

Lana Yager

Professional Portfolio

Master's in Education
Reading Specialist with ESL Endorsement
Concordia University, Nebraska

4/19/2010

Table of Contents

Professional Vita

Professional Resume

Conceptual Framework Outcome – Teaching

Conceptual Framework Outcome—Leading

Conceptual Framework Outcome—Learning

GRADUATE STUDENT PROFESSIONAL VITA

Personal and Professional History

I've lived on a ranch in Wyoming and I've lived in the city, here in Omaha. I've been married and I've been divorced. I was a single mother for 18 years and now I'm a proud grandmother of nine wonderful grandchildren! I've been a volunteer youth worker in church. I tutor. I'm an artist, a photographer, an occasional goofball, and I love life. Most of all, I love my Lord and Savior! Professionally, I've been a 'cowgirl' (really!), a floral designer, a computer sales rep and a computer programmer, a technical trainer and support analyst, a business analyst, an executive, a small business owner, a muralist, and at age 50, I became a teacher. I'm still teaching!

My journey to become a teacher was unexpected. I was laid off at the height of my former career as a Director of IT for a large corporation in 2001. After 18 months of trying to find another position in IT, my son reminded me that I *used* to say, "When you kids are grown, I'm going to go do something that *really* matters." God had closed a door and I was still pounding it to get back in! A friend asked me why I didn't consider teaching high school, reminding me that I was *always* teaching kids *something*. I'd often thought about teaching for a small college but I'd never considered becoming a *high school* teacher! So I worked a night shift, helped care for my mother and granddaughter days, and went to school at College of Saint Mary on weekends. I finally earned my teacher certification December, 2004!

My initial endorsements were in Business Education and Computer Science since my undergrad was a BS in Business Administration. From the time I decided to teach, I knew I wanted to work with at-risk kids. I student taught business and technology classes at the Career Center at Boys Town. It was one of the most wonderful and educational experiences in my life! I got a part-time position for the next nine months teaching at the Day School, tutoring evenings and teaching summer art and digital photography classes at The Omaha Home for Boys. I use the knowledge I gained from the training, experiences, and excellent modeling of teaching and working with youths most every day.

My first fulltime teaching position was teaching business and technology classes at Thedford, NE in their 7-12 Jr/Sr High school. I also served as Technology Coordinator, revamping their entire network. I also tutored a 7th grade SPED student daily. I could write a book about that year but I doubt anyone would believe me! If it hadn't been for my good friend and former-coworker from Omaha Home for Boys, I would have quit teaching. I returned to Omaha and began teaching for Omaha Public Schools. I taught 7th and 8th grade technology my first year for OPS. I loved the students but I co-taught with two teachers who shouldn't be in a classroom with students. It broke my heart to see teachers almost destroy hope in their students! Just as God does, He placed a young teacher in my path on one of my most challenging days and she told me how she enjoyed teaching ESL. I had no idea what ESL was but it sounded so wonderful to work where I could truly make a difference in students' lives! The next fall I began ESL classes through Concordia while also starting to put together and teach a new ESL program for OPS, working with older ESL students who are new to the U.S. and are academically too low to be able to graduate high school by the time their 21. We call it The 18+ Program. It's a part of OPS' Adult High School. In addition to teaching ESL, I taught Blackburn students for one period each day – teaching a combination art, photography, and creative writing class. My ESL students and my art students combined once a week to join Creighton University in a literacy program where we took their 'Reading Coach – a big, blue bus filled with books' to read to kindergartners at a variety of elementary schools. What a fun experience for all of us!

Picture tough gang members sitting in tiny chairs, using their most gentle voices while reading a children's storybook and using puppets! It was an experience that made me think about developing an adolescent literacy program. I believe these kids need a way to feel as if they have something to contribute to their own communities and this demonstrated it in aces!

My Present Position

My present position, like life, is constantly changing. My main focus is teaching ESL newcomers in the Adult High School, 18+ Program. However, while working with these students, I've also had the expelled secondary ESL students in the district and one student who transferred from the Teen Literacy Center to my room. All in one classroom! Since I also hold endorsements in Business Education and Computer Science and I work for Shari Koch, I've also helped with classes and students at the new Bright Future's Accellere High School for high school drop outs who have returned to school. Shari is the new director of the Accellere program, in addition to overseeing secondary ESL. As of the past month, I've traded my afternoon plan periods to work with ESL students at Kennedy Elementary. This summer, I'll teach ESL for level 2-3 students in summer school at Benson High school. My 18+ program is in jeopardy for next year since it borderlines much of what's offered in Adult ESL and I'll either be teaching ESL at a high school or possibly working in a position with the Bright Futures and Accellere. I've always tried to stay flexible and willing to help in whatever area that I'm asked. In light of the most recent news of OPS releasing teachers, one hates to say no to anything requested of your time! I'm a teacher because of corporate downsizing in 2001 and as a result, I don't take having a job lightly! One has to be flexible in today's economy and I just look at it as opportunities to gain more experience. Even when I'm reluctant going into something new, I've always been greatly rewarded with the chance to work with some of the most amazing students! I figure, if I say yes, I'm saying 'yes' to God using me where he wants me. After all, our real work is for Him, isn't it?

My Goals and Objectives for this Graduate Study

I'm going to be honest and say that my goals and objectives for this graduate study weren't met. I'd hoped to have been able to focus more specifically on a more narrow area of interest. In particular, I wanted to study how to effectively work with adolescents who struggle with reading or have dyslexia. Another area of interest that I'd liked to have concentrated was afterschool or community teen literacy programs and how to write grants in order to start this type of a program.

Philosophy of Education Statement

My teaching philosophy is simple. The curriculum that I teach needs to be meaningful and contribute to my student's efforts to become mature, well-integrated adults. I believe most people, adults and children, are innately good and deserve my best effort to help them develop to become their best. I teach to the top and do all I can to help boost the others to their own personal best level. I'm continually assessing both my students' skills and accomplishments and mine. I'd align my teaching philosophy as mostly progressive. I believe learning should be student centered with hands on learning opportunities, teaching problem solving skills and letting students explore and discover. As a Christian and as a teacher, I truly believe that God personally places each student in my classroom and entrusts me with their care. I believe that He expects me to positively impact their lives. They impact my life too and to quote Tennyson, "I am part of all I have met."

My Vision for the Future

I'm an artist and I'd like to marry my love of the arts and literacy. Just as I frequently use art in my classroom to teach literacy, I'd like to start a community program where I teach art but introduce literature to students who might otherwise have formed a distaste for it.

When you're 56 and teaching, long term goals mean different things than to a young person with a long career ahead. I've thought about switching from teaching high school to teaching in a small college. I taught adult ed and mentored many young adults in the business world. Having worked in IT for so many years, I'm fascinated with online learning and would love to get involved in designing instruction for online education. Having spent many years attending college as an adult while working on my undergrad, then returning to become a teacher and now working on my masters, I think I 'get' the adult learner. Like the rest of my life, I'll try to keep my eyes and heart open and see where God takes me. It's been an interesting ride so far!

Resumé

Lana J. Yager

2105 South 63rd Street Unit 5

Omaha, NE 68106

402-932-7687

Objective To continue my work with at-risk, English Language Learners in secondary and/or adult education where I can help them to obtain their educational and career goals while assisting them with juggling family, school, and work.

Education Concordia University
Endorsement in English as a Second Language

Bellevue University
Bachelor of Science in Business Administration

College of Saint Mary
Post-Bachelor Teacher Education Program

Certificate Nebraska Teaching Certificate
Endorsement in Business Education
Endorsement in Computer Science
Endorsement in K-12 English as a Second Language

2006-Current Omaha Public Schools, Omaha, NE.
Teacher of English as a Second Language K-12 (3 years)
Career Center, 18+ ESL Teacher for Adult High School and Alternative Ed.
Summer School Teacher, Benson High Level 2/3 students
Summer School Teacher, South High Level 1/2 students
Kennedy Elementary, ESL Teacher K-6
Blackburn Alternative, Computer Design/Art Teacher (additional hours)
Substitute Teacher, Accellere Alternative HS (additional hours)
Technology and Living Teacher, McMillan Magnet, 7th-8th grade (1 year)

2005-2006 Thedford Jr./Sr. High School, Thedford, NE,
7-12 grade Business Education and Technology Teacher
Technology Coordinator

Jan-Aug 2005 Omaha Home for Boys, Wurdeman Learning Center
Day School Teacher and Tutor (part-time)
Art/Photography/Technology Teacher, Evenings and Summer Youth Program

Aug-Dec 2004 Boys Town, Career Center
Student Teacher – Business Education/Technology classes

Related Experience Tutor, general subjects/study skills– Jr/Sr High students

Volunteer Activities Volunteer teacher for Creighton University/Blackburn Literacy Project
After-school tutor, 7th Grade SPED student, Thedford Jr/Sr High
Mentor to adolescent at-risk and ESL students, working with community youth programs to help keep teens in high school.

Prior Career Experience:

Approximately 30 years experience as a leader in the Business and Information Technology fields (Director of MIS, Business Analyst/Consultant)

Conceptual Framework Outcome – Teaching Case Study Report

T1 – Skill in Planning
T2 – Designs valid instructional methods
T3 – Assesses and evaluates learner progress
T5 – Integrates professional knowledge and research
T9 – Applies learning theory

CASE REPORT (Lana Yager)

Name of Student: BN **Date of Report:** March 20, 2010
Age of Student: 19 years **Gender:** Male
Grade in School: 11th
School Name: ESL Adult High School, Also enrolled in Benson H.S. ½ day
Parents'/Guardians' Names: Mr. N

Background Information

Reason for referral:

- BN has the greatest need for assistance of the students in my program since he will be attending traditional high school fulltime next year. The transition this semester is focusing on developing literacy skills to help with fluency and comprehension, as well as building writing skills in order to better prepare him for work in content-area classes
- Continues to need daily assistance with English Language development and literacy skills.

