**LITERACY ASSESSMENT REPORT**

**STUDENT: Casper ------------**

**DOB: 5/20/2011**

**AGE: 7 years-0 months**

**GRADE LEVEL: Kindergarten**

**SCHOOL: P. K. Yonge Developmental Research School**

**DATES OF ASSESSMENT: Pre: 5/24/2018 & 5/31/2018; Post: 6/27/18**

**ASSESSOR: Morgan Phillips**

**BACKGROUND INFORMATION**

Casper is a 7 year old student at P.K. Yonge Developmental Research School who has completed his second year of Kindergarten and is going into first grade. Casper completed the Summer Adventures in Literacy (SAIL) program last summer (2017) and this summer (2018). He has an IEP for a speech impediment and mispronounces ‘r’s as ‘w’s. His speech impediment is not extreme, but noticeable. However, he is still very easy to understand.   
 Casper’s parents have stated that they wanted him to attend SAIL again this year to solidify reading skills that he has developed in the past year. His Kindergarten teacher expressed the same thing, stating that the main purpose of SAIL for him would be to prevent losing his reading skills over the summer. Casper’s teachers also described him as “knowing more than he leads on” and not performing as well around people. Casper’s parents also expressed a desire for him to improve his writing abilities because they see him struggle with writing tasks at home. They also emphasized that they see a significant lack of confidence in Casper when reading and writing.

**BEHAVIORAL OBSERVATIONS**

During assessments, Casper was extremely cooperative, followed all directions, participated with full effort and was very friendly and respectful. There were no behavioral interruptions during assessments that could discredit the results. During interventions, Casper always worked hard, tried his best, followed directions and was engaged in activities and lessons. Casper’s teachers described him as performing better academically with adults that knows and have a relationship with. Therefore, relationship building was a top priority for the first few days of SAIL. After building a friendship with Casper, it seemed like he enjoyed our sessions and put forth even more effort than during assessments, before I was familiar to him. Occasionally during assessments and post-assessments, Casper had a hard time focusing but responded very well to redirection and was able to continue.

**ASSESSMENT PROCEDURES AND RESULTS**

The purpose of performing assessments is to identify Casper’s strengths and weaknesses with reading. These assessments give insight into which elements of literacy Casper are struggling with specifically, and which element he has strong development with. These assessments also provide a baseline to establish Casper’s reading level prior to intervention and allow us to measure how his reading abilities have grown after intervention.

**CORE ASSESSING READING: MULTIPLE MEASURES**

This battery of assessments allows for the comprehensive assessment of a wide range of skills related to reading. The tests can be used for screening, diagnosis, and progress monitoring. Select subtests were administered to focus on the areas of reading likely to be difficult for Casper.

***~~CORE Phonological Segmentation Test~~***

~~The~~ *~~CORE Phonological Segmentation Test~~* ~~assesses awareness of the sounds of spoken language. This phonological segmentation assessment is used to determine whether deficits in phonemic, or individual sound, awareness account for the student’s reading or spelling delays. The tasks in this assessment are typically mastered in kindergarten and first grade.~~

|  |  |  |
| --- | --- | --- |
| **~~Subtest~~** | **~~Results~~** | **~~Mastery Level~~** |
| ~~Sentences into Words~~ | ~~X/5~~ | ~~Mastery level~~ |
| ~~Words into Syllables~~ | ~~X/8~~ | ~~Mastery level~~ |
| ~~Words into Phonemes~~ | ~~X/10~~ | ~~Mastery level~~ |
| **~~Total~~** | ~~X/23~~ | ~~Mastery level~~ |

I did not conduct this assessment with Casper because he showed very good phonological awareness on A Sound Beginning.

***~~CORE Phoneme Deletion Test~~***

~~The~~ *~~CORE Phoneme Deletion Test~~* ~~can determine whether deficits in phonemic, or sound, awareness account for student’s reading or spelling delays. According to research, phonemic awareness, or the awareness of individual sounds in spoken language, is a strong indicator of the ease with which a child will learn to read.~~

~~Reading requires an individual to identify specific graphemes (letters) and connect them with the sounds (phonemes) they represent and then blend those sounds to produce a word. The ability to isolate phonemes is an important prerequisite for this process. This assessment includes four phoneme deletion tasks arranged in order of difficulty. The first task assesses the student’s ability to delete initial phonemes. The remaining tasks assess the student’s ability to delete final phonemes, initial phonemes in blends, and phonemes embedded in blends.~~

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| --- | --- | --- |
| **~~Phoneme Deletion Subtest~~** | **~~Results~~** | **~~Mastery Level~~** |
| ~~Initial Sound (Grade 1)~~ | ~~X/5~~ | ~~mastery level~~ |
| ~~Final Sound (Grade 1)~~ | ~~X/5~~ | ~~mastery level~~ |
| ~~First Sounds of a Consonant Blend (Grade 2)~~ | ~~X/5~~ | ~~mastery level~~ |
| ~~Embedded Sound of a Consonant Blend (Grade 3)~~ | ~~X/5~~ | ~~mastery level~~ |

I did not conduct this assessment with Casper because he showed very good phonological awareness on A Sound Beginning.

***CORE Phonics Survey***

The *CORE Phonics Survey* is used to assess the phonics and phonics-related skills that have a high rate of application in beginning reading. A student’s ability to use knowledge of sound/letter correspondences (phonics) to decode words greatly determines or influences his or her ability to read individual words. This assessment is divided into subtests. The Alphabet Skills and Letter Sounds Subtest assesses knowledge of letter names, consonant sounds, and long/short vowel sounds. The Reading and Decoding Skills Subtest assesses the ability to correctly decode both real words and pseudo words (made up words). Pseudo words, or nonsense words, are included for each skill to measure the students’ ability to accurately apply phonics concepts to unfamiliar words.

