

Literacy Learner Analysis

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I. Brief Background and Reason for Project Focus

Differentiated instruction is an essential component of a highly effective classroom. Read any evaluation manual, such as the Charlotte Danielson Framework for Teaching, and differentiated instruction is high on the list. Why is differentiated instruction critical for the classroom? The answer is simple. Our students come from many different backgrounds and enter our classrooms with many different abilities. Our students are not cookie cutter so our instruction should not be either. Research has shown that there are “consistent advantages of providing students small-group, differentiated literacy instruction targeting specific needs and teaching to meet those needs.” (Reutzel, Clark, Flory, 2014, pg. 384).

I have been a special education teacher with a focus in language arts for six years. I was an elementary resource room teacher in Pontiac, MI at a charter school for two years. I focused on remediation of basic phonics skills, phonemic awareness, sight word recognition, and explicit teaching of basic comprehension skills. I am now currently a middle school EI/LD teacher who teaches self-contained language arts, co-taught language arts, and supports literacy in science and social studies. I now focus on teaching reading strategies and skills to be successful in the general education classroom. My self-contained room is full of scaffolding explicit instructions into independent practice.

My goals are to improve my strategies for working with struggling learners in my classroom. I would like to learn specific strategies that I can take and use in my classroom. In *Organizing Effective Literacy Instruction*, I have already found a strategy I would like to use in my classroom. I would like to try some of the more complex options for working with students, such as working with a small group, having a literacy center, and an individual/partner work station. I have always stuck to simple routines, but would like to try out something new.

(Reutzell, Clark, Flory, 2014, pg. 382). I hope to continue to gain new knowledge and insight on ways I can improve my classroom and my instruction.

Even though I teach a small self-contained classroom of 6-9 students, there are WIDE variations in their ability levels. As Allington (2011), explained in *What Research Has To Say About Literacy Instruction* “After more than a quarter century there is still no reliable psychometric instrument, battery, or process to identify which children might be learning disabled.” (Allington, 2011, pg. 237) Due to this non-uniformity of identification as well as the wide range of the definition of learning disabled itself, my students come into my classroom with wide ranging background knowledge, language knowledge, etc. every year. I would love to learn more strategies on how to even further differentiate my small classroom.

This project embodies my very teaching past, present, and future. I am a language arts teacher of specifically struggling learners. This is my passion and what I continue to improve on with each passing year. I look back at my previous years, lessons, mistakes, wins, and use those to become better each year. I look forward to improving my craft for **my students**, especially for students like Kiki Smith.

II. The Student, Home, and Family Literacy Practice

Kiki Smith is a 13-year-old, 8th grade student. She is currently reading at a second-grade level independently. On the Fall NWEA, she received a 175 RIT score which places her in the 1st percentile compared to her same aged peers. A RIT score of 175 is the median score of the average second grader. Kiki is considerably behind her same aged peers in Reading.

Kiki is an African-American female whose primary language is English. She is currently certified for special education services under a Specific Learning Disability in the areas of Basic

Reading, Reading Comprehension, Reading Fluency Skills, Mathematics Problem Solving, and Mathematics Calculation. Kiki is a hard worker but truly struggles throughout the school day. She receives support from the speech and language pathologist. Kiki has been receiving special education services since the second grade. It is interesting to note that her reading level has not improved past the second-grade mark. I see Kiki in Advisory, Self-Contained Language Arts, and Co-Taught Social Studies. She needs a lot of support throughout the day, such as having content and assessments read aloud, explicit vocabulary instruction, and extended time to complete work to be able to access the general education curriculum.

Kiki is the youngest sibling of four. Her oldest brother is 36 and her youngest sister is 24. She is considerably younger than her siblings. She lives with her mother and father who are married. Kiki receives free lunch at school. She often comes to school in the same clothing, sometimes dirty. At conferences, Kiki's parents stated that they know she struggles immensely at school but is a hard worker. Kiki's mother stated that her father also struggled with reading and writing and school, so it was not surprising to her that Kiki does as well. Her mother has been nothing but supportive and comes to all IEP meetings and conferences. She wants what is best for her daughter, but may not know exactly how to give it to her. At home, there is not much reading to be done, but Kiki does come with money to all school book fairs and brings books home that she enjoys reading, mostly graphic novels. When asked about reading at home, Kiki said that her parents do not read with her, but she reads articles on her phone almost every night.

