

EDRDG 430
Progress Reading Report
Teachers College
Ball State University
Muncie, IN 47306

Name: Sajjad
Tutor: Kayla Warner

Burris Teacher/Grade: Barrett/3rd
Supervisor: Dr. Bottomley

Part I. Background Factors –

Sajjad is a 3rd grade male student. Although he is aware he has difficulties while reading, he still enjoys it, and he is also able to identify what he believes his strengths in reading are.

During the reading and writing attitudes, interests, and beliefs game, Sajjad told me that he is good at changing his voice according to the dialogue of the character speaking in a story, but he has trouble with recognizing punctuations in a story, skipping over expressions, thus detracting from the emotions, that are occurring in the story, portrayed by the characters and the author. Sajjad's favorite type of literacy to read is graphic novels, particularly the Amulet series. Graphic novels do not contain long, descriptive paragraphs like traditional novels, instead, the pages are full of character dialogue that is broken up into more distinct sentences, and matched directly with a picture, which might suggest why he enjoys them, considering he identifies himself as being able to emulate a character's dialogue and convey a character's expression while reading, but struggling to identify what the expression is exactly by skipping over it during lengthy paragraphs. After working with Sajjad, I have noticed that he is rarely capable of reading with the proper expression stated in the text, but when he does recognize the expression in the text before reading it out loud, he does a phenomenal job of reading with enthusiasm and voice. One day, I brought in a graphic novel style of book, and he was able to read it with a lot of expression, even though the text was what I currently consider to be a few levels above his level of reading, and definitely a more difficult text. Also, the first few sessions, when I brought in a random array of texts to read after the assessments, he always chose a nonfiction book over the fiction books. I was a little surprised by his choices, because he had informed me that he likes books that have a lot of action, ones that are not boring, and that keep him engaged in the plot of the story, and nonfiction is not exactly what came to my mind when he was describing his reading interests, nor do informational texts typically contain much, if any, dialogue, which is what he had just identified as his strength as a reader.

During the game on the first day, he told me that his strength in writing is being able to go back and edit his work, especially the punctuations, such as periods and commas. He believes his weakness as a writer is coming up with topics and ideas to begin his writings. So far, I have observed that he is mostly capable of writing a complete sentence with a subject and verb. He told me during a recent tutor session, that he does not like to draw pictures, and would

prefer writing.

Overall, Sajjad has a positive attitude about reading and writing, and enjoys both. He likes to read aloud, and only asks me to read when he is really tired, and even then I only have to read a one page of the book before he says he is ready to read again. Sajjad is a motivated learner, and even though he has complained about his interest in a few of readings we have done so far, he is still willing to put forth effort during the lessons.

Part II. Diagnostic Results –

A. Tests Administered

Lucy Calkins Reading/Writing Passages

- High Frequency Word Lists
 - List F
 - List H
- Passages
 - Level M: Third-Grade Detectives #2, The Puzzle of the Pretty Pink Handkerchief by George E. Stanley
 - Level N: 26 Fairmont Avenue by Tomie de Paola

Writing Samples

Reading/Writing Attitudes, Interests and Beliefs Game

B. Reading Levels –

- Sajjad's instructional Reading Level is M. (3rd grade)

C. Apparent Reading Strategies –

Although I have not observed him *intentionally* practicing any strategies, Sajjad appears to have adequate reading comprehension skills. I said intentionally, because in several instances, Sajjad has naturally made text-to-self connections while reading, without me prompting him to do so. One example of this was when he answered question #3 in the level N comprehension section. The question asked, "How do you think Tomie feels about moving? What makes you think that?" Sajjad answered the question by saying, Tomie feels excited because he lived in an apartment before and apartments are boring. Sajjad explained his answer by informing me of how he, himself, lived in an apartment for most of his life until recently, so that is how he knows that apartments are a boring place to live. Sajjad is successful at retelling stories and answering the questions, however, his retellings are almost too descriptive. He literally retells every little detail of the passage, as opposed to just summarizing the main events. For the level M passage, Sajjad had a 100% accuracy rate, and even though he seemed to comprehend the level N passage, Sajjad struggled to read the passage fluently, and had a total of 12 miscues, two of them being self-corrected. When Sajjad does not know a word, he will sound it out, but he does not spend too much time on a single word, and after a few seconds he will just read what he thinks the word is, whether correct or incorrect. This hasn't seemed

