

Background Information

The student that I completed my literacy case study on is a student I have had in art class for three years. Sara* is a fifteen year old, Caucasian female, from a low income household. She currently has two residences. She lives mainly with her mother, seventeen year old sister (sister no longer attends school), her sister's baby and her sister's boyfriend. At her father's house it is just Sara and her father's girlfriend. If Sara graduates high school, she will be the first one of her family members to obtain a high school diploma.

Sara is in the eighth grade and presently reading at a fifth grade level. Her education started in my school district three years ago, before that she had been bounced around between several different public schools. Sara repeated the seventh grade, and is currently struggling to make it through eighth grade. Her reading tests have placed her in our RTI ELA class for the third year in row. She was also placed in a study skills course with the hope that she can have time and assistance with her homework. Because Sara is fifteen, if she doesn't pass eighth grade the district will place her in our alternative education program. Our overall goal is that these interventions will keep her in a regular education setting. In the classroom Sara's attitude often depends on her confidence in the material being presented.

Sara is an energetic girl, with a lot of strong opinions and is not shy about expressing them all, with attitude. If she likes you than she comes to your room eager to learn and open minded, if not...look out. Sara is an amazing artist so she feels relaxed

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and at home in my room. Art is not a subject that she struggles with. For that reason, she doesn't have to act out to mask her inability to complete or comprehend tasks. Although when asked to read, write, or research in my room, Sara makes sure to voice her resistance to my lesson. But Sara's struggles start way before she comes to school.

In 1996, the Coleman report concluded the, "School effects on student achievement were overshadowed by the effects of the child's home background and social content (Foorman and Nixon, 2006, 163)". There are many reasons why Sara's home life often hinders her education. She has already missed eighteen days of school in the first ten weeks. That averages out to over three weeks of educational instruction that Sara has not received. Currently, our middle school has no limit on days students are allowed to miss before having to make them up, as long as a parent or guardian excuses them. Sara's are always excused. When I ask Sara or her friends why she is not at school, they tell me she is babysitting for her sister while she is at work. I assume that money supersedes education in her family. Money is a need that must be met first in order to stay where they are living, eat, pay bills, and take care of an infant. Another reason she tells me that she is absent is that she could not get a ride to school. Sara's mother and sister live in Lansing, which is a twenty-minute drive to our school. She is supposed to be residing in our community with her father, but she doesn't like staying there because, according to her, her father is never home and when he is he is drunk. Even when Sara is at her father's house she has to get a ride to school because she has been kicked off the school bus indefinitely for fighting and using inappropriate language.

My first meeting with Sara

Before beginning the lessons with Sara I asked her if she would want to spend some one-on-one time with me working on her reading skills during seventh period. Sara has a study skills class during that hour so I made arrangements with her teacher to complete my lessons with Sara on days she did not have something to work on for another class. She willingly complied (Standard IV).

My plan was to use the first meeting as a pre-assessment on Sara's opinion of herself as a reader, her motivation level, and what she believed to be her reading strengths and weaknesses.

I first asked Sara to fill out three reading attitude surveys. The surveys provided me with the knowledge to understand what types of reading she liked, the things she struggled with and her overall attitude towards reading (Standard III). I sat with her as she filled out the surveys. I offered support when she needed assistance making sense of questions she did not understand. Once Sara understood what the question was asking she answered the questions quickly and without hesitation. This made me feel very confident that Sara did not alter any of her questions to seek my approval.

Survey 1 Thinking About Yourself as a Reader (Artifact 1)

The initial survey that Sara completed was, "Thinking About Yourself as a Reader (Artifact 1)." The survey informed me that the books Sara had read recently were, "The Child Called It" by Dave Pelzer and its sequel, "The Lost Boy." She also answered that she liked to read books about adventure. Another question the survey asked was what things she thinks carefully about as a reader. She was very confused by the question and asked for my assistance. I tried to better explain the question without leading her, but I think out of frustration she answered, "I usually don't think." I came to that conclusion that this was not true because of her answer to the next question, "What have you learned about yourself as a reader?" Sara's answer was, "I read really slow, I have to reread a lot to understand what I am reading." This answer leads me to believe that she is thinking about several things while she is reading. "Fluency appears to be particularly important for students with significant reading problems, because they often have labored reading with many pauses... This effortful reading is problematic because it focuses reading at the decoding and word level, which makes comprehension virtually impossible (Chard, Vaughn, Tyler, 2002, 402)."

