

Literacy Learner Analysis: Nate

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I. Brief Background and Reason for Project Focus

Literacy is a comprehensive and complex set of learning goals related to reading, writing, listening, and speaking. Students must be masters of these concepts in order to function in our society and be contributing citizens (Gambrell, Malloy, & Mazzoni, 2011, p. 18); however, so many students at varying ages and grade levels fall short. There are various aspects that may affect how a child learns how to read: different ethnicities, socioeconomic backgrounds, family dynamics, medical histories, and so much more. Even nationally, the government recognizes the fact that many students are not meeting expectations in literacy. Various programs have been devised in the recent years to reach the goal of all students attaining mastery in literacy. A major component in reaching this goal is teacher quality and competence. As the authors of What Research Has to Say About Reading Instruction put it: “improving and maintaining teacher quality is an essential component if we are to achieve the goal of universal proficiency in reading” (Farstrup & Samuels, 2011, p. 3). Because of the complex concepts in literacy that students must master, having an educator that is familiar with the best practices is of utmost importance. Delving in to truly research and understand how to identify and help each individual student is what a teacher needs in order to help all students to become a literate, contributing citizen in our society. Throughout this case study, I will be researching one student in order to target specific literacy needs and to self-reflect and evaluate my own instruction.

II. Home and Family

Nate is an eight-year old (soon to be nine-year old) Caucasian boy. He spent three years in a first and second grade classroom. He will be entering a third and fourth grade classroom in the fall of 2013. Nate lives at home with his mother, father, and older brother Jake (who is eleven). He lives in Howell, Michigan, which is a small, suburban town that spans a five-mile radius of Livingston County. Nate’s parents decided to enroll both of their children at a nearby charter school entitled Charyl Stockwell Academy because of its focus on character

development, internal motivation psychology, and its structure of no grades. Nate's mother is a stay at home mom who used to be a second grade teacher in North Carolina before she started a family. She has a great understanding of the role in which a teacher has and knows to continue fostering literacy-rich habits with Nate at home. His father, who has his Bachelor's degree, owns a company and often travels. Nate's father has been present in their lives more and more recently and is also developing literacy habits with his son.

Nate's family has set up many literate life routines to continue supporting his immersion and mastery of literacy. He is encouraged to read a "just right book" for twenty minutes every day. He also has a tutor twice a week that encourages regular literacy routines, vital skills needed for reading, and hits on many of Nate's interests to promote the love of literacy. Nate's father has recently started reading Magic Tree House books with him as well; that not only continues to teach Nate about necessary skills for reading but also continues to develop their relationship together. His parents are also very involved in his school routine. At least once a week, a parent will stop by the classroom to check in quickly regarding his progress. Nate's parents attend all school functions including parent teacher conferences and any events showcasing students' work. His family is truly working together to support Nate because of the fact that reading has not come to easily for him.

III. Emotional Climate

His social and emotional development is also an area that directly affects Nate's academic work. Since I have known him, Nate has been quick to react with anger and tears to a troubled situation rather than talking it out and using spoken language. He will sometimes run away in the school, or begin screaming and hiding around the classroom when a difficult situation arises. This past year, many of these aspects of Nate's social development were heightened as his family underwent serious changes and disruptions. His family moved houses, had to put their dog to sleep, and Nate's father underwent treatment for alcoholism all in one

month before the 2012-2013 school year. Nate's behavior and sometimes performance in school is a reflection of how dramatically these life changes affected him.

IV. Literacy History

Nate spent three years in a first and second grade classroom because he had difficulty decoding words and reading fluently for meaning. At the end of his second year, Nate was barely at the end of first grade benchmarks in both reading and writing. Although there are no learning disabilities in the family, Nate's brother Jake seemed to struggle with reading at Nate's age and had trouble with his Ocular Motor skills. Nate has been tested for any Ocular Motor problems and the screening did not detect any. Although Nate spent additional time in a first and second grade classroom and Jake did not, many of their beginning troubles were alike.

Throughout his three years in my classroom, Nate has also undergone a multitude of assessments, one of which was a comprehensive evaluation to see if he qualified for an I.E.P. Although he did not qualify for an I.E.P., his results showed that his reading scores were below average and Nate does receive additional supports to continue to help him grow in reading and writing. First of all, he works with a Special Education teacher twice a week in writing to help him continually have well thought-out, organized writing pieces. Nate is also working on his ability to always have spaces and include ending marks. Additionally, Nate works with a paraprofessional once a day in "Neuroreading" which is a whole-language approach to reading one of Nate's favorite books.

