

Building Fluency and Phonemic Awareness

Literacy Case Study: Description, Analysis, and Reflection

April 15, 2012

Mallory Milczarski

Abstract

After completing the readings and modules for this course, I chose to focus my case study on building fluency and phonemic awareness for a struggling learner in my classroom. For my research, I taught two different lessons to Brittany, a second-grader in my classroom, who has struggled with reading fluently and sounding out unfamiliar words. For this research project, I not only was able to work with Brittany in the classroom, but I also tutor her once a week which helped conduct further, independent research practice. The first lesson was broken down into three mini-lessons and focused on syllable practice to build phonemic awareness. The second lesson was also broken down into three mini-lessons and used repeated reading as a way to build fluency and assess reading comprehension. After conducting the research for this project, I was able to review my results and reflect on things I would have done differently and things I can build on for the future.

Building Fluency and Phonemic Awareness

“Reading is the fundamental skill upon which all formal education depends” (Moats, 1999, p. 5). One of the first things you learn as an educator is that reading is the building block and root of all education – we read from our science and social studies textbooks, we read story problems in math, we read independently, and we read on our own to build our vocabulary and further our learning on a specific topic of interest. But, what isn’t discussed as much in the education field is what to do when a student, or students, are struggling with reading. Often times the blame is placed on a student and his or her lack of motivation and will to succeed – which is rarely the case. Linnenbrink & Pintrich (2002), discuss how motivation can build academic success and how it is our job as educators to make the appropriate changes to our instruction instead of blaming the student. They stated: “Teachers and school psychologists are urged to focus on changes that can be made to the school or classroom environments to help all students, rather than citing lack of motivation for a particular student as a reason for lower than expected academic performance” (p. 325). So, what adaptations and adjustments can we make as educators to insure that all students can succeed? I have been working with a student in my second grade classroom, Brittany, to hopefully make these changes to give her the best opportunity to succeed.

Teaching in an affluent, private school all of my students, including Brittany, come from homes where one or both of the parents are educated – this showed that environment could be ruled out as one of the reasons Brittany has trouble reading. Moats (1999) states: “Many children from more advantaged, literacy-rich environments have trouble learning to read, and many children from high-risk environments do indeed learn to read” (p. 9). The

article goes on to say that “one-third of poor readers nationwide are from college-educated families who presumably encourage literacy in the home” (Moats, 1999, p. 9). Both of Brittany’s parents are college graduates, and in conversations with her mother – reading is encouraged at home and practiced regularly. At the beginning of the school year, Brittany’s mom expressed her concerns about Brittany’s difficulty in reading and stated that she struggled in Kindergarten (at a different school) and never seemed to be able to catch up. “Once behind in reading, few children catch up unless they receive intensive, individual, and expert instruction” (Moats, 1999, p. 9). With her parents playing such an active role in her education and Brittany’s continued support in our Enrichment Center (twice a week for a half hour), we were able to narrow down exactly where Brittany is struggling. (*Standard III*)

At the beginning of the school year, Brittany, the Enrichment teacher (who she worked with all of first grade), her parents, and myself set reading goals for her – to read every day (both in school and at home), to sound out unfamiliar words (as oppose to guessing by the initial letter or using illustrations), and to build fluency to help improve her confidence. This research project allowed for the opportunities to develop activities that were outside of the norm that we would do in class together and help see her progress thus far and areas that still needed improvement. “The ability to sound out new words accounts for about 80 percent of the variance in first grade reading comprehension as students progress through the grades” (Moats, 1998, p. 1). This would be one of my areas of focus with Brittany – to work on dividing words into syllables to help sound out words. While working on sounding out words, I also wanted to work on Brittany’s fluency and how her fluency could affect her comprehension. “When word identification is fast and accurate, a

reader has ample mental energy to think over the meaning of the text (Moats, 1999, p. 16). Each of the lessons will look at these areas of Brittany's reading.

Lesson Plans

I focused on two larger lesson ideas with Brittany, but due to length of time and proper assessing, I chose to separate the first lesson on building phonemic awareness into three parts: pre-assessment of syllables (Artifact 3), rhyming (Artifact 2), and decoding sight words (Artifact 3), syllable practice (Artifact 4), and the post-assessment of syllables (Artifact 5) and decoding sight words (Artifact 6). I separated the second lesson on building fluency into three parts as well: first read (Artifact 7 & 8), second read (Artifact 7 & 9), and third read (Artifact 7 & 10). I based both of these lessons off of our school curriculum for reading and language arts, module topics from our class studies, and the Michigan State Standards (*Standard II*).