When Sara was asked, "What kinds of reading do you least like to do?" Her reply was, "Science books (Artifact 1)." She concluded that the reason she did not like reading Science books was because she could not relate to anything she was reading, and after she wrote that down, she told me, " I will not use any of this science stuff again anyway (Artifact 1)." Sara also established, for the second time, that she was a slow

reader and that she often had to reread areas for understanding. She explained to me and that she struggled with difficult vocabulary (Artifact 1). It is understandable that a student who struggles with vocabulary would struggle in science. Science textbooks introduce more new vocabulary words in a year than a student is required to learn in a year of foreign language (Mastropieri, Scruggs, Graetz, 104). And for students who struggle with reading and need more “in-depth coverage and elaboration” it could be overwhelming and feel impossible to succeed (Mastropieri, Scruggs, Graetz, 104). “Frequently, secondary school content-area textbooks readability levels are even higher than the assigned grade levels (Mastropieri, Scruggs, Graetz, 103).” Sara’s reading level is already three grades behind, if textbooks are written at an even higher level, being able to comprehend what she is reading is almost impossible.

Survey 2 Reading Attitude Survey (Artifact 2)

After seeing Sara’s answers to the first survey I decided to learn a little more about her thoughts on reading. The next survey I asked her to complete was a Reading Attitude Survey. On this survey Sara was asked to circle the option that best describes her feelings toward reading. She was given a statement and asked to choose between these options; strongly disagrees (SD), disagrees (D), is undecided (U), agrees (A), or strongly agrees (SA). This survey provided me with more knowledge about Sara’s motivation as a reader.

In her free time she said that she “strongly agrees” that she would rather pick up a book than turn on the television. But when asked if she has a lot of reading materials

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at home she replied with “strongly disagrees”. This leads me to believe that even though she would rather pick up a book than watch TV it is not always an option for her.

Another question asked her if, “One of her favorite pastimes was walking around a bookstore looking at books.” She answered “strongly disagree” and continued on to tell me she had never even been to a book store. Another question she “strongly disagreed” with was, “I would you rather have my teacher tell me what I need to know than read it.” This is where Sara’s strong personality comes out. She added on to that question, “I never want anyone to tell me what I need to know.” Although I do not think she understood the question correctly, it appears to me that resisting the teachers instructions is her defense mechanism against admitting that she is doesn’t understand the assignments/information being given.

Survey 3 Reading Attitude Survey

For this survey Sara was asked questions and then asked to write the answer down in the lines provided.

Sara’s answers to the questions revealed that she liked reading books that, in her words, “Caught her attention.” She also wrote down that she liked books that she could relate to. This is understandable due to the fact that Sara would have the most background knowledge to draw from when she is reading things that she could relate her own life experiences to (Ehren, 311). Another question asked her what type of book she would buy with her own money and she answered, “Mystery.” The next answer that

I found interesting was her answer to the question, “School reading assignments and what I read in my free time are different because...”

Sara’s reply was “....I hate school and the assignments are boring.”

In my opinion this is front Sara puts up to mask her frustration with comprehending the tasks she is being asked to complete.

After gathering ample knowledge on Sara, I felt capable of making instructional decisions that would help improve her reading skills. But first, I had to set a goal for the desired end results I hoped to accomplish. In order to begin creating my lesson plans I thought it would be appropriate to look at the State of Michigan’s ELA Grade Level Content Expectations(Standard II) and choose a few to focus on during our lessons.

After reading the expectations over I decided to choose three:

R.CM.08.01 Connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses.

R.CM.08.02 Retell through concise summarization grade-level narrative and informational text.

R.AT.08.01 Be enthusiastic about reading and do substantial reading and writing on their own.