As a learner, Nate is an inquisitive, engaged, and bright young man. He constantly works persistently to finish assignments and fulfills his obligations to complete independent work. Nate is a leader in the classroom and follows all procedures. Actually, he is often seen helping and cleaning up even things that are not his own. Nate does sometimes have trouble staying on track because he is interested in seeing what other students are working on. He also sometimes has difficulty working in groups. Small group work that is carried out without teacher supervision

does well with continued positive encouragement and support. Additionally, he enjoys when teachers find ways he can be a leader and contribute his work or findings in a positive way. Most of the time, Nate is a bright, bubbly, and humorous student who lights up the room!

V. Tests Given and Summary of Test Results

Assessment Plan:

I have chosen three assessments to give Nate over the course of our time together in order to gain more information of him as a literacy learner. First, I will give Nate both the Reading Attitude test and the Writing Attitude test. The purpose of giving these assessments is that I want to understand more about what Nate's interests are pertaining to reading and writing. This will help make our meetings more meaningful if I can tap more into Nate's interests. Also, these assessments will give me an idea of when and where Nate likes to participate in reading and writing activities.

Next, I will administer a Development Reading Assessment (DRA). The DRA classifies students in development reading milestones associated with a grade level. There are concepts for each DRA level that students must master and it gives an analysis of specific targeted strategies to support them in becoming a better reader. The purpose of this assessment is very multi-faceted and reveals many aspects of a reader: accuracy and fluency (in a running record portion), and comprehension in the form of summarizing and answering specific questions about the text. The DRA above level 24 (second grade, fourth month) also incorporates a writing portion in summarizing the text and answering those comprehension questions.

Lastly, I will administer an assessment through a phonic program in our school entitled Making Great Readers (MGR). MGR is comprised with 54 vowel diphthongs and other common "sound chunks" that support children in breaking apart words and developing phonics knowledge in spelling patterns. I know Nate has difficulty with spelling patterns in his writing so I am eager to see how the evidence from this assessment will help me in developing lessons in

Assesment Results:

For our first meeting, I traveled to Nate's house. We worked together at his dining room table for my introduction to him and so I could cover the interest surveys and the Making Great Readers Assessment. First, I asked him to tell me about one of his favorite books so I could get a sense of his independent level and the style of books that he was interested in. Nate showed me the book *Stick Dog*, which is a comical story of stick figures (one of which has a dog) and their journeys together through daily activities. I discovered quickly that Nate's interest in reading was apparent and that he was passionate about funny texts regarding dogs. As he read a couple of pages to me, I was flourished with his increased ability to decode larger words; however, he definitely had trouble reading fluently and he often times inserted and deleted high frequency words. This small snippet was a great eye-opener to Nate's interests and reading ability.

From there, he answered the reading and writing interests surveys (*Standard III*). I chose to do a mix of interest surveys: one with more writing and reading and one with more pictures because Nate is right in the middle of the transition from learning to read and reading to learn. We began with the Reading Interest Survey (Artifact 1) and I soon discovered that I had to do the reading and writing on this survey. Although I knew some of Nate's interests from before (playing piano and taking care of his dogs), I was surprised to find out some things that he would enjoy learning more about: archery, hiking, and basketball.

In the Writing Interest Survey, Nate did this survey on his own and it was much more of an appropriate format. Because Nate gets taken out of the classroom for writing assistance during the day (and I know sometimes he is resistant to do so), I was assuming that maybe he would not have as many positive feelings about it. However, the results (Artifact 2) of his survey were very positive! He noted that he would feel upset if writing time were shorter in school and also mentioned that he loved writing on many different topics: journaling, narratives, answering science and social studies questions, poetry, opinion writing, and even doing writing instead of

having his peers check his work and rereading his own writing for spelling mistakes (in which he commented, “I’m just not that good at spelling so this one is hard”).

From there, we moved on to the Making Great Readers (MGR) Assessment, which identified 54 sound chunks that are most common in reading. During this assessment, I simply held up the flashcards to Nate and he would say the sound chunk found on the flashcard one time. If he did not know what the sound chunk was, he just said “skip” or “I don’t know”. After going through the flashcards, I found that Nate scored a 51/54 (Artifact 3) on his recognition of the sound chunks. He mistook /er/ for /ear/, was puzzled by /au/ (and answered with both long vowel sounds of /u/ and /a/), and then said the letter “c” for /ce/. This tells me Nate has a relatively solid understanding of these combinations when it comes to him using them to decode words while reading. However, just from my observations, I can see that Nate does not use these regularly in his independent writing. This assessment also tells me that I need to continue working on this skill with Nate for mastery in both reading and writing (*Standard II*).