to detract from his overall ability to comprehend the readings, but he does not go back to reread clues from the sentence to figure out the meaning of words he does not know. Lastly, Sajjad is more of a level 2 on the oral reading fluency scale. He reads quickly and accurately for the most part, but he reads with minimal expression, sometimes his sentences sound awkward, and he skips over punctuations.

D. Apparent Writing Strategies-

Altogether, Sajjad's writing when graded on the three categories of ideas/content, organization, and style, displayed a serious need for help and improvement in order to compose a meaningful message at the third grade level. Sajjad excels in the ideas and content category, but deeply lacks in both the organization and style categories. According to the ISTEP+ rubric, Sajjad would score a 5 out of 6 in the Ideas and Content section because he stays focused on the writing topic, and includes many relevant ideas. Although he composes many detailed sentences related to the topic, his ideas are rarely complete, so that is why he would not score a 6 out of 6 in this section. For the organization section on the ISTEP+ rubric, Sajjad would score a 1 out of 6. Other than correctly writing the sequence of a story, Sajjad's writing has no order. He does not group his ideas into paragraphs, nor does he ever have a topic sentence supported by facts and details. Lastly, on the style section of the ISTEP+ rubric, Sajjad would score a 3 out of 6. He exhibits minimal word usage and sentence variations, and although he attempts to use voice in his writing, his writing is very repetitive and not stimulating to the audience. On the Language Conventions ISTEP+ rubric, Sajjad would score a 2 out of 4. Sajjad has frequent capitalization and punctuation errors in his writing. Sometimes while writing, Sajjad is able to recognize his errors and will fix them, so I know he has the knowledge in the rules, but he rarely pays attention to these rules. My biggest concern about Sajjad's writing is his confidence. Sajjad has told me that he does not think he is a good writer and he is embarrassed when other people read his writing.

III. **Emphasis of Instruction**

A. Goals –

1. Improve comprehension
 - a. Determine what characters are like by what they say or do and by how the author or illustrator portrays them. (3.3.3)
 - b. Determine the theme or author's message in fiction and nonfiction text. (3.3.4)
 - c. Identify the problem and solutions in a story. (3.3.8)
2. Read fluently in relation to expression
 - a. Read aloud grade-level-appropriate literary and informational texts fluently and accurately and with appropriate timing, change in voice, and expression. (3.1.3)

- b. Use sentence and word context to find the meaning of unknown words. (3.1.6)
- 3. Improve organization and focus for writing
 - a. Find ideas for writing (3.4.1)
 - b. Discuss ideas for writing, use diagrams and charts to develop ideas, and make a list or notebook of ideas. (3.4.2)
 - c. Create single paragraphs with topic sentences and simple supporting facts and details. (3.4.3)
 - d. Organize related ideas together within a paragraph to maintain a consistent focus. (3.4.9)

B. Methods

Each lesson with Sajjad at Burris Laboratory School followed the same basic outline, however, each lesson plan was made up of reading and writing strategies and activities that varied depending on Sajjad's needs and interests. Each session began with a before section that included activating prior knowledge for the text that would be read that session and also setting a purpose for the reading. The next section in the lesson included during reading strategies, which consisted of reading a book in a guided reading format, and teaching a strategy to further develop Sajjad's reading comprehension and other areas of literacy. The final section of the lesson involved extending the understandings about the text by discussing the theme, summarizing important details, using the text as something to relate to, or overall opinion of the text. In the final section, Sajjad was always asked to use the text to complete a writing activity. Not only did the writing activities further his understandings about the text, but the activities also helped improve his writing skills.

