

Name: Sue F. Phillips

Grades: 1 & 2

Discipline: Reading (Title IA)

Content/Theme: Literature

Type of Class/Student: One to two struggling readers

Purpose of Tiered Questions: For many years I have only lightly touched on my struggling readers' ability to think beyond Bloom's lower levels of thinking. Since my differentiation class, I have decided to introduce higher levels of thinking to my students as they read books with more than 75 to 100 words. This also means these students will be able to read fluently enough that they do not need to spend a large amount of time decoding the words. I will begin by putting on the wall a representation of the concept of change, introducing this theme, and discussing with the students how change occurs in the books they are reading now. Then as the student(s) progress through the books and read any of the ten titles I have worked on, I will ask the tiered questions. I also plan to create tiered questions for other books my students read.

Type of Management System: I will keep track of the students' reading progress on the Fountas and Pinnell "Record of Book Reading Progress" chart after I have taken a running record of the student reading the book to me. This chart allows me to record the students' instructional, independent, or frustration reading level as well as the date and the level of the book. This is already quite familiar to me.

The new part enters with the tiered questions. Either before or after taking a running record I will ask the student the three tiered questions for the story read. I have modified the Fountas and Pinnell chart to allow me to record to which level questions the student responds. I will also take informal notes in my teacher notebook. An example of the form is attached.

Scheduling Time: The only homework my students have is to read and reread their books to their parents/guardians. I also often ask parents to ask their student to retell the story. It is already a part of my class routine to take running records; the difference will be in the time needed to discuss the tiered questions. I will be replacing more teaching "reading" time with more "thinking" time. I think the swap is worth the difference.

Assessment Types and Procedures: The F&P "Record of Book Reading Progress" and my recording chart for the tiered questions are explained above. Both are attached as well as a sample of a rubric for assessing a student's thinking skills for the story.

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Critical Content

No Dinner For Sally

by Margaret Mahy

Ripeka's Carving

by Jenny Hessel

Don't Worry

by Pauline Cartwright

Look Out For Your Tail

by John Parker

Brave Ben

by Roger Hall

The Father Who Walked on His
Hands

by Margaret Mahy

The Lonely Giant

by Lucy Lawrence

Rosie's House

by Susan Reid

The Monster of Mirror Mountain

by Roger V. Carr

Tony and the Butterfly

by Judith Marra Scott

Themes and Generalizations

Change

Change can be easy or hard.
Change can be fast or slow.
Everybody & everything changes.
Change is both cause & effect.
Change can be anywhere, anytime.
Change occurs over time.
Change can be good or bad.

Essential Statements

State of Maine Learning Results:
Elementary Grades Pre-K-2 page 14

1. Understand the basic plot of simple stories.
2. Draw logical conclusions about what will happen next.
3. Draw logical conclusions about how things might have turned out differently.
4. Identify differences & similarities in story plot.
5. Identify differences & similarities in story setting.
6. Identify differences & similarities in story characters.
7. Identify differences & similarities in story conflict resolution.

Grades Pre-K-2: B1, B2, B3

Basic
Level One

Intermediate
Level Two

Advanced
Level Three

No Dinner For Sally

1. Describe Sally.
Tell

2. Imagine you are Sally's friend.
Tell how the story changes.

3. Predict changes in Sally that occur
after the story ends. Tell

Ripeka's Carving

1. Explain Ripeka's problem
in the story.
Tell

2. Judge whether you would be friends
with Ripeka and tell why or
why not.

3. What causes change to happen in
Ripeka's Carving?
Tell

Don't Worry

1. Recall in detail the setting
of this story.
Tell

2. Compare and contrast any two of
the following characters:
builder, mountain climber, teacher.
Tell

3. Predict changes in the builder,
mountain climber, and teacher
after the boy rescues the dog.
Tell

Look Out For Your Tail

1. Who are the characters in
this story/poem?
Tell

2. Use if-then thinking (cause & effect
thinking) about an event in this
story/poem. Tell

3. Find examples of "change can be
anywhere, any time." Tell

Brave Ben

1. Describe Ben and his problem.
Tell

2. Imagine you are Ben's friend.
How would the story change?
Tell

3. Why was it necessary for Ben to
change in order to solve his
problem? Tell

The Father Who Walked On
His Hands

1. Describe your favorite part
of this story.
Tell

2. Compare and contrast Tom and
Joan.
Tell

3. Decide how the students in Joan's
class changed their minds about
her father and predict how they
will treat her on the next school
day. Tell

The Lonely Giant

1. Recall the setting of this
story in detail.
Tell

2. Give examples of how the giant
tried to frighten the old
woman. Put them in the order
they happened in the story.
Tell

3. People sometimes don't like change.
Do you like how the giant
changed in this story? Tell

Rosie's House

1. Who are the characters that
try to help Simon?
Tell

2. If you could give Simon something,
what would it be?
Tell

3. Pretend you are Simon's best friend
in his old neighborhood. Describe
the changes Simon wrote about in
his first letter to you. Tell

Assessment Tool for a Verbal Level Three Question

4 = excellent

3 = very good

2 = okay

1 = not good

Refers to story/text accurately	
Reflects on story/text	
Shows knowledge and understanding of main events of story	
Shows knowledge and understanding of major characters and setting	
Uses appropriate vocabulary	
Voices clear answers to questions	
Uses own knowledge and experiences and links to story	
Verbalizes own ideas and feelings	