**Emma Havrilla**

**Student Literacy Profile Project**

1. **Six Lesson Plans**

IU Teacher: Emma Havrilla Teaching Partner: Lisa Kroll Grade: 5th

Date: 9/26 Student: Betsy Piatt

**READING**

What is your student doing on her/his own? (ZAD)

* Betsy can make inferences using pictures
* Betsy is excellent at making personal connections
* Betsy has a good understanding of tone (ex. sarcasm or sadness)

What is your student almost doing? (ZPD)

* Betsy is almost able to use context clues to define unknown vocabulary
* Betsy is almost able to comprehend parts of the book without extra prompting

What’s next?

* I’m going to tell Betsy she is good with determining tone, but I’d like to see her try to identify the theme
* We have been reading a comic novel, it would be interesting to bring a book without images next time

Teaching Point(s): (No more than 2)

Betsy will engage in a conversation about the read aloud text

Activity planned:

* I will read “Smile” aloud to Betsy and engage with her in a conversation as I read
* I will give Betsy sticky notes to encourage her to notice things in the text with no prompting

**Reflection:**

One thing that went really well was that Betsy did a great job of making unprompted connections and inferences throughout the book. In the weeks before, I would stop as I read and model my thinking for her. I was happy to see that she had applied what she learned from my examples. One thing that did not go well in the lesson was finding the main idea. When I asked her to tell me the main idea of the chapter we read, she instead told me a fully detailed summary. I think her confusion may have come from never working with main idea in class before. Another thing that didn’t go well is that she only made connections and inferences. If I were to do this again, I would tell her she also needs to try and make predictions and ask questions. In relation to that, one thing I would change for next time would be to be more specific with my expectations for the type of notes she should take.

IU Teacher: Emma Havrilla Teaching Partner: Lisa Kroll Grade: 5th

Date: 10/17 Student: Betsy Piatt

**READING**

What is your student doing on her/his own? (ZAD)

* Betsy can make inferences using pictures
* Betsy is excellent at making personal connections
* Betsy has a good understanding of tone (ex. sarcasm or sadness)

What is your student almost doing? (ZPD)

* Betsy is almost able to use context clues to define unknown vocabulary
* Betsy is almost able to comprehend parts of the books without extra prompting
* Betsy is almost able to read with fluency
* Betsy is almost able to give the main idea of a passage

What’s next?

I am working through some different level running records, to find her match. I had some concern after trying to get her to retell her own independent novel, yet the book we have been reading together is way too easy. I am trying to find where she exactly is so that I can better help her.

Teaching Point(s): (No more than 2)

* Betsy will find the main idea of a short story.
* Betsy will identify the main idea of our read-aloud book

Activity planned:

* First I will give Betsy a mini-lesson on what a main idea is, how to find it, and why it is different than a summary
* Then I will use the strategy Dr. McNabb taught us, for how to use short stories to teach main idea.
* Betsy will read the short story, then we will go through each paragraph and highlight only the important sentences. Then we will go back and look at the highlighted sentences and use that to craft the main idea.
* After we have found the main idea of both short stories, if we have extra time we will apply it to our read aloud book to read a few pages then talk about the main idea of what we just read.

**Reflection:**

One thing that went well in my lesson was that Betsy was more engaged than she has ever been! I used short stories that related to her life. For example, one was about a girl at summer camp and Betsy talks about summer camp all the time. I was very excited that drawing upon her interests in my lesson plan increased her engagement. Another thing that went well was using Dr. McNabb’s strategy to highlight important parts in each paragraph. This helped her narrow down the main idea and showed her how it’s different than a summary. One thing that did not go well was that at the end of the lesson we had multiple distractions. People were going in and out of the room we were working in, so it was hard to keep her on track. This was happening when I was trying to read from our read-aloud book so that she could use her main idea strategy authentically. However, due to the distractions it was a bit of a fail. If I could change one thing, I would have just ended the lesson with the short stories. There was no way the work we were going to do would be meaningful, so it would have been better to call it a day and end on a positive note!