Improve Comprehension

- Determine what characters are like by what they say or do and by how the author or illustrator portrays them. (3.3.3)
 - Character Decision Chart – This t-chart graphic organizer is completed as the student reads a story. As the student reads about the characters and their actions in a story, students will write on the side of whether or not they agree or disagree with the character's action or decision and explain why. The student is determining what the characters are like throughout the entire story by using his or her personal opinion as well as evidence from the story.
 - Dialogue Tags Activity – In this activity, students complete a t-chart organizer, with one column for characters' names and the other for their dialogue tag, as they read a story. Students pause whenever there is dialogue in the story to identify the character speaking the dialogue, the tag of the character's dialogue, and write both things down on the

chart. After reading the story, students review the dialogue tags of the characters from the text and discuss what the tags reveal about the characters and how they respond to different situations, and students can also examine the progression of characters in the story.

- Open Minded Portrait – Students draw a portrait of a character from a book from their shoulders up and then on the backside of the portrait students describe, in words or pictures, what the character is thinking or feeling, or anything else that depicts the character's traits. This activity helps students to identify with the character's feelings, attitudes, and point of view.
- Making Connections – Students who make connections while reading, whether it is text-to-self, text-to-text, or text-to-world connections, are better able to understand the reading. It is important for students to draw on their prior knowledge and experiences to connect with a text. Students are thinking when they are connecting, which makes them more engaged in the reading experience.
- Determine the theme or author's message in fiction and nonfiction text. (3.3.4)
 - Double Entry Journal – A Double Entry Journal strategy enables students to record their responses to text as they read. While reading, students will write down sentences from the book and then write their reactions and connections to the reading. This strategy allows the reader to be actively involved with the material being read.
 - Picture Walk – A picture walk is a strategy used before reading. The teacher and student look through the pages of a book together and make predictions based off of the book's illustrations. This helps the student think about his or her reading.
 - Framer Model – The Framer Model is a visual organizer that helps students understand the key words and concepts. Students draw on prior knowledge to make connections, think critically to develop deeper understandings, and make visual connections and personal associations to the word/concept.
 - Quick Write – The Quick Write strategy can be used before, during, and after a reading to assist students in reading comprehension. This impromptu writing helps engage students in authentically thinking about an idea before, during, or after reading.
 - Sketch to Stretch – After reading a story, the Sketch to Stretch strategy is used to help students understand a deeper meaning within the story. Students make realistic or

symbolic, quick sketches of something related to the text that they found important.

- Identify the problem and solution in a story. (3.3.8)
 - Story Map – Story maps help students organize the setting, characters, and events in a story. Using a story map organizer, students write the events that happen in a story, the problem, and the solution.
 - Someone, Wanted, But, So Chart – This graphic organizer is used to identify a character in a story (Someone), what the character wanted (Wanted), the problem (But), and the solution (So). Students can use this during or after reading to help them summarize the action of a story by identifying key elements.
 - Story Retelling – To help students monitor how much they remember from a story after reading, story retelling is an excellent strategy to implement. The students recall in their own words details about characters, setting, plot, dialogue, or information. Retellings should include the setting, characters and problems, the plot, the solution, and any personal connections with the story.
 - Making Predictions – Predicting involves thinking ahead while reading and anticipating events in the story. This strategy connects students with the text by activating their prior knowledge to suppose what they think might happen while reading a text, and then refining, revising, and verifying their thinking and predictions after reading through the text.