Family information:

- BN lives with his father.
- His mother remains living *safely* in Rwanda with several of BN's siblings. He does talk with his mother, but that is limited. He talks of being able to return to visit his mother and siblings.
- He has older siblings in another state but I don't know the amount of contact they have.

Linguistic background:

- BN's father is learning to speak English but they mainly speak their native language of Kirundi at home. His father is fluent in French but has not taught it to BN.

Social and personality factors:

- I truly enjoy having BN in my classroom! He loves learning and enters my classroom daily, asking 'What will we learn today?' What teacher wouldn't appreciate a student like that?
- In the classroom, BN is eager to please and responds well to affirmation that he is doing good work or that his efforts are appreciated.
- It's challenging to determine whether some of BN's challenges are due to developmental issues, learned behaviors, or due to his lack of academic and social training.
- It is difficult for BN to stay on task and his attention is easily diverted. In previous SATS, it's been recommended that his father have him tested for ADHD. That has never been done, however.
- He willingly cooperates with adults and peers
- He enthusiastically participates in large group, small group, and individual activities
- He has grown developmentally and socially this year. He shows considerably more care about his appearance and hygiene and he greatly values relationships with his peers, adults, family and friends.
- BN has a new mentor who has made a noticeable positive influence on him. He's an immigrant student at UNO, working to eventually become a doctor. He encourages BN to read and study, whereas BN would not study outside of school before. Now he asks for work to take home!
- We continue to work on 'boundary' issues and building social skills. He likes to help or get involved in issues that aren't of concern to him. It is usually good intentioned but often, not well received. He's learned that

there can be severe consequences to inappropriate behavior. Sometimes it's difficult to learn new 'acceptable norms' in a new country. He has greatly improved in this area, but this is a work in progress.

Medical history:

- Eye and ear screenings in the normal range
- No history of serious illnesses
- It was recommended in several SATS on BN that he be tested for ADHD since shows strong signs of this. He has never been tested to date.

Educational history

- BN did not attend school in his home country of Rwanda prior to coming to the U.S. As a result, he attended the Teen Literacy Center for two years.
- BN was assigned to my classroom August, 2009, as an expelled student in the district. He'd been assigned to Parrish Alternative but since they didn't have an ESL teacher, he was placed in my classroom for 3 ½ hours daily.
- Due to his success in my classroom, it was decided to leave BN in my classroom for mornings for one more semester.
- BN has only missed two days of school this year. One was so he could help take care of his father while he was ill.
- BN comes to school enthusiastically every day and is looking forward to continuing his education. ``Now that he's learned that he is actually capable of learning, he is excited for every opportunity to learn new things! He has evolved into a student who wants to learn and takes great pride in what he has accomplished this year.

Results of student/parent interviews:

- BN has made major progress since beginning of school year. He's progressed immensely academically and has matured and built self-confidence, and developed social skills that will help him better succeed in traditional high school. The liaison noted the differences he sees, as does BN's father. Progress has been good throughout this case period too.
- His father wants him to continue in my classroom as a result of his success in my classroom. "He is grateful for BN's teacher's care for his son."
- We stressed that BN needs to get more sleep and more parental structure in order to keep him safe in his neighborhood and also alert at school.
- We stressed encouraging BN to read at home and to practice speaking English with his father. This is good practice for both, since they are both learning English.
- His father wrote me a letter (through a translator), explaining a little of their family history prior to coming to the U.S. It helped me understand BN even more.
- BN views himself as proficient with reading skills. He knows that he needs work in writing but hates writing. Language in his culture is oral, not written. As a result, he doesn't really think it's that important to learn how to write well when he can speak. (This is a work in progress.)

Summary of Previous Assessment Data

- Informal observation/assessment indicates that BN was not successful at reading skills normally taught in the classroom
- There is very limited information regarding prior formal assessment in his file. His independent reading level was Level I at the end of first semester (just prior to this case study).
- I had the opportunity to observe BN informally over the past two years since he attended classes near my classroom and actually attended a gym class with some of my former students. What I observed was a young man had developed a series of 'learned behaviors' that got in the way of his social and academic development.

Summary of Assessment Data Derived During the Case Study

Informal Reading Inventory_(April 12, 2010)

- I had BN read Whales and Fish for **expository text** at the third level. He didn't quite have the background that I'd expected. He wasn't familiar with Whales, at least in order to help him understand the concept of a 'spout'. He read at 151 wpm with 4 change-in-meaning miscues, placing him at an **independent** level. However, his comprehension scores placed him at **instructional, with 4 correct explicit answers and 2 correct implicit answers**. He used look-backs for five of the comprehension questions.
- I administered this **narrative text** at the 3rd grade level based on the results of BN's word list assessment, I chose to have him read The Trip to the Zoo since he's actually visited a zoo. (*His background of experiences is extremely limited, so finding a story he can relate was a positive.*) BN had 8 repetitions in his reading of the text; 6 self-corrections and 2 change-in-meaning errors. He had 3 correct answers each for explicit and implicit questions. He assessed at the **instructional** level for narrative text.

Running Record (I had a lead teacher help me with this test and this is the particular one that we felt showed BN's most accurate 'independent' reading level. (I had done several throughout the course of this case study – some higher and some lower.)

Comprehension Analysis:		Level I	
Text-based:	3/3	Date	4.5.11
Inference:	1/1	How Long Does It Take?	138 words
Critical Response:	1/1	Assessed by	L. Yager
Total Comprehension:	100%		
Comprehension Level (circle one)			
Independent - 95% - 100%	97%		
Instructional - 80% - 90%			
Frustrational - 75% and below			
3	Everything we do takes time. But how much time does it take?		
4	Does it take seconds? Does it take minutes? Does it take hours?		
5	Pablo wanted to make a sandwich. He began at 12:00. The big hand was pointing at the twelve. The little hand was pointing at the twelve, too.		
6	Pablo finished making the sandwich. The big hand was pointing at the two. The little hand was just past the twelve. It took Pablo ten minutes to make the sandwich.		
7	Amy wanted to paint a picture. She began at 10:00. The big hand was pointing at the twelve. The little hand was pointing at the ten.	1	
8	Amy finished her painting. The big hand was pointing at the six. The little hand was between the ten and the eleven. It took Amy 30 minutes to paint the picture.	2	
Totals		3	1

Reading a-Z Benchmark Quick Check fiction • Level

How Long Does It Take

Name: BN Date: 4-5-10

- What did Amy want to paint?
(text-based) a picture a picture
- What did Pablo want to make?
(text-based) a sandwich a sandwich
- Why did Jamie want to give her dog a bath?
(inference) The dog was dirty or smelly. It was dirty & smelled.
- How long did it take Jamie to give her dog a bath?
(text-based) 60 minutes, or one hour an hour.
- Why do we sometimes forget about time when we do things we love?
(critical response) When we are having fun, time doesn't matter; we don't pay attention to the time; we're too busy thinking about what we're doing to think about the time. We're busy doing our work or playing.

Comprehension Analysis

Text-based: 3/3

Inference: 1/1

Critical Response: 1/1

Total Comprehension: 100%

Comprehension Level: Independent 97.6%

Interest Inventory (this is a good example of BN's writing. He's a good reader but just doesn't apply what he knows about spelling and phonics to his writing.)

Interest Inventory

Name BN

Date: 2-7-10

Directions: Please complete the following sentences with information about yourself. No answer is a wrong answer on this sheet! Your answers will not be shared with other students.

1. What I like most about school is America history, reading books
2. What I like least about school is Same time is boring
3. I wish the teacher would let me choose where I sit
4. I am really good at reading
5. I need some extra help with math
6. In the classroom, I wish I could sit middle
7. In the classroom I work hard I learn a lot
8. My favorite book about History
9. I live with dad
10. Three words to describe myself Happy, funny, nice
11. I like to participate in the following activities with my friends:
at home, p.e., Video Game.
12. I like to participate in the following activities by myself:
I work, raining
13. When I watch TV, I usually like to watch My family are smart, movie
14. If I were surprised with a gift of \$1,000 cash, I would use it to
help some one

Student perception of self as reader (Reading Inventory)

Reading Interview

Name: BN

Age: 19

Date: 4/6/2010

Grade: 11

Sex: M

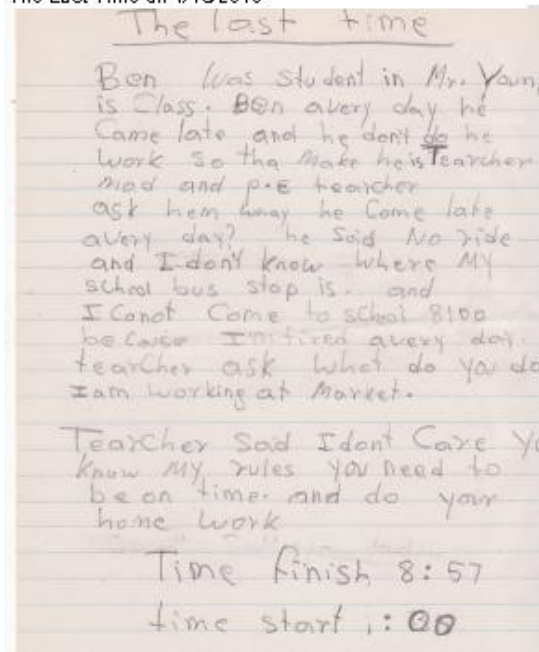
Interview Setting: ESL Classroom

(For time-sake, I interviewed Baylon and wrote his answers. He speaks well. If he'd written his answers, they would have been short and not what he actually would know.)