III. Experiences with Literacy in Schools

Kiki has received special education services since the second grade. She was initially qualified under a speech and language impairment in Language Morphology, Language Syntax,

and Language Semantics. In fifth grade, Kiki was re-evaluated and certified under a Specific Learning Disability in the areas of Basic Reading, Reading Comprehension, Reading Fluency, Math Calculation, and Math Problem Solving. Her past IEP's state that she was receiving support from the SLP as well as the resource room teacher. Kiki received reading instruction in the general education classroom as well as receiving pull out support from the special education teacher.

Beginning in 5th grade, Kiki has been a part of the Fountas and Pinell Leveled Literacy Intervention System (LLI). Kiki has made small gains on the program, compared to others in her small group who have made such great gains they have moved out of the intervention program. Kiki was in the 6th grade self-contained language arts class and then moved into the co-taught 7th grade language arts classroom. She struggled immensely to keep up with the pace, intensity, and difficulty of the general education curriculum (even with special education teacher support). The team then decided to move Kiki back into the 8th grade self-contained classroom. The smaller, slower paced classroom works best for Kiki and she is eager to contribute. Although Kiki struggles with reading, she is very positive and in many interest inventories and conversations has indicated that she loves reading.

IV. Classroom Emotional Climate

I am afforded the ability to create a truly inclusive classroom where each of my students has individual attention. I spend a lot of time in the first months of school creating a caring and supportive classroom environment. I only have 6 students in my special education language arts class and have had all of these students in 6th and 7th grade either in a co-taught or other language arts classroom. My classroom mantras are "It's okay to not know, but it's not okay to not try" and "If you can't be kind, be quiet." I spend a lot of time teaching social skills and respect along

with the academic curriculum. My students know it's okay if they don't know something. I often use examples from my own life of not knowing how to do something or times I have made mistakes. I make mistakes in front of my students and point them out to encourage them that it's quite alright to make mistakes. Many of my students have fears about "not getting the answer right." I try to quell that by prompting or making them feel acknowledged when they try but perhaps don't get the right answer. My students have also been together since elementary school so by the time they get to my 8th grade classroom they are somewhat like a dysfunctional family. They are stuck together in self-contained classes and co-taught classes and often get on each other's nerves, but at the same time deep down really care for another. We have behavior targets that we work on each week to promote respect and caring as well. For example, my target this week is "I will speak respectfully to peers."

My classroom is INCREDIBLY routine. Every single day my students walk in, grab their files (magazine files I purchased that contain all materials needed), have a seat and begin their word work. My 8th graders are reading between a 1st-3rd grade level so I use Words Their Way but make it more mature by getting rid of sorts with pictures. Students must complete a different sort each day. We have a flexible time (usually 15-20 minutes) where they can work on their words and then move into silent reading. They choose how they spend those minutes. If they don't feel like silent reading for the day, they have the option to complete another words activity. During this independent time, I work with students on their individual IEP goals. Another way I promote interest is that I have a wide variety of Hi-Lo publishing novels for my students to choose from and take a lot of time to get to know their interests so I can buy and help my students choose novels they will enjoy.

It can be quite challenging to engage my students in literacy activities. Because they are significantly behind grade level, I choose level appropriate texts with motivating topics that include current events like Hurricane Irma, or using articles on a student who tried to go two days without a cell phone. I have found that when a text is at their level and the interest is appealing to them, it is easier for me to engage them in an activity. Most of my students show disinterest when silent reading. Typically, we only read for about 10 of the 20 independent minutes they are given and I use that time to practice reading strategies and skills. My students are typically frustrated when they are not given support and asked to complete something independently. They have been supported for so long, that I push them to the edge of their comfort level to work independently so that they are more prepared for the intense work of high school.

I am a teacher that truly believes in using motivating texts and structures to engage students. I have the flexibility to do so in the language arts classroom. My students are motivated when they are interested in learning about a topic. They are also engaged when there is movement in the classroom. I do a lot of centers and gallery walk activities to get students moving and working. I think that classroom climate and motivation is very much a strength of mine.

V. Pre- and Post-Assessments Given and Summary of Test Results

I chose to use a vocabulary inventory for my pre- and post- assessments. The purpose of giving these assessments is to measure the growth of vocabulary identification and meaning.

