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Case Study Report

Identifying Information

Student Name: Mike Williams

Date: August 1, 2011

DOB: April 18, 1999

Age: 12

Gender: Male

School: Heart Academy

Grade: 6th grade

Teacher: Ms. Abigail Trueman

Examiner: Mallory Opiela

Background Information:

- Below I have listed the background information for my case study Mike Williams.
- I gathered this information from one on one interviews with Mike, his family, school files, and conferencing with his past teachers, especially his composition and reading teacher Ms. Trueman.
- Some terminology below comes from Heart Academy's own process called The Heart Approach. The Heart Approach is a thorough examination of each student that comes to our school and it looks at the student's affinities, strengths, weaknesses, and neurological developmental profile.

Affinities

Mike is a hard-working, kind, and motivated boy who loves to learn new things and is motivated to do well in school. He enjoys school and seeks out opportunities to connect with adults and peers. He loves to listen to music, spend time with his friends, and loves to play sports. His favorite class in school is history

Strengths

- Verbal Reasoning skills are high average
- Comprehension: able to recall specific key ideas, details, and events from a text or lecture, especially when given a motor cue.
- Short and Long term memory
- Social Cognition: connecting with peers and adults

Weaknesses

- Poor problem solving
- Perceptual-motor reasoning
- Phonological processing
- Elaboration with written ideas
- Low average processing speed
- Active working memory

Diagnosis: None

Qualifying Area: OHI- Other Health Impairment

Special Notes:

- Sickle Cell Anemia
- Moya-moya syndrome
- Right Hemisphere Strokes

Summary

Mike is of African-American descent and English is his primary language. His parents are divorced, and his mother currently has a boyfriend who lives in the home. Both adults are well educated and concerned about Mike's difficulty with phonemic awareness and decoding strategies. The interesting though is even with his difficulty with phonemic awareness and decoding strategies, Mike has the ability to comprehend text at a much higher level than he can decode.

As noted in Mike's school file, he suffers from Sickle Cell Anemia and has had several surgical procedures done on the right side of his brain. He suffers from seizures, and his health must be closely monitored. Due to the fact that he has missed so much school because of his health conditions, there are several academic areas in which he needs intense support. Reading (specifically his ability to decode text accurately and fluently) is one of these areas of great deficit.

Behavioral Observations:

Mike was assessed in both whole- class activities during a week long summer camp and a one-on-one setting by the evaluator during seven, hour long tutoring sessions. He appeared at ease and comfortable in both settings and demonstrated a positive attitude in completing the individual assessments. Mike and the evaluator (his physical education teacher for the past 2 years) had an excellent rapport and attitude throughout the evaluation process. He would react positively to teacher cues and suggestions and he would ask questions if he was confused about the material. This was a new behavior seen in Mike because during the school year he would not ask clarifying questions and seemed to fall to the back of the class. Mike seemed to thrive with the one on one attention and it really showed in the work he produced. Mike sometimes had to leave our tutoring sessions 10 minutes early because he had to visit the doctor, but he was able to complete the assessments or assignments in a timely fashion. All assessment and instruction took place within a 4 week period.

Assessment Instruments:

- All of the following assessments are used at Heart Academy and the students have been exposed to them before.
- Because our school only caters to students with learning disabilities, these assessments can be accessed through their files or on hand through the literacy department.

1. Directed Reading Assessment (DRA)
2. Slosson Oral Reading Test (SORT)
3. Interest Inventory
4. Words Their Way Spelling Inventory (form 1)
5. Informal Vocabulary Estimator
6. Paragraph Writing Sample using Step Up to Writing Templates

Assessment Results:**1. Directed Reading Assessment-**

- a. Date Administered- June 2nd , 14th , and 21st 2011
 - i. Was part of the end of the year assessments at Heart Academy and was available in his file.
- b. A developmental reading assessment (DRA) is a reading assessment in order to gauge a child's reading ability. This assessment measures the child's ability to accurately decode and comprehend a selected text as well as measure the student's rate of word reading/words per minute. Mike's results indicate the he is currently functioning at a low to mid-second grade level based on his level of accuracy and ability to decode and comprehend text.