IU Teacher: Emma Havrilla University Teaching Partner: Lisa Kroll Grade: 5th

Date: 11/7 Student: Betsy

**READING:**

What is your student doing on her/his own? (ZAD)

* Betsy is using the meaning cueing system when she reads
* Betsy is using the visual/phonics cueing system when she reads

What is your student almost doing? (ZPD)

* Betsy is almost making self-corrections
* Betsy is almost using the structure cueing system when she reads

What’s next?

Next time, we will collect and review the notes that Betsy took while reading. We will also discuss any questions she had.

Teaching Point(s): (No more than 2)

* Betsy will be able to make predictions about a new text
* Betsy will understand the instructions for how she will interact with the text while she reads independently

Activity planned:

I am going to introduce the book to her by giving her a quick summary. I will then let her take a look at the cover and see what inferences we can make. Then, using the cover and the summary, she will make predictions about the reading. Next, I will show her some of the difficult vocabulary words and talk through how to pronounce them. I will then give her a highlighter to keep, which she will use to make notes with as she reads. She will mark down any time she struggles with a word or has trouble comprehending. I will also tell her to write down a short summary about what she read, to help remind us when we discuss the book next week.

Book: Shark in School Level: M

**Reflection:**

This was the introduction to my guided reading activity with Betsy. One thing that went really well was her increased interest in the book. After I told her what the book was about, she was instantly full of questions. Her engagement and interest made the process of making predictions really easy for her! One thing that didn’t go well was when I was introducing new and unknown words. I don’t think I prepared enough and I struggled with how to teach her the words without out-right telling her the definition. If I could change one thing, it would be how we did the vocabulary. I would have brought a classroom dictionary and created a “Have a go” chart with three columns: the word, the predicted definition, and the real definition. I think this would have been a much better way to teach the vocabulary.

IU Teacher: Emma Havrilla Teaching Partner: Mrs. Kroll Grade: 5th

Date: 10/31 Student: Betsy

**WRITING**

What is your student doing on her/his own? (ZAD)

* Betsy can come up with a topic to write about
* Betsy’s writing is engaging and interesting
* Betsy can write a comprehensible story

What is your student almost doing? (ZPD)

* Betsy is almost able to use correct punctuation
* Betsy is almost able to write with a logical timeline
* Betsy is almost able to use descriptive details in her writing

What’s next?

Betsy does a good job coming up with a topic, but needs some help with adding description to make her writing clear and understandable. We are going to do an activity that focuses on descriptive writing.

Teaching Point(s): (No more than 2)

* She will write a descriptive short story persuading the reader about the authenticity of her story
* She will answer readers’ questions that clarify the details in her story

Activity planned:

We will be doing the writing activity/instructional strategy that Dr. McNabb taught us called, “Apples, Peaches, Pumpkin Pie, is it a truth or lie?”. I will begin the lesson by telling Betsy we will be playing a game. To play the game, you have to write a short story that is either a truth or a lie. When you write, you need to be very persuasive and detailed to try and convince the reader one way or another. We will each write a story and then have to guess each other’s.

**Reflection:**

My favorite part of this lesson was seeing Betsy actually excited about writing. I remember when I did the writing assessment with her and her first response was, “I hate writing!”. But I saw a complete 180 with this activity because she was happy to write three different well-written paragraphs. I was also impressed by her description in each of her stories, she had me tricked! I would absolutely recommend this activity to any teacher that has a timid writer. I think that the entire activity was successful. In fact, her three writings were so well done that the following week, I had her choose one of them to edit further to turn into a real story. I don’t think I would change anything about this!

IU Teacher: Emma Havrilla University Teaching Partner: Lisa Kroll Grade: 5th

Date: 11/21 Student: Betsy

**WRITING**

What is your student doing on her/his own? (ZAD)

* Betsy can come up with a topic to write about
* Betsy’s writing is engaging and interesting
* Betsy can write a comprehensible story

What is your student almost doing? (ZPD)

* Betsy is almost able to use correct punctuation
* Betsy is almost able to write with a logical timeline
* Betsy is almost able to use descriptive details in her writing

What’s next?