GLCEs for Lesson 1: R.WS.02.01 – demonstrate phonemic awareness by the wide range of sound manipulation competencies including sound blending and deletion. **R.WS.02.04** – use structural cues to recognize and decode words with long and short vowels, consonant digraphs, and irregular vowels in isolation and in context including: letter-sound, onset and rimes, whole word chunks, word families, long and short vowels, digraphs *wh*, *ph*, irregular vowels *ei*, *ie*, *ea*, *ue*. **R.WS.02.05** – automatically recognize frequently encountered words in print whether encountered in connected text or in isolation with the number of words that can be read fluently increasing steadily across the school year.

GLCEs for Lesson 2: R.CM.02.02 – retell in sequence the major idea(s) and relevant details of grade-level narrative and informational text. **R.FL.02.01** – automatically

recognize and fluently read identified grade-level high frequency words encountered in or out of context. **R.FL.02.03** – read aloud-unfamiliar text with a minimum of 90% accuracy in word recognition at an independent reading level.

Lesson # 1: Phonemic Awareness with Syllable Practice

As stated earlier, this lesson focused on phonemic awareness through rhyme practice, syllable practice, and decoding sight words. I chose to spread this lesson over three days because I wanted to be able to assess before the lesson and after the lesson to not only see if progress was made but to also focus in on any specific problem areas. The purpose behind this lesson (*Standard 1*) is: “Learning the structure of words at the syllable and morpheme levels supports word recognition, spelling, and vocabulary development. [...] Automatic association of symbol with sound is the outcome, the foundation of fluent reading for meaning” (Moats, 1998, p. 5). Taking on phonemic awareness is a daunting task, one that could take up an entire year’s curriculum, therefore I wanted to specify my focus with syllable practice because this is a useful tool when sounding out words and something Brittany can use to build her vocabulary development in the future.

I did the pre-assessments (Artifacts 1,2, & 3) and the post-assessments (Artifacts 5 & 6) during classroom assessment time and I taught the syllable practice lesson during our after-school tutoring session. I did the assessments during class assessment time because I didn’t want her to feel nervous or singled-out by having her just do the assessments. In past experiences, Brittany is very self-conscious and wants to make sure she is doing things at the levels of her classmates, I felt that if she saw other students doing the same assessments she would feel more relaxed and comfortable, even exhume a little confidence. I taught the syllable practice lesson during our after-school tutoring time because I wanted to have that

one-on-one time with her in a safe environment where I could also catch and correct mistakes she might be making when dividing words into syllables to prevent incorrect practices (*Standard IV*).

From Brittany's reading experiences in the classroom and tutoring, I have noticed that she "guesses" unfamiliar words based on either the picture clues, context clues, or just using the beginning letters to guess a word and bases her guess off the facial expressions of whomever she is reading with. "Guessing the word context before trying to decode it is no advised" (Moats, 1999, p. 20). Therefore, I wanted to give her practice with decoding skills as something she could use instead of guessing the word.

Session 1: Phonemic Assessments & Syllable Instruction

This lesson began with three different pre-assessments (Artifacts 1, 2, & 3) (*Standard V*). The first assessment I gave Brittany was Sight Word/Decodable Word List (MLPP Second Edition – Artifact 1). I have given several sight word assessments throughout the course of the year and informed Brittany that this was just like our other sight word assessments just a little bit longer. After she completed the sight word assessment, I gave her the Phonemic Awareness Assessment (MLPP Second Edition – Artifact 2). I chose to give this assessment to her so I could verify my prediction about her decoding skills as being just "guessing words based on the initial letter sound". The results of this assessment would help me narrow my focus to either syllable instruction or if I needed a more in-depth focus on decoding skills, like separating words into phonemes. A phoneme is defined as: "The smallest units into which speech can be divided, and that make a difference to the meaning of a word" (Scarborough, H.S., & Brady, S.A., 2002, p. 303). After I completed the Rhyming Assessment (Artifact 2) and she had successfully

completed this assessment, I knew I could move on with the syllable lesson. I gave Brittany the Syllables Pre-Test, where I told her from what we have learned in class about syllables to do her best to divide the following words into syllables. I had picked these 8 words from the Sight Word List that she had difficulty decoding. After she completed all the pre-assessments, I took them home to review and created a practice list of words to divide into syllables to work with her independently during our tutoring session.