My overall goal was to help encourage Sara to read. Michigan State Board of Education stated that reading, “...is the process of constructing meaning through dynamic interaction among reader, text, and the content of the reading situation (McGill-Franzen, 2001, 14).” To achieve this goal my plan was to increase her reading success by teaching her strategies for reading comprehension. I wanted teach her these skills by

having Sara choose a novel she could relate to personally, allowing her to draw the most background knowledge to help improve her reading comprehension and motivation, as well as being challenging to her. I aimed to provide her with content rich and meaningful reading experiences. "...all students, especially those who struggle, need reading experiences and instruction in rich multidimensional programs that encompass growth in skill, motivation, and construction of knowledge (Ivey 2002, 236)." I wanted her to be introduced to rich vocabulary through text while being fully engaged in the reading material. "One reason that motivation and engagement may influence the development of reading comprehension is that motivated students usually want to understand text content fully and therefore, process information deeply (Guthrie, Wigfield, Barbosa, Perencevich, Taboada, Davis, Scaffidi, Tonks, 403)."

It appeared in Sara's surveys that her goal was to become a faster reader (Standard V). She wanted to be able to understand what she was reading with more ease. To help Sara reach this goal I decided my lessons would focus on two comprehensive strategies of self-questioning. Reciprocal teaching strategies would be used to introduce Sara to summarizing and predicting (Ivey 2002, 405) (Standard I). Throughout each lesson I also hope to increase her motivation to read by making interesting literature available to her at home and arming her with skills she can do independently to increase her comprehension. Another skill that would improve with Sara reading at home would be her vocabulary. With increased vocabulary knowledge Sara's confidence and ability to succeed in other subjects should increase (Cunningham and Stanovich, 14). "Without the skills of reading comprehension and the motivation for

reading to learn, student's academic progress is limited (Guthrie, Wigfield, Barbosa, Perencevich, Taboada, Davis, Scaffiddi, Tonks, 403)."

In order to increase motivation during our lessons I provided Sara with autonomy support, by allowing her to choose which book she read for our lessons (Guthrie ET AL, 405). Since Sara expressed interest in reading fiction, non-fiction mystery and adventure books, I decided to pick three novels that Sara would find interesting to read from during our lessons. After doing some research I decided to give her the option of the novel, "Speak" by Laurie Halse Anderson, "Big Mouth, Ugly Girl" by Joyce Carol Oates and, "Bottled Up" by Jaye Murray. I wanted Sara to have a choice of which book she read. "Students provided choice of texts performed higher on several reading tasks than students with no choice (Guthrie ET AL, 404)." She was completing these lessons with me by choice; for that reason I wanted to make sure she felt that she had say in what she was learning. She would be given the choice on which book she would like to use at our second meeting.

Meeting 2, Lesson 1-Predicting

"*The prediction question* required identification of hypotheses regarding the later contents of the passage. The prediction was based on comprehending the structure and contents of text (Kozminsky and Kozminsky 2001, 192).

At my next meeting with Sara, I explained that we would be learning how to make predictions. I first asked her to write down what she thought prediction meant (Lesson Plan, Artifact 5). She answered, "Psychics make predictions about what will happen in

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future, I guess it means what we think will happen in the novel we were going to read.” I was excited by her answer because she was automatically drawing background knowledge to come up with a definition for prediction. After clarifying the meaning of prediction we moved onto the next part of the lesson, making the predictions. In order to make her learning experience easy to understand, I decided to begin the lesson by modeling for her how to predict. First, I read Sara the summary on the back of “Big Mouth, Ugly Girl” by Joyce Carol Oates. After I finished reading, I conveyed my prediction of what would happen in the novel based on the information I read from the back of the book. I asked Sara to use information she had heard to agree or disagree with my statement. “Teacher read-a louds can be a good starting point for introducing critical strategies for comprehension (Ivey, Year, 241).” My goal was that by her listening first she would be able to focus only on the skill I was presenting and not on decoding the text (Ivey 241). Next, I asked her to read the back of a book “Bottled Up” by Jaye Murray, and write down her prediction of what would happen in the novel based on what she read. I also read the back of the book and wrote down my prediction of what would happen. I shared my prediction first. It was a prediction that was not based on any information from the reading. Then I had her share her prediction. When both of us were finished, I asked her what prediction she felt was most accurate and why? She said hers, because her prediction was supported by what the author wrote on the back of the book and mine had no support. For the final part of the lesson I asked her to read the back of the novel “Speak” by Laurie Halse Anderson, and independently make a prediction of what she thought would happen in the book. Her prediction was three

sentences long, clear, and to the point, and did a good job supporting her prediction with information from the reading.

