

Nestor's Comprehension Struggles

Part I: Student and Classroom Background

"Nestor" is an eighteen-year-old junior in my English intervention class. He is a Latino male who has continually struggled in school – both academically and behaviorally. He is extremely bright, yet he lets outside influences have a negative impact on his success. Since middle school, he has struggled with attendance, which has given him gaps in his education. While he is intelligent, he struggles with reading comprehension, I assume, because of a lack of practice and because he has missed so much school. He dropped out of school last year during the middle of the year, but decided to come back this year to try and finish high school on time. He comes from a supportive family, and his parents desperately want him to graduate high school, as he would be the first in his family to accomplish this goal. His dad originally moved the family to this community to give his children better opportunities, though both of Nestor's parents work two jobs, so they are rarely home. Nestor has two older sisters and three younger siblings.

In terms of behavior, Nestor struggles to deal appropriately with authority figures. At one point early on in high school, he was involved with a gang, but he has since turned away from that lifestyle. Unfortunately, some of the attitudes and effects still linger, though it is obvious he works extremely hard to change. He joined the school wrestling team this year so that he would have somewhere to go and something to do. Midway through the season, however, Nestor was deemed ineligible to wrestle because of his

grades. There was a definite downward slide in his academics when he was not able to wrestle, though he seemed to get himself back on track close to the end of the year.

Academically speaking, Nestor should be a senior, but because he dropped out last year, he has junior status. He is "on track" to graduate if he passes every class he takes from now through next year. Nestor knows that he struggles with reading, and he seems motivated to get better, yet he feels as though he has a reputation to uphold in class, so he tries extremely hard not to show his vulnerability in front of his peers. He rarely reads independently, but on the few occasions he has, he asks questions that seem completely unrelated to the reading, even though they are relevant in his mind. I am under the impression that he struggles with basic comprehension because of these questions and because when I ask him questions about readings, he struggles to come up with correct answers or summaries. He is a fluent reader, and he will often volunteer to read to the class, which is another reason for me to believe that comprehension is his biggest obstacle.

The class of which Nestor is a part, Read/Write Lab, is an intervention class for junior and senior students who have previously failed an English class their freshman or sophomore year. The class is about 75% Latino students, and it is also over half male. In addition to academic struggles, almost all of the students in this class are in need of behavior interventions. Throughout the year, we focus on reading and writing skills, but there is also a strong emphasis placed on goal setting and future planning. All of the work is done in class because homework is not a priority for most of the students, and it is more important for me to be there to help with the work. Most of the reading we do is non-fiction, though they do have opportunities throughout the year to read choice books.

We also read *The Stranger* and *The Freedom Writers Diary* as whole class novels. My goal for my students is to get them to understand the value of their education and help them to see how reading and writing can get them where they want to go in life. I try to involve parents and community members as much as possible in class, though it's a challenge for many families to be involved.

Part II: Lesson Plan/Explanation

Day 1:

The following lesson took place over two days during 90 minute sessions. Because I have my students read *The Freedom Writers Diary*, I like to give them a little bit of background into the LA Riots of 1992 and some of the causes for the racial tension during that time because the book deals with many of the same issues since it is about a diverse group of high school students growing up in Los Angeles from 1993 – 1997. I have an article from *Time* magazine that was written during the riots and gives a lot of informational facts and statistics about racial attitudes and beliefs surrounding the riots. It also gives some background information. Before we began reading the article, I wanted to get a better idea of how Nestor views himself as a reader and where he feels his strengths and weaknesses lie with regard to reading.

I first started by giving Nestor a reading survey (Artifact 1) to see how engaged and motivated he was to read in the first place. His answers were extremely short but insightful. He considers himself to be an "okay" reader, he likes Stephen King, and he claims to like to read "anything." It was also interesting to see that he answered the question, "What's the point of reading," with "I have no idea." He also "had no idea" when I asked why students who are clearly smart and talented feel as though they are

"just not readers." I actually don't know if he didn't really know what I was asking, couldn't come up with an answer, or just didn't want to take the time to answer the question since those were the last two questions of the survey.

