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TE 846
31 July 2007

Literacy Learner Case Study 1: Elementary

Student Description

Caleb is a seven year old boy who has finished first grade and will be entering the second at a parochial Catholic school in Lansing, Michigan. Caleb is a native English speaker; his mother is a secondary school teacher in the local public school system with a Bachelor's Degree, and his father is a high school graduate. His parents describe Caleb as a bright child, a strong reader and thinker, but "a bit behind" in emotional maturity and socialization. Though he had many friends and is well liked by his teacher, Caleb has had some problems in the classroom with anger and frustration (refusal to do tasks, obstinacy toward teachers and parent volunteers, silliness and class disruptions, crying, yelling, etc.) and has had to be removed to the principal's office on several occasions to calm down and to reduce disruptions to the goings-on of the class. On his report cards, Caleb has consistently been marked "satisfactory plus" in reading, vocabulary, and comprehension. He has been marked "needs improvement" in handwriting and following instructions.

I chose Caleb for this case study because through assessment, analysis and reflection, I was hoping to see if Caleb's strengths and challenges as a literacy learner might correlate to times when his frustration and anger level are peaked. Through analysis of assessment, I was interested to see if there are types of lessons that can address his challenges and help him to improve in the areas in which he struggles. Because his parents described him as a strong reader, I was also interested in assessing his strengths as a literacy learner and creating lessons to challenge him further, fostering a feeling of success in the classroom.

Individual Motivation Differences

The first time I met with Caleb, we discussed the purpose of our meetings and he asked many questions. I answered his questions honestly; he seemed to want to know that I wasn't judging him. I

explained that he was helping me with my schoolwork, and if he let me, I could help him with his. It was important to me that I build trust and openness between us; I wanted Caleb to feel safe and supported to encourage him to work cooperatively with me and be motivated to work independently as well (Standard IV). Since Standard III includes knowledge of literacy learners' interests and values to better develop engaging learning experiences, I thought that a good way to start our work together would be to conduct some interest assessments; this would help him to understand that our focus was reading and writing, while helping me to find out about his interests (to better choose reading material and writing topics) and to gauge his feelings toward different aspects of literacy learning.

Subtopic 1: Reading Interest

I administered the *Elementary Reading Attitude Survey* (Appendix: Artifact 1) first and we talked about many of his answers. I noticed that his responses were very positive overall (excited or pleased) when he had autonomy over the types of reading material he read and when he could read, but on the negative side (bored or frustrated) when faced with reading things not of his own choice or during structured school time. He replied that he enjoyed reading books during free time at school, reading for fun at home, going to the bookstore, reading different kinds of books, and using the dictionary ("I like looking up new words"). He stated that he likes learning from books, but qualified his answer by stating, "not from school books – from Eyewitness books and stuff about how things work." His responses for most questions about reading at school were mostly "bored", and he answered "angry or frustrated" when asked about his feelings about reading from his reading books at school (Ribbons or Mr. Fig) – stating that the comprehension questions were "too easy" and that Mr.Fig was "for babies."

Caleb's responses to the reading interest inventory were consistent and clear. Because his attitude toward reading in general was positive, but responses about reading at school were for the most part negative, I started to think that Caleb's reading level might be above what he was expected to read in the classroom and therefore unchallenging – what he would call "for babies." In fact, one of the only positive responses he gave about reading required material at school was about taking reading tests – something that he excelled at and therefore felt good about.

Based on this information, it would then be important to assess Caleb's phonological awareness, structural analysis for reading, reading fluency, vocabulary and reading comprehension in order to ascertain his reading level compared with the reading level of the materials assigned at school. Much of his frustration may be stemming from being unchallenged during these lessons in the classroom. It is important to note that Caleb is close to satisfying the Grade Level Content Expectations for Reading Attitude (2nd grade) – he is enthusiastic about reading and does substantial reading on his own, but has yet to develop this enthusiasm in school as much as at home.

Subtopic 2: Writing Interest

I administered The *Parallel Bar* writing interest survey (Appendix: Artifact 2) to Caleb during our first meeting as well. Again, his responses were overwhelmingly positive about writing in diverse genres and about various topics of his own choice. In fact, he answered only six of the twenty-eight questions negatively, and sixteen of the twenty-two positive answers were at the highest end of the scale (excited). Three of the negative answers centered around school-based writing, such as writing about something he did in science or social studies (boring), or the prospect of writing more in school (frustrated/angry). The other three negative answers had to do with keeping a diary and writing about events in his life (boring), and writing a story instead of watching TV (frustrated/angry).