Lastly, I conducted a Development Reading Assessment (DRA) to understand at a deeper level Nick’s ability to read words accurately, with fluency, and have comprehension on an independent-leveled text (*Standard II*). First, he read a portion of the text out loud. Nate started reading with a slow pace and was very careful about each word. However, as the oral reading continued, Nate inserted and omitted several smaller words. Although the story still made sense to him, he was reading in a very choppy manner and he also was not connecting smaller words together to produce phrases. Nate read the first four pages in one minute and fifty-four seconds, which fell into the independent range. He also read with nine miscues, which barely kept him at that independent range in accuracy. As we moved onto comprehension, it was very clear to me that Nate’s goal of fluency and accuracy did not interrupt his comprehension. He understood the story very well, could account for many important details in the texts, and had a great organization of information. The only part of the comprehension that could have used more work was the reflection portion, which he answered the most important part of the story was the fact

Devised Lessons:

After carefully reviewing all of the assessments that Nate and I worked on together, it was clear to me that I needed to devise two separate lessons: one that targets increasing fluency and the other to encourage spelling patterns in writing (*Standard I*). First, since the results on the DRA showed me that Nate continues struggling with reading in phrases and often inserts unnecessary words, I have decided to work on fluency with him in the mode of reading poetry. This also hits on a major interest of Nate's that was apparent through his reading and writing interest surveys. I will give Nate a choice of several poems that hit on his interests (dogs, basketball, archery, etc.), and have him choose one to master (*Standard III*). I will read it for him to model what the phrasing and expression should sound like, then he will reread it after me (*Standard VI*). After we practice it together a few times, I will record him and let him listen to how his expression and phrasing has improved. Lastly, I will give him an opportunity to draw a picture that goes with the poem to hit on visualization and fine motor strength (*Standard IV*).

For my second lesson, I would like to continue to foster Nate's love of dogs and his love for writing, but also help him make better use of the sound chunks in his ability to spell words. For this lesson, Nate and I will devise a list of words that are related to dogs (*Standard III*). He will use a chart from the MGR assessment to spell these words correctly. After the list of words is devised, Nate will formulate a short informative writing piece using these words. This will also help him to realize that there are pre-writing strategies attached to putting together a well-organized piece: one can formulate a list and check spelling first, then go ahead and writing the actual text (*Standards V, VI*).

VI. Lesson Plan Matrix

Lesson Foci/Date	Objectives	Instructional materials	On-going assessment
Increasing Fluency and Expression July 11 th , 2013	Students will read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings (Reading Foundational Skills, Grade 3, 4.b.)	Poetry book Coloring Supplies	Running Records Observations Nate will read poetry and I will record him so he can listen to his increased fluency. He will also draw a picture that goes along with the poem that he chose to master.
Using Sounds Chunks to Help Fostering Spelling Patterns in Writing July 15 th , 2013	Students will use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. (Language Standards, Grade 3, 2.f.)	Dog Books Notebook Paper Pencil MGR Sound Cards	Observations Nate will come up with a word list about dogs and then use spelling pattern cards to spell those words correctly. Then, he will use those words to form an informative writing piece.

VII. Reflections on Your Differentiated Literacy Lesson Plans

As I reflected on the two lessons that I gave to Nate, I thought that I had made a meaningful contributing to his reading progress. First, it has been proven that fluency is a primary element of a student's comprehension. However, it is not just the speed in which a child reads, it is the "melodic elements of language that, when taken together, constitute expressive reading" and ultimately, understanding (Kuhn & Rasinski, 2011, p. 278). The poetry was meaningful for Nate because he got to choose which one he wanted to master, and he got to see measurable growth: he heard himself read it with expression, prosody, and appropriate pacing! The fact that Nate himself smiled, looked at me and stated, "Wow, I read that way better than

before” was convincing that I had made a meaningful contribution to him meeting his specified literacy goal. In the second lesson, I feel like I helped Nate meet two goals that surrounded around spelling patterns. First, Nate focused on using the MGR chart to spell words correctly. Research suggests “good writing depends on the automatic use of spelling skills (Bromley, 2011, p.297). Second, the process showed Nate that he could use word lists as a pre-writing strategy so he does not feel so overwhelmed by making sure everything is spelled correctly while he is also trying to hold on to and formulate a logical flow in his writing, which related back to his frustrating feelings from his Writing Interest Survey (Artifact 2).

