

READER:

Sally is currently in first grade. She is always willing to help out in the classroom. She appears to have difficulty decoding unknown words when reading. When she is reading out loud and comes upon an unknown word it seems difficult for her to sound out the word. She also appears to have difficulty when she reads a word list and when words are out of context.

Know	Want to know	How to find out
<p>WHAT TO TEACH/Skill Clusters: Phonics: Has trouble blending sounds and words together and remembering the phonics rules that may help her decode and unknown word. Examples: dr, cat.</p> <p>Scored Low in Phonics on the NWEA Test, however, scored Average in Phonological Awareness</p>	<p>What types of words are difficult? CVC words, CVCE, CCVCE, CCVC, CVCC, CVVC, etc?</p> <p>How does she sound out phonetically regular words?</p> <p>How does she do this in isolation and in context (short sentences)?</p> <p>What phonics rules does the student state and apply to one-syllable words? In isolation? In context?</p> <p>How well does the student blend sounds together to make a word?</p> <p>How many sounds, syllables do the student blend together to make a word?</p> <p>What types of words or word families does the student rhyme?</p> <p>How does the student use word families to recognize words? For example: an, pan, can, man, tan, fan; ish, fish, wish, dish.</p>	<p>Listen to sounds and blends (CVC, CVCe, CVVC, CCVCE, etc.)</p> <p>Given words with patterns, ask to sound out. Observe whether she points to letters or letter pairs, associates correct sounds (applies rules) and blends them together to pronounce words.</p> <p>Task activities that include blending of sounds to say word.</p> <p>Use letter tiles and ask Sally to “sound out” words, examining patterns systemically. Move from one syllable words to short sentences.</p> <p>Use Picture Walk, Word Slide, Word Wheel, Phonics Daisies activities with Sally to evaluate patterns of words she sounds out, applies rules, and blends together.</p>
<p>Word Solving: Observed “sounding out</p>	<p>What type of language cues (word patterns, meaning, and</p>	<p>Analysis of approach to reading unfamiliar words in</p>

<p>words” Uses pictures and first letter to aid with word recognition Looks at the first letter and does not try to sound it out</p>	<p>sentence structure) does the student use to decipher an unfamiliar word in a sentence, or a short paragraph?</p> <p>What type of language (meaning, sentence structure) cues does the student use to decipher an unfamiliar word?</p> <p>What types of miscues does the student make when reading words in text? What are the patterns?</p>	<p>text, miscues using predictable books and leveled books.</p> <p>Ask Sally to fill in the blanks from repeated phrases in books</p> <p>Ask student to give words that rhyme.</p> <p>Read a sentence pair that contains rhymes.</p> <p>Ask Sally to fill in the blanks of rhyming poems, picture books, and predictable books (Use nursery rhymes for example, (1, 2 Buckle my shoe).</p> <p>Use CLOZE procedure. Ask Sally to fill in blanks in illustrated and non-illustrated sentences. Have fill-ins that are cued by the meaning of the sentence. (Squirrel CLOZE activity and 1, 2 Buckle my shoe activity)</p>
<p><u>High Frequency Words (Word Recognition):</u> When words were out of context she would look at any word that started with “f” and said it was “for”</p>	<p>What sight words does the student read correctly?</p> <p>How does sight vocabulary influence reading rate, fluency, and comprehension?</p> <p>How does the student use context to aid in word recognition?</p> <p>What types of miscues does the student make when reading words in isolation?</p>	<p>Miscue Analysis of reading texts (leveled books, sight-based stories)</p> <p>Analysis of reading sight words on flashcards or Dolch list and compare with sentence reading</p> <p>Analysis of reading sight words from list (words are out of context) Example: Reading A to Z Assessment form or Dolch words and Dolch phrases</p>

<p><u>Comprehension Skills:</u> When asked what the book was about she first repeated one of the main sentences in the book then after being questioned she have formed in her own words one sentence of what the book was about.</p>	<p>What does the student include in her retell of stories read?</p> <p>What details does the student retain from what was read?</p> <p>What types of connections does the student make among facts presented in a story?</p> <p>What kinds of inferences does the student make from reading the story?</p>	<p>For each story read, ask Sally to tell what the story is about. Analyze retell in terms of information gleaned, lost; attention to detail; reference to pictures</p> <p>Follow up retell with specific questions of who is involved and what takes place; covering sequence of story and story line</p> <p>Sense of Story: Supplement to retell and question – arrange three statements and sets of pictures that convey beginning, middle, and end; asking student to justify organization. (May include the order of events) Also, do a match picture with sentence and predict</p> <p>Example of book to use with running record: I can help Orally ask Sally the list of questions on the Benchmark Quick Check after the book is read</p>
<p>HOW TO TEACH/ Formats of Performance:</p>		
<p><i>While Sally was reading the book, At the Far, she seemed to have trouble with the phrase “there was” which impacted her reading fluency, but did not seem to impact comprehension of this book.</i></p>	<p>How does the quality of student understanding vary or remain constant when she reads aloud or listens?</p> <p>How does she handle book read aloud in terms of predictions and retell?</p> <p>What differences are there among different types of</p>	<p>Observe Sally as she reads orally, silently, and is read to. Compare her retell of stories under each of those conditions (identifying what she picks up, degree to which she uses book as reference)</p> <p>Keep a running record of oral reading, noting quality of miscues and types of</p>