1. **When you are reading and come to something you don't know, what do you do?**
I look at words by that word and at the beginning of a word. I use the dictionary too.
Do you ever do anything else? I ask my teacher or another student.
2. **Who is a good read you know?** Eric
3. **What makes Eric a good reader?** He went to high school in Africa. He reads a lot. He reads books and magazines.
4. **Do you think Eric ever comes to something he doesn't know?** Yes
5. **"Yes" When Eric does come to something he doesn't know, what do you think he does?** He looks up words in the dictionary or *Googles* to get information.
6. **If you know someone was having trouble reading, how would you help that person?**
I'd help them say the word. I'd see if he knows parts of the word. I'd help them look it up in that book or in a dictionary or find a picture. I'd show them how to *Google* the word if he still doesn't understand.
7. **What would your teacher do to help that person?** She might help by acting out a word or trying to find a picture. She might tell them to look it up using our 'resources'!
8. **How did you learn to read?** I started reading children's books. I used flashcards. My teacher helped me.
9. **What would you like to do better as a reader?** I want to read harder books. I want to read more history books.
10. **Do you think you are a good reader? Yes Why?** I pronounce words correctly and I understand what I read. I like to read many different things! I read well!

Student Writing Sample

Writing in his journal after reading out of a fictional novel
The Last Time on 4/13/2010



Oral Reading Fluency and Comprehension

4/29/2010	Benchmark 3 DIBELS Oral Reading Fluency
<p>When I say "begin", start reading aloud at the top of the page (point). Read across the page (point). Try to read each word. If you come to a word you don't know, I'll tell it to you. Be sure to do your best reading. Ready, begin. At the end of 1 minute, place a bracket () after the last word read and say "Stop".</p>	
Ice Cream	
It's so hot. Ice cold ice cream cools me off. I like	12
strawberry the best, but rocky road is good, too. My brother	23
likes bubble gum and vanilla .	28
The ice cream man comes down our street in the	38
summer. He has drumsticks, ice cream bars, and bonbons. I	48
like bonbons best.	51
When he gets close he toots his horn . All the kids hear	63
the horn. They get some money and go outside to wait. They	75
sit on the sidewalk until he comes. They want to buy	86
something to eat. His ice cream tastes good.	94
But the best ice cream of all you can't buy. My mother	106
makes it. She uses our old ice cream freezer. She puts milk,	118
sugar and eggs inside.	122
I get to turn the handle. She puts lots of ice inside . My	135
hand gets cold. It take a long time. My arm gets very tired	148
turning the handle . But then it is ready to eat. And my mom	161
lets me lick the dasher. I think the very first taste is the best.	175
Yum! That's the best part of all.	182
TOTAL: 132	
140 WPK 8 ERRORS	
132 WPK	
His retell score was 33, which is 25% of his ORF score	

4/8/2010	Benchmark 3 DIBELS Oral Reading Fluency
<p>When I say "begin", start reading aloud at the top of the page (point). Read across the page (point). Try to read each word. If you come to a word you don't know, I'll tell it to you. Be sure to do your best reading. Ready, begin. At the end of 1 minute, place a bracket () after the last word read and say "Stop".</p>	
Ice Cream	
It's so hot. Ice cold ice cream cools me off. I like	12
strawberry the best, but rocky road is good, too. My brother	23
likes bubble gum and vanilla .	28
The ice cream man comes down our street in the	38
summer. He has drumsticks, ice cream bars, and bonbons. I	48
like bonbons best.	51
When he gets close he toots his horn . All the kids hear	63
the horn. They get some money and go outside to wait. They	75
sit on the sidewalk until he comes. They want to buy	86
something to eat. His ice cream tastes good.	94
But the best ice cream of all you can't buy. My mother	106
makes it. She uses our old ice cream freezer. She puts milk,	118
sugar and eggs inside.	122
I get to turn the handle. She puts lots of ice inside . My	135
hand gets cold. It take a long time. My arm gets very tired	148
turning the handle . But then it is ready to eat. And my mom	161
lets me lick the dasher. I think the very first taste is the best.	175
Yum! That's the best part of all.	182
TOTAL: 148/150	
Retelling score was 27% of oral reading fluency score. If you prompt him, he can get all the points. He just doesn't do this well without prompts	

Auditory Discrimination

There are several categories of adult ESL learners who fit this category and can benefit from the approaches and techniques used in instruction for low-level learners (Crystal, 1982; California Department of Education, 1992; Savage, 1993). BN now has several years of assistance to boost him a little beyond these levels. He would no longer be considered illiterate.

These categories include the following:

- learners who are non-literate and have had little or no prior schooling in their native language
- learners who may not be familiar with the Roman alphabet

Assessing the needs of learners who may not speak even minimal English and may not read or write in any language can be difficult. Holt (1994), Crystal (1982), and Bell (1988) offer suggestions, recommending a variety of ways to assess learners *orally, through reading and writing, and through classroom observation.*

OVERALL PROGRESS FROM BEGINNING TO END OF CASE STUDY PERIOD **Performance in class has been**
Above Average

(I'm very satisfied with BN's progress over this period.)

- Oral comprehension – Substantial improvement
- Reading comprehension – Substantial improvement
- Completes writing assignments – *Little improvement, matter of fact, it almost seems like he's gone backwards in this area. He's just not interested in writing. Although he does the work, it's certainly doesn't match his true ability. He has the skills but chooses not to apply them. The mystery is how to get him to think about the rules he uses orally when he's writing.*
- Works independently - This area hasn't improved enough. I've had so many new students during this period that a great deal of my attention has been to them. If I'm not in proximity to him, he won't stay on task for long.
- Asks for help when needed – He's improved in this area. Initially, he felt that if he didn't ask, he wouldn't be held accountable for what he didn't know.
- Successful completion of tests and assessments – He was consistent in this. Testing is actually something he likes and uses as a measurement of progress.

Month-by-Month Overall Assessment of Academic Progress and Gains in English and Literacy Proficiency

Progress at the end of January Low **Average** High
Performance in class on: Low **Average** High

(on a scale of 1-5, 5 being the highest)

- Oral comprehension 1 2 **3** 4 5
- Reading comprehension 1 **2 3** 4 5
- Completes writing assignments **1** 2 3 4 5
- Works independently **1** 2 3 4 5
- Asks for help when needed 1 **2 3** 4 5
- Successful completion of tests and assessments 1 2 **3** 4 5

Progress at the end of February Low **Average+** High
Performance in class on: Low **Average+** High

(on a scale of 1-5, 5 being the highest)

- Oral comprehension 1 2 3 **4** 5
- Reading comprehension 1 2 **3 4** 5
- Completes writing assignments **1** 2 3 4 5
- Works independently 1 **2** 3 4 5
- Asks for help when needed 1 2 **3 4** 5
- Successful completion of tests and assessments 1 2 3 **4** 5

Progress at the end of March Low **Average+** High
Performance in class on: Low **Average+** High

(on a scale of 1-5, 5 being the highest)

- Oral comprehension 1 2 3 **4 5**
- Reading comprehension 1 2 3 **4** 5
- Completes writing assignments **1** 2 3 4 5
- Works independently 1 **2 3** 4 5
- Asks for help when needed 1 2 3 **4** 5
- Successful completion of tests and assessments 1 2 3 **4** 5

Diagnostic Teaching

Hypothesis:

- BN doesn't always look for clues in the text or apply the skills that he already knows when he doesn't know a word's meaning.

Strategy:

- When you come to a hard word...
- Look for prefixes, suffixes or for a base or root word that you know.
If so, think of a word with those parts that make sense (*using affixes*)
- Read to the end of the sentence or reread the entire sentence again.
- Try other sounds, syllables, and accents until you can form a word that makes sense.
- If you still cannot figure the word out, skip it and ask someone, or use the dictionary.

Hypothesis: When reading orally, BN adds extra letters to the end of many words. (*This is part of his dialect*). It often makes him difficult to understand.

Strategy:

- Remind yourself (or I will remind him, if we're working together) to only say what's on the page; not adding extra letters or words.

Hypothesis: When reading orally, BN adds extra words when reading. (*Although it normally doesn't change the meaning of a sentence, it's a habit he needs to try to break, considering he's going to be taking more content-area classes next year.*)

Strategy:

- Remind yourself (or I will remind him, if we're working together) to only read what's on the page; not adding extra words.

Hypothesis: BN doesn't apply the same *phonetic rules when writing* as he uses when reading and as a result, he has just cannot spell. Even words that he can spell orally, he frequently cannot put correctly on paper. (This may be due to the fact that his history with language was oral until just two years ago.) When you try to help him write that same word (immediately after having him the word and tell me the rule he used, it's as if there's no connection.)

Strategy:

- Practice (orally – flash cards, games) and follow with exercises having BN *write* word families (e.g., *_ow*, *_aw*, *_all*, *_oy*, *_ace*, *_an*, *_ell*, *_ake*) and also word families with diphthongs and those with vowels associated with hard and soft consonant sounds (e.g., *g*, *c*, *s*).
- Practice breaking apart and pronouncing and then *writing* digraphs (e.g., *ph*, *th*, *ee*, *ea*), diphthongs (e.g., *oy*, *ou*) and blends (e.g., *bl*, *tr*) to increase BN's ability to chunk word components together accurately. Make sure he slowly pronounces blended letter sounds and chunks and *THEN write*.
- More spelling lists and practice – make lists concentrating on one or two specific rules so he's not overwhelmed.
- Help him notice how he knows those rules when speaking or trying to figure a difficult word and that he can apply those same skills when writing.
- Practice reviewing the phonetic rules before completing a writing assignment.
- Have him make and use a simple chart of rules on a notecard to keep handy as a reference for when he writes.

Hypothesis: BN doesn't apply the same *rules of grammar* when writing as he uses when speaking. (He can say a sentence grammatically perfect and immediately write it and not come close to what he just said.)

Strategy:

- Review the rules of grammar that he is familiar before completing a writing assignment.
- Have him make and use a simple chart of these rules on a note card to keep handy as a reference for when he writes.
- Help him notice how he knows those rules when speaking or trying to figure a difficult word and that he can apply those same skills when writing.