Next week she will use the organizer to write a narrative response.

Teaching Point(s): (No more than 2)

* Betsy will use the themes from the book *Shark in School* to complete a writing response
* Betsy will choose one of two prompts to complete a pre-write activity for

Activity planned:

Betsy and I are going to have a conversation about the themes and main ideas in the story. The ones I want to focus on are “friendship” and “embarrassment”. I am then going to have two prompts for her to choose from. One will be “write about a time that you felt embarrassed, similar to how Matthew felt when he couldn’t read.” The second will be “write about a time when you were a good friend to someone, similar to how J.P. is a good friend to Matthew”. We will then work together to complete a pre-write organizer for her story.

**Reflection:**

This activity is an extension of our guided reading lesson. One thing that went well was Betsy’s comprehension of the response questions. I worded them to be similar to questions she would see on ILEARN, so they had two parts to them. She did a great job of understanding that she needed to answer both parts of the question. One thing that did not go well was when we went to actually fill out the beginning, middle, end graphic organizer. She did not understand the difference between those parts of the story and couldn’t differentiate which of her details went where. If I could change this lesson, I would’ve done a mini lesson on parts of a story first. I had just assumed this was something she already knew.

IU Teacher: Emma Havrilla University Teaching Partner: Lisa Kroll Grade: 5th

Date: 12/5 Student: Betsy

**WRITING**

What is your student doing on her/his own? (ZAD)

* Betsy can come up with a topic to write about
* Betsy’s writing is engaging and interesting
* Betsy can write a comprehensible story

What is your student almost doing? (ZPD)

* Betsy is almost able to use correct punctuation
* Betsy is almost able to write with a logical timeline
* Betsy is almost able to use descriptive details in her writing

What’s next?

Next week we will either fill out another graphic organizer for a different topic or edit this organizer to add more detail, depending on how engaged she is

Teaching Point(s): (No more than 2)

* Betsy will brainstorm interesting topics to write about and choose one
* Betsy will fill out a graphic organizer, with focus on putting the events in a sequential order

Activity planned:

I want Betsy to start to find the enjoyment aspect of writing, so I am going to let her choose any topic she wants. To help her with this, we will brainstorm some topics she would be interested in. From there, she will choose one to pre-write about. The pre write will consist of the main idea in the beginning, middle, and end. To offer her support with that, we will first create a bullet list of all the details she wants to share in her story. Then we will go through and find what the main ideas are and decide what order to put them in on the graphic organizer.

**Reflection:**

One thing that went really well with this lesson plan were the amount of details she included in her story! Normally, I have to really push and pull to get a good description of what she’s trying to say, but her creativity this time was really brilliant. I think that what helped was that I allowed her to write about anything she wanted, so she made up a fake story. This allowed her imagination to run wild, which is something she doesn’t usually get a chance to do in the classroom. One thing that I would change if I did this lesson again would be to use a different organizer. I just used the same one I had been with the beginning, middle, and end, but I think she would’ve benefited from a more detailed outline this time because of how in depth she went with the story.

1. **Analysis and Justification**

When I first met Betsy, I conducted a literacy interest conversation, which I believe was one of my greatest resources for working with her. During the conversation, she revealed her complete disinterest in writing and her extreme pickiness with books. She said that she hated writing because it was too much work and really boring. She also told me that she loves reading, but usually doesn’t like books people give her because they don’t make sense. This conversation showed me my two important goals with working with Betsy: 1. Show her that writing can be fun and 2. Give her strategies she can use to make her love all books. I started first with teaching her strategies she can use to increase reading comprehension.

