tuesday for twenty minutes, where social skills are discussed with other emotionally impaired students and autistic students in the upper-elementary level.

Anthony lives at home with his single mother. He spends a lot of time alone, as his mother works long hours to support him. Upon meeting Anthony and his mother, they told me they had done absolutely no reading practice during the entire summer vacation. His mother tries to help him with his reading homework, but it is not always completed and she does not have the education and resources to support him to the extent he needs. I have suggested that Anthony and his mother read at home every day together, whether she reads to him and he follows along or he reads aloud to her, but I am not sure how often this is actually being done. Anthony’s mother also struggles with his behavior challenges at home, and she has found that

when he is overwhelmed on his way to shutting down, the most effective strategy has been to let him take a break or stop working for the day.

When identifying Anthony's parents and siblings, he has his mother and a 19-year old half-brother. Judging from what I do know, they do not have any education beyond a high-school diploma. Anthony's half-brother works as a cook in a restaurant. Anthony's mother works long hours as a caregiver to support herself and Anthony. Literacy education and reading practice is not seen as a priority in the home. According to the Developmental Reading Assessment 2nd Edition (DRA-2) and Northwest Evaluation Association assessment, he reads at a second-grade level.

Emotional Climate

Overall, my students and I have worked hard to establish and maintain a strong classroom community where we all feel safe and comfortable. We all have roles within the classroom, we have partnerships and cooperative groups put in place within reading and writing as well as in other aspects of our day. Students support each other and encourage each other. I present many occasions for students to share about their lives outside of school, their interests, and what helps them learn best. Students have opportunities for choice and their own creative input during open-ended tasks and discussions. I see and hear evidence of students making very strong connections between their learning in the classroom and their life experiences outside of school and this is very important to me.

However, Anthony has not always been part of the group on this. The other fourth grade students sometimes have a difficult time understanding Anthony's differences, they do not "like him," nor do they want to be in a group with him and he is aware of this. Anthony has a difficult time making the connection between his impulsive, disruptive, disrespectful behaviors and how

that can influence other students' feelings towards him. As a result of this situation, the special education teacher and the school psychologist have done some lessons with my students about differences and student needs. We talk about respectful behaviors and individual student needs often, during a weekly class meeting at least, but encouraging students' understanding and tolerance of his behaviors has been an ongoing challenge. Throughout the year, students' acceptance of Anthony has improved but this issue has required a lot of attention.

After several of assessments completed by the special education teacher, the school psychologist, the principal, and myself, it is clear that Anthony exhibits many behaviors of a non-medicated ADHD child. Anthony acts very unfocused and exhibits a need for sensory stimulation that he attempts to soothe on his own. Some of his behaviors include rocking in his seat oftentimes to the point where he falls onto the floor, hugging chair legs with his legs, hitting his face with his hands, and blurting out words and random and oftentimes inappropriate phrases. During literacy time, Anthony deals with his struggles by becoming the "class clown" and getting attention from others to cope with his awareness of being below grade level. Sometimes Anthony will state comments such as, "I'm dumb" or "I'm stupid I know it." His emotionally impaired related feelings and behaviors affect his self-esteem and motivation.

Literacy History

Anthony lives in home where he spends a lot of time alone. His mother is a single parent that works long hours, leaving Anthony to take care of himself. His mother cannot afford after-school care so that he is not left alone for long periods of time. Anthony tells me he spends a lot of time playing his video games, oftentimes games that are beyond his maturity level, including violence and inappropriate content, rather than reading books. Anthony's mother has expressed

that she does not know how to help him and she does not know how to pick books at his level. She does not work with him on his reading during summer breaks. Anthony's mother does not know how to encourage his reading learning, and this may be inhibiting his ability to reach his full potential as a reader. This is supported by Hoover-Dempsey and Whitaker (2010), they state, "Students learn most successfully when their families are actively engaged in supporting their learning" and their findings have "strong links to several important student learning outcomes, including the development of skills, beliefs, and behaviors essential to effective learning across all subjects" (p. 53). Hoover-Dempsey and Sadler (2005) explain their concept of the "Parental Involvement Process" and they present "Life Context Variables", one of which is identified as "Parental Knowledge and Skills" (p. 55). This variable is further explained when Hoover-Dempsey and Sadler (2005) write, "If parents believe that their skills and knowledge, as well as time and energy, are sufficient for the demands of a particular learning task or activity, they will generally engage in that task and be pleased to help" (p. 60). Perhaps Anthony's mother does not feel confident enough in her abilities, causing her to withdrawal at times from literacy-based interactions with her son.

Anthony has expressed that he has not been successful in school in the past. After the 2011-2012 school year, Anthony's previous elementary school closed due to lack of funds in the district. With Anthony came a file folder of work samples and information from previous teachers and administrators presenting their concerns and recommendations and Anthony's struggles. Many of the comments referred to Anthony as "Tony," so I proceeded to ask him about this. He explained that was a nickname he went by while at his previous school, but that he will no longer be carrying it on, he will only go by "Anthony," and this was his "fresh start" at

a new school. I found this to be interesting and it gave me some insight into his feelings and prior school experiences.

Twice a year, Johnson Elementary hosts a Scholastic Book Fair to encourage students to become interested in new, exciting books. When we had the Scholastic Book Fair event at our school, Anthony entered the classroom in a panic that morning because he had forgotten his money to shop. Distressed, he called his mother, and she agreed to come up to school to purchase something for him. I was thrilled to see his excitement towards reading materials and his mother's support. However, when Anthony returned from shopping, he only had posters, pens, and toys to show, unfortunately no books. It was clear to me that the importance of reading and accessibility to texts is not a priority in his home environment.

Tests Given and Summary of Test Results

One of the assessments I chose to administer and consider for this project is the DRA 2. This assessment measures student reading engagement by looking at student book selection and sustained reading, oral reading fluency by measuring expression, phrasing, rate, and accuracy, and of course comprehension by measuring skills of predicting, retelling sequence of events, characters and details, vocabulary, and interpretation and reflection of the important implications and messages the text is meant to convey. I administer this assessment three times throughout the school year for the students on the "needs list." The assessment begins by asking the student questions about their reading interests, or depending on their level, some students fill out a reading survey. Then, the teacher listens to the student read the first section of the book aloud, measures fluency by timing and listening for expression, phrasing, and expression. The student answers some questions based on what they read so far to measure their predicting skills. Next,

the student is asked to finish reading the text by themselves, then depending on their level they either answer questions orally to show their comprehension or they answer questions on their own. This assessment allows teachers to listen to their students and talk about what they read and allows them to get to know their students as readers. However, it can be very subjective, as many teacher-administered assessments can be.