This assessment is a mastery test, which means that it is expected that students will ultimately get all items correct. There are three levels of mastery for the CORE Phonics Survey: benchmark (mastered), strategic (nearly mastered), and intensive (needing instruction). The levels indicate the degree to which a student struggles with individual phonics-related skills.

|  |  |  |
| --- | --- | --- |
| **Alphabet Skills and Letter sounds** | **Results** | **Achievement Level** |
| Letter Names-Uppercase | 26/26 |  |
| Letter Names-Lowercase | 22/26 |  |
| Consonant Sounds | 15/21 |  |
| Long Vowel Sounds | 0/5 |  |
| Short Vowel Sounds | 5/5 |  |
| Total | 68/83 | Strategic level |

|  |  |  |
| --- | --- | --- |
| **Reading and Decoding Skills** | **Results** | **Achievement Level** |
| Short Vowels in CVC Words | 8/15 | Intensive Level |
| Consonant Blends with Short Vowels | 6/15 | Intensive Level |
| Short vowels, digraphs, & *–tch* trigraph | 2/15 | Intensive Level |
| R-controlled vowels | 0/15 | Intensive Level |
| Long vowel spellings | 2/15 | Intensive Level |
| Variant vowels | 1/15 | Intensive Level |
| Low frequency vowel and consonant spellings | 0/15 | Intensive Level |
| Multisyllabic words | N/A |  |

I stopped the assessment before the multisyllabic words section because Casper was having difficulty with the previous sections.

Casper scored in the strategic level for \_\_\_, which indicates he is working below grade level.

Casper was able to name all uppercase letters but had to self-correct himself three times with the letters C (read as K), K (read as X), and I (read as L). Casper was able to identify 22 lowercase letters. He had difficulty identifying the letters d (read as b), g (read as j), b (read as d), q (read as p). He also struggled with the lowercase letter c (read as x) but was able to self-correct. Casper produced the majority of consonant sounds correctly but struggled with the sounds /d/ (read as /b/), /t/ (read as /ch/), /y/ (read as long e), /g/ (read as /j/), /b/ (read as /d/) and /q/ (read as /p/). However, since these are mainly the same letters that he struggled with when identifying letter names, the difficulty could be with identifying the letter opposed to matching the correct sound to the letter.

Casper excelled with short vowel sounds, being able to produce each sound fluently. He was unable to produce long vowel sounds as well, but it should be noted that long vowel sounds had not yet been introduced in his SIPPS intervention program during the P.K. Yonge school year.

When reading decodable words, words that can be sounded out, Casper was able to read 6/10 real Consonant-Vowel-Consonant (CVC) words with short words, such as “sip” or “bun”. He struggled with the short vowel sounds in these words, mixing up short i, e and a sounds. He also struggled to read nonsense (made-up) CVC words with short vowels, mixing up the letters p, b and d.

Casper was able to read some words with short vowels and blends, two letters whose sounds slightly ‘blend’ together, like /st/ or /tr/. In this section, he also had difficulty with mixing up the letters p and q, and short vowel sounds.

For the rest of the assessment, Casper had difficulty decoding words with digraphs (two letters that produce one sound, like /th/, /ch/ or /sh/), r-controlled vowels (/or/ /er/ /ar), long vowels (like the word tape, key or toe), variant vowels (/ew/, /oo/ or /oi/) and other low frequency vowel and consonant spellings (like ‘kn’, ‘wr’, ‘\_mb’). However, it is very important to know that these spelling patterns have not yet been introduced to him in his reading intervention program at school, SIPPS.

***~~CORE Vocabulary Screening~~***

~~The~~ *~~CORE Vocabulary Screening~~* ~~measures how well students know the meaning of grade-level words they read silently. The task involves reading a word in a box and choosing which of the three answer choices means about the same as the word in the box. It is considered a pure measure of reading vocabulary in that there is no need to comprehend text in order to complete the task and there is no context to provide clues to the meaning of the word.~~

|  |  |
| --- | --- |
| **~~Score~~** | **~~Mastery Level~~** |
| ~~/30~~ | ~~Mastery Level~~ |

I did not conduct this assessment because Casper scored well above average on the Peabody Picture Vocabulary Test.

**A SOUND BEGINNING**

*A Sound Beginning* assessment is designed to determine a student’s level of phonological awareness, which is the conscious awareness of or sensitivity to the sound structure of language. Phonological awareness includes the ability to detect, match, blend, segment, and manipulate the sounds in spoken language. Phonological awareness is directly related to reading ability, precedes skilled decoding, and a phonological awareness deficit is usually associated with deficits in reading. There are four levels of phonological awareness: word, syllable, onset-rime, and phoneme (sound). This assessment was administered pre-intervention only as a diagnostic tool and the results are included below.

|  |  |
| --- | --- |
| **Phonological Awareness Subtest** | **Results** |
| Word Level | 9/10 |
| Syllable Level | 13/15 |
| Onset-Rime Level | 14/15 |
| Phoneme Level | 19/20 |
| Total Score | 55/60 |

Casper scored 92% on this assessment, indicating that he has very strong phonological awareness, meaning he is able to distinguish and manipulate sounds audibly (separate from written letters). He was able to blend (put together), tap (separate) and delete syllables, onsets and rimes (beginning and ends of words), and phonemes (single sounds) mostly fluently. He was also able to match and generate rhyming words. His mistakes during this assessment were minor and on the most difficult test items. Since Casper has very strong phonological awareness, his struggles with reading are most likely with written letters (phonics), not distinguishing and manipulating spoken sounds.