Though Caleb's overall attitude toward writing seemed to be good, he stated many times that it depends on whether or not he can choose what he writes about and when. For example, he was excited by the idea of writing a journal for class, but much less enthusiastic if the teacher decided upon the topic. In talking with Caleb's parents, I found out that he had had many frustrated episodes during journal time in the morning (an every day activity), and that he often rushed through it to get to free time, which was scheduled directly afterward. His teacher insisted he complete the assignment each time, and that he redo it if it was not up to standards. This is when much of the obstinacy occurred.

Along with assessing reading level and ability, looking at Caleb's writing skills was important as well. Comparing these results with his interest surveys might give me a better understanding of how his ability and interest affect his academic and emotional response to writing. Developing lessons to

increase his enthusiasm about writing and learning to write is important to move him toward the 2nd Grade Level Standard of Writing Attitude.

Core Components of Effective Literacy Instruction

Assessing Caleb's reading abilities, spelling, comprehension, vocabulary and writing skills are important to inform and guide subsequent literacy assessment and instruction (Standard I). These assessments, paired with knowledge of the Grade Level Standards for 2nd grade (Standard II), helped me to choose further activities that are engaging and instructional (Standard V).

Subtopic 3: Phonics and Structural Analysis for Reading

During our second session, I assessed Caleb's application of phonics and structural analysis by administering the *Dolch Basic Sight Word List* and the *San Diego Quick Assessment*. Caleb was able to correctly and quickly recognize and read all 220 words on the *Dolch* Assessment. Using the *San Diego Quick Assessment*, I was able to place Caleb's instructional reading level at Grade 6; he read all words correctly without self-correction through Grade 5, and missed three words on the Grade 6 list (*apparatus*, *necessity*, and *relativity*). During this last assessment, Caleb used strong phonological awareness and knowledge of phonics and word structure to attempt the decoding of these words. Though he missed three words, he pronounced the correct number of syllables for each word, though stressing the wrong syllable.

Looking at Caleb's report cards and communications sent home by his classroom teacher, I learned that Caleb had been working with a "Level M" reading book (Ribbons) in his first grade year. According to the parent information sheet provided by the school, Level M is considered to be Grade 3 reading level. Since Caleb's instructional reading level seems to be three full levels above this, perhaps this accounts for some of his boredom and frustration during reading time at school. Because of limited support staff and programs, the school does not have a pull-out or enrichment program for students until the third grade. Because of Caleb's emotional immaturity, I don't think that sending him to an upper grade for reading would be the best solution; putting him in a peer tutoring role might be a better way to address Caleb's interest level while helping him to develop a feeling of success in the classroom by

functioning in a tutor-type role. This may help him to address his socialization issues as well. Another strategy to challenge Caleb to further develop his reading level and vocabulary would be to provide him with challenging and engaging reading material for independent reading time, along with homework better matched to his instructional reading level. Caleb seems to have met the Grade Level Standards in Phonemic Awareness and Phonics (2nd Grade), and is very close to meeting the standards for 2nd grade Word Recognition.

Subtopic 4: Phonics and Structural Analysis for Spelling

To assess Caleb's spelling skills, I used the Schonell Spelling Test – Form B (Appendix: Artifact 3). Caleb was able to spell the first three lists (ten words each) without error, missing two words in the fourth list and five words in the fifth list. It was not until the sixth list that Caleb misspelled six words in a row (at which time the test is to be stopped). By dividing the number of words spelled correctly by ten, and adding 5, Caleb's spelling age was assessed at 9.5 after conversion. Using the traditional age range for grade school students, this puts Caleb at a Grade 4-5 spelling level.

Looking at his spelling assessment, it is apparent that Caleb has a firm grasp on phonemic awareness, phonics and word structure. For example, he misspelled the word "while" as "wile" – exhibiting an understanding of the silent "e" and long vowel sound. Also, he showed strong word pattern recognition when spelling "headache" as "headace." Because many of these words are not on his vocabulary lists from school and are generally at a higher reading/spelling level, it seems that Caleb's interest in and exposure to higher levels of reading material have helped him to develop his spelling skills at a higher level as well. It seems that Caleb has satisfied the Grade Level Expectation for 2nd grade spelling as well, but I will have to assess his spelling in the context of writing to gauge this more concretely.