Hypothesis: BN needs to practice reading for purpose (*rather than reading to answer questions at the end of passage or chapter.*)

Strategy:

- Practice making predictions prior to reading.
- I'll continue to model asking questions prior and during reading and have him try to do the same.
- I'll have BN write a brief list of questions that he might want to answer while reading to use as prompts and/or reminders. He'll use those questions after reading too to assess comprehension.

Hypothesis: BN needs to practice newly learned skills for reading textbooks in preparation for taking content-area classes in the fall.

Strategy:

- Practice reading headings, text in margins or boxes or under pictures, the first two sentences of a paragraph.
- Practice looking for clues to give meaning - keywords
- Practice these skills to solve math word problems – using math vocabulary to get clues to know how to solve problems (*e.g. 'find the difference' tells you to subtract*)

Hypothesis: BN doesn't take time to read instructions or if he does, he doesn't make sure he understands the directions in order to do the work correctly.

Strategy:

- Read the instructions through in its entirety one time.
- Reread again, underlining key words or clues that will help him know what to do. (*E.g. If a math problem, 'find the difference' will tell him he's going to subtract*)
- If you need further help, ask for help (*teacher or another student*).
- Do the first instruction and then the next (if multiple steps, do one at a time.)
- Check your work to make sure it matches the instructions

Suggestions and Recommendations

Student strengths:

- Enthusiastic about school and is always willing to learn something new.
- Likes to read in order to learn. (He's become 'empowered' to learn and loves that.)
- Won't hesitate to ask questions or ask for help.
- Takes books home and even goes to the library to read.
- Has the basic understanding of the parts of a book
- Knows how to use a variety of reference sources – dictionary, online resources.
- Has developed skills in reading for meaning and has developed the ability to make inferences and to orally summarize what he's read.
- He fully understands that letters make words and that words have meaning and that working to build his vocabulary will help make learning easier. He no longer approaches reading as just 'getting through the words on a page' but reads for understanding. I've had the pleasure of watching that 'light bulb' go off for BN!

Student needs:

- Help and practice with oral reading – helping him to remember to read what's actually on the page and not adding or dropping extra letters or phrases. His problems are more related to dialect.
- Concentrated efforts to help BN apply phonetic rules when spelling and writing.
- Regular opportunities to retell and summarize what has been read
- Instruction and practice writing – application of rules of grammar, applying phonetic rules when he writes, punctuation, and the ability to retell something in writing while applying the knowledge that he routinely applies when retelling something orally.
- To continue working on not adding extra vowels or words to what he's reading (if orally).

- To continue to work on enunciating his words so others can better understand him.
- To continue developing skills that he's learning in content area reading of textbooks in order to help prepare for taking content-area classes at Benson HS in the fall.

Materials

- Instructional level is 3rd grade
- Books, flash cards, games, recorded books, a variety of manipulatives, recorded lessons that BN can listen and practice on his mp3 player outside of school, books on tapes.

Recommended level of support:

- Attend summer school ESL program
- Provide educational websites that he can use over the summer to help develop spelling and vocabulary (*B loves online learning sites*)
- Get into a summer reading program
- Arrange for tutoring over the summer

Date (Week of)	Summary of Engagement	Reflection	Diagnostic Teaching
1/18/2010	<ul style="list-style-type: none"> • Met with liaison to discuss case study and get his assistance to get BN's father's approval based on TH's approval. (I knew he'd give approval as I'd informally discussed this prior to this course.) • Discussed and explained this case study with my student. 	<p>It's always good to have an opportunity to work with a translator and liaison with my students. I learn something new every time! BN's fortunate to have such good support around him!</p> <p>I'm anxious to have his father's involvement! I haven't really been able to obtain this so far this year.</p>	<p>We're working on digraphs and diphthongs. We use little flip-books, note cards for practice at home, exercises and games and have some unique online sites to reinforce what we're learning. This is rather challenging to BN and I'll continue these (or variations of such) exercises routinely. With older students, it's often more affective to point out the rules and examples within the context of actual passages of text. (Not while reading for comprehension, however since it's too distracting.)</p> <p>I use online Phonics Concentration games, Hangman, etc. and have relay games to help students really concentrate on listening! Teens like competition and it makes them try all the harder when they want to win!</p>
1/25/2010	<ul style="list-style-type: none"> • Met with Program Director, Tim Hoffman (Principal) to discuss case study using BN and obtaining his approval. • Had a phone interview with BN's father and translator since he was unable to meet with me in person 	<p>I wasn't surprised to get Mr. Hoffman's approval to work with BN. He's watched this students through the years and is happy to see BN get even more</p>	<p>We are doing more read-alouds with a focus on enunciating our words, reading and saying only the words on the page. I have him read the passage silently first and</p>

	<p>any time soon. He will come visit me in my classroom within the next few weeks.</p> <ul style="list-style-type: none"> • Took Sight words and phrases assessment. • Took 1st Oral Reading Fluency (Dibel) assessment. 	<p>dedicated attention.</p> <p>BN is in my classroom for 3 ½ hours each morning and we work on reading, writing, language development, and math each day.</p>	<p>then we read aloud. Sometimes I'll read first to model and have him read. We do choral reading as a group too. BN has a very strong dialect that makes it difficult to understand him. We're working on this. However, my main focus is on reading comprehension and I don't want to get in the way of this by nitpicking while reading. We can practice pronunciations and enunciation at other times.</p>
2/1/2010	<ul style="list-style-type: none"> • Took Interest Inventory • Created a new, blank personal journal and located pictures on the web to include in his journal to use as prompts. We want to write stories about his family history. His father is excited about this and even had someone help him write a letter to me thanking me for helping B. accomplish this. He even shared more details about their family events that brought them from Rwanda to the U.S. 	<p>BN is interested in so many things! It makes finding 'high interest' subjects easier. He especially likes reading about events in history or stories about people. We picked out books and stories of interest and have begun reading these.</p>	<p>I have a small library of books and stories on immigration in American history that he'll enjoy. I'll encourage BN to take some of these home to read and write reflections in his journal. Getting him to write is challenging but he will write when he's interested in the subject.</p>
2/8/2010	<ul style="list-style-type: none"> • Took a reading attitude survey • Started reading a book about immigrants in U.S. history. 	<p>The survey didn't surprise me; It supported my opinion that B enjoys reading; whether narrative or expository. He believes that he's a good reader and sees reading as a positive activity in his life. You can tell that it's a way of 'discovering' for him. He reads to learn new things- who could ask for more in a student's attitude? Actually, B. discovered this fall that he is actually capable of learning and enjoys it. It's like a newfound love – and reading is his key to learning. He comes in daily wanting to pick out something new to read!</p>	<p>We've been discussing the various types of reading and trying out a variety of short stories and short biographies to get a broader exposure to different types of reading. We discuss what we like to read and why. We also have discussed what makes 'good readers' and what we can practice to become even better readers. BN created a VENN diagram comparing early immigrants to America and today's immigrants. (Reading to learn!)</p>
2/15/2010 No school on the 15 th and 16 th)	<p>Worked with more vowel digraphs and creating word lists containing those sounds.</p>	<p>This seems to help BN further develop skills for dealing with words he might struggle.</p>	<p>Continue introducing and working with digraphs and diphthongs. Making rhymes to reinforce the</p>

			sounds is always fun. There are some fun visual and audio lessons online we're working with to reinforce this learning too.
2/22/2010	<ul style="list-style-type: none"> Took an Oral Reading Fluency assessment 		I'm modeling how to form and ask questions prior to reading in order to add meaning to his reading. We've practiced KWL prior to reading; practiced scanning the text, pictures, headings to make predications and form simple sets of questions prior to reading. After reading, we not only ask questions to check for understanding and comprehension, but to also practice retelling and reflecting on what he's read. This is something we'll work on throughout the entire semester.
3/1/2010	<ul style="list-style-type: none"> Took a Running Record (My personal reflection on giving the test: I did three different ones throughout the week (a Reading A-Z book at his current level, just under and one above). It seemed that the BN struggled more with the lower level book more than the higher. I'd like to get someone with more experience to sit with me while I do this to see if I'm doing this right. There's arguments about whether it should be performed as a cold reading or if the student can read it through once. There's certainly a great benefit to letting a student read it first. We chose to do a cold reading since that's what our department uses 	BN was more than happy to let me use this assessment – even if multiple times. I just treated it like a standard reading lesson. I was more concerned with 'doing this correctly'	Practiced using the following skills in order to continue reinforcing reading for meaning. (I'm using these each week and will continue to do so throughout the semester): Imagery Predicting Guided reading Reciprocal reading Directed reading-thinking activity
3/8/1020	I introduced making inferences.	It started out pretty 'iffy' but BN quickly caught on and really enjoyed using this new skill! He gets it amazingly well! It's a great way to getting a student to 'think'. We treat this almost like a riddle or game and he really caught to the concept rather quickly. It'll help him with his	I introduced making inferences using an old book that has excellent short passages and multiple choice questions. I look for opportunities in other lessons and readings to have BN make inferences.