When Nestor got done with the reading survey, we moved to setting up a reading goal for him. We talked about the importance of having goals, and I explained that the reading goal would be a lot like his future/career goals. It needed to be something attainable, measurable, and challenging. He came up with a goal of understanding what he read in the selection I gave him and staying focused on the reading by using CARPE notes that would enhance his understanding of the text. CARPE notes are margin notes that I use with all of my students, though Nestor has shown no or very little evidence of using these notes throughout the year.

With the survey and goal done, I gave Nestor a somewhat modified KWL chart (Artifact 2). It looks like a typical KWL chart, but there is also a column for connections for the student to make, and I split the chart up for three different topics (Rodney King, LA Riots, and Civil Rights/Segregation). Nestor wrote nothing in the column "What I Know For Sure About This Topic," except that the LA riots took place in Los Angeles. Under the "What I Think I Know, But Am Not Sure About This Topic" column, he wrote that Rodney King might be related to Martin Luther King, Jr., the LA riots happened in the 1960s, and next to Civil Rights, he wrote "Martin Luther King", "black and white", and "the South." Then, under "What I Would Like To Learn About This Topic," Nestor wrote "who was he" next to Rodney King, "what were people rioting about" next to LA Riots, and "what is segregation" in the last row. I had Nestor leave the last column blank

until after we had a discussion about the first three columns, so that once he had a basic understanding of the topics, he could make connections from his CARPE notes.

Before we actually started reading the article, I explained to him briefly what the LA riots were about and who Rodney King was. We also talked a little bit about the Civil Rights Movement, and then we reviewed CARPE notes. CARPE stands for Connect, Ask Questions, Review, Predict, and Evaluate. I gave him the reference sheet (Artifact 3) that we have used all year, and I told him his purpose for reading the article was going to be to gain a better understanding of the reasons for the LA riots and how they might be connected to the Civil Rights Movement. Therefore, his CARPE notes should reflect these purposes.

After reviewing CARPE notes and his reading purpose, I gave Nestor the article from *Time* magazine that we would be reading entitled, “The Fire This Time” (Artifact 4). I had him look over the article before we began reading. I told him to look at when it was written, who wrote it, how many pages it was, etc. We talked briefly about how that might impact the way he feels about a piece of text. I then told Nestor I would read the first two pages aloud and do a think aloud while I was reading. In addition to following along, he was to write down connections, questions, and predictions he had while I was reading. I also stopped periodically along the way to comment on what I was thinking while I was reading. I made my own connections, I stopped and underlined words that were unfamiliar to me, though I talked through trying to figure out their meaning through the context we were given. I commented on the date the article was written before we even began (May 1992) and said I would have just been ending my freshman year of high school. He made note that he had an uncle living in Los Angeles at that time as well. I

also stopped every couple of paragraphs to check my understanding of what I was reading and to make sure my mind was focused on the text. I questioned some of the statistics that the article cited, and I wondered what the reasoning behind some of these numbers was.

When I stopped reading toward the end of the second page, I reviewed and evaluated what I had learned. I talked about what I thought about the article (whether I like it or not and why, what parts might have been confusing, I predicted what I thought the rest of the article would be like, etc.). We then looked at some of the comments and connections that Nestor had made. I gave him some ideas to think about as we wrapped up for the day. I told him to always keep his reading purpose in mind in order to focus his thinking and his margin notes so that he wasn't doing "extra work" that would later be irrelevant.

Day 2:

Two days later, Nestor came back in to finish up the reading comprehension lesson that we had started earlier. As is the problem with many of my intervention students, since two days go by between classes, many of them only have a vague recollection of exactly what we were reading or doing in class the period before. When Nestor came in, I had him scan the first two pages of the *Time* magazine article that we had started, and I had him pick out what he thought was the most significant paragraph. I had him read the paragraph to me and explain why he picked that particular paragraph. He picked the fourth paragraph in the article that starts, "Blacks have far more than police brutality to worry about." When he gave me his explanation, he said he was able to connect the most to that paragraph. He said he sometimes feels the same way that the

blacks in the article feel like. Also, he said he and the Latino population face similar issues as are mentioned in the paragraph: “high unemployment, widespread poverty, poor schools, drug peddlers, and criminals who prey on their neighborhoods.” He also said that paragraph mentioned the 1960s, which he said tied into the Civil Rights Movement.