Subtopic 5: Reading Fluency

To assess Caleb's oral reading fluency, I chose the first chapter of Jerry Spinelli's novel, Maniac Magee. Caleb had not read this book before, and by using his reading interest inventory to guide me, I thought he would find it engaging due to the legendary child as a main character. I copied the passage

for myself, and using the guidelines listed in the *Oral Reading Accuracy* section of the *Reading Rockets* website (www.readingrockets.org/article/3412#accuracy), noted Caleb's miscues as he read (Appendix: Artifact 4). Though this book is considered to be Grade 6 reading level, Caleb made few errors (eleven total miscues). Caleb inserted words twice, both times without changing the inherent meaning of the text. He substituted one word ("the" for "his") and repeated one, pronounced correctly. He also paused to use decoding skills to sound out three words ("accurate", "bulging" and "Lionel") – attempting to self-correct and eventually pronouncing the word. He only mispronounced two words – "Schuylkill" (an unknown word) and "chorus" – after attempting to use the appropriate decoding skills. The first was mispronounced as "school – kill" and the other as a "ch" blend as in "chunk". Both words were mispronounced using rules that do apply to other words with these same letter patterns, showing word pattern recognition and phonological awareness to decode words. These would be classified as "good errors" according to the *Oral Reading Accuracy* guidelines.

As he read aloud, I noticed at once that he picked up on the book's humor because he laughed at appropriate passages – proving his comprehension of the text as he read aloud. I also noticed that Caleb was able to use inflection and verbal expression as he read, giving evidence to strong oral reading fluency. Due to the number of miscues, the text seemed challenging yet manageable for Caleb. He seemed disappointed that we weren't going to read more, but when I explained that I had checked the book out in his name from the library (his mother lent me his library card), he was excited to continue reading on his own.

Subtopic 6: Reading Comprehension/Vocabulary

Before reading together, I generated a list of comprehension questions about the passage. I included questions that would assess basic comprehension of plot, characters and setting, but also questions that incorporated vocabulary assessment and connections to prior knowledge (Appendix: Artifact 5). Caleb was able to answer the questions about plot, characters and setting easily. He used context clues from the text and prior knowledge to effectively decode vocabulary terms that he was previously unfamiliar with as well. For example, when asked how old Maniac Magee was when he

became an *orphan*, Caleb correctly replied, “Three.” Since the text explicitly states that Maniac became an orphan at three, I asked, “What is an orphan?” Caleb replied that an orphan is “somebody whose parents die and they have to go live with somebody else.” He was able to incorporate the story behind the death of Maniac’s parents into his understanding of the term *orphan*. This shows that Caleb can use the context of a story to decode the meaning of new words effectively. He was able to do this using prior knowledge when asked about Maniac’s status as a *legend*. When asked the question, “What is a legend?” Caleb replied by stating that “it’s the story behind something.” I asked him to explain, and he compared it to the legend of Pokemon – how the characters in this popular trading-card based cartoon came to be. I asked Caleb if legends were true, and he said “not always, because everybody thought that Maniac was born in a dump. He was really born in a house. People thought he was born in a dump because he ran away...and they made up stories about him because he acted weird at the show and started screaming and running away from his aunt and uncle.” Caleb was able to apply knowledge of his previous experience with the word “legend” to his comprehension in this context, as well as extend that knowledge through attention to details as he read aloud.

Because of Caleb’s high level of reading comprehension, decoding of vocabulary and connections made, I can see why he might be bored with simple stories such as Mr. Fig. He is able to make relatively complex connections between literature and his own experiences, and wants to be challenged in his thinking. Again, more reading level appropriate and engaging texts would help Caleb to be engaged and interested at school. Looking at the Grade Level Standards for 2nd grade, Caleb is close to meeting or has met many of the standards in fluency, narrative text, comprehension, metacognition and is working toward meeting standards in discourse.

Subtopic 7: Writing Fluency

Conducting writing assessment with Caleb was a very different experience when compared with the reading assessments we had worked on together. Where Caleb was willing and compliant during the reading assessments, he was silly and uncooperative during the writing processes. As soon as I mentioned that we would be writing during our meeting, he began to complain and ask for more

“reading games”. Using his writing interest survey, I discussed with him possible topics for a writing sample, and he eventually chose his dad. I asked him to use any strategies that he had learned in school to help him with his writing. He told me about TAP – Topic, Audience, Planning – and wrote a short note about this at the top of his paper. Because I wanted to assess how he wrote on his own, I did not intervene in this writing process, other than to encourage him when he became distracted or frustrated. He identified his dad as the topic, himself as the audience, and wrote “none” after the P for Planning (Appendix: Artifact 6).

After this, Caleb seemed unsure of how to start. He again complained that he didn’t want to do this and that the assignment was too hard. I asked him what types of planning he had learned about in school, and he replied that he could make a web or draw a picture. I asked him if doing one of these planning strategies would help him to get started, and which one would work best. He agreed that it might help, and chose to make a web. Again, I decided to let him make the web on his own to best assess his understanding of the web-planning concept. He drew a series of circles, the middle circle being the topic of “Dad” with three branches – “He is fun”, “He watches TV with me” and “He does stuff with me” (Appendix: Artifact 7).

