

Chyi-Woei Wang
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Background Information

The student I chose for this case study is Ralph (pseudonym) whom I have known for a year. Ralph formerly lived at an orphanage that I currently volunteer at and now lives with his adopted family. Ralph is in the seventh grade at a middle school in Gangdong district of Seoul, South Korea. I got to know Ralph through my volunteer works such as Bible lessons, arts and crafts, and games at the orphanage through an outreach program sponsored by a local church in Seoul.

I first interviewed Ralph, his caretakers, and other volunteer workers to get Ralph's academic background information and determine which areas of the school curriculum Ralph excels in and which he struggles with. One of the subject areas Ralph struggles with was English. The caretaker told me of her concern about Ralph's English proficiency. Ralph himself said that he did not like to study English because he struggled with vocabulary and reading comprehension even though he liked the subject of English.

Because I only got a general glimpse of Ralph's English level through interviews with caretakers, volunteers, and Ralph himself, I conducted an overall assessment to determine the exact level of Ralph's English proficiency. Then, along with the information I got through the interviews and my knowledge of Ralph's abilities and interests, I was able to construct and conduct two lessons about phonological awareness and reading comprehension, respectively, over a period of two weeks, one hour a week. The place we conducted our lessons was in a quiet

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room at the orphanage center.

Overview of the Case Study

My initial concern for Ralph was that, like many English as Foreign Language (EFL) students, he was not able to fully comprehend what he was reading. He even had a hard time making connections between some letters and their sounds. So the first area I needed to focus on was developing Ralph's phonemic awareness and then I could move on to reading comprehension.

I divided my overall assessment into three parts to get a more comprehensive view of his English proficiency level and to better identify and target an area he needed most help in. The first part was phonology to assess if he understood auditory sound-letter relationships and had phonemic awareness. I subdivided this phonology assessment into three parts: rhyming, blending, and segmenting. The second part of the assessment was on his reading skill—his reading speed and accuracy. The last part was reading comprehension. Before starting the assessment, I explained to him the directions for taking the assessment and then showed examples for each assessment. He then completed the assessments independently and I recorded his progress meanwhile. The results from the assessment were then used to prep the following lessons.

First, the phonemic awareness lesson focused on phonemic blending and segmentation. Then in the next lesson, Ralph and I worked on some vocabulary and then reading comprehension using a KWL+ chart. My goal was to help Ralph with phonemic awareness first

in order to help him with his reading comprehension eventually.

To achieve my goal, I tried to engage Ralph in reading texts of high interest to him to increase his motivation to read more English texts as well as increase his reading comprehension. As Duke, Pearson, Strachan, and Billman (2011) stated, “increasing the volume of texts to which students have access [...] significantly improves their overall reading achievement” (p. 59). Ralph said he did enjoy reading—fiction and nonfiction books in Korean. However, because of his low proficiency in English, he did not read any books or texts in English.

Assessment

The first part of the assessment was on phonology which in turn was divided into three sub parts: rhyming, blending, and segmenting. When I asked Ralph if he knew what a rhyme was, he said he didn't. So I explained by giving him an example of words that rhyme (like and bike) and then an example of words that did not rhyme (like and toy). He said he understood so we proceeded on to the assessment. I had 8 sets of words with rhymes scattered among the different sets of words (MLPP, 2001, p. 41). Ralph was able to identify each set correctly and did not seem to have a problem with distinguishing sounds¹. I continued on with a rhyme supply assessment because, for one thing, it is more difficult for a student to supply a rhyme than it is for the student to identify one (MLPP, 2001, p. 39). I again explained to Ralph the directions and that this time all the words would be rhymes and what he needed to do was make a word that

¹ See Appendix 1

also rhymed. I also made clear that the word did not have to be a real word and that all it had to do was rhyme along with the words I said (MLPP, 2001, p. 41). I allowed him to have a few practice words and then began the assessment. He scored a six out of eight². The results indicated that Ralph was able to supply rhymes with occasional mistakes. Even those mistakes were minor ones since the ending sounds that Ralph produced did match but would not technically be considered a rhyme.

For the second part of the phonology assessment, i.e., blending, I checked Ralph's phonemic blending skills by following the MLPP (2001) (p. 44). I asked Ralph to produce blends of words based on the sounds I gave him. For instance, I made the phonemes for /s/ and /at/ and Ralph had to blend the sounds together to make the word "sat." I also had him blend individual phonemes together and produce the word. Each of these blending assessments was first modeled for Ralph with him later producing words independently. He did not have any trouble with any of the blending assessments and responded correctly to each word³. The results indicated that Ralph did not have auditory problems distinguishing phonemes and that he was able to blend sounds together.

For the third part of the phonology assessment, i.e., segmentation, I said a word to Ralph and then had him break down the word into individual phonemes. The way I scored this assessment was by observing whether or not Ralph could produce each individual phoneme. When he missed a phoneme in the word, not only did I mark it as incorrect but also recorded his

² See Appendix 1

³ See Appendix 2

incorrect response. I modeled what phoneme segmentation was for Ralph and then had him practice a few times (MLPP, 2001, p. 46). Then Ralph did the assessment independently and was able to get a seven out of eight correct⁴. Ralph showed that he understood the concept of phoneme segmentation and could apply the skill when prompted.

For the assessment on his reading skills, I had Ralph choose between two different texts from a second grade reading passage. Each passage contained a title and picture that described the story. The passage Ralph chose was “The Tiger Story” and when asked why he chose this particular story, he said the tiger on the page looked “cool” and wanted to know more about the story. Initially, I had planned to do a three minute reading assessment because it was found that conducting an oral reading assessment using a one-minute time limit overestimates the reader's reading rate (Valencia, Smith, Reece, Li, Wixson, & Newman, 2010, p. 277) and a three-minute oral reading would check a reader's reading endurance (Deeney, 2010, p. 447). However, because Ralph struggled with reading many of the words in the passage, I changed the assessment and had Ralph read to the end of the passage regardless of time. It was so that he would be able to focus on reading and not become frustrated by the time limit.