I then explained to Nestor that he was going to read the rest of the article independently, and that he was to take CARPE notes. I again reminded him that his purpose was to better understand the reasons for the LA riots and how they connected to the Civil Rights Movement. I also told him that when he was done with the reading, he was going to have a choice of either writing a response essay about the article or he was going to participate in a guided discussion with me. I reminded him that he would be able to use his CARPE notes with whatever assessment option he chose. He took approximately the next thirty minutes to read the selection. When he was done, we looked over the CARPE notes that he had done, and I told him he had made some great connections and asked some great questions. I then told him I wanted to read the last three pages of the article again. I told him to read for the same purpose, but try and include even more connections and ask even more questions. I reminded him again to stop every couple of paragraphs to check for his understanding and to make sure he was still on track. He took about the next 20-25 minutes to read the selection a second time. He wrote down many more CARPE notes and I could feel a sense of accomplishment emanating from him. I have a feeling this was the first time he had really ever read something – especially a school reading assignment.

When he was done reading, I had him return back to the KWL chart he had filled out during the previous session. I had him fill in the last column: “Connections Between

This Topic and Other Things I Know.” Nestor wrote down that he could connect the LA riots to gang fights, and he also connected segregation to school. He connected Rodney King to victim vs. creator (a unit we do at the beginning of the year about students either being a victim of their circumstance or a creator of opportunities. We had a brief conversation about his connections, and then I asked him whether or not he would like to write an in-class essay or have a guided discussion. Since these are both learning targets in my class, Nestor chose participate in the guided discussion since he has yet to achieve proficiency in this target, and this would be another opportunity for him to show evidence. I told him again that he could use his CARPE notes and that I would be looking to see what his level of comprehension and his insight into the article were.

I first gave him a list of the four questions we would be discussing (Artifact 5). I wanted him to be able to look at and think about the questions before we started our conversation. He jotted down some talking points and then we began. He started by giving me a relatively detailed and accurate summary of the article. He was then able make a connection to a reading about Martin Luther King, Jr. and Civil Rights that he had “heard about” in his social studies class. Nestor told me he was pretty sure he didn’t finish reading the entire text in social studies, but he remembered the discussion they had in class.

Nestor then went on to connect to a couple of readings we had done at the very beginning of the year – excerpts from *The Narrative of the Life of Frederick Douglass* and *The Autobiography of Malcolm X*. He was able to explain that both of those texts dealt with race and black people being oppressed only because they were black, but they

tried to rise above this oppression. He then said it was, “funny that those books were written a long time ago, but the same stuff is still happening.”

We then moved onto question three – passages with which he most agreed or disagreed. The passage with which he most agreed was found on page four and starts, “In fact, according to last week’s *Time/CNN* poll, whites’ criticisms of blacks have lessened in the past year, and are nowhere near as severe as blacks think they are.” He chose this passage because, as Nestor said, “people always think the worst, when really that’s not the way it is.” He started talking about how he is perceived by others, especially adults because of the way he talks and dresses. We then started talking about judgment and tolerance, which are both issues we discuss thoroughly throughout the year. He went on to disagree with one of the last paragraphs which begins, “But Bush is also often a half-beat behind the mood of the moment, and so he was this time.” Nestor first thought this was about George W. Bush, and I had to stop and explain to him about the prior Bush president. He said he disagreed because white people always think the court system “works,” when it only “works for white people.” Like I stated earlier, Nestor has been arrested and has had involvement with the police for the past couple of years. He now has a parole officer, so we talked a bit about his perception of the police and the personal connections he was making to this passage.

With only a few minutes left of our session, we got to the last question – “What reading strategies do you believe you engaged in while reading this text?” Nestor commented on the fact that me sitting there next to him gave him more motivation to actually read and understand the text. He said he knew I would be asking him questions about it, so he wanted to “get it right.” He also said that me asking him to read it a second

time was probably the most helpful. He claimed that he got much more out of reading the second time around because all of the numbers and statistics made more sense. He ended our discussion by saying that he knows reading pieces more than once is really helpful, but he doesn't do it very often because, "it takes too much time."