During our first few weeks together, my lesson plans consisted of me doing a read aloud of the graphic novel *Smile* and engaging in a literacy conversation with Betsy as I read. To do this successfully, I followed the gradual release of responsibility framework that we discussed in Dr. McNabbs class. This consisted of “I do”, “we do”, and “you do”. The first thing I wanted to do was model my own thinking as I read. Throughout the chapter I would stop several times and make a comment using Dr. McNabbs MQVISSA. For example, I would stop after reading a page and look at a picture, “I’m going to infer that she is embarrassed she ran into that boy because her cheeks are red! Do you notice anything else that might also show that to be true?” I would engage her in my own thinking as much as possible so that she was able to have guided practice. In the following week, I released more responsibility to Betsy (we do). As I read, I would stop and prompt her to make a specific MQVISSA comment. For example, on every other page I would give a prompt such as, “Is there anything that we just read that you can make a connection to?” I found this to be effective because while I was still directing her thinking, her thoughts were all her own. To end this portion of my reading lessons I released all responsibility and had her make comments on her own (you do). I gave her a set of sticky notes and instructed her to make comments while I read. She did a very good job of making inferences and connections. However, she struggled with the other areas of MQVISSA. I noticed that the main area of difficulty was knowing the difference between main idea and summary. I think that the gradual release model was very successful for teaching Betsy how to monitor her comprehension while she reads. This framework also worked as an assessment so that I could see what she still needed extra help with. Because of this, I was able to use my next reading lesson to focus on finding the main idea using the short story strategy from Dr. McNabb (more information on this lesson plan is on page 3). Overall, I saw a lot of progress in Betsy’s meaning making through using this set of reading lesson plans. I think it was beneficial that I began with this because it gave Betsy strategies she was able to use the rest of the time we worked together. For example, a portion of my guided reading lesson was to be done independently. The expectation was for her to read a chapter on her own time and highlight any parts where she was confused or found an unknown word. Since she had already practiced this skill with me in the week prior, she did really well on her own. I was impressed when she came back the following week with several things highlighted. To add to that, when we had a conversation about the unknown words she was able to use context clues all on her own to figure them out, she only needed me to guide her in the right direction. Seeing this progress in her reading comprehension left me confident that I had given her the tools she needed to find enjoyment in any book she will read. Instead of feeling bored or uninterested because she doesn’t understand what she’s reading, she can use MQVISSA to make meaning. My next focus was on her writing, which is where we spent the latter half of the semester working.

One of the first things that I noticed with Betsy’s writing was her immense creativity. She had no problem choosing an interesting topic to write about and I always enjoyed what she had to say. However, her weaknesses were a lack of description and organization. She also struggled finding motivation to write because she really dreaded the process. That really bothered me, so I made an effort to make my lessons very engaging. My favorite lesson that supported engagement, and also the one that I saw the most improvement in, was a game called “Apples, peaches, pumpkin pie, is it truth or is it a lie?” (see page 7 for more details on the lesson). This lesson was effective because it was more like a game rather than an assignment. She was excited when I explained it and required zero prompting to write. I was so pleased to finally see her find the fun in writing. The biggest thing that came from this lesson was the increased amount of description she added to her paragraphs. This activity required her to make each story detailed enough to be believable. I think that is the beauty of using this game with a reluctant writer. The next thing I worked on with Betsy was her organization.

Betsy and I spent a lot of time on organization because her teacher expressed concerns about it. It was something I had noticed as well because she seemed to consistently lack a clear beginning, middle, and end. To help with that, I used a writing workshop framework in my lesson plans. At the beginning of our sessions I would give a mini-lesson. Then, Betsy would brainstorm topics to write about. After that, we would create a graphic organizer/pre-write on the topic. This framework allowed for the most effective use of our time together because she was always able to practice what she learned in that day’s lesson. It was also effective because I was able to teach different concepts on top of practicing organization. For example, one mini-lesson was on the difference between to, too, and two. While she was practicing using the different forms of to/too/two, she was still completing a graphic organizer where she practiced ordering her ideas in beginning/middle/end. This framework also proved successful in encouraging her to enjoy writing. Instead of being given a topic that she is forced to write about, I made sure to give her the choice. Student choice was an important topic talked about in both E-339 and E-340 because it helps students create ownership in their learning. I believe that student choice is the reason Betsy now enjoys to write. Overall, I am very proud of Betsy for all of the progress she has made in reading and writing and I believe I have left her with a love for both.