In *Using Assessment to Improve Teaching and Learning*, it states that “assessment must

reflect the evolution of our understanding of the construct of reading, and the assessment must be informed...” (Afflerbach, P., Cho, B., Crassas, M., & Kim, J., 2014, pg. 319). I carefully chose this assessment based on my current understanding of my student and where I would like her learning to go. I chose 10 words from either our language arts class or social studies vocabulary words. There are five columns on the vocabulary inventory, then there are 4 different levels of meaning where the student writes down their familiarity with the word (1-I do not recognize this word, 2-I’ve seen this word but don’t know what it means, 3-I’ve seen this word and I think it means., 4-I know this word. It means...). I just the same tool (the vocabulary inventory) but changed the words based on what we were learning. I chose this instrument because I could easily swap words in and out and also get a good idea of how Kiki was determining the meaning of year. I wrote separate notes while Kiki took each that I could use later to see if there were patterns in how she identified the meaning of different words.

On the pre-assessment, I included the words: opportunities, unstable, harmlessly, predicted, careless, conduct, dishonest, experience, carefully, and repeal. Many of these words have a useful prefix or suffix that helps determine meaning, while others do not. Kiki and I have a great relationship and she was eager to work one-on-one with me. I could tell that she put her best effort forth, however, Kiki was quick to give up when reading some of the more challenging words. Because I am testing her vocabulary knowledge, and not her decoding skills, I would help her read the word if she was stuck. I was very surprised when Kiki did not know the word “predicted”. We practice making predictions in language arts frequently. After the test, we talked about how “predicting” and “predicted” have the same root word, but are in different tenses. I told her we would talk more about that next week.

Another interesting fact to note is that Kiki often wanted to put a word into a sentence to explain the meaning, but could not actually tell me what the word meant. She gave adjectives to describe words, but truly struggled to give me the meaning of these vocabulary words. Of the ten words given, Kiki stated that she did not recognize three of the words, had seen two of the words but didn't know what they meant, guessed on the meanings of three words, and gave her definition of two. Of the words that she tried to explain the meaning of, she only correctly identified one of the vocabulary words. Kiki's strength is explaining words through context, i.e. using a sentence or explaining where she may have seen the word before.

On the post assessment, I included the words: predicted, happiness, restless, builder, boycott, upcoming, persuaded, enslaved, and furious. I taught three lessons, that spanned over 5 days teaching root words, prefixes, suffixes, and how to read words using a prefix and suffix "recipe." I again included words that have helpful prefixes and suffixes and some that do not. This time, I noted a great difference in Kiki's confidence when reading through and determining the meaning. While she still struggled to decode, she worked hard to read through and at least attempt to give a meaning. Because I spent time explicitly teaching the word "predicted" (as well as including tense endings in my lessons) I included the word "predicted" on my post-assessment as well. Interestingly enough, Kiki explain that predicted is "when you predicted, but past tense." I was happy to see that she remembered it was past tense, but confused because she still did not understand that predict is the root and the -ed just shows us that it is past tense. I explicitly taught the suffix "-er" and "-or" giving the meaning as "someone who." When Kiki came across the word builder, she wrote that the meaning was "when you build something." While she is on the right track, she still did not get the meaning correct. Kiki continued to use context and context clues to provide the

meaning of words. Of the ten words given on the post assessment, Kiki did not answer “I do not recognize this word” for any of the words. This was the biggest change I noted from pre- to post- assessment. While Kiki still struggled to accurately give the meaning of most of the vocabulary, her confidence grew immensely from the two assessments. She stated that she had seen five of the words but didn’t know what they meant, did not guess on the meanings of any word, and gave her definition of five words. This was also an increase from the pre-assessment when she only knew the meaning of two. Of the five words that she tried to explain the meaning of, she correctly identified three of the vocabulary words. This was an increase from her pre-assessment of correctly identifying the meaning of only one. It is interesting to note that two of the words she accurately described, had useful prefixes or suffixes to help determine meaning.