		comprehension since it's another method to help him read for meaning or understanding in a fun way.	
3/15/2010	<p>I introduced determining whether something is a fact or an opinion.</p> <p>Worked on saying only the words in each sentence without adding 'uh' at the end of many of the words. This is a dialect issue.</p>	This was hard for BN to grasp initially but he eventually got the concept. It's going to take more practice.	<p>I have several books with short passages that provide practice of this skill. I frequently asked whether something is a fact or opinion throughout the week.</p> <p>Also reinforced making inferences throughout the week.</p> <p>I pre-taught what to do prior to reading (not adding an extra 'uh' at the end of each word. Again, there's a fine line between correcting this and getting in the way of comprehension. My ultimate concern is always understanding and comprehension.</p>
3/15/1010 (continued from above)	We're working on categorizing and alphabetizing lists	This is a skill he's never been taught and should know, especially since he'll be attending high school full time next year.	<p>I have a little magnetic board and sets of magnetic words that I have BN make lists to practice these skills. For example, one list might have vegetables, fruits, and nuts. It'll be mixed up and he'll have to sort into 3 categories.</p> <p>I'm giving him lists of words to alphabetize too. Using a magnetic board and and magnetic words makes it easy to move words around as needed.</p>
3/29/2010	<ul style="list-style-type: none"> • Took a Running Record • Working with tenses (What clues tell you which tense? What are the differences in past/present/future tenses of common words?) 	Have, Had, has can be a challenge so making it fun makes it a little less daunting. These are so important to get down!.	<p>Practicing Have, Had, Has using a combination of proper nouns and pronouns.</p> <p>Ms. Yager has, Susan and B have, we have, he has, she has, they have, you have, etc. – writing these in sentences.</p> <p>Scavenger hunts of objects and speaking and writing using student names makes this more interesting and fun. We look for examples in our reading as well to use as</p>

			models and continue the practice of looking for 'real world' examples that apply what we're learning.
4/5/2010	<ul style="list-style-type: none"> • Took post- assessment- Oral Reading Fluency (Dibels) • Post-assessment Dolch basic sight words 	He's shown a noticeable improvement from the start of the semester. Still areas to work on but I'll take improvement!!!	Working with word lists and practicing identifying patterns.
4/12/2010	<ul style="list-style-type: none"> • Pulled writing sample taken after reading a chapter in the short novel, <u>The Last Time</u>. • Took post-case Informal Reading Inventory – narrative and expository assessment 	<p>I used the book and followed the 'recipe' provided. I really appreciated the 'retelling' questions and how easy the material made scoring these.</p> <p>Although BN had to look back through the passages to answer questions, this was a good sign of progress. There was a time that he wouldn't find it important enough to go back and reread to find information.</p>	We need more practice in reading like this. We'll continue reading short passages (both narrative and expository) and having BN retell orally and in writing. I'll also continue asking him to reflect on the reading and ask questions to measure comprehension. However, prior to reading, I'll have BN practice making questions or doing a KWL in order to help him to focus on reading for meaning.
	<p>An additional note: I didn't note it above, but we work on spelling and phonics continually each day using a variety of routine exercises, games like Scrabble, etc.</p> <p>I have my case student 3 ½ hours each day and work with him continually so there's no way to write all that we do in a log. I have some very routine exercises we do daily as well as use a variety of things to 'switch it up' and make learning difficult things seem more fun than 'learning'. Most of all, I try to make any lesson into 'multiple' lessons due to the urgency of my students needing to learn as much as possible in a short amount of time.</p>	The area I plan to spend a more concentrated effort going forth is on helping Bn's apply phonetic and grammatical rules that he knows orally and when reading but finds great difficulty in applying in writing. I believe much of his struggle is due to his strong dialect as well as the fact that he had little experience writing prior to the last few years.	I haven't noted it above, but I use graphic organizers, games, and the students keep a notebook and note cards to use as reference when doing class work or homework. We use many online sites to help clarify or teach, including Everything ESL, ESL Café, BrainPop, Reading A-Z, Bookflix, National Geographic and Discovery, Teacher-Tube. Anything visual or using audio to make learning more fun or memorable.

INDIVIDUALIZED ASSESSMENT CONSENT FORM

I (we), the parent(s)/guardian(s) of Baylin Keshimone ("Child") acknowledge and consent to the individualized assessment my/our Child will receive from Jane Yegor, a graduate student of Concordia University, Seward, Nebraska ("Graduate Student") during the 2nd 2009-2010 school semester.

I have been advised that my Child has been selected to participate in a program whereby the Graduate Student will assess my Child and develop a comprehensive case study from the data accumulated. I understand that the objective of the assessment practicum is to provide an opportunity for the Graduate Student to apply the methods of assessment of literacy skills that he or she has gained through a course of study offered by Concordia University.

I understand that the methods to be implemented to assess my Child may include, without limitation, informal assessment techniques such as observation, checklists and teacher-made tests, and may also include a formal, standardized test as part of the diagnostic process. Some of these assessment methods are described as follows:

- Student interest inventory
- Student perception of self as reader inventory
- Informal reading inventory
- Running record
- Phonics diagnostic test
- Visual, auditory discrimination
- Spelling inventory
- Concepts about print
- Vocabulary and comprehension assessment

I have been advised that the assessments will be conducted in my Child's school classroom or in a separate room within the school designated for such purpose. I understand that the literacy level of my child will be continually assessed by the Graduate Student who may also engage in diagnostic teaching of my Child based upon information obtained from previous assessments of him/her. I have been informed that the Graduate Student will share the case study information regarding my Child with other graduate students and instructors, both in the Graduate Student's college classroom and in on-line discussions within such groups, but I understand that the identity of my Child will at all times be protected and not disclosed.

I understand that I have been requested to complete an optional form separate from this document in which I will be asked to relate family information such as the usage of language in the home, educational and health history of family members, reading and writing development and the like. However, I have been advised that the identity of all members of my Child's family will be at all times be kept confidential.

By executing this Consent form, I hereby acknowledge and agree to the participation of my Child in the assessment program to be conducted by the Graduate Student of Concordia University named above, under the supervision and instruction of Janell Uffelman, Ph.D., Associate Professor of Education. I acknowledge that I have had the opportunity to discuss any questions or concerns with representatives of Concordia University, and have been advised that any questions or concerns that I may have in the future may be directed to Dr. Uffelman, at (402) 643-7318, or by e-mail: Janell.Uffelman@cum.edu

Signature [Handwritten Signature]
Parent/Guardian of Child
Date Jan 22 / 2010

PRINCIPAL ACKNOWLEDGEMENT

I, the undersigned Principal of Career Center / TLC School, do hereby acknowledge and consent to the participation in the assessment program referenced herein by the above-referenced Child under the terms, conditions and provisions described herein.

[Handwritten Signature]
Principal
Date 1-22-10

Literacy Report for B

(This is a copy for practicum since the actual document for B's father will include the student's actual name and teacher's signature.)

Name: BN

TAC/Career Center

April 4, 2010

Student Strengths:

- Has a very positive attitude about school and is anxious to come to school every day!
- He has the most contagious enthusiasm when he's interested in a topic!
- He's just discovered this school year that he is actually capable of learning and he takes most every opportunity to build his knowledge of an area that he's most interested (usually something in history or immigration). He'll seek out books or articles of interest on his own and always ask if he can take a book home to read!
- He reads fluently and comprehends most of what he reads.
- He's not afraid of reading something that's above his reading level. If it's something he's interested, he'll take the time to struggle through trying to understand it. He won't hesitate to ask for help or get permission to look online for information that might help him understand that topic further. He's happy to discuss what he's learned, as long as it's orally. He's improved his ability to retell a story or summarize what he's read.
- He's comfortable asking questions or using resource materials (including the Internet) to help him further understand a topic
- Vocabulary development is above expectations.
- He has gained skills in making inferences. It's made considerable difference in helping him to read for understanding! He used to read a passage and answer questions 'regurgitating' words from the text. Now, he's learned to 'think' about what he's reading in order to make inferences. He'll not only answer questions, he'll ask me questions to see if I pick up on something not stated implicitly. It's also helped him to further develop some logic skills.

Student Needs:

- Help and practice with oral reading – helping him to remember to read what's actually on the page and not adding or dropping extra letters or phrases. His problems are more related to dialect.
- Continued help with his spelling and writing so that he can bridge his knowledge of phonetic rules and grammar that he uses orally to when he spells and writes.
- Regular opportunities to retell and summarize what has been read
- Instruction and practice writing – application of rules of grammar, punctuation, and the ability to retell something in writing while applying the knowledge that he routinely applies when retelling something orally.

Assessment Procedures:

- Informal Reading Inventories
 - Fluency
 - Comprehension

- Cueing
- Reading Surveys
 - Genre Selection
 - Reading Level
- Running Records
 - Miscue analysis
 - Fluency
 - Phonemic Awareness
- Book Logs
 - Genre Selection
 - Reading Level
- Activities Demonstrate Skills/Knowledge
 - lessons, quizzes, in-class activities
 - Journal writing – retelling, practicing writing based prompts

Recommendations for Classroom:

- Continued use of organizers to help develop writing skills.
- Use of a log to help B see his progress in writing.
- More practice spelling and assistance with writing.

Recommendations for Home:

- Attend summer school ESL classes to further academic literacy skills to better prepare him for attending Benson fulltime next fall.
- Join a summer reading program at Benson library
- Listen to recorded lessons and stories on his mp3 player
- Play educational computers games – He has a list of appropriate sites.

Additional Comments:

- B. has made major strides this school year! He's discovered the sense of pride and joy in becoming a 'learner' and it's been fun to watch him get excited about learning! He wants to do well in school and he knows that reading plays a critical role in his success in school. He enjoys seeing his progress and is proud of his accomplishments, as he should be! He's realized the value in a variety of reading materials such as magazines, newspapers that provide information beyond just telling a story. He's discovered reading can help him become knowledgeable of most any subject he's interested rather than just words on paper!
- He will want to continue working on developing written communication skills. It's a vital for his success in content-area classes next year.
- I encourage his father and mentor to have B. read and ask questions before and after reading. Make a game of it in order to hold his interest. It helps B develop cognitive skills as well as further develop reading for meaning and comprehension.
- I encourage B. to continue building his vocabulary skills through a combination of vocabulary lists and reading. Seek opportunities for B. to read text that will not only contain vocabulary he's learned, but contains vocabulary that will help expand his knowledge.

- Continue to find 'real-world' opportunities for B to read; newspapers, news on the web, download music lyrics that he likes (with care that the music is appropriate), have him listen to talk shows and T.V. shows in English. As much as he likes to walk, I'd buy him a used, broken bike and a check out a book at the library on fixing bikes. If not a bike, buy a broken toaster or lawn mower and a book on how to repair them. It would be an excellent experience for B. to have practice reading and following instructions and personally experiencing the benefit of reading to 'fix' something. It may even provide a way for B. to make a little extra money repairing bikes or small engines. I'd make a list of things that you need help with or that you or B. want to learn and make trips to the library to learn together. It would be a fun and useful way for empower B's learning!
- Thank you for the opportunity to teach your son! It has been absolute pleasure working B! His enthusiasm to learn and his attitude towards life has been a joy to be around each day! His joy is contagious! Something we all need!