Before I began the syllable lesson, I asked Brittany if she remembered any rules from class we had discussed about dividing words into syllables. She said she remembered that if the same letter was in the middle of the word she should divide the word in between those two letters. I told her this was an excellent start and that we would talk more about this rule and a couple others that have been our spelling patterns in the past. First, we focused on the rule of a double consonant in the middle of the word. I asked her “what is a vowel” and “what is a consonant”; to make sure she could correctly identify a vowel and a consonant. I had her write on a individual white board the word “better”, I asked her how she thinks we would divide the word “better” into syllables. We went through examples of words with double-consonants in the middle.

Next, we talked about “open” and “closed” syllables. We have had about 5 weeks of spelling words focusing on either open or closed syllable words, so I knew once we started discussing this rule, she would recall what we had learned in class. Before we started dividing words into syllables, we talked about the difference between a long vowel sound and a short vowel sound. Brittany said, “a long vowel sound says its name and a short vowel sound doesn’t”. We built on this rule when it came to our syllable practice. We talked about how if the first syllable has a long vowel sound then it is a “open” syllable

because it is allowed to say its name without being stopped by a consonant. We talked about how a “closed” syllable the vowel is stopped by the consonant that follows it so the vowel will be a short vowel sound. We then went through the Syllable Practice (Artifact 4) together. Each time we came to a syllable, I would ask her to recognize it is a open or closed syllable or if it was the special case of the double-consonant. She understood how to divide the words into syllables and I told her this can help her sound out unfamiliar words when she’s reading, by making these much bigger words like “instrument” into smaller word parts.

Session #2: Assessing Syllable Instruction

To make sure she didn’t feel overwhelmed and to allow the opportunity for what we worked on during the previous lesson to sink in, I administered both Post-Assessments (Artifact 5 & 6) the next day. In completing the Syllable Post-Test (Artifact 5), I wanted Brittany to complete this independently, not only so I could see if she could correctly divide words into syllables but also so I could see if her level of confidence had increased in dividing these more challenging words. I also gave her the Sight Word/Decodable Word list as a Post-Assessment (Artifact 6) and told her to use the skills we practiced yesterday when she came across a difficult word. I reminded her that she was not being timed for this word list so to take all the time she needed to sound out the words and if she needed to she could write on the paper to divide the words into syllables.

Analysis (*Standard VI*)

In teaching this lesson, I wanted to demonstrate a decoding skill, breaking apart a word into syllables, that could be used when she comes across an unfamiliar word when reading. Because Brittany is reading below grade-level, I wanted to work with her on ways

to build her fluency and word recognition. Before this lesson, when Brittany would come across an unfamiliar word she would try and use clues from the story or just guess what word she might think it could be – which proved to be unsuccessful on several occasions. In comparing the results from both pre/post assessments, I feel this goal proved to be successful. In comparing the syllable pre/post-test (Artifacts 3 & 5), Brittany had only 50% correct on the pre-test and successfully divided all 8 words on the post-test correctly receiving a 100%. In comparing the Sight Word pre/post assessment (Artifacts 1 & 6), on the pre-assessment, Brittany successfully read 80 of the 100 words correctly. On the post-assessment, Brittany successfully read 97 of the 100 words correctly. As she was completing the post-assessment, I had noticed Brittany stopping at an unfamiliar word and breaking it apart into syllables to help her decode the word as oppose to randomly guessing the word like she did in the pre-assessment.

Before this lesson, in both our spelling and phonics workbook pages, Brittany would divide words like *staple* or *little* incorrectly: (*stap-le*) and (*litt-le*). Since this lesson, I have taught two spelling lessons on open syllables and consonant +le syllable words and I have seen a sense of confidence in her – she has increased her participation and is one of the first students done with her work and willing to help others. Breaking apart words into syllables is a decoding skill that Brittany can and hopefully will continue to apply to unfamiliar words when reading.

Reflection (*Standard VI*)

In reviewing the lessons and completing the analysis of what was taught, I feel this lesson was overall a success. If I were to teach this lesson again, I think I would break apart the lessons even more to allow for a variety of syllable practice. During the lesson,

Brittany loved writing on the whiteboard (acting like the teacher) and because she enjoyed this so much I think she could have benefited more if I incorporated this more into the lesson. I think I could have added a second syllable practice that could have been taught to my whole classroom, where I could have given the opportunity for partner work where Brittany and the other students could be the “teacher” and teach their partner a syllable rule. I felt very positive about the variety of assessments (*Standard V*) I used during this lesson and the results they showed. I would definitely use these assessments again if I were to teach this lesson in the future. If I were to continue where Brittany and I left off with the syllable practice, I think we would focus on words with three or four syllables, as I put three multi-syllabic words in the syllable practice and this was something she had a little difficulty with.

