Literacy Profile

XII. Alexis has made great strides during this tutoring experience. She began tutoring performing on a 3rd grade instructional level. These texts were sometimes frustrational for her. She often miscued frequently on third grade passages. Her accuracy was on average 92%. Her reading for correct words read per minute ranged from 65% to 81%. Most of the variances were between narrative passages and expository passages.

Upon post assessments, her reading rate was relatively the same. However, her fluency was smoother, she remembered more details, and was able to answer comprehension questions with 100% with a few look backs for textual support. It can be concluded that Alexis’ rate would improve with accommodations for losing her place. She often lost her place when reading, even if she was finger pointing. This is her biggest obstacle to strengthen her reading ability.

This difficulty was addressed during tutoring by experimenting with different ways to support her keeping her place when reading. It was determined that Alexis benefits from a reading marker when reading. This assistive technology is clear plastic and she maneuvers it across the paper as she reads. Its’ design enables students to focus on one line or paragraph at a time, depending on the reading marker the student is using.

Alexis demonstrated so much growth during our sessions. She mastered going back into the passage to find text evidence. She developed strategies that helped her to pin point the most important details of a passage. She was observed self-employing these strategies as she read in class. She also taught her classmates the strategy that she liked to use to help her to determine important details.

Another strength that Alexis demonstrated was improving her reading behaviors. She is now able to monitor her own reading and check her own understanding. Becoming aware of when she does not understand something or what she reads does not make sense, are examples of some of the reading behaviors that Alexis has begun to exhibit.

It is recommending to continue to provide specialized, structured instruction for Alexis. She responds well to small group interactive work. She should receive her instruction with passages or text that are on an instructional level. She can begin to read passages that are third and fourth grade passages. She should still be receiving instruction that focuses on her spelling feature. She is still struggling with syllables and affixes as well as with roots. Her written expression is strong and is a strength to help her learn. Providing multiple opportunities for her to express her learning in writing will strengthen her comprehension and deepen her retention of skills taught. She loves to read so having a multitude of books available will support her growth.

Some recommended texts are:

Judy Bloom-“Freckle Juice”

Astrid Lindgram-“Pippi Longtocking”

C. S. Lewis-“The Lion, the Witch, and the Wardrobe”

E. B. White-“Stuart Little” and “Charlotte’s Web”

Roald Dahl-“James and the Giant Peach” or “Matilda”

Kate Dicamillo- “Because of Winn Dixie”

Richard Atward-“Mr. Popper’s Penquines”

Rick Riordan-“The Lightning Thief”

Alexis loves humor, mystery, and animals. She may like the American Girl series.