I also recorded Ralph's miscues to identify what kind of mistakes Ralph was making while reading⁵. According to his oral reading record⁶, Ralph's accuracy rate was 77.7 % in a text where he should be reading anywhere between 95-100 % correct (MLPP, 2001, p. 126).

⁴ See Appendix 3

⁵ See Appendix 4

⁶ See Appendix 5

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According to Hock, Brasseur, Deshler, Catts, Marquis, Mark, and Stribling (2009), one of the major difficulties struggling readers have is the inability to use sound-letter correspondence to decode words and as a result are dependent on other sources of information to read (e.g., context) and are slower to develop sight word reading skills (p. 25). While Ralph was reading, I also noticed that he was having trouble with some sound-letter associations. For example, when Ralph came across the word “deer,” he incorrectly read it as “bill.”

I proceeded to the comprehension portion of the assessment with two questions⁷. One was to see if Ralph could recall any information from the passage while the other was to see if he could remember more specific details. When asked what two facts Ralph learned from the story about tigers, he replied that 1) there are not many tigers left in the world and 2) tigers have mothers. When asked to respond to the second question, Ralph said that tigers live in groups with their mothers, like a family. Although Ralph answered the question incorrectly based on the reading because the question was “where do tigers live now,” Ralph showed that he was making connections from the text and relating it to the world around him.

However, due to the amount of reading errors Ralph made, I decided to reevaluate Ralph’s reading fluency using another passage, but this next time it was from a first grade text⁸. The results were about the same as the first reading assessment with Ralph reading 78.4 % words correctly where he should have gotten between a 95-100 %⁹. This didn’t seem right because

⁷ See Appendix 4

⁸ See Appendix 6

⁹ See Appendix 7

dropping down a grade level should have produced a significant change in Ralph's reading accuracy. I looked at the reading record again and noticed that many of his errors came from one word, "Joan." Joan was in the reading passage 8 times and accounted for about 36 % of the words that Ralph missed. I didn't think it was fair for one word, especially a name that wouldn't alter comprehension, to bring down Ralph's reading accuracy. Having adjusted for the word "Joan" and only counting it as one mistake, his accuracy jumped up to 91.6 %¹⁰. Although still not within the range of 95-100 % for an easy text, Ralph was now a lot closer than he was previously. When going over the comprehension questions, he did a better job of answering the questions correctly. However, the question Ralph answered incorrectly, "Why did Joan scream?" might have been due to the fact that he incorrectly read "scream" as "scary"¹¹.

Lesson 1: Phonological Awareness

The first lesson was focused on phonological awareness because, according to Troia (2004), "Phonemic awareness is the deepest level of phonological awareness and the most crucial to success in reading and spelling" (p. 1). Also, "phonemic awareness facilitates the process by which many beginning readers of English identify printed words" (Troia, 2004, p. 1). Since Ralph did not show that he could effectively identify the sound-letter relationship of words in a passage in the assessment, I focused on phonemic blending and segmenting in the lesson. I started off the lesson by asking Ralph if there were any similarities between Korean and English.

¹⁰ Ibid.

¹¹ See Appendix 6

According to Leonard, Napp, and Adeleke (2009), a culturally responsive teacher needs to support “learning among bilingual learners by valuing their identities, perspectives, and experiences” (p. 4). Ralph told me he didn’t think there were any similarities. I then proceeded to show him the Korean consonant “ㄱ” and asked him what sound that made. The next question I followed up with was what English letter also had a similar sound. Ralph replied that the “M” also had a similar sound. I then proceeded to tell Ralph that many, but not all, Korean alphabet letters have similar sounds to English alphabet letters. Using index cards with each having different Korean and English alphabet letters, I asked Ralph to pair similar sounding Korean alphabet letters with as many English alphabet letters as he could. After having matched as many similar sounding letters as possible we started reviewing the phonemes for each letter of the English alphabet.

Next, I explained to him that, like Korean, he can put different sounding letters together to make a word. I then proceeded to show him an example and put the letters “S”, “A”, and “T” together while making the sounds for each letter. I then blended the words together to say the word “sat.” After going over another example I explained to him that now he would have to produce the sound of each letter shown on the index cards and then blend them to make the word.

We did this with a few words¹². My objective of this lesson was to build up Ralph’s confidence and ability to recognize sound-letter relationships and then apply it to more complex words that he would encounter in his future lessons. To get him familiarized with the new words

¹² See Appendix 8

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from the new upcoming passage, I preselected words that I thought would be difficult for him¹³ and used the preselected words as a chance for him to practice his sound-letter relationship by using our index card exercise. As we had done previously, I had Ralph produce each individual phoneme until he was able to blend the phonemes into the word that was shown. We worked from the least difficult word to the most difficult. There were a couple of words that did give him trouble (e.g., piece and recycle), but he was soon able to read the words that the cards produced.

To check to see if Ralph was making the sound-letter association beyond visual stimulus, I asked him to produce words using the index cards with auditory cues. This time I said a word and then Ralph had to reproduce the word using the index cards. After making the words with the index cards, Ralph then read the word to signal that he was done. We practiced with some easier familiar words and then proceeded on to the preselected words list. Ralph did fairly well and was able to reproduce words that were spoken to him but again had trouble with a couple of words: piece and recycle. Having “piece” and “recycle” appear again as troubling words wasn’t too big of a concern due to the difficulty of the words.