Lesson #2: Building Fluency through Repeated Readings

This lesson focuses on building fluency and reading comprehension through repeated readings. I chose to spread this lesson over three days because I wanted to be able to complete three different readings of the same reading passage. The purpose behind this lesson (*Standard 1*) is to focus on taking Brittany’s reading from word-by-word to fluent phrased readings. Obviously, this isn’t something that can be changed from one or two lessons, but I wanted to show her what it felt like to read a passage fluently so we could build on inflection and tone as she reads. “Dysfluent reading is most often rendered as a word-by-word reading of a text with little or no phrasing, intonation, or inflection” (Allington, 2006, p. 96). Therefore, with repeated readings the difficult words could be learned during the first or second read. Allington (2006) states that in his research he feels the goal of repeated readings is “[...] to help dysfluent readers begin to understand what

fluent reading feels like” (p. 102). Throughout this course, there have been several readings focusing on the success of repeated readings as a way to build fluency. “Samuels (1979) recommended repeated readings as an effective way to build reading fluency. For struggling readers, one of the by-products of reading the same text repeatedly is that eventually they can read it fluently and accurately, allowing them to consider the meaning of the passage without the burden of decoding” (Ivey, 2002, p. 239). This is why I chose to focus on this area, to help build confidence and fluency experiences.

Before completing the core readings, I had thought Brittany was very successful when it came to reading comprehension but I had noticed that her reading comprehension was only strong when I originally read the story as oppose to reading something on her own. “If the teacher reads the text, the students are completely freed from the burden of figuring out difficult words, and they can concentrate on building meaning-based strategies they can apply in their own independent reading” (Ivey, 2002, p. 242). Each week during our reading, I read the story to them at least twice during the week, therefore creating several opportunities for successful comprehension of the story. Therefore, these lessons provided an insight into not only her fluency but her reading comprehension as well.

(Standard III)

I did all three of the readings (Artifacts 7, 8, 9 & 10) during classroom assessment time. Just as I did for the first lessons, I chose to do the readings during classroom time because I didn’t want her to feel singled-out (*Standard IV*). I wanted her to apply the skills from the previous lesson on syllable practice to help decode unfamiliar words in the reading passage.

Session #1: Fluency and Reading Comprehension

I began this lesson by telling Brittany that we will be reading the same passage three different times to help build fluency (*Standard V*). We do fluency assessments every Wednesday, so I told her that this is just like those assessments. I reminded her of the syllable work we did last week to help her decode unfamiliar words. I explained to Brittany that each time she reads the passage she will be timed and she will be reading aloud to me. I explained that just like every other fluency assessment we have done I will be asking her two questions about what she read. I shared with Brittany that the reading passage has 93 words and that based on her past fluency readings I set a goal for her that she can successfully read 83 words from the passage. I shared this goal with her because I wanted her to see that I had confidence in her reading and I wanted her to have this same confidence. She read the first passage aloud and successfully read 85 words. We went back through and discussed the words she missed. I asked Brittany to divide the words into syllables, although most of the words she missed the first time were because she was worried about her “time” and just guessed the words. I explained to her that I wasn’t worried about how long it took her to read this passage; I wanted her to focus on sounding out the words and reading them correctly.

The next day as Brittany sat down to read her second try of the reading; I talked with her about what to do when she comes across an unfamiliar word. We discussed the words she didn’t understand and what to do if she was reading and came across one of those words. In her second try Brittany read 89 of the 93 words successfully and also improved on her time. Finally, during her last session Brittany sat down with confidence and expressed some excitement to read the final reading. She read 92 of the 93 words successfully.

Analysis (*Standard VI*)

Based on the results, I feel that the goals of this lesson were met and that Brittany was able to apply what she learned in the previous lessons to her readings. In reading the passage, Brittany showed consistent improvements in both time and correctly read words (Artifact 7). I was quite shocked and impressed at how reading a passage three different times could show such improvements in not just the words read correctly but also the time. Brittany started off reading the passage in 2 minutes and 19 seconds and finished her third reading in 1 minute and 1 second – shaving off 1 minute and 18 seconds from her reading time. After the first reading and the reminders of how to break apart a word into syllables, like we discussed last week, I saw a significant improvement in her fluency.

