

Frazier* is a seven year old African American boy who has just left my second grade classroom to move on to third grade. He lives in Englewood, a high crime, high poverty neighborhood in the south side of Chicago. He goes to our school along with his two older sisters. Frazier and his sisters live with his mother and their grandmother. His mother is a wonderful librarian at our school, and was thrilled that I would be working with Frazier one on one for this particular assignment. Frazier is an excellent role model for our classroom in regards to on task behavior, and being an excellent citizen. Frazier has always had a special place in my heart as he doesn't seem to be influenced by the negative behavior surrounding him in school and in his community. He doesn't let it bother him, and always puts forth his best effort. He has a natural love for learning, and comes to school each day with a smile on his face. Frazier does have some difficulties that often get in the way of his learning. Frazier doesn't like to participate as he struggles with his speech. He is very quiet, and is hesitant to share in front of the entire class. The class doesn't make fun of Frazier due to his speech, as they have been together since kindergarten and many are fond of him for his kindness to all, however I feel he is uncomfortable and very aware of his speech issues. He shares and talks more in small groups and one on one time with me. I feel that sometimes his speech holds him back as he doesn't make as many connections during the Reading discussions.

The reason I chose to work with Frazier was because he started to show a struggle within his reading assessments. Although he is always paying attention in class, participating, and shows a love of learning, something happened halfway through the year and his Reading scores began to drop. His mother is a wonderful support system, and we were in constant communication. She also noticed that when it came down to work independently within reading,

he was struggling. With scaffolding we were able to guide him to the correct analysis of the story, but he was having more and more difficulty doing this on his own. Frazier repeated first grade for similar reasons, so his mother and I knew we needed to intervene and determine what the returning issue was.

I asked Frazier if he would like to work with me a few days after school with reading. I wasn't sure if he would be thrilled to do extra work after a long day of school, but surprisingly, he seemed thrilled! He was excited to work with me one on one, and help me out with my Michigan State University classes.

The first day we met, I started out with some pre assessments. As you can see in Artifact 1, the Dolch Basic Sight Words list, he scored very high. He only missed a few words, and I believe it is because he was rushing. He confused were, and said it said where. For the word find, he read found. Frazier is an excellent reader, and is very fluent. When it comes down to analyzing the story, he struggles. I felt that showing this in the Dolch Basic Sight words assessment would show that he is a strong and fluent reader.

The following assessments we took were to assess his interest and motivation towards reading. I found he was a bit bashful and hesitant when answering this assessment. I realized he was nervous to answer honestly because his mother is the librarian, and he knows I also have a passion for reading. I had to stop him and tell him to be completely honest with me about how he felt for reading, and that nothing he put on this survey would be marked wrong, or used against him. Once he felt more comfortable, he took the assessments and I feel I did receive a more accurate reading. It was a bit amusing to me to see that Frazier didn't actually enjoy reading as much as I thought he did! Of course, as his teacher I was a little disappointed, as he

seems to always be reading when he finishes his work early, but if you knew Frazier you would understand he wants to please his loved ones. The fact that his mother is a librarian has instilled in him that reading is important, but he shared with me that his passion is really Sonic, and that he loves to play video games. He added that he plays video games after he is done reading. When viewing Artifact 2, you can see that Frazier shows more understanding of what a Fictional story is. He states that a fiction book “is a book that is fake that is not true.” When I asked him to give me an example of a fictional book, he used the story called *No David*, which he was entertained by when we read as a class a few weeks earlier. The next question asks him, what is a non-fiction book. Although he could give me a few examples, his definition shows he doesn’t completely understand when he states “a nonfiction book is a book that really happened a long time ago or today.” He may be confused as a fellow student used their history and social studies books as an example of a nonfiction genre. He went on in the Reading Attitude Survey to share that when he has time to relax, he plays video games, watches tv, and reads a book. I found it humorous that he felt the need to write “a little bit” next to play a video game, and watch tv, and then added “just a tiny bit” near read a book. He then goes on to share that he enjoys reading for entertainment, and stressed his passion of comic books.

When viewing Artifact 3 his responses to his Reading Attitude Survey are across the board. He states that he rarely reads for free time, only reads when he has to, and would rather have his teacher tell him information than read it out of a book. He shared that he sometimes cannot read because he can’t focus on a longer story if it isn’t a comic book. He also stated that he likes stories in literature but it is often too difficult to read and understand, however he enjoys browsing books around the library and bookstore. He started to show more enthusiasm about

reading when the survey brought up reading magazines, comic books, and reading at home. He shared that his family had a lot of reading resources at home. I was not surprised by this as his mother is the librarian at our school, and instills upon the entire student body at our school the importance of reading. She does an excellent job of sharing her love of reading with the students of all ages.

