

Case Study Reading Intervention: Gracelyn B.

Background of Student

- Gracelyn
- DOB 8/19/09
- Age 6
- First Grade

Reason for Referral

Gracelyn was referred for a reading evaluation due to a summed score of 41 on the spring PALS assessment given 5/12/16. Comprehension concerns were also noted by her first grade teacher.

Case history indicated that Gracelyn had chronic ear infections through kindergarten. No other medical issues were noted. Vision and hearing checks were in the normal range at school. Gracelyn lives with her biological mother and step-father.

School history indicated that Gracelyn has attended Roselawn Elementary since Bright Beginnings (4K). Attendance history showed 8 days of absence in 4K, 9 absences in kindergarten, and 4 absences in first grade.

Gracelyn's attitude toward school is very positive. She is highly motivated and demonstrates appropriate effort however, she struggles with paying attention to directions and staying on task.

Assessments:

Three assessments were administered to determine Gracelyn's current level of performance. The QRI-6, the Fountas & Pinnell Benchmark Assessment, and the Words Their Way Primary Spelling Inventory were administered to determine where to begin intervention instruction in the areas of fluency, comprehension, and word knowledge. Post assessments were also administered to determine growth and guide future instruction.

Qualitative Reading Inventory-6 Defined

The Qualitative Reading Inventory-6 (QRI-6) is an individually administered informal reading inventory (IRI) designed to provide information about (1) conditions under which students can identify words and comprehend text successfully and (2) conditions that appear to result in

unsuccessful word identification or comprehension. Like other informal reading inventories, the QRI-6 provides graded word lists and numerous passages designed to assess the oral and silent reading and listening ability of students from the pre-primer 1 through the high school levels.

Fountas & Pinnell Benchmark Assessment Defined

The Fountas & Pinnell Benchmark Assessment seamlessly links assessment to instruction along *The Continuum of Literacy Learning*. This comprehensive system for one-on-one assessment reliably and systematically matches students' instructional and independent reading abilities to the F&P Text Level Gradient™.

Words Their Way Primary Spelling Inventory Defined

Spelling inventories consist of lists of words specially chosen to represent a variety of spelling features at increasing levels of difficulty. Students take an inventory as they would a spelling test. The results are analyzed to obtain a general picture of their orthographic development.

Assessment Results:

Qualitative Reading Inventory-6 Data and Instructional Decisions

Pre-Assessment: May 17

Word Identification in Isolation:

Grade Equivalent	Accuracy
Pre-Primer 2/3	18/20 Independent Level
Primer	16/20 Instructional Level
First	13/20 Frustration Level

Oral Reading in Context: Narrative

The Pig Who Learned to Read Grade Equivalent: Primer F&P Level: G	
Total Accuracy	17 Errors = Instructional
Comprehension	3/6 Correct = Frustration
WCPM	48

Miscue	Word in Text	Miscue	Word in Text
he	his	could	called
pet	Pete	learn	later
went	wanted	out	about
put	but	need	did
want	went	reed	read
you are	you're	even	every
need	did	tat	taught
reed	read	the	his
story	stories		

Oral Reading in Context: Expository

The Brain and the Five Senses Grade Equivalent: Level One F&P Level: H	
Total Accuracy	7 Errors = Instructional
Comprehension	3/6 Correct = Frustration
WCPM	35

Miscue	Word in Text
ears	eyes
seasons	senses
sense	senses
nose	noses
mouth	mouths
touch	taste

born	brain
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Gracelyn’s passage reading skills were stronger than her word identification in isolation. She was able to decode words in context at a higher rate. Grade level sight words are not yet automatic. Her miscues are visual and therefore would benefit from additional testing with word patterns (WTW). Gracelyn does not yet self-correct and therefore is not yet making meaning of the passage. No discernible differences were noted between errors with the expository text and the narrative text. However, her WCPM dropped dramatically when reading an expository text. Gracelyn has not yet developed story structure or story elements, therefore her comprehension skills are well below grade level. Comprehension of inferential questions were weaker than text-explicit questions. Although Gracelyn is able to read Level G/H at an instructional level, her lack of comprehension is concerning and needs to be the main focus of the intervention sessions.

Post Assessment: June 14

Oral Reading in Context: Narrative

The Surprise Grade Equivalent: Level One F&P Level: I	
Total Accuracy	20 Errors = Instructional
Comprehension	4/6 Correct = Instructional
WCPM	52

Oral Reading in Context: Expository

Living and Not Living Grade Equivalent: Level One F&P Level: G	
Total Accuracy	10 Errors = Frustration
Comprehension	3/6 Correct = Frustration
WCPM	30

Gracelyn showed minimal gains in comprehension. She tested at the instructional level in

the narrative passage (The Surprise) with regard to comprehension. However, it must be noted that 4/6 questions were explicit and only 2/6 were implicit and Gracelyn has not yet developed inferential thinking. She was able to relate story structure to the events in the story. She is not yet able to select important events in the story but rather was recalling events from memory regardless of whether or not the event added meaning to the story.