Therefore, I decided to consider a second assessment that is completed on the computer. The Assessment- Northwest Evaluation Association Assessment (NWEA), is a Common-Core aligned, norm-referenced test completed by the students on a computer. It provides rich, reliable data. The students complete three sections: mathematics, reading, and language usage. For the purpose of this project, I am considering only the latter two listed, as they are the literacy-related scores. The students are given one overall score for each of the three sections- a RIT score- which stands for Rasch Unit- or we refer to it as a “ready for instruction score”- students are ready for instruction at this particular level. Each student is also given a breakdown of how they score in comparison to other fourth grade students around the country, as well as how they score within certain subcategories. In reading, the subcategories are literature, informational text, and foundational skills/vocabulary. In language usage, the subcategories are writing, planning, organizing, developing, revising, and researching, understanding language and editing for grammar usage, and understanding and editing mechanics. This assessment is helpful as it provides teachers with particular areas of strength and focus and goals and skills to work on.

When Anthony came to me in September, his DRA level was identified as a 16, which identifies his result was a half-way through first grade reading level. Most recently in March, Anthony scored a 20 on the same assessment, which is a beginning of second grade reading level. His reading level has increased about half of a grade level in six months. When

measuring Anthony's oral reading fluency, his score within that subcategory was an 11, which is the lowest possible independent level score for a level 20 test result. Anthony scored a 2 in expression- he read with some expression that conveys meaning, he scored a 3 in phrasing- reads in longer phrases at times, heeds most punctuation, a 3 in rate- an average of 65-95 words per minute, and a 3 in accuracy- reading at an average of 95-98% accuracy. Anthony scored a 26 in the comprehension subcategory, which is the highest possible score in the independent category of a level 20 score. Anthony scored a 4 in prediction- he made at least 3 thoughtful predictions that go beyond the pages read aloud, a 4 in retelling the sequence of events- he included all important events from the beginning, middle, and end in sequence, a 4 in retelling characters in events- he referred to all characters by name and included all important details, a 4 in retelling vocabulary- he used important language/vocabulary from the text and had a good understanding of key words/concepts, a 3 in retelling teacher support- he retold with only 1-2 questions or prompts from the teacher, a 4 in interpretation- he had an insightful understanding of important text implications with supporting details or rationale, and a 3 in reflection- he identified a significant event and gave a relevant reason for his opinion. After administering this assessment, I found that it is Anthony's fluency that is holding him back from scoring the next level up, which would be a level 24, his comprehension, is shown to be a strength through this assessment.

Looking at Anthony's NWEA reading score, he has a RIT of 173. When looking at the norm-referenced score, Anthony's is equivalent to a beginning of second grade level, and this is also consistent with his identified DRA level. He scored better than only 2% of the rest of the fourth graders in the nation that took the same reading assessment. When looking at the subcategories of reading, he scored lowest in literature and informational text seems to be his strength. I also considered his language usage scores, although they are not exactly reading, they

are connected to his literacy skills overall. His RIT score in language usage was 188, equivalent to a middle of second grade level. Anthony scored better than only 11% of the rest of the fourth graders in the nation that took the same language usage assessment. Anthony's strength within this assessment was planning, organizing, developing, revising, and researching for writing, and he needs the most support in with the understanding language and editing for grammar aspect of writing.

I have several of purposes for considering all of this pre-assessment data. Knowing Anthony's reading level tells me what level of text I should use when planning individualized lessons for him. The NWEA assessment also helped me decide what genre of text to use when giving Anthony instruction, as he needs the most support with literature. The DRA assessment data allowed me to see what aspect of reading I should focus on, that is the aspect of fluency, specifically expression during reading.

After teaching both lessons planned specifically for Anthony, I retested his DRA level. Anthony scored as an independent level 24. Because his fluency improved, his DRA level did as well. In the overall oral reading fluency category, Anthony scored a 3 in expression, his expression reflected mood, pace, and tension when appropriate, a 3 in phrasing, he read in longer phrases at times and heeded most punctuation, a 3 in rate, 70-100 words per minute, and a 3 in accuracy, 95-98% accuracy while reading. These subcategories of the oral reading fluency score were directly related to the main objectives of the two lesson plans designed for Anthony. Overall, he received a 12 in the oral reading fluency category, putting him at an independent 24 level in this category. In the comprehension category, Anthony scored a 3 for predicting, he was able to make at least 2 reasonable predictions that went beyond the text and read aloud, a 3 in retelling of sequence of events, he included most of the important events from the beginning,

middle, and end following a sequence, a 3 in retelling of characters and details, he referred to most characters by name and included some important details, a 3 in retelling of vocabulary category, he used language and vocabulary from the text when retelling and showed a basic understanding of most key words and concepts, and a 4 in the retelling with teacher support subcategory, he was able to retell with no questions of prompts from me, a 2 in both the interpretation and reflection sections, Anthony only had some understanding of important text implications and gave no supporting details when sharing his interpretation, and when reflecting he identified a less significant event and gave only a general reason for this response. Overall in the comprehension category, he received a score of 20. Although this score is on the lower end of the comprehension category for a level 24, he does meet the requirements, putting him at an independent level of 24. After the lessons, I am able to identify Anthony's DRA reading level as a 24, and he was identified as a level 20 prior to the lessons.

In mid-May, Anthony will take the NWEA test once more, and at the end of May I will administer the DRA assessment again. I hope to test Anthony at an independent level 28 (the next step up from a 24) by the end of fourth grade.

