

Literacy Learner Analysis Project

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I. Background and Rationale

Literacy is a skill we begin to develop as early as birth and continue to refine until the end of our lives - it truly spans an individual's whole life. However, the journey of literacy is different for each of us, our journey being impacted by the environment in which we live, the schools we attend and the teachers we have. Literacy is the skill that unites us all, a skill needed to be a productive member of society. With such high stakes relative to literacy achievement, changes have been made within the educational system to include Response to Intervention (RTI) programs and the implementation of Common Core State Standards (Reutzel, R. & Clark, S.K., 2019). These reforms have been incorporated “in an effort to “raise the bar” of literacy achievement expectations to assure readiness of U.S. for career and college upon high school graduation” (Reutzel, R. & Clark, S.K., 2019, p.364). As we try to raise the bar, everyday teachers in America see a variety of literacy needs within their classrooms. To help navigate the ever-changing needs presented within a classroom setting, differentiation is the answer.

Differentiated instruction allows for each student to receive what they need to be successful from Tier 1 instruction in a whole group setting to Tier 3 instruction in a one-on-one setting. Within the tiered system of support, scaffolding is the backbone. In a daily literacy instruction block proposed by Patricia Cunningham, the bulk of instructional time should be spent with Tier 1 instruction in either a whole group or small group setting. Cunningham recommends the Tier 1 instructional time is spent on foundational skills, comprehension strategies and writing and spelling instruction. After Tier 1 instruction, it is recommended to work in small groups administering Tier 2 and Tier 3 instruction in small group settings. It is noted that Tier 2 and Tier 3 instructional time can be used to “address the gaps in Tier I and Tier II instruction for below grade level students” (Reutzel, R. & Clark, S.K., 2019, p. 369). While some literacy learners may

be below grade level and have a difficult time understanding Tier 1 grade level instruction, it is important that they still learn the skills

Most importantly, “teachers occupy a unique and important position to positively affect the literacy achievement of the next generation by organizing for and delivering effective literacy instruction that meets the needs of *all* students preparing them for successful careers and college and becoming lifelong learners” (Reutzel, R. & Clark, S.K., 2019, p.365). Thus, differentiated instruction is crucial to developing a community of literacy learners within a classroom.

As an educator, this project closely aligns with the professional goals I have set for myself. Within the last year, I have started doing my own research to learn more about the ways that I can best help my struggling students, especially within my literacy block. I feel comfortable with differentiation in my classroom and strive to make my classroom a community of learners, just as discussed in Mandel- Morrow and Gambrell’s *Best Practices in Literacy Instruction* (Malloy, J., Marinak, B. & Gambrell, L., 2019). In the future, this project will help me to better fit the extensive needs within my community of literacy learners.

II. Home and Family

Ash is a charismatic 9 year old white male that loves singing, dancing and Pokemon. He is going into 4th grade and is an English-speaking student. He attends school in a rural area in Howell, MI. Ash enjoys reading *Diary of a Wimpy Kid*, *Last Kids on Earth* and *Dog Man*. As a social butterfly, Ash loves to be with his friends and will make conversation with anyone. Ash spends his time in the general education setting and enjoys helping others. I had the pleasure of getting to know Ash first as the son of my coworker and teammate and then as his 3rd grade teacher during the 2020-2021 school year. He currently lives with his mom and soon to be step

dad on the grounds of a YMCA camp. Ash loves to spend time outdoors and has enjoyed being able to go on hikes around the campground.

Ash is an only child and has a blended family, spending most of his time with his biological mom and her fiancée. Every other weekend Ash spends time with his biological dad and his girlfriend. He has a very close relationship with his paternal grandparents and often goes to Northern Michigan to visit with them. Within his blended family, all parent figures have a Bachelor's degree from a university. To his advantage, Ash's mom is a teacher who models positive literacy practices reading for educational and enjoyment purposes, surrounds him with new books often and enjoys having conversations with him about the books that he reads. As Paratore et al. (Paratore et al., 2019, p. 409) note, "children are better positioned for school success when their parents and their teachers form productive and sustained partnerships". This unique, close link between school and home helps support Ash as a literacy learner.

As a teacher, Ash's mom pushes him to dive deeper into his books through text-based discussions- asking questions, thinking about what is happening in his story and making predictions. Ash's mom has also asked him to consider alternate endings to some of his favorite books. This has been a fun way for Ash to engage more with the stories he reads. In Ash's home, he has minimal access to the internet so he spends most of his time reading physical books. He prefers to read fiction but also will read nonfiction. Ash's mom explained that he will read independently for at least 30 minutes a day, oftentimes he will read longer. When Ash needs assistance reading, he first tries utilizing strategies he has learned- most often sounding out a word or trying to find 'chunks'. When Ash struggles to read he prefers to seek help from his mom because he believes she is a good reader. Ash is reluctant to write, though he is good at it.

He reports that writing is important for school. He sees his teachers as good writers and says that his mom doesn't write often, except for grocery lists.

Overall, Ash is surrounded by positive literacy role models. He enjoys shared reading experiences with his mom and her fiance and gets excited to shop book sections at stores. While required to read 30 minutes a day, Ash sometimes surpasses that and will take a book outside to read on his hammock. He will bring books over to read at his biological dad's house but usually spends time playing with his friends or playing video games with his dad.

III. Emotional Climate

Ash's classroom climate during the 2020-2021 school year promoted independence, cooperation, risk-taking, interest and caring. Other than having to wear a mask, Ash enjoyed attending school in person all throughout the 2020-2021 school year. He explained that he was happy to see his friends again and was happy to have 'Gym' again. Through morning meetings, class meetings and relationship building, Ash feels comfortable in his classroom and is able to take risks and be a leader amongst his peers. During literacy activities, students are encouraged to choose their own books and read for extended periods of time. Ash enjoys this and often likes to read in a comfortable spot around the classroom and sharing his thoughts about what he is learning and thinking with his peers. Ash also enjoys meeting with his teacher to talk about what he is reading, he is excited to update his teacher with what is happening to the characters in his books.

As a reader, Ash is confident and excited. He reads with expression and likes getting lost in a book. He was consistently reading books throughout the day, including during math and science. As his teacher, I learned that his confidence is also a downfall for him. For example, because Ash is a good reader that reads for enjoyment, he quickly becomes frustrated if he

perceives a text to be too difficult. Throughout reading conferences this past year, Ash would cycle through the same 5 or 6 books- most of them graphic novels. As a result, Ash and I had conversations about what a good reader looks like and how being a good reader involved reading a variety of different texts. Together, he and I found a few different nonfiction books including *Who Would Win* and the *Who is* series. Additionally, Ash and I created a collection on Epic! Filled with books about different animals, specifically the Harpy Eagle. Creating these collections together helped Ash to become more engaged with nonfiction texts.

As Ash branched out into more diverse books, I learned that Ash felt comfortable reading the same books because he started to sound more like a good reader while reading these books. Ash explains that a good reader is someone that reads with expression, fluently and doesn't stop to sound out words. Some of Ash's struggles include vocabulary, decoding multisyllabic words and knowledge of text and sentence structures. In their book *Assessment of Reading Instruction*, Mckenna and Stahl (2009) explain that each of these components are critical in understanding language comprehension and therefore, reading comprehension (Mckenna, M. & Stahl, K, 2009). Ash has strategies to help decode multisyllabic words, such as breaking the word into chunks he recognizes or switching vowel sounds that he will utilize but sometimes still expresses frustration.