Caleb then began writing. His first two statements took on somewhat of a list format (“My Dad: He is fun I love him. We do stuff together these are them:…”). Caleb began to get frustrated about coming up with more ideas, putting his head down on the table and at one point threatening to rip the paper. He began to whine that this assessment was too hard. We paused in the writing process and read what he had written together, and I praised his ideas so far. I encouraged him to brainstorm further about the kinds of activities he enjoys doing with his father, and we talked about his dad for awhile. After verbalizing his ideas, he seemed more confident and enthusiastic about writing them down, so we continued with the assessment. He was able to write quite a few sentences, filling a page double spaced (Appendix: Artifact 6).

For the most part, Caleb’s spelling was strong in his writing. He used the word “are” instead of “our” once, but used the correct form in a subsequent sentence. Sentences were short and choppy,

without consistent punctuation and with a few errors in capitalization. The most obvious obstacles standing in the way of reading Caleb's writing were handwriting (perhaps explained somewhat by the fact that he is left-handed) and lack of spacing between words.

Caleb's motivation and interest toward writing are much lower than toward reading, as is his skill level. I see a definite correlation between interest, ability, and motivation. It makes sense to me that Caleb's emotional outbursts of anger and frustration often occur during writing activities in his classroom – he does not enjoy writing because he does not see himself as successful when doing it. I decided to focus future lessons with Caleb on the writing process, hoping to strengthen his prewriting skills and his writing fluency as well. He will need to develop these skills greatly in order to reach Grade level Standards for 2nd grade in Writing Genre, Writing Process, Personal Style, Grammar and Usage, and at the heart of it, Writing Attitude.

With Standard VI in mind, I looked at the assessments I had conducted to decide on an approach and activities to help Caleb to improve his literacy skills, with a focus on writing. The next time that we met, I worked with Caleb on strengthening his prewriting strategies to better brainstorm and organize his ideas for writing, as well as build confidence as he works toward sitting down to write. Caleb and I reread his original writing about his dad together. We identified some things that he could improve, and made a list of "Things to Remember". These included making a plan and following it, creating spaces between words, and paying attention to punctuation and capitalization. Since he seemed to have a grasp of the basics of concept web prewriting, I decided to work with him to create a web on a new topic. He would supply the ideas, and I would help him to organize them, therefore modeling an effective way to use the concept web as a prewriting method. He chose to write about Pokemon – a subject that he had mentioned in his interest inventories during our first meeting. Using this topic as the center of our web, I encouraged Caleb to brainstorm different aspects of Pokemon to write about. He came up with the headings of "How I learned about it", "Why I like it", "Favorite Characters" and "Kinds of Pokemon things I have." After putting these in an order that made the most sense (he was able to do this well,

with solid justifications for his decisions), we worked together to add further details in each category (Appendix: Artifact 8).

Though his second piece of writing is shorter than the first, there is a distinct improvement in evidence of planning and varied sentence structure. The text is easier to read, creating heightened writing fluency, due to appropriate spacing between words and stronger attention to capitalization and punctuation conventions (Appendix: Artifact 9). Caleb seemed much more compliant and enthusiastic about the writing lesson because he knew what steps to follow. He was proud of his writing and read it aloud to his mother and father.

Reflection

As I met with Caleb, conducted assessments and taught lessons, I found a strong connection between Caleb's behavior and reading and writing activities at school. Because his reading level and comprehension level are so much higher than the reading level of the things he is required to read in class, he is not being adequately challenged and becomes bored. He does not look forward to reading material that doesn't stimulate his imagination, interests, or strengthen his abilities. Since Caleb is struggling with emotional maturity and socialization, I think it is important for him to be with his age-appropriate peers, but perhaps in a peer-tutor role during reading instruction. This would challenge him to think about the texts in a heightened way, and foster a feeling of success in the classroom by putting him in the position of teaching others. Texts that are at his instructional level (Grade 6) should be made available to Caleb during independent reading times and homework assignments in order to further improve his reading abilities and challenge his thinking. Higher level spelling lists and vocabulary development exercises can also be incorporated through homework assignments and enrichment work. Of course, his reading and writing skills can be addressed at home as well, and Caleb's parents should be made aware of their son's strengths and struggles in areas of literacy development.

Because Caleb's attitude toward writing is dramatically different, special attention should be made to developing his confidence and interest in learning writing skills. During my lessons with him, Caleb seemed to respond positively when he understood that there are concrete steps that he can take to

plan and carry out his writing assignments. A focus on prewriting and organization will help him to gain confidence before he sits down to write. Further interest surveys and formative assessments will help to strengthen a positive attitude toward his own ability and willingness to write, which I believe will decrease the frequency and severity of Caleb's frustration in the classroom. Fostering a feeling of success when it comes to writing is important to Caleb's writing development. Because he feels successful as a reader, he enjoys doing it. Comparing Caleb's attitude toward both reading and writing shows the immense importance of finding a student's instructional level – something too easy creates boredom and distraction; something too difficult fosters anger and frustration. Above all, students must feel that they can be successful.