Improve Fluency

- Read aloud grade-level appropriate literary and informational texts fluently and accurately and with appropriate timing, change in voice, and expression. (3.1.3)
 - Modeling – The teacher model reads the text first demonstrating how to read with the appropriate timing, voice, and expression as the student follows along and listens. When it is the student's turn to read, he or she is more capable of reading with fluency after understanding what fluent reading sounds like.
 - Poetry – The phrased text in poetry typically contains rhyme and rhythm that is easy for the reader to follow along and read aloud. Reading poetry aloud has a very positive impact on fluency development for a reader.
 - Stories with character dialogue – Reading stories with a lot of character dialogue can be beneficial to supporting a student's fluency by reading the short dialogue phrases with the appropriate voice and expression.

- Graphic novels – The text in graphic novels is chunked into shorter phrases and also contains a lot of dialogue. The stories that are written in the graphic novel format are generally thrilling, for especially younger male readers, and contain sufficient action in the plot, as well as colorful and vivid illustrations for each sentence, phrase, or word throughout the entire book.
- Monitoring and Self Correcting -
- Use sentence and word context to find the meaning of unknown words. (3.1.6)
 - Using context clues – The student use context of other words, sentences, and pictures from a book as clues for determining the definition of an unknown word while reading.
 - Monitoring – While reading a book, readers foster comprehension by monitoring their reading. A monitoring reader identifies unknown words, and strategies are used to figure out the meaning of the word in order to fully understand the full meaning of the text.

Improve Writing Organization and Focus

- Find ideas for writing. (3.4.1)
 - Topic Selection – Providing a list with a variety of writing topics for a student to choose from and also discussing and exploring the options for the different topics is helpful for finding writing ideas for students.
- Discuss ideas for writing, use diagrams and charts to develop ideas, and make a list or notebook of ideas (3.4.2)
 - Drafting – The use of brainstorming techniques, graphic organizers, and discussions prior to writing a first draft helps a writer identify the most important details to include in his or her writing piece. The writer can more easily develop a first draft, which includes the key ideas and details necessary for a meaningful message.
- Create single paragraphs with topic sentences and simple supporting facts and details. (3.4.3)
 - Using Specific Details Template – The format for this writing template first assists the student in creating a topic sentence by inviting him or her to identify a single main idea. The template then cultivates paragraph organization by requesting the student to distinguish three specific details about the main idea.
- Organize related ideas together within a paragraph to maintain a consistent focus. (3.4.9)
 - Revising – After writing the first draft for a piece of writing, the student should reread his or her work and make sure it

makes sense. During revision workshop, the student should add details, remove words that do not make sense, move words and sentences that fit better in a different spot of the writing, and substitute overused words and phrases with more creative choices.

C. Materials

Title:	Author:	Level:	Materials:
"Will We Miss Them? Endangered Species"	Alexandra Wright	Level M	Writing prompt: What information from the book did you learn that surprised you the most and why?
"Owls, Bats, Wolves, and Other Nocturnal Animals"	Kris Hirschman	Level M	None
"Two Days in May"	Harriet Peck Taylor	Level M	Decision Chart
"A to Z Mysteries: The Absent Author" Chapter 1	Ron Roy	Level N	Frayer Model
"A to Z Mysteries: The Absent Author" Chapters 2-3	Ron Roy	Level N	Story Map
"A to Z Mysteries: The Absent Author" Chapter 3	Ron Roy	Level N	Double Entry Journal
"Yertle the Turtle"	Dr. Seuss	Lexile 520	Dialogue Tags
"The Great Kapok Tree: A Tale of the Amazon Rain Forrest"	Lynne Cherry	Lexile 670	Somebody, Wanted, But, So
"African Acrostics: A Word in Edgeways Poems"	Avis Harley	Grade 3-5	Word solving written response
"Jumanji"	Chris Van Allsburg	Level M	Story Retelling
"Ramadan"	Suhaib Hamid Ghazi	Grade K and up	Main idea a and supporting details graphic organizer for writing
"The Important Book"	Margaret Wise Brown	Level M	Most Important Book Using Specific Details Writing Template
"The Boy Who Cried Fabulous"	Lesea Newman	Level M	Sketch to Stretch
"Amazing Greek Myths of Wonder and	Michael Townsend	Grade 3-7	Open-Mind Portrait