	<p>books in student fluency and comprehension?</p> <p>In what types of materials does she invest? (book flood, more active games)</p> <p>How do interests play a part in investing in reading?</p> <p>How does asking questions at specific points during the story rather than at the end help the student understand what is read?</p> <p>How does the level of the text or topic impact fluency and comprehension?</p>	<p>predictions, and retell.</p>
HOW TO APPROACH/ Strategic Thinking:		
	<p>How does the student approach and engage in the reading process?</p> <p>What steps does she take when left to own resources? (When I'm not helping her.) What steps are effective and ineffective?</p> <p>How does the student go about choosing a book to read?</p> <p>How does a student manipulate a book? (Example? Picture walk?)</p>	<p>Give Sally three books from which to choose. Identify whether she is reading the book, being read to. Observe. Ask why she made choice. (mini book flood)</p> <p>Ask her to narrate the Picture Walk</p>
<p>Pre-reading <i>She uses the title and picture on the cover to create a prediction of what the book is about (At the farm)</i></p> <p><i>When reading At the Farm, I asked her what the book was</i></p>	<p>What pre-reading strategies does the student use when first given a book?</p> <p>How does the student go about preparing to read a book?</p> <p>What information does the</p>	<p>Go through and explain what "Picture Walk" is to Sally and then go through the steps with her as she makes predictions about the book is she about to read.</p> <p>Ask Sally what she thinks the</p>

<p><i>about and she restated her prediction, from the picture walk, at first, even though her prediction was not fully correct. She then went into more detail, when asked to, about the book and formed a more detailed retelling of the story.</i></p>	<p>student gain from the cover? How does she use that information to prepare for reading the book?</p> <p>What types of prompts direct the student to use title, pictures, chapter titles, and prior knowledge? How does preparation to read influence fluency and comprehension?</p> <p>What types of predictions does she make? How do the predictions connect with information gathered as part of pre-reading?</p> <p>How do initial predictions reflect an understanding of the story?</p>	<p>book is going to be about based solely on the title and cover of the book. Then ask Sally to go through the book and look at the pictures and ask her if any of her predictions have changed now that she has seen the pictures in the book.</p> <p>Select a book for Sally (instructional level) to read aloud. Prompt as needed and record responses to pre-reading, during, and follow-up questions. Compare retell of story reads at same level without using questions pre and during.</p>
<p>During Reading</p>	<p>What strategies does the student use to decipher unfamiliar words?</p> <p>How do reading errors (miscues, substitutions, omissions) impact level or comprehension?</p> <p>How do reading errors reflect the way she talks?</p> <p>What evidence does the student offer that indicate engagement with the story?</p> <p>What evidence does the student offer that she is monitoring understanding of what is being read?</p> <p>What does the student gain from reading stories?</p>	<p>Half way through a book ask Sally to explain what she has read so far and make a prediction about what is going to happen next.</p>

<p>Post Reading</p>	<p>What does the student highlight when asked to summarize what was read? (Example: BIG AND LITTLE BOOK)</p> <p>How does retell reflect an understanding of story?</p> <p>What supporting evidence does the student use from reading? (does she just remember or does she go back to the book, what does she refer back to)</p> <p>What process does the student use to recall what was read?</p>	<p>After reading the story ask Sally if her predictions of the story were correct or not. Have her explain why or why not. How has her understanding of the book changed now that she has read the book?</p>
<p>UNDER WHAT CONDITIONS/ Context for Participation:</p>		
<p>She appears to get distracted easily because there is a lot going on in the room during literacy circle. When it is loud in the classroom she appears to get distracted and have difficulty focusing.</p> <p><i>At times she becomes interested in what other students or groups are doing. She also seems to work well and more efficiently when an adult it with her verses when she is working independently. She frequently checks with the adult working with her to see if she is right or when she knows she did something right she looks to the adult for praise. "See I told you I could read." "Are you going to tell</i></p>	<p>How does the environment impact attention and involvement in reading?</p> <p>How does the student engage in reading tasks when working independently, with a peer, in groups with and without adult support?</p> <p>What structures support student use of time and completion of tasks (check lists)?</p> <p>What available resources enhance student performance?</p> <p>What physical setting(s) and support(s) student attentiveness and responsiveness to reading tasks?</p>	<p>Observe participation in small and large group reading – anecdotal records documenting ways engages in choral reading, round robin activity, and guided reading</p> <p>Observation and modified running record as works in class groups.</p> <p>Observation and follow-up talk with student about her reading during DEAR (Drop Everything And Read).</p> <p>Analyze the quality of work completed – word solving exercises</p>

<i>(teacher) how well I did today?"</i>	<p>What type of space encourages the student to read independently, monitor comprehension, and take constructive breaks when attention wanes?</p> <p>How does student respond to literacy circles and reading conferences?</p>	
WHY TEACH/ Investment:		
<i>She becomes frustrated easily when an unfamiliar word appears.</i>	<p>How does the student see self as a reader?</p> <p>How does sense of self impact performance?</p> <p>What does the student find hard? Understandable?</p> <p>How does the student ask for and/or respond to help, prompts? What types? responding to help</p> <p>How does the student tolerate frustration when it comes to: Reading aloud in small group? Reading in a one-on-one situation with a peer or teacher? Reading independently? Reading material at an independent level? Reading material with which she is having difficulty understanding?</p> <p>Overall, what type of attitude does the student exhibit during reading? How do levels of material impact attitude?</p> <p>How do situations (oral, silent,</p>	<p>Interview: How Sally describes herself as a reader</p> <p>Interview Parent and General Education teacher about when reads, choices makes, types of books ask for when read to</p> <p>Interview Teacher: How student responds to instructional activities for reading and related assignments</p> <p>Observation: behaviors during reading activities, silent reading times, instructional reading group (noting he focus, demands on students), participation in reading group, choices during DEAR</p>

	independent, listening, small group, large group) impact her positive or negative attitude toward reading?	
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