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November 22, 2011
X52

Curriculum Based Assessment

Student: Jenny
Grade: 3rd
Age: 9
Subject: Reading
Focus: Decoding

OK

Background Information:

Jenny (name changed) is a 9-year-old, 3rd grade student. She has been diagnosed with a specific learning disability. She is educated in an inclusive classroom but also receives special education services in the resource room daily, which includes 30 minutes of reading instruction. Based on the results of a San Diego Quick Assessment, Jenny reads on a Kindergarten Level. Her score of 8/15 on the CORE Phonics survey indicates that she needs intensive instruction on CVC words that contain short vowels. According to her special education teacher, she has great difficulty distinguishing between long and short vowels. She can also be inconsistent when she reads. She will recognize a word the first few times she sees it, but if she runs across it again in a passage she will be unable to recognize it. Jenny is very social, loves school, and is eager to learn, however she becomes frustrated easily if she feels that she cannot do something. She gets very excited when she succeeds.

I decided to help Jenny decode CVC words, since they are the first types of words that are usually taught, and she is still struggling with them. I hope that with explicit instruction, she will be able to decode CVC words with more confidence and apply these decoding skills to other words she encounters.

Analysis of Curriculum:

Curriculum Area:

English- Reading: Decoding

SOL Objective:

3rd English 3.3 The student will apply word-analysis skills when reading

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Key Instructional Objective:

After Explicit Phonics instruction, the student will decode 3 letter CVC words (both real pseudo-words) composed of the letters a,m,t,s,i,f,d, and r using sound recognition and blending strategies.

Prepare Items to Meet Curriculum Objectives:

I gave Jenny a San Diego Quick Assessment to determine her independent reading level (Kindergarten) and the CORE Phonics Survey to determine on which types of words she needs the most remediation (CVC words). I also gave her a 1st grade level DIBELS fluency probe, to see how well she performed. She read 52 out of 58 words correctly in one minute. Although this is 90% accuracy, this would only place her in the 50th percentile of 1st graders, and she is in 3rd grade. Based on this information, I decided to instruct her in decoding instead of fluency. OK

I prepared a list of words, both read and pseudo-words using the first 8 letters of the Sequence for Introducing Letters: a,m,t,s,i,f,d, and r. From this list, I created a probe of 7 real words and 7 pseudo-words that would be administered as a baseline and at the end of each lesson. From this list, I also selected 4 words to teach during each lesson. After the first lesson, the words were a mix of previous words and new words. I selected a strategy from the CORE book to use to teach Jenny- "Explicit Phonics" on page 208.

Procedure:

Lesson 1: November 9, 2011

Through my student teaching placement, I have been able to work with Jenny daily for the past 5 weeks. I take her to the resource room from 2-2:30 every day work on reading. I started by showing her a probe and asked her if she could read me these words as best as she could. I told her that some were real words and some were made up words. Before I could clarify any further, she excitedly started reading down the page. She read 5/14 words correctly- 36%. This was my baseline. The mistakes she made were mainly pronouncing words as if they had a silent "e" one the end and had a long vowel (such as "tare" for "tar" and "mare" for "mar") and misreading letters (such as "Bim" for Dim"). OK

I then told Jenny that we were going to practice sounding words out. I took out a small white board and a marker, and she got very excited. She loves writing on the white boards during our daily math lessons, and she doesn't usually get a chance to use them in reading. Following the procedure scripted in the lesson plan (see attached), I wrote the letters of the word "Mat" saying the sound of each letter, blending them together, and then saying the whole word. I used the same procedure for the words Sat, Fat and Rat, first prompting her and then letting her sound and blend on her own. After we finished, I let her erase the board, which she was thrilled to do. She even got to use the special board-cleaning spray! Then, I told her I was going to show her the same list of words, and ask her to read them to me again, as best as she could. I reminded her that some were made up words. Jenny read 7/14 words correctly- 50%! She made similar mistakes, pronouncing letters incorrectly and pronouncing words as if they had a long vowel. ✓

Lesson 2: November 14, 2011

I told Jenny that today we were going to continue practicing sounding words out. She was again excited to use the whiteboard. Following the instructions in the lesson plan, Jenny and I decoded the words Fat (a review from yesterday), Sit, Fit and Rim. She had difficulty with the "I" words. She consistently pronounced "i" as "e" and then corrected herself. After practicing, I gave Jenny a probe and asked her to read the words for me as best as she could, Good

when did you get
the intervention?
what is it called?

reminding her that some of them were made up words. She read 10/14 words correctly- 71%. She made similar errors as the first two probes, pronouncing words as if they had silent E's.