Elementary Reading Attitude Survey

Artifact 1

Date 7/10/07 Grade 1 Name "Caleb"

1. How do you feel when you read a book on a rainy Saturday?



2. How do you feel when you read a book in school during free time?



3. How do you feel about reading for fun at home?



Superhero books
Pokemon books

4. How do you feel about getting a book for a present?



Dangerous Book for
Boys
"baby books"

5. How do you feel about spending free time reading?



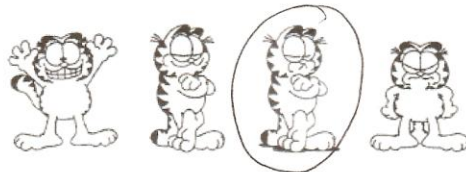
6. How do you feel about starting a new book?



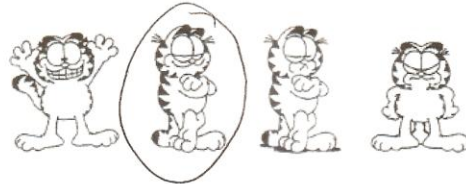
7. How do you feel about reading during summer vacation?



8. How do you feel about reading instead of playing?



9. How do you feel about going to a bookstore?



10. How do you feel about reading different kinds of books?



11. How do you feel when the teacher asks you questions about what you read? ³



questions are too easy

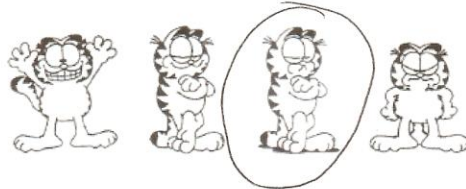
12. How do you feel about doing reading workbook pages and worksheets?



13. How do you feel about reading in school?



14. How do you feel about reading your school books?



15. How do you feel about learning from a book?



Eyewitness books about how things work

16. How do you feel when it time for reading class?



too easy

17. How do you feel about the stories you read in reading class?



*Mr. Fig, Ribbons
(level M)*

18. How do you feel when you read out loud in class?

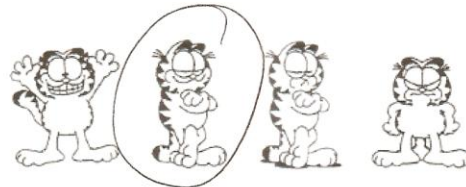


19. How do you feel about using a dictionary?



*"I like looking up
new words"*

20. How do you feel about taking a reading test?



does well

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Kear, D.J. & McKenna, M. C. (1999). Measuring attitude toward reading: A new tool for teachers. In S. J. Barrentine (Ed.), *Reading assessment: principles and practices for elementary teachers. A collection of articles from "The Reading Teacher."* p. 199-214. Newark, DE: International Reading Association.

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The Parallel Bar

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"Caleb" School _____ Grade 1

- How would you feel writing a letter to the author of a book you read?




- How would you feel if you wrote about something you have seen or heard?




- How would you feel writing a letter to a store asking about something you might buy there?




- How would you feel telling in writing why something happened?




- How would you feel writing to someone to change their opinion?




- How would you feel keeping a diary?





(cont.)

























E 12.1. Writing Attitude Survey. From Kear, Dennis, J., Coffman, Gerry A., McKenna, et al., and Ambrosio, Anthony L. (2000, September). Writing Attitude Survey. *The Reading Teacher*, 54(1), 16-23. Garfield copyright by Paws, Inc. Reprinted by permission.

FOCUS ON THE FOUNDATIONS OF READING

How would you feel writing poetry for fun?	   	13.
How would you feel writing a letter stating your opinion about a topic?	   	14.
How would you feel if you were an author who writes books?	   	15.
How would you feel if you had a job as a writer for a newspaper or magazine?	   	16.
How would you feel about becoming an even better writer than you already are?	   	17.
How would you feel about writing a story instead of doing homework?	   	18. I

(cont.)

FIGURE 12.1. (cont.)

13. How would you feel about writing a story instead of watching TV?				
14. How would you feel writing about something you did in science?				
15. How would you feel writing about something you did in social studies?				
16. How would you feel if you could write more in school?				
17. How would you feel about writing down the important things your teacher says about a new topic?				
18. How would you feel writing a long story or report at school?				

(cont.)

FIGURE 12.1. (cont.)

FOCUS ON THE FOUNDATIONS OF READING

How would you feel writing answers to questions in science or social studies?



How would you feel if your teacher asked you to go back and change some of your writing?



How would you feel if your classmates talked to you about making your writing better?



