**SC’s Literacy Profile**

Casey Bainbridge

Longwood University

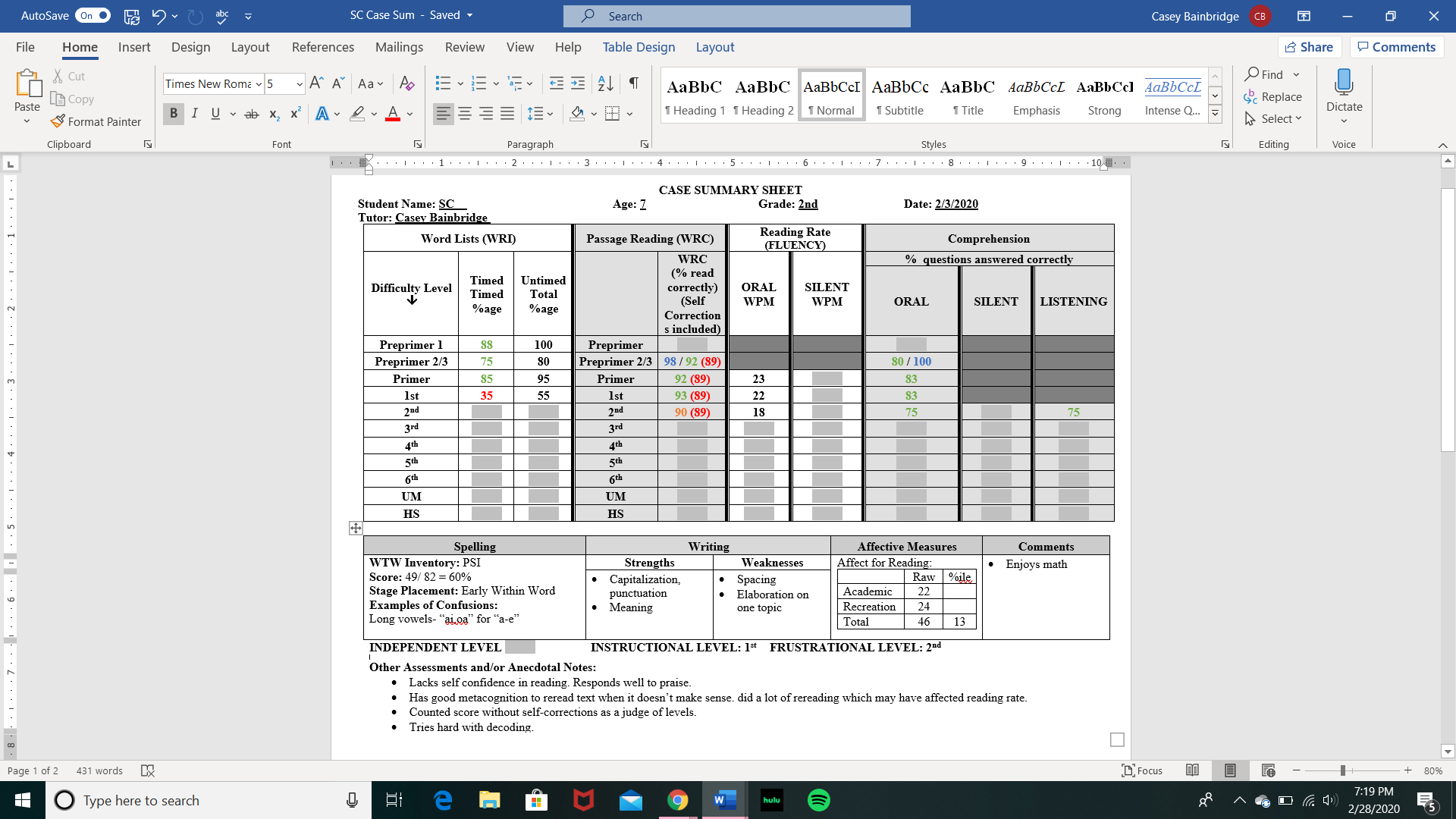
READ 670

Contextual Framework

|  |  |
| --- | --- |
| **Contextual Areas** | **Contextual Factors** |
| Community, District, and School Factors | Home Schooled   * geographic location: Farmville, VA * community population: mother, father, 3 sons and a daughter * school population: 4th grade brother and kindergarten brother * socio-economic profile: middle class family |
| Classroom factors | * physical features: home schooling of three students, one room for the classroom in the house * resources: reading library, use of reading and writing programs used by mom * extent of parent involvement: father works at Longwood, mom is the teacher * classroom rules and routines: students complete school during the morning and afternoon and then have free time at home when school is done. * classroom arrangement: one room is designated for the classroom of the home schooling |
| Student Characteristics | SC   * age: 7 * gender: male * achievements/developmental levels: has been consistently testing low in literacy, but high in every other subject. Mom has screened him for dyslexia, so this is a possibility. Is able to decode when reading, but then has to consistently decode the same, repeated word. * skills relevant to learning goals: strong skills in math and science. Enjoys competition and a challenge. Has weak confidence when reading. * culture: Caucasian student from a religious family * learning styles/modalities: visual learner who enjoys manipulatives |
| Instructional Implications | How do contextual characteristics of the community, classroom and students have implicated for instructional planning and assessment?  As a home schooled student, he has had the same teacher for his entire educational career. His mom has been noticing that he does not perform as well in literacy as he does with other subjects. It is suspected that he may have dyslexia. Mom uses reading programs that set her pacing and skills taught. As a home schooled student, he does not learn SOLs. However, his mom has to report what he is learning to the school board. |

Assessment

Assessments were done one-on-one during two, one hour sessions at his home. We began with the WRI to determine a starting point for the WRC. Between the WRI and WRC, it was determined that SC is instructional at the 1st grade level. He lacks confidence in reading, yet he was excited to successfully read the texts. He took a lot of time to decode the text. However, he had strong metacognition to use fix up strategies while reading. He reread the text frequently and made self-corrections to missed words, contributing to his low fluency rates. We did not assess his silent reading rate, but his oral reading rate was low for his grade level. His comprehension waivered as he could sometimes recall the text correctly and make