

## **DRAKE UNIVERSITY LITERACY INSTRUCTION AND ASSESSMENT II**

Name: Julia	Date of report: November 25, 2006
Grade: 2	Date of testing: September 2006
School: Arthur Elementary-Cedar Rapids, IA	Date of birth: November 17, 1998
Parents: Casey Anderson	Age at testing: 7.10
Address:	Examiner: Casey Anderson
Telephone:	

### **BACKGROUND INFORMATION**

To help my daughter, Julia, with the difficulties she had started to develop in reading I decided to tutor her myself. After completing 1<sup>st</sup> grade Julia was still having trouble sounding out words and would often get frustrated, bored and distracted. As her mother and not her instructor I would say that because of these things Julia's problems in reading were getting worse and worse because she couldn't stick with it for long enough to accomplish anything new in her reading abilities.

Julia's teacher reports that she is a pleasant child and always happy and kind to others. She enjoys reading activities, especially ones in groups, but is often distracted or out of her seat. She has a good vocabulary, background knowledge and strong comprehension skills but possibly needs help in the area of fluency and decoding.

During testing Julia was very wiggly and unfocused. She seemed to enjoy the activities but would become bored easily and want to move on to something else. After interviewing her using interest inventories I found out that she does like to read if it is a rainy day, at school or just for fun but she doesn't like to read if it is something required of her or if she has the choice between reading and playing with toys or friends. She also told me that she has trouble sounding out words and admitted that she would rather ask someone what a word is as opposed to trying to sound it out herself. Overall, she enjoyed spending time with me during the testing, as long as it was broken into chunks over several days.

### **TESTS ADMINISTERED**

#### **The Phonological Awareness Test (PAT)**

<i>Phonemic Awareness</i>	20/20	mastery
Rhyming	29/30	mastery
Segmentation	26/30	mastery
Isolation	24/30	needs review
Deletion	20/20	mastery
Substitution	10/10	mastery
Blending	19/20	mastery
<i>Phonics-Graphemes</i>		
Consonants	18/20	mastery
Long & Short Vowels	10/10	mastery
Consonant Blends	10/10	mastery
Consonant Digraphs	4/4	mastery
R-Controlled Vowels	2/5	needs systematic instruction

Vowel Digraphs	2/5	needs systematic instruction
Diphthongs	3/5	needs systematic instruction
<i>Phonics-Decoding</i>		
VC Words	7/10	needs review
CVC Words	8/10	mastery
Consonant Digraphs	10/10	mastery
Consonant Blends	6/10	needs systematic instruction
Vowel Digraphs	5/10	needs systematic instruction
R-Controlled Vowels	2/10	needs systematic instruction
CVCe Words	2/10	needs systematic instruction
Diphthongs	3/10	needs systematic instruction
Basic Reading Inventory		
alphabet	100%	
writing sample		
wordless picture	100%	
graded word list forms A and B	Grade 1	instructional level
Running Record from BRI book		
forms A and B with MSV analysis	Grade 1	instructional level
Comprehension	Grade 2	independent level
Emergent Literature Assessments		
spelling		
fluency		
Interest Inventory		
Form 8.3 Index of Reading Awareness		
Elementary Reading Attitude Survey (Garfield)		

## OBSERVATIONS DURING TESTING

### Phonics and Phonemic Awareness

Julia was given the Phonological Awareness Test (PAT) by Carolyn Robertson & Wanda Salter. This is an individually administered test designed to diagnose deficits in phonological processing and phoneme-grapheme correspondence. This test is comprised of eight sections, six of which are phonemic awareness. These six sections are made up of rhyming, segmentation, isolation, deletion, substitution, and blending. The other two sections are phonics specific with testing for graphemes and decoding skills.

This test was used to assess Julia's level of phonics and phonemic awareness. Julia's phonemic awareness scores showed that she has a sound foundation in her phonemic awareness, as she had mastered all but one section and only needed a slight review for one of the sections. Her graphemes and phonics, however, showed that she had difficulty in the following areas: r-controlled vowels, vowel digraphs, diphthongs, consonant blends and CVCe words.