**TEST OF WORD READING EFFICIENCY**

The *Test of Word Reading Efficiency (TOWRE)* assesses a student’s ability to automatically recognize and decode words. This is a norm-referenced test, or a test that indicates a child’s performance as compared with other students in the same age range. The first subtest, *Sight Word Efficiency,* assesses the student’s ability to read sight words, or high-frequency words, within the allotted time. The second subtest, *Phonemic Decoding Efficiency,* consists of a list of nonsense words, which assesses the student’s ability to quickly decode unknown words.

|  |  |  |
| --- | --- | --- |
| **Subtest** | **Standard Score** | **Percentile Rank** |
| Sight Word Efficiency | 74 | 4th |
| Phonemic Decoding Efficiency | 84 | 14th |
| **Total Word Reading Efficiency** | 158  Index=78 | 7th |

Casper’s score indicates that he is in the below average range as compares with his age-level peers. Casper was able to read several sight words but struggled with decoding nonsense words and often mixed up short vowel sounds. Casper also struggled with some consonant sounds, like d and b while decoding. Casper was able to read more sight words in 45 seconds, but struggled with several of the words.

**~~SAN DIEGO QUICK ASSESSMENT OF READING ABILITY~~**

~~This test measures the recognition of words out of context. Generally, proficient readers are equally accurate both in and out of context, while struggling readers tend to overly rely on context and recognize words in context more easily than those out of context. The test consists of 13 graded lists from pre-primer to eleventh grade level. The words within each list are of about equal difficulty while each list becomes increasingly more difficult.~~

|  |  |
| --- | --- |
| **~~Mastery Level~~** | **~~Grade Level~~** |
| ~~Independent Level~~ | ~~X~~ |
| ~~Instructional Level~~ | ~~X~~ |
| ~~Frustration Level~~ | ~~X~~ |

I did not conduct this assessment because the TOWRE assessed Casper’s ability to read words out of context.

**DYNAMIC INDICATORS OF BASIC EARLY LITERACY SKILLS**

The *Dynamic Indicators of Basic Early Literacy Skills* (DIBELS) is a set of individually administered assessments of early literacy skills. These assessments are administered via one-minute timings and determine fluency in several different areas of early literacy, which include letter naming fluency, phoneme segmentation fluency, nonsense word fluency, and oral reading fluency.

***Letter Naming Fluency (LNF)***

Knowing letter names is strongly related to children's ability to remember the forms of written words and their ability to treat words as sequences of letters. Students are presented with uppercase and lowercase letters arranged in random order and are asked to name as many letters as they can.

***Phoneme Segmentation Fluency (PSF)***

This measure assesses a student's ability to segment three- and four-phoneme words into their individual phonemes fluently.

***Nonsense Word Fluency (NWF)***

This measure assesses a student's knowledge of letter-sound correspondence and ability to blend letter sounds into words. Students are presented with randomly ordered short nonsense words (e.g., sig, rav, ov) and asked to read as many words as they can.

|  |  |  |
| --- | --- | --- |
| **Subtest** | **Score** | **Mastery Level** |
| Letter Naming Fluency | 48 | Core |
| Phoneme Segmentation Fluency | 50 | N/A |
| Nonsense Word Fluency | CLS: 31  WRC: 8 | Core  Core |

**CLS= Correct letter-sound correspondences**

**WRC= Words recoded completely and correctly as a whole word**

Casper scored core (on grade level) for letter naming fluency and nonsense word fluency. Casper was able to name letters very accurately and quickly. However, Casper did struggle to follow the letters across the line and skipped lines multiple times. Casper excelled with segmenting phonemes (separating sounds) of words read to him. This indicates strong phonemic awareness, or the ability to indicate and manipulate individual sounds. He was also able to read nonsense words very well for his grade-level. When reading these words, Casper was able to sound out each sound and then put the sounds together to form the word. He struggles with some sounds, like /j/ (read a /g/) and some short vowels (a, e, o).

***Oral Reading Fluency (ORF)***

The DIBELS *Oral Reading Fluency (ORF)* measure is a standardized, individually administered test of accuracy and fluency with connected text. Student performance is measured by having students read a passage aloud for one minute. Words omitted, substituted, and hesitations of more than three seconds are scored as errors. Words self-corrected within three seconds are scored as accurate. The number of correct words per minute from the passage is the oral reading fluency rate. The median score of three passages administered is used to determine the student’s mastery level. Casper’s results were as follows:

**Grade level of passages administered:** First Grade (Middle of Year)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Oral Reading Fluency** | **Correct Words**  **Per Minute** |  |  |  |
| Passage 1 | 5 |  | **Median Score** | **Mastery Level** |
| Passage 2 | N/A |  | 5 | Intensive |
| Passage 3 | N/A |  |  |  |

This assessment was discontinued after Passage 1 because the directions prompted for assessment to be discontinued after Passage 1 if fewer than 10 words were read correctly.

This assessment is based off a middle year first grade passage. Casper’s individual level would be beginning of first grade. However, this is the lowest grade-level DIBELS test available to assess Oral Reading Fluency.

Casper’s median ORF score was 5, which is considered below average for first grade level. Casper’s Oral Reading Fluency mastery level is intensive, meaning that intervention is necessary to be on grade-level. This indicates that Casper experienced difficulty with reading decodable and sight words in context. For example, Casper struggles with the words “cold”, “this” and “winter”. However, Casper was able to read some sight words like “it”, “has” and “been”. Casper struggled with reading these words quickly and confidently.