While teaching my lessons and during the pre and post test, I kept thinking about the article “The Early Catastrophe: The 30 Million Word Age Gap by Age 3” by Hart and Risley (2003). They explain that “data showed us that ordinary families differ immensely in the amount of experience with language and interaction they regularly provide their children and that differences in children's experience are strongly linked to children's language accomplishments at age 3,” and that “three year old children from families on welfare not only had smaller vocabularies than did children of the same age in professional families, but they were also adding words more slowly” (Hart and Risley, 2003, pg. 1). Kiki’s family has a low-income and she receives free lunch. She admits that she does not read a lot at home. Her mother has explained that she is busy and doesn’t have as much time to nurture Kiki like she did her other children. Kiki has most likely been behind on language development from an

early (which we know is true as she was qualified for a speech and language impairment in the 2nd grade).

VI. Lesson Plan Matrix

Lesson #1: Prefixes

Lesson Foci/Date	Objectives (include including performance, conditions, and criterion. State the <i>Common Core State Standard</i> (or standards used in your discipline) at the end of each objective.)	Instructional materials (what will use to deliver the main objectives of the lesson)	On-going assessment (to measure attainment of objectives)
10/5/17, 10/6/17 (Lesson continued for two days)	I can explain in my own words what a prefix is and give at least one example. CCSS.ELA-LITERACY.L.8.4.B Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).	Interactive Notebook, Glue, Scissors, Prefix Guided Notes, Sticky Note	Exit slip (what is your definition of a prefix. Give an example of a prefix and what the meaning is on the board. Continue lesson on prefixes, then practice identifying and determining the meaning of prefixes and suffixes and using them to help read words.

Lesson #2: Suffixes

Lesson Foci/Date	Objectives (include including performance, conditions, and criterion. State the <i>Common Core State Standard</i> (or standards used in your discipline) at the end of each objective.)	Instructional materials (what will use to deliver the main objectives of the lesson)	On-going assessment (to measure attainment of objectives)
10/9/17, 10/10/17 (Lesson continued for two days)	I can explain what a suffix is in my own words and explain how to use a suffix to read words. CCSS.ELA-LITERACY.L.8.4.B Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).	Interactive Notebook, Glue, Scissors, Prefix Guided Notes, Sticky Note	Exit slip- what is a suffix? Write a suffix and it's meaning on the board Continue lesson on suffixes, then practice identifying and determining the meaning of prefixes and suffixes and using them to help read words.

VII. Reflections on Your Literacy Lesson Plans

I chose to focus on the area of vocabulary instruction specifically for Kiki. I have known Kiki for three years now and through assessing her reading comprehension formally and informally, it was extremely clear that she does not understand basic grade level (her scores on our district assessment in reading have been in the 1st percentile since she was in 3rd grade) vocabulary. This is quite common for many of my students with learning disabilities. For example, we were

discussing the major battles of the revolutionary war to review for an upcoming social studies test. I asked her what they were and she stared blankly at me. I then realized that perhaps she did not understand some of the words in my question. I asked her if she knew what a battle was and she told me it was “when people fight.” I then re-asked the question, hoping that clarifying what a battle was would help. She was still lost. I then asked her if she knew what the word major meant. She did not. I then tried to explain it in another concept, such as major league and minor league baseball. She still did not understand. It took for me to finally discuss major and minor events in relation to our school behavior plan. Once we clarified the word major, she could provide some of the major battles. This is a small example of an incredibly large issue. Vocabulary is crucial in understanding any content area so I found it would be most valuable to complete my lessons on that. The strategies I chose to focus on were “teaches individual general academic and domain-focused vocabulary and...develops student’s independent word learning strategies.” (Blachowicz, C. & Fisher, P., 2014, p. 200) I chose to do this through explicit instruction in root words, prefixes, and suffixes.

I chose to use a vocabulary inventory for my pre-assessment. The purpose of giving this assessment is to measure the growth of vocabulary identification and meaning. I chose 10 words from either our language arts class or social studies vocabulary words. There are five columns on the vocabulary inventory, then there are 4 different levels of meaning where the student writes down their familiarity with the word (1-I do not recognize this word, 2-I’ve seen this word but don’t know what it means, 3-I’ve seen this word and I think it means., 4-I know this word. It means...). I chose this instrument because I could easily swap words in and out and also get a good idea of how Kiki was determining the meaning of each word. I wrote separate notes while

Kiki took each that I could use later to see if there were patterns in how she identified the meaning of different words.