These results indicate that Julia has adequate knowledge of phonemic awareness but continues to need systematic instruction to improve upon her decoding skills.

### **Oral Reading**

The Basic Reading Inventory (BRI) consists of a Pre-Primer through Grade Twelve reading passages for assessment, early literacy assessments and contains individually administered informal reading tests. Grade level scores are derived from the number of miscues (any deviations from the text) as well as the student's ability to answer comprehension questions. Some comprehension questions have answers that can be found directly in the text, and some have answers that require the students to infer information from them text.

Julia read the 1<sup>st</sup> and 2<sup>nd</sup> grade passages. On the 1<sup>st</sup> grade passage she made three miscues and answered all of the comprehension questions correctly. This indicates that this passage is at her independent level, meaning she could read and comprehend this story completely on her own. On the 2<sup>nd</sup> grade passage Julia made nine miscues, three of which changed the meaning of the story. The other miscues were self-corrected or substitutions were made that made sense. Julia was able to answer the comprehension questions with 100% accuracy. The miscues indicate that this story is at Julia's frustration level, however, the comprehension questions would indicate that it is at her independent level. Therefore, an average of these two scores would make the 2<sup>nd</sup> grade passage her instructional level.

Before reading a passage, Julia was asked to predict what the story would be about based on the title "Bill at Camp" in order to activate her background knowledge. Julia was able to make predictions by making connections between what she knew about camp from other stories she had read or movies she had seen and her own personal experiences with camp.

An analysis of Julia's miscues showed that she used her background knowledge of meaning, syntax (sentence structure) and visual cues to read the text. For instance, her substitutions often made sense, were structurally correct and were based on the first letter of the target word. (+ indicates the word was read correctly):

Text: Bill walked in the woods.

Child: + wandered + + +.

At this point in her development Julia is able to activate prior knowledge before reading and understand the context of the story. However, she often gets frustrated with decoding. Julia has a good sense of using meaning, syntax and visual cues to aid her in decoding.

### **Fluency**

Fluency is the act of reading text accurately and quickly and is tested by words read per minute. More specifically, fluency is made up of the following three parts:

- Accuracy, or accurate decoding of words in text
- Automaticity, or decoding words with minimal use of additional resources
- Prosody, or the appropriate use of phrasing and expression to convey meaning

When tested, Julia's read at a rate of 59.9%. This indicates that she needs additional practice in the area of fluency.

## Spelling

Julia was given a list of words to spell. This list was developed in order to evaluate her level of invented spelling. It has been found that children go through a developmental sequence in their invented spelling—from pre-phonemic, in which their writing does not reflect sounds in words; to an early phonemic stage, in which they use an initial consonant to represent a word; to a letter-name stage, in which they use letter names to represent their sounds and often omit vowels; to a transitional stage, in which their spellings reflect all phonemic features.

Julia's spellings were as follows:

Called	cold	(letter-name stage)
Dreamed	drim	(letter-name stage)
Hole	holl	(letter-name stage)
Moth	moth	(correct)
Flowers	flawrs	(letter-name stage)
Boat	bot	(letter-name stage)

Julia was also given a writing assignment where she was to write about the topic “What I like best about Halloween.” Julia wrote a list of the things she liked best and the spellings were similar to those from her spelling test in that they showed the letter-name stage as well.

A sampling of these spellings follows:

Pumpkins	pupcins	(letter-name stage)
Black cats	blck cats	(letter-name stage/correct)
Spooky Houses	spuce hawsis	(letter-name stage)
Bats	bats	(correct)
Full moon	full mon	(correct/letter-name stage)

Julia's spelling tells us several things. Most of her words were at the letter-name stage, meaning that she included a vowel in each syllable of the word and has progressed beyond using only initial consonants in her spelling. The fact that she could represent all the sounds she heard during the sentence dictation indicates that she can hear and synthesize these sounds.

