

## LLED 3425 Assessment Portfolio – Lesson Plan #1

### BACKGROUND INFORMATION FOR READING LESSON ON MONITORING

Lesson by: Margaret Johnson

Lesson Date: October 28, 2013, 8:45 A.M.

Group Setting: Small Group (6 students)

Student Grade Level or Age: 2<sup>nd</sup> grade

Lesson Title: “Comprehension Strategy: Monitoring”

Organization of Lesson: Guided Reading Group

(Group Demographics: 6 students total; 3 male, 3 female; 2 students receiving ESOL services)

(Classroom Demographics: 24 students total; 13 male, 11 female; 8 students receiving ESOL services)

#### Statement of Purpose/ Rationale:

The assessments I have completed with Ariana have given me a good look into her reading attitudes and abilities. She has positive views towards reading, and her fluency is on-level for second grade. She struggles with comprehension, however, partly due to limited vocabulary and word knowledge. After reading with her, I realized that she does not stop to think about the unfamiliar words she encounters and merely decodes them, oftentimes correctly, and continues reading. I assessed her ability to use context clues to understand unfamiliar words, and her performance on this assessment was promising. She was able to develop appropriate definitions for new words based upon their context. Her use of context clues during this assessment, however, was with explicit prompting. Because of this, I felt that a lesson on the comprehension strategy of monitoring would be beneficial. The goal is for her to develop an inner conversation in which she monitors her own reading and actually takes action using other strategies if she realizes she is not comprehending, instead of continuing to decode the text without understanding what it is about.

I selected *Half for You, Half for Me* because it is a leveled reader at the appropriate instructional reading level for the majority of the students in my guided reading group (these students are all around the same level, as they have been grouped according to their running record assessment scores). The story is about fairness, sharing, and respecting one another, all of which are meaningful topics to discuss with students. Because the focus of this mini-lesson is on a comprehension strategy, I wanted to use a text with deeper meanings that requires more than a fluent reading of the words to comprehend.

### OBJECTIVES

The student will be able to demonstrate how they monitor their reading by thinking aloud after independently reading a section of text.

**ELACC2RF4:** Read with sufficient accuracy and fluency to support comprehension.

a. Read on-level text with purpose and understanding.

c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

### MATERIALS –

1. Saunders-Smith, G. (1997). *Half for You, Half for Me*. Crystal Lake, IL: Mimosa Publications Pty Limited.
2. Sticky Notes
3. Pencils

### PROCEDURES –

1. **Introduce the strategy:** Teacher explains, “Today, we’re going to learn about monitoring. Readers monitor their own reading by really *thinking* about what they are reading and whether or not they understand it. If they realize they don’t understand it, they do something about it! They don’t just keep reading to finish the book as fast as they can. Today, we are going to practice monitoring our reading while we read *Half for You, Half for Me* together.”
2. **Model the strategy:** The teacher introduces the text. She reads aloud the first few pages and then stops. “Before I keep reading, I’m going to ask myself questions about what I just read.” The teacher models questioning herself: “Do I remember what I just read? Do I understand what I just read? Were there any words I did not know? Can I tell what this story is about?” etc. “If the answer to any of these questions is *no*, it’s okay! I just need to pause before I keep reading to think about how I can understand better. I shouldn’t keep going in the story if I don’t understand what has already happened! I might need to reread, or look at the pictures, or use context clues to think about a word I did not know.” The teacher models using a strategy to explain a word, phrase, or sentence by thinking aloud and then retelling the story to show her understanding.
3. **Invite students to use the strategy:** The teacher reads a few more pages then stops. “Now, I want you all to ask yourselves some of my monitoring questions.” Students take turns thinking aloud about what was just read; the teacher can ask monitoring questions to prompt if necessary. The students can write down some of the monitoring questions on their sticky note to reference while they finish the book.
4. **Independent Practice:** “Now, I want you all to silently finish the book on your own. While you read, think about what you are reading and practice asking yourself the monitoring questions. When you’re done, we will share our thinking and what strategies we used when we caught ourselves not understanding. If you want to write down your strategies on your sticky note, you can.” The students independently read the last few pages of the book.
5. **Summarizer:** After the students finish the book, they come back together and take turns thinking aloud about their reading and sharing any strategies they wrote down on their sticky note. The teacher monitors the discussion and listens to the students thinking, taking note of the students who need further practice with the monitoring strategy.

**DIFFERENTIATION:** The small group to which this lesson is being taught is a part of a larger differentiated guided reading program. My mentor teacher has placed students in groups according to reading level scores on running record assessments, so the students in this group are fairly homogeneous in terms of reading ability. Differentiation is built into the lesson through the optional use of the sticky notes, as a few of the students take a long time to write and would likely become frustrated, but others might benefit from having their monitoring questions and strategies written.

