**Evaluator and Instructor: Paige Becker**

**Dates of Instruction: June 29-July 14**

**Class: University of Mary Reading Clinic**

**Student Name:**

**Last Grade Attended: 1st**

**School Attending: Northridge**

**Parent/Guardian Name:**

**Phone Number:**

**Burns and Roe Informal Reading Inventory Results:**

**Graded Passages**

|  |  |  |
| --- | --- | --- |
| **Independent** | **Instructional** | **Frustration** |
| Pre-primer  | Level 1 | Level 2 |

**Comprehension Skills:**

|  |  |
| --- | --- |
| **Main Ideas** | Strength |
| **Details** | Strength |
| **Sequence** | Area needing explicit instruction |
| **Cause and Effect** | Area needing explicit instruction |
| **Inference** | Area needing explicit instruction |
| **Vocabulary** | Strength |

**Types of Miscues:**

|  |  |
| --- | --- |
| **Mispronunciation** | Area needing explicit instruction |
| **Substitution** | Area needing explicit instruction |
| **Insertion** | Area needing explicit instruction |
| **Omission** | Strength |
| **Reversal** | Strength |
| **Repetition** | Strength |
| **Refusal to Pronounce** | Strength |

The results of the miscue analysis indicate that student occasionally self-corrects, which indicates he is developing skills in searching for meaning in context.

**Summary of Burns and Roe Informal Reading Inventory:**

The results of the Burns and Roe Informal Reading Inventory indicated that the student could pick out key details in a text, but he struggled to find the big idea. It appeared that my student was struggling to decode words, resulting in a lost of understanding. It would be in his benefit to slow down and visualize the text as he reads. This process will help him consider if the context of the text makes sense.

**Fountas & Pinnell Benchmark Assessment System:**

|  |  |  |
| --- | --- | --- |
| **Independent** | **Instructional** | **Frustration** |
|  | Level F |  |

**Oral Passage**

While reading a “Level F” my student had a total of eight miscues. The results of the miscue analysis indicate Student does not consider context clues to correct his errors. Student reads to cover the text, not to gain understanding. He applied his background knowledge to answer the questions and understood parts of the text, but did not find the big picture unless prompted. It would be in his benefit to continue to be asked, “Does that make sense?” or “What do you think the author means in that sentence?”

**Comprehension Interview Results**

Student needed some prompting while answering questions after reading the passage. The results for oral comprehension indicate that Student needs further instruction in determining importance of details and in finding the main idea. The results also indicate that Student excels in inferring and application of background knowledge.

**Written Reflection**

While writing Student showed comprehension through drawing but not in the writing. Student wrote his name and displayed little to no understanding when asked to write about a topic. However, Student drew an image to show partial comprehension of the prompt.

**Core Phonics Survey Results:**

**Reading and Decoding**

|  |  |
| --- | --- |
| **Short vowels in CVC words** | Correct11 out of 15 |
| **Consonant blends with short vowels** | Correct6 out of 15 |
| **Short vowels, digraphs, and -tch trigraph** | Correct5 out of 11 |
| **R-controlled vowels** | Correct 8 out of 15 |
| **Long vowel spellings** | Correct13 out of 15 |

The information above indicates Student would benefit from a review of short vowels, digraphs and consonant blends.

**Summary of Material Used and Instructional Practices:**

**Word Study**

Student benefited from Word Study practice each day. He was given a word each day and he would focus on that word throughout the day. Each morning after he felt comfortable with the word, I mixed up the letters and asked him to put the word back together again. I also took away letters and asked him to fix the word. Words remained on the board and we reviewed past words each day. To practice these words, I had written sight words with chalk on the sidewalk and Student found the correct words.

**Phonics**

Student worked on mastering short vowel sounds and compared short sounds to the long sounds. We worked on vowel games and did puzzles using short vowel sounds. To help Student understand the difference between short and long vowels, we worked on magic e activities which required that an e be added to short vowel words to make long vowel words.

Student also worked on sound box related activities.

**Comprehension**

Student worked on rereading for understanding and was asked to retell events in text as we read. A large emphasis was placed on sequencing events and the structure (beginning, middle, and end). Student solved sequencing puzzles and verbally retold stories both during and after we read.

Student started working with inferences and has been asked to identify how his background knowledge has helped him make sense of difficult concepts.

**Fluency and Expression**

By using familiar leveled books, Student was asked to start thinking about what characters might be thinking and was challenged to use expression when reading. We have only started to work on this skill, but Student has been exposed to fluent read alouds done with animated expression.

**Writing**

When writing, Student was challenged to include a beginning, middle, and end. I modeled for Student what this should look like on many occasions. After working on a few graphic organizers Student demonstrated his knowledge of the concept beginning, middle, and end. Continued practice and review would be beneficial.

**Summary of Instruction:**

During my time with Student it became apparent that he enjoyed the phonics games and read alouds, but he was unsure about reading and writing. When I started with Student, it seemed that he struggled to decode new words and by working on numerous phonics activities, his decoding seems more natural. His confidence in decoding words has increased and I have noticed him using skills such as chunky-monkey when coming across new and challenging words. I noticed that Student’s reading became more fluent, but it still seems that he is reading to finish the text rather than understand it. This past week, I have challenged Student to stop and retell the text and found that he picks out bits and pieces of information and struggles to understand the purpose of the text. If I had more time with Student, I would spend that time organizing thoughts and developing a sense for the bigger picture. I would challenge him to write summaries of various texts and began working on the differences between facts and opinions.