Lesson Plan Matrix

Lesson Foci/Date	Objectives	Instructional materials	On-going assessment
4-9-13: Fluency lesson including instruction on what fluency is, modeling fluency and repeated reading.	<p>Student will read a 100-word excerpt of level 20 text fluently with 99-100% accuracy and expression.</p> <p>Student will demonstrate an understanding of fluency by identify at least three things fluent</p>	<p>Repeated reading using a Reading A-Z leveled reader book, sound clips of readers (available on youtube.com), DRA assessment</p> <p>Internet, chart paper, markers, pencil, paper, iPhone for recording</p>	<p>DRA testing, NWEA testing, informal assessments and observation during small-group and one-on-one guided reading, reading conferencing</p>

	<p>readers do as they read by responding to a reflection activity.</p> <p>CCSS.ELA-Literacy.RF.4.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p> <p>CCSS.ELA-Literacy.RF.4.4a Read grade-level text with purpose and understanding.</p> <p>CCSS.ELA-Literacy.RF.4.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>CCSS.ELA-Literacy.RF.4.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>purposes</p>	
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Lesson Foci/Date	Objectives	Instructional materials	On-going assessment
<p>4-10-13: Oral recitation lesson for comprehension and fluency, including listening to read aloud, completing a story map,</p>	<p>Student will complete a story map to demonstrate comprehension of a narrative piece of his DRA reading level by</p>	<p>An oral recitation lesson on fluency using a Reading A-Z leveled reader book, story map template worksheet,</p>	<p>DRA testing, NWEA testing, informal assessments and observation during small-group and one-on-one guided reading,</p>

<p>echo reading and repeated reading</p>	<p>identifying major characters, minor characters, setting, plot, problem, main events, and story conclusion.</p> <p>CCSS.ELA-Literacy.RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</p> <p>Student will read an excerpt of level 20 text fluently with 99-100% accuracy and expression.</p> <p>Student will demonstrate an understanding of fluency by identifying and writing down key words or phrases related to fluency.</p> <p>CCSS.ELA-Literacy.RF.4.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p> <p>CCSS.ELA-Literacy.RF.4.4a Read grade-level text with purpose and</p>	<p>DRA assessment</p> <p>Internet, pencil, construction paper, iPhone for recording purposes</p>	<p>reading conferencing</p>
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	<p>understanding.</p> <p>CCSS.ELA-Literacy.RF.4.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>CCSS.ELA-Literacy.RF.4.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>		
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Reflections on Your Differentiated Literacy Lesson Plans

Over the years of working in education and studying teaching, a common theme I never fail to encounter is that teaching is a very reflective practice and I now constantly, almost without awareness, am asking myself what went well, what I would change next time about a lesson or activity, what surprised me, and how affective my instruction was. The differentiated lessons I taught for the purpose of this Literacy Learner Analysis project left me reflecting.

The lessons designed for Anthony did make a meaningful contribution to his overall reading progress, based on the results of my post-assessment, Anthony was able to move up to the next DRA level. Knowing what I know about Anthony and who he is as a person and a learner, I did several things to support his success. I allowed Anthony to give his input on the texts we would use for lessons, as this makes him feel important and in-charge of his learning. I carefully selected texts for him to choose from based on his interests and his personality, I chose silly books about males his age that he could make connections to. It did not surprise me that Anthony chose a text titled *Smelly Clyde*, about a dog that enjoyed rolling around in manure, as

this is a very entertaining idea to a fourth grade boy. I was very explicit when explaining to Anthony how these lessons would benefit him so he was able to see the relevance of the activities. I looked for opportunities to show my care for Anthony during our interactions; for example, for the bookmark activity I chose purple construction paper because this is Anthony's favorite color, he noticed this and appeared pleased by my decision. I paid close to Anthony's moods and attitude when choosing a time to work with him, as this often makes or breaks a lesson for him, he tends to shut down entirely if he is not in the right mindset for learning. I gave frequent but genuine positive feedback to help maintain his positive, open attitude. Anthony chose where we sat and his type of chair to accommodate his need to move and sensory overloads and to keep him comfortable. I used visuals such a chart to record his progress to allow him to see his improvements throughout the lesson and encourage his motivation throughout the lesson. I used direct instruction for a short amount of time to discuss what fluency is, and then we switched to strategy instruction with more student involvement to keep Anthony's attention, as his ADHD tendencies oftentimes get in the way of this.

As teachers we know that lessons rarely go as exactly planned and written out in the initial lesson plans. These lessons with Anthony were no exception. There were several critical moments where I made a decision to deviate from the original lesson plan. I wanted to stay on organized and on task while going through lesson one. When Anthony started to talk to me about the school he attended prior to this year, I wanted to stop him and remind him to stay on task. I let Anthony talk because I noticed he was making a strong text-to-self connection and opening up to me about some of his feelings toward school. The first text he selected was about a student with a nickname, and he started to talk about the nickname he used to go by, "Tony," as if it was an identity he had created, and Anthony continued to talk about some of the friends he

would like to get in touch with from his old school. In the first lesson, the original plan was to have Anthony practice reading the text aloud to me, and that we would chart his time and miscues with every read-through. However, after Anthony read the text twice aloud to me practicing, he asked me if he could have some independent practice time on his own before he read it to me again. Rather than sticking to the plan, I allowed him to do so because I felt like he was recognizing his needs as a learner and making a decision based on his own needs, and this was great progress for him. It worked out just fine. The direction of the second lesson remained mainly as planned.

As Anthony's teacher, there is one thing that I struggle with when it comes to making reading instruction more developmentally appropriate and responsive to his unique needs. Anthony is an emotionally impaired student, and this condition makes him especially sensitive and aware of being a low reader, and this negatively influences his self-esteem. Anthony notices that many books that are at his level are often times "baby-ish" looking with themes and content very below the interest and maturity level of a fourth grade student, as they are written considering mainly students in second grade. I believe that reading instruction for Anthony would be more effective if texts that reflect the interests and maturity of a fourth grader, but still at reading level of 24, can be more easily obtained and used to teach him.

If I was given another opportunity to teach these lessons again to Anthony, I may make some slight changes. Rather than two lessons, I think I would divide the lessons up differently, into three shorter lessons: an initial lesson simply on what fluency is and how a fluent reader sounds, followed by the two strategy-based instruction lessons. Shorter mini-lessons seem to be more effective for Anthony and his short attention span. I was pleasantly surprised by how well Anthony did during the lessons, he participated, he had a positive attitude, and he was

cooperative. At the end of the first lesson, I asked Anthony to write down how he felt at the end of our time together, and he wrote “better at reading I guess,” and this makes me feel that overall the lessons were well-planned.