DRA Level, Grade	Accuracy Rate	Comprehension Level	Number of Words Read Per Minute
Level 18, low 2 nd grade	96%	23	34 WPM
Level 20, low 2 nd grade	95%	16	51 WPM
Level 24, mid 2 nd grade	Below 88%	18	16.9 WPM

The table above indicates that Mike should be instructed at a level twenty, where he has adequate comprehension and decoding accuracy. His rate of words read per minute is slow for each test given, which indicates the he should also be working on fluency. The level 24 DRA was too difficult for him to decode and falls within "frustration level", although he demonstrated excellent critical thinking and comprehension skills; his comprehension skills were unusually insightful, perhaps he was overcompensating for his lack of decoding knowledge.

2. Slosson Oral Reading Test

- a. Date Administered- June 14th , 2011
 - i. Was part of the end of the year assessments at Heart Academy and was available in his file.
- b. The Slosson Oral Reading Test (SORT) is designed to assess the level of oral word recognition, word calling or reading level. It is not a diagnostic measure and does not measure all aspects of reading such as word knowledge and comprehension. It is a screening test to determine a student's reading level, grade equivalency, and age equivalency.
Mike has a raw score of 51, which shows he has read 51 words correctly off the list of words from Primer to 12th grade words. This raw score equals a grade equivalent of 1.9, which falls well below his current placement in sixth grade.

3. Interest Inventory

- a. Date Administered- July 7th , 2011
- b. This interest inventory assesses the student's interest both in and out of school. The results of this assessment lead me to believe that Mike has a positive view about himself and his family. From his answers, it appears that Mike enjoys learning. He is aware of his difficulties with decoding and would like to improve his skills. This inventory also provided insight as to how Mike's concern about his health.

4. **Words Their Way Spelling Inventory (form 1)**

- a. Date Administered- July 7th, 2011
 - i. An assessment given to me by his previous composition teacher to assess his spelling
- b. This test assesses a student's knowledge of orthography, the letter symbols used to represent speech sounds in spelling patterns.
The results of this assessment show that Mike is in the beginning stages of spelling development. He is able to identify and spell individual sounds and short vowels, but struggles to apply spelling rules that consist of multiple sounds and letters. Long vowel sounds are also difficult for him.

5. **Informal Vocabulary Estimator**

- a. Date Administered- July 11th, 2011
- b. This is an individually administered assessment which is orally given to assess a student's knowledge of "word meaning" vocabulary at grade level without the help of context clues.
Correct Responses- $13/25\% = 52\%$
The result of this test indicates that Mike has knowledge of about half the words at his grade level.

6. **Paragraph Writing Sample using Step Up to Writing Templates**

- a. Date Administered- July 11th, 2011
- b. This test assesses the student's ability to write a grade-level appropriate paragraph including a topic sentence, three to four detailed sentences, and a conclusion sentence.
The results of this assessment show that Mike understands how to use the rubric included with the writing prompt and follow the rules for writing complete sentences in a paragraph. His process of writing was pretty strong using the tools of prewriting, planning, and drafting. He does not vary his word choice, or elaborate significantly on details though. His conclusion was weak and the body of his paragraph lacked cohesiveness. He falls within the basic category of necessary skills for writing a paragraph.

Instruction:

- After looking over all the assessments, Mike's strongest needs for remediation were his phonemic awareness, decoding skills, fluency, and rate because he was deeply below grade level.
- The five lessons described below can either be taught to an entire class, or individually.
- Some of the lessons took two tutoring sessions to complete because of our time constraint and Mike having to leave early for doctor's appointments.
- If there was time left we played the "filler" games described below also.
- On his last tutoring session we performed a little bit of each lesson for a review.

Lesson Plan Title: Vocabulary or Sight Word War Card Game

Content: This game is a fun way to reinforce sight words, vocabulary or spelling words using the old card game "War".

Objectives: Students will reinforce their knowledge of sight words by drill in practice in the form of a card game.

- Mike performed this lesson during summer camp and during one of our one on one tutoring sessions.

Materials:

- Playing Cards
- Permanent Marker
- Post it Notes
- Teacher selected sight word list
- Record sheet

General Goals:

The final outcome of the game is for the students to have an increased awareness of multiple sight words and be able to quickly retrieve these words from memory when reading, without having to struggle to decode each word individually. This will increase fluency and comprehension in reading as well, because they will have be quickly retrieving the word itself, as well as the meaning. An indirect result of this lesson will also be the improved spelling of the targeted sight words.