To continue to work on this skill I would have Sara continue to make predictions after they read each chapter about what they thought would happen next in the book and explain why. This would continue to keep her self-monitoring to see if her predictions were accurate, which in turn would continue to keep her engaged in her reading. In a classroom setting I think it would be beneficial to put students in groups to share their predictions and evidence for predictions with each other.

After we finished this task I asked Sara which book she would find most interesting based on the predictions she made in the lesson. I explained that she would be using this novel as we continue on with our lessons. She quickly chose the book, "Speak" by Laura Halse Anderson. She said that they all looked good, but she thought this book was the most interesting. I planned to meet up with Sara two days later (Standard VI).

Meeting 2

To begin the meeting I asked Sara if she could silently read pages 3-12 in the book. I intended to complete a twenty minute summarizing lesson following her reading, but it took Sara forty-five minutes to read nine pages. When she was finished we only had ten minutes until the end of the day. I asked her several questions about the reading and quickly jotted down her answers. After Sara left I reflected on the meeting. Although it took Sara a long time to read the book it appeared that she was fully

engaged in the novel. Her answers to my questions took time to think about but were well thought and demonstrated deeper level thinking was happening.

I asked Sara if we could meet the following day to do an activity on what she had read, and she fully agreed. Before she left my room, Sara asked if she could take the book with her to read at home. Sara did not make it to school the next day, but the following day when she came to school, she ran up to me to tell me that she had made it to page twenty-seven.

Meeting 3

In the article “Art as Literacy” it states that the, “International Reading Association, suggested that the arts are important components of a “quality language arts program (Albers 338).” I wanted to have Sara use a communication medium (art) she feels comfortable with to convey her understanding of the readings. For this meeting I planned two short art activities to reflect on the reading and a final lesson on summarizing. The goal was to expand Sara’s communication potential (Albers 338).

Activity 1

For activity one I had Sara draw out the title of the book, “Speak” in any font of her choice (artifact 6). Then, I had Sara fill in the letter “S” with any words that came to her mind when she thought of the word “speak”. I gave her several different colored markers, and told her to write the words in different fonts. She struggled to think of words at first, but after I gave her examples of words that came to my mind when I thought of the word “speak” she relaxed and had no problem filling in the “S.” The goal of this activity was to further engage Sara in the reading by having her question why

book is titled, “Speak” throughout the entirety of her reading. By creating a goal it will help keep her constantly engaged in monitoring her reading comprehension (Cromley, 189). “Knowing about a topic helps readers better notice when they are not understanding (Cromley 190). My second hope was that by Sara “simply knowing” about the topic she was reading it would be easier to process because she would be introduced to less new topics during the reading (Cromley, 190).

Activity 2

The book “Speak” is divided into four marking periods. In each remaining letter that she drew in activity one I would like Sara write down all of the things that stood out to her in each marking period (this is how the book is divided instead of chapters). Instead of writing things in complete sentences Sara could illustrate her words by using expressive fonts, symbols, and drawings. I gave Sara a sheet of paper with different fonts (artifact 7) to give her examples of different ways font can express particular emotions. We talked about how if ideas were really important they should be bigger, bold or underlined so they are easy to see. I also wanted her to use symbols to express emotions and ideas that were happening. In order to get her to do this we talked about several different ways symbols could be used to convey an idea without writing. She got right to work. The letter “P” now contained all of the main points in the readings, supported by several details. When she was finished we discussed what she had written, starting with what I thought were the largest and boldest ideas. For each main idea I asked her to pick three things she wrote in the “p” to support it. She had three

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main ideas (artifact 8), and more than enough support for each idea. In my next lesson, I will have Sara take this information and put it into a written summary. To end the lesson I had her tell me what she believed the definition of a summary was, she answered,

“Finding the main points of a story and writing them down in your own words.”

I asked, “What do you think you just did?”

Sara replied, “Yeah, but that was fun.”

Sara’s struggles with communicating through formal writing does not mean she doesn’t understand what is she is reading. By using a medium that Sara feels comfortable with she was able show her in-depth understanding for the reading.

Lesson 2-Summary

“*The summary question* required identification of a paraphrase of the text’s central meaning (Kozminsky and Kozminsky 2001, 192).

