

# **Literacy Case Study – Sam**

TE 846  
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Comprehension is the act of understanding what you are reading, and is a crucial component to becoming an effective reader. When you read a selection you are taking on a series of cognitive processes. These processes take place prior to, during and after reading. Comprehension is so complex that the process is not something students acquire independently. Many Students may be able to read grade level texts, but without the comprehension piece, the reading selection is not making sense to the student.

### **I. Brief Background and Reason for Focus Project**

Sam is an eight-year-old Caucasian male who has just completed the third grade and will be entering the fourth grade in the fall of 2012. Sam is currently reading above grade level (DRA 48, End of fourth Grade), but struggles with the comprehension component of reading. Sam has struggled with comprehension in previous grades as well, and has been recently diagnosed with Attention Deficit Disorder. Sam is not classified as hyperactive, just slight inattentiveness that causes him to become easily distracted. Sam's parents feel that Sam's struggle to focus may have some restraints on his ability to comprehend what he is reading. Sam is very well liked by his teachers and peers, and is very respectful to others.

### **II. Home and Family**

Sam lives in the country in a small town with his step-mom, dad, and two sisters. Step-mom and dad are very involved in Sam's academic career and are very supportive in interventions to help improve Sam's comprehension ability. They have even considered

seeking out tutoring services to help Sam. Sam reads every night before bedtime for at least fifteen to twenty minutes. Sometimes Sam reads independently, aloud to a family member, or interactively with step-mom or dad. Step-mom and dad both have college degrees and work full time; step-mom is an elementary teacher and dad is an insurance agent.

### **III. Emotional Climate**

Sam often uses the dining room table as a desk to complete his homework so step-mom and dad can offer help whenever needed. Step-mom shared with me that they often sit with Sam while he is completing his homework and engage in meaningful discussions about his assignment.

### **IV. Literacy History**

Sam went to preschool prior to beginning kindergarten. In kindergarten through the second grade Sam received title I support. During third grade Sam worked two to three times a week for forty-five minutes with a classroom instructional aide completing comprehension-building activities.

### **V. Tests Given and Summary of Test Results**

To identify Sam's specific reading struggles and to be sure there are no underlying difficulties I have decided to administer a running record, DIBELS Oral Fluency Assessment

(using a progress monitoring booklet) and a DRA (Developmental Reading Assessment). A running record will allow me great insight on Sam's fluency, accuracy, etc. Administering a DIBELS assessment will give me more specific details regarding Sam's fluency and accuracy. Lastly, a DRA will also give specific details regarding Sam's fluency and accuracy, as well as an important comprehension piece (retelling, literal thinking, etc.).

### ***Pre-Assessment***

When I met with Sam for the first time, we met at his house and used the dining room table as our classroom. I began by initiating a conversation with Sam about reading trying to get an idea how he felt about reading. Next, I had Sam complete a DRA2 Student Reading Survey to get a better idea of his interests, reading strengths, and things

Sam felt he needed to work on to become a better reader. The first section titled *Wide Reading* Sam jotted down a few titles of books that he had recently finished reading, and the title of a book he is reading at home right now. Michigan Chillers, Diary of a Wimpy Kid series and the Flat Stanley series were the titles concluded Sam's list. Sam also reported that his favorite author is Jonathon Rand because he writes the Michigan Chiller series. Sam really enjoys the Michigan Chiller series because he likes "books about mysteries." Sam also shared with me that Jonathon Rand visited his elementary school for March is Reading Month when Sam was in second grade.

### ***Running Record***

After the reading survey, I administered a running record using the text *The Wall* (Benchmark S, from A to Z Reading). When deciding which benchmark book to use for the running record, I referred back to my reading correlation chart. Knowing that Sam is reading at a lower elementary DRA 48 (which was shared by step-mom), the correlation chart tells me Sam should be reading somewhere between a Benchmark S and a Benchmark U (using A to Z readers). However, knowing (again from information shared from step-mom) Sam struggles with comprehension, I didn't want to start out with too difficult of a text and discourage him right away.