Throughout the Accommodate Differences in Literacy Learners course, I have acquired new techniques and information to provide effective reading instruction. In Module 2 we learned about using assessments to inform literacy instruction. Initially I planned on focusing on comprehension because there is usually a focus on that aspect of reading, but after using the data I collected during the pre-assessment phase, I was encouraged to change my focus to fluency. During Module 2 I noted, “Clearly, there are multiple purposes for assessment and numerous forms of data that can be used for making decisions. The challenge is to assure that the right forms of data are linked to appropriate uses and purposes for assessment” (Valencia, 2011, p. 379). I feel that making the professional decision to shift my focus from comprehension to fluency is evidence that I did indeed take on the challenge of using assessment data to truly inform my instruction based on an individual student’s needs. In Module 3 we focused on differentiated instruction, and this project experience was certainly based on differentiated instruction and truly an experience that allowed me to address the needs of a struggling reader. Module 4 covered motivating and engaging diverse literacy learners. We learned the motivational practices (Guthrie, 2011) including providing relevance, choices, and success, and I did include these practices during planning and implementation of the lessons (p. 183-189). In regards to motivation, considering Anthony’s interests were important to me to consider, and interest is one of the three aspects of motivation identified by Guthrie (2001), the other two being dedication and confidence (p. 178). Module 7 gave me some valuable insight about fluency instruction and assessment that guided much of my work throughout this case study.

Overall, I can say that these lessons were indeed a success and my greatest goal of improving Anthony's fluency was reached. The post-assessment I used was the DRA assessment, and compared to his pre-assessment score, after two lessons, Anthony went from an independent level 20 to an independent level 24. When Anthony reads aloud now, I can say he is certainly a more fluent reader overall, using more expression when reading, more appropriate phrasing, a better awareness of punctuation, speed, and miscues. I will continue to listen to Anthony's reading aloud and consistently assess his progress to maintain his improvements and growth.

Recommendations to Teachers and Parents/Caregivers

To Teachers, Parents and Caregivers of Anthony:

It has been a wonderful, fulfilling experience closely working with Anthony throughout this semester. After carefully analyzing and assessing Anthony's reading fluency, I have compiled suggestions for activities and recommendations for teachers and parents. If Anthony continues to improve his fluency, his reading comprehension will follow.

Anthony should be reading daily, for a minimum of twenty minutes per day. When Anthony reads, he should be reading aloud, rather than silently in his mind.

When reading with Anthony, there are several different ways to have Anthony participate and build his fluency. One way to do so is to "echo read" with Anthony, as the adult reads a section of text aloud, Anthony will follow along silently, then "echo" what was read back to the adult. Along the way, it is important to revisit difficult words and model decoding strategies by thinking aloud.

Repeated readings are also very beneficial for building fluency. Allow Anthony to choose a piece of appropriate level text and have him read it over and over again until he reads it fluently, without miscues. Charting Anthony's progress along the way is helpful, as he thrives by seeing his progress. Short comprehension-based questions and discussions can be embedded in repeated readings as well.

Listening to reading is another suggested activity to improve fluency. An adult can read aloud to Anthony while carefully modeling fluency. For a more independent experience, Anthony can listen to fluent readings by using tapes, CDs, or online recordings depending on technology availability.

Working in small groups is a great way to encourage Anthony to interact with others and develop a positive attitude about working with classmates. There are several suggested group activities that promote fluency activities. In a small-group problem solving activity, groups of three to five students are provided with a difficult text, and together students work to decode the words and read the text fluently. Students discuss the meaning behind the piece of text and practice reading it aloud over and over again. Choral reading can also be done in small groups, where students simultaneously read a piece of text. An adult can read with the small group and guide them through at the beginning, then follow the "neurological impress method" (McKenna & Stahl, 2009) and lower their voice with every repetition and eventually fade out entirely (p. 156).

Within the category of fluency, Anthony needs extra support with using expression and the appropriate tone while reading. To help with this aspect, performances of skits, plays, speeches, stories, scripts, poetry, jokes, and reader's theatre can be assigned. It is important to

consider that, “Effective performances are built on positive social interactions focused on reading” (Worthy & Broaddus, 2001, p. 337). Because Anthony is known to have difficulties in social groups, plan and group carefully to increase the likelihood of a positive experience. Also, consider the roles that Anthony is assigned. He thrives upon feeling important and needed, and “It may be the weakest readers who benefit from this activity most. Give them substantial roles, and then make sure they have adequate practice prior to performance” (McKenna & Stahl, 2009, p. 156). Anthony feels good about himself when he receives positive attention from classmates, oftentimes by making others laugh, so jokes and silly performances may be just what Anthony needs to connect with peers.

Arranging a younger “buddy” for Anthony would be a healthy and valuable activity for him to take part in. Anthony can feel successful by reading a piece of text to a younger reader, and feel like a mentor or tutor, encouraging positive feelings of self-importance. Anthony can journal about his experience, which also encourages him to practice his writing and get in touch with his feelings.

Present Anthony with many different options to read a short poem, chant, or text selection. Dr. Mary Bigler (2009) suggests, fill in the blank readings, turning voice volume up and down, speeding up or slowing down, clapping a beat, reading as a round, or singing text to a favorite tune.

I suggest that Anthony’s environment, whether at home or school, is full of texts at his level (DRA 24), including many of his favorites that encourage fluency improvement: riddle books, joke books, tongue twisters, silly stories, comic books, and graphic novels. Allow for a lot of choice for Anthony to feel empowered and in-charge of his learning, I have found this to

be very effective for his participation and motivation. Anthony requires a lot of encouragement, nurturing, warmth, and sometimes even sweet treats!

You will quickly develop a strong caring and affection for Anthony as I did, and his appreciation will inspire you to search for further learning interactions with this challenging but silly, fun child. I truly appreciate the reflective opportunity this project presented for me and I look forward to encouraging Anthony to grow as a reader and a learner for the rest of his fourth grade year.

Appendices of Work

Appendix A: Lesson Plan 1

Daily Lesson Plan

Literacy Learner Analysis Project, 1/2

Date: April 9, 2013

Objective(s) for today's lesson: Student will read a 100-word excerpt of level 20 text fluently with 99-100% accuracy and expression.

Student will demonstrate an understanding of fluency by identify at least three things fluent readers do as they read by responding to a reflection activity.