Signature of Graduate Practicum Student (Lana Yager) April 14, 2010

Lana Yager

Experience outside my area of teaching - Teaching Elementary students

Lesson taught April 5 and 6, 2010

I traditionally teach ESL in the adult high school, teaching students 18-21 years old. However, I began working half-days with ESL students at Kennedy Elementary in March. For my elementary school experience for my practicum, I'm submitting the following experience:

1. Approximately six hours testing elementary students to determine whether they qualify for ESL support. All of the students tested are newcomers with no or minimal English language skills.
2. Classroom teaching 1st Grade ESL students - Taught two ½ hour sessions, working with 1st graders.

LESSON - Teaching Sequencing based on Storytelling

Objective: This lesson teaches students the concept of sequencing in relation to a story they are reading. It reinforces the following concepts: first, last, before, after, left, right. This lesson can also focus on carryover of articulation skills to answering questions as well as story telling.

Grade: 1st Grade 1- English Language Learners

Learning outcomes:

Students will:

- properly sequence story from left to right.
- explore specific vocabulary words needed to relate the story.
- utilize complete sentences to relate story. Sentences will include correct grammatical forms, pronouns, etc.
- demonstrate carryover of articulation skills as he/she retells story.
- answer questions relative to time concepts: first, last, before, after.
- demonstrate strategies to assist him/her with recalling information.
- demonstrate ability to predict a second outcome to the story.
- use imagination to determine what might have happened before the story actually began.

Planning:

Time required for lesson: 2 - 30 minute sessions

Materials/resources

- **2 short stories – Story to use to model sequencing & introduce vocabulary** (*Making cookies with Grandma*).
- **Story that the students have already read in the prior session** (The Dog and Cat).
- **A worksheet with pictures from the student's book and a variety of activities.**

- **A magnetic board and magnets to let students move pictures around and put vocabulary words.**
- **Pictures to use to teach sequencing**
- **5 un-numbered pictures from the ‘model’ story, Making Cookies with Grandma**
 - Picture 1 – Grandma is reading the recipe in a cookbook. *(also shows the simple recipe in a text bubble)*
 - Picture 2– Grandma and children mixing batter in a bowl. They’re following a recipe in a recipe book.
 - Picture 3– Grandma is putting the cookies in the oven to bake.
 - Picture 4– Taking the baked cookies out of the oven.
 - Picture 5 – Grandma and children are eating the cookies.
- **5 un-numbered pictures from the student’s book – The Cat and the Dog**
 - Picture 1 – The cat is running.
 - Picture 2 – The dog is running after the cat.
 - Picture 3 – The girl is running after the dog (who is chasing the cat).
 - Picture 4 – The boy is running after the girl (who is chasing the dog, who is chasing the cat.)
 - Picture 5 – The boy, girl, dog, and cat are all with standing together, happy! The end!
- **Printouts of individual vocabulary words to put on the magnetic board.** (sequence, order, first, second, third, fourth, next, before, after, last, finally)

TEACHING the LESSON

Pre-activities

Ask questions to help assess each student’s prior knowledge of the concept and vocabulary associated with sequencing. *(Example, getting dressed in the morning – What do you do first? What do you do next? What do you do before...? What do you do after....? Etc.)*

Activities

The first session, we’ll do the activities relating to “Making Cookies with Grandma” (as follows)

The second session, we’ll do the same activities but using the students’ story of “The Cat and the Dog” and questions and pictures specific to that story.

1. I’ll read the story, *Making Cookies with Grandma* from my book.
2. After reading the story, I’ll put the five pictures on the magnetic board, ‘out of sequence’. We’ll examine each picture and I’ll ask probing questions to elicit specific vocabulary and to model proper grammar.
 - “What are they doing? How do they know what to do first? (Talk about using a recipe to cook.)
 - “What is she ____?”
 - “What will they do after ____?”
 - “What did he do before ____?”
3. I’ll have the students help me put the pictures in proper sequence on the magnetic board and have them label each with the correct vocabulary word.
4. I’ll have the students ‘retell’ the story, requesting they using the vocabulary words and use complete sentences. I’ll assist with modeling proper grammar when appropriate.
5. After story is correctly sequenced, I’ll have the students close their eyes while I remove one picture. I’ll have the students identify the missing picture using a complete sentence. (If student has difficulty, I’ll retell the story to the missing fact to help ‘clue’ so they might remember the missing picture. When the students are successful at this level, I’ll remove two, then three pictures.

Assessment

Each student should be able to:

- demonstrate telling a story following a sequential order or events (including placing pictures in proper sequence and labeling as first, second, etc)
- uses grammatically correct sentences as he/she tells their story.
- correctly answers questions relevant to sequencing.

Extended –

We’ll continue to use the vocabulary when telling / retelling stories in the future.

Reflection on my teaching experience in the elementary:

I work with young adult and adolescent newcomers (Level 1-2 students). I’ve frequently said that I feel like I teach elementary, only my students are just in bigger bodies! ;-) The actual difference is basically the age-appropriateness of my materials. The

'basics' are very similar. The lesson that I used above, I used with 1st graders, but I do a range of lessons based on this model with my adolescents, teaching them how to change a tire or follow the steps in a recipe, for example.

The students I worked with these two days were far more advanced than my older students, English language-wise. Matter of fact, it was hard to *tell* they were ESL students! One boy told me his family has an English tutor at his house every day after school. It shows! Newcomers are so challenging that just getting through a simple lesson can seem to take forever and take extreme patience! Teaching this lesson to these young ones was so extremely easy and it was a lot of fun! It was so nice to be able to just teach a lesson without spending great effort trying to build background or trying to teach vocabulary to students who don't even understand enough words to verbally explain new vocabulary. Pre-teaching was minimal with these students compared to my newcomer adolescents!

I've been working with ESL students at Kennedy every afternoon the past few weeks. I work with 1st graders and 4th and 5th graders. They call it 'inclusion' but at the time, we're just pulling them to our own area in the back of the room and doing a lesson completely separate of their classroom lesson. It seems to be pretty distracting, in my opinion. They're working on getting that changed to a pull-out situation for the newest newcomers. I think that would be an excellent idea, personally!

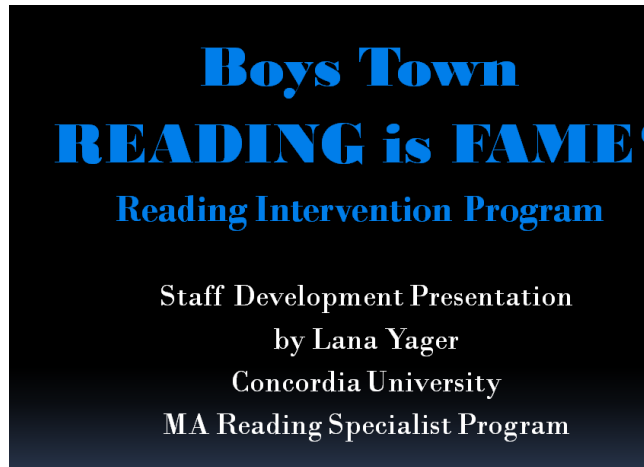
I am really surprised at how much I have enjoyed teaching in the elementary! The little ones are so fun! I've been helping with newcomer testing, ELDA testing and this week, I'll assist an ESL student with the state reading test. It's been a fantastic learning experience for me! Few teachers probably the opportunity to work with such a wide swing of youth.

Conceptual Framework Outcome—Leading Professional Development Presentation

(Please note that the text on the actual slides was displayed using automated transitions. Text moves in and out of the screens when in slide-mode during the 'actual' PowerPoint presentation so all the text is not displayed at the same time. The screens below include the text in its entirety though.)

LD2 (Communicates effectively)

LD5 (Consults and collaborates with others—if this was a team presentation)



Boys Town
READING is FAME®
Reading Intervention Program

Staff Development Presentation
by Lana Yager
Concordia University
MA Reading Specialist Program

Why I chose the Girls and Boys Town

Reading is FAME® program

As a teacher of adolescent and young adult English Language Learners, I'm very aware of the struggles these learners face due to a large gap in vocabulary.

I have personally observed this program while both observing and participating in it while student teaching at Girls and Boys Town in 2004.

Challenges of Adolescent English Language Learners

- Part of the achievement gap is a vocabulary gap
- ELLs in particular need school-based support for vocabulary learning.
- Academic vocabulary is infrequently taught
- Instruction is fragmented across content areas
- Texts and topics fail to engage adolescents
- Vocabulary is the most promising leverage-point for whole class instruction

READING IS FAME®

Selected by the **National Education Association** and the **National Staff Development Council** as an **outstanding program that improves learning in schools** (2002)



Developed for Girls and Boys Town in Boys Town, Nebraska, by Dr. Mary Beth Curtis and Dr. Ann Marie Longo from Harvard University's Reading Laboratory.

Developed for adolescents who lack the vocabulary knowledge necessary to comprehend materials written at their grade level.

Developed at Girls and Boys Town to help students make substantial gains in reading levels during their brief residence at Boys Town.

- On average, these students are 15 years old on their arrival and have an average length of stay of 18 to 22 months.
- Typically enter school with a two to four year reading deficit, although one out of every ten students enters reading five to six years below grade level.
- Although this program was initially created for the adolescents at Girls and Boys Town, it has been successfully implemented in regular education settings throughout the U.S.

Based on Jeanne Chall's Stages of Reading Development (1996), which provides the theoretical foundation for both the developmental and differentiated approach to FAME's reading instruction.