From the first read, Brittany read with a 91% accuracy rate but had great difficulty retelling the events of the story when asked the comprehension questions. The second reading, Brittany read with a 96% accuracy rate but still had difficulty expressing comprehension. The third reading, Brittany read with 99% accuracy rate and showed drastic improvements in reading comprehension. After seeing these results, I decided to look more closely at her responses to the reading comprehension questions. In completing the first read of the passage, Brittany gave a basic response to the first question and couldn't come up with a response to the second question. During the second reading, Brittany said the exact same thing for her answer to question one and gave a completely different response that didn't pertain to any information in the story for question two. In her final reading, Brittany successfully answered both reading comprehension questions. "Repetition progressively frees the mind from attention to details, and makes facile the total act, shortens time, and reduces the extent to which consciousness must concern itself

with the process” (Chard, 2002, p. 386). Brittany’s repeated readings of this passage had not only improved her fluency but had also improved her reading comprehension abilities. I am proud of the results showed from this lesson, I think this is a start to improving Brittany’s fluency. This lesson provided the opportunity for Brittany to hear herself fluently read a passage and comprehend what she was reading. In discussing the process of becoming literate, Kuhn & Stahl (2003) stated this process involves: “dealing with words on a word-by-word basis to a rapid, accurate, and extensive rendering of text. In other words, learners develop such familiarity with print that they achieve fluency in their reading” (p. 3). I think this lesson is at an introductory level to bring Brittany to achieve fluency by exposing her to a fluent read of a passage with great success.

Reflection (*Standard VI*)

As stated early, overall I believe the goals in this lesson were successfully met. I think both Brittany and I felt confident in her fluency reading of this passage and her reading comprehension. Although, with limited classroom time for assessments it would be difficult for Brittany to complete repeated readings for all fluency assessments, I think it is important to allow for more opportunities for this, at least 3 or 4 times a semester. These readings not only showed me her progress but also showed Brittany the growth she had made in fluency for this reading passage. I think reminding Brittany before the second read, of our syllable practice from the previous lesson helped Brittany decode the unfamiliar words. One thing I would like to focus on when I complete these repeated readings in the future is discussing the decoding skills before Brittany completes the readings. When Brittany was reminded of the decoding skills prior to her reading she was more likely to use them during the reading as oppose to just guessing the word. I think

after a few reminders before reading, Brittany would be able to recall these skills on her own without any reminders. In future lessons, I would like to add more comprehension questions and longer reading passages.

Conclusion

After completing this case study, I have learned a lot about my own teaching styles and about the learning styles of my focus student, Brittany. I have adapted many new practices into my whole class teaching that all students can benefit from, including Brittany. One thing that was made apparent through this case study and through the course readings is that I need to create more opportunities for students to read literature based on their interests. “When students are interested in what they read, they process the material more deeply, gain richer conceptual understandings, and engage more fully with the text” (Guthrie et al., 2004, p. 416). Providing the students with the opportunity to read something they are interested in can also build reading fluency and spike an interest in reading.

I feel that both of these lessons challenged Brittany to an appropriate level. To further my learning on building fluency and phonemic awareness, I could expand my research into other phonemic areas to suit other students’ needs. I had worked with Brittany both in the classroom and tutoring and I was very impressed and a little shocked with how well she improved in her repeated readings. I am very interested in the study of fluency and the success rate of best practices for improving fluency. I think this project has begun my thought process in an on-going field that I would like to further my learning in to not only benefit my students’ fluency but to improve my teaching practices.