On the pre-assessment, I included the words: opportunities, unstable, harmlessly, predicted, careless, conduct, dishonest, experience, carefully, and repeal. Many of these words have a useful prefix or suffix that helps determine meaning, while others do not. I knew I would be teaching my lesson on prefixes and suffixes so I chose these words purposefully. When it came time for testing, Kiki was eager to work one-on-one with me. I could tell that she put her best effort forth, however, Kiki was quick to give up when reading some of the more challenging words. Because I am testing her vocabulary knowledge, and not her decoding skills, I would help her read the word if she was stuck. I was very surprised when Kiki did not know the word “predicted”. We practice making predictions in language arts frequently. After the test, we talked about how “predicting” and “predicted” have the same root word, but are in different tenses. I told her we would talk more about that next week. Another interesting fact to note is that Kiki often wanted to put a word into a sentence to explain the meaning, but could not actually tell me what the word meant. While the word was used correctly in a sentence, she could not provide the definition. She gave adjectives to describe words, but truly struggled to give me the meaning of these vocabulary words. Of the ten words given, Kiki stated that she did not recognize three of the words, had seen two of the words but didn’t know what they meant, guessed on the meanings of three words, and gave her definition of two. Of the words that she tried to explain the meaning of, she only correctly identified one of the vocabulary words. Kiki’s strength is explaining words through context, i.e. using a sentence or explaining where she may have seen the word before.

The first lesson I taught focused on prefixes. Teaching words parts is a strategy that can be used across academic areas. In *Vocabulary and Readability: How Knowing Word Meanings Affects Comprehension* by Stephen E. Stahl, he explains that “English generates new words continuously through the application of prefixes and suffixes to roots. This has been done historically, with words whose meanings are established, but can also be done “on the fly.” Thus, if one understood the verb “smoke” one could understand “smoke” as a noun, “smoked” as both a verb and an adjective, “unsmoked,” “smokeless,” “smoke-free,” “smoke signals,” and so on.” (Stahl, 2003, pg. 3). Teaching Kiki prefixes and suffixes would give Kiki a strategy to access so many different words! On the pre-test Kiki chose the category “1-I do not recognize this word” for 3 of the 10 words, all of which included prefixes. I decided to start there.

I gave Kiki a graphic organizer that had 3 columns, with the first column having a folded over section. The first column was titled prefix and meaning, the second column was my examples, and the third column was Ms. Johnson’s examples. We spent a lot of time discussing root words previously, so I know she has some good background knowledge in that area. I began with some of the easier prefixes, such as re-, dis-, pre-, co-, and -un. I would first ask if Kiki knew any words that started with re-. She said the word “re-do”. I asked her what “re-do” means and she said to re-do a test. I then gave her the examples re-take and re-test and we discussed how they both mean to do something over again, and that quite simply is what the prefix re- means. We continued on this way through the rest of the prefixes where I first asked her if she knew any words and then talked through them and gave examples of my own to help further her understanding.

I supported Kiki when she was unable to give an example of her own. She could not think of a word that began with co-. I suggested the word “co-teacher” (since I am a co-teacher in two of her classes!). We then discussed the word cooperate. I explained that a co-teacher teaches WITH

another teacher and cooperating is when we work WITH each other on something. An evidence of her learning is when she came up with the word co-writer which is a program they used in 7th grade to help them WITH their writing! It was truly an a-ha moment and I could almost see that little light bulb ignite above her head.

The second lesson I taught focused on suffixes. The Annenberg Foundation suggests that “one of the most effective decoding strategies for students in grades 3-5 is to chunk words into parts...(and teaching) suffixes (which is) any syllable with meaning attached to the end of a word that changes the meaning of that word” (Annenberg, 2017). I gave Kiki a graphic organizer that had 3 columns, with the first column having a folded over section. The first column was titled suffix and meaning, the second column was my examples, and the third column was Ms. Johnson’s examples. We spent a lot of time discussing root words previously so I know she has some good background knowledge in that area. We had also just learned about pre-fixes so at the beginning of the lesson I made the connection by explaining that we had already learned beginning word parts to help us gather meaning and now we were going to look at ending word parts to do the same. I began with some of the easier suffixes, such as -ly, -ful, and -ing. Again, very similarly to the prefix lesson, I asked Kiki first for examples, then gave some of my own, emphasizing the meaning of the prefix. For example, for the prefix -ful Kiki gave the word careful and beautiful. We talked about how when you are careful you are FULL of care or when you are beautiful you are FULL of beauty. I then gave the example wonderful and Kiki almost shouted “FULL OF WONDER!”