Blunders" (King Midas)			
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IV. Student Progress

A. Reading – Over the course of the semester, Sajjad has undoubtedly made progress in his reading comprehension and fluency. Although Sajjad was not severe in his need for reading intervention, his fluency rate was a definite area of deficiency that frequently affected the meaning of texts while reading, thus ultimately deterring his reading comprehension. During our beginning sessions, Sajjad struggled to read books with appropriate phrasing, expression, and voice, especially in fictional narratives. Reading without those key elements for fluent reading disabled Sajjad from comprehending characters, problems, and author's theme in fictional texts. During our lesson from the basal reader early in the semester, it was tough for him to develop a deeper understanding and purpose of the story because he read with such deprived fluency. However, during our final tutoring sessions, Sajjad was making connections with characters' and their feelings, interacting with the characters such as suggesting advice for their problems, and he was also identifying the author's theme in fictional texts, and supporting his reasoning by analyzing the characters and events in the story. Sajjad was also reading these texts aloud with all the elements required for being a proficient fluent reader.

B. Writing – At the beginning of the semester, Sajjad was very reluctant and lacked self-confidence for writing. When graded on ideas/content, organization, and style, his writing did display a desperate need for additional help and instruction. When writing, Sajjad possessed an ample amount of rich ideas and content, but organizing his wonderful ideas was a daunting task that he would not even be motivated to care about the style of his writing. Although I believe he still needs extra instructional assistance for writing, Sajjad has significantly improved in his writing skills throughout the semester. On Sajjad's final piece of writing, he earned an overall score of 4 out of 6 on the ISTEP+ rubric. For ideas and content, Sajjad scored a 6 out of 6, for organization he scored 4 out of 6, and for style he also scored 4 out of 6. His biggest area of improvement in writing was organization. At the beginning of the semester, Sajjad's writing sample did not exemplify grouping ideas in an appropriate order. However, Sajjad's final piece began with his main idea as his topic sentence, which was followed by related ideas and details supporting the main idea, but a conclusion for his writing was missing. Writing is still an area Sajjad is not comfortable or interested in doing, but he did show pride in his final writing piece by willingly and confidently reading it to two other of his peers.

V. Summary and Recommendations

A. Summary – In February 2014, after completing a series of literacy assessments with Sajjad, I identified three goals to accomplish during the tutoring experience: 1. Improve reading comprehension skills. 2. Read fluently with voice and expression. 3. Improve organization and focus for writing. In total, there were 16 tutoring sessions revolved around meeting these goals. Tutoring sessions took place every Tuesday and Thursday maintained a consistent routine, each individual lesson was specially included activating prior knowledge for the text that would be read that session, and setting a purpose for reading. The next section included during reading strategies, which consisted of reading a book in a guided reading format and teaching a reading strategy to further develop Sajjad's reading skills. The final section of the lesson involved extending the details, using the text to relate to, or just overall opinion of the text. In the final section, Sajjad was always asked to use the text to complete a writing activity. Not only did the writing activities further his understandings about the text, but also they also improved his writing skills.

An array of teaching methods and strategies were used to help Sajjad meet his reading and writing goals, which can be found in the "Methods" section of this progress report. If a text was related to a topic that Sajjad had prior knowledge or interest about then the sessions proved to be an enjoyable experience for him, and he would thrive in reading and writing performance. I discovered that text choice was very important in Sajjad's engagement, motivation, involvement, and cooperation during instruction. If a lesson included a book Sajjad was not interested in, then he would be averse to practicing any strategies taught that lesson or participating in any before, during, or after reading activities.

Even though creating lessons that implemented strategies essential for achieving literacy goals and with the inclusion of appealing books for Sajjad was sometimes challenging for me as his teacher, I do believe that the combination of the instructional strategies aligned with choosing topics of interest for the reading materials was effective in achieving all three of Sajjad's literacy goals.