References

- Allington, R. (2006). Fluency: Still Waiting After All These Years. In S.J. Samuels & A.E. Farstrup (eds.), *What Research Has to Say About Fluency* (pp. 94 – 105). Newark, DE: International Reading Association.
- Chard, D.J., Vaughn, S. & Tyler, B. (2002). A Synthesis of Research on Effective Interventions for Building Reading Fluency with Elementary Students with Learning Disabilities. *Journal of Learning Disabilities*, 35, 386 – 406.
- Guthrie, J.T., et al. (2004). Increasing Reading Comprehension and Engagement Through Concept-Oriented Reading Instruction. *Journal of Psychology*, 96, 403 – 423.
- Ivey, G. (2002). Building Comprehension When They're Still Learning to Read the Words. In C.C. Block & M. Pressley (Eds.), *Comprehension Instruction: Research-based best practices* (pp. 234 – 246). New York: Guilford.
- Kuhn, M.R. & Stahl, S.A. (2003). Fluency: A Review of Developmental and Remedial Practices. *Journal of Educational Psychology*, 95, 3 – 21.
- Linnenbrink, E.A. & Pintrich, P.R. (2002). Motivation as an Enabler for Academic Success. *School Psychology Review*, 31, 313 – 327.
- Moats, L.C. (1998). Teaching Decoding. *American Educator*, 22, 1 – 9.
- Moats, L.C. (1999). *Teaching Reading Is Rocket Science: What Expert Teachers of Reading Should Know and Be Able To Do*. Washington, DC: American Federation of Teachers.
- Scarborough, H.S., & Brady, S.A. (2002). Toward a Common Terminology for Talking About Speech and Reading: A Glossary of the “Phon” Words and Some Related Terms. *Journal of Literacy Research*, 34, 299 – 336.

Artifact 1

Sight Word/Decodable Word List

Student's Name Brittany Grade 2 Date 3/13/12

Emergent

Developing

Fluent

Preprimer		Primer		First Grade		Second Grade		Third Grade	
and		there		each		still		complete	complain
to		do		like		food		anything	
you		how		through	those	room		wear	
that		about		new		money		sheep	sleep
was		some		good		morning		nation	not
they		these	there	any		noticed	night	blow	
his		would		right		begins		peace	
at		has		also		weather		climate	
from		him	I'm	come		friend		rough	
I		see		because		sent		struck	sterk
not		could		does		insects	itch	speaking	spelling
had		make		say		trade	try	magic	
what		who		give		clock		lion	
all		get		air		gate		crowded	cro-d
an		look		boy		pain	pant	removed	
said		big		mother		breathe	brother	wool	howl
man		home		point		pride	point	worried	wor-d
stop		red		move		promise		claws	
map		run		true	turn	clue		stamps	snaps
bad		dog		road		hatch		senses	sentence
Total	20	Total	18	Total	18	Total	14	Total	10

The interlocking circles at the top of this page are to encourage teachers to remember that while the lists are presented under specific grade headings a student may be within a developmental stage that is not tightly aligned with a grade level designation. A teacher at any specific grade provides instruction to students who possess a range of knowledge and performance levels.

Adapted from Taylor, B.; Dewitz, P.; & Pearson, P.D. (1997). The CHERA early assessment battery for studying schools that beat the odds. Ann Arbor, MI: Center for the Improvement of Early Reading Achievement.

Artifact 2

Phonemic Awareness Assessment - Individual Record

Student Brittany Grade 2 Date 3/13/12

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>hug</u> |
| 2. head bed | <u>dead</u> | 6. be me | <u>Dee</u> → Rhymes but a name |
| 3. fun run | <u>done</u> | 7. take make | <u>steak</u> |
| 4. got hot | <u>pot</u> | 8. mill will | <u>hill</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

7

Supply

Artifact 3

Syllables Pre-Test

3/13/12

noticed

insects

complete

nation

speaking

crowded

worried

senses

Artifact 4

3/14/12

Syllables Practice

| nap

visit

| bet

object

\ pen

cotton

\ cab

happen

\ in

Spanish

pencil

vacant

magnet

human

publish

giant

pepper

lady

fuzzy

lazy

dinner

crazy

better

navy

visit

gravy

cabin

solo

intelligent

open

napkin

odor

cabin

substitute

index

instrument

Artifact 5

Syllables Post-Test 3/15/12

noticed

insects

complete

nation

speaking

crowded

worried

senses

Artifact 6

Sight Word/Decodable Word List

Student's Name Brittany Grade 2 Date 3/15/12

Emergent

Developing

Fluent

Preprimer		Primer		First Grade		Second Grade		Third Grade	
and		there		each		still		complete	
to		do		like		food		anything	
you		how		through		room		wear	
that		about		new		money		sheep	
was		some		good		morning		nation	
they		these		any		noticed		blow	
his		would		right		begins		peace	
at		has		also		weather		climate	cli·mat
from		him		come		friend		rough	
I		see		because		sent		struck	
not		could		does		insects		speaking	
had		make		say		trade		magic	
what		who		give		clock		lion	
all		get		air		gate	get	crowded	
an		look		boy		pain		removed	
said		big		mother		breathe		wool	
man		home		point		pride		worried	
stop		red		move		promise		claws	
map		run		true	turn	clue		stamps	
bad		dog		road		hatch		senses	
Total	20	Total	20	Total	19	Total	19	Total	19

The interlocking circles at the top of this page are to encourage teachers to remember that while the lists are presented under specific grade headings a student may be within a developmental stage that is not tightly aligned with a grade level designation. A teacher at any specific grade provides instruction to students who possess a range of knowledge and performance levels.