On the post assessment, I included the words: predicted, happiness, restless, builder, boycott, upcoming, persuaded, enslaved, and furious. I taught three lessons, that spanned over 5 days teaching root words, prefixes, suffixes, and how to read words using a prefix and suffix “recipe.”

I again included words that have helpful prefixes and suffixes and some that do not. This time, I noted a great difference in Kiki's confidence when reading through and determining the meaning. While she still struggled to decode, she worked hard to read through and at least attempt to give a meaning. Because I spent time explicitly teaching the word "predicted" (as well as including tense endings in my lessons) I included the word "predicted" on my post-assessment as well. Interestingly enough, Kiki explain that predicted is "when you predicted, but past tense." I was happy to see that she remembered it was past tense, but confused because she still did not understand that predict is the root and the -ed just shows us that it is past tense. I explicitly taught the suffix "-er" and "-or" giving the meaning as "someone who." When Kiki came across the word builder, she wrote that the meaning was "when you build something." While she is on the right track, she still did not get the meaning correct. Kiki continued to use context and context clues to provide the meaning of words. Of the ten words given on the post assessment, Kiki did not answer "I do not recognize this word" for any of the words. This was the biggest change I noted from pre- to post- assessment. Kiki's confidence, however grew immensely from the two assessments.

Kiki's awareness of word parts and their meanings and how they relate to one another in reading has increased. The data shows, Kiki made slight growth in her vocabulary comprehension skills and a tremendous growth in her confidence.

If I taught this lesson again, I would use common mistakes made by my students when reading and determining the meaning to point out misconceptions before the lesson. Although most students can tell me what many words mean in a sentence, their difficulty lies in defining what the word means. I am curious to see if their vocabulary knowledge would transfer from one class to another since they are typically only able to give me the meaning based on some sort of context. I would be deliberate in making students explain the meaning of the word, not simply explaining it

to me by using it in a sentence. If the goal of my lesson is to increase vocabulary domain knowledge, I must focus on being explicit with my explanations. E.D. Hirsch Jr. explains in “Reading Comprehension Requires Knowledge” that “fluency is also increased by domain knowledge, which allows the reader to make rapid connections between new and previously learned content; this both eases and deepens comprehension.” (Hirsch, 2003, pg. 17). By tackling and truly honing in on my vocabulary knowledge, I can deepen reading comprehension.

VIII. Recommendations to Teachers and Parents/Caregivers

Dear Teacher/Parent/Caregiver,

Hello, I am writing a recommendation letter for Kiki Jackson. She is an 8th grade student who is currently receiving special education and speech and language services under a specific learning disability. Kiki is a kind and caring student who wants to do well in school. She works hard on every task, even tasks that are quite challenging for her. Her perseverance is strong and she asks questions when she is confused on something in class. She continually struggles with reading comprehension, reading fluency and accuracy, and vocabulary knowledge. Kiki’s greatest challenge is understanding basic academic and content vocabulary which greatly hinders her ability to read and understand grade level content independently. I would suggest to “flood your classroom [or home] with words related to your topic of study, not all of which you want your students to learn to the same depth.” (Blachowicz, C. & Fisher, P., 2014, p.207) It is important for Kiki to be immersed in a vocabulary rich classroom/home. Providing graphic organizers for learning new words will also be helpful. I would spend time on creating lessons that include breaking words apart to determine meaning, including visual representations, and repeating the words frequently to enable Kiki to understand and determine the meaning of more vocabulary.

This will in effect increase Kiki's reading comprehension. The more words she understands, the more text she can access in the general education classroom. Kiki would also benefit from vocabulary intervention. Use your classroom text, but make it more accessible by using these explicit strategies to teach different words. Thank you.

Christina Johnson

IX. Appendixes Uploaded as Separate Documents

Appendix A- Lesson #1 Prefixes

Appendix B- Lesson #2 Suffixes

Appendix C- Student Notebook Sample 1

Appendix D- Student Notebook Sample 2

Appendix E- Student Notebook Sample 3

Appendix F- Vocabulary Pre-Test

Appendix F- Vocabulary Post-Test

X. References

Afflerbach, P., Cho, B., Crassas, M., & Kim, J. (2014) in Mandel Morrow and Gambrell (2014), chapter 14: "Best Practices in Reading Assessment: Working towards a Balanced Approach" (p. 315-342)

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