Anticipatory Set:

- Have the students read sight words from a grade level list or list of teacher targeted words.
- Record the number of correct responses, the number of errors, and also the time it takes to read through the list in its entirety. This will be compared post lesson.
- Explain to the students that they will be playing a game of War to help them practice their sight word vocabulary. Tell them that each card will have a specific sight word attached to it, and that players will be required to read these words for continued practice.
- Introduce or re-teach the card game War by explaining the following: The deck is divided evenly between the two players, giving each a facedown stack. In unison, each player reveals the top card on his deck (a "battle"), and the player with the higher card takes both the cards played and moves them to the bottom of his stack. If the two cards played are of equal value, each player lays down three face-down cards and a fourth card face-up (a "war"), and the higher-valued card wins all of the cards on the table, which are then added to the bottom of the player's stack. In the case of another tie, the war process is repeated until there is no tie.
- A player wins by collecting all the cards. If a player runs out of cards while dealing the face-down cards of a war, he may play the last card in his deck as his face-up card and still have a chance to stay in the game.

Methods:

- Write the sight words from the specific sight word list you would like to target (or even just specific sight words) on Post-its and then attach to the backs of playing cards. Just use as many cards as you have words.

- Shuffle and divide the cards up equally amongst players.
- Each player lays down a card, playing card side up.
- Whoever has the highest card has to say, spell and use the word in a sentence (or define it, however you choose).
- Older kids like to do this really fast, and all ages enjoy just the competition aspect of it!

Accommodations:

- The words on the backs of the cards can be replaced with the next year's word list to make it more difficult.
- The words listed on the cards can target specific vocabulary terms from a lesson or text
- The teacher may want to read through the word list with the students a few times before allowing him or her to play the game on their own

Assessment:

After the game has been played several times, have the student re-read the targeted list of sight words from the beginning of the lesson. Again, record the number of correct words read, errors, as well as how long it takes the child to read through the entire list. Due to continued practice with words and their meanings, the score and time should be better than before the game was played.

- Results in appendices

How did it go?

When beginning the lesson, I made sure that each of the campers understood the basic premise of the card game War. Because they had prior knowledge of the game, the lesson was much easier to teach. When I explained that they were to play the game and read, spell, and use the sight words on the back of the card when playing, it became a fun way for them to complete drill and practice.

At first, this exercise was difficult for the group and Mike. Many of them referred to the visual on the board to proceed with the steps for the game. They relied on the chart to tell them whose turn it was, and what steps to follow. Once they played for a few minutes however, they got the hang of it and were able to play the game more quickly without stopping to look at the steps. The repetition of the steps and continued practice were key for the students.

Having my PE background, I would have like to add a multisensory piece to this lesson, such as having the students write the word in a sand tray when it is their turn to practice this word. The more the student writes the word, the more familiar he or she becomes with its spelling. I think that this would be a helpful addition for students like Mike and many others who struggle with spelling.

After the lesson was completed, I assessed my case study student by having him read over the same list of words given prior to practice. He increased his recognition from a 51% to a 75% on the second grade words, and 46% to 76% on the third grade words. I believe with additional

practice and drills we can get his reading and spelling these words with accuracy and possibly moving onto the fourth grade list of words very soon.

Lesson Title: Repeated Oral Reading

- This lesson was used as the opening lesson throughout camp and we continued it during our one on one sessions

Content:

The students will practice repeated oral reading using a teacher-selected text to improve fluency, rate, and word recognition skills.

Objectives:

The students will use repeated reading methods to improve fluency and comprehension, confidence, and motivation. It will also improve students' ability to acquire new vocabulary and improve sight word reading.

Materials:

- Teacher selected text
- Peer to read with
- The Clumsy Bees- Fluency Passage Level K
 - Included in Appendices

General Goals:

The students will become more confident and fluent using repeated oral reading methods, whether they are done individually, as a whole class, or with a peer to help monitor and make corrections.

Anticipatory Set:

Start by working with students to develop a purpose for repeated reading. This can be done through a brainstorming session initiated with the question, "What are some things we learn that are improved with practice?" Explain to your students that reading needs practice, too, and best of all, reading practice can be fun!