Rationale: A.W. is a struggling reader that consistently scores below grade level on all reading assessments. After further analyzing his DRA, it is clear that he needs the most support in fluency, specifically in the use of expression. If his fluency improves, his comprehension will follow, and because we read for meaning and comprehension, it is important to address his fluency deficiencies. This lesson should help A.W. improve his fluency skills, and in turn increase his comprehension.

Repeated readings are a highly-recommended activity suggested to improve fluency. When a student reads the same piece of text over and over again, they build their fluency skills. This lesson is designed based on a repeated reading procedure outlined by literacy researchers McKenna and Stahl.

Resources:

Stahl, K. A. D., & McKenna, M. C. (2009). *Assessment for reading instruction (2nd ed.)*. New York, NY: Guilford.

Materials & supplies needed: computer with speakers, 2 sound clips online, chart paper, makers, pencil, paper, iPhone for recording purposes, three appropriate level books with 100-word text excerpts taken from each

Procedures and approximate time allocated for each event

• **Introduction to the lesson** (5 minutes)

I will introduce the lesson by playing two clips on the computer: one will be of a person reading aloud in a monotone voice lacking expression, and I will play another clip of a person reading aloud modeling fluency. I will ask the student, "What do you notice about the two clips I just played for you? Which one sounded better to you and why? Which one was more interesting and exciting to listen to and why? Which clip sounded like a stronger reader and why?"

I will discuss these questions with the student until we come to the conclusion of the second clip sounding like a better, stronger reader, and it was simply more interesting to listen to because this clip included expression, making the reading more exciting and easier to listen to.

I will remind the student of fluency, and that good readers read with the appropriate accuracy, expression, rate, and phrasing.

I will show this student a copy of his DRA rubric and explain to him that oral reading fluency is how he sounds when he reads aloud and reading the words correctly, and comprehension is understanding what he is reading. I will show him that at this particular level, he is comprehending very well, and his fluency is holding him back, and if we can work to improve his fluency scores, we will be able to move him up a level.

I will tell the student that today we will be working to build his fluency so that when he reads aloud he will sound like a stronger reader, and this will help him more confident with his reading aloud as well.

Academic, Social and Linguistic Support during each event

I will be working with this student one-on-one because he tends to shut down when in a whole or small group setting.

This student is encouraged by hearing his scores go up because he is very well aware that he is below grade level in reading, so I will point out how this will help his scores.

SW choose where we sit in the room, on the floor or at a seat because this effects his focus often.

<p>• <u>OUTLINE of key events during the lesson</u> (30 minutes)</p> <p><i>I will select three options for grade level texts ahead of time to give this student a choice. I will briefly describe each text, and I will ask that he selects one that sounds most interesting to him.</i></p> <p><i>After he selected the text to use, I will explain, "I chose a 100-word excerpt from this book, and we will be using this 100-word clip today to build your fluency."</i></p> <p><i>SW read it aloud, TW mark any miscues, time the reading, record the student, and figure out the speed and error rate</i></p> <p><i>TW point out the mistakes with the student, play the recording, and discuss how his fluency and expression sounds in the recording, I will ask, "How do you think you sounded? How does your recording compare with the two we heard at the beginning of this lesson? What will you try to do differently next time?" TW give suggestions such as, "How do you think this sentence should sound since it ends in an exclamation point? How do you think this character should sound when he says this? Do you remember what to do when we come across a period?"</i></p> <p><i>SW reread the same excerpt over and over again until there are zero or one miscues, TW repeat the same procedure of pointing out mistakes, recording, and discussing fluency and expression with every time that the text is read, TW also chart progress with every reread on chart paper</i></p> <p><i>Once the student reads the passage fluently with zero or one miscues and with expression and appropriate phrasing, I will stop him and play the most recent recording him and praise him for his hard work. I will point out his progress on the chart paper and tell him he has read the passage fluently.</i></p> <p>• <u>Closing summary for the lesson</u> (6 minutes)</p> <p><i>TW ask the student to complete a 3-2-1 closure activity to the lesson. The student will write down 3 things fluent readers do, 2 things he will do to practice fluent reading next time, and 1 word or sentence that explains how he is feeling after this lesson. SW write down his responses.</i></p> <p><i>TW go over his responses and discuss them with the student. TW praise the student for his hard work and I will tell him I will be listening closely for his reading fluency. TW tell student that we will be meeting again later in the week to review and further practice his fluency and that I will forward to meeting with him.</i></p> <p>• <u>Transition to next learning activity</u></p>	<p><i>I will make sure to give the student choice to encourage him to feel empowered and in charge of his learning. When choosing texts, I will make sure they are at his appropriate just right level to make sure he feels successful. I will choose texts of his interests and of his age-level content because this student is very aware of "babyish" (his word exactly) texts.</i></p> <p><i>I will select passages with dialogue and varied punctuation to discuss different types of phrasing.</i></p> <p><i>If it takes more than seven times to read the text fluently without miscues, I will have him try an easier passage.</i></p> <p><i>Charting progress will encourage this student.</i></p> <p><i>I will continue to give a lot of positive feedback throughout the entire lesson to help this student feel successful.</i></p> <p><i>If necessary, I will do the writing for the student for the 3-2-1 response activity.</i></p> <p><i>I will state the behavior expectations for</i></p>
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<p><i>TW tell the student, "Now you are going to go back to your seat, take out your math journal and a sharpened pencil, and wait until I put the math warm-up on the board. I am looking forward to seeing your good partner work and small-group cooperation during math today. Thanks for your hard work today!"</i></p>	<p><i>the next learning activity to make them clear ahead of time and encourage this student to work well with a group, he oftentimes needs support with this.</i></p>
<p><u>Assessment</u></p> <p><i>During lesson: Discussion, observation and listening to read alouds, progress chart created during lesson, 3-2-1 closure activity</i></p> <p><i>Ongoing observation and discussion during small-group and one-on-one guided reading, consistent reading conferences</i></p> <p><i>Next steps/ongoing: DRA assessment, NWEA assessment</i></p>	<p>Academic, Social, and Linguistic Support during assessment</p> <p><i>Consistent positive feedback is important for this student, allowing breaks when necessary, writing his spoken responses</i></p>

Appendix B: Lesson Plan 2

<p>Daily Lesson Plan</p> <p>Literacy Learner Analysis Project, 2/2</p> <p>Date: April 10, 2013</p> <p>Objective(s) for today's lesson: <i>Student will complete a story map to demonstrate comprehension of a narrative piece of his DRA reading level by identifying major characters, minor characters, setting, plot, problem, main events, and story conclusion.</i></p> <p><i>Student will read an excerpt of level 20 text fluently with 99-100% accuracy and expression.</i></p> <p><i>Student will demonstrate an understanding of fluency by identifying and writing down key words</i></p>
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or phrases related to fluency.