With his mom as a role model, Ash views reading as rewarding but not as a reward- he enjoys reading as a preferred activity but reading is never considered a punishment or is limited. As Ash continues to explore a variety of different texts, that may not be his first choice, I foresee engagement and motivation being something that Ash struggles with. I hope to work with Ash to find the joy, motivation and engagement throughout a collection of diverse texts.

IV. Literacy History

For as long as Ash can remember, reading has been important in his life. Some of his fondest memories include him reading with his mom and looking for books at stores. Ash's mom knew that literacy was an important foundational skill and wanted to start good literacy practices early on. When Ash was 4, he and his mom moved back to Michigan. Ash struggled with the move and had a hard time adjusting to a new environment and a new school. As a result, Ash's transition to Kindergarten was difficult. After initial running records, letter/sound assessments and results from the NWEA taken the fall during Kindergarten, Ash was identified as a student needing support from a Title 1 aide. As part of Ash's literacy centers, Ash would go with his Title 1 small group 4 times a week for 30 minutes. As part of the Tier 1 instruction, read alouds and shared reading were utilized. Ash enjoyed listening to the stories his class read and following along in shared reading. Towards the end of Kindergarten Ash expressed that he liked doing partner reading with a friend in his class or with a stuffed animal. Working in a small group for 4 weeks, Ash received targeted instruction in letter sounds and decoding CVC words. Through progress monitoring Ash no longer needed to receive services from the Title 1 team. Since then, Ash has not received any additional services in regards to reading.

As Ash's teacher during the 2020-2021 school year, I recognized that Ash was a motivated student and that he loved to read. However, I noticed that starting in 2nd grade, he started to plateau (in reference to NWEA growth data). There was growth but it was minimal. It is worth noting that during his 2nd grade year, our district started utilizing the Units of Study curriculum. Teachers were required to teach the curriculum with fidelity and employ the small group resources that aligned with the curriculum. As a student that falls in the middle of the pack based on data, Ash had a hard time accessing the grade level curriculum. I was able to ask Ash how he felt about reading in 2nd grade and he explained that it was boring and that he would

often not understand what he was supposed to learn. Unfortunately, even though Ash wasn't making significant growth, he was still showing growth and there were students that needed more significant help than him. Thankfully, last year when I was Ash's teacher the district allowed us to supplement our small group instruction with the resources that we felt were best suited to the needs of our students. This allowed Ash to receive instruction during Tier 2 small group instruction that best fit his needs. Specifically, in Ash's Tier 2 small group we worked on reading fluency utilizing reader's theater, multisyllabic words, nonfiction reading strategies and vocabulary strategies. The small group goals were determined based on NWEA data and running records. Entering 4th grade, I hope that Ash is able to continue to work on these skills and that he feels comfortable accessing a variety of different texts rather than just a small collection.

V. Assessments Given and Summary of Results

As suggested by Mckenna and Stahl's Modified Cognitive Model, the profile of a literacy learner expands beyond phonological awareness and print concepts (Mckenna & Stahl, 2009, p. 23). With the overall goal of reading comprehension, literacy learners need to be successful in their automatic word recognition, language comprehension and their strategic knowledge (Mckenna & Stahl, 2009, p. 23). To create a full view of Ash as a literacy learner, I knew that there were a variety of skills I wanted to assess including a reading interview, running records and the elementary spelling inventory (Bear, D., 2019, p 178) . Each of these assessments would help me look at one particular aspect of Ash as a reader including his motivation and perceptions about what a good reader is, current independent and instructional reading level and phonological awareness.

I first assessed Ash's perception of readers around him. As Ash's previous teacher, I know how Ash feels about reading and what his interests are. To dig deeper into his journey as a

literacy learner, I was interested in interviewing him more about who good readers are, what strategies good readers use when they get stuck and future reading goals. Through this interview, I was interested to learn more about Ash's confidence while reading. Specifically, I was interested to learn that Ash thinks that good readers don't struggle reading, that good readers don't use any strategies to help them. This led to a great discussion about how readers are always using different strategies to help them comprehend the text they are reading. Finally, this interview helped me plan my instruction around specific strategies that I modeled so that Ash could see fluent and good readers use.

Next, I was interested to see what Ash's guided reading level was. To determine his reading level, I used the curriculum my school uses, which Ash is familiar with, the Teachers College Reading and Writing Project Assessments for Independent Reading Levels. I started with a level M because Ash was successful with that level in the Spring. Ash's accuracy rate was 96%, with 4 miscues, he scored at a level 4 for fluency and he was able to answer the comprehension questions. These scores indicate that this is Ash's independent reading level. In comparison with his grade level peers, this puts Ash just slightly below what is expected. I decided to administer a level N reading assessment and it was just a little out of reach for him. Ash read the passage with a level 3 fluency, and only had 5 miscues. However, the comprehension questions were hard for him to answer, only scoring a 2 out of 4 (Appendix A). With previous knowledge that Ash doesn't enjoy reading nonfiction texts, I also chose to give him a level M nonfiction text from Reading A-Z, another resource my school utilizes. Using the high interest text about chocolate, I had Ash read the first two sections out loud. There were several tricky words causing a lack of fluency. Ash said that he wanted to keep on reading this

text the next time we met. I decided that I would continue to use this text as an instructional level tool.

Finally, I was interested in administering the Elementary Spelling Inventory test to gain more understanding in why Ash struggles with multisyllabic words. Invernizzi et al. (as cited in Bear, D., 2019), explain the importance and breadth of a spelling inventory, “students’ correct spelling reveals what they know, and their misspellings show us the edges of their learning, what they are using and confusing, and their instructional levels” (as cited in Bear, D., 2019, pg. 176). In this spelling inventory, I read a word out loud then used it in a sentence. I then asked Ash to spell the word to the best of his ability. With each word, the spelling gets significantly harder. Based on the spelling stage expectations by grade, Ash scored within the expected stage range, mastering the other vowels category and scoring a 3 out of 5 in the early inflected endings category. I did note however that the multisyllabic words were trickier for Ash, taking his time to spell the words. This assessment was valuable in helping me understand that Ash struggles with multisyllabic words because he spends more time decoding them, therefore contributing to issues in regards to fluency. This is especially important to make note of because “children who do not become fluent grade-level readers by the end of third-grade face challenges as they attempt to meet academic expectations throughout the rest of their school years” (Mandel-Morrow, et al., 2019, p. 78). The Elementary Spelling Inventory results (Appendix B) guided my instruction by providing clarity that Ash might benefit most by learning strategies to master multisyllabic words rather than targeting specific phonics skills.