**ASSESSMENT:** The teacher will informally assess student understanding by listening to the students as they think aloud about their reading. The teacher will take note of those who did and did not ask monitoring questions and employ the use of other strategies to comprehend text they did not initially understand. The teacher can also collect or transcribe the sticky notes of students who choose to take notes of their monitoring and strategy use.

**SELF-REFLECTION:** My implementation of this lesson did not follow my plans as closely as I would have liked, but I certainly learned the importance of flexibility through the process. I taught this lesson during a guided reading center that is typically 18 minutes long. Today, however, the whole group reading lesson went longer than planned, so we had to cut the centers to 14 minutes each. When I took my group into the hall, the table at which we usually sit was being used by another teacher, and the only available table did not have any chairs. The students had to go back into the classroom to get their chairs from their desks and bring them into the hallway before we could begin. We ended up with about 10 minutes, so we were only able to get through the modeling portion of the lesson.

When I tried to talk about “reading strategies,” the students looked at me blankly and did not seem to fully understand. After talking with my mentor teacher later, I realized that they have not explicitly discussed “reading strategies” using this terminology. This explains why the idea of “using a strategy” to fix understanding did not seem to register with them; I tried to connect it to their use of different strategies in Math problem solving, which my mentor teacher said was a good idea, and it seemed to help. I did end up feeling that the idea of monitoring and asking “Did I understand?” seemed to click with a few of them. One student commented, “Yeah, like when I read, sometimes my mom asks me what I read, and I realize I need to go back and read it again. That’s something I could do on my own.” I used this statement to explain that re-reading is an example of a *strategy* he used to fix his understanding. A few of the other students agreed with this and provided similar examples to the first student. Two of the students, however, including Ariana, did not contribute much to the discussion. The sixth student launched into a long text-to-self connection story about a fight with her sister after I read aloud a page of the text and asked for examples of monitoring questions I should ask myself; this did not provide me with relevant evidence to determine her understanding of monitoring strategies, although it did show me she makes good connections.

Due to their limited experience with reading comprehension strategies, I might back up and teach a lesson on the overarching concept before re-teaching this lesson on monitoring and any other specific strategies. I might also consider teaching this concept to Ariana individually instead of in the small group setting. While she is still shy and quiet when she works with me, I can get her to participate when it is just the two of us much better than when there are five other students, four of whom are native speakers with a tendency to talk a lot. I think Ariana is ready to learn about monitoring since we touched on it when we were discussing the use of context clues during her last assessment, a strategy that she was able to use fairly well. Due to her relative silence during the group lesson, I cannot accurately assess her understanding, but I think we could have a good conversation about comprehension and monitoring one-on-one.

## LLED 3425 Assessment Portfolio – Lesson Plan #2

### BACKGROUND INFORMATION FOR READING LESSON ON MAKING CONNECTIONS

Lesson by: Margaret Johnson

Lesson Date: N/A

Time: 15-30 minutes

Group Setting: Individual Student

Student Grade Level or Age: 2<sup>nd</sup> grade

Lesson Title: “Comprehension Strategy: Making Connections (Text-to-Text)”

Organization of Lesson: One-On-One Tutoring

(Student Demographic Information: Female, Hispanic, English Language Learner)

(Classroom Demographics: 24 students total; 13 male, 11 female; 8 students receiving ESOL services)

Statement of Purpose/ Rationale:

My first lesson, which I was able to teach with my guided reading group, focused on monitoring as a reading comprehension strategy. The student response during this lesson made it clear that reading strategies are not something they have learned much about, but my work with Ariana during her independent reading times and during our assessments has shown me that she is capable of using reading comprehension strategies when prompted; she just needs to be taught strategies to use and given opportunities to practice using them. Ariana’s assessments revealed that she needs to work on vocabulary and word meaning. She did demonstrate a strong ability to use context clues to understand unfamiliar words when prompted. A strategy that goes along with using context clues is making connections; in order for the context to be useful, it has to connect with outside (background) knowledge. This lesson focuses on text-to-text connections, and the next lesson will focus on text-to-self connections. I have witnessed Ariana making these connections automatically when talking about a book, but I want to help her use this strategy intentionally, especially when she encounters unfamiliar words.

I selected *Amazing Whales!* because it is a text my mentor teacher recently used in a reading lesson on main idea and details, and *The Whale’s Year* is a leveled reader that is one of my options for use with my guided reading group. This text also involves seasons (and what the whale does in each season), which is a topic that connects to what we recently studied in science. Ariana has demonstrated interest in informational books in the past, so I felt these books would be a good basis for text-to-text connections.

### OBJECTIVES

The student will demonstrate her ability to make connections between two texts by thinking aloud during and after the reading.