At the end of the phonemic lesson, I used a non-fiction science text¹⁴ to see if Ralph could use his new learned skill and apply it toward an unfamiliar text. I recorded miscues in his reading on the oral reading record sheet¹⁵. However, this time, unlike what I did during the

¹³ See Appendix 9

¹⁴ See Appendix 10

¹⁵ See Appendix 11

assessment, when Ralph misread a word, I stopped him and had him sound out the phonemes for the word and say the word correctly. Ralph was able to complete the oral reading without too much trouble. Though his accuracy rate did not fall within the range of 95-100 % correct, he showed noticeable improvement from 91.6 % to 94.2 %. I also asked him comprehension questions, and he was able to get three out of four of the comprehension questions correct.

Lesson 2: Vocab and Reading Comprehension

During my interview with Ralph, I had asked him what he liked or disliked least about English and Ralph replied that he really disliked learning new vocabulary. Blachowicz and Fisher (2004) state that “When learning words is fun, students become interested in words and see them as objects that they can use and examine” (p. 68). I already had Ralph interested and engaged from the previous lesson because he wanted to learn more about recycling, so I wanted to continue that positive momentum through this lesson on vocab and reading comprehension. Manyak (2010) describes vocabulary instruction as “an introduction to the word that includes presenting the word in a meaningful context, providing a student-friendly definition and several examples of the word’s use, and prompting the students to create additional examples using the word” (p. 143).

According to Kelley, Lesaux, Kieffer, and Faller (2010), “word selection is especially important when teaching students with low vocabularies” (p. 6). So I selected vocabulary words

from the non-fiction science passage which were also used for the previous lesson¹⁶. It was because when I had asked him during the initial interview what kind of reading he enjoyed, he mentioned fantasy or science books. Moore and Hansen (2011) said, “Teachers must plan very carefully to ensure that all students participate in high-interest educational activities that are personally relevant” (p. 29).

The words consisted of those that I thought he would struggle reading during the oral reading of a passage for reading comprehension. I then made vocabulary cards that included the word on one side and a picture on the backside. I showed Ralph the side with the word first and then I made sentences with the word to give him context. After hearing the sentences and seeing how the word was used, Ralph had to try and guess what the word meant. If he was incorrect, I showed him the picture on the back of the vocabulary card and he was able to guess the meaning of the word correctly. He struggled only when the picture was not an obvious representation of the word, such as “sort” and “piece” but guessed most of the words correctly and seemed to be interested in learning the science-related words.

After he learned the words, I then had him make a new sentence of longer than three words using the new vocabulary word. I showed him an example first: “We recycle because it is good for the environment.” However, he had hard time making sentences longer than three words; for example, he stopped at “we recycle plastic” and was not able to add more words to that. It seemed that the reason he struggled with making sentences was due to his limited

¹⁶ See Appendix 9

English vocabulary since he showed, even with those short sentences, that he understood in which context he could use the words.

I had asked him during the assessment what he usually did when he didn't understand a passage and how he remembered details of the part that he understood. He said he would sometimes try reading it again if he didn't understand, but usually read it again only if it is for a test. And when something exciting happened, then it would help him remember those things. This showed that Ralph was at least monitoring his comprehension but probably not to the degree that he should be. So, for the reading comprehension part of the lesson, I showed Ralph a modified KWL+ chart (excluded the "H"). I chose the KWL+ chart because "hands-on activities" give opportunities for the user to engage and are associated with motivation (Duke, Pearson, Strachan, & Billman, 2011, p. 60). The passages I chose were all within science because Ralph expressed interest in that subject. Duke, Pearson, Strachan, and Billman (2011) suggest that a student's motivation can be triggered by texts or materials that capitalize on a student's interests (p. 60).

Since Ralph said that he had never seen a chart like KWL+ chart before, I explained to Ralph that the chart could be used to help us keep track of what we read and learned. I explained what each letter stood for (K=What We Know, W=What We Want to Learn, L=What We Learned, and +=summary) and that we would need to fill out some of the chart before we started reading and then the rest after reading. To practice using the KWL+ chart I brought out our past reading "How Plastic Is Made." I explained that we would first fill in the "K" based on things

we already knew about the topic. The prior knowledge that Ralph demonstrated was the various uses of plastics in our daily lives¹⁷. Ralph and I then moved on to the “W” part of our chart. To give an idea of what types of questions we could ask I reminded Ralph of the 5 W’s and H question words (who, what, why, where, when, and how) and how they could be used along with the passage title to come up with relevant questions¹⁸.

To complete the KWL+ chart I had Ralph read aloud while I intervened with word or vocabulary help when needed. Ralph and I then went on to complete the “L” part of the chart. We first looked at whether or not any of our questions had been answered. Then he looked and wrote down any details that he had not known before and had learned through the passage. For the + part of the lesson I had him do a summary. I explained that a summary is a strategy we could use to help explain our reading in a shorter way. I also explained what kind of details should be included in the summary to guide the kind of things Ralph would need to take note of and include in the summary¹⁹.

Next, I had Ralph complete a KWL+ chart on his own²⁰. We reviewed what each letter stood for. The text that Ralph would read for his independent KWL+ chart was a text about spiders²¹. I had Ralph read the text aloud while I wrote down miscues and helped when necessary. Ralph was able to fill out the KWL+ chart on his own without prompting from me.

¹⁷ See Appendix 12

¹⁸ Ibid.

¹⁹ Ibid.

²⁰ See Appendix 14

²¹ See Appendix 13

The title of the article was vague so the types of questions Ralph wrote down for the “W” section was not as focused, but showed that he was interested in the topic. Although Ralph shared disappointment that his questions were not answered after the reading, he still found the text enjoyable and learned a few things. Ralph’s summary was also good in that he was able to write down the main points of the text. Also, it seemed that the use of a visual aid helped him organize the reading and stay engaged.

For the last part of this KWL+ lesson, I had Ralph complete comprehension questions. There were four questions in total. The answers included visual clues for Ralph to look at to help him with his answer choices. Ralph got all questions correct for the comprehension²² and when asked, he said that he didn’t guess but understood and thus could answer the questions correctly.