How would you feel writing an advertisement for something people can buy?



How would you feel keeping a journal for class?



How would you feel writing about things that have happened in your life?



(cont.)

FIGURE 12.1. (cont.)

2

26

27

28.

- T
- P
- C
- C
- st

Do
accept w
lined pag
indicate
may need
may tell
know w
unlined
Carmen
out what

















25. How would you feel writing about something from another person's point of view?				
26. How would you feel about checking your writing to make sure the words you have written are spelled correctly?				
27. How would you feel if your classmates read something you wrote?				
28. How would you feel if you didn't write as much in school?				

FIGURE 12.1. (cont.)

- Tell them that you will collect it and look over it, but that you will not grade the papers.
- Give the students about 15 minutes to write.
- Collect the papers and look over them, making notes to yourself as to where each student is and where the students are as a class.

Do not be surprised at what you find. Remember that you gave no guidelines, so accept what you have and work from there. For example, you may find that Abel chose lined paper and a pencil and wrote the times tables ($5 \times 1 = 5$, $5 \times 2 = 10$, etc.). This may indicate that Abel likes math or that he is working on memorizing his times table. You may need to press Abel to "write" something else to get an idea of his writing ability. He may tell you that his favorite subject is math and that he doesn't like to write. Then you'll know what you'll need to work on with Abel. Or you may find that Carmen chose unlined paper and a colored pencil and drew pictures. You may have to work with Carmen on putting her drawings into writing. For the most part, however, you will find out what aspects of the writing craft you will need to focus on for the entire class (capital-

time
 call
 help
 week
 pie
 boat
 mint
 soul
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leg
 bat
 pen
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 hay
 can
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 en
 be
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 from
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sight
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 large
 night
 front
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 puff
 with
 state
 stay
 -5

fatal
 crows
 increase
 sleep
 bat
 sleep
 helicopter
 crows
 call
 with
 state
 stay
 -5

-2
 43
 44
 38

$$\frac{44}{10} = 4.4 + 5 = 9.4 = 9.5 \text{ (converted)}$$

Schonell Spelling Test B

see bag	cut ten	mat hat	in dad	ran bed
leg good	dot till	pen be	yet with	hay from
time boat	call mind	help sooner	week year	pie dream
sight mistake	mouth pair	large while	might skate	brought stayed
yoke iron	island health	nerve direct	join calm	fare headache
final style	circus bargain	increase copies	slippery guest	lodge policy
view account	library earliest	cushion institution	safety similar	patient generous
orchestra appreciate	equally familiar	individual source	merely immediate	enthusiastic breathe
permanent materially	sufficient cemetery	broach leisure	customary accredited	especially fraternally
subterranean mortgage	apparatus equipped	portmanteau exaggerate	politician amateur	miscellaneous committee

$$\text{Spelling Age} = \frac{\text{no. of correctly spelt words}}{10} + 5$$

$$\text{e.g. Spelling Age} = \frac{25}{10} + 5 = 7.5 \text{ years}$$

* Please note that with all standardised spelling tests it is essential that there is no teaching to the test.
None of the above words should be taught in preparation for the test.

Artifact 4
"Caleb"

1

Maniac Magee was not born in a dump. He was born in a house, a pretty ordinary house, right across ^{from} the river from here, in Bridgeport. And he had regular parents, a mother and a father.

But not for long.

One day his parents left him with a sitter and took the P & W high-speed trolley into the city. On the way back home, they were on board when the P & W had its famous crash, when the motorman was drunk and took the high trestle over the Schuylkill River at sixty miles an hour, and the whole kaboodle took a swan dive into the water.

And just like that, Maniac was an orphan. He was three years old.

Of course, to be accurate, ^{he} wasn't really Maniac then. He was Jeffrey. Jeffrey Lionel Magee.

Little Jeffrey was shipped off to his nearest relatives, Aunt Dot and Uncle Dan. They lived in Holidaysburg, in the western part of Pennsylvania.

Aunt Dor and Uncle Dan hated each other, but because they were strict Catholics, they wouldn't get a divorce. Around the time Jeffrey arrived, they stopped talking to each other. Then they stopped sharing.

Pretty soon there were two of everything in the house. Two bathrooms. Two TVs. Two refrigerators. Two toasters. If it were possible, they would have had two Jeffreys. As it was, they split him up as best they could. For instance, he would eat dinner with Aunt Dor on Monday, with Uncle Dan on Tuesday, and so on.

Eight years of that.

Then came the night of the spring musicale at Jeffrey's school. He was in the ~~chorus~~ ^{choir}. There was only one show, and one auditorium, so Aunt Dor and Uncle Dan were forced to share at least that much.