Next, model repeated reading using the following procedure:

1. Select a book you will enjoy reading to your students again and again.
2. Read the story aloud as if you were a child reading it for the first time.
3. Include behaviors that might characterize a first reading, such as stopping to focus on difficult words.
4. After reading, talk about some parts that were difficult for you, and reread sentences to improve your reading.
5. Read the story a second time. During this reading, improve fluency, reduce the number of miscues, and add greater expressiveness.
6. With successive readings, become more expressive, fluid, and animated to achieve greater fluency and to promote greater comprehension and enjoyment.

7. Talk about the different strategies and things you did in your reading to improve each time.

Methods:

The students will need to have an understanding of Class-wide Peer Tutoring through previous mini-lessons.

Class-wide Peer Tutoring (CWPT) is a more formal, structured way to provide students with paired practice and allows the readers to read the same material to each other (Delquadri, Greenwood, Whorton, Carta, & Hall, 1986; Mathes, Fuchs, Fuchs, Henley, & Sanders, 1994). Intensive instruction is necessary to prepare students, but once the procedures are understood, they become automatic.

1. The more proficient reader goes first, reading aloud to the partner for 5 minutes. The less proficient reader reads next, reading the same passage as the first reader.
2. During the sessions, which last approximately 30 minutes, students complete the repeated reading routine and also engage in correction exercises.
3. Students work with a carefully developed “script” that helps them to follow the sequence of activities and to provide feedback in sensitive and productive ways. They will take notes about constructive criticisms, and things done well.

Accommodations/Adaptations:

Repeated oral reading can be done individually and the student can practice reading into a tape recorder. When they are finished practicing and self-monitoring, they can read to the teacher.

Assessment:

Students will be informally evaluated when they read to the teacher after they have re-read the text several times with a peer, whole class, or on their own. Students should be more accurate with word recognition and have improved fluency and rate.

- Procedures for Timed Readings and Fluency Table are located in the appendices

How did it go?

At the beginning of the lesson the campers discussed things that they learned that are improved with practice. They answered math facts and basic skills, reading, and spelling. We discussed that they would be using repeated reading techniques to improve their reading with each time they practice.

I modeled the repeated reading strategy for the students using a passage from the book J is for Jump Shot. I read the passage according to the lesson and they were able to tell me that unfamiliar words, new vocabulary words, and multi-syllabic words make passages hard to read.

When practicing CWPT, the students met with a partner to read the first run through of the passage. Their partner gave them criticism; specifically help with specific words to my case study student Mike. His partner helped him with multi-syllabic and unfamiliar words. When it was the partner’s turn to read, Mike helped them notice the punctuation and where to pause after

certain phases. He was able to help his partner read with more expression as well. Because this part of the exercise was oral, I think Mike understood and was a valuable partner.

After Mike had an opportunity to practice repeated reading with his partner, he worked on another passage with me. Mike was given a fluency passage to read at his current instructional level (K). During his first reading of the fluency passage, “The Clumsy Bees,” Mike had a very difficult time reading fluently and with an appropriate rate. He was given words such as “quite,” “clumsy,” and “tunnels.” He stopped after only 33 words read correctly by the end of one minute. The above words were counted as errors because they were given to him by the teacher. Mike read an average of 22 words per minute, with 33% accuracy. He insisted to write down these details himself, so he was aware of what he needed to improve on. There were around 69 total errors Mike made during that first reading, but since this was my first time giving this fluency test, so some may have been evaluator error. Research indicates that Mike falls below the range of 1.8 grade level equivalent.

After several re-readings of the fluency passage with myself, Mike improved a great deal and I became a lot more comfortable giving the test to him. He reported that he enjoyed the exercise of re-reading with me and felt like he was really improving his speed. He seemed more confident each time he read the passage, and did not tire despite the fact he read it over 6 times. After his final read, I told him I was going to re-test him with the timer and take notes about what he read.

After guided re-readings of the text, Mike was given the fluency passage assessment again. This time, he was able to read 91 out of 102 words from the passage, with 100% accuracy. He read an average of 54 words per minute, increasing from below a 1.8 grade level before instruction, to the high end of the 1.8 grade level range.

Lesson Plan Title: Scooping Strategy**Content:**

The student will read words more fluently using the scooping strategy to chunk meaningful parts of sentences together. Scooping parts of sentences or phrases together helps the students read with more appropriate rate and fluency.

- You can perform this lesson with a whole group of students or individually.
- This lesson was done during two of our one on one tutoring sessions

Objectives:

The students will improve rate and fluency when using the Scooping strategy during reading.