Words Their Way Primary Spelling Inventory Data and Instructional Decisions

Pre-Assessment Data: May 18

Stages	27/36
Beginning Consonant	7/7
Final Consonant	7/7
Short Vowels	7/7
Consonant Digraphs	3/3
Consonant Blends	4/5
Long Vowel Patterns	0/7

Gracelyn demonstrated a strong understanding of the Letter-Name Alphabetic Stage and the Early Within Word Pattern Stage (missing only the consonant blend sl). However, Gracelyn has not yet developed an understanding of long vowel patterns. Therefore, it was necessary to begin intervention instruction at the Middle Within Word Pattern Stage.

Post Assessment Data: June 15

Stages	33/36
Beginning Consonant	7/7
Final Consonant	7/7
Short Vowels	7/7
Consonant Digraphs	3/3
Consonant Blends	5/5
Long Vowel Patterns	4/7

Gracelyn made considerable gains in the area of long vowel patterns. Her intervention instruction included a strong focus on the CVCe pattern. She received instruction in long a, i, and o (CVCe). She was able to generalize and apply the long u (CVCe pattern) on the spell check I gave her before I administered the post spelling inventory. She was highly motivated during this portion of the intervention sessions.

Gracelyn does not yet understand the CVVC pattern of long vowels and needs to continue with word study instruction with a focus on CVCe and CVVC patterns.

Fountas & Pinnell Benchmark Assessment Data and Instructional Decisions

Pre-Assessment: May 19

Level	Genre	Accuracy Rate	Comprehension	WPM
GR = G	Expository	92%	Very limited understanding	47

Although Gracelyn is able to read with grade level accuracy at Levels G and I, she has not yet developed the ability to comprehend at this level. Gracelyn needs direct instruction in comprehension strategies.

Post Assessment: June 16

Level	Genre	Accuracy Rate	Comprehension	WPM
GR = I	Expository	96%	Partial Understanding	52

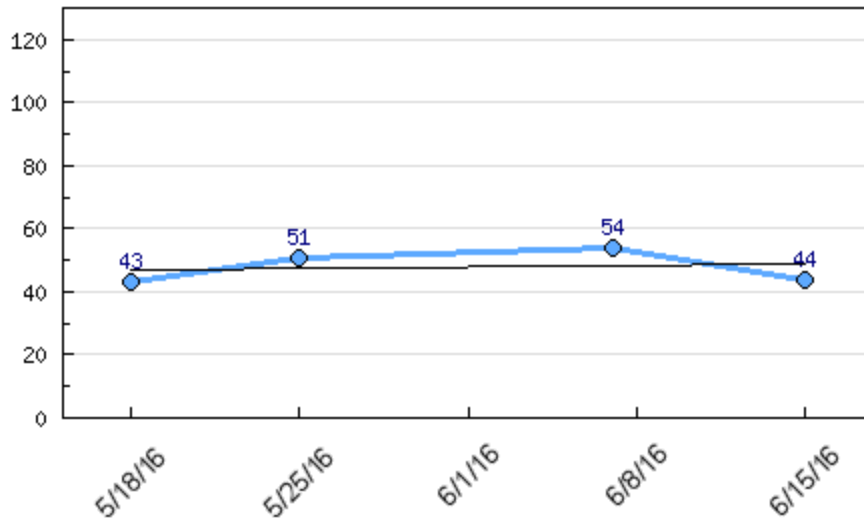
Although Gracelyn made minimal gains in comprehension with expository text, she was beginning to ask herself questions about the characters, setting, and problem in the story.

Progress Monitor Assessment/Easy CBM

easyCBM assessments are Curriculum Based measures (CBMs). CBMs are standardized measures that sample from a year’s worth of curriculum to assess the degree to which students have mastered the skills and knowledge deemed critical at each grade level. They are also known as ‘general outcome measures.’

Easy CBM Data

Grade 1, Passage Reading Fluency: Gracelyn Burke



The Easy CBM was used to progress monitor fluency. She was given fluency passages to work on at home. The increase in words per minute was attributed to this additional practice. However, as it got closer to summer, her motivation decreased.

Overall Intervention Outcomes/Recommendations:

Gracelyn has many strengths to build upon. One of her greatest strengths is her positive attitude toward learning. She loves school and is highly motivated to learn. Her home environment is also very positive and supportive of school. Her mother works with her at home. Gracelyn has a wide selection of books to choose from. She is read to daily and loves to read on her own. I was able to capitalize on this by including her mother in the intervention sessions. As I taught Gracelyn, I would explain to her mother what she could work on at home.

Gracelyn struggles with paying attention to detail and this is demonstrated in her reading as well. She does not yet self-correct her reading miscues and reads on without regard to meaning. The use of graphic organizers will provide her with a visual and will continue to help in maintaining focus on making meaning. Gracelyn would benefit from continued explicit instruction in story elements. Gracelyn experiences more difficulty retelling expository text than narrative text therefore, it would be beneficial to use more expository text than narrative text in her instruction. This would also help in building on her limited vocabulary.

Gracelyn would also benefit from continued instruction in Words Their Way. Although

Gracelyn is currently meeting grade level expectations in word study, she would benefit from a focus on vocabulary within her word study instruction. It is also recommended that her word study instruction include a book with word study words in it so Gracelyn can practice making meaning of the words in context.

It is recommended that Gracelyn's second grade teacher pay close attention to her ability to comprehend. If comprehension does not improve after explicit instruction, it may be necessary to consult with the school psychologist to determine whether or not Gracelyn has an auditory/processing delay.

Tracey Meskers
First Grade Teacher
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