After taking the motivation and attitude surveys, it was time for me to decide which Common Core State Standards Frazier needed more assistance with, and what would benefit him more as final exams were coming up. I decided to design my two lesson plans around Author's Purpose, and finding the Main Idea with Key Details. I also made sure to incorporate a nonfiction story in there as he showed confusion in his pre assessment on that topic.

The common core state standards for these two objectives are as follows:

CCSS.ELA-LITERACY.RI.2.1

Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

CCSS.ELA-LITERACY.RI.2.2

Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

CCSS.ELA-LITERACY.RI.2.6

Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

Being Frazier's teacher, I had an advantage with background knowledge on what Frazier's strengths and weaknesses were as a student, and what to focus on. I used his NWEA score, weekly assessments, sight word assessments, and small group reading fluency observations to identify his reading level. On his NWEA state assessment he scored into the 32 percentile. I believe this score accurately portrays that he is indeed a fluent reader, however,

depending on the text he is reading he may or not be able to analyze, summarize, or accurately answer questions regarding what the story was about if he is uninterested in the reading. The assessment had several informational texts and poems, which are genres he does not show interest in. His weekly classroom reading assessment scores proved to be stronger as he never received anything lower than a C. I deem this to be due to the fact that the Reading assessment only has one story and several multiple choice, short answer, and a writing reflection attached to it, as this is his strength. The NWEA test was a lengthy test with several long and uninteresting stories to him. His vocabulary and sight word pre assessments showed mastery level, as he only missed two. Lastly, I assessed his fluency using a leveled reading book from the story of the week. I did not time his words per minute, as this class has taught me that it is about his reading accuracy and word identification, rather than how fast he can read. Frazier is definitely a strong and fluent reader, regardless of the text genre he is reading or whether or not he is interested. It's analyzing the text that he struggles with.

With this background knowledge on my student, I decided to work with the two objectives because it takes analytical skill in texts to identify main idea and author's purpose, and that was a goal for Frazier. I also know the curriculum in our school, and I am sure that he will be viewing these objectives in the beginning weeks of third grade. Frazier and I decided to meet the next day in the classroom after school. This would allow him to have a small break and snack before starting a lesson with me after a long day of reviewing for exams. The location of the classroom would also give him the opportunity to choose the non fiction and fictional stories that he would be working with. Lastly, I believed he would be able to focus in a familiar area (his classroom).

We started our first day with the lesson plan designed around Main Idea and Key Details. Frazier had already had background knowledge on this topic, as we had worked on it together as a class for several weeks, however, as I stated earlier, he struggled to do this task independently. We started out with a discussion to introduce the lesson. I asked him about the difference between fictional and nonfictional stories, and to give me an example of each. As you can see in Artifact four on his double bubble map he used the word fake to define fiction, and real to define non fiction. He then gave me an example of a book from each category. He used the story *No David* again to aid as an example for fiction, and he used the story we read in Social Studies *Ruby Bridges* to act as an example for a nonfiction. Both of these were correct, so we were able to move on with our discussion.

After creating a double bubble map to build background knowledge on the different types of genre, I was pleased to see that he had identified that a similarity between a fiction and nonfiction story would be that each have a main idea. (Artifact 4) I praised him for identifying that both genres have a main idea, and then we spoke a bit more on Author's Purpose. Before he took the pre assessment I asked him what are we learning, and why are we learning this? He repeated the objective, as we do in class, and then we discussed that we are learning about the Main Idea so that we can show comprehension of the story, become better readers, analyze text, and even make connections.

After building a bit of background knowledge, he was ready for the pre assessment. Frazier was given an article on Opossums, and I instructed him to read the article on his own, and to complete the Main Idea and Key Details sheet independently. (Artifact 5) I explained this was for me to see what he knew, and what he needed more help on. He read the article fluently,

only stopping to ask me for a few clarifications on some words, and then went off to the worksheet that went along with the article. On his comprehension sheet where he was to complete the main idea and key detail chart, I was fairly concerned. He had filled in the key details from the article with some excellent examples and details, however, as you can see on the sheet, he completely left the Main Topic section blank. He handed me the paper this way. I asked him to double check over his work and to make sure he was completely done with his assessment, and he said he was and turned it in. I put this off to the side to make sure that after the lesson was over and he had been retaught the Main Idea concept, that we would fix this error together.