**ELACC2RI9:** Compare and contrast the most important points presented by two texts on the same topic.

**ELACC2RI10:** ...read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently...

### MATERIALS –

1. Butterworth, C. (2001). *The Whale's Year*. Boston, MA: Rigby.
2. Thomson, S. L. (2006). *Amazing Whales!* New York, NY: HarperCollins Publishers.
3. Chart Paper (optional)

### PROCEDURES –

1. **Introduce the strategy:** Teacher explains, “Today, we’re going to practice making *text-to-text* connections. This is when we connect what we are reading to something we have read before. Sometimes, we can understand what we are reading *because* we have learned about it – or read something similar – before, and we just have to remember it. Readers make connections to help them really understand and remember what they are reading. Remember when we read *Amazing Whales!* in Reading? Well, today, we are going to read a book called *The Whale's Year* and see what connections we can make...”  
\*\*The teacher can re-read the first book if a refresher is needed.\*\*
2. **Model the strategy:** The teacher introduces the text. She reads aloud the first few pages, pausing periodically. The teacher models making a connection with something she learned in *Amazing Whales!* For example, “This book is talking about how whales have their calf in the spring. I remember that *Amazing Whales!* taught me that whales are mammals, so I know they have live babies and don’t lay eggs.”
3. **Invite students to use the strategy:** The teacher reads a few more pages, periodically prompting the student to make a connection (“This reminds me of something I read in the other book...do you remember something?”).
4. **Independent Practice:** “Now, I want you to finish reading – you can read out loud or silently – and practice making connections. If you read anything that you have a connection with from the other book, I want you to stop and tell me!” The student independently reads the last few pages of the book. The teacher can provide support where necessary but should try to allow the student to think about what she is reading and make connections.
5. **Summarizer:** The student and teacher can talk about, or make a written list, of the connections they made. The teacher will repeat the importance of making connections, especially by pointing out any connections that helped understand unfamiliar vocabulary words or confusing concepts, or any connections that simply made the reading more fun and interesting. The teacher will take note of the student’s ability to make connections on her own.

**DIFFERENTIATION:** N/A (One-on-One Lesson)

**ASSESSMENT:** The teacher will informally assess student understanding by listening to the student as she talks aloud about her reading. The teacher will take note of whether or not she is able to make connections between the two texts and whether she uses information from previous texts to understand the new text. The teacher can also keep the list of connections if they are written down.

**SELF-REFLECTION:**

I was not able to actually teach this lesson, but I feel that Ariana would have enjoyed it and benefitted from it. She has shown a tendency to make connections while reading in the past, which I have witnessed during guided reading groups and independent reading times. This lesson would serve to cement this connection-making as a comprehension strategy and show Ariana that accessing previously read material in her memory can help her understand new material. I think that the one-on-one lesson would invite greater participation than the group lesson did, and it would be very helpful for focusing solely on her need for guided practice with comprehension strategies. Throughout the lesson and the reading, I would try to focus on vocabulary and vocabulary building, as this is a specific area within comprehension in which she needs extra support. As a follow-up to this lesson, I would teach lessons on making text-to-self and/or text-to-world connections.

### LLED 3425 Assessment Portfolio – Lesson Plan #3

#### BACKGROUND INFORMATION FOR READING LESSON ON MAKING CONNECTIONS

Lesson by: Margaret Johnson

Lesson Date: N/A

Time: 15-30 minutes

Group Setting: Individual Student

Student Grade Level or Age: 2<sup>nd</sup> grade

Lesson Title: “Comprehension Strategy: Making Connections (Text-to-Self)”

Organization of Lesson: One-On-One Tutoring

(Student Demographic Information: Female, Hispanic, English Language Learner)

(Classroom Demographics: 24 students total; 13 male, 11 female; 8 students receiving ESOL services)

Statement of Purpose/ Rationale:

This lesson, which focuses on text-to-self connections, is a “part 2” of the previous lesson, which focused on text-to-text connections. Ariana needs support in the areas of comprehension and vocabulary (word meaning). Making connections is an important comprehension strategy, as using outside information can enable greater understanding of a text. The goal of this lesson is for Ariana to connect what she is reading to her own life and experiences, especially to make meaning and gain understanding of a word with which she is unfamiliar; she can use what she *does* know to learn something she does not.

I selected *Dirt on My Shirt* because I know it is a fun book that students typically enjoy, and it provides opportunities to practice comprehension using poetry. The third grade students in my last practicum experience loved this book, and I have seen it in several of my second graders’ book boxes this semester. Our class has already studied poetry this semester, and Ariana really seemed to enjoy this genre. I know that Ariana enjoys going to the park with her family and playing outside, and the poems in the book are written for and about children, many of them about the outdoors and animals. This book would provide many opportunities for Ariana to make text-to-self connections, as well as vocabulary to learn. The illustrations support the text well, and I think she will be able to look at the pictures along with the text to connect to her own experiences.

