**Name:** Susan Niazy, Literacy Volunteers of East Bay

**Class type:** One-on-one tutoring **Student level (by CCR):** Level A

**Lesson topic:** Basic literacy practice from a Language Experience Approach Story

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| **Description of a CCR-aligned formative assessment** |
| 1. **What is the purpose of the lesson?**   What do you want students to understand or be able to do by the end of this lesson? What are the real-life purposes that make this topic relevant to students? Which CCR standard(s) (at the level) are you focusing on?  The following activities and formative assessments apply to a 30-year old woman who arrived in this country from the Dominican Republic three years ago. While now able to speak Basic English, she has requested support as a non-reader. She has expressed her primary goal as learning to read in English. She is now expecting her first child and is looking forward to reading to this child in both Spanish and English. The primary objectives are to:   * Recognize that the words being written as she dictates her story represent the sounds being spoken (CCSS Reading Standards: Foundational Skills 3 (A). * Master unfamiliar and necessary vocabulary for the language story chosen (Language Anchor 6, Level A). * Master common phrases for that situation (Language Anchor 1, level A). * Successfully (at 90% success level) read the passage independently, after repeated practice with the tutor and opportunities for rehearsal (Reading Standards, Foundational Skills 4, level A). |
| 1. **How will teacher and students know progress or success when they see it?**   What can you and they look for to know if students are learning the standard? What can you (and they) look for to know if students can apply the standard to carry out real purposes?  **LESSON ACTIVITIES**:   1. Using the language experience approach (LEA), the student will introduce a past or up-coming experience to write about. The topic will be brainstormed, semantically webbed with new and appropriate vocabulary and phrases required in the situation, dictated to the tutor, transcribed by the tutor, then read together and separately for independent practice. 2. Following the reading of the experience story together, the tutor will use flashcards for additional practice on sound/letter correspondence and sight word vocabulary, also incorporating new and student- relevant vocabulary reading practice.   **Reading Standards: Foundational Skills.3, Phonics and Word Recognition (A):** Know and apply grade-level phrases and word analysis skills in decoding words (phonics and word recognition skills). Specifically, the client should recognize and demonstrate letter-sound correspondence, associate long and short sounds with common spellings, know the spelling-sound correspondences for common digraphs, decode one-syllable words, know final e and common vowel team conventions for representing long vowel sounds, know that every syllable has a vowel, read words with inflectional endings and read common high-frequency words by sight.  **Language Anchor 6 (A)**: Acquire and use accurately a range of general academic and domain specific words and phrases sufficient for reading, writing, speaking and listening at the college and career level; demonstrate independence in gathering vocabulary knowledge when encountering a word or phrase important to comprehension or expression.  **Language Anchor 1 (A)**: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. Specifically, the client should become more comfortable conveying singular and plural nouns with matching verbs, use personal, possessive and indefinite pronouns, use verbs to convey a sense of past, present, and future forms, use appropriate nouns and verbs for the situation described, use beginning conjunctions to combine thoughts or pieces of relevant information, and use common prepositions, articles and determiners.  **Reading Standards: Foundational Skills 4, level A**) Read with sufficient accuracy and fluency to support comprehension (fluency) |
| 1. **What kind of tool/process would capture evidence of understanding or performance?**   Is this knowledge that might be demonstrated by a quiz, discussion, Q&A, etc.? Is this a skill to be performed and assessed with a checklist or rubric? Is the tool/process usable as part of or immediately following instruction?  See below. |
| 1. **How would you use the tool/process?**   How would you involve students in creating or understanding the tool/process? How would you use the information gleaned from the tool to give feedback to students?  Because the tutor is working in the advantageous ratio of 1:1, much of the formative assessment can be done in informal discussion and with immediate feedback after each activity. It will be possible to recognize progress/success within the student’s performance in the following ways:   1. The tutor and student will discuss, with spoken and written models, what is expected at her expected level and how the expectations relate to success with reading. The discussion, using familiar vocabulary and phrasings, will include which of the expectations have been achieved and which may need more practice. At all times the student can provide input as to their understanding of the expectations and their own assessment of what the wish to practice. 2. A running record will be taken as the student is reading her Experience Story, noting the number and type of errors heard as the she reads. This permits observation for future lesson objectives. With successive readings the number of errors should decline, the percentage of correct words read increasing, also a measure of improvement to be shared with the client. 3. A simple discussion rubric will be shared with the student where the student can gauge his/her own success. 4. Flashcards used to practice letter-sound correspondence and high frequency sight words can be used to measure progress (e.g. # cards correct in each lesson). At the conclusion of each session the student should be encouraged to discuss what they would like to include in the sessions that would be most beneficial to their daily needs. |

**Contextual Reading Assessment Rubric for Discussion**

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| **Skill** | **3 Points** | **2 Points** | **1 Point** |
| Reading Accuracy | I was able to read and understand all but a very few words with accuracy. | I had difficulty with a few words on each page. | I struggled with too many words. The content did not help. I need more practice. |
| Reading Accuracy | I was able to recognize and self-correct when I made an error. | I only made a very few errors while reading. | I was unable to read too many of the words. |
| Reading Fluency | I read with fluency and ease, as though I was speaking. | I had to start over a few times while reading. | It seemed like I was reading slowly, one word at a time. |
| Reading Expression | I used my voice to express the meaning of the story. I read clearly and with expression. | I was able to read most of the words but read too slowly or quickly. | I found the reading too difficult so was not able to add expression as I read. |

**CHECKLIST FOR PHONIC SKILL PROGRESS**

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| +/ - | **SKILL PRACTICED** |
|  | Sound for each letter/letter combinations |
|  | Two sounds for each vowel |
|  | Simple words (1 syllable such as fun, sit, plan) |
|  | Vowel team combination sounds (e.g. ai, ou, ie, ee, oo, ea, oa,) |
|  | Final e spellings (e.g. cake, broke) |
|  | Blends (e.g. bl, cl, fl, gl,, pl, br, sk, sl, sp, st, sw, spr, str) |
|  | Sounds for th, wh, ch, sh, th, ng, nk |
|  | Two or three syllable words (e.g. meatball, yesterday) |
|  | Common word endings (e.g.’ ing,’ ed, ‘s, ‘es, ‘er, est) |
|  | Sight words (e.g. the , of, to, you, she, my, is, are, do, does) |