With this in mind after the pre assessment, I started the lesson. We defined what Main Idea and Key details were using a text book with visual aids, and then we watched a Brainpop jr video on Main Idea and Key Details. Following the I do, we do, you do teaching model, I showed him how to find a Main Idea of a text using a short paragraph, and then we did another paragraph together. Now it was his turn. I told him to please go select a book he would like to practice the Main Idea and key details with. I told him it could be any story he would like, as long as it was a fictional story. He went to our classroom library and brought back the book we read on the first day of school together. The story is called *Chrysanthemum*. I quickly searched and luckily found the recording of the story on youtube to aid him as he read. He read the entire story to me, and I would make sure that after each page he read, I would follow it up with a recording of that same page. He did an excellent job with this task and stayed focused throughout the story. I believe this is because I allowed him to choose his story, and he was more motivated during this time. I stopped often to ask him questions about what he was reading. (View Artifact

7 for Frazier's notes during reading) Although we had read the story before, I wanted to ensure he understood what he was reading. I asked him if he had ever felt like this character before. He told me he had, when his sisters were teasing him. I asked him what the problem was in the story we were reading, and he answered without any hesitation that "the little girl is excited for the first day of school but when she gets there the kids tease her about her big name." He was also able to identify the main characters of the story (Chrysanthemum, her parents, the teacher, and her classmates), the setting (the school and her home), and near the end of the story I did a quick check and asked him to give me the plot so far, and he was able to identify the main events in the beginning, middle and near the end of the story.

When Frazier was finished reading the story aloud, we had a little discussion about the book. I asked him why the Author had written the story, what was the Author's Purpose. He struggled to complete this answer, so I pulled out the table that had Author's purpose, followed by entertain, inform, and persuade. He still struggled to identify from the three concepts, so I eliminated one, reminded him that this was a fictional story, and asked again. "What was the Author's Purpose in this story, to entertain or to inform?" He then could respond correctly with entertain. I then asked him to summarize what he read, and like earlier when explaining plot, he was able to identify events in beginning, middle, and end. I think it helped to summarize the story due to the fact that he has read this twice now.

It was now time for him to show me he had understood and mastered the topic of Main Idea and Key Details. I started to ask him about the main idea and the key details of the story. I told him that before we read the story, I had modeled for him how to correctly identify the main idea in a story, and that we had also done that together. I wanted him to now show me mastery of

this topic by completing a graphic organizer that focused on Main Idea and Key Details for *Chrysanthemum*. Instead of answering the Main idea topic correctly, he continued to summarize the story. I told him that he had an excellent comprehension about what the story was about, but I was wondering why the Author wrote this story. What was the lesson or theme they wanted us to learn from it? He was silent for a little bit, and after a long amount of wait time I continued to scaffold by asking questions such as, “Who was the main character? What problems did she face, and how did she solve it in the end? Knowing this, what do you think the author wants you to learn from this story?” Frazier thought for a bit, and then responded to be “Proud of yourself.” (Artifact 6) I told him that was an excellent main idea for this story, and he wrote it on his final assessment. I then instructed him to use the detail bubbles under main idea to support his statement “Be proud of yourself.” Under the main idea, he wrote in the bubbles “Class laugh at her, she felt sad, Mrs. Twinkle cheered her up.” I was not satisfied with these statements. I was looking for details that supported his Main Idea, and these did not correlate. Somehow he could have a conversation about the Main Idea and Key Detail, but when it was time to put it down on paper, he was confused. We had a discussion. I asked him what parts in the story did *Chrysanthemum* show that she was proud of herself, and he was able to answer correctly with “When the music teacher said she also had a long name, when her parents gave her compliments, and when she wrote it with chalk on the way to school.” I asked him if he thought these ideas better supported his Main Idea that he had stated, “Be proud of yourself.” He agreed.

Due to the fact that he had not shown mastery on his final assessment, I decided to move on to his pre assessment, and we graded it together so that this idea would be instilled in him. I made a copy of the Opossum and we discussed the details, that were excellent, but that he didn't

even fill in the Main Idea section. He told me he didn't see it, and was able to give me a Main Idea, we discussed a few, and then he decided on "Opossums are interesting animals." I let him copy that down into the new copy, and keep his old details. He did very well with this task, and I was confident that he now understood the objective of Main Idea and Key details after our discussion, lesson, brainpop video, and corrections together.