To begin this lesson I had Sara fill up the letter “E” with things that stuck out to her from the “second marking period” in the book. She did this independently for about ten minutes. After she finished with her “master-eece” as she called it. We talked about the things she wrote. She had made about four points large and had filled the rest of the letter with about ten smaller words. I told her our next task would be to put these ideas into a formal summary. She was reluctant and said she was not good at summarizing. I reminded her that what she had just done was a summary, just not written in an

organized, sequential manner. She would need to pick out what small words or phrases supported the big words and write it in an organized fashion. She replied, "All I have to do is right that in paragraph form? That's easy!"

. The goal for lesson two was to have Sara learn to summarize by identifying the main points she had written on her letter and use her smaller words to support her main points. I had written an outline and a summary myself using Sara's ideas from her artwork in her letter "P" (artifact 8). This would be used as an example of what a finished summary would sound like. After listening to my example I asked Sara to organize her thoughts by writing down her main points . Then, I had her choose what small words supported those ideas and write them under her main ideas. The next step was to put her ideas together to write her summary in paragraph form. It took Sara around ten minutes to complete her summary (artifact 9). I felt her summary was short, to the point, and full of good support. After she finished I asked her if she thought it was difficult to put her ideas into a cohesive summary. Her answer was, "Not as hard as I thought it would be."

Reflection

When Sara and I began our lessons, her confidence in her reading ability was extremely low. Her lack of confidence in her reading skills caused her to resist completing or even attempting assignments or actively participating in class lessons. Her Language arts teacher said Sara has now been more engaged in class causing fewer disruptions, and even turning in her homework. Sara has also asked for books to take home with her. I

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don't know if my lessons made her a better reader, but the evidence suggests that I helped raise her reading efficacy and in turn raising her grade in class. Since Sara has expressed her enjoyment with our meetings we are going to continue to meet twice a month for our own "Art and Literature" book club. My goal is to keep raising her confidence and supplying her with reading material. Any reading she can do will improve her academic skills in every subject. I hope to continue to emphasize Sara's literacy strength, work on her weaknesses and shine a positive light on literacy.

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Artifact 1

Student Response Sheet

Student's Name _____ Date _____ Grade 8th

Thinking About Yourself as a Reader	
Prompt	Student Response
1. What kinds of reading have you done? -ast 2 books	The child called it + The lost boy
2. What kinds of reading do you like to do most?	Things I can relate to
3. What kinds of reading do you least like to do?	Science Books !!
4. What do you think about as you choose what you will read?	Adventure
5. After you have read a book, what do you talk about with others?	The Characters
5. What things do you think carefully about as a reader?	I usually don't think !!
7. What have you learned about yourself as a reader?	I read really slow (has to re read & stumbles over words)
8. What are your future goals as a reader?	To read faster
9. Looking back over your answers in questions number 2 and 3, what do you notice?	That I don't relate to science Book At all

ARTIFACT 2

Artifact 2

Reading Attitude Survey

Directions:

This is a survey that describes how you feel about reading. Please circle the answer that best describes your feelings toward reading.

SD - Strongly Disagree D - Disagree U - Undecided A - Agree SA - Strongly Agree

- ⇒ When I have free time, I am more likely to pick up a book than turn on the television.
SD D U A SA
- ⇒ One of my favorite pastimes, is walking around a bookstore looking at all the books.
SD D U A SA
- ⇒ I like to read but literature is often too difficult to understand and read.
SD D U A SA
- ⇒ I only read when I have to.
SD D U A SA
- ⇒ I would rather have my teacher tell me what I need to know than read it.
SD D U A SA
- ⇒ I have a special spot where I go to read a book.
SD D U A SA
- ⇒ I only read magazines and comic books.
SD D U A SA
- ⇒ We have a lot of reading material in my home.
SD D U A SA
- ⇒ I cannot concentrate long enough to read a book.
SD D U A SA
- ⇒ My family never read things while I was growing up.
SD D U A SA

I hate magz & comic books

✓

Artifact 3

Reading Attitude Survey

Name: _____

Date: _____

A fiction book is Not a true story

A nonfiction book is a true story

When I have time to relax, I usually (Circle the letter of your choice.)

- | | |
|----------------|---|
| a. Take a nap | d. Go skateboarding |
| b. Read a book | <input checked="" type="radio"/> e. Play a video game |
| c. Watch TV | f. Other _____ |

I read because Some books catch my attention ☺

The kind of book I would buy with my own money would be mystery books

School reading assignments and what I read in my free time are different because I hate school and the assignment are boring.