Reflection

At the end of the phonemic lesson, Ralph showed improvement in reading accuracy rate from 91.6 % to 94.2 %²³. I asked him, after the phonemic lesson was over, how he would gauge his ability to read on a scale from 1 to 10. He replied, “8.” He added that he felt like he was able to read most of the words and that it was easier for him to read when he went slower and sounded out each letter. However, he also mentioned that he wished he had known what the words meant because he didn’t understand what all the words meant. I brought up Ralph’s

²² Ibid.

²³ See Appendix 11

reading comprehension score from this lesson to him and said that his score wasn't too bad, but he said he had just guessed because he didn't know what all the words meant and that he would like to learn the meanings of the words in reading.

So it seemed that the blending and segmenting practices done in the phonemic lesson was very helpful and effective in improving Ralph's ability to read English words better and at much ease. Together with rhyming practice, the phonemic lesson not only helped him be more aware phonologically but showed it clearly boosted his self-confidence. As a result, now that he was able to read better and not as frustrated with reading the words, he became interested in actually learning vocabulary; he seemed to have already forgotten that he had said he "didn't like" vocabulary.

The results from the initial oral reading assessment had indicated that Ralph was somewhat able to comprehend the text, but because he struggled with sound-letter relationships during reading, he had a tendency to guess the wrong word which hindered his comprehension. I asked at the end of the vocab and reading comprehension lesson if he would be interested in using the KWL+ chart in other readings. He replied yes saying that he liked it because then he knew what kind of things to write down and it helped him know what kind of things to look for.

The KWL+ chart seems to have clearly helped Ralph be able to organize and digest a text without getting overwhelmed with remembering every detail while he was reading. The results of the comprehension questions showed that his reading comprehension skill was improved; the number of correct answers to the comprehension questions during the initial

assessment was zero out of two, and that of the last lesson was four out of four. Also, he said he didn't just guess the answers as he did on previous comprehension questions.

Meanwhile, his ability in reading accurately seemed to be continuously improving; when I compared the initial assessment reading accuracy score with the last reading accuracy score (after the KWL+ lesson), Ralph made significant improvements by going from 91.6 % to 95.2 % in reading accuracy rate.

Overall, the lessons were very beneficial to Ralph. He was able to develop his skills in sound-letter recognition while also learning new vocabulary words. Each of the lessons focused on specific skills for him to master. What I would like to do in future lessons with him is to continue with this type of lessons until he becomes more accustomed to the skills taught in the lessons. My long-term goal would be to help increase his ability to comprehend by teaching different reading comprehension strategies like the Question-Answer Relationship model. Regardless, I have confidence in Ralph that he will continue to make progress in reading English words as well as in comprehending what he is reading.

If I were given an opportunity to do the lessons over, I would include tape recording of a reading to help with reading and comprehension. It's been suggested that prosody could help with comprehension (Deeney, 2010, p. 441). Also, I would like to explore and use different comprehension strategies with my future students so that they are able to approach text in different ways. The KWL+ chart is a good strategy for a certain type of text but cannot be applied easily for some other types of text. I think it would thus be desirable for students to be

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able to approach different types of texts differently, also with their personal preference.

Last, I would like to mention that while doing this case study I found that a graphic organizer is a great tool for helping students understand a written text. It helps them visualize and distinguish what information is important while also organizing information into more digestible portions. I strongly recommend other teachers to use graphic organizers likewise for their students.

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Appendix 1

Phonemic Awareness Assessment - Individual Record

Student _____ Grade _____ Date _____

RHYME CHOICE

Tell me if these words rhyme:

- | | | | |
|--------------|----------|---------------|----------|
| 1. sit fit | <u>✓</u> | 5. truck sing | <u>✓</u> |
| 2. ball wall | <u>✓</u> | 6. tie van | <u>✓</u> |
| 3. trip sock | <u>✓</u> | 7. play day | <u>✓</u> |
| 4. can pan | <u>✓</u> | 8. down clock | <u>✓</u> |

RHYME SUPPLY

Tell me a word that rhymes with _____

- | | | | |
|-------------|--------------|--------------|---------------|
| 1. bat hat | <u>cat ✓</u> | 5. rug bug | <u>dog ✓</u> |
| 2. head bed | <u>med ✓</u> | 6. be me | <u>dear ✓</u> |
| 3. fun run | <u>sun ✓</u> | 7. take make | <u>cake ✓</u> |
| 4. got hot | <u>hat •</u> | 8. mill will | <u>wall •</u> |

Recording:

Indicate correct responses with a check (✓). If the child gives an incorrect word, write that word. Write • if the child cannot or will not produce a response.

Discontinue:

Discontinue testing if the child misses three consecutive items after the practice items or if the child appears confused or frustrated.

Total number correct
(16 possible)

8

Choice

6

Supply

Appendix 2

Phonemic Awareness Assessment - Individual Record

Student _____ Grade _____ Date _____

ONSET AND RIME

What word would I have if I put together these sounds?

- | | | | |
|--------------|----------|---------------|----------|
| 1. /t/ /ake/ | <u>✓</u> | 5. /d/ /ust/ | <u>✓</u> |
| 2. /p/ /in/ | <u>✓</u> | 6. /j/ /ump/ | <u>✓</u> |
| 3. /d/ /og/ | <u>✓</u> | 7. /m/ /ouse/ | <u>✓</u> |
| 4. /t/ /ea/ | <u>✓</u> | 8. /s/ /eep/ | <u>✓</u> |

PHONEME BLENDING

(Provide no additional help from this point.)