Adapted from: Taylor, B.; Dewitz, P.; & Pearson, P.D. (1997). The CIERA early assessment battery for studying schools that beat the odds. Ann Arbor, MI: Center for the Improvement of Early Reading Achievement.

Artifact 7

93 words

The Hermit Crab

My name is ^{Hermit}Hermie. My mother was a land hermit crab.
 She laid her eggs on the ^{wheat}wet rocks next to the sea.

When I hatched, I ^{followed}float^{swam}ed in the warm ocean. I saw many
 other baby hermit crabs there. That is where I met my friend
^{Hermit}Harriet.

As we grew, we ^{molished}molt^{bad}ed. We slipped out of the hard skin
 around our body.

When we had molted for ^{our}the last time, we knew it was
 time to swim to shore.

Our ^{legs}lungs were ^{trying}changing. Soon we would only be able to
 breathe air.

1 st try	2 nd try	3 rd try
85/93	89/93	92/93
Time: 2min. 19 sec.	Time: 1min. 36 sec.	Time: 1min. 1 sec.

Comprehension Check:

1. What happens to a crab when it molts?

1st-its skin is hard

2nd-its skin gets hard

3rd- it slips out of its skin

2. Where will Hermie live after his lungs change?

1st-I don't know

2nd- with his mom

3rd- live on the shore

Artifact 8

Oral Reading Record - 1st ReadStudent Brittany Age 7 Grade 2 Date 3/26/12

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

Text Title: The Hermit Crab Text Level: 2.0

$$\boxed{93} - \boxed{8} = \boxed{85} \div \boxed{93} \times 100 = \boxed{91\%}$$

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.

$$\frac{8+2}{2} = \frac{\text{Total Errors} + \text{Total Self-Corrections}}{\text{Total Self-Corrections}} = \text{Rate of Self-Corrections} = \boxed{5:1}$$

<p>Competencies: (Check Observed behavior)</p> <p><input type="checkbox"/> Self-monitors</p> <p><input type="checkbox"/> 1 to 1 Matching</p> <p><input 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 checked="" type="checkbox"/> Sentence structure</p> <p><input 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 checked="" 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 checked="" type="checkbox"/> Mostly word-by-word reading (2)</p> <p><input 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 border="0"> <thead> <tr> <th style="text-align: center;"><u>Narrative</u></th> <th style="text-align: center;"><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:

Had difficulty retelling...when asked the two comprehension questions → guessed on the 1st question I couldn't answer the 2nd question.

Artifact 9

Oral Reading Record -2nd Read.Student Brittany Age 7 Grade 2 Date 3/28/12

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

Text Title: The Hermit Crab Text Level: 2.0

$$\boxed{93} - \boxed{4} = \boxed{89} \div \boxed{93} \times 100 = \boxed{96\%}$$

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.

$$\frac{4+2}{2} = \frac{\text{Total Errors} + \text{Total Self-Corrections}}{\text{Total Self-Corrections}} = \text{Rate of Self-Corrections} \quad \boxed{3:1}$$

<p>Competencies: (Check Observed behavior)</p> <p><input type="checkbox"/> Self-monitors</p> <p><input type="checkbox"/> 1 to 1 Matching</p> <p><input 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 checked="" type="checkbox"/> Sentence structure</p> <p><input 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 checked="" type="checkbox"/> Mixed word-by-word and phrased reading (3)</p> <p><input type="checkbox"/> Mostly word-by-word reading (2)</p> <p><input 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 border="0"> <tr> <td style="text-align: center;"><u>Narrative</u></td> <td style="text-align: center;"><u>Informational</u></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>	<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:

Improved on fluency... more phrased reading
as oppose to word-by-word reading
Still having difficulty with comprehension.