inferences, he but lacked comprehension at times. This was true for when he read aloud and when he listened to me read. The Primary Spelling Inventory was used to assess spelling. It was determined that he is an Early Within Word speller and used but confused long vowels. A free write was used to assess writing skills. He enjoyed writing about his family, but he had weak spacing. This handwriting is slightly sloppy, so there is room for improvement. SC enjoys being read to, but he does not enjoy reading as a task. SC is excited to learn and improve his literacy skills.



SC’s assessment data suggests that he is a transitional reader within the instructional reader stage. He is an early reader to this stage, but he has surpassed the beginner reader stage. He has strengths with decoding, but he struggles with fluency. His working memory shows evidence of being strained, hindering his fluency performance. There is a question towards possible dyslexia because of this factor. His WRI score was below grade level by approximately two grades. His instructional reading level is at a first grade level, which is a year behind his present school grade. SC’s comprehension is good, but it has room for improvement. This is true for both reading and listening comprehension. His oral words per minute rate is extremely low, causing his reading to be choppy and lack fluency. SC tested as an Early Within Word speller. He has mastered short vowels and beginning and ending sounds. He has also mastered diagraphs and blends. SC uses but confuses some long vowel patterns. Sc’s writing is sloppy and lacks exemplar spacing. His letter formation is good, but neatness is needed. The contents of his writing needs elaboration and details.

Based on a variety of assessment data, SC is reading comfortably within the preprimer to first grade levels. His WRI scores are strong until the first grade level, which does not align with his WRC scores. His WRI rate is at frustration for the first grade level, but he has strength within decoding. This contributes to his low fluency rate as it takes him excess time to reread the text and decode words frequently. His comprehension continues to be average across the different reading levels. There is not a difference between his oral reading comprehension and his listening comprehension. It would be expected that his comprehension would be higher with lower level texts and higher with the listening piece, but his comprehension tends to stay relatively stagnant. His oral reading rate is much below grade level for each reading level. This reading rate got slower as the text level increased, which is expected, but he began with an extremely low reading rate with the preprimer text. The instructional call at first grade takes into account all of these factors, deeming that the first grade level is the highest level at the instructional level before frustration.

