

Jessica Cutler
TE 842
William's Data

William is a second grade student who could benefit from learning goals and strategies to help his literacy development. William was given assessments that determine phonics skills, fluency level, and comprehension level. William was given a Fry Sight-Word Inventory, an Elementary Spelling Inventory (ESI), an Informal Phonics Inventory (IPI), and an Informal Reading Inventory (IRI). Based on these assessments, I have found strengths and weaknesses for William's literacy skills.

According to the Fry Sight-Word Inventory (McKenna and Stahl, 2015 pg. 152), William read 94 words correctly, 95 after considering a self-correction. The words he missed for the first one hundred words were what, were, been, now, and find. The words he missed coincide with the skills he has not mastered according to the Informal Phonics Inventory (McKenna and Stahl, 2015, pg. 130-134) he also took. He is within systematic instruction for final blends, short vowels, the silent e, long vowel digraphs, or r-controlled vowels and -al. He is also within the review stage for beginning consonants and diphthongs. This data shows William has only mastered consonant sounds and consonant digraphs. The mastery of consonants is a part of the Emergent Stage for spelling.

William was given the first ten words on the Elementary Spelling Inventory. He only spelled one word (bed) correctly. When breaking down the individual skills, William has mastered beginning and final consonants, but not short vowels or digraphs. This data confirms what was found from the Fry Sight-Word Inventory and Informal Phonics Inventory. This data shows that William has moved passed the Emergent Stage and is in the Letter-Name Stage of spelling. This is in the range of the typical second grade student (McKenna and Stahl, 2015, pg.

159) however; it is far away from the end of the year goal of being in the Late Within-Word Pattern Stage, for second grade students.

The Informal Reading Inventory passage given to William is a Level One Narrative text. He had some background knowledge and familiarity with the topic of the passage titled "The Bear and the Rabbit." While reading he had 12 miscues that places him within the instructional level for fluency of this passage. He read 91 WPM (words per minute), which places him above the fluency level for second grade, which is the expected range of 43-89 WPM. After taking into account his miscues, William had 79 CWPM (Correct Words per Minute). This also places him above the appropriate range for CWPM for second grade, which is 19-77. The miscues William made while reading were miscues that changed the meaning of the text he was reading. While retelling details from the story he could recall 2/31 ideas appropriately. He gave a very basic overview of the story but not very many details. While answering questions, he answered 2/4 explicit questions correctly and 1/2 implicit questions correctly. This places him within the frustration level for comprehension for this passage.

Based on the data gathered from the various assessments given to William, he would benefit from a phonemic awareness learning goal and a text structure awareness learning goal. I believe the phonemic awareness learning goal will help William with his decoding skills and knowledge of the phonics skills he has not mastered. The text structure knowledge goal will be beneficial to William's ability to retell and recall important details in the text. This is an area that William struggles with which is seen in his retell of "The Bear and the Rabbit," and the explicit and implicit questions that correspond to the narrative story. Comprehension is the goal of reading and there are many pathways to improve and become a reader with great comprehension.

Learning goals with both phonological awareness and text structures, are pathways to improve comprehension.

Phonemic awareness will lead to greater knowledge of phonics and spelling abilities (McKenna and Stahl, 2015, pg.84) and would be beneficial to William because it will help decode words he is unsure of and work on the phonics skills he has not mastered, such as, consonant blends, short vowels, vowel digraphs, the rule of the silent e, and r-controlled vowels. Building the knowledge of how to decode these patterns and know them by sight will help with William's miscues and fluency.

The first strategy for phonemic awareness is a Blending Wheel. "Blending wheels can be used to provide practice with blending phonemes to make real words and pseudowords" (Lane, H. and Cullen Pullen, P., 2015, pg. 88). This practice allows students to practice and determine word patterns that create real words and ones that do not work. The wheel gives students the hand on experience of creating words then determining if it is a real word or a pseudoword. The wheel consists of three circles to create three and four letter words. The inner circle is consists of initial consonants and consonant clusters. The middle circle contains vowels, vowel digraphs, and other vowel combinations. This part of the wheel will be very beneficial to William in his creation of words and decoding them. The final circle contains final consonants and consonant clusters (Lane, H. and Cullen Pullen, P., 2015, pg. 88). William should practice making words and decoding regular spelling patterns. While using the wheel the teacher could help him to make a list of real words and pseudowords. This will help William solidify the patterns that work and the ones that do not. A wheel could be made to help William with his r-controlled vowels as well as silent e. Blending Wheels are a great tool in that they are easy to make and are easily adjustable to work on the need of students. Students can move into wheels to practice consonant clusters at the beginning and end of words and vowel digraphs in the middle of words (Lane, H. and Cullen Pullen, P., 2015, pg. 89).

Blending wheels can be constructed to create words that work on decoding that students need practice with. As William's decoding skills improve and his knowledge of vowel digraphs, diphthongs, short vowels, etc. increases, the wheels he uses will change and become more complex. This strategy is great for William because it will change and adjust as his skills improve.