B. Recommendations for Parents:

1. Reading – Motivation is everything in relation to how deeply Sajjad comprehends the characters, events, and themes of a story. Sajjad enjoys reading and likes to be challenged, but if he believes a story or an activity is too childish, or irrelevant then he will be reluctant and unsuccessful at comprehension for that particular text. Reading and providing Sajjad with a lot of books on topics and genres he is interested in, or has prior knowledge about is one way to improve his comprehension. I discovered that Sajjad's motivation increased significantly when I brought informational books on topics that he was already knowledgeable in. Sajjad also has a high level of interest for graphic novels and will read about anything if it is

written in the style of a comic. However, it is inevitable that Sajjad will have to read texts that are not intriguing to him, which is the reading material that causes Sajjad to perform inadequately on comprehension. One way to deter the negative effects of a not engaging text is to set a motivating and challenging purpose for the reading. Also, challenging Sajjad to answer higher-level questions during and after a reading, not only motivates his need to succeed, but also causes him to think more deeply about the text. Also, helping Sajjad identify and make connections with the text is effective in improving both his comprehension and enthusiasm.

To work with Sajjad on improving fluency, modeling is a very effective strategy. Reading aloud to Sajjad with fluent language provides Sajjad the opportunity to hear how a person reading fluently sounds, and then he is able to imitate the reading in the same manner. It is important to remember that when reading aloud to Sajjad it is okay to make mistakes yourself while reading and having to reread to correct yourself. Not only does this help Sajjad's confidence by understanding that all readers are capable of making mistakes when reading no matter how advanced they are, but by correcting your error, Sajjad also witnesses first hand the strategy of self-monitoring and correcting to make sure the text makes sense while reading. I also discovered that Sajjad enjoys reading poetry, especially if he finds it to be humorous, which is also successful for improving fluency. Lastly, although I have not been able to find any evidence-based research for my last recommendation, I believe that graphic novels are also a good source of reading material for improving fluency, especially for Sajjad. The format of the text and the reader's interest in the text are two components to be considered in relation to fluency. Because Sajjad genuinely enjoys reading this type of text, and because the writing of the text is separated into shorter phrases, containing a lot of expressive dialogue, I have concluded that reading aloud graphic novels is an efficient way for Sajjad to improve his fluency.

2. Writing – One way to improve Sajjad's writing is to provide him with templates for brainstorming ideas since generating ideas for writing is something Sajjad has difficulty with. Also, providing Sajjad with a graphic organizer that is designed for the writing being composed is successful at assisting him in organizing his ideas for writing as well. Also, because writing is such a tedious and dreadful task for Sajjad, I have found it to be effective to have him verbally tell me in complete sentences of what he wants to write, and then I will write down what he tells me. On days when Sajjad was really unmotivated to do his own writing, I would use this strategy because even though he is not physically doing the writing himself,

he is still developing his own original ideas, and he also is able to observe the writing process by watching as I write using capitalization, punctuation, etc.

VI. Evaluations

A. Student Self- Evaluation –

Reading Questions

1. What do you still have trouble with in reading?
 - a. Sajjad believes he still has trouble with words that he does not know, including the pronunciation of a bigger word he has never seen, and also the meaning of word terms he has never heard before.
2. When you get stuck on a word, what do you do to figure it out?
 - a. Sajjad first tries to sound the word out, but if he is unable to sound the word out then he will skip the word altogether and keep reading and look for context clues. Sometimes after reading if he still does not know a word after looking for context clues he then might use a dictionary, ask his teacher, or ask his older sister what the word is.
3. What book can you read best?
 - a. Fiction books with long chapters and large graphic pictures on the pages, such as author Mo O' Hara's, *My Big Fat Zombie Goldfish*, is the kind of books Sajjad thinks he is the best at reading.
4. Why do you think you are successful with that book?
 - a. Sajjad explained that he is successful when he reads this kind of book because when he reads he feels like he knows more of what is happening when he sees the pictures, and when he reads other books that do not have pictures he finds it harder to use his mind to imagine what is happening in the story.