**PEABODY PICTURE VOCABULARY TEST**

The *Peabody Picture Vocabulary Test* (PPVT) is an individually administered assessment that measures receptive vocabulary, or the words understood when presented verbally. The administrator says a word and shows the student a page with four pictures. The student must choose which picture best represents the word provided.  This test is scored based on age in years and months, and the score is then compared to same-age peers. The PPVT is considered a reasonable indicator of overall verbal ability. Casper’s scores on the PPVT were as follows:

|  |  |
| --- | --- |
| **Standard**  **Score** | **Percentile**  **Rank** |
| 123 | 94th |

Casper’s standard score was 123, which is in the 94th percentile. Being in the 94th percentile means that Casper score higher than 94% of his age-level peers. This indicates that his vocabulary knowledge is above average for his age. Casper has an extensive knowledge of vocabulary and was able to show knowledge of vocabulary words on an adult’s level.

**QUALITATIVE READING INVENTORY-6**

The *Qualitative Reading Inventory*-*6* (QRI-6) is designed to determine a student's instructional level of reading, or the level of text that provides the appropriate mix of success and challenge to promote learning. The QRI assesses basic reading skills, including word recognition, listening comprehension, reading comprehension, and decoding. The QRI-6 begins with administering a series of word lists to determine the student’s beginning passage level. The student then answers a variety of questions to assess and activate prior knowledge, makes a prediction based on the title and questions, reads the passage, retells the story, and answers a range of comprehension questions.

The levels of the QRI passages are as follows:

|  |  |
| --- | --- |
| **Pre-primer** | Pre-kindergarten |
| **Primer** | Kindergarten/Early First Grade |
| **One** | First Grade |
| **Two** | Second Grade |
| **Third** | Third Grade |

The scores for each level of the QRI passages are reported as one of the following:

|  |  |
| --- | --- |
| **Independent** | Student can read the passage without support from an adult. Passage level is appropriate for student to read independently. |
| **Instructional** | Student can read the passagewith some support from an adult, providing some challenges and some successes. Passage level is appropriate for student to read during instruction. |
| **Frustration** | Passage is extremely difficult/too challenging for student. Passage level is not appropriate for student. |

The results from the QRI-6 include two components: an oral reading score and a reading comprehension score. These two scores are then combined to determine the overall score of that passage. The goal when administering this assessment is to find the student’s highest instructional level.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Oral Reading Proficiency** | | | | |
|  | **CWPM** | **# errors** | **Accuracy** | **Word Read Level** |
| **Pre-primer 1** | 12 | 2 | 70% | Instructional Level |
| **Pre-primer 2** | 7 | 6 | 50% | Frustration Level |

Casper is able to read at the Pre-Primer 1 Level text at an instructional level, or the level at which Casper can read with some support, and has success and challenges. Casper reached frustration, or the level at which decoding difficulties may negatively impact comprehension at the Pre-Primer 2 level. Casper read very slowly as this level, making is difficult for him to focus on what was going on in the story. Casper struggled with words like “write” and “just”.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Reading Comprehension Proficiency** | | | | |
|  | **Retell** | **Explicit Questions** | **Implicit Questions** | **Comprehension Level** |
| **Pre-primer 1** | 4 | 4/5 | 0/5 | Instructional level |
| **Pre-primer 2** | 2 | 5/5 | 0/5 | Independent level |
| **Pre-primer 3\*** | 3 | 5/5 | N/A | Independent level |

\*Pre-primer 3 text was read aloud to Casper to assess comprehension level only.

Casper comprehended at an instructional level (opposed to independent level) at Pre-Primer 1 simply because he replied that he “didn’t remember” the answer to one question, but indicates a much higher comprehension level. Casper is able to comprehend Level Pre-primer 2 text at an independent level. In addition, Casper is able to comprehend text **read aloud** to him at a Pre-primer 3 level. However, Casper seemed surprised at how easy this text was to comprehend, indicating that he is able to comprehend much more complex text read aloud to him.

The Total Passage Level scores from Casper’s QRI-6 assessment are recorded below. The Total Passage Level indicates the overall degree of challenge represented by a particular level of text.

|  |  |  |  |
| --- | --- | --- | --- |
| **Total Passage Level** | | | |
|  | **Word Identification Level** | **Comprehension Level** | **Total Passage Level** |
| **Pre-primer 1** | Instructional level | Instructional level | **Instructional level** |
| **Pre-primer 2** | Frustration level | Independent level | **Frustration level** |
| **Pre-primer 3** | N/A | Independent level |  |

Casper was able to read and comprehend at an instructional level on the Pre-primer 1 level. He reached his frustration level while reading at level Pre-primer 2. However, Casper was able to comprehend a passage read aloud to him at level Pre-primer 3. Casper also indicated that the passages were far too easy for him when it came to comprehension, showing that he is most likely able to comprehend much more complex text.

**PRINT AWARENESS**

Print awareness refers to the knowledge of print concepts, which develops as children are exposed to print. A few examples of print concepts are: title, punctuation, where to begin reading, cover, capital letters, and pictures. A student uses a book to identify specific elements as requested.

**Print Awareness Checklist**

|  |  |
| --- | --- |
| Print Concept | Identified Correctly (Yes/No) |
| Title | Yes |
| Period | Yes |
| Question mark | Yes |
| Exclamation mark | Yes |
| Where to begin reading | Yes |
| Direction to read in | Yes |
| Cover | Yes |
| Capital letter | Yes |
| Picture | Yes |

Casper is able to identify all concepts of print easily. He did not struggle or hesitate with any concepts and shows mastery of these skills.