Materials:

- Teacher selected text/passage with meaningful phrases or groups of words “scooped” together.

General Goals:

The students will have accurately scooped the reading passage, and read through the passage fluently, with appropriate rate and expression to the class after repeated practice with their group.

Anticipatory Set:

Introduce the lesson by reading the “Snowflakes” passage to the students - let them hear the text first and be drawn into it! Do not let them see the passage yet - just listen.

Methods:

1. Display the passage on the Smart Board (or you can use a transparency on an overhead). Read it again, using the same intonation and expression, along with actions if appropriate.
2. After the second reading, scoop the passage together (usually as an echo reading), and clarify any unknown vocabulary words that are essential to the meaning of the passage.
3. "Scooping" refers to how we read in phrases, not short words. 3-4 words is a scoop. Give a visual representation of a scoop by using your finger to scoop up the words as you read them out loud. Then mark each scoop with a marker to show each scooped phrase. Do an echo read after each scoop (the children repeat what you just read). This is essential because it provides modeling and a lot of support. You are showing the children what it sounds like to be fluent, they have the security of reading with others and it provides a way to re-read the text.
4. Show the students the Oral Reading Rubric and talk about what good readers do. Tell them you will evaluate their oral reading as a class after the lesson is completed.
5. Hand out copies of the passage and break your students into small groups for reading aloud.
6. Keep the groups to no more than 4-5 students. If you go too large, the less fluent readers will be lost amongst the stronger ones, instead of being adequately supported. They will give up and not try, so keep it small and less intimidating.
7. Give specific instructions for how to practice in a group: students must scoop the phrases, use the expression and intonation you modeled and stay on task.
8. Have the students scoop meaningful phrases or chunks of words together with their group. Then they can practice reading scooped phrases together.
9. After each group has practiced reading and all students are ready, have them perform the reading passage in front of the class as a small group.

Accommodations/Adaptations:

- Instead of working in small groups, students can scoop text with a partner for more intensive instruction. (This was our main focus)
- Have the students individually scoop their own text and compare their work with a partner. They can then decide which scooped text is more effective, and talk about the reasoning behind their choices.
- Scoop the text for the students for a more scaffolded lesson.
- Provide a tape-recorded passage, and have the students scoop the written passage based on what they have heard.

Assessment: Listen for students to read fluently and with expression, and take notes on individual/group performances. Give feedback as to improvements that can be made, as well as

things done well. Use the attached Oral Reading Rubric to evaluate student performances. Use the phrasing section to evaluate how effective the scooping methods were.

- Oral Reading Rubric and Mike’s first attempt of the scooping strategy are in the appendices

How did it go?

At the beginning of the lesson, I read the passage “Snowflakes” to Mike with lots of animation and expression, modeling what good readers do during reading. I displayed the passage on the Smart Board, and told him to follow along with his eyes. When Mike listened to the second reading of the passage, I scooped the passage with him, asking him what words should be chunked together in the same phrases. I instructed him that there were to be 3 or 4 words in each “scoop.” At first, the Mike struggled to understand, but after I modeled the first 3 scoops, he caught on. We marked each scoop on the smart board with a marker, which helped them to visually connect to the words on the page.

Next, we went over the Oral Reading Rubric and discussed what expression, phrasing, rate, and accuracy meant. We were able to talk about what that looked like when I modeled for them, such as when pausing at a comma, or acting excited an exclamation mark.

Finally, Mike was asked to scoop his own passage individually. This was the most difficult part of the lesson for him. He was just scooping every three words without really thinking of the meaning of the phrases they put together. As I noticed this was happening, I discussed this fact with him and we talked about why it was important to scoop meaningful phrases together. I had Mike read their scooped phrases aloud, and then compared them to phrases we correctively scooped together. Going back and practicing this together really helped him to understand the difference.

This strategy was really helpful with Mike; because of the repeated reading and the one on one support from me. After the lesson, I told him the improvements he made, as well as to discuss his thoughts about the lesson. He reported that he enjoyed the lesson, and that it helped him to read “faster.” He also reported that he read the words correctly after he practiced, and he wasn’t able to do that on his own.