I did many things to help support Nate in his success over the course of both lessons. In terms of the first lesson that revolved around fluency, I offered an element of choice by having Nate choose the poem he wanted to work on. After he chose “Double-Tail Dog” by Shel Silverstein (1974), he was motivated to work on his learning goal of increasing fluency (Artifact 5). The method of instruction was direct instruction with modeling to start: I would read a sentence, and then he would practice it next. Then, the lesson took a turn toward strategy-based instruction as we discussed how to group phrases together, pause, and read the poem in a way that has rhythm and melody. This discussion was most definitely two-sided as Nate was offering words that were grouped together in phrases and how his voice should change from one part to another! As Nate practiced reading the poem, I also underlined specific words or circled specific punctuation marks in order to help him remember not to omit those words or ending marks. I let Nate make his own generalizations as he listened to a recording of himself reading the poem after many times of practicing it (Artifact 6). He was pleased and proud of the hard work he had put in and I made sure to reaffirm this by congratulating him on his progress!

Additionally, I participated in various efforts in supporting Nate’s learning in the second lesson as well. I started out by relating this lesson to Nate’s assessment on the MGR spelling patterns that way he had a basis of purpose. As I shifted focus on our word list, the primary method of teaching was direct instruction so I could help Nate use his knowledge of sound

that could be a sound chunk. Then, I asked Nate to try to find that sound on the MGR chart.

Sometimes, there was more than one combination so I had to direct him to the correct spelling pattern to include (Artifact 7). I am glad, though, that I had him try to find the sound chunk first, rather than explicitly telling him to start. I was surprised at how much Nate struggled to pick out the spelling patterns and how much I had to help, even though he could recite 51 out of 54 of them with ease during our assessment. As we moved into the writing portion, Nate felt relieved he could rely on the word list for spelling. This promoted me to introduce this as a pre-writing strategy: a generalization and a possible future lesson with Nate.

I did make several choices over the course of the lessons that I had not previously anticipated or planned on. During the first lesson, I chose to have Nate read part of the poem word-by-word without expression or prosody and record him. I did this so I could compare it to the finished recording and thus, give Nate an idea of what fluency is and is not. I am glad that I decided to do this because I feel like it made the last recording more meaningful. Over the course of the second lesson, I was originally planning on having Nate write an entire paragraph revolving around the dog words that he devised. However, as we reached that point in the lesson, Nate seemed tired and unable to organize and carry out a well-developed paragraph that would make him feel successful. I also knew that fine motor control is something that Nate is working on, so it would take longer than his attention span could handle at that point. Instead, we chose one or two words to turn into a sentence. Nate formulated three sentences altogether (Artifact 8). This decision did not overwhelm Nate as much as writing a paragraph and he did it successfully and seemed to enjoy thinking about the different sentences he could make from the words he came up with.

I believe that the evidence of Nate reaching his learning goals speaks for itself. First of all, I think the goals were meaningful because they were directly related to assessments that we had done together. Offering Nate choices and giving him topics that were of interest also helped to drive his motivation and perseverance during the course of both lessons. Nate completed all of

obvious reason that he had reached the goals was that Nate felt proud and looked happy when showing me his work. After the second lesson, he also ran up to his mother to show off his sentences!

If I were given an opportunity to teach the same lessons to Nate again, I would have several things that I would want to change. During the fluency lesson, I would want to have more discussion about phrasing. I would have Nate pick out phrases that he found and we could make a list together. This would encourage words that go together (like Fry's list of phrases). Although Nate improved in his reading of the text, I felt as though he could have worked even more on the rhythm of the words. I would take more time in picking out specific instances of where he could feel the rhythm and melody of the poem. In the second lesson, I would begin by explaining how the MGR chart is organized. Also, I would give more wait time or ask more questions on which spelling pattern should be used (if there is more than one) rather than telling Nate right away.

In general, reading instruction could be more developmentally appropriate for Nate by giving him shorter texts and writing tasks to keep him engaged and interested. Even during our two thirty minute lessons, I felt like Nate was getting restless and unfocused, even though I had tried to give him as much choice as possible and taken his interests into account. I think by keeping instruction direct and to the point with short objectives would be best for Nate. It is also important that he feel successful so he can continue to work on mastering literacy learning goals, instead of feeling defeated or unmotivated.