Rationale: *A.W. is a struggling reader that consistently scores below grade level on all reading assessments. After further analyzing his DRA, it is clear that he needs the most support in fluency, specifically in the use of expression. If his fluency improves, his comprehension will follow, and because we read for meaning, comprehending a text is the main goal for reading and this is encouraged by building fluency. This lesson should help A.W. improve his fluency skills, and in turn increase his comprehension.*

An “Oral Recitation Lesson” (Hoffman, 1987) is one that helps to build both fluency and comprehension, by identifying story elements, using echo reading, and repeated reading procedures.

Resources:

Stahl, K. A. D., & McKenna, M. C. (2009). Assessment for reading instruction (2nd ed.). New York, NY: Guilford.

Materials & supplies needed: *story map worksheet, pencil, iPhone for recording purposes, three appropriate level books*

Procedures and approximate time allocated for each event	Academic, Social and Linguistic Support during each event
<p>• <u>Introduction to the lesson</u> (5 minutes)</p> <p><i>TW remind student that earlier this week we met and had a one-on-one lesson about fluency. TW ask student to share what he remembers from this lesson. TW pull out student’s response to the 3-2-1 closure activity he completed at the end of the last lesson. TW review what we did and TW discuss with student until he comes to the conclusion that we practiced fluency, and fluent readers read with the appropriate speed, phrasing, expression, and accuracy, and we were practicing his fluency last time we met.</i></p> <p><i>TW tell student that today we will be meeting again to complete another set of activities and again build his fluency to help boost his reading level.</i></p> <p>• <u>OUTLINE of key events during the lesson</u> (35minutes)</p> <p><i>TW give student three book options for the activity. TW briefly describe each selection, SW make a choice on which text to use for the lesson.</i></p>	<p><i>I will be working with this student one-on-one because he tends to shut down when in a whole or small group setting.</i></p> <p><i>SW choose where we sit in the room, on the floor or at a seat because this effects his focus often.</i></p> <p><i>I will make sure to give the student choice to encourage him to feel empowered and in charge of his learning. When choosing texts, I will make sure they are at his appropriate just right level</i></p>

<p><i>TW read the book aloud, modeling fluency and thinking aloud throughout, SW listen.</i></p> <p><i>After reading, SW complete a story map identifying the characters, setting, plot, and conflict of the story. TW assist as necessary and revisit the book as necessary to help the student complete the story map. TW discuss student's answers until an appropriate conclusion is reached for each of the story map sections.</i></p> <p><i>Next, TW reread this story, this time page by page, SW follow along and echo what was read. TW and SW finish the book with this procedure.</i></p> <p><i>TW ask student to identify his favorite section (about one paragraph or page). SW read the section aloud and the teacher will record the student.</i></p> <p><i>SW practice reading this section aloud until he can read it fluently. As student is practicing, TW listen and give suggestions along the way to improve the fluency of the passage, identify miscues and ways to give more expression or improve phrasing. I may say, "How do you think this sentence should sound if it ends with this type of punctuation? How do you think this character should sound when they say this?"</i></p> <p><i>TW tell the student when he feels ready and confident to read the section aloud fluently, to let me know. TW listen and record the student reading the passage aloud.</i></p> <p><i>TW play the first recording and second recording for the student, ask the student which one sounded better and why. TW and SW have a discussion until they come to the conclusion that (most likely) the second recording was better because it was a stronger example of fluent reading.</i></p> <p>• <u>Closing summary for the lesson</u> (8 minutes)</p> <p><i>TW give student a blank bookmark to decorate and write down a few "reminder" words relate to fluency. SW complete the bookmark task.</i></p> <p><i>TW tell student, "Now, I want you to keep this bookmark in your reading book at all times, and whenever you look at it think about everything we have covered during our fluency sessions together, and use this as a reminder that I will always be listening for your great fluency!"</i></p> <p>• <u>Transition to next learning activity</u></p>	<p><i>to make sure he feels successful. I will choose texts of his interests and of his age-level content because this student is very aware of "babyish" (his word exactly) texts.</i></p> <p><i>I will select passages with dialogue and varied punctuation to discuss different types of phrasing.</i></p> <p><i>I will continue to give a lot of positive feedback throughout the entire lesson to help this student feel successful.</i></p> <p><i>If necessary, I will do the writing for the student for the activities that have written responses.</i></p> <p><i>I will state the behavior expectations for the next learning activity to make them clear ahead of time and encourage this student to work well with a group, he oftentimes needs support and reminders with this.</i></p>
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<p><i>TW tell the student, "Now you are going to go back to your seat, take out your math journal and a sharpened pencil, and wait until I put the math warm-up on the board. I like the way you showed good partner work and small-group cooperation during math yesterday when you (fill in the blank) and I am looking forward to seeing your good partner work and small-group cooperation again during math today. Thanks for your hard work again today!"</i></p>	
<p><u>Assessment</u></p> <p><i>During lesson: Discussion, observation and listening to read alouds, story map responses, listening to read alouds, bookmark activity responses</i></p> <p><i>Ongoing observation and discussion during small-group and one-on-one guided reading, consistent reading conferences</i></p> <p><i>Next steps/ongoing: DRA assessment, NWEA assessment</i></p>	<p><i>Academic, Social, and Linguistic Support during assessment</i></p> <p><i>Consistent positive feedback is important for this student, allowing breaks when necessary, writing his spoken responses</i></p>

