Session 1: Introduction and Reading Inventory
Length: 2 hours

Agenda:
Meet at the library.
Allow J to give me a tour of his favorite places in the library
Play Book Detective:
  J chooses 3 books that each give a clue about him
  T looks at the books - modeling using think aloud for text features (titles, illustrations, interesting word choice) - finally T tells J what she guesses about him.
Administer Reading Inventory
Read one of the books chosen during book detective game together - you read one page I read one page.
Explain what we will be doing for the next few weeks together and set the expectation for next week.

Summary:
J is a very active second grade boy. He plays soccer, baseball and basketball, but soccer is his favorite. He is an avid reader and enjoys fantasy, especially when it involves animals. He just finished the 4th Harry Potter book as a read along with his parents. They are concerned about the maturity of the content so he will not be reading-on in the series at this time. He visits the library with his mom and dad weekly to select books. According to him, he reads all the time, and likes to cozy up on the couch before school with a good book and his dog. His dog, Ollie, likes to listen to the 'Dogman' series, "obviously".

J reports that he likes to read the types of books he enjoys but struggles to engage with texts about topics that do not interest him. He was able to answer literal and inferential questions as we read today with very little trouble. He did not reference the text or give any justification for his answers without prompting. He liked playing the detective game and I will make this a theme throughout our sessions.

Session 2: Fluency and Parent Interview
Length: 1 hour

Agenda:
Set goals for our time together:
Reading with fluency and for comprehension.
Explain what fluency is - invite to play a 'game'
Fluency Assessment (Reading A-Z): Used to evaluate reading rate and comprehension.

Parent interview:
- What is your reading background?
- Tell me about J's reading background.
- What are some goals you have for J?
- What does J excel at with regards to reading and writing?
- What are some concerns you have about J's reading and writing?
- Is there anything else you would like me to know about J?

Summary:
I met with J and his mother to set some goals and establish a plan for the following sessions. I talked a bit about what I observed in our initial meeting that J has an enthusiasm for reading and is very engaged in the topics that interest him. I would like to work with him to develop more fluency in his reading, as well as working on decoding words with digraphs and blends based on his performance in our read-aloud in the first session. J got a kick out of the T/F fluency assessment. He was able to read through and evaluate 11 sentences in 1 minute, totaling 70 words with a word accuracy rate of 70%. He accurately evaluated 10 out of 11 sentences.

His mother and father are college professors of History and are avid readers themselves. They recognize the importance of reading for J and report that he reads daily and complains about having to go to school because it means he has to stop reading in the morning. Previous teachers have noted that J selects books below his independent reading level and there is concern that he is not being challenged. They report that

	he likes to write about topics that interest him but not so much for topics he believes are boring. They are excited to see what he is capable of and hope that after we are done working he will be motivated to choose books more appropriate for his independent reading level.

Session 3 Running Record
Length: 2 hours

Agenda:	**Summary**:

How was your week? Did you read anything awesome?
Testing out the recorder by reading a few jokes from a joke book. (listening for fluency, appropriate phrasing and intonation)
 	
Read Third-Grade Detectives #2: The Puzzle of the Pretty Pink Handkerchief, by George E. Stanley (LEVEL M)
 	
Running Record:Excerpt from Justin and the Best Biscuits World (LEVEL P)
 	
Running Record: The Cuckoo Child (LEVEL Q)
 	
Wow! You read a lot today. Thank you for doing your absolute best. Did we read anything today that was interesting to you?
	Based on the books he is currently reading, the books he selected and an interview with his parent during our first session, I estimate that although he is in second grade, J reads above grade level. I chose to start him at level M for the running record. He had no trouble reading with fluency and comprehension at this level, so we skipped to level P. This also presented minimal challenges to him, so we skipped to level Q. Here, his reading rate slowed, but he still made very few errors. His reading accuracy fell below the independent reading threshold and his comprehension was at the surface level.
	
	Based on this assessment, I would place J at level P for independent reading and level Q for instructional reading.
	
	Running Record Results:
	      Level P
	      Accuracy Rate: 99%
	      Reading Rate: 32 wcpm
	      Comprehension 3/4
	
	      Level Q
	      Accuracy Rate: 95%
	      Reading Rate: 28 wcpm
	      Comprehension 3/4

Session 4: Close Reading Lesson
Length: 2 hours

Agenda:	**Summary/Reflection:**
Lesson Plan ● Introduction to the topic of our lessons - Robots ● Explore headings in a nonfiction text ● Utilize an idea web to organize our understanding.	J liked the topic of Robots and had a moderate amount of prior knowledge. He was able to identify most of the text features, except for captions. He was able to use the idea web to organize what he read. He struggled a little to generate his own heading when we were adding prior knowledge to the idea web that didn't fit the predetermined headings from the text.

Session 5: Close Reading Lesson
Length: 2 hours

Agenda:
Lesson Plan
- Use text features to develop predictions and read to confirm predictions.
- Provide justification from the text that confirms the prediction or revise the prediction based on new understanding.
- Decode words containing digraphs and blends using word chunking to read for fluency.

Summary/Reflection:
J liked pretending to be a fortune teller (we dressed up with towels on our heads) and predicting the future using the text features. He was able to formulate predictions and articulate why he predicted that based on what he saw. He struggled a little to give details from the reading to confirm his prediction after reading. He required some prompting and guidance but by the end of the lesson he was able to find the confirming details independently.

Session 6: Writing Lesson
Length: 2 hours

Agenda/Plan:
SW apply understanding of text features and organization of nonfiction writing to create a nonfiction book about a topic of their choosing.
- Make connection between being able to read and being able to write. Good readers make good writers.
- Introduce the task, and rubric.
- Topic selection.
- Guided idea web planning.
- Brainstorming details and organizing them onto the ideaweb using appropriate headings to categorize information. Discuss how this will help the reader.
- Writing out details in complete sentences and identifying key vocabulary to bold in the text. Discuss how this will help the reader.
- Add images that match the headings. Discuss how this will help the reader.
- Final review of the text pointing out the text features we used and telling why they are included. (final verbal assessment for understanding of how nonfiction texts are organized and their features)

Soccer Book
Rubric

Summary/Reflection:
J has been a model student, excited to do the work and he was excited to use the computer today to write his very own book. He was able to identify the key text features and articulate their purpose and how good readers use them to predict and comprehend the text. He chose to write about soccer, his favorite sport. Given more time, I would have liked to do some reading about soccer using the ideaweb and prediction skills to generate more complex ideas. J demonstrated an ability to categorize information into appropriate categories. Again, due to time constraints we were only able to write 2 sections of the book. He thinks he may finish it at home and add some fun facts that he knows about soccer. He thinks he may share it with his friend who doesn't play soccer and maybe it will make him want to take up the sport.