To assess Ash’s progress, I wanted to see if his independent reading level increased. I administered the Teachers College Reading and Writing Project Assessments for Independent Reading Level N test to see what progress had been made. I was interested to see if the strategies

Ash and I worked on developing together would help him with the comprehension questions at the end of the passage. I was also listening to see if there was any improvement in his fluency. Ash improved his fluency slightly, this is mostly due to his correct decoding of the multisyllabic words. Additionally, Ash scored a 98% with only 2 miscues (Appendix C). The multisyllabic words were still presented as difficult for him but his score suggests there was improvement. I also noted that Ash was tapping his fingers when decoding the multisyllabic words. With his success in the fiction passage, I briefly checked Ash's ability to decode and fluency with *Dogs at Work* (found at Reading A-Z). This passage was difficult for Ash and had some tricky vocabulary words but he was utilizing the chunking strategy we learned. Based on observational data, Ash improved slightly in his ability to decode and fluently read nonfiction passages.

With many conversations during our meetings focusing around what a good reader looks like, I did ask Ash once more to explain what a good reader is. He had very similar responses but this time included that a good reader works hard to understand what they are reading. I hope that this addition to his view of what a good reader is will help Ash tackle harder texts, as well as a variety of them.

With his success with the Elementary Spelling Inventory, I did not feel the need to assess him further in this area. If I targeted phonics or writing more, I think that this would have been an area I would have completed a post assessment in.

VI. Lesson Plans

Lesson #1 Foci and Date	Objectives (include performance, conditions, and criterion. State the <i>Common Core State Standard</i> at the end of each objective.	Instructional materials (what will you use to deliver the main objectives of the lesson)	Ongoing assessment (to measure attainment of objectives)
<p>7/29/21</p> <p>Decoding multisyllabic words.</p>	<p>The student will be able to segment the syllables in words.</p> <p>CCSS.ELA-LITERACY.RF.3.3.C</p> <p>Decode multisyllable words.</p>	<p>-Scissors -multisyllable word cards</p>	<p>-Observation of student during the lesson with close attention to how the words are being segmented. -Will pay attention to the number of words segmented and decoded.</p>

Lesson #2 Foci and Date	Objectives (include performance, conditions, and criterion. State the <i>Common Core State Standard</i> at the end of each objective.	Instructional materials (what will you use to deliver the main objectives of the lesson)	Ongoing assessment (to measure attainment of objectives)
<p>8/4/21</p> <p>Monitoring comprehension in non fiction texts</p>	<p>The student will be able to generate questions and look for their answers.</p> <p>The student will be able to utilize asking and answering questions as a tool to monitor for comprehension.</p> <p>CCSS.ELA-LITERACY.RI.3.1</p>	<p>-Reading passage: <i>All About Chocolate</i> (Reading A-Z). -New multisyllabic word cards made from vocabulary words in passage -Question cards -Sticky notes to ask questions and answer</p>	<p>-Student will be formally assessed in his ability to segment the new vocabulary word cards. -Sticky notes will serve as an assessment tool. After I model asking questions while I am reading, I hope to see this strategy being utilized. -Quality of answers to questions asked.</p>

	<p>Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>		
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Lesson #3 Foci and Date	Objectives (include performance, conditions, and criterion. State the <i>Common Core State Standard</i> at the end of each objective.	Instructional materials (what will you use to deliver the main objectives of the lesson)	Ongoing assessment (to measure attainment of objectives)
<p>8/10/21 Reading fluently to increase comprehension.</p>	<p>The student will be able to read with fluency to support comprehension.</p> <p>The student will learn strategies a good reader uses in a challenging passage.</p> <p>CCSS.ELA-LITERACY.RF.3.4</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p>	<p>-Instructional level reading passage: <i>Birds of Prey</i> (Reading A-Z) -Sticky notes -Plain paper to make a poster of strategies a good reader uses.</p>	<p>-This lesson will serve as the formal assessment for the previous lesson where the student asked questions and tried to answer them in a text to increase comprehension. I will be looking for the student to ask questions consistently throughout the text while actively seeking answers to the asked questions.</p> <p>-The post assessment reading passage will serve as the formal assessment for this specific lesson objective.</p>

VII. Reflection

Using pre-assessment to guide my instruction, I determined that targeted instruction with multisyllabic words and working on the ask and answer comprehension strategy would be

beneficial to my literacy learner, Ash. In my first lesson with Ash, I wanted to start with the skill that was the most needed to further his comprehension and fluency with instructional level texts. Therefore, I determined that my first lesson would be spent decoding multisyllabic words. I also thought that this would be a great opportunity to brainstorm strategies good readers can use when they are struggling with a text.

To prepare for this lesson, I had multisyllabic word strips available for us to decode. Before I started instruction, I showed Ash a book that I abandoned because it was too hard for me to read. He looked through the book and asked if I really didn't finish the book. I told him that I didn't because it was hard for my brain to focus on all these hard, new words. Ash and I moved into a conversation in regards to what he does when he is struggling with a book. Together, we brainstormed some strategies including stopping and sounding out the word and rereading something if it was too hard.

Next, I told Ash that we were going to spend some time with some longer, multisyllabic words. I wanted Ash to use this as his opportunity to use strategies that would work for him. Ash got stuck with a few words but had success with the word 'common' immediately. I asked him how he was able to decode that word so quickly and he said that he looked at it and saw 'com' then 'mon', making the word common. As we continued the words I asked him if he could show me his thinking. We initially tried a highlighter but when I offered my fancy scissors he wanted to cut the words into chunks. As we were going through the more complex words, I was surprised about the places that he cut some of the words, for example underneath broken into 2 segments, under-neath (Appendix D). Towards the end, I asked Ash if he could break the words into smaller chunks at all, perhaps into syllables. He explained that for some of the harder words he did that but really wanted to cut the words in half. I found that Ash initially struggled then

grew in his ability to decode the words that he cut in half. We finished our lesson going over the words and the syllable chunks for the words that Ash struggled with. In reflecting on this first lesson, I realize that it may have been helpful to explicitly model breaking the words into syllable chunks. I think the direct instruction would have been a good scaffold to carry us into the next lesson.

In our second lesson, I wanted the focus to be tackling harder texts. The text for this lesson was going to be the high interest passage from Reading A-Z, *All About Chocolate* we began to read as part of a pre-assessment. Ash was very interested in the topic but had a hard time decoding the text and comprehending it. To begin, I pulled a few words (Appendix G) from the text that I remembered were difficult and I anticipated Ash would struggle with. This time, I explicitly modeled chunking the words into syllables, even showing how we can flip the vowel sound if something doesn't sound right. To break the selected words into chunks, I implemented a Pop-It fidget to increase engagement. Together, we 'popped' the syllables for each word. Ash enjoyed this and wanted to chunk words he could recognize by sight.

After the brief review from the previous lesson, I introduced the question cards to Ash (Appendix E). I explained that a good reader asks questions as they read and looks for answers to their questions. We practiced this together first on the front cover. As we made our way through the text, I put a check mark next to each question card that Ash utilized. Additionally, I circled the check mark if Ash was able to answer the question he asked. I had initially planned on having Ash write out his questions and then answer them using sticky notes. Instead I chose to make note on the cards because I realized that this was a longer text that was difficult and I wanted him to focus more on the strategy at hand than writing and losing his train of thought.