## SUMMARY AND RECOMMENDATIONS

Julia is a 2<sup>nd</sup> grade student having difficulty with reading, especially with regard to decoding and fluency. Based on the Basic Reading Inventory, she is at a 2<sup>nd</sup> grade instructional level but showed frustration in the area of decoding, although her comprehension was on target. Although Julia knows a lot of sight words and is able to use her knowledge about letter sounds along with sentence structure and meaning to decode text, she has difficulty with sounding out words with the silent-e rule, consonant and vowel digraphs, diphthongs, and r-controlled vowels. Julia also shows this same exact difficulty in her spelling.

Julia seems to be knowledgeable when it comes to story structure and using skills such as predicting and making connections to aid in comprehension.

I recommend the following goals and activities for Julia:

1. *Develop Decoding skills.* Since Julia is knowledgeable regarding story structure and has the ability to comprehend what she is reading even though she is making a lot of miscues, it appears that she needs explicit and direct instruction in the area of decoding, especially concerning r-controlled vowels, vowel digraphs, diphthongs, consonant blends and CVCe words. The Jolly Phonics program, which teaches letter sounds in a multi-sensory way, using songs and actions to go with the sounds would be helpful in teaching the following digraphs, diphthongs and r-controlled vowels: *ai, oa, ie, or, oo, ou, ou, ue, er & ar*. Learning the sounds and actions will also be helpful in reading irregular words like “said.”

Another type of direct instruction for decoding that would be beneficial for Julia would be using word sorts and word building activities. For word sorts, Julia would be given a list of words with similar sounds (for example the vowel digraph *ee* and *ea*; *peach, cheese, etc*) and would then sort the words into the correct column, *ea* or *ee*. This can also be done with cutout pictures and words. An example of a word building activity would be having Julia stamp words with alphabet stamps or build words with cut out letters to practice words with the sound being taught; words with the silent-e rule, for example. She would first stamp out a word such as *man* then underneath stamp out *man* and add an *e* to make *mane*. This activity would follow direct instruction for the silent-e rule and demonstrate how the *e* changes the sound of the root word and would encourage Julia to see the connection between the two words and the rule.

Also, since Julia is a hands-on and visual learner, games like Jeopardy, Memory and Bingo would be beneficial at some point to practice the letter sounds she has been working on. In these games, Julia would have to practice her sounds she has been working on in order to play the game. So, for instance, if Julia is playing Jeopardy (with a pocket chart) there would be categories for different sounds, like *ar, ir, or, er*, and the words would have either a picture on the outside for the clue or an actual written out clue. She would then need to answer with the correct word and flip the card over to view the word in the pocket chart. In this way she would be making connections and seeing the word.

Finally, Julia would benefit from practice reading books or short stories with words for the targeted phonics rule learned and making and reading flip-books with the phonics and decoding skills/rules learned.

2. *Develop Fluency.* Even though she is not a fast reader, Julia enjoys reading aloud. She also likes acting things out and performing in front of people. Given these strengths, Readers Theater would be very beneficial for improving Julia’s fluency. Through practicing a reader’s theater piece with me, Julia will have a chance to hear me model fluent reading, which is reading that is accurate, automatic, and uses effective phrasing and inflection to convey meaning. Through trading parts back and forth with me or another tutor, Julia will improve on her fluency through repeated readings. Readers Theater will also give Julia a purpose for reading with the intent of performing in front of an audience (family and/or friends). To go along with this, repeated readings and choral reading would achieve a similar effect regarding the development and improvement of Julia’s reading fluency.

3. *Develop strategies for spelling.* Since Julia is currently at a letter-name stage of spelling, meaning she writes letter names to represent their sounds and often omits vowels, Julia’s spelling instruction would benefit from tying the direct and explicit decoding instruction to

spelling. For example, when teaching the rule for silent-e, Julia could practice spelling words with silent-e with a word building activity. Additional activities could include the practice of word families, for instance spelling out all the words in a word family to see the similar characteristics of the words (i.e.-the *ight* family). Similarly, explicitly teaching spelling patterns would have a similar effect.