Appendix C: DRA Scoring Rubric, March 2013

Pre-Assessment: Level 20

Name/Date

3/8/13

Teacher/Grade

Samuorski

Level 20, Page 5

Green Freddie 20

DRA CONTINUUM	LEVEL 20			TRANSITIONAL READER
	INTERVENTION	INSTRUCTIONAL	INDEPENDENT	ADVANCED
Reading Engagement				
Book Selection	1 Selects texts from identified leveled sets with teacher support; uncertain about a favorite book	2 Selects texts from identified leveled sets with moderate support; tells about favorite book in general terms	3 Independently selects texts from identified leveled sets most of the time; identifies favorite book by title and tells about a particular event	4 Independently selects a variety of "just right" texts; identifies favorite book by title and gives an overview of the book
Sustained Reading	1 Sustains independent reading for a short period of time with much encouragement	2 Sustains independent reading with moderate encouragement	3 Sustains independent reading for at least 15 minutes at a time	4 Sustains independent reading for an extended period of time
Score	3 4	5 6 7	8 9 10	11 12
Oral Reading Fluency				
Expression	1 Little expression; monotone	2 Some expression that conveys meaning	3 Expression reflects mood, pace, and tension at times	4 Expression reflects mood, pace, and tension most of the time
Phrasing	1 Reads mostly word-by-word	2 Reads in short phrases most of the time; inappropriate pauses	3 Reads in longer phrases at times; heeds most punctuation	4 Reads in longer, meaningful phrases most of the time; heeds all punctuation
Rate	1 54 WPM or less	2 55-64 WPM	3 65-95 WPM	4 96 WPM or more
Accuracy	1 93% or less	2 94%	3 95%-98%	4 99%-100%
Score	4 5 6	7 8 9 10	11 12 13 14	15 16
Comprehension				
Prediction	1 Makes unrelated or no prediction(s)	2 Makes at least 1 reasonable prediction related to the text	3 Makes at least 2 reasonable predictions that go beyond the pages read aloud	4 Makes at least 3 thoughtful predictions that go beyond the pages read aloud
Retelling: Sequence of Events	1 Includes only 1 or 2 events or details (limited retelling)	2 Includes at least 3 events, generally in random order (partial retelling)	3 Includes most of the important events from the beginning, middle, and end, generally in sequence	4 Includes all important events from the beginning, middle, and end in sequence
Retelling: Characters and Details	1 Refers to characters using general pronouns; may include incorrect information	2 Refers to characters using appropriate pronouns; includes at least 1 detail; may include some misinterpretation	3 Refers to most characters by name and includes some important details	4 Refers to all characters by name and includes all important details
Retelling: Vocabulary	1 Uses general terms or labels; limited understanding of key words/concepts	2 Uses some language/vocabulary from the text; some understanding of key words/concepts	3 Uses language/vocabulary from the text; basic understanding of most key words/concepts	4 Uses important language/vocabulary from the text; good understanding of key words/concepts
Retelling: Teacher Support	1 Retells with 5 or more questions or prompts	2 Retells with 3 or 4 questions or prompts	3 Retells with 1 or 2 questions or prompts	4 Retells with no questions or prompts
Interpretation	1 Little or no understanding of important text implications	2 Some understanding of important text implications; no supporting details	3 Understands important text implications; may include supporting details	4 Insightful understanding of important text implications with supporting details or rationale
Reflection	1 Identifies an unrelated event; no reason for opinion or no response	2 Identifies a less significant event and/or gives a general reason for response	3 Identifies a significant event and gives relevant reason(s) for opinion	4 Identifies a significant event and gives reason(s) for opinion that reflects higher-level thinking
Score	7 8 9 10 11 12	13 14 15 16 17 18 19	20 21 22 23 24 25 26	27 28

Choose three to five teaching/learning activities on the DRA Focus for Instruction on the next page.

Appendix D: NWEA Student Results

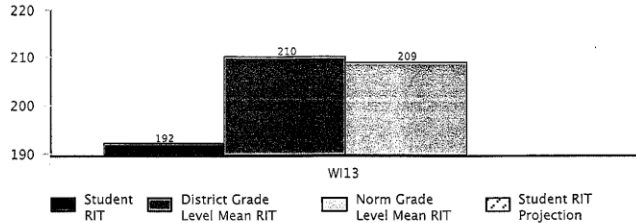


Student Progress Report

Student ID: 2101033

Term Rostered: Winter 2012-2013
 District: Huron Valley School District
 School: Johnson Elementary School
 Growth Comparison Period: Fall to Spring

Mathematics

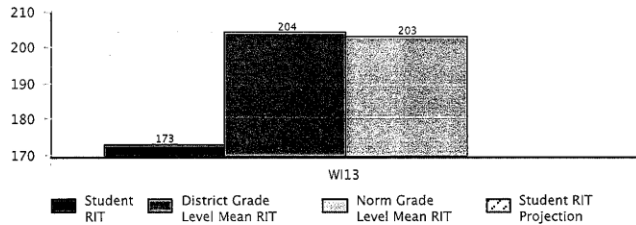


Term/Year	Grade	RIT (+/- Std Err)	RIT Growth	Growth Projection	Percentile Range
WI13	4	189-192-195			7-11-15

Mathematics Goals Performance - Winter 2012-2013

Operations and Algebraic Thinking: Low
 Number & Operations-Fractions: Low
 Geometry: Low
 Number and Operations in Base Ten: Low
 Measurement and Data: Low
 LoAvg: Low

Reading

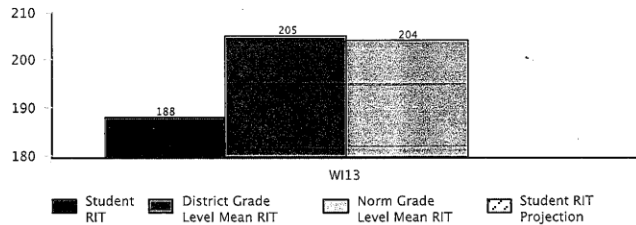


Term/Year	Grade	RIT (+/- Std Err)	RIT Growth	Growth Projection	Percentile Range
WI13	4	169-173-177			1-2-3

Reading Goals Performance - Winter 2012-2013

Literature: Low
 Foundational Skills and Vocabulary: Low
 Lexile® Range: 15-165L
 Informational Text: Low

Language Usage



Term/Year	Grade	RIT (+/- Std Err)	RIT Growth	Growth Projection	Percentile Range
WI13	4	185-188-191			8-11-16

Language Usage Goals Performance - Winter 2012-2013

Writing: Plan, Organize, Develop, Revise, Research: Low
 Language: Understand, Edit Mechanics: Low
 Language: Understand, Edit for Grammar, Usage: Low

* The 2011 Normative Data Overview provides an overview of the NWEA RIT Scale Norms Study including the scope of the study, the methodology used, and ways norms can be used by educators.