The second strategy for phonemic awareness focuses on blending and segmenting skills. Many phonemic awareness practices can be done through many activities that are in a game format. The simplest of these games is mentioned in *Best Practices in Literacy Instruction*. This game focuses on blends and segments through riddle-guessing. The teacher begins by naming the category and giving a clue. The example that Gambrell and Morrow gives is "I am thinking of an animal that lives in the water and is a /f/ /i/ /sh/" (Gambrell and Morrow, 2015, pg. 175). The level of difficulty can be changed based on the skills the student is working on as well. This game can be used to learn the spelling skills and patterns of words that William needs help decoding. If the task is too challenging for him for patterns such as the silent e, objects in a bag could be used to help as clues. The objects can also help William make connections of spelling patterns to images (Gambrell and Morrow, 2015, pg. 175). At the beginning of each new spelling skill William works on, images and objects could be apart of the first lesson so that he can make connections right away. As he begins to be more confident with each skill he can focus more on the phonics of the word and not the images. William would benefit from identifying words practicing short vowels, consonant digraphs, vowel diphthongs, r-controlled vowels, consonant digraphs and consonant blends. Examples include, ship /sh/ /i/ /p/, chick /ch/ /i/ /ck/, drink /dr/ /i/ /nk/, join /j/ /oi/ /n/, star /st/ /ar/, etc. Using the riddles can be set up to focus on one spelling pattern at a time to help William find the spelling pattern and recognize the similarities between each of them. Using the example, "Fish" riddles using other words ending with -sh and -ish would help William to hear what sounds -sh makes together, and when paired with an "i" or other vowels they would create a short vowel sound. The riddle-guessing game

gives clues to the reader to make picture connections to the words they are spelling. I think this would be a strategy that would help William learn those spelling skills he has not yet mastered.

Text Structure is the second learning goal to help William to become a better reader. The ability to retell and recall details such as setting and characters, problems, goals, events, and the resolution for narratives, and cause and effect, problem and solution, and sequence of events for informational texts, will help with over all reading comprehension. With practice, these details can become easy to determine and recall.

The use of text structure guides will be a helpful strategy to help William with both narrative and informational texts. Gambrell and Morrow discuss graphic organizers I think would be beneficial for William. Using story maps would help to identify the setting, characters, conflict or problem, goal or plot, and resolution (Gambrell and Morrow, 2015, pg. 378). This tool would help William to focus on these details while reading instead of simply his fluency. Using the story map will make William aware of what he should be looking for while reading and also things to look for when reading back through a text. Story maps make it easy to organize information and become aware of the details that are main points in a text and the focus of comprehension based questions. Gambrell and Morrow discuss how informational texts follow one of five different text structures which include either descriptive, sequence, problem/solution or question/answer, compare and contrast, or cause and effect (Gambrell and Morrow, 2015, pg. 378). Students will benefit from using text features to help navigate these different text structures. Most informational texts include tools that William can use, such as a table of contents, glossary and graphics used in the text. Readers benefit from having guides to help determine various text structure details in informational texts since many of these texts are harder for students to comprehend. William did recall many details in his narrative Informal Reading Inventory and would likely recall less for an expository, or informational, text. The use of a table of contents will help William to determine where certain information can be found within a text instead of searching the entire passage, and the glossary would help William determine word

meanings in their contexts. This will help him to have better knowledge on the main topics and details in the text and lead to better overall comprehension.

The second strategy to help William with text structure is the “Narrative Text Structure: Story Element Sort” found in the Student Center Activities: Comprehension by the Florida Center for Reading Research. This strategy requires the student to read a text and identify the story elements using sorting cards. After reading a text, the student will identify various details into the characters, setting, problem, or solution categories. These details will be on element cards in a random order. The student(s) will then use what they recall from the text to determine which category the detail belongs in (Narrative Text Structure: Story Element Sort, 2007). This activity can be used in a group setting or one on one setting with the teacher. Students could be allowed to look back at the text and they may be told they are not allowed to look at the text. This strategy can be used for any narrative text and can be adjusted to be more challenging as William becomes better at sorting the details into their appropriate story element. This strategy can also incorporate multiple stories where students would have to sort more than one set of story structure details. The example cards given on pages 14-17 of this activity include details from “Lion and Mouse,” “Snow White and the Seven Dwarfs,” “Charlotte’s Web,” and “The Three Little Pigs.” The teacher could begin with details from a single story and add more details. This would be a good review after reading and practicing the texts previously. Story Element Sorts are very easy to differentiate based on the needs of the student. William would benefit from using this sort with multiple details for each category. For example, using the story “The Bear and the Rabbit,” details listed under the “Setting/Background” could be used to place under “Setting,” and details listed under “Resolution” would be placed under “Resolution” in the sort. Those details are key details that should be retold when discussing the story. If the student gets into the habit of looking for these details they will become more comfortable when using the sort, and become better at recalling details.

I believe William will benefit most from a Phonological Awareness goal and a Text Structure goal. He has accomplished the grade level expectations for fluency but needs strategies to build his comprehension. The Blending Wheel and Riddle Guessing game will help William to become better at decoding words and build his sight word knowledge. This will help with all of his miscues while reading which will increase his fluency and comprehension. The text structure organizers and text structure sorts will help him to recall specific details in the text and help him to comprehend texts easier.

Resources

Gambrell, L. B., & Morrow, L. M. (2015). *Best Practices in Literacy Instruction* (Fifth ed.). New York: Guilford Press.

Lane, H., & Cullen Pullen, P. (2015, December 4). Blending Wheels: Tools for Decoding Practice. *TEACHING Exceptional Children*, 48, 86-92. Retrieved November 18, 2016, from <https://education.ufl.edu/uflc/files/2015/12/LanePullen-2015-BlendingWheels.pdf>

McKenna, M.C., & Stahl, S.A. (2015). *Assessment for Reading Instruction* (3rd ed.). New York: Guilford Press.

Narrative Text Structure: Story Element Sort. (2007). Retrieved November 20, 2016, from http://www.fcrr.org/Curriculum/PDF/G2-3/2-3Comp_1.pdf