SC’s automaticity while reading is lacking, suggesting he may have difficulties with written directions during class assignments. His low fluency could also be a contribution to extended time needed to complete assignments as compared to other students on grade level. As a home schooled child, it is difficult to compare the relative time it takes to complete assignments. This may also be a component to his fluency performance, suggesting he cannot compare his reading rates to other students. As his listening comprehension with an expository text is equivalent to his comprehension of an oral reading of a narrative text, it can be suggested that he may not benefit from listening to text or directions. However, this may also suggest that his comprehension is lacking with expository text, considering listening comprehension tends to be higher than oral reading comprehension. As he is homeschooled with a kindergartner and a fourth grader, SC does not have a lot of grade level interaction during school hours. This aspect may contribute to his low confidence and enthusiasm with literacy.

**Instructional Goals**

|  |  |  |  |
| --- | --- | --- | --- |
| **Fluency** | **Word Knowledge** | **Comprehension & Vocabulary** | **Writing** |
| **Goals**:   * Use High Frequency Words to read with greater fluency * Reread familiar texts with automaticity * Read a small passage silently   **Recommended supporting activities**:   * Rereading texts * Increase HFW through games and activities * Modeling of how to silently read | **Goals**:   * Grow knowledge in HFW and sight words * Grow knowledge on long vowel patterns   **Recommended supporting activities**:   * Long vowel feature sorts * Word study games * Read books that practice the long vowel patterns | **Goals**:   * Increase confidence with reading. * Increase vocabulary knowledge. * Increase comprehension through reading.   **Recommended supporting activities**:   * Identifying vocabulary prior to reading. * Practicing comprehension activities while texts. | **Goals**:   * Write with strong capitalization, punctuation, and structure. * Write with the purpose of responding to prompts/questions * Create a cohesive piece of writing by using past ideas.   **Recommended supporting activities**:   * Practice using CUPS in writing (capitalization, understanding, punctuation, and spacing) * Response to prompts/ questions * Free write and picture responses. |

**Instructional Plan**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Lesson** | **Reading for Fluency** | **Word Knowledge** | **Comprehension** | **Writing** |
| 1 |  | **General feature**: short a vs. long a  **Sort categories**: a vs. a-e vs. ai  **Activity**: Feature Hunt in book | **Introduce Essential Question:** Are there patterns outside of math? |  |
| 2 | **Text title**: *Silent e*  **Text source**: Reading A-Z  **Text level**: Level D  **Skill focus**: WPM speed  **Activity**: Cold and Hot reads | **General feature**: Long a  **Sort categories**: a-e vs. ai vs. ay  **Activity**: Speed Sort | **Text title**: “Scientists study spot patterns on baby giraffes and their mothers”  **Text source**: Newsela  **Text level**: 410 L  **Content focus**: Is there a pattern?  **Skill focus**: Making Connections | **Task**: Write 3-5 sentences using or regarding a pattern.  **Skill focus**: Conventions (CUPS) |
| 3 | **Text title**: *Silent e*  **Text source**: Reading A-Z  **Text level**: Level D  **Skill focus**: WPM speed  **Activity**: Cold and Hot reads | **General feature**: Long i  **Sort categories**: i-e vs. iCC vs. y vs. iGH  **Activity**: Blind Sort Game | **Text title**: *Lion, Lion*  **Text source**: Book  **Text level**: 210 L  **Content focus**: How can we use patterns?  **Skill focus**: Questioning | **Task**: Write a problem and solution on the chart.  **Skill focus**: Conventions (CUPS) and Ideas |
| 4 | **Text title**: *Lion, Lion*  **Text source**: Book  **Text level**: 210 L  **Skill focus**: WPM speed  **Activity**: Cold and Hot reads | **General feature**: Long o  **Sort categories**: o-e vs. oa vs. ow  **Activity**: Blind Sort Game | **Text title**: “Story behind how zebras got their stripes”  **Text source**: Newsela  **Text level**: 410 L  **Content focus**: What do we need for a pattern?  **Skill focus**: Making Connections | **Task**: Write 3-5 sentences using or regarding needing a pattern.  **Skill focus**: Conventions (CUPS) and Ideas |
| 5 | **Text title**: “Story behind how zebras got their stripes”  **Text source**: Newsela  **Text level**: 410 L  **Skill focus**: WPM speed and accuracy  **Activity**: Cold and Hot reads | **General feature**: Long u  **Sort categories**: u-e vs. ui vs. ew  **Activity**: Blind Sort | **Text title**: *Different? Same!*  **Text source**: Book  **Text level**: 300 L  **Content focus**: What happens if a pattern is broken?  **Skill focus**: Visualizing | **Task**: Write an answer to “what happens if a pattern is broken”? Give an example.  **Skill focus**: Ideas and Sentence Fluency |