Filler Lessons:

- **Wheel of Fortune Bowling**

Quick Description: One student is the bowler, one makes sure the bowler’s foot doesn’t cross the foul line, one is the score keeper, one is the pin setter, and one is the ball returner. I just performed this with my tutoring student, so I was all time pin setter and ball returner, and he was the bowler and score keeper. After the bowler bowls, they all rotate positions in a clockwise fashion. Also set up in the gym, taped against four different sections of the wall, are four of their random words, individually spelled out on a piece of paper face down, think of how Wheel of Fortune begins. On the front of them is a number 0-10. The object of the game is the bowler gets one throw down the lane, however many pins they knock down, the score keeper has to find that number on the wall, run to it, and flip it over to reveal a letter. The entire class or individual

is working together to reveal all the words before the end of class. If a student knocks down a certain number of pins and the score keeper notices that there are no more of that number left, they cannot flip any over. This draws out the game and gives them some extra practice throwing the bowling ball and working on their aim. When all the letters are flipped over, I hand out a piece of paper and the students or student had to copy the words down. We then sound them out phonetically and we read them together as a class. We then talk about common themes of the words and if they have anything in common. For this filler game we used sight words, words from his favorite series, Harry Potter, and words we had encountered throughout our tutoring sessions. For example, the one time I used the four houses of Hogwarts, Gryffindor, Hufflepuff, Slytherin, and Ravenclaw. He then had to say what they had in common and what series they were from.

Mike, being a kinesthetic learner, really enjoyed this filler game because it got him up and moving, but still focused on his remediation demands. Incorporating Mike's likes and needs into one lesson was really successful. I reinforced the oral reading and decoding strategies we practiced from previous lessons and just providing him with that repetition and practice was very beneficial.

- **Say It In Complete Sentences**

Quick Description: Sometimes Mike has a hard time elaborating and expanding his ideas in his sentence formation. So to help him with that we did an exercise during camp to help the students understand the importance of writing in complete sentences and elaborating on their ideas. We read the book, *Breaking the Ice*. The book is about Jackie Robinson and the courage he showed breaking the color barrier in baseball. After reading the book, each of the students was given a piece of paper with a baseball on it. Inside of the baseball, there was a prompt, "I showed courage when..." and in 1 to 2 complete sentences they had to describe a moment where they showed courage like Jackie Robinson. I gave them about 15 minutes to perform the activity and then they shared their responses with the class. Some were a little nervous to share in front of everyone, so if they wanted to they could read them to me privately.

After we were finished, we hung them on the gym wall, for our Wall of Courage. Mike needed some encouragement and guidance while writing his few sentences, but he was able to write the following, "I showed courage when I had to go the hospital when I had my last seizure. It was a little scary and lonely at first, but I was brave so my family would not have to worry." Again this was with a lot of prompting and one on one help, but the ideas were his and he just need help with the elaboration.

Conclusions:

Reading:

On the basis of this information from the assessments and lessons taught; I have concluded that Mike's biggest struggles with reading are decoding, fluency, rate, and phonological processing. Mike is a sixth grade student, who has an instructional reading level at grade 2, with frustration level at mid-grade 2, and independent level at some point below grade 2. Word recognition and

decoding is the primary concern in his case, though he comprehends at a much higher level than he is able to decode. He is not able to read any of the 6th grade words on the Slosson Oral Reading Test word list, and functions at a 1.9 grade level overall. Mike also struggles with phonological processing. When a word is dictated by the teacher, he is able to repeat the word correctly, but struggles to apply the spelling rules/concepts. For example, writing "felink" instead of "filling."

When given Direct Reading Assessments, Mike placed into a Level 20, which is low second grade level. He read with an accuracy rate of 95%, and demonstrated adequate comprehension at a level 16. He was able to read 51 words per minute, which is equal of that to a first grade student. His struggles with word retrieval and knowledge of basic sight words indicate a problem with fluency.

His strength in reading is his willingness and determination to learn and improve. Throughout all of these assessments and lessons, Mike did what was required of him with a positive attitude and determination I had never seen. We would have to sometimes repeat stories or passages six to ten times, but he never seemed to tire. Mike was very invested in his learning which was self-evident when he asked to write out his score for the "Clumsy Bees," passage. He wanted to see where he needed to improve with continued practice and he did. Mike has had a difficult time in school because of his health issues which have caused him to fall behind. He wants to improve and try to bridge that gap between him and his other classmates, but he knows it is going to be a challenging road.