After we held this session, I did a similar lesson with the same text with my classes, and Nestor was able to exert himself as "the expert" since he had already read. He was able to show a sense of leadership to the class that he had not been able to before, which shows me that some students would benefit from being given readings before the rest of the class in order to feel they are one step ahead of everyone else. Maybe I could assign one person or a couple of students to be "experts" in class and have them take turns doing early readings of texts before the rest of the class reads them.

Part III Rationale/Analysis:

First of all, I chose to work with Nestor because he is a strong representative of many of the students who walk into my classroom. He is intelligent, but he lacks certain skills (or does not employ certain skills) that could help his success. Fisher, Schumaker, and Deshler, when writing about "at-risk" students, assert that, "Compared with their peers without disabilities, these students experience a broad array of performance and adjustment problems, including: (1) higher rates of absenteeism, (2) lower grade point averages, (3) higher course failure rates, (4) lower levels of self-confidence, and (5) higher rates of inappropriate social behaviors" (351). I don't think Nestor has any learning disability, per say, but I do know that he struggles with each of the following four "performance and adjustment problems" stated above. I found it difficult to be doing this lesson that the end of the year, primarily because the last thing any student,

especially those who are not fond of school, wants to do is spend three hours of their time at school when they don't have to be there. Luckily, because Nestor needed to show evidence in a couple of targets that I have for the semester, he was accommodating since these lessons would be more evidence of his learning.

I chose to use the two days of lessons that I did because it was something relevant to the class of which Nestor is a part, and I was able to incorporate a variety of comprehension strategies. Standard I is, "Knowledge of learning and child development theories and the processes of reading and writing to inform literacy assessment and instruction." So much of what I have learned throughout this course I was able to implement in this lesson and it really forced me to reflect on the reasons I give my students to activities I do that surround reading.

I started with the pre-reading survey just to get an overall sense of Nestor's attitudes toward reading in general. Standard III states that educators should have, "Knowledge of literacy learners' understandings, skills, strategies, interests, values, and aspirations to design effective literacy learning experiences." Because I have worked with Nestor throughout the school year, I had a pretty good sense of who he was as a student, though I hadn't ever really taken the time to get to know him as a reader and a thinker. My intent with the reading survey was never to have a long conversation about his answers. It was just for me to see where his starting point was. The reading survey is something I could use at the beginning of the school year to give me a better understanding of where all of my students are in terms of their attitudes toward reading.

After the survey, I moved on with developing reading goals. Standard II articulates the need to set, "informed and purposeful goals that facilitate students' literacy

achievement and enable them to use literacy as a tool for learning across disciplines.”

One of the reasons I wanted Nestor to develop some goals for our two lessons together was so he would know exactly where we were headed and what the outcome should be for his reading, but I also wanted him to be involved in developing these goals so that he could take some ownership over his own learning. Also, by coming up with goals for Nestor before we began our reading lessons, he knew there were not going to be any surprises and he understood what his purpose for reading was to be.

When we finally got to the reading portion of the first day’s lesson, I gave Nestor the KWL chart. Fuchs and Fuchs wrote that asking questions to activate prior knowledge is essential for readers to understand the purpose for their reading of certain texts. Then, it is imperative to teach students how to ask their own questions about the text (41).

While I had already given Nestor his purpose for reading, I wanted him to initially start to make connections and question whatever it was we were going to read. Even though the Civil Rights Movement wasn’t mentioned in the article, it was an important idea that I thought would be beneficial for him to connect with while he was reading. Also, even though he has some gaps in his understanding of a couple of the topics, he still had “heard” the names and ideas before, and I was able to quickly give him a basic understanding with which to work.

After we discussed the KWL chart, I wanted to review CARPE notes with Nestor because I wanted him to be able to focus his thoughts and understand what the purpose for his reading. The review sheet has sentence starters listed on it, and it gives students an idea of what their connections, questions, or predictions should look or sound like. In addition to the CARPE review, I did the think aloud so that Nestor could hear what was

going on in my mind while I read. Hearing the thoughts of a successful reader will again give Nestor a sense of what types of comments he could potentially write down.