Appendix E: Text Excerpt from *A Hero's Name*,
Written by Marvin Bird, Illustrated by
Robert Squier

Used in Lesson 1

On Thursday, his teacher stayed home sick. A different teacher called the class roll. "Francis . . . is there a Francis Smith here?" he asked.

Of course Frank knew his name was *Francis* and that *Frank* was just his **nickname**. His parents called him *Frank*, and all his friends did, too. Bobby, though, who was new in school, yelled out to the whole class that *Francis* was a girl's name!





At recess, Bobby made fun of Frank.
"Francis is a girl's name, Francis is
a girl's name," he called.

Frank didn't care what Bobby
thought, but he didn't like to be
made fun of. *

Appendix F: Charting Progress in Lesson 1

Reading "A Hero's Name"

Time	Seconds	Miscues
1	69	2
2	56	3
3	48	1
4	42	0

Appendix G: Lesson 1 Closure Activity

A.W.
April 9, 2013

3-2-1

3 things fluent readers do

- 1) They read at the speed that they can read
- 2) they raise their voice when it's a xomark in mark
- 3) they re correct the words

2 things you will do to show fluent reading next time

- 1) I time my self on my read

2) read out loud

1 word or sentence that explains how you feel right now.

datev at reading i gaseo
I dont know

Appendix H: Lesson 2 Story Map Activity

Name [REDACTED] Date 4-10-13

Story Map 2

Write notes in each section.

Setting:
Where: farm clights house
When: noon spring/summer

Major Characters: Clyde
Minor Characters: Mr. Nova

Plot/Problem: Clyde likes to roll in lots of poop & bat hating

Event 1:
goe to fame

Event 2:
goe to all animals poop

Event 3:
comes home and make who wants to clean them

Outcome: we lended that Clyde hate soap

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Appendix I: Text Excerpt from *Smelly Clyde*,
Written by Ned Jensen, Illustrated by Nora
Vautas

Used in Lesson 2



Through the fence and into the barnyard he went.
When he found the biggest pile of cow manure,
he jumped on it.



He rolled around and around.

He rubbed his fur through the delightful smelling
cow manure.

Ah. this is heavenly, he thought.

Appendix J: Closure Activity, Lesson 2

speed!
reading!
voice!
!?.)
correct
words
time
expression



Jehoferean



Appendix K: DRA Scoring Sheet, April 2013

Post-Assessment: Level 24

Name/Date

A [Redacted] 4/11/13

Teacher/Grade

Samborski 4

Level 24, Page 5

The Wonderful Day 24

DRA CONTINUUM	LEVEL 24				TRANSITIONAL READER			
	INTERVENTION		INSTRUCTIONAL		INDEPENDENT		ADVANCED	
Reading Engagement								
Book Selection	1 Selects texts from identified leveled sets with teacher support; uncertain about a favorite book		2 Selects texts from identified leveled sets with moderate support; tells about favorite book in general terms		3 Selects texts from identified leveled sets most of the time; identifies favorite book by title and tells about a particular event		4 Selects a variety of "just right" texts; identifies favorite book by title and gives an overview of the book	
Sustained Reading	1 Sustains independent reading for a short period of time with much encouragement		2 Sustains independent reading with moderate encouragement		3 Sustains independent reading for at least 15 minutes at a time		4 Sustains independent reading for an extended period of time	
Score	2 3		4 5		6 7		8	
Oral Reading Fluency								
Expression	1 Little expression; monotone		2 Some expression that conveys meaning		3 Expression reflects mood, pace, and tension at times		4 Expression reflects mood, pace, and tension most of the time	
Phrasing	1 Reads mostly word-by-word		2 Reads in short phrases most of the time; inappropriate pauses		3 Reads in longer phrases at times; heads most punctuation		4 Reads in longer, meaningful phrases most of the time; heads all punctuation	
Rate	1 59 WPM or less		2 60-69 WPM		3 70-100 WPM		4 101 WPM or more	
Accuracy	1 93% or less		2 94%		3 95%-98%		4 99%-100%	
Score	4 5 6		7 8 9 10		11 12 13 14		15 16	
Comprehension								
Prediction	1 Makes unrelated or no prediction(s)		2 Makes at least 1 reasonable prediction related to the text		3 Makes at least 2 reasonable predictions that go beyond the pages read aloud		4 Makes at least 3 thoughtful predictions that go beyond the pages read aloud	
Retelling: Sequence of Events	1 Includes only 1 or 2 events or details (limited retelling)		2 Includes at least 3 events, generally in random order (partial retelling)		3 Includes most of the important events from the beginning, middle, and end, generally in sequence		4 Includes all important events from the beginning, middle, and end in sequence	
Retelling: Characters and Details	1 Refers to characters using general pronouns; may include incorrect information		2 Refers to characters using appropriate pronouns; includes at least 1 detail; may include some misinterpretation		3 Refers to most characters by name and includes some important details		4 Refers to all characters by name and includes all important details	
Retelling: Vocabulary	1 Uses general terms or labels; limited understanding of key words/concepts		2 Uses some language/vocabulary from the text; some understanding of key words/concepts		3 Uses language/vocabulary from the text; basic understanding of most key words/concepts		4 Uses important language/vocabulary from the text; good understanding of key words/concepts	
Retelling: Teacher Support	1 Retells with 5 or more questions or prompts		2 Retells with 3 or 4 questions or prompts		3 Retells with 1 or 2 questions or prompts		4 Retells with no questions or prompts	
Interpretation	1 Little or no understanding of important text implications		2 Some understanding of important text implications; no supporting details		3 Understands important text implications; may include supporting details		4 Insightful understanding of important text implications with supporting details or rationale	
Reflection	1 Identifies an unrelated event; no reason for opinion or no response		2 Identifies a less significant event and/or gives a general reason for response		3 Identifies a significant event and gives relevant reason(s) for opinion		4 Identifies a significant event and gives reason(s) for opinion that reflects higher-level thinking	
Score	7 8 9 10 11 12		13 14 15 16 17 18 19		20 21 22 23 24 25 26		27 28	

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Use the DRA Form for Instruction on the next page.

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