Mike's results and assessment information from the lessons taught to him like the repeated reading and sight word lessons indicate that he currently lacks most self-guiding decoding strategies, but is capable of learning them. During the repeated oral readings, with each practice, Mike improved his fluency and rate, but would then again struggle when a new passage would have to be read. He responds well to modeling and guidance, particularly when offered one on one support. Strategies to help Mike improve his decoding should include strategies such as scooping, a review of sight word vocabulary, and oral reading to help with fluency. When offered one on one instruction with these strategies, Mike improved his self-guiding decoding skills immensely and really benefited from them. He should be given a checklist modeled by the teacher to help with reading unfamiliar words.

Written Expression:

On the basis of this information from the assessments and lessons taught I have concluded that in written expression Mike struggles with elaboration, spelling mechanics, and grammar. Mike does a fine job verbally communicating his thoughts, ideas, and feelings; however, he struggles with written expression. He can organize the information using a graphic organizer and 3 star outline, but it lacks supporting evidence to his key ideas and is sometimes scattered. His sentence structures are basic and lack voice and detail, and linking his sentences and ideas using transitions and transitional phrasing is also difficult.

According to his paragraph writing sample assessment, he is able to organize his ideas into simple sentences and semi-structured paragraphs using a variety of outlines and graphic

organizers. Mike understands how to use the rubric included with the writing prompt and follow the rules for writing sentences in a paragraph. He struggles to apply more complex spelling rules to his writing, and currently is at the “beginning” phase of spelling. His process of writing was pretty strong using the tools of prewriting, planning, and drafting, but he does not vary his word choice, or elaborate significantly on details. His conclusion was weak and the body of his paragraph lacked cohesiveness.

During our Wall of Courage activity, Mike was able to take something very personal and express it during a writing activity. It took a lot of teacher guidance, prompts and revision to help, but he finished the assignment after first verbally expressing it to the teacher, writing a draft copy, and then going to the computer to type it out. Yes, it did still contain some errors, but because of his fluency and spelling difficulties, this will happen. Mike was very proud of his finished product and hung it on the wall proudly.

To help Mike with his writing, continued practice with graphic organizers is needed. He can create them using the guidelines set out by the teacher, but his ideas are very basic and lack elaboration. Mike benefited greatly from teacher editing and revisions and one on one attention. He liked to use the computer to help with spelling and grammar, but even then errors still occurred. Overall Mike has the basic ideas and groundwork of written expression, but needs remediation in elaboration, grammar, and spelling.

Summary of Strengths and Needs in Reading and Writing:

Strengths:

- Higher Order Comprehension
- Emotionally adjusted and positive self -concept
- Positive attitude toward learning and reading
- Basic foundation of writing skills
- Creative and critical response to text

Needs:

- Basic decoding strategies
- Fluency at instructional level
- Grammar and spelling at instructional level
- Elaborate amount of detail, use of transitions, varied sentence types and word choice in written compositions

Recommendations:

- Provide direct instruction of decoding strategies and skills
- Provide continuous feedback and support throughout learning process
- Provide word study activities, emphasizing specific and common word patterns as a tool for decoding and encoding
- Provide instruction in locating and learning meanings of unfamiliar words in passages using varied methods
- Lower level texts to practice fluency and decoding skills

- Provide opportunity for timed oral reading in to practice fluency through the use of “fluency builders”
- Provide writing process instruction, emphasizing revision activities
- Incorporate kinesthetic learning opportunities into lessons
- Provide option of using word processing software when writing

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Appendix

Results of Sight Word Game:

Mike did a remarkable job with this lesson, and improved a great deal from the cold read with practice with both myself and a friend in class. The results of the assessment are displayed below.

On his first read through the deck of second grade sight words, Mike read 24 words correctly:

always	call	gave	pull	these	why
around	cold	goes	read	those	wish
because	does	green	right	upon	work
been	don't	its	sing	us	would
before	fast	made	sit	use	write
best	first	many	sleep	very	your
both	five	off	tell	wash	
buy	found	or	their	which	

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On his final read (after practice and playing the game) of the second grade sight words, Mike was able to identify 11 more words than before the lesson:

always	call	gave	pull	these	why
around	cold	goes	read	those	wish
because	does	green	right	upon	work
been	don't	its	sing	us	would
before	fast	made	sit	use	write
best	first	many	sleep	very	you
both	five	off	tell	wash	
buy	found	or	their	which	