**HANDWRITING ASSESSMENT**

Handwriting assessment examines both letter formation accuracy and handwriting fluency. Letter formation skills provide an indicator of a student’s letter knowledge. Handwriting fluency is a reliable predictor of the student’s later overall writing skill. To assess Casper’s handwriting, he was asked to “write the alphabet in order” on a blank sheet of paper.

Casper is able to form letters quickly and correctly with a modified tripod grip. This grip consists of all fingers and the thumb grasping the point of the pencil. While this grasp is not ideal for writing, it is important to note that during SAIL, Casper wrote with a tripod grasp, or Pincer grip, (with the first two fingers and thumb grasping the tip of the pencil) when prompted. The tripod grasp is ideal for letter formation. While Casper formed nearly all of his letters correctly, he struggled with forming the letter “s” correctly, writing the letter in two separate motions. Without prompting, he wrote some uppercase letters and some lowercase letters. Casper is right-handed and writes fairly largely. While Casper’s letter formation is very good, he struggled to remember the alphabet without prompting. He had difficulty after the letter “l”, struggling with the order of the letters and with omitting some letters, like “q” and “x”.

**~~INVENTED SPELLING ASSESSMENT~~**

~~The~~ *~~Invented Spelling Assessment~~* ~~requires a student to spell a list of unfamiliar words. The student is not expected to know the conventional spellings of these words. Instead, each response is scored based on how well it represents each of the sounds in the word and how closely it approximates the correct spelling.~~

|  |  |  |
| --- | --- | --- |
| **~~Word~~** | **~~Student Response~~** | **~~Score~~** |
|  |  | ~~/4~~ |
|  |  | ~~/4~~ |
|  |  | ~~/4~~ |
|  |  | ~~/4~~ |
|  |  | ~~/4~~ |
|  |  | ~~/4~~ |
|  |  | ~~/4~~ |
|  |  | ~~/4~~ |
|  |  | ~~/4~~ |
|  |  | ~~/4~~ |
| **~~Total~~** | | ~~/40~~ |

I did not conduct this assessment with Casper because he showed good phonics knowledge *at his level*.

**~~WRITTEN EXPRESSION~~**

~~Writing is very closely linked with reading, and assessment of written expression allows for insight into the student’s expertise with the use of language, including such elements as grammar, vocabulary, organization, conventions, and spelling.~~

I did not conduct this assessment with Casper since he just finished Kindergarten for the second time and does not have significant enough writing skills.

**SUMMARY OF INITIAL FINDINGS**

Casper has shown that he has very good phonological awareness and is able to detect, segment, blend and manipulate sounds. This is a critical skill for decoding (reading) words that he has strongly developed. Based off the data, Casper incorrectly identifies letters such as "b","d" "p" and “q". This makes producing the correct sound while reading difficult and often leads to sounding out or reading the word wrong. Overall, Casper has a good grasp on letter-sound correspondences (what sound each letter makes). However, he does mix up the sounds for “g” and “j”, in addition to letters he is struggling to identify. Casper is able to produce correct letter sounds when decoding the majority of the time. However, he struggles to produce correct short vowel sounds *when decoding.* He is able to produce short vowel sounds correctly in isolation (when *only* that vowel is presented), but tends to mix up vowel sounds when they are presented in a word.

The CORE Phonics Survey gave great insight into Casper’s specific struggles with decoding words. Casper was able to name all uppercase letters but had to self-correct himself three times with the letters C (read as K), K (read as X), and I (read as L). Casper was able to identify 22 lowercase letters. He had difficulty identifying the letters d (read as b), g (read as j), b (read as d), q (read as p). He also struggled with the lowercase letter c (read as x) but was able to self-correct. Casper produced the majority of consonant sounds correctly but struggled with the sounds /d/ (read as /b/), /t/ (read as /ch/), /y/ (read as long e), /g/ (read as /j/), /b/ (read as /d/) and /q/ (read as /p/). However, since these are mainly the same letters that he struggled with when identifying letter names, the difficulty could be with identifying the letter opposed to matching the correct sound to the letter.

Casper excelled with short vowel sounds, being able to produce each sound fluently. He was unable to produce long vowel sounds as well, but it should be noted that long vowel sounds had not yet been introduced in his SIPPS intervention program during the P.K. Yonge school year. When reading decodable words, words that can be sounded out, Casper was able to read 6/10 real Consonant-Vowel-Consonant (CVC) words with short words, such as “sip” or “bun”. He struggled with the short vowel sounds in these words, mixing up short i, e and a sounds. He also struggled to read nonsense (made-up) CVC words with short vowels, mixing up the letters p, b and d. Casper was able to read some words with short vowels and blends, two letters whose sounds slightly ‘blend’ together, like /st/ or /tr/. In this section, he also had difficulty with mixing up the letters p and q, and short vowel sounds. For the rest of the assessment, Casper had difficulty decoding words with digraphs (two letters that produce one sound, like /th/, /ch/ or /sh/), r-controlled vowels (/or/ /er/ /ar), long vowels (like the word tape, key or toe), variant vowels (/ew/, /oo/ or /oi/) and other low frequency vowel and consonant spellings (like ‘kn’, ‘wr’, ‘\_mb’). However, it is very important to know that these spelling patterns have not yet been introduced to him in his reading intervention program at school, SIPPS.

Casper’s vocabulary knowledge is far above average, on par with an adult’s vocabulary knowledge. Casper also has very strong comprehension skills, which is strengthened by his in-depth vocabulary knowledge. Casper’s comprehension abilities seem to be much more advanced than his decoding abilities, meaning he is able to understand much more complex text than he is able to read.