School reading assignments would be more interesting if the
stays we have to read ~~want~~ boring

Artifact 4- Predicting Lesson Plan

Lesson: Predicting

Subject: Literacy/ Language Arts

Grade Level: 8th grade (could be adapted to any level)

Date: November 18th, 2011

Duration: 25-30 minutes

Lesson Objectives: In this lesson students will learn how to predict what will happen in the book by reading the back of different novels. They will be learning how to use their background knowledge to make educated predictions of what will happen in the future.

GLCEs:

R.CM.08.01 connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses.

R.MT.08.01 self-monitor comprehension when reading or listening to text by automatically applying and discussing the strategies used by mature readers to increase comprehension including: predicting, constructing mental images, visually representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring, summarizing, and engaging in interpretive discussions.

R.MT.08.02 plan, monitor, regulate, and evaluate skills, strategies, and processes for their own reading comprehension by applying appropriate metacognitive skills.

Materials: Reading materials, pencil, and paper.

Rationale/ Background: The goal is to help students become more effective and efficient readers. By having students make predictions about what they are going to read it helps to keep students continually engaged in reading. Students want to know if their predictions are accurate. This encourages students to continually use comprehensive monitoring strategies throughout their readings.

Opening: Teacher has students define what they think the term prediction means. After having students write out their definition, students are asked to share their definitions as a class. A class definition is then created and written on a large piece of paper for students to refer to in the future.

Middle: Teacher has student do a guided practice, modeling the skill and doing two short exercises. To begin the teacher models how to make a prediction by reading the back of the book (or a chapter depending on time) aloud to students. Then read the prediction you made and tell the students why you made the prediction (5minutes). Next read the back of another book (or another chapter) and give an unsupported prediction. Have students draw information from the reading to support or disagree with the prediction you made. Prediction could be a true or false prediction.

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Conclusion: The teacher then has the student do independent practice guided practice. For this exercise the teacher asks the students to independently read the summary on the back of the book and write down what they predict will happen in the book and support their answer with information from the reading. Explain that the students will not be marked down for incorrect answers, only for unsupported answers. After they make their predictions students are asked to share their ideas with a group of students.

Adaptations and Extensions: Students who struggle with making predictions can do more exercises having students draw background knowledge. For students who quickly pick up the skill, they can work on making predictions from one chapter to the next in a book. The higher level students can be reading, while more modeling, a knowledge building is being conducted with your students who are struggling.

Assessment: After independent practice is completed and students are sharing with groups the teacher can formatively assess students by walking around the room and listening to their predictions. If most of the students appear to have mastered the task then there is no need for the teacher to spend more time modeling the task. Student knowledge may also be assessed by having them complete predictions from longer pieces of information.

Artifact 5

Lesson: Summarizing

Subject: Literacy/ Language Arts

Grade Level: 8th grade (could be adapted to any level)

Date: November 20th, 2011

Duration: 25-30 minutes

Lesson Objectives: In this lesson students will learn to summarize chapters in a novel. They goal is to be able to identify central ideas and put them into 2-3 sentences.

GLCE:

R.CM.08.02 retell through concise summarization grade-level narrative and informational text.

Materials: Reading materials, pencil, and paper.

Rationale/ Background: The goal is to help students become more effective and efficient readers. To require students to comprehend, analyze, and synthesize ideas. The student must processes text in one form, makes judgments about the ideas, and restates the text in a new form. By having students summarize text we can see how well they understood what they are reading.

Opening: Teacher has students define what they think the term summary means. After having students write out their definition, students are asked to share their definitions as a class. A class definition is then created and written on a large piece of paper for students to refer to in the future. A summary should:

- Be a shortened version of the original text
 - Differs depending on the length of the text
- Include the main ideas of the text
 - Supported by details in the text
- Reflect the structure and order of the original text

summary-
1st trimester

Summary - the gist. Webster defines it as "covering the main points succinctly." A summary is a statement of the main idea of the story, its very essence, its core - "in just a sentence or two" (Harvey & Goudvis)."