I chose the particular article that I did because it deals with a high interest subject that my intervention students are constantly discussing – racial tension and relations. I also chose the article because it was a preliminary reading for an upcoming unit, and while the topic may have been high interest and something with which Nestor could easily connect, it was from *Time* magazine, which is a bit more challenging. Standard V is the, “Ability to select, adapt, create, and use rich and varied assessment and instructional resources that enhance students’ literacy achievement.” By choosing a more challenging piece of reading and giving Nestor his preference of the type of assessment with which he was most comfortable, I was able to implement Standard V.

During the second day of the lesson, I started with Nestor picking out a significant paragraph in order for him to review what we had done a couple of classes before. I wanted him to get back into the reading and remember what it was we were doing. Having him pick the paragraph and explain why he thought it was important was also a way for me to formatively assess what he had gotten out of the reading the class before, and how engaged he had been with the reading. Carlisle and Rice discuss formative and summative assessments in their article and explain that, “educators want to gather information about students’ engagement in literacy activities so that they have a picture of student learning that is richer and more naturalistic than the one provided by performance on standardized tests of reading” (532). The simple task of having Nestor scan back through the reading and really understand why he thought a paragraph was important allowed me to quickly assess his comprehension and retention of the material

without the pressure of a test or some other formal assessment, which can sometimes hinder the learning of struggling readers.

I wanted him to then read the rest of the text independently in order to give him confidence that he could read it. Guthrie, et al, write that, “Without the skills of reading comprehension and the motivation for reading to learn, students’ academic progress is limited” (403). Again, Nestor is a bright teenager, but he has low self-efficacy when it comes to reading, which I believe is the reason for him sometimes irrelevant questions. He tries to avoid reading tasks altogether, but being able to sit next to him one-on-one while he was reading, and also without the pressure of having his peers around him, I was able to encourage him and keep him focused on the reading. He didn’t have any other distractions around him either. Standard IV is the, “Ability to establish a caring, stimulating, inclusive, democratic, and safe literacy learning community where students take risks and work independently and cooperatively.” Obviously this is a different environment than what Nestor is used to because he was the only student in the room, but I do believe it allowed him to feel more comfortable and acknowledge his struggles with reading.

When he was done, I asked him to reread the article because, as Moats claims, “Practices that build reading fluency include repeated readings of text, alternate reading with a partner, and simultaneous oral reading in easy material” (24). Not only do we know that rereading builds fluency, but fluency, in turn, builds comprehension abilities. Nestor was more comfortable with the vocabulary and the syntax of the text, so his second reading was faster, and he was able to draw more out of the piece.

The discussion Nestor and I had about the reading when he was done was extremely insightful. Not only was he able to accurately answer the questions that I asked him, but he was able to connect to ideas from other classes. I wanted to give him the option of the in-class essay or the discussion because some students are more comfortable than others with different forms of assessment. I didn't want to assess his writing or speaking ability, necessarily; I wanted to assess his level of comprehension, so the content was my focus. Standard VI is a teacher's, "Ability to use a variety of approaches and activities, derived from high-quality research, to help students improve their literacy skills." The reading and rereading of the article, along with the discussion questions allowed Nestor to practice his comprehension skills.

The last question I asked during our discussion was about the reading strategy he found most helpful. His response about not doing certain strategies regularly while reading because they take too much time was insightful for me. It is imperative that I encourage my students to continue to use reading strategies at all times when they are reading because they will get better and better each time they practice.

Part IV: Conclusion

In conclusion, I learned so much from doing these two lessons with Nestor. One is that I wish I could teach all of my students one-on-one. It is such an effective way of instructing and working with students. Unfortunately, our current education system does not allow for this type of intervention because of costs and resources. Maybe someday in the future this will change. Students who struggle with different forms of literacy cannot hide when a teacher works with them one-on-one like they can in a classroom of forty students.

I also learned that I tried to pack too much into two relatively short lessons. I would have left more time to have more discussion with Nestor at the end of the second day. I had about twenty questions I wanted to ask him, but there just was not enough time. I also probably would not have included so much into the lessons. These are lessons that could be drawn out and really developed over about three class periods so that students are not overwhelmed with the expectations. If I were to do these lessons with a class, I would also spend part of one class period working on developing what they will write/say during the formal assessment and then reserve an entire class period for the actual assessment.