**Evidence of Research Base: Individualized Instructional Goals (Lesson Planning)**

SC’s instructional goals are formed around his assessment data and performance with literacy instruction. The goals for literacy development are justified by various evidence-based research in the field. Instructional goals for SC are centered around fluency, word knowledge, comprehension and vocabulary, and writing.

Fluency goals for SC include using high frequency words to reader with greater fluency. With a greater knowledge of high frequency words (HFWs), SC will be able to recognize more words while reading easier. This reduces the amount of time and effort SC has to decode. Another goal for SC is to reread familiar texts with automaticity. The familiar texts will give SC background knowledge on what he is reading, and decoding will be more automatic since he already has done it in the past. Rasinski (2014) describes, “when readers have to use excessive amount of their cognitive energy for word recognition, even if they are able to decode the words accurately, they have reduce the amount of cognitive energy available for comprehension and thus, comprehension suffers” (p. 4). Increasing SC’s word knowledge and automaticity will support his fluency, which will then support his comprehension as well. A goal that SC will read a small passage silently is also present as this is a skill he will need in the classroom. This goal is more advanced than the others, as is requires strong metacognition. Once SC’s fluency and automaticity increases, the goal of reading silently will become more applicable.

Word knowledge goals for SC include growing knowledge in HFWs and sight words and to grow knowledge in long vowel patterns. The HFW and sight word knowledge will support SC’s fluency and decoding. This will then support decoding, supported by Rasinski’s research (2014). The importance of teaching features rather than individual words is so that SC can take the learned features in isolation and apply them to his readings. This will grow his lexicon more than only teaching specific words. Ganske (2016) discusses that word study focuses on “developing students’ understandings of sound, pattern, and meaning relationships, … an opportunity to advance not only students’ orthographic knowledge but also their vocabulary knowledge” (338). By teaching long vowels, he is beginning instruction where is it suited for him based on his assessments ( Kiernan & Bear, 2018). He can then gain understanding of the words and features through the word study instruction.

SC’s comprehension and vocabulary goals include increase confidence while reading, increase vocabulary knowledge, and increase comprehension through reading. SC is not confident in himself with his reading skills, so we will work to improve this so that he feels comfortable while reading. We also want to increase vocabulary knowledge through text. There is a direct correlation between vocabulary knowledge and comprehension, so the improvement of one skills will support the other (Gunning, 2018). Vocabulary knowledge also builds scheme which will support SC through comprehending the text. Increasing comprehension while reading will be key for instruction. This will take place through teaching strategies to use before, during, and after reading. Gunning (2018) describes, “the use of comprehension strategies strengthens the use of main processes of basic comprehension: understanding, integrating, inferring, and monitoring” (p. 333). Comprehension is the ultimate goal of reading, so these goals will weigh heavily on instruction.

SC’s final goals surround writing. The writing goals include write with strong capitalization, punctuation, and structure, write with the purpose of responding to prompts/ questions, and create a cohesive piece of writing by using past ideas. The goals for SC’s writing centers around enhancing his overall writing skills for more organized and focused writing. Drijbooms, Groen, and Verhoeven (2015) describe writing with, “writing is that the act of composing a text is a goal-directed thinking process which is guided by the writer’s own growing network of goals” (p. 989-990). In order for SC to be writing past a beginner writer, he must learn and practice the skills needed in order to create his own goals while writing. We will do this by writing text that is organized and focused, yet aligning with his personal writing goals.