We ended our second lesson going over some of the difficult words. I told Ash that I was proud of him for working so hard on this text. We took a few breaks when we were reading but were able to complete the text together. I quickly reviewed some of the nonfiction text features with Ash as they were heavily present at the end of the text. If I was going to teach this lesson again, I would go over the nonfiction text features before the end of the text. I would have paid special attention to the glossary as well as the pronunciation in parentheses next to the vocabulary words. One last change I would make to this lesson is going through the vocabulary beforehand. When Ash had questions about what plantations are it took away a bit from the fluidity of his reading.

Our final lesson together was a culmination of the strategies we had learned previously. Therefore, this lesson was going to serve as an assessment of the strategies learned. During this lesson, I introduced a new text to Ash, *Birds of Prey* from Reading A-Z. I chose this text, at an instructional level, because Ash is very interested in predatory birds and has some background knowledge. I was hopeful that as Ash encountered more familiar words his fluency would improve and he would use the strategy more authentically. To start, Ash and I played a quick game with the multisyllabic words I pulled out of this text. He and I were both going to silently decode the word and then show on our fingers how many syllables we heard in the word. We played a few rounds and he enjoyed the game, mastering most of the words. Therefore, I was able to conclude that the strategy I explicitly taught was in part responsible for Ash's increase in decoding multisyllabic words. This time, I only pulled out the question cards that Ash didn't utilize previously. These question cards required a deeper level of comprehension, including explain, compare, summarize, arrange, what caused, etc. I also included the 'why' question card in hopes that Ash could easily ask a why question and answer it as we were reading. In the

previous lesson, Ash was able to ask and answer 7 out of 9 asked questions. This time, I was hoping for a similar ratio but was aware that the deeper level question cards would be trickier. To help spark some initial thoughts, I asked Ash what we might be able to summarize after looking at the table of contents. Together, we thought we may be able to summarize what kites are, maybe explain the difference between owls and vultures and summarize what birds of prey are. Throughout our lesson, Ash was able to answer most of the questions, 5 out of 8, he asked (Appendix F). If I were to teach this lesson again, I would choose a text that is of high interest but a topic other than one he has a lot of background knowledge in. It was hard for Ash to distinguish what he learned from the passage and what was background knowledge.

Reviewing the post assessment data, leads me to believe that Ash improved in his ability to decode, comprehend and read fluently with fiction passages at his instructional level. Specifically, Ash was able to score a 98%, with only 2 miscues on a new level N passage. A big contributor to this was him being able to decode multisyllabic words more easily (Appendix I). Ash has room to grow into the more challenging nonfiction texts, as he was still struggling to read fluently. However, the strategies that he learned were utilized while reading the nonfiction text, *Dogs At Work*. As Ash continues to work more with nonfiction texts, and learn more strategies, he will be more successful. Nonetheless, Ash displayed growth. I believe it was helpful for him to have repeated exposure with the strategies he learned. Hopefully Ash will continue to use these strategies as his reading comprehension toolbox continues to grow.

After learning different strategies and best practices, there are several areas I feel the lessons I taught could be improved and modified. The first improvement I look forward to making in the future is the implementation of the framework developed by Guthrie called concept-oriented reading instruction (CORI) (Mandel-Morrow, et al., 2019, p. 83). I am most

interested in incorporating this framework because of the “increased motivation for reading, increased use of metacognitive skills and increased gains in conceptual knowledge” (Tracey & Morrow, as cited in Mandel-Morrow, et al., 2019, p. 84). For many students CORI would be beneficial because of the focus on theme, student choice, hands on activities, inclusion of different genres and activities with peers featured in the framework (Mandel-Morrow, et al., 2019, p. 83).

I would also like to be more intentional with vocabulary instruction. Ganske explains that “readers who know more words are better at learning new words *and* they learn the words better” (Ganske, K., 2019, p. 200). This instruction would have benefited Ash significantly. I have noted that part of the success Ash had with the instructional level nonfiction text, *Birds of Prey*, was in part because of his background and vocabulary knowledge. The text, *Dogs At Work*, though a high interest piece, was more difficult for Ash because he did not have as much background or vocabulary knowledge surrounding the topic of service dogs.

Finally, I was interested to learn more about the best practices in narrative text instruction. It was illuminating for me to learn more about the benefits of creating a ‘toolbox’ of strategies readers should utilize versus the focus on one specific strategy. In my lessons with Ash, I introduced and focused on one specific strategy. However, best practice explains that “teaching strategies one at a time is not as effective as teaching them as an integrated set” (Reutzel et al., 2005, as cited in Almasi & Hart, 2019, p.227). If I had the opportunity to teach Ash again, I would focus more on teaching strategies so that Ash can become a strategic reader (Almasi & Hart, 2019, p.228). With this knowledge, the focus on my literacy community will be on building a toolbox my literacy learners can refer to to be more strategic in their reading.

As Ash continues to grow as a literacy learner, he needs to be given texts both at his independent level M and instructional level N. This is slightly below grade level as an entering fourth grader should be reading at a level O. Through Tier 1 grade level reading instruction and Tier 2 small group instruction, I believe that Ash will make growth. Ash will do best in a supportive classroom environment where he is encouraged to explore a variety of different texts will help Ash to maintain confidence as a reader. Reading a variety of texts will help with vocabulary acquisition as well, explained by Cunningham and Stanovich (1991, as cited in Ganske, 2019), “in the case of older students, how much students read contributes significantly to growth both in their vocabulary and general knowledge” (p. 206).

VIII. Recommendations to Teachers and Parents/Guardians

Dear Teacher,

I am writing to let you know about Ash, a literacy learner I have come to know well and one that will be entering your class in the fall. I had the pleasure of being Ash’s 3rd grade teacher during the 2020-2021 school year and also had the opportunity to teach him briefly over the summer. Ash loves school and loves to socialize with his friends, though I am sure you will find he will socialize with anyone. He is charismatic and makes me smile with every encounter we have had. I am excited for you to get to know the Ash that I know.

Over the summer, Ash and I were able to work together to fine tune some areas he struggles with in regards to reading. Ash is a confident reader and often chooses to read as a preferred activity, especially during math! However, I noticed that while Ash loves to read, he often sticks to the same few books. For example, in his book box Ash rotated through the same 5-6 fiction books, most being graphic novels. Through coaching, Ash and I found some other books he was interested in. As I continued to work with Ash during the school year, I was able to

uncover that while he is a confident reader, he struggles to ‘sound’ like a good reader (fluency, expression). This is hard for Ash because he believes that good readers don’t experience difficulties when it comes to reading. Given this information, and after administering a few pre-assessments, I chose to work with Ash on decoding multisyllabic words and monitoring comprehension with instructional level texts.

I first noticed Ash struggling with multisyllabic words during the running record pre-assessment I was giving. In a text at his instructional level, Ash would slow down significantly when he reached multisyllabic words. Based on results from his Elementary Spelling Inventory, I noticed that Ash is within the expected stage range based on his grade level. With all this information, I knew that Ash would do well with targeted instruction in decoding multisyllabic words. Together, Ash and I worked on breaking the longer words into smaller chunks. This strategy worked well for him and he found success with this strategy in later lessons.

My next focus was monitoring comprehension with both fiction and nonfiction texts. I chose to do this because I wanted Ash to develop a strategy he could use while reading books outside of the 5 to 6 favorite books. We utilized question cards to ask and answer questions while reading a text. This helped Ash to slow down and focus more on what he was reading.