The primary new technique and approach that I have learned about and implemented is that fluency is not just reading faster. For so long, I thought that by having students reread a passage until they can read it with speed is practicing fluency. However, I now understand that fluency takes into account the rhythm, phrasing, and expression. Additionally, great fluency aids in comprehension; encouraging a student to read a text faster can actually inhibit their comprehension and overall understanding of what reading really is. I think I have demonstrated this knowledge through my interactions with Nate and it is something that I will definitely take

VIII. Recommendations to Teachers and Parents/Caregivers

My recommendation for Nate in terms of his reading instruction is for him to practice building his fluency with short texts that are a little bit below his independent level. Giving Nate a book or poem that may be a little easy will give him the opportunity to focus in on just the fluency aspect of reading instead of overwhelming him with the accuracy portion as well. Also, giving him a short passage will ensure that he has the attention to devote to truly working on this learning goal. Additionally, point out words that are grouped together in phrases and how it sounds to read these phrases “in one breath” (or not stopping after every word). It would be great to model how it sounds to read word-by-word and with appropriate fluency to give him examples of both. Having Nate reread books is also an important strategy in making sure he continually practices these vital parts of increasing fluency.

In terms of Nate’s writing instruction, using the Making Great Reader Sound Chart would be a beneficial tool for him to pay attention to spelling patterns in his writing. During Writer’s Workshop, it would help to conference with Nate before he starts writing and work with him to devise a word list or thinking map with his chart as a prewriting strategy. This will help Nate to feel more comfortable in approaching writing independently if he already has a well-developed group of words that are spelled correctly. I believe the more he uses his chart with a teacher or parent, the more he will use it independently. It would also help Nate to be paired up with another student as a resource for peer editing. However, he is very sensitive to other peers pointing out something negative regarding his writing, so he would need to have a peer that he really trusts and might consider a close friend.

Nate is an inquisitive and bright young man! He does well with positive encouragement and many small “check-ins” to see if he is on the right track. Nate truly does love to learn: especially about dogs and playing piano! The more books and writing prompts you can revolve

Outline for a Daily Lesson Plan: Increasing Fluency

Date: July 11th, 2013

Objective(s) for today’s lesson: *Students will read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings (Reading Foundational Skills, Grade 3, 4.b.)*

Rationale *This skill is worthwhile because a reader must be able to read independent –leveled texts with appropriate expression in order to comprehend it fully. It will connect to the student’s life because the texts will be of interest to the student and the element of choice will be given.*

Materials & supplies needed: *several copies of poems, pencil and crayons, recording device.*

Procedures and approximate time allocated for each event

- **Introduction to the lesson**

It is always important that assessments are not being done “to” the child but “with” the child (Video, Module 2). I will start out by reviewing Nate’s DRA test with him and point out all of the progress that he’s made. I will applaud him on his ability to decode the word southern and make many meaningful connections. Then, I will transition into discussing how it’s always important as a learner that we choose a goal to get better at. I will state that one goal Nate can work on to become a better reader is fluency. I will give him an example of a fluent reader and one that reads word by word and ask him to tell me which one was easier to understand (5 minutes).

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

Next, I will transition into the content portion of the lesson. Since Nate loves reading poetry, I will copy several poems that relate to his interests. He will choose one of those poems to master. After he chooses a poem to read, I will model what it sounds like to read it with appropriate expression and fluency. Then, Nate will reread it after me and model the expression, fluency, and phrasing (Rasinski & Samuels, 2011).

Academic, Social and Linguistic Support during each event

Positive encouragement is a great tool to use with children. Nate is also very curious. By opening up the lesson with sharing his results and pointing out positive achievements, Nate will be more apt to buy into the goal and work efficiently.

Because Nate has the ability to choose his poem, he will be more engaged and truly work to achieve the lesson’s goal.