*The Wall* is a tale that “tells what can happen when people are physically divided by ancient quarrels.” The children in the story are tired of the situation and take matters into their own hands with the help of a wise parrot” (Reading A to Z, readingatoz.com).

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*The Wall* has a total of fourteen pages, with the first 126 words used as the benchmark running record assessment passage. Sam read the passage in 47 seconds with a total of three mistakes for 98% accuracy. One of the mistakes was a visual cue; Sam substituted the word “agreement” for the word “argument.” Two of the words were “teacher told”, Sam asked how to pronounce the words, “nonetheless and scoundrels.” Once telling the words to Sam, he went back and reread the sentences.

During the running record Sam rarely paused for punctuation. After completing the running record, I asked Sam to tell me about the story. Sam's retell was pretty vague; Sam talked about there being holes in the wall, the wall was too high to climb, the people couldn't stand being neighbors, and they would fill in cracks in the wall. Even though, Sam retold four details, the details were in random order. The retell was consistent for Sam's grade level. I did not administer a higher level benchmark running record because Sam required teacher prompts to retell the story. Had Sam been able to retell more of the key events on his own, I would have administered a benchmark T running record from A to Z reading.

### ***DIBELS Oral Fluency***

The running record gave me quick insight in regards to Sam's oral fluency, accuracy and comprehension using, but I wanted more specific information. So, I administered a DIBELS oral fluency assessment with three unpracticed passages; *An Island Festival*, *Exploring South America*, and *A Gift from the Past*. On the first passage, *An Island Festival*, Sam read 107 WPM with only two errors. He pronounced the main character Kiri's name as Kira, and asked me to pronounce the word "eager." Sam was speed-reading the passage with minimal pauses for punctuation.

On the second passage, Exploring South America, Sam read 117 WPM with 100% accuracy. Again Sam was noticeably “speed reading” paying little attention to punctuation. On the third and final passage Sam read 125WPM with two mistakes. Sam substituted the word sled for the word slender, and asked for the pronunciation of the word Ancestors. Data illustrates Sam averaging 117 WPM with two mistakes on the DIBELS oral fluency assessment. Sam did very well on oral fluency, as all of his results are above grade level WPM.

TEST	Words Per Minute
<b>Benchmark 4:1 An Island Festival</b>	<b>107 WPM</b>
<b>Benchmark 4:2 Exploring South America</b>	<b>117 WPM</b>
<b>Benchmark 4:3 A Gift from the Past</b>	<b>125 WPM</b>

***DRA (Developmental Reading Assessment)***

***Oral Reading Fluency***

Lastly, I administered a DRA Level 40 (upper elementary) using the text *All the Way Under*. *All the way under* is about a young girl named Sonya who goes to visit her cousin for

the summer and overcomes her fear of water. Prior to reading, I handed Sam the booklet and let him take a look at the cover to get an idea of what the story was going to be about. Then, using the speaking prompts scribed in the administration booklet, I began the assessment. For the first portion of the assessment Sam read aloud a section of the passage. Sam read the text in 2:03, with 99% accuracy only making one mistake; substituting the word talking for the word taking. Sam scored Independent on oral fluency rate with 105-140 WPM (scores consistent with middle of the year fourth grade.)

While Sam was reading aloud, I noticed his expression didn't change very often, and he seldom yielded for punctuation. I scored Sam as instructional on expression and phrasing, because he was taking shorter pauses quite frequently and his expression conveyed meaning only some of the time.

### ***Comprehension***

Prior to reading the remainder of *All the Way Under* Sam compiled three questions he had during the oral fluency portion, as well as three predictions for the remainder of the story. On the questioning and prediction Sam presented two reasonable



questions and predictions that were directly related to the text. However, after reading Sam told a partial summary in his own words with a few prompts: 1) What happened in the beginning of the story, 2) How did Sonya feel about the water, and 3) What happened at the end of the story.

On the literal comprehension Sam had to list three things he had learned about Sonya in the story. Sam scored a 2 (instructional) with only partial information correctly responding to the question stating, “Sonya is afraid of the water, she doesn’t like her head dunked under water, and she hates seaweed.” Sam also scored a 2 (instructional level) on interpretation and reflection, providing limited information and partial understanding of the text implications. The interpretation question was, “How did Sonya’s feelings change about the beach” to which Sam replied, “She didn’t like the water because it was cold. Sam’s overall comprehension score on the DRA was a 12, which falls under instructional as well. After closely reviewing results of the assessments given it was clear to me that Sam’s oral fluency was at (or above) grade level, but Sam struggled with comprehension...specifically retelling/summarizing the passage read. The results supported my lesson focus on comprehension

VI. Lesson Plan Matrix

Lesson Foci/Date	Objectives (include including performance, conditions, and criterion. State the <i>Common Core State Standard</i> at the end of each objective.	Instructional materials (what will use to deliver the main objectives of the lesson)	On-going assessment (to measure attainment of objectives)
<p><b>July 16<sup>th</sup> &amp; 18<sup>th</sup></b></p> <p><b>Fluency &amp; Comprehension: Visualization</b></p> <p><b>Lesson Title: <i>What do I see</i></b></p>	<p>Sam will retell a fiction reading passage using a Story Elements Graphic Organizer</p> <p>* Retelling through concise summarization grade-level narrative and Informational text.</p> <p><b>R.CM.04.02</b></p>	<p><b>*Fluency Practice</b></p> <p><b>*Comprehension: Story element chart/Map</b></p> <p><b>*Drawing/Visualizing the read aloud (by me) titled <i>Camping Spree with Mr. Magee</i></b></p>	<p><b>*Fluency Passage Sam will be using the DIBELS Progress Monitoring Booklet Passage #5</b></p> <p><b>*Story Element Graphic Organizer</b></p>
<p><b>July 21<sup>st</sup> &amp; 23<sup>rd</sup></b></p> <p><b>Fluency &amp; Comprehension: Summarization</b></p> <p><b>Lesson Title: <i>BREAK IT DOWN... 5W's in the News</i></b></p>	<p>Sam will retell a nonfiction reading passage using the 5W's graphic organizer and the "Break it Down" Comprehension Strategy</p> <p>* Retelling through concise summarization grade-level narrative and Informational text.</p>	<p><b>*Break It Down Strategy/Create Bookmark</b></p> <p><b>*Comprehension: Summarization Savvy (5W's) graphic organizer</b></p> <p><b>* Fluency Practice</b></p>	<p><b>*Fluency Passage Sam will be using the DIBELS Progress Monitoring Booklet Passage #4</b></p> <p><b>*Break it Down</b></p> <p><b>*5 W'S graphic organizer</b></p>

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## VII. Reflections on Differentiated Lesson Plans

## VIII. Recommendations to Teacher and Parent/Guardian

### Lesson #1 of 2: *What do I see*

**Date:** July 16<sup>th</sup> and 18<sup>th</sup>

**Objective:** Sam will retell a fiction reading passage using a Story Elements Graphic Organizer

**GLCE'S:** Retelling through concise summarization grade-level narrative and Informational text.

**R.CM.04.02**

### **Rationale:**

### **Materials and Supplies:**

- DIBELS Progress Monitoring Fluency Passage #4
- Paper
- Pencil
- Crayons/Colored Pencils
- *Camping Spree with Mr. Magee*
- Fiction Reading Passage...*Shooting For Perfection* (Superteacherworksheets.com)
- Story Elements Map/Graphic Organizer

### **Lesson introduction (Approximately 30 Minutes):**

\* **July 16<sup>th</sup>:** To begin the lesson I read the story *Camping Spree with Mr. Magee*. Prior to reading the story I tell Sam I just want him to sit back and listen to the story I am about to read. While I am reading I want him to picture what is happening in the story, in his mind. Also, prior

to reading the story, we discuss creating mental images to help us understand what is happening in the story.... pretend like we are part of the story. I informed Sam that I would not be showing the pictures to him, so he could sit back, close his eyes and picture in his mind as if he were riding along side of Mr. Magee.

I also encourage Sam to ask questions as needed, and told him would stop frequently to allow him the opportunity to predict what was going to happen next. I begin with asking questions to connect Sam's prior knowledge with the story. The questions I asked included "when you camp, do you camp in a tent or camper, what do you like to do while camping, and tell me about your favorite camping trip.... why was it your favorite?" Next I shared a summary of *Camping Spree with Mr. Magee* by Chris Van Dusen. I chose this book because during one of our many discussions Sam shared with me his interests for camping, sports and animals.



\* "Mr. Magee and his trusty dog, Dee, are enjoying a peaceful camping trip when all of a sudden they find themselves plunging down a mountain and teetering on the edge of a huge waterfall! How will they find their way out of this slippery situation? Chris Van Dusen, the creator of *Down to the Sea with Mr. Magee*, has filled this new adventure with charming illustrations and a playful, rhyming text. A fun read-aloud for children (and adults!) on campouts or snuggling at home!" (<http://books.google.com/books>).

**\*During reading** I stopped frequently to ask questions and have Sam share his predictions of what was going to happen next.

- Why did they leave the marshmallows out?
- Why did the bear go under the hitch and not over it?
- How come Mr. Magee didn't wake up while they were rolling down the hill?
- Will Mr. Magee and Dee fall down the waterfall?

**\*After Reading**

- Who went on the camping trip?
- What items did they gather to build a campfire?
- Who visited the camper after Mr. Magee and his little dog Dee were asleep? What was the visitor interested in?
- Where did the camper end up after rolling down the hill?
- What stopped the camper from falling over the waterfall?
- Why did they end up camping in their backyard?

Outline of key Events (Approximately 30 minutes) upon finishing the story I

instructed Sam to create a drawing illustrating the story with the pictures he created in his mind using the white piece of drawing paper provided. I asked Sam to fill up as much of the white space as possible, and be able to explain his drawings when completed (please see attached pg.) After Sam has completed his drawing, I will have him explain to me what he drew and why? Why the illustrations he made were important to the story line. After reviewing Sam's drawing, I will have Sam practice reading oral fluency by administering a DIBELS progress monitoring passage (#4).

Although Sam's reading fluency rate is above grade level, I want him to practice reading with expression and pausing for punctuation (another struggle I noticed during the assessments administered). I will motivate him to read the passage by saying, 'now that your brain is all warmed up, I want to give you a chance to show off how AWESOME of a reader you are'.

**Lesson introduction (15 Minutes):**

\* **July 18<sup>th</sup>: This lesson will be a continuation of the lesson from July 16<sup>th</sup>.** We will start

our time together by reviewing a *Camping Spree with Mr. Magee*. While reviewing the story we will discuss the important story elements; main characters, setting, plot, the problem in the story and how the problem was solved. We will talk about the importance of story elements in helping us understand what we are reading.

**Outline of key Events ( Approximately 30 minutes)** Next, after we have finished our review and discussion I will hand Sam the narrative reading passage titled *Shooting for protection*. Again, I chose this reading piece to go along with Sam's interest in sports that he had shared during an earlier discussion. Together we will read the first paragraph of the reading selection. While we are reading we will summarize the beginning, discuss important story elements and predict what will happen in the rest of the story. I will have Sam finish reading the remainder of the passage independently. When Sam is finished with the story he will complete the story element graphic organizer. After completing the organizer Sam and I will review his answers together allowing him to explain his reasoning and ask questions if needed.

*\* Shooting for protection (Please see attached, pg.)*

“With basketball tryouts around the corner, Jason is busy working on his free throws. He wants to make every one to impress his coach, but shooting for perfection isn't easy”

(Superteacherworksheets.com).

## Closing of the Lesson:

### Lesson 1 Reflection

Our first “lesson: together was on Monday July 16<sup>th</sup>

### Lesson #2 of 2: ***BREAK IT DOWN... 5W's in the News***



**Date:** July 21<sup>st</sup> and 23<sup>rd</sup>

**Objective:** Sam will retell a nonfiction reading passage using the 5W's graphic organizer and the “Break it Down” Comprehension Strategy

**GLCE'S:** Retelling through concise summarization grade-level narrative and Informational text.

**R.CM.04.02**

### **Rationale:**

### **Materials and Supplies:**

- DIBELS Progress Monitoring Fluency Passage #5
- Paper
- Pencil
- WWW&W Graphic Organizer
- Non Fiction Reading Passage... *Roly-Poly Pill Bugs* (Superteacherworksheets.com)
- Non-Fiction Reading Passage... *A Reptile of Many Talents* (Superteacherworksheets.com)
- Construction Paper for Bookmark



## **Lesson introduction (30 Minutes):**

**July 21st:** To begin the lesson I will explain to Sam all about the “Break it down” comprehension strategy. The break it down comprehension strategy is a step-by-step process of breaking down a reading piece, to make it easier for students to comprehend. I often use this strategy for nonfiction reading passages to help students “pull out” the important information the author is trying to tell them. After explaining all of the steps in the strategy, together Sam and I will create a colorful bookmark that we can use to help us remember each step.

### **\*Break it down:**

***Step 1: Underline the title (so the student is aware of what the passage is about)***

***Step 2: Number the Paragraphs (makes it easier to reference after reading)***

***Step 3: Read the follow up questions (helps determine what information you are looking for)***

***Step 4: Circle important words in the passage (generally bold faced words, dates, etc.)***

***Step 5: Begin reading the passage. While you are reading, highlight the most important sentence in each paragraph.***

***Step 6: Answer the follow up questions (Start out by eliminating any “silly”***

*answers, answers you know for sure are wrong.*

Outline of key Events ( Approximately 30 minutes) Next, with our bookmarks in front of us, I will model the strategy for Sam using the nonfiction passage titled, *Roly-Poly Pill Bugs*. Sam will have a copy of his own to practice the strategy on as well. We will begin with step 1: underlining the title, and complete the remaining steps (2-6). After modeling the strategy and giving Sam a chance to practice, I will administer another DIBELS progress monitoring passage (#5) for practice with fluency, expression and yielding for punctuation.

**Lesson introduction (15 Minutes):**

\* **July 23<sup>rd</sup>:** **This lesson will be a continuation of the lesson from July 21<sup>st</sup>.** We will start our time together by reviewing the *Break it Down Strategy*. While reviewing the strategy we will discuss how this strategy can help us to better understand what we are reading. We also discuss times when this strategy could really come in handy (MEAP, Reading passages, Reading Assessments, etc). I will make sure Sam has his bookmark with him to refer to if need be. We will also discuss how to pull out the important information that the author is trying to share with us... the 5 W'S (who, what when, where, and why).

Outline of key Events ( Approximately 30 minutes): Next, after we have

finished our review and discussion I will hand Sam the nonfiction reading passage titled *A Reptile of Many Talents*. Again, I chose this reading piece to go along with Sam's interest in Animals that he had shared during an earlier discussion. We will begin the steps of the *Break it Down Strategy*, and together we will read the first paragraph of the reading passage. While we are reading we will highlight the most important sentence in each paragraph. When predict what will happen in the rest of the story. I will have Sam finish reading the remainder of the passage independently. When Sam is finished with the story he will complete the 5 W's graphic organizer. After completing the organizer Sam and I will review his answers together allowing him to explain his reasoning and ask questions.

**Closing of the Lesson:**

**Lesson 2 Reflection**

Post assessment DRA  
Parent/Teacher recommendations

**Bibliography**

**Student Consent Form**  
**Running Record Administered *The Wall***

**DIBELS Passage #1**  
**DIBELS Passage #2**  
**DIBELS Passage #2**

**DRA *Student Survey***

**DRA *All the way Under* book**

**DRA *All the way Under* Teacher Scoring Sheet**  
**DRA *All the way Under* Student Answer booklet**  
**Camping with Mr Magee picture**  
**Narrative passage**  
**Story map**  
**DIBBELS passage #4**  
**Break it down book mark**  
**Two nionfiction passages**  
**5 w's organizer**  
**DIBELS passage #5**

**post dra book, teacher booklet**  
**student booklet**