Aunt Dor sat on one side, Uncle Dan on the other. Jeffrey probably started screaming from the start of the song, which was "Talk to the Animals," but nobody knew it because he was drowned out by all the other voices. Then the music ended, and Jeffrey went right on screaming, his face bright red by now, his neck ~~blushing~~ ^{bleeding}. The music director faced the singers, frozen with his arms still raised. In the audience faces began to change. There was a quick snatter of giggling by some people who figured the screaming kid was some part of the show, some funny animal maybe. Then the giggling stopped, and eyes started to shift and heads started to turn, because now everybody could see that this wasn't part of the show at all, that

little Jeffrey Magee wasn't supposed to be up there on the risers, pointing to his aunt and uncle, bellowing out from the midst of the ~~chorus~~ ^{choir}: "Talk! Talk, will ya! Talk! Talk! Talk!"

No one knew it then, but it was the birth scream of a legend.

And that's when the running started. Three springy steps ~~down~~ from the risers — girls in pastel dresses screaming, the music director lunging — a leap from the stage, out the side door and into the starry, sweet, onion-grass-smelling night.

Never again to return to the house of two roasters.

Never again to return to school.

Maniac Magee – Chapter 1

Comprehension Questions

- 1) Where was Maniac Magee born?
- 2) What happened to his parents?
- 3) How old was Maniac Magee when he became an *orphan*?
- 4) What was Maniac Magee's real name?
- 5) What is a "maniac"?
- 6) What was it like to live with Maniac Magee's aunt and uncle?
- 7) What happened during the spring musical show?
- 8) What is a "legend"?
- 9) How did Maniac Magee become a legend?
- 10) Where did he go after the show?

"Caleb" Artifact 6

T. Dad
A. Mom
R. No. 12

My Dad: He is fun I love him.
We do stuff together & we are there.
We ride our bikes together.
and we play games together.

on our last bike ride we went
to the park and we went on rollercoasters
together.

We watch TV together we play baseball
together.

We play video games together.

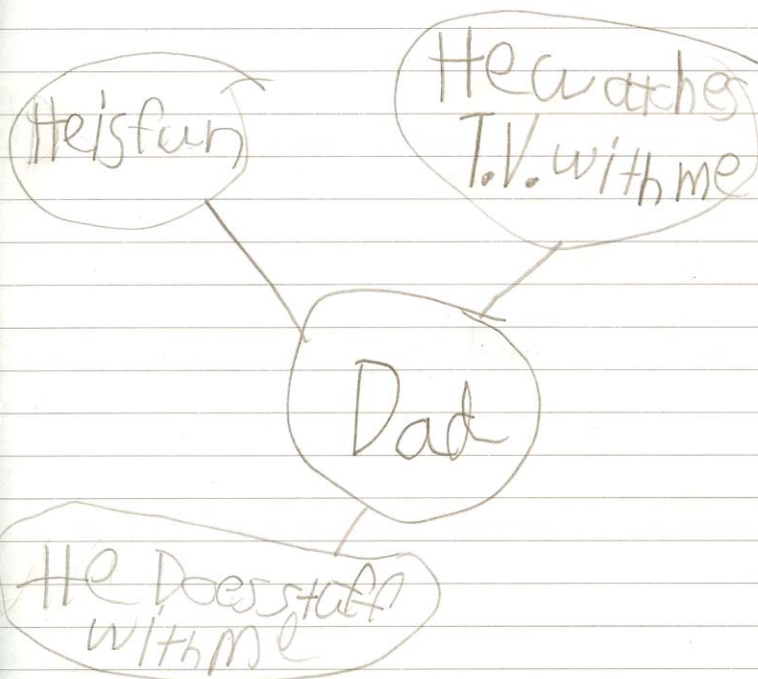
We play computer games together.

We go outside together.

We play my Nintendo DS together.

We play the new Wii together.