What word would I have if I put together:

- | | | | |
|----------------------|----------|---------------------------|----------|
| 1. /t/ /a/ /p/ (tap) | <u>✓</u> | 5. /l/ /i/ /d/ (lid) | <u>✓</u> |
| 2. /p/ /e/ /n/ (pen) | <u>✓</u> | 6. /b/ /i/ /k/ (bike) | <u>✓</u> |
| 3. /j/ /o/ /g/ (jog) | <u>✓</u> | 7. /w/ /a/ /v/ (wave) | <u>✓</u> |
| 4. /c/ /u/ /t/ (cut) | <u>✓</u> | 8. /s/ /o/ /f/ /t/ (soft) | <u>✓</u> |

Recording:

Indicate correct responses with a check (✓). If the child gives an incorrect response, write that response. If the child gives only a sound, write the letter that sound represents between two slash marks; for example, /r/. Write (•) if the child cannot or will not give a response.

Discontinue:

Discontinue testing if the child misses three consecutive items or appears confused or frustrated.

Total number correct 16
(16 possible)

Appendix 3

Phonemic Awareness Assessment - Individual Record

Student _____ Grade _____ Date _____

PHONEME SEGMENTATION

Assessment Items

(Provide no additional help from this point.)

What is the sound you hear first? The sound you hear next? The sound you hear last?

- | | |
|---------------------------------|---------------------------------|
| 1. pat (/p/ /a/ /t/) <u>✓</u> | 5. sock (/s/ /o/ /k/) <u>✓</u> |
| 2. lip (/l/ /i/ /p/) <u>lep</u> | 6. mean (/m/ /e/ /n/) <u>✓</u> |
| 3. red (/r/ /e/ /d/) <u>✓</u> | 7. joke (/j/ /o/ /k/) <u>✓</u> |
| 4. tub (/t/ /u/ /b/) <u>✓</u> | 8. fight (/f/ /i/ /t/) <u>✓</u> |

Recording:

Indicate correct responses with a check (✓). If the child gives an incorrect response, write that response. If the child gives only a sound, write the letter that sound represents between two slash marks; for example, /r/. Write (•) if the child cannot or does not give a response.

Discontinue:

Discontinue testing if the child misses 3 consecutive items or appears confused or frustrated.

Total number correct 7
(8 possible)

Name _____ Date _____

The Tiger Story

In the ^{jungle} a very ^{large} ^{striped} cat ^{sneaks} up on a ^{deer}. Then it leaps. The ^{deer} gets away. The tiger does not ^{chase} its ^{prey}. It just looks for ^{some} ^{thing} ^{else} to eat.

Tigers are the world's biggest cats. One tiger can ^{eat} 9 to 15 ^{pounds} of meat a day. Tigers like living in thick ^{forests} or places with tall grass. They ^{usually} live ^{alone}.

Tigers do not live in ^{groups} like lions do. The only time you would see a ^{group} of tigers is when a mother tiger has ^{cubs}. ^{Cubs} stay with their mothers for ^{about} two years.

But getting a ^{peek} at a tiger with ^{cubs} in the ^{wild} is now a ^{rare} event. There are not too many tigers left. Today, ^{twice} as many tigers live in ^{zoos} as in the ^{wild}. Not enough ^{wild} places ^{remain} for them to live.

1. Tell two facts about tigers that you learned from the story.
2. Where do most tigers live today?

Appendix 5

Oral Reading Record

Student _____ Age _____ Grade _____ Date _____

Text Difficulty	Text Familiarity
<input checked="" type="checkbox"/> Easy Text (95-100% Correct)	<input checked="" type="checkbox"/> Not Previously Read
<input type="checkbox"/> Instructional Text (90-94% Correct)	<input type="checkbox"/> Read Previously
<input type="checkbox"/> Hard Text (Below 90% Correct)	

Text Title: The Tiger Story Text Level: Grade 2

$$\boxed{148} - \boxed{33} = \boxed{115} \div \boxed{148} \times 100 = \boxed{77.7\%}$$

Total Words Errors Total Words Accuracy Rate

Example Scoring: 98 words read minus 6 errors equals 92. Then divide 92 by 98, and multiply by 100, and you will find the 93% accuracy rate. Do not round off the number.

$$\frac{\text{Total Errors} + \text{Total Self-Corrections}}{\text{Total Self-Corrections}} = \text{Rate of Self-Corrections} \quad \boxed{ : }$$

<p>Competencies: (Check Observed behavior)</p> <p><input type="checkbox"/> Self-monitors</p> <p><input type="checkbox"/> 1 to 1 Matching</p> <p><input checked="" type="checkbox"/> Directionality</p> <p>At an unknown word, the child attempts to use: (Check Observed behavior)</p> <p><input type="checkbox"/> Meaning or picture cues</p> <p><input type="checkbox"/> Sentence structure</p> <p><input checked="" type="checkbox"/> Visual letter/Sound Identification</p> <p>Self Corrects by attempting to use: (Check Observed behavior)</p> <p><input type="checkbox"/> Meaning or picture cues</p> <p><input type="checkbox"/> Sentence structure</p> <p><input type="checkbox"/> Visual letter/Sound Identification</p>	<p>Fluency: (Check one)</p> <p><input type="checkbox"/> Fluent, phrased reading (4)</p> <p><input type="checkbox"/> Mixed word-by-word and phrased reading (3)</p> <p><input type="checkbox"/> Mostly word-by-word reading (2)</p> <p><input checked="" type="checkbox"/> All word-by-word reading (1)</p> <p><input type="checkbox"/> Appropriate expression/intonation</p> <p>Retelling: (Write score from rubric in the box. For additional information, see individual student rubric sheet)</p> <table> <tr> <td style="text-align: center;">Narrative</td> <td style="text-align: center;">Informational</td> </tr> <tr> <td><input type="checkbox"/> Plot's main idea</td> <td><input type="checkbox"/> Central purpose</td> </tr> <tr> <td><input type="checkbox"/> Story/element</td> <td><input type="checkbox"/> Restatement/elements</td> </tr> <tr> <td><input type="checkbox"/> Story structure</td> <td><input type="checkbox"/> Thought development</td> </tr> <tr> <td><input type="checkbox"/> Linguistic spillover</td> <td><input type="checkbox"/> Linguistic spillover</td> </tr> </table>	Narrative	Informational	<input type="checkbox"/> Plot's main idea	<input type="checkbox"/> Central purpose	<input type="checkbox"/> Story/element	<input type="checkbox"/> Restatement/elements	<input type="checkbox"/> Story structure	<input type="checkbox"/> Thought development	<input type="checkbox"/> Linguistic spillover	<input type="checkbox"/> Linguistic spillover
Narrative	Informational										
<input type="checkbox"/> Plot's main idea	<input type="checkbox"/> Central purpose										
<input type="checkbox"/> Story/element	<input type="checkbox"/> Restatement/elements										
<input type="checkbox"/> Story structure	<input type="checkbox"/> Thought development										
<input type="checkbox"/> Linguistic spillover	<input type="checkbox"/> Linguistic spillover										