**Tutoring Log**

Tutoring was requested by SC’s parents to the Reading Literacy program of Longwood University. Tutoring sessions were held once a week for about an hour time period (see Appendix A). Tutoring was scheduled each Monday around lunch time. SC was usually done with half of his regular schoolwork at this time. Tutoring took place at his kitchen table with no distractions. The first two meeting sessions were to administer preassessments. The lessons were given with instruction reflecting assessment data and previous tutoring session performance.

**Literacy Lessons and Reflections**

A total of three literacy lessons were completed with SC. The lessons covered word knowledge, fluency, comprehension, and writing. While working with SC, I could see his confidence grow with reading, which was a major goal. He was excited to work and learn with me. I learned that he is passionate about his family and wants to work to better himself with them. SC worked hard with the challenges that I gave him.

SC did well with all of the word knowledge activities. He was quick to understand and sort each feature I gave to him regarding long vowels. Because he was quickly understanding the features, I added more features that were more difficult. The speed sorts and blind sorts proved to be effective in monitoring his understanding of the long vowels we discussed. I was hoping to continue work with long vowels through feature sorts.

Fluency instruction involved modeling and rereading of text. We kept track of SC’s time to read the text, his words per minute rate, and his words correct per minute rate. He enjoyed trying to beat his time and increase his reading rates, which was exactly the goals that we set. He was motivated by his own performance while reading, which was beneficial for the two of us.

Comprehension was the area where SC needed the most support. Some comprehension strategies proved to be challenging for SC, taking away from the meaning of the text. Other text samples proved to be challenging as well. We worked on both reading and listening comprehension through strategies and discussion. I would have liked to have continued instruction through practiced strategies and appropriate leveled texts.

Writing was practiced with a primary focus on conventions with the help of CUPS. CUPS stands for capitalization, understanding, punctuation, and spacing. Modeling of writing was used while also adding emphasis on organization and purpose. We practiced editing and revising our writing at times.

**Evidence of Research Base: /Program Level Goals**

To continue growth in SC’s literacy development, I would make recommendations regarding further practice with fluency, word knowledge, comprehension, and writing. I would recommend that intervention is most intensive with fluency and comprehension. Word knowledge and writing can be intertwined with fluency and comprehension practice as extensions. As SC is homeschooled by his mother, I would recommend establishing extra time outside of his school day to be deemed as time for remediation. Aram, Meidan, and Deitcher found that most homeschooling styles are more unstructured and spontaneous and result in lower scores on literacy assessments (2016). This structure can allow SC to focus on the literacy skills at hand. Intervention outside of his schooling should continue for the remainder of his second grade schooling. Pre-assessments going not his third grade year should determine if continued intervention is needed.

I would recommend that SC reads at his instructional level of 1st grade text during his recommendation until assessments prove a new instructional level. To enhance fluency, repeated readings of the text should be done. His fluency scores should be kept track of until he reaches the acceptable fluency rate of 90-140 words correct per minute, deemed on target by Hasbrouck and Tindal (2006). Comprehension skills should be practiced by learning strategies that SC can use before, during, and after reading. He should be reading text that contains topics that he is familiar with and engaged with. Kuhn, Rasinski, and Zimmerman deem the importance of student engagement with reading results with, “ their ability to recognize words improves, their vocabulary increases, their comprehension advances, and their reading fluency, both in terms of word recognition automaticity and prosody, improves” (2014). Comprehension questions should be asked during the reading at designated stopping points that allows SC to think deeper about the text. Questions can also continue after the reading of the text is complete. New vocabulary should be taught from the text that he is reading and this can continue through everyday experiences. SC’s writing skills can be practiced by extending the comprehension reading with a writing passage afterwards. Editing and revising of writing can be looked at with his mother.

**Report Writing**

SC is motivated to learn and improve his literacy skills. He has strong metacognition while reading and writing. He performs well with praise and becomes motivated to improve himself. he has strengths with reading most high frequency and sight words. SC is also good with using picture clues to help him determine words he is unfamiliar with. he also reads with prosody when he is reading text that he is familiar with. SC does well with his spelling of beginning and ending sounds and short vowels. He is also familiar with some digraphs and blends. SC needs to improve his fluency rate and comprehension while reading. With further practice and instruction, SC’s literacy skills will grow. SC is engaged with books about animals, math, and mystery.