<p><i>Then, we will try reading the poem word by word and discuss how we do not understand the meaning of the poem and it does not have a rhythm to it.</i></p> <p><i>After Nate reads the poem several times, I will ask him if he's ready to hear his progress. I will then record Nate reading the poem and then replay it for him to listen to. This will give the student the ability to listen to what he actually sounds like and to pick out vital elements of reading with improved fluency.</i></p> <p><i>After he has listened to the recording, Nate will color a picture that goes along with the poem (20 minutes).</i></p> <p>• <u>Closing summary for the lesson</u></p> <p><i>I will give him the other poems that he did not choose to master today to keep. I will tell him that he has already improved his fluency but in order to keep working at his goal, one must keep practicing. This way, he is encouraged to continue working on this skill, has interesting poems to continue doing that, and has a clear direction to go in mastering his goal (3 minutes).</i></p>	<p><i>Since Nate already has a format to use (reading a poem, rereading it, reading word by word, recording and listening, and drawing a picture), hopefully he will use this progression for the other poems that I left with him. I will also tell his parents about the progression so they can help him if need be.</i></p>
<p>Assessment</p> <p><i>To gauge Nate's learning, I will observe how Nate's expression, speed, and phrasing increases with his rereading of the poem. I will also see how Nate's reaction is to hearing himself read with more fluency on the recording.</i></p> <p><i>I can see how well his fluency increases to help develop further lessons or to modify a step in my lesson.</i></p>	<p>Academic, Social, and Linguistic Support during assessment</p>

Outline for a Daily Lesson Plan: Increasing Spelling Patterns in Writing

Date: July 15th, 2013

Objective(s) for today's lesson: *Students will use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. (Language Standards, Grade 3, 2.f.)*

Rationale: *This content is important because in order to contribute ideas to our society and express ideas, one must be able to spell words in a way that lets others read and understand. It will be relevant to Nate's life because his primary interest is dogs.*

Materials & supplies needed: *notebook paper, pencil, Making Great Reader flashcards, Making Great Reader sound chart, dog books (if necessary for ideas).*

Procedures and approximate time allocated for each event	Academic, Social and Linguistic Support during each event
<p>• <u>Introduction to the lesson</u></p> <p><i>I will introduce the lesson by starting with the 54 flashcards with common sounds chunks. This process is very familiar for Nate and will introduce to him that we will be using these sound chunks for our lesson today.</i></p> <p><i>After the sounds chunks, I will pull out his writing interest survey and point out the part where he told me he liked writing informational reports about dogs and where he thought he wasn't too good at checking for spelling mistakes in his writing. I will explain to him that we are going to work together on an interest to help him get better at a goal of his: spelling. I will also show him that he knows the MGR sound chunks very well, we just need to work on putting them in his writing more consistently (5 minutes).</i></p> <p>• <u>OUTLINE of key events during the lesson</u></p> <p><i>We will begin this lesson with Nate brainstorming a list of words that he would need if he were to write an informational piece about dogs. Words may include the following: leash, collar, bowl, food, fur, sit, shake, etc. All of these words have a MGR sound chunk in them.</i></p>	<p><i>Positive encouragement is a great tool to use with children. Nate is also very curious. By opening up the lesson with sharing his results and pointing out positive achievements, Nate will be more apt to buy into the goal and work efficiently.</i></p>

<p><i>I will ask Nate to highlight any sound chunks in words that he's written correctly. If he has misspelled a word, I will ask for him to repeat the word and ask if he hears any sound chunks in that word. Then, I will direct him to the MGR chart and ask him to point to which sound chunk should go into that word.</i></p> <p><i>After the list is devised, I will help Nate organize his ideas into a paragraph. We will use a thinking map as he very familiar with how these work.</i></p> <p><i>After the thinking map is devised, Nate will write a paragraph on his ideas on notebook paper. I will be there to help him reflect back on his list and use those words that he has devised in his writing (25 minutes).</i></p> <p>• <u>Closing summary for the lesson</u></p> <p><i>After the writing piece is finished, I will have Nate reread the piece. I will point out that we did many things today before we got to a writing piece with correct spelling. Making a list and using the MGR sound chunk chart was just a piece of that puzzle. From his writing interest survey, he was almost overwhelmed with the fact that he has to check his spelling. I want him to realize that the sound chunk chart is a tool he can use to increase spelling accuracy in his independent writing.</i></p> <p><i>I will also ask Nate if this way of approaching a writing piece was helpful to him (2 minutes).</i></p>	<p><i>If Nate seems to need additional help devising paragraph ideas, I will get out the non-fiction dog books and let him browse through those for ideas.</i></p>
<p>Assessment</p> <p><i>I will gauge Nate's learning of the sound chunks from his ability to use them in his word list and from his ability to recognize them on the chart when he goes to use them.</i></p>	<p>Academic, Social, and Linguistic Support during assessment</p>

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