Comments:

Comprehension questions: 1. not many, have mothers
2. live in groups w/ mothers

Name _____ Date _____

The Old Mirror

^{Joan} Joan is in a big room.
There are many ^{with things} boxes and an old ^{of take} trunk.
Then ^{Joan} Joan sees an old ⁱⁿ mirror.
^{Joan} Joan looks in it.
She sees a girl in a long, ^{what} white ^{dress} dress.
The ^{dress} dress is ^{made} made of fine, old ^{lace} lace.
The girl has on a green hat.
But ^{wait} wait. The girl is ^{Joan} Joan.
"I can see ^{what} what I looked like long ago," thinks ^{Joan} Joan.
"Mom!" ^{Joan} Joan ^{scary} screams. "Please come ^{quickly} quickly!"
Mom hears ^{Joan} Joan call and runs to her room.
"It is fine, ^{dear} dear," she says. "It was just a ^{dream} dream."
^{Joan} Joan sits up in her bed and tells Mom about it.

1. What does Joan see in the mirror?
2. Why does Joan scream?

Appendix 7
Oral Reading Record

Student _____ Age _____ Grade _____ Date _____

Text Difficulty	Text Familiarity
<input checked="" type="checkbox"/> Easy Text (95-100% Correct)	<input checked="" type="checkbox"/> Not Previously Read
<input type="checkbox"/> Instructional Text (90-94% Correct)	<input type="checkbox"/> Read Previously
<input type="checkbox"/> Hard Text (Below 90% Correct)	

Text Title: The Old Mirror Text Level: Grade 1

$$\frac{102 - 22}{102} \times 100 = 78.4\%$$

Total Words Errors Total Words Accuracy Rate

Example Scoring: 98 words read minus 6 errors equals 92. Then divide 92 by 98, and multiply by 100, and you will find the 93% **accuracy rate**. Do not round off the number.

$$\frac{\text{Total Errors} + \text{Total Self-Corrections}}{\text{Total Self-Corrections}} = \text{Rate of Self-Corrections} \quad \boxed{ : }$$

<p>Competencies: (Check Observed behavior)</p> <p><input type="checkbox"/> Self-monitors <input type="checkbox"/> 1 to 1 Matching <input checked="" type="checkbox"/> Directionality</p> <p>At an unknown word, the child attempts to use: (Check Observed behavior)</p> <p><input type="checkbox"/> Meaning or picture cues <input type="checkbox"/> Sentence structure <input checked="" type="checkbox"/> Visual letter/Sound Identification</p> <p>Self Corrects by attempting to use: (Check Observed behavior)</p> <p><input type="checkbox"/> Meaning or picture cues <input type="checkbox"/> Sentence structure <input type="checkbox"/> Visual letter/Sound Identification</p>	<p>Fluency: (Check one)</p> <p><input type="checkbox"/> Fluent, phrased reading (4) <input type="checkbox"/> Mixed word-by-word and phrased reading (3) <input type="checkbox"/> Mostly word-by-word reading (2) <input checked="" type="checkbox"/> All word-by-word reading (1) <input type="checkbox"/> Appropriate expression/intonation</p> <p>Retelling: (Write score from rubric in the box. For additional information, see individual student rubric sheet)</p> <table border="0"> <tr> <td style="text-align: center;">Narrative</td> <td style="text-align: center;">Informational</td> </tr> <tr> <td><input type="checkbox"/> Plot's main idea</td> <td><input type="checkbox"/> Central purpose</td> </tr> <tr> <td><input type="checkbox"/> Story/element</td> <td><input type="checkbox"/> Restatement/elements</td> </tr> <tr> <td><input type="checkbox"/> Story structure</td> <td><input type="checkbox"/> Thought development</td> </tr> <tr> <td><input type="checkbox"/> Linguistic spillover</td> <td><input type="checkbox"/> Linguistic spillover</td> </tr> </table>	Narrative	Informational	<input type="checkbox"/> Plot's main idea	<input type="checkbox"/> Central purpose	<input type="checkbox"/> Story/element	<input type="checkbox"/> Restatement/elements	<input type="checkbox"/> Story structure	<input type="checkbox"/> Thought development	<input type="checkbox"/> Linguistic spillover	<input type="checkbox"/> Linguistic spillover
Narrative	Informational										
<input type="checkbox"/> Plot's main idea	<input type="checkbox"/> Central purpose										
<input type="checkbox"/> Story/element	<input type="checkbox"/> Restatement/elements										
<input type="checkbox"/> Story structure	<input type="checkbox"/> Thought development										
<input type="checkbox"/> Linguistic spillover	<input type="checkbox"/> Linguistic spillover										

Comments:

Comprehension questions: 1. a girl

2. sees something scary

Didn't know how to read "Joan". Accuracy would be higher if it weren't for "Joan" repeating 8 times. ~~Should be~~ If Joan only used once then + = 95, errors = 15, correct = 87, and new accuracy would be 91.6%

Appendix 8

High Frequency Words:¹

A list of the 100 most common words in English (from left to right):

the of and a to in is you that it he was
for on are as with his they I at be this have
from or one had by word but not what all were we
when your can said there use an each which she do how
their if will up other about out many then them these so
some her would make like him into time has look two more
write go see number no way could people my than
first water been call who oil its now find long down day
did get come made may part

¹Taken from Fry, E. B., Kress, J. E., & Fountoukidis, D L. (1993). *The reading teacher's book of lists: Third edition*. Paramus, NJ: Prentice-hall, Inc.