Chall contends that

- Reading is a process that evolves as the reader's skill level increases.
- When learning to read, one must begin by learning alphabetic principles. Then, practice allows reading to become more fluent. When fluency is mastered, one has "learned to read."
- Next, one begins to "read to learn"
- This transition allows readers to use reading as a tool in their learning (Curtis & Longo, 1999).

What's so outstanding about this program?

- Reading is FAME has been used in 30 states in more than 600 schools in both regular education classrooms and special education classrooms in various school settings (traditional, alternative, after-school, etc.)
- On average, students gain nearly a YEAR in reading achievement for EACH of the four FAME courses.

Results are encouraging

From the fall of 1996 to the spring of 2005, results from 7,499 students reflect the following gains *within a semester* of study:

3,430 Foundations students made a 1.0 grade level equivalent gain in decoding and a .7 gain in basic vocabulary

4,244 Adventure students made a .7 gain in decoding and a .8 gain in basic vocabulary

2,131 Mastery students made a 1.0 gain in comprehension and a 1.3 gain in vocabulary

794 Explorations students made a .9 gain in comprehension and a 1.0 gain in vocabulary

To bring this closer to home...

A replication study was conducted in Lincoln, Nebraska to test the program's effectiveness in a public school setting. [These students completed all four FAME courses in a two-year period.](#)

Using the Woodcock Johnson-Revised and the Wide Range Achievement Test, 3rd Ed., students averaged:

- 5.5 grade equivalent gain in Basic Reading
- 5.1 grade equivalent gain in Vocabulary
- 2.5 grade equivalent gain in Spelling.

Northwest High School and the impact of FAME on improving the literacy skills of ninth-grade students

At the start of the 2006-2007 school year, students who were reading at or below the fourth-grade level were randomly assigned to the program.

After just one semester, Foundations students:

- Made significant gains on the Test of Word Reading Efficiency
- Made almost two years of growth in phonetic decoding efficiency and one year of growth in sight word efficiency
- Students also made significant gains on FAME curriculum-based spelling and fluency measures.
- Foundations students' pre- to post-test spelling scores increased 24 % and effective reading speed, a measure of reading fluency and comprehension, increased 35 percent from pre- to post-test.

What did the STUDENTS say about the program?

"I am faster in my reading and I am learning how to spell and read words."

"I have the more confidence about reading out loud."

"My comprehension is better and it has taught me to expand my vocabulary."

To quote a parent, "My child successfully passed their classes for the first time." They attributed her child's progress to the Reading is FAME intervention program.

WHO CAN TEACH in this PROGRAM?

Any certified teacher can become a FAME teacher, although districts are encouraged to appoint those teachers who possess English, Reading, and/ or Special Education backgrounds.

PROFESSIONAL DEVELOPMENT

Each FAME course corresponds to one day of training.

Many sites opt to have Foundations and Adventures training initially.

A consultant from Girls and Boys Town returns for on-site consultations approximately six weeks after implementation.

On-site consultations involve in-class observations, debriefing meetings with FAME stakeholders, and any other specific requests a site may have. This is an optimal time to hold Mastery and Explorations trainings.

PROFESSIONAL DEVELOPMENT

The final direct support piece is when the Girls and Boys Town consultant returns to consult to those teaching Mastery and Exploration.

Several different training/ consultation options exist and can be explored in the planning stages.

Sites using FAME receive complimentary indirect support for the duration of the FAME implementation. Phone calls and e-mails regarding any FAME matter are encouraged and free of charge.

Consultation / Support

Consultation is a required component of Reading Is FAME.

Ensures the successful implementation of the Reading Is FAME curriculum within a district, school or classroom.

Either a verbal or written consultation summary, including recommendations for continued implementation, is provided to assist teachers and administrators in problem-solving, goal-setting and monitoring of program practices.

IMPLEMENTATION

Students identified as FAME candidates are placed depending upon reading level.

A group of adolescents with similar reading deficits meet in a classroom for 40-50 minutes daily.

Each of the four courses in the Fame program is a semester in length and should serve to supplement traditional English/Language Arts classes rather than replacement courses.

FAME courses are oftentimes viewed as an elective course offering.

Teacher / Student Ratios

Foundations of Reading and *Adventures in Reading* courses require a ratio of no more than ten students to two adults, those adults being a teacher and a teaching assistant.

Mastery of Meaning and *Explorations* courses see an increased ratio of up to fifteen students to one teacher.

THE APPROACH

Sometimes, teachers equate reading deficits with an inability to comprehend.

However, the cause of a student's reading deficit may lie in deficit decoding skills, lower rates of reading fluency, or an insufficient command of vocabulary.

Identifying the cause of a reader's skill deficit is a key component in correcting it.

The four FAME courses are:

Foundations of Reading
Adventures in Reading
Mastery of Meaning
Explorations

They adhere to the Stages of Instruction:

- Direct instruction
- Guided practice
- Independent practice.

Foundations of Reading

(The first course in Reading Is FAME)

- Designed for students in grades 7-12 who read below the fourth-grade level
- For these readers, *deficit decoding skills are the primary cause of their reading difficulties.* *
- Focuses on the relationships among the most common letter combinations and sounds.
- Activities: Collaborative oral reading, computer activities, and word activities to reinforce skills taught.

* Students who lack a basic knowledge of syllables, vowel sounds and sight words may require a different intervention.

Adventures in Reading

(The second course)

- Designed for students in grades 7-12 who read between the 4th and 6th grade levels.
- Helps promote fluency in recognizing words and their meanings.
- Collaborative oral reading, computer activities, and word activities

Mastery of Meaning

(The third course)

- Designed for students in grades 9-12 who read between the 6th and 8th grade levels.
- The goal is to improve comprehension by increasing students' vocabularies.
- Students are provided with multiple opportunities to learn a wide variety of words, concepts and topics. Reading, writing, listening and speaking activities allowing students to process word meanings actively and generatively.

Explorations

(The fourth course)

- Designed for students in grades 9-12 who read at the 8th grade level and beyond.
- Deficits in comprehension, insufficient problem-solving and study skills are the primary cause of reading problems in students targeted by this instruction.
- Students develop the ability to integrate information in text through reading and writing.
- Students are taught how to take notes, outline, summarize, and study efficiently in the context of content areas such as social studies, science and the humanities.

Materials

- FAME curriculum is received upon training.
- Software is included for *Foundations* and *Adventures*.
- Additional materials (include classroom sets of novels, software, standardized tests, reference materials, workbooks, flash cards, board games, etc.) are required and a list of these materials will be provided upon request.

ASSESSMENT

Students are placed in a particular course in the sequence based on an initial assessment of their reading achievement.

Before placing a student, a comprehensive reading inventory (*Diagnostic Assessment of Reading, e.g*) must be administered to identify the cause of a student's reading deficit.

FAME students are formally assessed pre- and post-semester to measure the expected one-year grade equivalent gain per semester of instruction.

ASSESSMENT

In *Foundations* and *Adventures*, students take a standardized test that measures decoding and auditory, or basic, vocabulary.

In *Mastery* and *Explorations*, students take a standardized test that measures comprehension and vocabulary.

Students in the first three courses of FAME take weekly pre- and post-tests.

In addition to serving as baseline data for the teacher's instruction, the growth demonstrated from pre- to post-test serves as a positive reinforcer and motivator.

These scores are discussed during weekly grade conferences, an activity that occurs in the first three courses of FAME.

In case you need further convincing that this is a quality program meeting OPS' goals to increase content-specific student -achievement, to quote National Staff Development Council Project Director Joellen Killion,

"Reading is FAME has met our stringent criteria for inclusion as an example of a content-specific staff development program that increases student achievement."

National Staff Development Council Project Director, Joellen Killion
(re: NSDC's Results-Based Staff Development for Elementary and Secondary Schools project)

Febr 25, 2002 (Boys Town Charity Wire, [International Aid & Relief](#) » [Girls and Boys Town](#) » Article 03479

RESOURCES

<http://www.literacymatters.org/programs/fame.htm>

Feb. 25, 2002, Boys Town Charity Wire, [International Aid & Relief](#) » [Girls and Boys Town](#) , Article 03479

<http://www.neglected-delinquent.org/nd/resources/spotlight/spotlight200504d.asp>

Data News You Can Use, National Research Institute for Child and Family Studies, Volume 6, Issue 3, June 2007.

<http://www.boystown.org/AboutUs/Documents/June-2007.pdf>

Conceptual Framework Outcome—Learning

LR5 (practices lifelong learning)

LR7 (demonstrates specialty depth of knowledge)

Exploring the Impact of Graphic Novels with English Language Learners

A Research Proposal Presented to Concordia University

by

Deborah Watson & Lana Yager

Grace-Ann Dolak, Proposal Advisor

July 2009

Introduction

If educators ever find out what constitutes the fantastic motivating power of comic books/graphic novels, I hope they bottle it and sprinkle it around classrooms. They do not have to be urged, coaxed, cajoled, and drilled to read (Haugaard, 1973, p. 54). There is a call for Haugaard's response of greater understanding of the "fantastic motivational power" of comic books. Is there a better platform to engage students than to grab their interest by reading about family, friendship, school, dating, through stories that are relevant, engaging and frequently humorous? According to the Chief Executive Office of Comics Inc., Michael Silberkleit (personal communication April 11, 2000), approximately one million Archie Comics are sold monthly internationally, and the Archie website (www.archiecomics.com) has 13-14 million hits per month. Despite its popularity, little research has been done on a comic that has attracted the attention of millions of primarily preteen children in North America and beyond for decades —approximately 60% of whom are girls and 40% boys. (The Reading Teacher, October 2003, Norton). If comic books/graphic novels are such sought after reads, why not take advantage of their motivating power and use them for read-alouds?

Most people are familiar with comic books. However, we feel we should explain that a graphic novel is a type of comic book, usually with a lengthy and complex storyline similar to those of novels. The term also encompasses comic short story anthologies, and, in some cases, bound collections of previously published comic book series (more commonly referred to as trade paperbacks). Graphic novels are typically bound in longer and more durable formats than comic magazines, using the same materials and methods as printed books, and are generally sold in bookstores and specialty comic book shops rather than at newsstands. (Wikipedia.com, 2009) For our purposes, we will use the terms comic and graphic novels interchangeably.