1. **Student Literacy Profile**

Student Name: Betsy IU Teacher Name: Emma Havrilla

**Writing**

**Writing Assessment**: For the writing assessment I handed Betsy a piece of paper with the only instructions being, “today you’re going to write for me.” Her immediate response was a sigh, “I hate writing!” followed by several questions asking, “what do you want me to write about?” and “How long should it be?” I told her that she could write about anything she wanted and that there were no rules! After about thirty seconds, she began to write. As she wrote, she did not need any further prompting and went on to write a full three paragraphs.

**Strengths and Weaknesses in writing**: Betsy’s writing strengths can really be seen in her content. She never has trouble coming up with a creative topic to write about. She is also strong at writing stories that actively engage the reader with a very interesting plot. Every time I read a piece of her writing, she leaves me wanting to know even more! I have also noticed a new strength when working with Betsy, which is her ability to complete a strong pre-write for any topic. I believe this strength puts her at proficiency for ILEARN standard 5.W.4 which is generating a draft, organizing relevant topics, and revising to improve writing. Betsy’s few weaknesses that still exist are mostly mechanical such as incorrect verb usage, capitalization mistakes, and spelling errors.

**Activities/Progress**: One area that I noticed Betsy needed work with was adding details and description. I decided to do an activity called, “Apples, peaches, pumpkin pie, is it truth or is it lie?” This is a writing activity/instructional strategy that Dr. McNabb taught us in E340. To play the game, you have to write three short stories, two of which are the truth and one that is a lie. Then you have your partner read the stories and guess which are true and which are lies. I thought that this was a good lesson to use with Betsy because it required a lot of description in order to ‘trick’ the other person that all your stories are true. Another area that Betsy needed work on was using a proper beginning, middle, and end in her writing. I discussed this with my teaching partner Lisa Kroll and she recommended using a graphic organizer to help Betsy organize her thoughts and ideas. So for our next few times together I either gave Betsy a topic or had her choose her own, to create an organizer for. Together, we discussed all of the details she would want to include in her writing. Then we would choose which details are the most important to write about. We would end by organizing the points she found important into a beginning, middle, and end format. I found that the more we did this activity, the less prompting she needed. When I first started working with Betsy some of her weaknesses in her writing included a lack of a beginning, middle, and end, very few details, and an inconsistent timeline. However, after working on those consistently for the last several weeks I have seen tremendous progress.

**Next steps**: If I were to continue working with Betsy I would start to take our graphic organizer activities a step further by actually writing the essay. I have seen a lot of progress when she creates a thoughtful pre-write, so I would continue to do that but instead of ending there I would have her write the corresponding paragraphs. I think this would benefit her because she will be writing with the support of an outline. I think this would also help her with adding more details to what she writes because she took the time to think about it beforehand.

**Reading**

**Reading Assessment**: To begin the running record, I handed Betsy the book, “Leprechauns Don’t Play Basketball”. I gave her a brief description of what the book is about and showed her the cover. I asked her what she thought was happening on the cover and if she had any predictions. Then I handed her the book and she read it out loud to me. When she finished reading, she closed the book and handed it to me. Then I asked her to tell me about what she read. Since we had done two prior running records/retelling maps in the weeks before, she knew what kind of answers I was looking for and required zero prompting.

**Strengths and Weaknesses in reading**: One of Betsy’s reading strengths is retelling what she read to me. She also does a great job of understanding the main characters and the problems they are facing. One thing that I would continue to remind Betsy to do would be to go back in the story if something doesn’t make sense. She doesn’t need to fix every little word, since her comprehension is already proficient. However, in the places where her errors do start to interfere with comprehension, she would benefit from rereading and making a self-correction.