Lesson 3: November 15, 2011

Today Jenny was less excited about sounding words out. The novelty of the whiteboard had worn off, and I think she felt that the task was too easy for her. She was great at decoding and blending words on the board- she tried to guess the word after I had written only the first letter. Following the lesson plan, we decoded the words Rat, Sit (review words from lessons 1 and 2), Sir, and Tad. Again, Jenny struggled with "i" words. For today's probe, I gave her a blank index card to use so that she could only see one word at a time. I hoped that if she could focus in on just one word, she would slow down and take the time to decode each word, instead of guessing based on the first letter, as she had done during the lesson. I reminded her to read the words as best as she could. She read 10/14 words correctly- 71%. She made the same errors as on the previous probes, pronouncing words as if they had silent e's. She pronounced the word "sad" as if it was "said." I'm not sure if this was an error or simply a language variation- her pronunciation was close to "sad" but just a little off; it was too close to distinguish

Is it a pattern?
Or, only evidenced once in a while.

Lesson 4: November 16, 2011

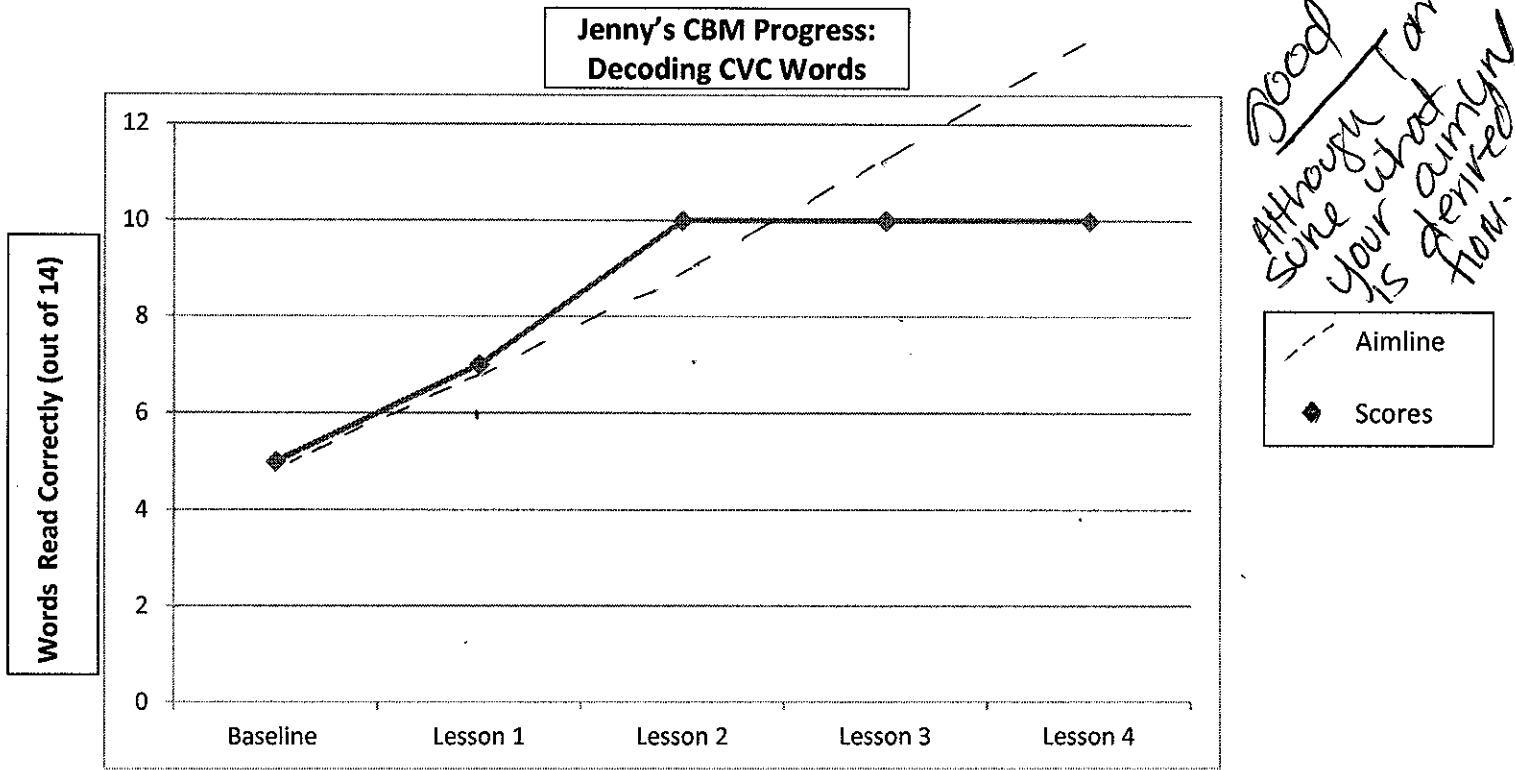
I had originally planned to use the words Rim, Sir, Mad and Fir for this final lesson. However, based on her consistent errors, I decided to use the words Tar, Mar, and Far, plus the original word Fir for this final lesson. I hoped that explicit instruction in decoding and blending these word would help her to learn them, so that she would be able to apply decoding skills and knowledge of these words to her future reading (and also this probe).

Jenny was tired of decoding words by this point. She moaned and complained, but she and I decoded the words Tar, Mar, Far, and Fir, according to the instructions on the lesson plan. During the lesson, I realized that all these words contain r-controlled vowels, which make different sounds than regular short vowels. This was an error on my part. I decoded the words with her as best as we could. I gave her a probe, and told her it would be the last time I would ask her to read these words, so I wanted her to do the best she could. I again gave her an index card so that she could focus on one word at a time. I reminded her to go slowly and use the strategies we had practiced.

Jenny read 10/14 words correctly- 71 %, again. Despite our recent practice, she still pronounced Tar, Mar, and Far as if they had E's on the end.

hmm

Graph:



Analysis of Results:

The number of words Jenny was able to decode correctly increased 35% after the first two lessons. After the last two lessons, she remained stable, but did not make any further progress. This is likely because she made mistakes repeatedly with the same words. The words she missed on the baseline probe were later pronounced correctly after she had practiced decoding and blending words and slowed down using an index card to focus on just one word at a time. However, the words that contained r-controlled vowels proved to be a consistent stumbling block for her, and she continued to pronounce them as if they were a long vowel. She pronounced "tar" "mar" and "far" wrong on all 5 probes, despite explicit decoding instruction using these words in the final lesson. The difficulty with these words is largely my fault- when I created the lessons and probes using words made up of the first 8 letters, I failed to remember that r-controlled vowels do not follow the typical pronunciation rules. These words are not short-vowel CVC words. Therefore, Jenny could not decode these words using the strategy I taught her.

This aside, I think that Jenny's behaviors during the lessons is an indication of why she has difficulty reading. As she became more confident during our decoding exercises, she would try to guess the word I was writing after I had only written the first letter. She would modify her guess after I wrote the second letter. I think she does this when she is reading too. If she is

doing well and feels confident with the material she is reading, she will try to guess at words without taking the time to decode them, causing her to make errors. If she is forced to slow down and take the time to sound out a word, she is usually able to decode it without a problem.

My errors aside, I think this was a successful intervention in that it explicitly taught Jenny a technique that she can use on her own to decode unknown words. She increased the percentage of words she was able to read correctly by 35%, a huge gain for only 4 lessons. I think she would have continued to improve had the words on the probe been decodable.

Reflection:

This assignment provided me with great insight about what I will have to do regularly as a teacher- create and modify instruction for my students. Through my mistakes, I realized the importance of creating good assessments. If I create my own assessments, I need to double and triple check them (any maybe have someone else check them) to make sure they are accurate, appropriate, and without error. If I use assessments created online, I also need to ensure that they are appropriate and testing what I am trying to test. I should also practice my assessments and lessons myself before giving them to my students. If I had practiced decoding each word on my own before giving these lessons, I would have caught this mistake much earlier and been able to correct it. These are all things that I will do differently in the future.

I also learned the importance of taking detailed notes during student progress monitoring. Thankfully, I marked on her probes what she said for each word, which helped me immensely when I began to analyze the data. I was able to see which words she pronounced incorrectly, and how she pronounced them, which allowed me to draw conclusions and modify my lesson plans in order to meet her needs.

It is also important to take into account student learning preferences. Jenny loved using the white board- for the first few lessons. During this time, it kept her engaged in the lesson. By the third lesson, she was bored of the whiteboard and was less willing to try hard and engage herself. I should have adapted my lesson to her needs and used another modality. Jenny would benefit from continued explicit decoding instruction with all letters and with all word types. Lessons should be given in fun ways that keep her interest- perhaps by varying between whiteboards, blocks, letter tiles, letter stickers, and kinesthetic activities.

Good



Good



San Diego Quick Assessment—Record Form

Name JJ Grade 3rd Date 10/24/11

Directions: Begin with a list that is at least two or three sets below the student's grade level. Have the student read each word aloud in that list. Continue until the student makes three or more errors in a list.

Reading Levels: One error, independent level; two errors, instructional level; three errors, frustration level. When testing is completed, record the highest grade level in each of these categories in the spaces below.

Independent Primer Instructional grade 1 Frustration grade 2

Read Preprimer & Primer words
 struggled +2
 sounded them out before guessing

Preprimer	Primer	Grade 1	Grade 2	Grade 3
see _____	you _____ ✓	road _____	our _____	city _____
play _____	come _____	live _____	please _____	middle _____
me _____	not _____	thank _____	myself _____	moment _____
at _____	with _____	when <u>then</u>	town _____	frightened _____
run _____	jump _____	bigger <u>several</u> <u>blat</u>	early _____	exclaimed _____
go _____	help _____	how <u>noe</u>	send _____	several _____
and _____	is _____	always _____	wide _____	lonely _____
look _____	work _____	night _____	believe _____	drew _____
can _____	are _____	spring _____	quietly _____	since _____
here _____	this _____	today _____	carefully _____	straight _____
# of errors <u>0</u>	# of errors <u>0</u>	# of errors <u>2</u>	# of errors <u>34</u>	# of errors _____

Grade 4	Grade 5	Grade 6	Grade 7
decided _____	scanty _____	bridge _____	amber _____
served _____	business _____	commercial _____	dominion _____
amazed _____	develop _____	abolish _____	sundry _____
silent _____	considered _____	trucker _____	capillary _____
wrecked _____	discussed _____	apparatus _____	impetuous _____
improved _____	behaved _____	elementary _____	blight _____
certainly _____	splendid _____	comment _____	wrest _____
entered _____	acquainted _____	necessity _____	enumerate _____
realized _____	escaped _____	gallery _____	daunted _____
interrupted _____	grim _____	relativity _____	condescend _____
# of errors _____	# of errors _____	# of errors _____	# of errors _____

Grade 8	Grade 9	Grade 10	Grade 11
capacious _____	conscientious _____	zany _____	galore _____
limitation _____	isolation _____	jerkin _____	rotunda _____
pretext _____	molecule _____	nausea _____	capitalism _____
intrigue _____	ritual _____	gratuitous _____	prevaricate _____
delusion _____	momentous _____	linear _____	visible _____
immaculate _____	vulnerable _____	inept _____	exonerate _____
ascent _____	kinship _____	legality _____	superannuate _____
acid _____	conservatism _____	aspen _____	luxuriate _____
binocular _____	jaunty _____	amnesty _____	piebald _____
embankment _____	inventive _____	barometer _____	crunch _____
# of errors _____	# of errors _____	# of errors _____	# of errors _____

CORE Phonics Survey—Record Form

Name J.J. Grade 3 Date 10/18/11

SKILLS SUMMARY

Alphabet Skills and Letter Sounds

<u>26</u> /26	A.	Letter names—uppercase
<u>26</u> /26	B.	Letter names—lowercase
<u>18</u> /21	C.	Consonant sounds
<u>2</u> /5	D.	Long vowel sounds
<u>5</u> /5		Short vowel sounds

77 /83

Reading and Decoding Skills

<u>8</u> /15	E.	Short vowels in CVC words
<u>7</u> /15	F.	Consonant blends with short vowels
<u>3</u> /15	G.	Short vowels, digraphs, and -tch trigraph
<u>3</u> /15	H.	R-controlled vowels
<u>0</u> /15	I.	Long vowel spellings
<u>3</u> /15	J.	Variant vowels
<u>0</u> /15	K.	Low frequency vowel and consonant spellings
<u>0</u> /24	L.	Multisyllabic words

Skills to review: consonant & vowel sounds

Skills to teach: long vowel sounds/rules
all reading & decoding skills

PART D Vowel sounds

Ask the student: *Can you tell me the sounds of each letter?* If the student names the letter, count it as the long vowel sound. Then ask: *Can you tell me another sound for the letter?* The student should name the short vowel sound.

e_l i_l a_l o_s u_s

l = long sound s = short sound

Record "l" on the first line for the long sound (letter name) and "s" for the short sound on the second line. If the student makes an error, record the error over the letter.

2 / 5 Long vowel sounds (count the number of l's above)

5 / 5 Short vowel sounds (count the number of s's above)

Reading and Decoding

For Parts E through K students must read both real and pseudowords (made-up words). For the real word lines, tell the student: *I want you to read each line of words aloud.* If the student cannot read two or more of the real words in each line, do not administer the line of pseudowords; go to the next set of items. Before asking the student to read the line of pseudowords, say: *Now I want you to read some made-up words. Do not try to make them sound like real words.* When using this assessment as a specific skills test or screening measure, do not discontinue testing if a student does not do well on one of the items in Parts F through K. Instead, move to the next item and continue testing.

PART E Short vowels in CVC words

<u>4</u> / 5	sip	mat	let	bun	hug	(real)
	rat	fit	bat	hot	set	(real)
	rap	sut	dif	perh	fap	(pseudo)

8 / 15

PART F Consonant blends with short vowels

<u>3</u> / 5	stop	trap	quat	spell	plane	(real)
	silk	fast	snuck	lump	held	(real)
	nask	dilt	qued	chang	dran	(pseudo)

7 / 15

ORF Progress Monitoring 8

The New Baby

The family next door has a new baby. The baby is a little girl. Her name is Robin. She was born about two months ago. Everyone on our street is happy about the new baby. Nobody else on our street has a baby. All the kids in our neighborhood are older.

It was pretty quiet at night before baby Robin came. But Robin cries a lot at night. Her crying wakes me up. My mother says she has her days and nights all mixed up. Mom says she isn't old enough to know nights are for sleeping. She doesn't know her days are for eating, growing, and playing.

During the day Robin sleeps almost all the time. She never hears dogs barking or the radio. If the doorbell or phone rings, she keeps on sleeping. She doesn't wake up when I come home from school. She never wakes up when we play hide and seek in her yard.

Then one night Robin slept the entire night. Everyone in our family had a good night's sleep. Then Robin was wide awake the next day. When I came home from school Robin was still awake. Her mother said I could hold her on my lap. She looked at me and smiled. I like Robin but I'm glad she lives next door.

Total words: _____ - errors: _____ = words correct: _____

Retell: ORF Total: _____

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75
76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94						

Retell Total: _____

ORF Progress Monitoring 13

The Beach

I love going to the beach. It is fun to run on the wet sand. I like ~~it~~ when the big waves come. The salty water splashes on my toes. I also like making sand castles. I always write my name in the sand with a stick. When the tide comes in, the water washes my name away.

One of my favorite things to do at the beach is to watch the animals. The seagulls wait for the tide to come in. Their feet make trails on the sand. The crabs hurry to get back in their holes under water. The sea lions pop their heads up in the waves. The sea lions have big brown eyes and bark like dogs.

Sometimes the water is too cold to go swimming. Then I search for things in the sand. I find pieces of driftwood and seaweed. I look for shells and sand dollars. Sometimes I find pretty shells. I like to take them home. I keep the shells on a shelf in my bedroom. Whenever I want to, I look at the shells in my room. I think about the fun I have at the beach.

Total words: 58 - errors: 0 = words correct: 52

Retell: ORF Total: 52

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75
76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94						

Retell Total: _____

58
- 0

58 = 90%

52
58 = 90%

<p>LESSON ELEMENT</p>	<p>Lesson Topic: Decoding Student Learning Objective: After Explicit Phonics instruction, the student will decode 3 letter CVC words (both real pseudo-words) composed of the letters a,m,t,s,i,f,d, and r using sound recognition and blending strategies. SOL(s): 3rd English 3.3 The student will apply word-analysis skills when reading Materials: student white board, markers, eraser, probes, pencil</p>
<p>Context for Learning</p>	<p>"It is important to be able to decode words by recognizing individual letter sounds and blending them together"</p>
<p>Objectives</p>	<p>After Explicit Phonics instruction, the student will decode 3 letter CVC words (both real pseudo-words) composed of the letters a,m,t,s,i,f,d, and r using sound recognition and blending strategies.</p>
<p>Assessment</p>	<p>Probes will be administered as a baseline and after each of 4 lessons</p>
<p>Resources</p>	<p>CORE book</p>
<p>Content and Instructional Strategies</p>	
<p>Instructional Modality</p>	<p>One-on-one</p>