**Summary Report**

**Name:** *SC*

**Grade:** 2nd grade

**Tutor’s Name:** *Casey Bainbridge*

**Dates of Tutoring:** February 3 – March 9, 2020

SC completed 5 hours of literacy tutoring during the spring semester of 2020. SC participated in sessions that included oral reading practice to build fluency and oral reading to foster reading comprehension. Writing instruction and practice complimented the comprehension work. Word knowledge was also addressed in the tutoring; SC studied various long vowel patterns.

Informal reading assessments conducted at the beginning of the semester showed SC to be reading on a first grade level. His word recognition in isolation showed that he knew most primer words but approximately half of a sample of first grade words. His oral reading rate was slow (22 words per minute) and lacked fluency. An analysis of his oral reading miscues showed that she sometimes miscalls simple function words (e.g., *what* for *want*). It also showed that he frequently self-corrects when meaning is compromised. His spelling was slightly below grade level expectations. Notable spelling errors included long vowel patterns (e.g., *PANTE: paint*).

It has been a pleasure working with SC this spring. Attached is a list of books that would be appropriate for SC to continue practicing over the summer.

**Report Prepared by:**

Casey Bainbridge

Graduate Student

Longwood University

Reading, Literacy & Learning Program

**Book List**

* *Dear Dragon: A Pen Pal Tale* by Josh Funk
* *Strictly No Elephants* by Lisa Mantchev
* *You Must Bring a Hat!* by Simon Phillip
* *Pigeon Math* by Asia Citro
* *The Big Book of Bugs* by Yuval Zommer
* *Bear Snores On* by Karma Wilson
* *Aunt Eater Loves a Mystery* by Doug Cushman

**References**

Aram, D., Meidan, I., & Deitcher, D. (2016). A comparison between homeschooled and formally schooled kindergartners: Children's early literacy, mothers' beliefs, and writing mediation. *Reading Psychology,* *37*(7), 995-1024.

Drijbooms, E., Groen, M., & Verhoeven, L. (2015). The contribution of executive functions to narrative writing in fourth grade children. *Reading & Writing, 28*(7), 989–1011. <https://doi-org.proxy.longwood.edu/10.1007/s11145-015-9558-z>

Ganske, K. (2016). Sail: A framework for promoting next-generation word study. *Reading Teacher,* *70*(3),337-346. <https://login.proxy.longwood.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=hlh&AN=119088605&site=ehost-live&scope=site>

Gunning, T. (2018). *Assessing and correcting reading and writing difficulties* (6th ed.)*.* Pearson.

Hasbrouck, J. & Tindal, G. (2006) *Hasbrouck and Tindal Oral Reading Fluency Data.* Read Naturally.<https://www.readnaturally.com/knowledgebase/documents-and-resources/26/386>

Kiernan, D., & Bear, D. (2018). What spelling tells us about the orthographic development and word study instruction with emergent bilingual secondary students. *Reading Psychology,* *39*(3),227-252. <https://login.proxy.longwood.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=pbh&bquery=(AU+%ef%bf%bdkiernan+AND+(IS+%26quot%3b0270-2711%26quot%3b)+AND+DT+2018&type=1&searchMode=And&site=ehost-live&scope=site>

KUHN, M., RASINSKI, T., & ZIMMERMAN, B. (2014). Integrated Fluency Instruction: Three Approaches for Working with Struggling Readers. International Electronic Journal of Elementary Education, 7(1), 71–82.

Rasinski, T. (2014). Fluency Matters*. International Electronic Journal of Elementary Education, 7*(1),3–12. <https://login.proxy.longwood.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=108891632&site=ehost-live&scope=site>

**Appendix**

A: Tutoring Log

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Date:** | **Hour:** | **Activity:** | **Time:** | **Comments:** |
| 2/3/2020 | 1 | Assessment 1 | 11am to 12 pm | N/A |
| 2/10/2020 | 2 | Assessment 2 | 10 am to 11 am | N/A |
| 2/17/2020 | 3 | Lesson 1 | 10 am to 11am | N/A |
| 2/24/2020 | 4 | Lesson 2 | 12 pm to 1:30 pm | N/A |
| 3/9/2020 | 5 | Lesson 3 | 11 am to 12:30 pm | N/A |