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On his first read through the deck of third grade sight words, Mike read 19 words correctly:

about	draw	grow	laugh	own	start
better	drink	hold	light	pick	ten
bring	eight	hot	long	seven	today
carry	fall	hurt	much	shall	together
clean	far	if	myself	show	try
cut	full	keep	never	six	warm
done	got	kind	only	small	

19/41

On his final read (after practice and playing the game) of the third grade sight words, Mike was able to identify 12 more words than before the game:

about	draw	grow	laugh	own	start
better	drink	hold	light	pick	ten
bring	eight	hot	long	seven	today
carry	fall	hurt	much	shall	together
clean	far	if	myself	show	try
cut	full	keep	never	six	warm
done	got	kind	only	small	

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Used to help Mike understand the expectations in oral reading for the Repeated Oral Reading and Scoping Strategy

Oral Reading Rubric

<i>Expression</i>	*4* Very expressive throughout the entire selection	*3* Expression throughout most of the selection	*2* Some expression in parts of the selection	*1* Very little expression	*0* Not yet
<i>Phrasing</i>	*4* Meaningful phrasing throughout the entire selection	*3* Some phrasing; pays attention to punctuation	*2* Phrases known expressions; rest are word-byword	*1* Mostly word-byword; pauses at end punctuation	*0* Not yet
<i>Rate</i>	*4* Greater than 110 words per minute	*3* 90-110 words per minute	*2* 70-90 words per minute	*1* Less than 70 words per minute	*0* Less than 50 wpm
<i>Accuracy</i>	*4* 96-100% accurate	*3* 90-95% accurate	*2* 86-89% accurate	*1* Under 85% accurate	*0* Under 60%

Retrieved from: <http://www.share2learn.com/oralrdgrubric.pdf>

Procedures for Timed Readings

You will need:

- Two copies of the assessment passage—one for the student and one for the instructor
- Stopwatch or clock
- Pencil
- Clipboard (so students will not see what you are writing)

Administer a one-minute reading, starting the stopwatch when the student begins the first word of the passage (student will not read titles). Tell the student that if she or he has trouble (struggling for more than 3 to 5 seconds), you will say the word so she or he can keep reading. After one minute, say "Stop," stop the stopwatch, and circle the last word read.

During the reading, resist the urge to correct mistakes. Mistakes and self-correction will be counted in the score. If the student has extreme difficulty, stop the test. Reassure the student that she or he will redo the assessment after further reading practice. You should select a lower level passage for the next assessment.

Follow along on your copy word by word with your pencil. Make a slash (/) through any words the student misses or cannot read without help. Mark a dash above words skipped.

Errors include:

- Skipped words
- Mispronounced words
- Word substitutions, including incorrect forms of the word
- Words in the wrong order; both or all words are counted as wrong
- Struggling that lasts for 3 to 5 seconds, or more

The following are not considered misses:

- Added words
- Varying pronunciation due to accent, dialect, or speech impediment
- Repetitions in which the wording is correct
- Self-correcting a mistake; the word is scored as correct.

Scoring Timed-Readings

1. Count the total words the student reads in one minute using the words-per-line totals listed in the margin. This is the student's words-per-minute reading rate. Mark this on the chart at the bottom, along with the date of the reading.
2. Count the number of errors (slashes). Record the number in the "errors" box under 1 if this is the first reading, 2 if it is the second reading, and so on.
3. Subtract the number of errors from the total number of words read to find the number of correct words read.
4. Divide the number of correct words by the total words read and multiply this result by 100. This is the student's accuracy percentage.
5. Record this number in the box.

After about four to six readings, students should reach the target words-per-minute standard for their grade level with an accuracy rate of 90 to 95 percent.

Example: Total words read: 60 Number of errors: 6

Number of correct words: $60 - 6 = 54$ Accuracy percentage: $54/60 = .9$

$.9 \times 100 = 90\%$

Fluency Table: Converts words per minute into grade level based on several research perspectives

**Research Study Recommendations
Words Per Minute (WPM)**

Grade	Rasinski	Manzo	Harris & Sipay
1	80	(1.8) 30-54	60-90
2	90	(2.8) 66-104	85-120
3	110	(3.8) 86-124	115-140
4	140	(4.8) 95-130	140-170
5	150	(5.8) 108-140	170-195
6	180	(6.8) 112-145	195-220

Mike's typed example for the Wall of Courage:

