

READ 5503 Phonological and Orthographic
Principals in Reading and Writing
Technical Report

Student: #####
Teacher: Tammy Cardwell
Date: June 20, 2013

Assessments

Test	Raw Score
Elementary Reading Survey	Recreational Reading: 37 Academic Reading: 34 Full Scale Raw Score: 71
WTW Elementary Spelling Inventory (Bear)	Early Derivational Relations Stage
WTW Upper-Level Spelling Inventory (Bear)	Early Syllables and Affixes Stage
Ohio Word Test	Test Score: 20/20 Stanine Group: 9
Running Records	Test #1: Level Q/26 – Independent Level – 97% Accuracy Test #2: Level R/27 – Instructional Level – 95% Accuracy Test #3: Level S/28 – Frustration Level – 89.8% Accuracy
2013 Spring STAAR Report – 4 th grade	Reading: 23/44 (52 – Failed/Did not meet Satisfactory Performance) Writing – Composition: 7/16 (44)
Reading Comprehension Pre-Test (Summer School)	52 (12/25 correct) Missed the following concept questions: <ul style="list-style-type: none"> • Author’s Purpose • Main Idea/Details • Compare/Contrast • Fact/Opinion • Summarize • Graphic Aids • Character • Make Predictions • Setting • Sequence • Plot • Problem/Solution
Phonological Awareness Skills Test	Mastered: <ul style="list-style-type: none"> • Concepts of Spoken Word • Rhyme • Syllables

Continue: Phonological Awareness Skills Test	<p><u>Struggling with:</u></p> <ul style="list-style-type: none"> • Phonemes <ul style="list-style-type: none"> ○ Phoneme Blending 5/6 ○ Phoneme Segmentation 3/6 ○ Phoneme Deletion of Final Sounds 0/6 ○ Phoneme Deletion of First Sound in Consonant Blend 1/6 • Phoneme Manipulation <ul style="list-style-type: none"> ○ Phoneme Substitution 0/6
Writing Sample (2) Evaluating Rubric	<p>(2) Rubric scale ranging from 1-6:</p> <ul style="list-style-type: none"> • Development of Ideas/Topic: 2/6 • Conventions of Writing: 4/6

Strategic Activity Analysis

Text Reading:

reads below grade level to a small degree. When I observed her reading, I noticed that she read very fast and would say similar words that were in the text. Only a few times she noticed that what she was saying did not make sense and she would self-correct. After each reading, ##### was not able to discuss the book or subject she just read about. ##### struggles with comprehending what she just read about. This was evident during my observations when ##### read aloud, but also on the STAAR Reading test she took this past spring which she failed. She also did poorly on a reading comprehension pre-test she took at the beginning of summer school. This test showed specific areas ##### needs to work on: Author’s Purpose; Main Idea/Details; Compare/Contrast; Fact/Opinion; Summarize; Graphic Aids; Character; Make Predictions; Setting; Sequence; Plot; Problem/Solution.

Text Writing:

In #####’s writing, she had limited and weak topic development. She did not address the writing prompt. She had some loosely related material to the given prompts. She showed a general good use of conventions such as grammar, usage, mechanics, and punctuation. There were a few conventions errors, but they did not interfere with relaying meaning to the reader. She used mostly simple sentences in her writing, but showed some evidence of ability to use complex sentences to relate ideas. #####’s composition writing needs to be addressed since she did so poorly on her STAAR Writing test this past spring. She has to write to the writing prompt, and that is not something that she is currently doing from the writing samples I received from her.

Words:

The Elementary Spelling Inventory test showed ##### to be in the Derivational Relations Spelling Stage. Within this stage, she had two errors and needs to work on harder suffixes (ex. /ure/ and /ate/). She needs to work on other vowels (ex. /or/) to gain mastery of the Within Word Spelling Stage. She also needs to work on syllable junctions (ex. /ll/), and unaccented final syllables (ex. /ar/) to gain a master of the Syllables and Affixes Spelling Stage.

Since ##### did not have errors on the ESI till the end of the test, I gave her the Upper-Level Spelling Inventory test as well. This showed similar errors, just earlier in the test. On this test, ##### is at the Early Syllables and Affixes Stage. She struggles with complex consonants (ex. /dge/, /kn/, and /tch/). Working on these types of word blends will help strengthen her weaknesses with phonemes and phoneme manipulation that were seen on the PAST assessment test.

Summary:

During my discussions with #####, she expressed her love for reading for pleasure and to gain knowledge through class work. As we began working on the assessments, I noticed her rushing through readings, making simple mistakes. She seemed to be doing a lot of word calling, not really reading for meaning since she did not notice many of her errors as she rushed past words. ##### is currently reading below grade-level. She is making few connections to various types of text she is reading. Any instruction for ##### needs to be done with Level R/27 text. Any independent readings should be done with Level Q/26. Anything at or above Level S/28 will be frustrating for ##### to read and will encourage her to continue word calling and make few connections as she struggles to find meaning.

is a good speller who is currently at the Early Derivational Relations Spelling Stage. During word studies, we will work on the following harder suffixes: /ure/ and /ate/. She needs to work on phoneme segmentations, phoneme deletion of final sounds, phoneme deletion of first sound in consonant blend, and phoneme substitution.

For writing, ##### wrote a good story that showed good organizational attempts and use of various conventions. She did not write to the prompt that was given. Due to scoring so low on the composition part of her STAAR Writing, she may not have written to the prompt at that time either

Goals:

1. Student will understand new vocabulary and use it when reading and writing. The student will be expected to determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes.
 - A. Word Study: Identify words with /ure/ suffix found in text; explore meanings with this suffix added to various roots.
 - B. Use words with /ure/ suffixes in writing.
2. Student will understand, make inferences, and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. The student is expected to explain the roles and functions of characters found within fiction text.
 - A. Student will read fiction text and recall character detail she saw within the text making inferences and drawing conclusions about characters and events seen during her reading.
 - B. Student will illustrate what she recalls about the characters and events of a fiction text.

References

Bear, D.R., Invernizzi, M., Templeton, S., & Johnson, F. (2007). *Words Their Way: Word Study for Phonics, Vocabulary, and Spelling*, 4th edition. Prentice Hall, Columbus Ohio.

Clay, M.M. (2006). *An Observation Survey of Early Literacy Achievement*, 2nd edition, Heinemann, Portsmouth, NH.