I observed that during the TOWRE assessment Casper often guessed what the word was instead of attempting to decode it. This indicates that Casper is struggling to indicate the sound each letter makes and then put those sounds together to form a word. This struggle was also apparent when assessing his Oral Reading Fluency.

**INTERVENTION PROCEDURES AND OBSERVATIONS**

Casper participated in the University of Florida Literacy Initiative (UFLI) Summer Adventures in Literacy (SAIL) program at P.K. Yonge Developmental Research School, from 6/11/18 to 6/27/18. The SAIL program met for three weeks, five days per week, four hours per day, for a total of 15 days. Casper attended 13 days of SAIL. SAIL is an intensive reading remediation program designed to provide struggling readers with an academic boost to help them be better prepared for the coming school year.

**INTERVENTION PROCEDURES**

For approximately three hours each day, Casper received small-group reading intervention and whole-group activities in a classroom setting. This intervention was provided in groups of between two and twelve students and was tailored to meet the needs of the students in the group.

Casper also received 15 one-hour sessions of tutoring using the UFLI-Intensive tutoring model. UFLI-Intensive is a one-on-one tutoring model that uses multisensory techniques and is based on an Orton-Gillingham (OG) approach. This intervention approach is intended primarily for use with students who have significant difficulties with reading, spelling, and writing. Such difficulties are typically associated with dyslexia.

UFLI-Intensive tutoring uses an explicit, systematic, and intensive approach. The model also employs multisensory methods to introduce and practice skills and concepts needed for proficient reading. That is, students use visual (sight), auditory (sound), kinesthetic (movement), and tactile (touch) neural pathways simultaneously to take in and store new information. Reading requires extensive processing of auditory or phonological (i.e., speech sound) information, and difficulty with phonological processing is the core deficit associated with most reading difficulties. Multisensory techniques are thought to help the reader process auditory information more accurately and efficiently by supporting that processing using other senses and connecting the auditory (speech sounds) with the visual (e.g., letters, words), kinesthetic (e.g., mouth movements during speech, hand movements during letter formation), and the tactile (e.g., noticing the feel of a speech sound, feeling the shape of a letter). The multisensory techniques can focus on the “micro” level, such as noticing what is happening in the mouth during speech, or on the “macro” level, such as “sky writing” letters or tapping out words.

The first step of each lesson is a skill and concept review, designed to develop automaticity and confidence with letter-sound associations, reading and spelling words, and applying previously learned concepts. The second step focuses on spelling both phonetically regular and irregular words and combining words to form sentences. During the third step, new concepts are introduced using multisensory methods. Each lesson concludes with practice reading connected text, focusing on fluency, vocabulary, and comprehension.

UFLI-Intensive tutoring follows a scope and sequence designed to ensure that students master specific letter-sound associations, understand various syllable types and syllable-division patterns, and are able to apply spelling rules. During Casper UFLI-Intensive tutoring sessions, the following concepts were introduced and practiced:

* “b” and “d” Reversals: Distinguishing between the two similar looking letters, practicing reading and writing with b’s and d’s
* Consonant Digraphs: two consonants that make one sound
  + /sh/
  + /ch/
  + /th/
  + /ck/
  + /ph/
  + (/wh/ review from SIPPS)
* Consonant Blends: two consonants that make two separate sounds but whose sounds ‘blend’ together
  + \_l (ex. fl, gl, cl, bl)
  + \_r (ex. cr, br, gr, fr)
  + s\_ (ex. st, sl, sr, sk)
* Glued Sounds: sounds that when together, are distorted into a new sound(s)
  + (/am/, /an/, /all/ review)
  + /ing/, /ang/, /ong/, /ung/
  + /ink/, /ank/, /onk/, /unk/
* Suffixes: word endings that give meaning
  + -ed (/ed/)
  + -s (/s/ and /z/)
* Doubling Rule: when f, l, s, or z comes at the end of a one syllable word after a short vowel, that letter will be doubled
  + \_ff (ex. fluff)
  + \_ll (ex. hill)
  + \_ss (ex. mess)
  + \_zz (ex. buzz)
* Long Vowels with VCe Pattern: words spelled with a Vowel-Consonant-Vowel-e (silent e)
  + i\_e (ex. pipe)
  + a\_e (ex. made)
  + o\_e (ex. mode)
  + u\_e (ex. mute)
* Syllable Types: A syllable is a word or part of a word with one vowel sound
  + Open Syllable: a syllable that ends with a long vowel (ex. yo in yogurt)
  + Closed Syllable: a syllable with a short vowel that ends with one or more consonants (ex. pic as in picnic)
* R-Controlled Vowels: the distorted vowel sound made when an “r” is combined with a vowel
  + /ar/ (ex. car)
  + /or/ (ex. for)
  + /ir/, /er/, ur/ (ex. stir, mixer, fur)
* Vowel Teams: two vowels that make a single long vowel sound
  + ee (long e) (ex. meet)
  + ea (long e) (ex. steap)

**OBSERVATIONS DURING INTERVENTION**

While Casper excelled with the majority of concepts taught during UFLI! Casper did extremely well with digraphs, blends, glued sounds, the doubling rule, and the VCe spelling pattern for long vowels. After practice, Casper was able to read and write fluently with all of these spelling patterns. Casper experienced difficulty with some concepts like r-controlled vowels, suffixes, syllable types and using various long vowel spelling in context. Casper was able to read and write individual words with these spelling patterns but struggled using them in context. Prompting and repeated practice seemed to help Casper the most with these topics but he still needs practice and prompting with these patterns.  
 Casper’s reading fluency (speed and accuracy) improved greatly over the course of UFLI/SAIL. Casper went from reading 25 words/min with 6 errors to reading 75 words/min with 2 errors. After much practice, Casper is able to use his skills in context but will still benefit from practicing doing so.  
 Casper does a great job of reading with prosody, or feeling. He often reads a sentence, then re-reads that sentence as an ‘enthusiastic’ reader would. This is a fantastic strategy for building fluency and comprehension. Casper would especially use this skill when reading leveled text (just right text) that was interesting or engaging. This kind of text makes reading practice much more motivating for Casper.  
 By the end of SAIL, Casper was still relying on many of the visuals we used to introduce concepts. For example, Casper still referenced the “b” and “d” distinction visual. While visuals are a great strategy for reinforcing concepts, Casper should eventually be weaned off of these visuals and be able to read and write without them.  
 Casper experienced great success with slight prompting. For example, simply saying “double check” urged Casper to reexamine the word that he already knew wasn’t quite right. After reexamination, he was almost always able to produce the correct word. This is a skill that Casper will eventually be able to do himself but still relies on.

**POST-INTERVENTION ASSESSMENTS**

At the conclusion of SAIL, several additional assessments were administered to measure Casper’s growth during the program. These assessments focused on the key skills addressed during individual, small-group, and whole-class intervention.

***CORE Phonics Survey***

|  |  |  |
| --- | --- | --- |
| **Alphabet Skills and Letter sounds** | **Results** | **Achievement Level** |
| Letter Names-Uppercase  Pre:  **Post:** | 26/26  **26/26** |  |
| Letter Names-Lowercase  Pre:  **Post:** | 22/26  **26/26** |  |
| Consonant Sounds  Pre:  **Post:** | 15/21  **21/21** |  |
| Long Vowel Sounds  Pre:  **Post:** | 0/5  **5/5** |  |
| Short Vowel Sounds  Pre:  **Post:** | 5/5  **5/5** |  |
| Total  Pre:  **Post:** | 68/83  **83/83** | Strategic level  **Benchmark level** |

|  |  |  |
| --- | --- | --- |
| **Reading and Decoding Skills** | **Results** | **Achievement Level** |
| Short Vowels in CVC Words  Pre:  **Post:** | 8/15  **13/15** | Intensive Level  **Strategic Level** |
| Consonant Blends with Short Vowels  Pre:  **Post:** | 6/15  **10/15** | Intensive Level  **Strategic Level** |
| Short vowels, digraphs, & *–tch* trigraph  Pre:  **Post:** | 2/15  **10/15** | Intensive Level  **Strategic Level** |
| R-controlled vowels  Pre:  **Post:** | 0/15  **5/15** | Intensive Level  **Intensive Level** |
| Long vowel spellings  Pre:  **Post:** | 2/15  **5/15** | Intensive Level  **Intensive Level** |
| Variant vowels  Pre:  **Post:** | 1/15  **4/15** | Intensive Level  **Intensive Level** |
| Low frequency vowel and consonant spellings  Pre:  **Post:** | 0/15  N/A | Intensive Level |
| ~~Multisyllabic words~~  ~~Pre:~~  **~~Post:~~** | ~~N/A~~  ~~N/A~~ |  |

I stopped this assessment due to Casper's frustration level increasing. This topic was also not covered in our time together at SAIL.

Casper’s alphabet skills and knowledge of letter sounds has improved significantly, to the point of mastery. Casper is able to identify the names and sounds of all letter (uppercase and lowercase), opposed to prior to SAIL when he struggled with naming some lowercase letters and producing some consonant sounds. In addition, Casper is now able to produce every long vowel sound, which shows significant growth.

Casper’s reading and decoding skills have also greatly improved. Prior to SAIL, Casper struggled to decode words with short vowel sounds and was unable to decode words with other spelling patterns. Casper is now able to decode nearly all words with short vowels, including words with blends and digraphs. Casper is still struggling to decode words with other spelling patterns, like words with R-controlled vowels, long vowel sounds and variant vowels. However, it is important to know that these are newly introduced concepts that Casper is still practicing and that he has not yet been introduced to words with variant vowels.

Many of Casper’s errors during this post-assessment were due to mixing up “b” and “d”, “p” and “q”, and short vowel sounds, like short “e”, “i” and “a”. This was also the case with the pre-assessment. This pattern of errors shows that Casper consistently struggles with reading with these sounds *in context.* Casper is able to identify all of these sounds correctly when they are isolated, but continues to confuse them when they are read in a whole word.

**TEST OF WORD READING EFFICIENCY**

|  |  |  |
| --- | --- | --- |
| **Subtest** | **Standard Score** | **Percentile Rank** |
| Sight Word Efficiency  Pre:  **Post:** | 74  **81** | 4th |
| Phonemic Decoding Efficiency  Pre:  **Post:** | 84  **91** | 14th |
| **Total Word Reading Efficiency**  **Pre:**  **Post:** | 158  **172** | 7th  **16th** |

Casper’s score indicates that he is still in the below average range as compares with his age-level peers, but has improved significantly during SAIL. Casper was able to read 8 more sight words than during the pre-assessment. The words that Casper missed were all words that he has read successfully and fluently during SAIL, leading to the conclusion that he underperformed possibly due to the pressure of being timed and having to hurry.

Casper also improved on the decoding portion of this assessment. He was able to decode 4 more words that during the pre-assessment. Casper’s errors mainly consisted of mixing up short vowel sounds, like short “e”, “i” and “a”. Casper also struggled with decoding words with long vowels. However, it is important to know that long vowels are newly introduced and Casper is still practicing this newly introduced spelling pattern.