As you come to know Ash as a literacy learner, I believe a great place to start is encouraging Ash to read a variety of texts. Next, I think Ash would benefit greatly from introducing a variety of different strategies that increase comprehension. Specifically, teaching Ash to be strategic as a reader through the introduction of comprehension strategies. If you are interested in reading more on this topic, authors Janice Almasi and Susan Hart are well versed in this area (Almasi, J. & Hart, S., 2019). Finally, modeling that even a good reader struggles/uses strategies would help Ash to understand the journey a good reader takes.

I can't wait to hear about Ash's success in your class!

Dear Parent,

I first wanted to thank you for the opportunity to work with Ash this summer. I have loved being his teacher and was beyond excited when I was able to work with him again on this literacy learner project. I love Ash's excitement and personality- he truly puts a smile on my face every encounter we have!

Over the course of the last several weeks, I was able to learn more about Ash as a literacy learner. Working with Ash in a one-on-one environment allowed me to delve deeper into some of Ash's struggles. Together, Ash and I worked on decoding multisyllabic words and learned some comprehension strategies for tackling texts at Ash's instructional level. I am hoping that focusing on these skills would help Ash feel confident in the texts he will encounter in the future.

To follow up, I think that Ash would enjoy reading the *I Survived* series. This series would be a good fit for Ash because they are historical fiction, incorporating some facts with some fiction. Knowing that Ash doesn't particularly enjoy nonfiction reading, I believe that they might be a good way to transition him to feeling more comfortable as a nonfiction reader. Additionally when reading with Ash, encourage him to ask and answer questions he has while reading. This will help to increase comprehension.

Thank you again for allowing me to work with Ash! I am excited to see his progress in 4th grade.

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Appendices

Appendix A

Teacher Copy: Assessment for Independent Reading Levels
Levels L-Z+ (Fiction/Narrative) Level M

Pre-assessment

Reader's Name Ash Grade _____ Date _____

Excerpt from *Sugar Cakes* Cyril by Phyllis Gershator, pp. 13-17

Level M 414 words

Independent Level: Yes No

Accuracy Rate 97%

Book Introduction: Say this to the reader before he or she begins reading the student copy of the text: "Cyril is seven years old and likes to help people, especially his mother. Cyril has a new baby sister and lives next door to Miss Elsie. Please read aloud the first section. (Point to the line on the student copy to show the child where the first section ends.) After this part, you may read the rest silently. If you need to, you may reread the first part. When you are finished reading, I will ask you to retell what you have just read."

During and after the Running Record, you may make these observations and notes to inform instruction:

- Self-corrects;
- Pauses while reading to think;
- Uses more than one strategy to figure out unfamiliar words;
- Miscues make sense;
- Miscues fit the syntax or structure of the sentence;
- Miscues look similar to words in the text;
- Figures out the meaning of unfamiliar words— if the child mispronounces a word during the running record, ask the child if they know the meaning of the word when they finish reading the excerpt.

Running Record: For the first 100 words of the passage, record each miscue above the relevant word as the student reads. You may decide to hear and record miscues for an additional 100 words to get a better portrait of the student's oral reading. See *Teacher Guidebook* for specific recording practices, and for guidance on analyzing the student's miscues towards future instruction. Use the Accuracy Rate calculator at the end of the text excerpt to determine if this student's accuracy demonstrates independence at this level. Use the Oral Reading Fluency Scale to determine if this student is reading fluently at this level.

Since Cyril was the big brother, he was supposed to be the Big Helper. But it seemed like he was always in the way. If he poured the milk, it spilled. If he shut the door, it slammed.

And now, when he handed his mother the baby powder, he dropped it, and the top fell off. The powder spilled out onto the floor. It puffed up into the air and made them all cough.

"Go outside, Cyril," his mother snapped.

"I thought I was your Big Helper."

"I don't need a helper right now," she said, coughing. She finished diapering (100 words) the baby and tried to clean up the powder with a damp rag. "Just go outside."

***** (Reader may read silently from this point on.) *****

August 2014 TCRWP 1

Teacher Copy: Assessment for Independent Reading Levels
Levels L-Z+ (Fiction/Narrative) Level M

Scoring the Running Record for Accuracy and Oral Reading Fluency

Total miscues including self-corrected: 3

Self-corrections: 0

Miscues reader did not self-correct: 3

Accuracy Rate: Circle the number of miscues per 100 words the reader did not self-correct.

100 Words	100%	99%	98%	97%	96%
	0 miscues	1 miscue	2 miscues	3 miscues	4 miscues
95%	94%	93%	92%	91%	90%
5 miscues	6 miscues	7 miscues	8 miscues	9 miscues	10 miscues

• 96%-100% = independent reading level of accuracy
• 90%-95% = instructional level of accuracy

Oral Reading Fluency Scale - Circle the Level that Best Describes the Student's Oral Reading *Note: Oral Reading Fluency is not taken into account until Level K for determining reading level, though it should of course be considered and taught into at earlier levels.

Level 4 *often expressive!*
Reads primarily in larger, meaningful phrase groups. Although some regressions, repetitions, and deviations from text may be present, these do not appear to detract from the overall structure of the text. Preservation of the author's syntax is consistent. Most of the text is read with expressive interpretation. Pace is consistently conversational.

Fluent
Level 3 Reads primarily in three or four-word phrase groups. Some small groupings may be present. However, the majority of phrasing seems appropriate and preserves the syntax of the author. Some expressive interpretation is present; this may be inconsistent across the reading of the text. The pace is mixed: there is some faster and some slower reading.

Non-fluent
Level 2 Reads primarily in two-word phrases with some three or four-word groupings. Some word-by-word reading may be present. Word groupings may seem awkward and unrelated to larger context of sentence or passage. Beginning a little expressive interpretation, frequently first seen when reading dialogue. The pace is somewhat slow.

Level 1 Reads primarily word-by-word. Occasional two-word or three-word phrases may occur—but these are infrequent and/or they do not preserve meaningful syntax. No expressive interpretation. The pace is noticeably very slow.

Adapted from U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002 Oral Reading Study and Zutell and Rasinski's Multidimensional Fluency Scales (Zutell, J., & Rasinski, T. V. (1991). Training teachers to attend to their students' oral reading fluency. *Theory into Practice*, 30, 211-217. Please refer to the benchmarks for Student Progress for details regarding Oral Reading Rate.

August 2014 TCRWP 3

Teacher Copy: Assessment for Independent Reading Levels
Levels L-Z+ (Fiction/Narrative) Level M

Retell:

Say, "Please retell this story." Be sure to retell the important parts, and to tell them in order." Write notes regarding the student's retelling on the back of this page.

If the student has trouble getting started or says very little, you may use non-leading prompting. Examples of non-leading prompting include: What happened next? Can you say more? Did anything else happen? Make a note that you needed to prompt the student, as you will want to teach this student how to self-initiate more elaborated retells.

Use the Sample Student Responses to determine if the child's retelling and responses to the comprehension questions are acceptable. See scoring guidance for specifics regarding how to account for the retell and the responses to questions in determining a student's independent reading level.