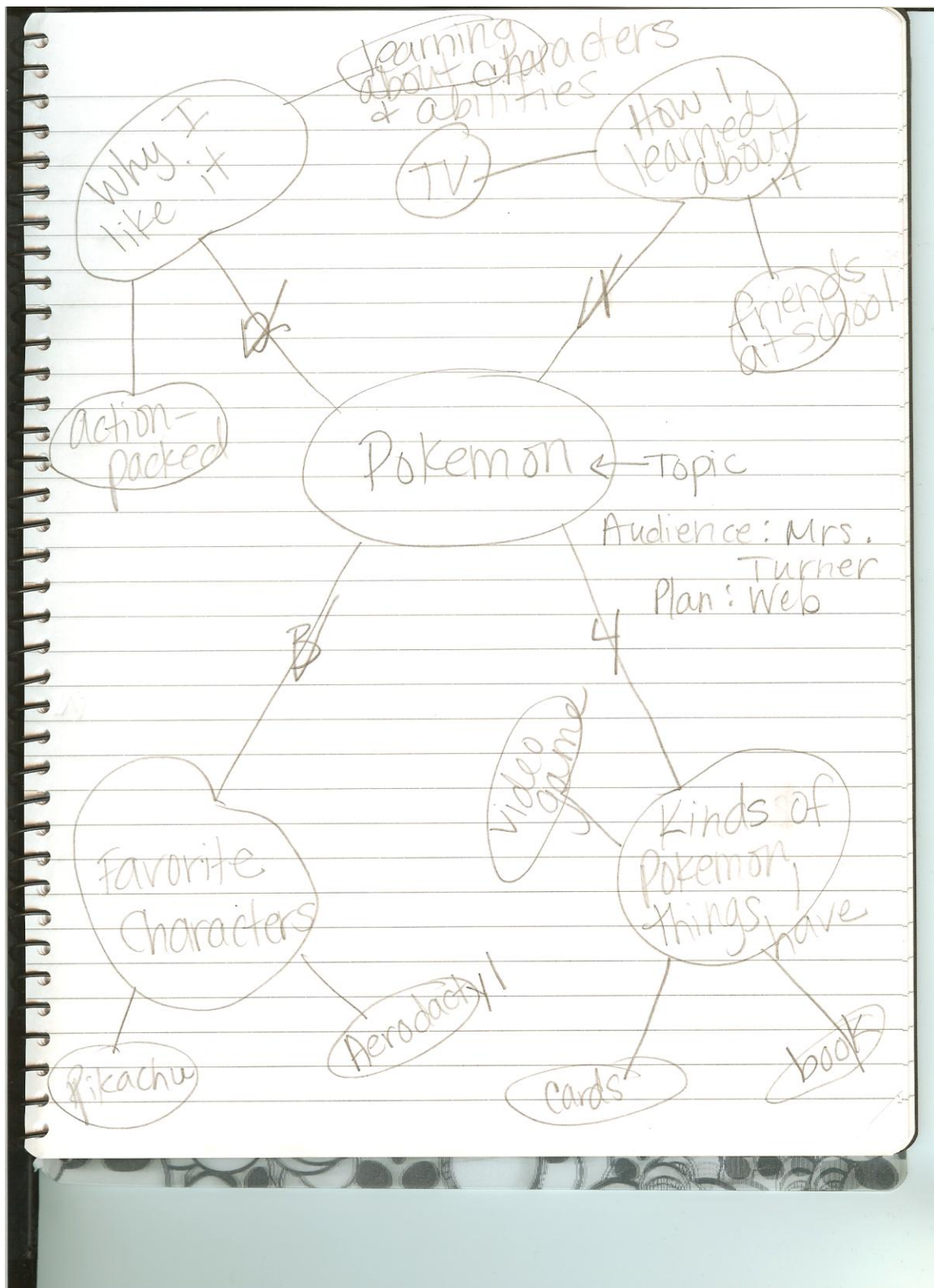
"Caleb" Artifact 7



Things to remember "Caleb" Artifact 8

Things to remember:

- 1) make a plan and follow it
- 2) Space between words
- 3) periods and capitals



"Caleb" Artifact 9

I learned about Pokemon from my friends and T.V. I like it because its action packed and I learn stuff about them and their powers. My favorite Pokemon are Pikachu and Aerodactyl. I have Pokemon cards and a Pokemon book and video game.

TE 846 Rubric for Case Study One
For Student Self-Assessment and Instructor Feedback

Name: Emily Turner

Points: _____/40 points

Expectations for Quality

Criteria	Expectations for Quality				Comments
	Outstanding Exemplary Range	High Quality Range	Good Quality Range	Below Expected Quality Range	
Clear, consistent, and convincing evidence that standards have been addressed with case study students	I used the standards to guide my research and reflection consistently				
Description: Accurately and precisely explains elements or features of events, persons, concepts, or strategies under investigation	I used info. from the student, parents and assessments to focus my research and explained these findings in a relevant way				
Analysis: Interprets and examines how students responded, the factors that influenced these responses, supported by specific evidence and examples	I used knowledge gained over the course of the class and my understanding of literacy development to analyze my findings.				
Reflection: Provides a rationale and justification for teaching actions and an understanding of future actions	I explain my instructional focus in detail and use my assessments to guide my lessons and recommendations for future instruction				
*Course topical areas are addressed in each type of writing (description, analysis, and reflection) *Contracted number of subtopics	At least 7 sub-topics	5 sub-topics	3 sub-topics	1 sub-topic	All relevant topical areas are discussed using analysis, description, and reflection
Meets professional standards of writing mechanics	I proofread constantly!				