- Do not rewrite the original piece.
- Keep your summary short.
- Use your own wording.
- Refer to the central and main ideas of the original piece.
- Read with who, what, when, where, why and how questions in mind.
- Do not put in your opinion of the issue or topic discussed in the original piece. Often, instructors ask students to put their opinions in a paragraph separate from the summary.
- Start your summary with a clear identification of the type of work, title, author, and main point in the present tense.
- Never put any of your own ideas, opinions, or interpretations into the summary. This means you have to be very careful of your word choice.
- Write using "summarizing language." Periodically remind your reader that

Middle: Have students fill in the second letter in the word "Speak" with all the emotions, events, and new characters that happened in the reading. Have students write the big/main points in large bold fonts. I handed out a worksheet I found on this website <http://www.fontscape.com/explore?70V>. Give students about ten minutes to complete this task.

Conclusion: Have students pick out 3-4 of their largest points and write them as headings on their paper and pick out smaller words in their letter that support their main points. This will have students put their thoughts into an organized format before they begin writing their summary. After explaining the task I gave an example of a list and a summary I created from ideas on a student's letter. Then have students write a summary.

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Adaptations and Extensions: Students who struggle with writing can be given different summaries in multiple choice worksheet and asked to choose the best answer.

Assessment: You can assess student understanding by the information they put in their letter, how well they organized their thoughts and put them into a organized cohesive summary.

Artifact 6 Speak images-artwork

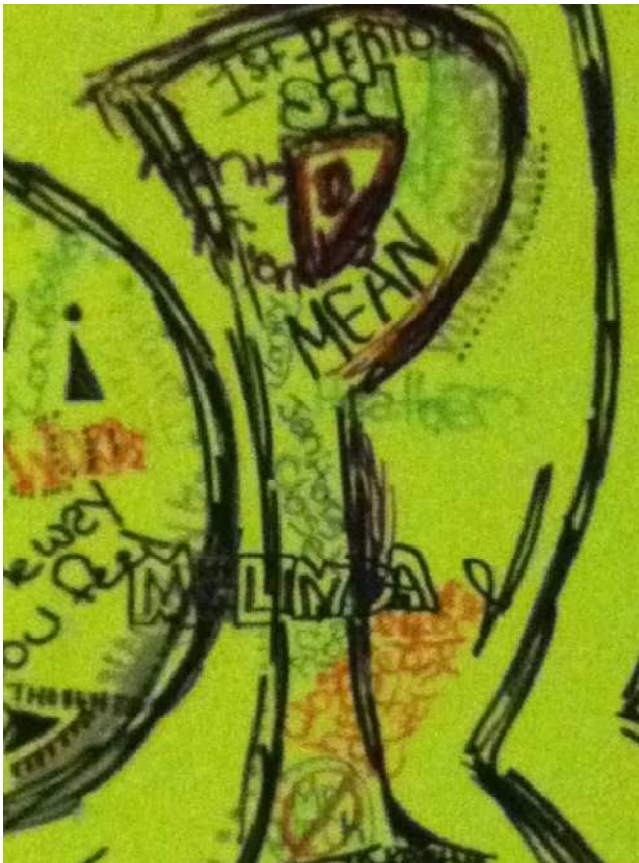
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Artifact 7

Website containing fonts

<http://www.fontscape.com/explore?70V>

Artifact 8

Summary Example

Melinda feels like an outcast

Her old best friend hates her

She has no one to sit with on the bus

Kids are mad at her for calling the cops at the party this summer

Melinda closed herself off from everyone

She hid in the Janitors closet

Doesn't talk to parents

Doesn't talk in class/or do work

Melinda meets new people

She gets in trouble with Mr. Neck .

She finds a sanctuary in Mr. Freeman's art room

Makes friends with Heather

Example Summary

Pages 3-12 in the novel "Speak"

In the beginning of the book Melinda describes how she feels like an outcast because she no longer has any friends. She gets nasty looks on the bus and in the hallways; all because of an incident that happened at a party last summer that forced her to call the police. Now Melinda has closed herself off, by others, by refusing to speak, do school work and she even found an abandoned janitors closet to hide in to skip class. But then, a new girl befriends Melinda and is encouraging her to do after school art activities. Melinda thinks that is dumb. All Melinda knows is the teacher Mr. Neck is a jerk, and the best class in school is the art room, her sanctuary, with Mr. Freeman.

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Artifact 9

Sara's Summary