Writing Questions

1. What do you think are the strengths of your writing piece?
 - a. Sajjad thinks that he gave good details in his writing.
2. What things did you have trouble with while writing?
 - a. Thinking of things to write about was one thing Sajjad said he had trouble with while writing. He also shared that he is good at telling things, but he is not good at writing it.
3. If you could work on your writing piece more, what would you do?
 - a. Sajjad said he would make his writing longer and talk about other parts of his religion besides just the holiday of Eid.
4. How is this the same or different from other things you have written?

- a. Sajjad said he once wrote about his trip to Iraq, which was nonfiction and a true story like this writing, but his writing about his trip to Iraq had more of a beginning, middle, and end structure instead of just one informational paragraph.
- 5. What would you like to get better at in writing?
 - a. Sajjad would like to get better at spelling.

VII. Tutor Self-Evaluation–

1. Foundational Knowledge: Candidates have knowledge of the foundations of reading and writing process and instruction.
 - a. From my instruction at Ball State in several EDRDG classes, I feel confident about my level of foundational knowledge of reading and writing process and instruction. I was able to identify the areas of reading and writing that Sajjad needed the most instruction for in reading, and I was also able to use my knowledge of reading and writing instruction to implement a variety of strategies, resources and materials in my lessons based off Sajjad's needs and interests.
2. Instructional Strategies and Curriculum Materials: Candidates use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction.
 - a. My lesson plans that I developed throughout the semester included a medley of instructional strategies and materials used for helping Sajjad grow as a reader in writer. I utilized a variety of resources for deciding what the most effective strategies to incorporate in my lessons would be in order to enrich Sajjad's literacy skills based off his goals. I also used a wide range of materials based off of Sajjad's personal interests and other background knowledge I had obtained about Sajjad through conversations with him. I used an array of genres as well, including fiction, nonfiction, poetry, mythology, mystery, and graphic novels.
3. Assessment, Diagnosis, and Evaluation: Candidates use a variety of assessment tools and practices to plan and evaluate effective reading instruction.
 - a. At the beginning of the semester I was able to formally assess Sajjad's reading level through using a running record of a reading passage. After this initial assessment, I informally assessed Sajjad's reading in several ways during each lesson. I would observe his performance and make notes during lessons as well to refer back to. After each lesson, a reflection was always done addressing the standards I wanted Sajjad to perform during a lesson and provide specific examples of what Sajjad did or said to show he completed the standard.
4. Creating a Literate Environment: Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, use

of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.

- a. I excelled at performing this specific standard during my sessions with Sajjad. I went above and beyond in order to create a literate environment for Sajjad. I researched his favorite kind of book graphic novels, found a way to incorporate it in instruction, especially as a mean of motivation to complete all I had planned for the lesson by reading a graphic novel after the lesson if time was left over. I discovered that Sajjad had a lot of knowledge about animals and I was able to boost his confidence by allowing him to teach me facts he knew about animals. I also found out that Sajjad was Muslim, which he taught me a lot about, and I also brought in several books about Islam, which was very motivating for him. During our sessions I was always enthusiastic and positive no matter what kind of mood Sajjad was in, and he even commented one time about how I am always happy.
5. Professional Development: Candidates view professional development as a career-long effort and responsibility.
 - a. After every tutoring session with Sajjad I was constantly evaluating, reflection, and discussing the results of each lesson. If a lesson seemed to be successful, then I would identify the reasons why it went well to do for the next lesson. When I felt lessons did not turn out to be quite so successful, I also identified the reasons, and what not to do ever again, and what to do instead. I also read and used the comments from my instructor's observations of my lessons and my instructions in order to improve my instructions by knowing specifically, from a knowledgeable source, my strengths and my weaknesses in my reading instruction.