Appendix 9

How Plastic Is Recycled Word List

- plastic
- recycle
- factory
- sort
- chop
- piece
- dry
- melt

How Plastic Is Recycled



^{Things}
~~Things~~ made of plastic can be recycled.
They can be made into something new.

People put plastic into bins. Workers take the plastic to a factory. The plastic is sorted. It is washed. Then it is chopped. The ^{pieces} are ~~pieces~~ ^{dried} ~~dried~~. They are heated and they melt. ^{Finally} ~~Finally~~, they are put into water to cool.

Now the plastic is new again! It can be used to make new things.

Appendix 10-2

ReadWorks

How Plastic Is Recycled

Name: _____ Date: _____

Directions: For questions 1-4, circle the correct answer.

1. If you want your plastic to be recycled, where should you put it?



a trash can



a bin

2. What happens to the plastic *first* when it gets to a recycling factory?



It is sorted.



It is put in water.

3. What do workers do to the plastic pieces after the plastic is washed and chopped?



play with them



dry them

Appendix 10-3

ReadWorks

How Plastic Is Recycled

4. Where do the workers put the plastic pieces to cool them?



in water



the freezer

Appendix 11

Oral Reading Record

Student _____ Age _____ Grade _____ Date _____

Text Difficulty	Text Familiarity
<input checked="" type="checkbox"/> Easy Text (95-100% Correct)	<input checked="" type="checkbox"/> Not Previously Read
<input type="checkbox"/> Instructional Text (90-94% Correct)	<input type="checkbox"/> Read Previously
<input type="checkbox"/> Hard Text (Below 90% Correct)	

Text Title: How Plastic Is Recycled Text Level: Grade 1

$$\frac{69 - 4}{69} \times 100 = 94.2\%$$

Total Words
Errors
Total Words
Accuracy Rate

Example Scoring: 98 words read minus 6 errors equals 92. Then divide 92 by 98, and multiply by 100, and you will find the 93% accuracy rate. Do not round off the number.

$$\frac{\text{Total Errors} + \text{Total Self-Corrections}}{\text{Total Self-Corrections}} = \text{Rate of Self-Corrections} \quad \boxed{ : }$$

<p>Competencies: (Check Observed behavior)</p> <p><input type="checkbox"/> Self-monitors <input type="checkbox"/> 1 to 1 Matching <input checked="" type="checkbox"/> Directionality</p> <p>At an unknown word, the child attempts to use: (Check Observed behavior)</p> <p><input type="checkbox"/> Meaning or picture cues <input type="checkbox"/> Sentence structure <input checked="" type="checkbox"/> Visual letter/Sound Identification</p> <p>Self Corrects by attempting to use: (Check Observed behavior)</p> <p><input type="checkbox"/> Meaning or picture cues <input type="checkbox"/> Sentence structure <input checked="" type="checkbox"/> Visual letter/Sound Identification</p>	<p>Fluency: (Check one)</p> <p><input type="checkbox"/> Fluent, phrased reading (4) <input type="checkbox"/> Mixed word-by-word and phrased reading (3) <input type="checkbox"/> Mostly word-by-word reading (2) <input checked="" type="checkbox"/> All word-by-word reading (1) <input type="checkbox"/> Appropriate expression/intonation</p> <p>Retelling: (Write score from rubric in the box. For additional information, see individual student rubric sheet)</p> <table style="width: 100%;"> <thead> <tr> <th style="text-align: left;">Narrative</th> <th style="text-align: left;">Informational</th> </tr> </thead> <tbody> <tr> <td><input type="checkbox"/> Plot's main idea</td> <td><input type="checkbox"/> Central purpose</td> </tr> <tr> <td><input type="checkbox"/> Story/element</td> <td><input type="checkbox"/> Restatement/elements</td> </tr> <tr> <td><input type="checkbox"/> Story structure</td> <td><input type="checkbox"/> Thought development</td> </tr> <tr> <td><input type="checkbox"/> Linguistic spillover</td> <td><input type="checkbox"/> Linguistic spillover</td> </tr> </tbody> </table>	Narrative	Informational	<input type="checkbox"/> Plot's main idea	<input type="checkbox"/> Central purpose	<input type="checkbox"/> Story/element	<input type="checkbox"/> Restatement/elements	<input type="checkbox"/> Story structure	<input type="checkbox"/> Thought development	<input type="checkbox"/> Linguistic spillover	<input type="checkbox"/> Linguistic spillover
Narrative	Informational										
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<input type="checkbox"/> Story structure	<input type="checkbox"/> Thought development										
<input type="checkbox"/> Linguistic spillover	<input type="checkbox"/> Linguistic spillover										

Comments:

Comprehension Questions = 3/4 correct
Asked if understood reading → said guessed on answers

Appendix 12

Name: _____

Date: _____

KWL + Chart

What do you know?

can hold things
make things
we recycle it

What do you want to know?

how plastic is recycle
where plastic is recycle

What have you learned?

plastic is washed, chopped, dried, heated, melt, cooled

+Summary:

Plastic can be recycled. Plastic into bins. Plastic to a factory.
Plastic is sorted. It is chopped. Pieces are dried. They
are heated and melt. They are put into water to cool.
Plastic is new again

Spiders

Some spiders are small. Some are as small as the head of a pin.