We chose to perform this study for several reasons. Comics and graphic novels are exponentially growing in popularity with youth of today's generation, as noted by the sales figures of the Archie comics series. (www.archiecomics.com) Why not use materials that are already proven to be of high interest to our students? Isn't our goal to create lessons where students become fully engaged in the learning process? Comics/graphic novels seem to be just the tool to produce such lessons. If that's not enough, comics/graphic novels may be the tool to actually hook non-readers and engage them enough to propel them into becoming lifelong readers! If these books can be that effective, we need to further validate it with studies. These studies may be necessary to help fight resistance of librarians, administrators, and any other decision-makers who may not consider comics/graphic novels as having literary value and could prevent us from using them in our classrooms.

As part of our study, we've reviewed six studies on this topic. For example, one study where students read Archie and student-generated comics in their classroom, there was notable development of their student writing, comprehension, and research skills. (The Power of Reading: Insights from the Research Observations and Reflections from BEHS staff, October 2004). One of the challenges is changing the perceptions of some media center teachers and librarians who consider comic books/graphic novels as "junk literature for children". These professionals question whether comics/graphic novels have the cultural and literary value to belong on the shelves of libraries across the nation.(Gorman, 2004).

Another study compares 7th grade boys in a middle class school to 7th grade boys in a low-income Title I school with 82% Title I students, and 28% classified as Limited English Proficient. For both

groups, those who read more comic books did more reading for pleasure, liked to read more, and tended to read more books in general. “These results show that comic book reading certainly does not inhibit other kinds of reading, and is consistent with the hypothesis that comic book reading facilitates heavier reading.” Comic books were especially useful when teaching LEP students literacy skills. (Krashen, 1996). Students became engaged in reading when comics were used in the classroom, stating they are interesting and frequently, funny. The positive responses by the students confirms the motivational value of comics and that “comics can serve as visual support for teaching literacy and have value as instructional texts”. (The Reading Teacher, International Reading Association, October 2003).

One of the ways that ESL/ELL teachers can increase the amount of time their students read is by using comics and graphic novels. “Not only can they provide language learners with contextualized comprehensible input, they can also engage the learner and lead him or her to explore more graphic novels or books, magazines, newspapers, and other reading materials.” (The Internet TESL Journal, Teachers of English as a Second Language, Vol. XIV, No. 7, July 2008).

Title of our research project:

Do reading comics/graphic novels help non-readers to become readers?

Authors: Deborah Watson and Lana Yager

Research Problem:

Do reading comics/graphic novels help non-readers to become readers?

Purpose Statement:

The purpose of this graphic novel/comic book study is to explore the effectiveness of comic/graphic novels and to engage reluctant readers in the literary process both in and out of the classroom. We also sought explanation as to how this assisted in the development of English Language Learners. At this stage in the research, the graphic novels will be generally defined as the comic/graphic novel study.

Research Questions (Qualitative)

Overarching Research Question

Do reading comics/graphic novels help non-readers to become readers?

Sub-Questions:

Are comics/graphic novels effective motivators for reluctant readers?

Sub-Questions:

Are comics/graphic novels effective motivators for reluctant readers?

What motivates English Language Learners to read comics/graphic novels?

Methodology

Qualitative research seeks out the ‘why’, not the ‘how’ of its topic through the analysis of unstructured information – things like interview transcripts and recordings, observations, various forms of communication, notes, feedback forms, photos and videos. It is used to gain insight into people's attitudes, behavior, value systems, concerns, motivations, aspirations, culture or lifestyles. Focus groups, in-depth interviews, content analysis are among the many formal approaches. The results are unstructured information that can be difficult to manage. When faced with a vast variety of types of contributions, such as transcripts, emails, pictures, diaries and audio or video material - finding themes and extracting meaning can be overwhelming. Key to the study is the course of action and the opinions and meaning pulled as a result.

The qualitative method of research occurs in the following way: Information is gathered by the researcher through non-scientific methods such as observations and interviews in the subject’s own, day-to-day environment in order to gain a more clear perspective of their opinions and insights into the consideration of the topic of study. The information is mostly non-quantifiable and the validity of this type of research depends on the objectivity and truthfulness of the participants in the study.

Our research will be conducted in four classrooms in the Elementary, Middle, and High Schools in the Sommerset Public School District, Sommerset, Utah. We have chosen these schools and specific classrooms due to their large ELL student populations, the proven deficiency in literacy levels, and our confidence in the teachers to provide unbiased

opinions, truthful answers, and the ability to deliver quality lessons using our materials.

Each of these schools also has a weekly silent reading program in place. This is important since it provides a way to observe students' selection and engagement of reading materials for the purpose of reading strictly for pleasure. Will reluctant or non-readers pick up and read a comic? With the approval and recommendation of the administration, we plan to observe and interview Mrs. Joleene Jones (3rd Grade), Mr. Robert Fox (6th grade), Ms. Glover (8th grade Language Arts), and Mr. Hoch (10th grade Language Arts). It will be necessary to get permission from parents in order to observe their children within the school setting.

Our research is qualitative because the results are non-quantifiable since they will be based on the personal opinions of educational professionals, students, and parents. Students and teachers will be interviewed and observed in their own classrooms to acquire opinions about the effect of comics/graphic novels. Do they comics/graphic novels engage and motivate reluctant readers in the literary process? Do the participants consider comics/graphic novels valid forms of literature? Are they instrumental in helping non-readers to become readers? The findings of the study will be held in 'soft' forms of information such as notes, written and oral narratives based on interviews and observations. The validity of the study is dependent on the truthfulness and objectivity of the participants in the study of the researcher's non-biased interpretation of the information gathered.

We will record interviews with teachers, administrators, students, and parents, eliminating misquotes or critical pieces of information.

We'll begin with an introductory meeting with potential key participants to provide an overview of our plan of study and to obtain buy-in and address concerns and potential issues. We hope to leave this meeting with a list of willing participants and a selection of classes with students fitting our specified profile. We will provide materials that include leveled comics, graphic novels, scripted lesson plans for the teachers to use, and an overview of expectations on our behalf as researchers.

We will ask that the teachers review the materials and prepare for a collaborative meeting with us to address any questions they may have and to ensure we are all in agreement of the objectives and expectations before implementing the actual lessons. We will arrange times and dates and obtain the necessary approval from parents and the administration. Our goal in using scripted lessons to ensure continuity and that we will be able to obtain viable information aligned with our objectives.

Beyond our initial meetings, we will interview each of the teachers and observe them teaching two times. The interviews will be two months apart in order to see if there's a difference in the use of comics/graphic novels over a period of time. The teachers plan to use comics/graphic novels in their classrooms throughout that period of time. We will arrange for a small classroom library of age and reading level appropriate comics/graphic novels for each of these classrooms. The students will be able to check these out to read outside of school and also have readily available to read in their weekly silent reading programs.

As part of our research process we will use both pre and post questionnaires as well as interviews of teachers and students and classroom observations. An explanation of the process and questions we will use follows:

- A questionnaire will be given to participating students prior to actual implementation of classroom lessons relating to our research. Questions will include:
 - How often do you read in the period of a week?
 - Do you ever read strictly for the fun of it? If so, what do you read?
 - Do you consider comic books, magazines, or books that you read strictly for your own enjoyment to have any educational value?
- A questionnaire will also be given to participating teachers and administrators prior to actual implementation of classroom lessons relating to our research. Questions will include:
 - Do you consider comic books, magazines, or books read strictly for a student's enjoyment to have any educational value?
 - Would you allow students to read comics/graphic novels during silent reading in your

classroom?

- A post-questionnaire will be given to participating students after implementation of classroom lessons. Questions will include:
 - After the implementation of the comics/graphic novels how much are you reading in the period of a week?
 - Are you reading strictly for the fun of it? If so, what do you read?
 - Do you consider comic books, magazines, or books, magazines, or books that you read strictly for your own enjoyment to have any educational value?
 - What is something that you read in English class that would make a great graphic novel/comic book?
 - If more school related material as graphic novels/comic books were available would you be willing to put it up?
- A post-questionnaire will also be given to participating teachers and administrators prior to actual implementation of classroom lessons relating to our research. Questions will include:
 - Do you consider comic books, magazines, or books read strictly for a student's enjoyment to have any educational value?
 - Would you allow students to read comics/graphic novels during silent reading in your classroom?

Bibliography

URL http://Wikipedia.org/wiki/graphic_novel.

URT <http://archiecomics.com>

Versaci, R. (2001). How comic books can change the way our students see literature: One teacher's perspective. *English Journal*, 91 (2), 61-67.

Williams, N. (1995). The comic book as course book: why and how. Long Beach, CA: Annual Meeting of the Teachers of English to Speakers of Other Languages. ERIC Document Reproduction Service No. ED 390277

Ranker, J. (2007). Using comic books as read-alouds: insights on reading instruction from an English as a Second Language classroom. *The Reading Teacher*, 61(4), pp. 296-305.

Norton, B.(2003). The motivating power of comic books: insights from Archie comic readers. *The Reading Teacher*.

Morrison, Timothy G. ; Bryan, Gregory ; Chilcoat, George W. (2002). Using student-generated comic books in the classroom: designing their own comic books can help students develop their writing, comprehension, and research skills. *Journal of Adolescent & Adult Literacy*

Ujii, J., Krashen, S. (1996). Comic Book Reading, Reading Enjoyment, and Pleasure Reading Among Middle Class and Chapter (Title) 1 Middle School Students.

Krashen, S. (2005). The “Decline” of Reading in America, Poverty and Access to Books, and the Use of Comics in Encouraging Reading. *Teachers College Record*.

Michael Silberkleit (2000), CEO, Comics Inc., (personal communication),