Comprehension Questions: If the student's retell did not include answers to the following questions, please ask any/all of the questions that were not addressed. There are many acceptable responses to each question, some of which are listed below. The reader's response is acceptable as long as it demonstrates an accurate understanding of the text. As the reader answers each question, be sure to record the response carefully.

Question	Sample Acceptable Responses
✓ Literal: How does Cyril make a mess at the beginning of the story?	"... by dropping the baby powder all over the floor; dropping the baby powder and it flew into the air; spilling the milk when he pours it"
✓ Literal: What are some ways Cyril helps Miss Elsie make the sugar cakes?	Any two or three of the following: "... measuring the sugar and water; grating the coconut, putting the ingredients into the pot; cooking everything in the pot; stirring the pot; stirring the sugar so it wouldn't burn"
✓ Inferential: Why do you think Cyril says that he hates the baby and his mommy?	"... he is upset because he keeps messing up; he is mad that he got in trouble; he is frustrated because he was only trying to help; his mom yelled at him and spends a lot of time with the baby"
✓ Inferential: How do you think Cyril's feelings changed from the beginning to the end of the passage?	"sometimes my mom yells at me too" "In the beginning he is sad or mad that his mother isn't paying attention to him and in the end he's happy because Miss Elsie thinks he's a great helper; in the beginning he doesn't feel like a good helper but by the end he does; at first he felt like he did everything wrong and then he felt proud he helped his neighbor and his mom; at first he felt left out and not important when he tried to help with the baby and by the end he felt important because Miss Elsie gave him jobs he did well"

sad → happy/helping

August 2014 TCRWP 4

Appendix B

Pre-assessment

Teacher Copy: Assessment for Independent Reading Levels L-Z+ (Fiction/Narrative) Level N

Reader's Name Ash Grade _____ Date _____

Excerpt from *26 Fairmount Avenue* by Tomie dePaola, pp. 9-11
Level N 289 words

Independent Level: Yes - *instructional*
Accuracy Rate *95%*

Book Introduction: Say this to the reader before he or she begins reading the student copy of the text: "The main character, Tomie, is telling the story of how his family built a new house many years ago, back in 1938. Please read aloud the first section. (Point to the line on the student copy to show the child where the first section ends.) After this part, you may read the rest silently. If you need to, you can reread the first part. When you are finished reading, I will ask you to retell the important things that happened in the story."

During and after the Running Record, you may make these observations and notes to inform instruction:

- Self-corrects;
- Pauses while reading to think;
- Uses more than one strategy to figure out unfamiliar words;
- Miscues make sense;
- Miscues fit the syntax or structure of the sentence;
- Miscues look similar to words in the text;
- Figures out the meaning of unfamiliar words— if the child mispronounces a word during the running record, ask the child if they know the meaning of the word when they finish reading the excerpt.

Running Record: For the first 100 words of the passage, record each miscue above the relevant word as the student reads. You may decide to hear and record miscues for an additional 100 words to get a better portrait of the student's oral reading. See *Teacher Guidebook* for specific recording practices, and for guidance on analyzing the student's miscues towards future instruction. Use the Accuracy Rate calculator at the end of the text excerpt to determine if this student's accuracy demonstrates independence at this level. Use the Oral Reading Fluency Scale to determine if this student is reading fluently at this level.

When my mom and dad decided to build a house, friends told them that they were building "out in the sticks." That meant way out where not many people lived. They wasn't even a real street. Just a dirt road. But it wasn't that far from our apartment on Columbus Avenue.

It was really great watching the house being built. First a steam shovel dug a huge hole for the foundation. Next a cement truck came, and workers poured the cement down a chute that looked like a long sliding board. I pretended that the concrete gushing down was lava (100 words) coming out of a volcano (I had seen that in a movie with my mother).

***** (Reader may read silently from this point on.) *****

After the foundation was set and the cellar was finished, the builders came to start on the house itself. They covered the opening over the cellar

August 2014 TCRWP 1

Teacher Copy: Assessment for Independent Reading Levels L-Z+ (Fiction/Narrative) Level N

Scoring the Running Record for Accuracy and Oral Reading Fluency

Total miscues including self-corrected: 5

Self-corrections: 0

Miscues reader did not self-correct: 5

Accuracy Rate: Circle the number of miscues per 100 words the reader did not self-correct.

100 Words	100%	99%	98%	97%	96%
0 miscues	1 miscue	2 miscues	3 miscues	4 miscues	5 miscues
95%	94%	93%	92%	91%	90%
5 miscues	6 miscues	7 miscues	8 miscues	9 miscues	10 miscues

• 96%-100% = independent reading level of accuracy
• 90%-95% = instructional reading level of accuracy

Oral Reading Fluency Scale – Circle the Level that Best Describes the Student's Oral Reading *Note: Oral Reading Fluency is not taken into account until Level K for determining reading level, though it should of course be considered and taught into at earlier levels.

Fluent	Level 4	Reads primarily in larger, meaningful phrase groups. Although some regressions, repetitions, and deviations from text may be present, these do not appear to detract from the overall structure of the text. Preservation of the author's syntax is consistent. Most of the text is read with expressive interpretation. Pace is consistently conversational.
	Level 3	Reads primarily in three- or four-word phrase groups. Some small groupings may be present. However, the majority of phrasing seems appropriate and preserves the syntax of the author. Some expressive interpretation is present; this may be inconsistent across the reading of the text. The pace is mixed; there is some faster and some slower reading.
Non-fluent	Level 2	Reads primarily in two-word phrases with some three- or four-word groupings. Some word-by-word reading may be present. Word groupings may seem awkward and unrelated to larger context of sentence or passage. Beginning a little expressive interpretation, frequently first seen when reading dialogue. The pace is somewhat slow.
	Level 1	Reads primarily word-by-word. Occasional two-word or three-word phrases may occur—but these are infrequent and/or they do not preserve meaningful syntax. No expressive interpretation. The pace is noticeably very slow.

longer words to sound out only issue

Adapted from: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002 Oral Reading Study and Zurell and Kinsler's Multidimensional Fluency Scales (Zurell, J., & Kinsler, T. V. (1991). Training teachers to attend to their students' oral reading fluency. *Theory Into Practice*, 30, 211-217. Please refer to the Benchmarks for Student Progress for details regarding Oral Reading Rate.

August 2014 TCRWP 3

Teacher Copy: Assessment for Independent Reading Levels
Levels L-Z+ (Fiction/Narrative) Level N

Retell:
Say, "Please retell this story." Be sure to retell the important parts, and to tell them in order." Write notes regarding the student's retelling on the back of this page.

If the student has trouble getting started or says very little, you may use non-leading prompting. Examples of non-leading prompting include: What happened next? Can you say more? Did anything else happen? Make a note that you needed to prompt the student, as you will want to teach this student how to self-initiate more elaborated retells.

Use the Sample Student Responses to determine if the child's retelling and responses to the comprehension questions are acceptable. See scoring guidance for specifics regarding how to account for the retell and the responses to questions in determining a student's independent reading level.

Comprehension: Questions: If the student's retell did not include answers to the following questions, please ask any/all of the questions that were not addressed. There are many acceptable responses to each question, some of which are listed below. The reader's response is acceptable as long as it demonstrates an accurate understanding of the text. As the reader answers each question, be sure to record the response carefully.

Question	Sample Acceptable Responses
X Literal: Tomie talks about the builders putting up "studs" when building his new house. In this case, what does the word "studs" mean?	"... pieces of wood called 'two-by-fours' because they are two inches thick by four inches wide; pieces of wood" <i>had to revisit and explain</i>
✓ Literal: Describe the new neighborhood where Tomie's house is being built.	"... 'out in the sticks', a place where not many people live; <u>has dirt roads</u> ; a neighborhood near their apartment on Calambus Avenue; <u>closer to West Peak</u> " <i>not strong</i>
✓ Inferential: How do you think Tomie's new home will be different from where he lived before?	"... he lived in an apartment and now he will live in a <u>house</u> ; it will be bigger and have a yard; it will be quiet with a big place to play; there will not be as many people so he may feel lonely; he will be able to see <u>Castle Craig</u> from his new house"
✓ Inferential: How do you think Tomie feels when he learns that his new town was hit by a hurricane?	"... happy his home wasn't destroyed; sad other homes were destroyed; relieved his house wasn't built yet and therefore wasn't damaged"

August 2014 TCRWP 4

Appendix C

Elementary Spelling Inventory and Feature Guide (page 3 of 3)

Words Their Way Elementary Spelling Inventory Feature Guide

Student ASH Teacher _____ Date _____

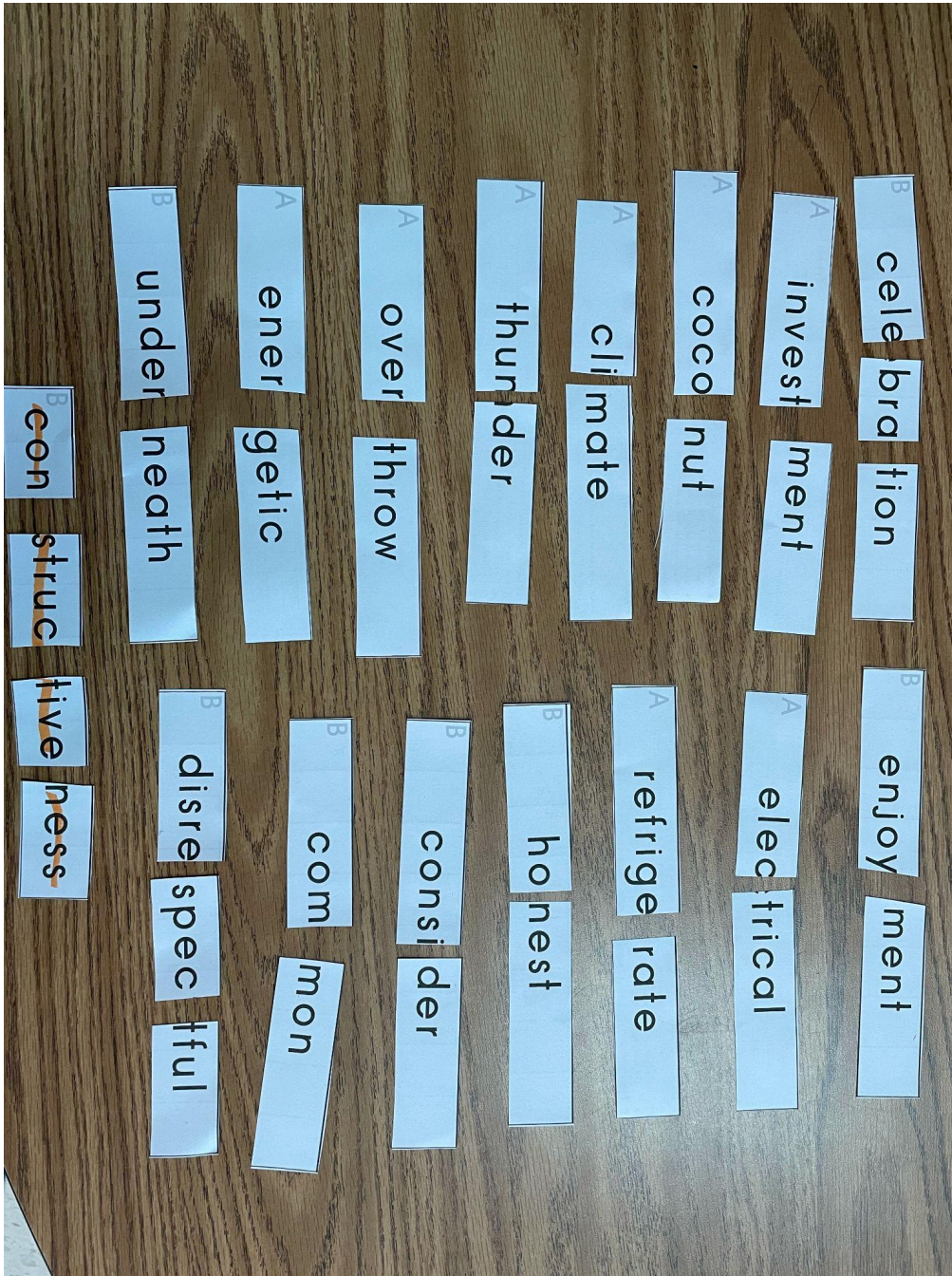
Words Spelled Correctly: 16 / 25 Feature Points: 162 / 62 Total 162 / 87 Grade _____ Spelling Stage _____

Stages and gradations → Features → ↓ Words	Emergent		Letter Name		Within Word Pattern		Syllables and Affixes		Derivational Relations		Feature Points	Words Spelled Correctly										
	Begin.	Final	Begin.	Final	Early	Middle	Early	Middle	Early	Middle												
1. bed	✓	✓	✓	✓																		
2. ship	✓	✓	✓	✓																		
3. when	✓	✓	✓	✓																		
4. lump	✓	✓	✓	✓																		
5. float	✓	✓	✓	✓																		
6. train	✓	✓	✓	✓																		
7. place	✓	✓	✓	✓																		
8. drive	✓	✓	✓	✓																		
9. bright	✓	✓	✓	✓																		
10. shopping	✓	✓	✓	✓																		
11. spoil	✓	✓	✓	✓																		
12. serving	✓	✓	✓	✓																		
13. chewed	✓	✓	✓	✓																		
14. carries	✓	✓	✓	✓																		
15. marched	✓	✓	✓	✓																		
16. shower	✓	✓	✓	✓																		
17. bottle	✓	✓	✓	✓																		
18. favor	✓	✓	✓	✓																		
19. risen	✓	✓	✓	✓																		
20. cellar	✓	✓	✓	✓																		
21. pleasure	✓	✓	✓	✓																		
22. fortunate	✓	✓	✓	✓																		
23. confident	✓	✓	✓	✓																		
24. civilize	✓	✓	✓	✓																		
25. opposition	✓	✓	✓	✓																		
Totals	7	7	5	5	6	6	7	7	4	4	6	6	3	3	4	4	0	0	0	0	162	16

144

didn't get

Appendix D



Appendix E

Comprehension

C.029.AMI Ask and Answer

Who ✓	When ○
Where ✓	What ○
Why ✓	How ○
Define	List

2006 The Florida Center for Reading Research (Revised July 2007)

2-3 Student Center Activities: Comprehension

Appendix F

Comprehension

Ask and Answer

Who	When
Where	What
Why ✓✓	How
Define	List

© 2006 The Florida Center for Reading Research (Revised July 2007)

Comprehension

Ask and Answer

C.029.AM2

Explain ✓✓	Compare ✓
What if ✓	Summarize ✓
Arrange	What caused

© 2006 The Florida Center for Reading Research (Revised July 2007)

2.3 Student Center Activities Comprehension

Appendix G

Equator	Plantation	Gathered
Fermentation	brittle	Ingredients

Appendix H

Prairies	Predators	Sensitive	diurnal
powerful	nocturnal	Impressive	

Appendix I

POST assessment

Teacher Copy: Assessment for Independent Reading Levels
Levels L-Z+ (Fiction/Narrative) Level N

Reader's Name Ash Grade _____ Date _____

Excerpt from Silver by Gloria Whelan, pp. 49-51

Set 1, Level N 284 words

Independent Level:
Yes No

Accuracy Rate 98%

Book Introduction: Say this to the reader before he or she begins the student copy of the text: "In this passage, a girl named Rachel is lost in a snow storm. She is near her home in a forest, trying to carry her sled-dog puppy named Silver. The story takes place in Alaska, where the winters are very cold, dark, and snowy. Please read aloud the first section. (Point to the line on the student copy to show the child where the first section ends) After this part, you may read the rest silently. If you need to, you can reread the first part. When you are finished reading, I will ask you to retell or summarize what you have just read."

Running Record: For the first 100 words, record the reader's miscues (or errors) above the words as he or she reads. Later, you may or may not code them, using miscue analysis (MSV). Stop when the child has made five miscues and go back to the previous level.

I hoped I was running toward our house. The sun had begun to set and the darkness seemed to be coming to meet me. Mom and Dad and I had often walked here in summer, but now everything that was familiar was covered with snow. I wasn't sure where I was. Silver was growing heavy, but I held on to him and tried not to think what would happen to us if I got lost.

The wind started up, covering my tracks as soon as I made them, so there was no way I could tell if I was going (100 words) in a circle.

**** (Reader may continue silently from this point on) ****

You heard stories about this happening to people who wandered into the Alaskan winter. They were never heard from again.

The wind stung my face and the snow crept into my boots and mittens. I had to wriggle my toes and fingers to keep them from growing numb.

Suddenly the ground beneath the snow felt spongy. It sucked at my boots and I smelled something dark and musty. I had wandered into the cedar swamp

During and after the Running Record, you may make these observations and notes to inform instruction:

- Self-corrects;
- Pauses while reading to think;
- Uses more than one strategy to figure out unfamiliar words;
- Miscues make sense;
- Miscues fit the syntax or structure of the sentence;
- Miscues look similar to words in the text;
- Figures out the meaning of unfamiliar words— if the child mispronounces a word during the running record, ask the child if they know the meaning of the word when they finish reading the excerpt.

TCRWP 1

Teacher Copy: Assessment for Independent Reading Levels
Levels L-Z+ (Fiction/Narrative) Level N

Scoring the Running Record for Accuracy and Oral Reading Fluency

Total miscues including self-corrected: 3

Self-corrections: 0

Miscues reader did not self-correct: 2

Accuracy Rate: Circle the number of miscues per 100 words the reader did not self-correct.

100 Words	100%	99%	98%	97%	96%
	0 miscues	1 miscue	2 miscues	3 miscues	4 miscues
	95%	94%	93%	92%	91%
	5 miscues	6 miscues	7 miscues	8 miscues	9 miscues
				10 miscues	

• 96%-100% = Independent reading level of accuracy
• 90%-95% = Instructional reading level of accuracy

Oral Reading Fluency Scale - Circle the Level that Best Describes the Student's Oral Reading *Note: Oral Reading Fluency is not taken into account until Level K for determining reading level, though it should of course be considered and taught into at earlier levels.

Fluent	Level 4	Reads primarily in larger, meaningful phrase groups. Although some regressions, repetitions, and deviations from text may be present, these do not appear to detract from the overall structure of the text. Preservation of the author's syntax is consistent. Most of the text is read with expressive interpretation. Pace is consistently conversational.
	Level 3	Reads primarily in three or four-word phrase groups. Some small groupings may be present. However, the majority of phrasing seems appropriate and preserves the syntax of the author. Some expressive interpretation is present; this may be inconsistent across the reading of the text. The pace is mixed: there is some faster and some slower reading.
Non fluent	Level 2	Reads primarily in two-word phrases with some three or four-word groupings. Some word-by-word reading may be present. Word groupings may seem awkward and unrelated to larger context of sentence or passage. Beginning a little expressive interpretation, frequently first seen when reading dialogue. The pace is somewhat slow.
	Level 1	Reads primarily word by-word. Occasional two-word or three-word phrases may occur—but these are infrequent and/or they do not preserve meaningful syntax. No expressive interpretation. The pace is noticeably very slow.

Adapted from: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002 Oral Reading Study and Zutell and Rasinski's Multidimensional Fluency Scales (Zutell, J., & Rasinski, T. V. (1991). Training teachers to attend to their students' oral reading fluency. *Theory Into Practice*, 30, 211-217. Please refer to the Benchmarks for Student Progress for details regarding Oral Reading Rate.

November 2014 TCRWP 3

Teacher Copy: Assessment for Independent Reading Levels
Levels L-Z+ (Fiction/Narrative) Level N

Retell:

Say, "Please retell this story." Be sure to retell the important parts, and to tell them in order." Write notes regarding the student's retelling on the back of this page.

If the student has trouble getting started or says very little, you may use non-leading prompting. Examples of non-leading prompting include: What happened next? Can you say more? Did anything else happen? Make a note that you needed to prompt the student, as you will want to teach this student how to self-initiate more elaborated retells.

Use the Sample Student Responses to determine if the child's retelling and responses to the comprehension questions are acceptable. See scoring guidance for specifics regarding how to account for the retell and the responses to questions in determining a student's independent reading level.

Comprehension: Questions: If the student's retell did not include answers to the following questions, please ask any/all of the questions that were not addressed. There are many acceptable responses to each question, some of which are listed below. The reader's response is acceptable as long as it demonstrates an accurate understanding of the text. As the reader answers each question, be sure to record the response carefully.

Question	Sample Acceptable Responses
✓ V. Literal: Why doesn't Rachel recognize her surroundings?	"... If Tucson was covered with snow you couldn't see anything. Your car would be all white and blend in with all the whiteness." "Because she was in a snow storm." <i>not a place she knew/vicinity</i> "...it's dark and wet; it's spongy under her feet"
✓ V. Literal: Describe what you know about the swamp Rachel wandered into?	<i>*background knowledge=swamp@ home</i>
✓ I. Inferential: Why do you think Silver is whining?	"...because she wants to go home and is cold; because Rachel stopped trying; because it is cold and wet" <i>snow</i>
✓ A. Inferential: Using what you know from this passage, how do you think Rachel is feeling in this story?	"... Sad, because she wanted to go see here mom and dad. <i>Scared</i> because she wanted to go home, eat dinner, and go to bed." "Sad because she didn't get to save Silver." <i>cold</i>

4