At the end of the day, comprehension is what matters with reading. Everything else is a building block to get students to better comprehend what they are reading (vocabulary instruction, phoneme awareness, fluency, etc.). As Linnenbrink and Pintrich write, “teachers and school psychologists are urged to focus on changes that can be made to the school or classroom environments to help all students, rather than citing lack of motivation for a particular student as a reason for lower than expected academic performance” (325). There is always a way to motivate students to read, write, and think better, and it is our job as educators to get students to realize their strengths and weaknesses and help to teach them how to be more successful.

References

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Lesson One: Comprehension through Margin Notes

Subject: English

Grade Level: 11th/12th (Intervention Students)

Date: June 1

Duration: 90 minutes

Lesson Objectives: Students will provide information about their reading interests, and they will develop goals and a purpose for their reading. The students will then build their background knowledge of the 1992 Los Angeles riots. Then, they will learn and practice CARPE margin notes in order to better comprehend what they are reading.

Oregon Common Core State Standards:

11-12.RL.10 By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

By the end of grade 12, read and literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.

11-12.RI.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

11-12.RI.6 Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

Materials: Reading survey, KWL chart, copy of “The Fire This Time,” CARPE notes reference sheet

Rationale/ Background: Through the goal setting process and building background knowledge on key events referenced in the article, students will create a greater connection to the text, which, in turn, will build stronger comprehension. Increased comprehension will increase achievement and motivation.

Opening: Have student complete the reading survey to get a baseline of their reading background and general motivation. Then, together, develop individual reading goals and a reading purpose for the article that will be read. Next, give student the KWL chart, and have them complete the first three columns. Discuss the information they have completed in their KWL chart, and fill in any “gaps” in the information.

Middle: After discussing the KWL chart, review the CARPE note margin note-taking strategy. Give student the CARPE note reference sheet. Discuss and explain what it means to make relevant connections, ask questions, review, predict, and evaluate a piece of text. Then, give student “The Fire This Time” – the *Time* magazine article based around the 1992 LA riots. Together, take a few moments to look at the article (dates, length, author, etc.), and explain the importance of context and structure of a piece and how it helps our overall understanding of the article. Next, teacher will complete a read/think aloud. Read the first two pages aloud to the student, stopping every so often to relay inner voice and margin notes that a “successful reader” would make.

Conclusion: After completing the read/think aloud, the teacher will stop to review and evaluate the piece. Again, discuss the importance of staying focused and the reading purpose and keeping reading goals in mind.

Assessment: The assessment for today’s lesson is formative. Look at the CARPE notes that the student wrote in his margins and have student discuss their relevance. Use information to evaluate students’ growth and progress after the next lesson.

Lesson Two: Comprehension through Margin Notes

Subject: English

Grade Level: 11th/12th (Intervention Students)

Date: June 3

Duration: 90 minutes

Lesson Objectives: Students will pick a section of the text from the previous class in order to explain the significance of that passage. Students will independently read a section of text in order to use the CARPE note strategy. They will do a repeated reading of the selection in order to develop better comprehension of the text and increase their margin notes. Students will then choose the form of assessment (discussion or in-class essay) in order for me to evaluate their comprehension of the text.

Oregon Common Core State Standards:

11-12.RL.10 By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

By the end of grade 12, read and literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.

11-12.RI.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

11-12.RI.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

11-12.RI.6 Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

Materials: Copy of “The Fire This Time,” CARPE note reference sheet, discussion questions

Rationale/ Background: Adding on to the lesson from two days ago, the student, who has now had guided practice using CARPE notes, will independently work on their CARPE notes in order to build comprehension skills to increase their motivation and achievement. When they re-read the article, not only will they be increasing their comprehension, but they will also be increasing their fluency. They will then be

evaluated on their comprehension through either an in-class essay or a guided discussion in order to give the student choice, which will increase their confidence.

Opening: Have student look back through reading section from the last lesson and pick out a significant passage. Have them explain why they think the passage is important so that they review what we read during the last lesson. Explain to the student that there will be a more formal assessment at the end of the lesson, and they will choose between an in-class essay or a guided discussion, which will both be based on the same information.