<p>Modeling</p>	<p>(adapted from CORE's Explicit Phonics Strategy, p 208) "Today we are going to practice blending words sound by sound. Watch me blend the first word." Write "M" on whiteboard. "The M makes the sound "mmmm". Write "A" on whiteboard. "The A makes the sound "aaaa" Scoop finger under the two. "When we blend them, it makes the sound "mmaaaa" Write "T" on whiteboard. "The T makes the sound "t" Lets blend the whole word (scoop finger) "mmaattt. Mat." Words for each lesson: L1: Mat L2: Fat L3: Rat L4: Fir</p>
<p>Check for Understanding</p>	<p>Using the strategy steps described above, write out the letters of the word and ask, "what sound does this make?" and "now blend them together." Correct if necessary saying, "(this letter) makes the ___ sound" Words for each lesson: L1: Sat L2: Sit L3: Sit L4: Tar</p>
<p>Guided Practice</p>	<p>Using the strategy steps described above, write out the letters of the word and ask, "what sound does this make?" and "now blend them together." Correct if necessary saying, "(this letter) makes the ___ sound" Words for each lesson: L1: Fat L2: Fit L3: Sir L4: Mar</p>

<p>Independent Practice</p>	<p>Write out the letters one at a time and have the student provide the sounds and blendings without prompting. Correct if necessary saying, "(this letter) makes the ___ sound" Words for each lesson: L1: Rat L2: Rim L3: Tad L4: Far</p>
<p>Wrap-up</p>	<p>"Now I'm going to have you read me a list of words. Some are real and some are not. It's okay if you don't know all of them, just read them as best as you can. Remember to sound them out the way we just practiced." (Administer probe)</p>
<p style="text-align: center;">Individualization</p>	
<p>Differentiation</p>	<p>This was a one-on-one lesson already differentiated and adapted to the student's specific learning needs.</p>
<p>Adaptations</p>	

Baseline - NOV 9

Baseline

"Tare"

Sif "sib"

Sad ✓

"Mare"

"Fare"

Taf "tare"

Rafe
"raue"

Ram "rain"

Dit ✓

Dim "Bim"

Rid ✓

Ris ✓

Mir "mie"

Did ✓

$$\frac{5}{14} = 36\%$$

LESSON 1 - NOV 9
Probe

Lesson 1

Tar "tare" ✓

Sif "sife" ✓

Sad ✓

"Marl" ✓

"Fare" ✓

Taf ✓

Raf ✓

Ram "Ram" ✓

Dit "bit" ✓

Dim "Bim" ✓

Rid ✓

Ris ✓

Mir ~~mir~~ ✓
self correct

Did ✓

$$\frac{7}{14} = 50\%$$

LESSON 2
Probe

NOV 14

"Tare"

✓ Ram

✓ Sif

✓ Dit

✓ Sad

✓ Dim

"Mare"

✓ Rid

"Fare"

✓ Ris

✓ Taf

✓ Mir ~~all presumed~~

-correct

Raf "Ref"

✓ Did

$$\frac{10}{14} = 71\%$$

Lesson 3 Probe

NOV 15

"Tare"

✓ Ram

✓ Sif

✓ Dit

Sad said (mb lang variation??)

✓ Dim

"Mare"

✓ Rid

"Farl"

✓ Ris

✓ Taf

✓ Mir

✓ Raf

✓ Did

$$\frac{10}{14} = 71\%$$

LESSON 4
PROBE

NOV 16

✓ Tare

✓ Sif

✓ Sad

✓ "Mare"

✓ "Fare"

✓ Taf ~~scribble~~

✓ Raf

✓ Ram

✓ Dit

✓ Dim "Bim"

✓ Rid

✓ Ris

✓ Mir ~~scribble~~

✓ Did

$$\frac{10}{14} = 71\%$$