Artifact 10

Oral Reading Record - 3rd ReadStudent Brittany Age 7 Grade 2 Date 3/30/12

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

Text Title: The Hermit Crab Text Level: 2.0

$$\begin{array}{ccccccc} \boxed{93} & - & \boxed{1} & = & \boxed{92} & \div & \boxed{93} \\ \text{Total Words} & & \text{Errors} & & & \text{Total Words} & \\ & & & & & & \times 100 = \boxed{99\%} \\ & & & & & & \text{Accuracy Rate} \end{array}$$

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.

$$\frac{1+1}{1} = \frac{\text{Total Errors} + \text{Total Self-Corrections}}{\text{Total Self-Corrections}} = \text{Rate of Self-Corrections} \quad \boxed{2:1}$$

<p>Competencies: (Check Observed behavior)</p> <p><input type="checkbox"/> Self-monitors</p> <p><input type="checkbox"/> 1 to 1 Matching</p> <p><input 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 checked="" 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 checked="" 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 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 border="0"> <tr> <td style="text-align: center;"><u>Narrative</u></td> <td style="text-align: center;"><u>Informational</u></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>	<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:

Huge improvement in both fluency
(phrased reading) & reading comprehension.
Showed confidence as she was reading.

Artifact 11

Phonemic Awareness Using Syllables Lesson**Introduction:**

Today we are going to work with syllables. We will be talking about the different ways a word can be divided into syllables to help us decode unfamiliar words. We will learn what an open syllable is, what a closed syllable is, and what happens when a word has a double consonant in the beginning of the word.

Procedure:

1. Day 1: Complete the pre-assessments: sight words, rhyming words, and syllable pre-test. Tell the student that this is not graded so just give it her best. If she comes across an answer she does not know remind her to use what she already knows to make her best guess.
2. Day 2: Syllable Instruction:
 - a. First have the student share what she already knows about syllables.
 - b. After she is done sharing, identify what a vowel is and what a consonant is – list the vowels at the top of her whiteboard as a visual reminder.
 - c. Discuss the difference between a long vowel sound and a short vowel sound.
 - i. Explain that if the vowel says its name it is a long vowel. When the first vowel is a long vowel sound, we know that it is an open syllable and the syllable will break right after the vowel. This is because we can say the vowels name without a consonant stopping us or “closing” the vowel in.
 - ii. Explain that if the vowel does not say its name that we know it is a short vowel. If it is a short vowel sound, we know that it is a closed syllable because the vowel is trapped in between two consonants so it can’t stand-alone and say its own name.
 - iii. Provide example of both open and closed syllables:
 1. little, staple, maple, whisper, female, saddle
 - d. Discuss how there is another way we can divide syllables. If the word has a double consonant in the middle, like “middle” we know we will divide the syllable between the two consonants. Ask as a review if these words are open or closed syllables and why.
 - i. Provide examples like:
 1. riddle, apple, puddle, rattle
3. Syllable Practice:
 - a. Using the Syllable Practice, go through each word together and divide it into syllables, talk about whether the syllable is open or closed.
 - b. Provide extra assistance on the multi-syllabic words.
4. Day 3: Complete the post-assessments: sight words and syllable post-test. Remind her to use the skills we practice to help her decode unfamiliar words.

Conclusion:

Ask student to share in her own words what she learned about syllables. Ask her to provide an example of each type of syllable. Ask her if she has any questions or is unsure of anything. Remind her that when she is reading she can use these decoding skills – like dividing words into syllables – to help her read an unfamiliar word.

Artifact 12

Building Fluency through Repeated Readings**Introduction:**

Today we are going to work with building fluency. We will be working with our fluency assessments to help build fluency. Explain that we will be reading the same piece three different times to help improve fluency and reading comprehension. Remind her that this is just like every other fluency assessment we do every Wednesday so there is no reason to be nervous.

Procedure:

1. Day 1: Have the student read *The Hermit Crab*. As soon as she is ready to begin, start the timer. Write any words that she mispronounces or does not know above the word. Stop the timer when she is finished. Ask the two comprehension questions at the bottom and write her responses.
2. Day 2: Using a different color pen, have the student read *The Hermit Crab*. As soon as she is ready to begin, start the timer. Write any words that she mispronounces or does not know above the word. Stop the timer when she is finished. Ask the two comprehension questions at the bottom and write her responses. If she makes any of the same mistakes in decoding words just circle the mispronounced word.
3. Day 3: Using a third color pen, have the student read *The Hermit Crab*. As soon as she is ready to begin, start the timer. Write any words that she mispronounces or does not know above the word. Stop the timer when she is finished. Ask the two comprehension questions at the bottom and write her responses.

Conclusion:

After she has finished all three readings, have a conference with her about the progress she has made and the decoding skills she has learned.