Some spiders are big. One of the biggest spiders is the ^{Gorilla} Goliath bird-eating tarantula. It is bigger than a human hand.

Large or small, all spiders have some things in ^{come on} common. They all have eight legs. They all have fangs. Fangs are long, sharp teeth.

Spiders are helpful to people. They eat insects that harm farm crops. They eat insects that carry diseases. Think ^{twik} twice before you squash one!



Name: _____ Date: _____

Directions: For questions 1-4, circle the correct answer.

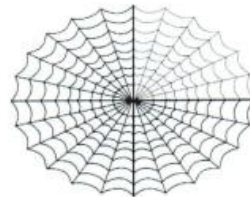
1. Some spiders are as small as what?



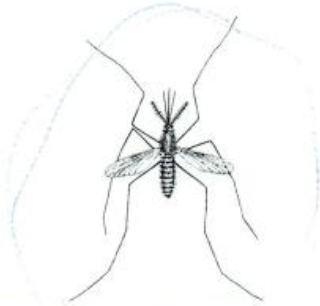
2. The Goliath bird-eating tarantula is bigger than what?



3. What do all spiders have in common?



4. Spiders can be helpful to humans by eating what?



insects that carry diseases



crops

Appendix 14

Name: _____

Date: _____

KWL + Chart

What do you know?

have teeth
eight legs
can kill you

What do you want to know?

what spiders kill you?
how many spiders
why are spiders ugly

What have you learned?

biggest spider is Goliath bird-eating tarantula
fangs are teeth
spiders are helpful to people

+Summary:

Some spiders are small. Some spiders are big. Spiders have eight legs and fangs. Spiders are helpful to people. They eat insects.

Appendix 15

Oral Reading Record

Student _____ Age _____ Grade _____ Date _____

Text Difficulty	Text Familiarity
<input checked="" type="checkbox"/> Easy Text (95-100% Correct)	<input checked="" type="checkbox"/> Not Previously Read
<input type="checkbox"/> Instructional Text (90-94% Correct)	<input type="checkbox"/> Read Previously
<input type="checkbox"/> Hard Text (Below 90% Correct)	

Text Title: Spiders Text Level: Grade 1

$$\frac{83 - 4}{83} \times 100 = 95.2\%$$

Total Words Errors Total Words Accuracy Rate

Example Scoring: 98 words read minus 6 errors equals 92. Then divide 92 by 98, and multiply by 100, and you will find the 93% accuracy rate. Do not round off the number.

$$\frac{\text{Total Errors} + \text{Total Self-Corrections}}{\text{Total Self-Corrections}} = \text{Rate of Self-Corrections} \quad \boxed{ : }$$

<p>Competencies: (Check Observed behavior)</p> <p><input type="checkbox"/> Self-monitors</p> <p><input type="checkbox"/> 1 to 1 Matching</p> <p><input checked="" type="checkbox"/> Directionality</p> <p>At an unknown word, the child attempts to use: (Check Observed behavior)</p> <p><input type="checkbox"/> Meaning or picture cues</p> <p><input type="checkbox"/> Sentence structure</p> <p><input checked="" type="checkbox"/> Visual letter/Sound Identification</p> <p>Self Corrects by attempting to use: (Check Observed behavior)</p> <p><input type="checkbox"/> Meaning or picture cues</p> <p><input type="checkbox"/> Sentence structure</p> <p><input checked="" type="checkbox"/> Visual letter/Sound Identification</p>	<p>Fluency: (Check one)</p> <p><input type="checkbox"/> Fluent, phrased reading (4)</p> <p><input type="checkbox"/> Mixed word-by-word and phrased reading (3)</p> <p><input type="checkbox"/> Mostly word-by-word reading (2)</p> <p><input checked="" type="checkbox"/> All word-by-word reading (1)</p> <p><input type="checkbox"/> Appropriate expression/intonation</p> <p>Retelling: (Write score from rubric in the box. For additional information, see individual student rubric sheet)</p> <table> <thead> <tr> <th><u>Narrative</u></th> <th><u>Informational</u></th> </tr> </thead> <tbody> <tr> <td><input type="checkbox"/> Plot's main idea</td> <td><input type="checkbox"/> Central purpose</td> </tr> <tr> <td><input type="checkbox"/> Story/element</td> <td><input type="checkbox"/> Restatement/elements</td> </tr> <tr> <td><input type="checkbox"/> Story structure</td> <td><input type="checkbox"/> Thought development</td> </tr> <tr> <td><input type="checkbox"/> Linguistic spillover</td> <td><input type="checkbox"/> Linguistic spillover</td> </tr> </tbody> </table>	<u>Narrative</u>	<u>Informational</u>	<input type="checkbox"/> Plot's main idea	<input type="checkbox"/> Central purpose	<input type="checkbox"/> Story/element	<input type="checkbox"/> Restatement/elements	<input type="checkbox"/> Story structure	<input type="checkbox"/> Thought development	<input type="checkbox"/> Linguistic spillover	<input type="checkbox"/> Linguistic spillover
<u>Narrative</u>	<u>Informational</u>										
<input type="checkbox"/> Plot's main idea	<input type="checkbox"/> Central purpose										
<input type="checkbox"/> Story/element	<input type="checkbox"/> Restatement/elements										
<input type="checkbox"/> Story structure	<input type="checkbox"/> Thought development										
<input type="checkbox"/> Linguistic spillover	<input type="checkbox"/> Linguistic spillover										

Comments:

Comprehension Questions = 4/4 correct
Asked if understood reading → said understood better than
previous reading