Middle: Then, give them time to independently read the rest of the article while taking CARPE notes. When they are done, have them re-read the section adding to their CARPE notes.

Conclusion: When they are done with their independent reading, give the student the questions and have them write down the points they want to make while they discuss or write. Then have them choose the form of assessment they prefer. The last part of the lesson will either be an in-class essay or the guided discussion based on the four questions.

Assessment: The assessment for today's lesson is either an in-class essay or a guided discussion. The discussion will be based on only four questions that will determine the students' comprehension of the article. They will also be able to use their CARPE notes for the assessment. I will ask them to summarize the article with the key points, make connections, comment on a passage, and discuss the reading strategies they found most helpful during both lessons.

Artifact 1

Reading Survey

Name: [REDACTED]

Please answer the following questions as thoughtfully as possible.

1. If you had to guess, how many books would you say you owned?
4
2. How many books would you say are in your house?
4
3. How many novels would you say you've read in the last twelve months?
2
4. How did you learn to read?
I learned to read by myself. I just picked it up.
5. What does someone have to do in order to be a good reader?
Read a lot.
6. Do you consider yourself a good reader? Why or why not?
Yes, I do.
7. What kinds of books do you like to read?
Fiction, non-fiction, and biographies.
8. Have you ever reread a book? If so, can you name it/them here?
Yes, I have. "The Catcher in the Rye".
9. Do you ever read novels at home for pleasure? If so, how often do you read at home for pleasure?
No.
10. Who are your favorite authors?
Stephen King, J.K. Rowling, and George Orwell.
11. In general, how do you feel about reading?
I love it.
12. Write down one book that you've read that you have enjoyed.
"The Hobbit".
13. Why should we read about other people's lives?
To learn from their experiences and to understand the world better.
14. Why should we read about places we've never been before or have never heard of?
To broaden our horizons and to learn about different cultures and perspectives.
15. What's the point of reading?
To gain knowledge, to entertain, and to learn about the world.
16. Why do some people hate reading or feel they are "just not readers" when they are clearly very smart and talented?
They may not have found the right books or they may not have had the right environment to encourage them to read.

Artifact 2

Period: _____

KWL CHART

WHAT I KNOW FOR SURE ABOUT THIS TOPIC	WHAT I THINK I KNOW, BUT AM NOT SURE ABOUT THIS TOPIC	WHAT I WOULD LIKE TO LEARN ABOUT THIS TOPIC	CONNECTIONS BETWEEN THIS TOPIC AND OTHER THINGS I KNOW

Rodney King

CA Riots

Civil Rights Separation

CARPE Margin Notes

Writing notes in the margins of your reading is a surefire way to turn on your conversation voice. Writing engages your brain and forces you to think about what you are reading—which means you are more likely to remember what you read.

C	Connect—compare what you are reading to something else you already know about: “This reminds me of . . .” “This is like . . .”
A	Ask a Question—this can be a question about the meaning of a word or the purpose of the whole text: “What is the meaning of . . .?” “Why, How, Who?”
R	Review—summarize small sections as you go through the reading: “So this part is basically about . . .” “So far, this article is saying . . .”
P	Predict—make an educated guess about what will come next: “I bet this person will . . .” “The next part will be about . . .”
E	Evaluate—giving your opinion about a text helps to engage the conversation voice: “I think this article is . . .” “I’d like this article more if . . .”

Artifact 4

Church, G. J., Sylvester, M., Curry, T., & Gregory, S. S. (1992, May 11). The Fire This Time. *Time*, Retrieved from <http://www.time.com/time/magazine/article/0,9171,975498-1,00.html>

Artifact 5

“The Fire This Time” Discussion Questions:

Directions: Write down brief responses (maybe a few words) and any evidence (page/paragraph numbers) you think is appropriate to help support your answers.

1. How would you summarize this article? What are some of the overall ideas this article discusses?
2. What connections can you make between this piece and something else you have read? How are they connected?
3. What is one passage from this text with which you agree? Disagree? Why?
4. What reading strategies do you believe you engaged in while reading this text? Which strategy was the most helpful?