#### OBJECTIVES

The student will demonstrate her ability to make connections between the text and her own life by thinking aloud during and after the reading.

**ELACC2RL7:** Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of it characters, setting, or plot.

**ELACC2RL10:** ...read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently...

### MATERIALS –

1. Foxworthy, J. (2009). *Dirt on My Shirt: Selected Poems*. New York, NY: HarperCollins Publishers.
2. Chart Paper (optional)

### PROCEDURES –

1. **Introduce the strategy:** Teacher explains, “Today, we’re going to practice making *text-to-self* connections. This is when we connect what we are reading to our own lives and things we have done and seen. Sometimes, we can understand what we are reading because we have experienced it ourselves. Readers make connections to help them really understand and remember what they are reading. Today, we are going to read poems from *Dirt on My Shirt* and see what connections we can make...”
2. **Model the strategy:** The teacher introduces the text. She reads aloud one or two of the poems and pauses. The teacher models making connections to her own life and understanding the text from these connections. For example, “I might not know what this word – *puddles* – means, but the picture shows a boy jumping in water. I know water fills the holes in my street when it rains, and I like to play in them, so maybe *puddles* are small pools of rainwater.”
3. **Invite students to use the strategy:** The teacher reads another poem and asks the student to make a connection to her life. The teacher can repeat this with several poems. The teacher can find a word the student does not know and encourage context clues and connections to determine the meaning of the word.
4. **Independent Practice:** “Now, I want you to read a poem – you can read out loud or silently – and practice making connections. If you read anything that you have a connection with, I want you to stop and tell me!” The student independently reads several poems and shares her connections. The teacher can provide support where necessary but should try to allow the student to think about what she is reading and make connections.
5. **Summarizer:** The student and teacher can talk about, or make a written list, of the connections they made. The teacher will repeat the importance of making connections, especially by pointing out any connections that helped understand unfamiliar vocabulary words or confusing concepts, or any connections that simply made the reading more fun and interesting. The teacher will take note of the student’s ability to make connections on her own.

**DIFFERENTIATION:** N/A (One-on-One Lesson)

**ASSESSMENT:** The teacher will informally assess student understanding by listening to the student as she talks aloud about her reading. The teacher will take note of whether or not she is able to make connections between the text and her life and if these connections improve her understanding of the text. The teacher can also keep the list of connections if they are written down.



**SELF-REFLECTION:**

I did not have the opportunity to teach this lesson, but I feel that Ariana would have enjoyed and benefitted from it. I think she would really like the book *Dirt on My Shirt*, and I think we could have a lot of fun with these poems. They would supply a great deal of material for text-to-self connections. I would make a point to specifically model using text-to-self connections for understanding unfamiliar words (“Well, I know I have seen/done...so this might mean...”).

If Ariana showed a need for more practice with connection-making, then I would work with her further using lessons and activities like this one. After she has had sufficient practice with connection-making and has begun using it on her own, I would move on to more comprehension strategies, such as questioning, visualizing, retelling, and summarizing. I think she will be successful with these strategies after they are explained and she has been given the opportunity to practice using them. Because she needs extra support in building vocabulary due to her English language learning, I might also create for her a personal “word wall” (which would be a word list or chart) in which she could keep track of the new vocabulary words she learns. This would serve as a personal reference and tangible motivator; every time she looks at it, she will be able to see how much she has learned, which will drive her to add even more. Beyond guided reading lessons such as this one, I want Ariana to have plenty of opportunities to read on her own for pleasure. She seems to enjoy reading right now, and I want this enjoyment to carry through to later years. After all, success as a reader requires practice, and meaningful practice requires an enthusiastic reader!

## Self-Evaluation

The completion and collection of materials for this portfolio served as a valuable learning opportunity for me in the areas of assessment and knowledge of students and their learning. Focusing on one student and seeking to identify her strengths and learning needs taught me skills and methods that will be helpful in understanding my future students. While having a class of 25 students will certainly make it harder to study each student in such a detailed manner, this will be an important part of my teaching, and working with just one student was an excellent starting environment in which to practice. I learned how to develop assessments of my own tailored to a specific student, as well as how to use the results of each assessment to gain a greater understanding of her understanding. The formal assessments, use of specific formats, and requirement to closely document and reflect upon interactions with my student were good practice for the data collection and documentation I will be required to complete as a teacher. Although extensive and tedious at times, I think this tedium is exactly what made the portfolio such a great simulation of the responsibilities of a teacher, and completing this portfolio taught me a great deal about formative assessment and learning the needs of individual students.

I think I deserve full credit (25/25) for this assignment because I have put great effort into completing each component listed in the rubric. Each component is included in my portfolio, which is well-organized, and the write-ups and reflections for each section are appropriate and thorough.