The next time Frazier and I met we worked with the second lesson, Author's Purpose. We started off with a quick warm up chat. I asked him if he remembered the three reasons an author wrote a story. He used the acronym we created as a class, PIE, P stands for persuade, I stood for inform, and the E stood for entertain. He then listed three different texts for each Author's Purpose on his notes, the story *Me and my cat* as an example of entertainment, *Rainforest* as his inform example, and lastly, *Green Eggs and Ham* for persuade. I pulled up the video I had planned that reviewed Author's Purpose from youtube, and we watched it together.

After introducing the lesson, it was time to start! I told him we were going to work with a nonfiction book of his choice, and then identify what the author's purpose was. We would use a non fiction story as we had already previously viewed a fictional story from the previous lesson. He came over with a Zoobook called *Koalas*. I asked him why he knew this Zoobook was nonfiction and he stated (and wrote on Artifact 8) that "This Zoobook is a nonfiction book because they tell you real facts about koalas. He then drew a bubble map at the bottom of his notes to jot down information he learned through the reading of *Koalas*. Before we began the reading, Frazier created a KWL chart about *Koalas*. (Artifact 9) Under the category K (What you already know) Frazier announced he already knew that *Koalas* have pouches like kangaroos, and that they are mammals. Under the category W (what do you want to find out) he asked "How big

are they? What do they eat? I want to know more about their habitat.” We left the L (what we have learned) blank until the end of the reading. It was finally time to start the nonfiction reading! We put the KWL chart off to the side, and brought back his notes (Artifact 8) to use during the reading. He read the Koala book fluently, however it was such a long informational text, that I decided to choose a few pages and use the information from there for our assessment. During the reading, he added to his bubble map that Koalas eat eucalyptus leaves, have two thumbs for climbing, and use their noses to determine whether or not to eat the food. I also asked him several questions as he read aloud to me such as, are there characters? Are there facts? What is the setting? Are these pictures real photographs or illustrations? He also added many answers to his own W questions from the KWL chart to his notes in Artifact 8. When the reading on Koalas was through, he went back to the KWL chart and filled out the L (What did you learn) section. This was a nice and organized visual to summarize what he had just read. He listed “They eat Eucalyptus leaves.” “Koalas are 33 pounds.” “Live high up in the trees in Australia.” (view Artifact 9)

In connection to yesterday's main idea lesson, I asked him what he thought the main idea was to this text. He told me that the main idea was “Information on Koalas.”

Lastly, it was time for Frazier to show me mastery of Author's purpose. I gave him his Author's Purpose worksheet assessment to fill out independently. I allowed him to use his notes and KWL chart. I gave him a rubric and visual of the pre assessment with the rubric. I designed the rubric to be out of six points. Each box in Artifact 10 (the author's purpose assessment) was out of 2 points. He would receive 1 point for the correct answer, and one point for using complete sentences. I told him that if he used complete sentences and had the correct answer it

would be a 100%. If he missed one, he would receive a $\frac{5}{6}$ (83%). If he received a $\frac{4}{6}$ (66%). Anything more that would be a D or below. Once he knew the expectations and had a clear understanding of what to do, I left him to independently complete the Author's Purpose graphic organizer assessment. I was pleased to watch that he referred to his KWL chart and notes to review before beginning on his assessment. When he completed (15 minutes) he brought the sheet back to me. As you can see on Artifact 10, he did an excellent job of identifying that the Author's purpose was to inform, and used two excellent key details to support that fact. I was very proud of him for doing such excellent work, and very happy to know that our time together had paid off.

Reflecting back on the lessons, they went very well. I was impressed by Frazier's focus and work ethic. He overcame obstacles, and did not get frustrated when he didn't understand something. He was very confident in the way that he would ask for clarity, and stay calm and determined to finish each task. I do believe the fact that I have had a relationship with him throughout the year, and we worked in a comfortable place that was familiar to him was very beneficial and added to his success. Lastly, I was humored by the fact that he was excited to have more one on one instruction with me. I had anticipated that he would not want to do extra work after a long day, may be overwhelmed or uninterested, but I was proven wrong when he would ask me after school "Am I going to help you today with your MSU class?" I thoroughly enjoyed this case study, and I am pleased to state, Frazier did, too!