Overall, Casper has shown significant growth in reading sight words and decodable words and is able to do so more quickly.

**DYNAMIC INDICATORS OF BASIC EARLY LITERACY SKILLS**

|  |  |  |
| --- | --- | --- |
| **Subtest** | **Score** | **Mastery Level** |
| Letter Naming Fluency  Pre:  **Post:** | 48  **57** | Core  **Core** |
| Phoneme Segmentation Fluency  Pre:  **Post:** | 50  \*N/A | N/A  N/A |
| Nonsense Word Fluency  Pre:  **Post:** | CLS: 31  WRC: 8  **CLS: 39**  **WRC: 15** | Core  Core  **Core**  **Core** |

**CLS= Correct letter-sound correspondences**

**WRC= Words recoded completely and correctly as a whole word**

\*Phoneme Segmentation Fluency Post-Assessment was not given due to a lack of time and because Casper showed acceled with phoneme segmentation on the pre-test and was not a skill that was directly instructed and expected to improve.

Casper showed improvement in each area of this assessment. Casper is able to name letters more quickly and accurately. He can also read and blend letter sounds more quickly and accurately. Casper’s abilities in these areas were already strong, but now they are even stronger.

***Oral Reading Fluency (ORF)***

**Grade level of passages administered:** First Grade (Middle)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Oral Reading Fluency** | **Correct Words**  **Per Minute** |  |  |  |
| Passage 1  Pre:  **Post:** | 5  **11** |  | **Median Score** | **Mastery Level** |
| Passage 2  Pre:  **Post:** | N/A  **15** |  | 5  **13** | Intensive  **Strategic** |
| Passage 3 | \*N/A |  |  |  |

\*Passage 3 was not administered due to a lack of time.

Casper’s median ORF score was 13, which is 8 more words than during the pre-assessment, which shows significant growth. The score is considered below grade average for the middle of first grade (the lowest score benchmark available for ORF). However, the more important consideration is that Casper more than doubled his score after three weeks of practice. He also made half (3:6) of the errors that he made during the pre-assessment, showing that is accuracy is also developing. The words that Casper struggled with are words that I am confident he is able to read with prompting (see Recommendations). Overall, he has shown fantastic growth with his Oral Reading Fluency.

**SUMMARY & INTERPRETATION OF FINDINGS**

Casper has shown very significant growth across all assessments. In each area of assessment, Casper has improved as expected. This shows that, with practice, Casper is able to excel and improve. Most significantly, Casper more than doubled his Oral Reading Proficiency, or amount of words he was able to read at a grade level passage. This assessment is most significant because it assesses how Casper incorporates all other skills (like phonological/phonemic awareness, reading sight words and decoding) to read a passage. After SAIL, Casper was able to use his decoding abilities, sight word knowledge and fluent reading skills to read more than twice the amount of words in a minute than in pre-assessments.  
 Casper has shown to have strong phonological and phonemic awareness skills, above-average vocabulary knowledge and solid comprehension skills. Casper is able to identify, segment and blend phonemes (individual sounds). He has an extensive knowledge of vocabulary, which helps him comprehend text. In addition to vocabulary knowledge, he’s shown to be able to comprehend text far above his reading ability.   
 Casper’s main struggles come with phonemic decoding. He now has a strong knowledge of letter names and sounds but struggles to use that knowledge when decoding words. Casper often mixes up certain consonants like “b” and “d”, and “p” and “q”. This is most likely due to a problem identifying the letter opposed to producing that letter’s sound. However, Casper also has difficulty producing the correct short vowel sound when reading CVC words. This seems to be a problem due to Casper mixing up short vowel sounds, not due to him identifying the letter incorrectly. For example, Casper read, “sep” instead of “sip” during his first CORE Phonics assessment. This error doesn’t seem to be because he thought the letter “i” in “sip” was an “e”. This error seems to be because he thought the letter “i” makes the short e sound. This problem is different than how he struggles with “b”, “d”, “p” and “q” because that is due to him struggling to identify which letter it is, not which sound that letter makes. Casper is almost always able to correct these errors with a simple prompt to “double check”. However, when Casper reads independently, without prompting, he continues to have difficulty with short vowel sounds. This appeared as a problem during assessments. However, based on his achievement during intervention, I am confident that he is able to reading nearly every word that he made a mistake on, with the slightest prompting to “double check”.  
 Casper also struggles with remembering sight words. While he’s shown significant growth, Casper still struggles with reading sight words in context and writing sight words. On several assessments, Casper came across sight words that we have worked with but struggled with those words. I’m confident that he would have been able to read those words with slight prompting. However, when working individually, Casper has difficulty remembering irregular words.  
 Overall, Casper has grown significantly throughout SAIL. Casper always puts forth as much effort as possible, accelerating his growth. Casper is very eager to learn and is extremely hard working. Based on Casper’s growth throughout SAIL, he’s proven that he is capable of immense growth with repeated practice, prompting and directed literacy activity.

**RECOMMENDATIONS**

To ensure that Casper continues to make progress, it is important that he received ongoing support. Below, you will find two sets of recommendations that are based on Casper’s specific needs. One set is for Casper’s family to implement at home and the other set is for his teacher(s) to implement at school. With the ongoing assistance, encouragement, and practice described, Casper will continue to improve in reading.

**RECOMMENDATIONS FOR HOME**

1. *Pound and Sound:* When Casper is writing, you can prompt him to “pound and sound” when he wants to write a word that is decodable (a word that you are able to sound out). To ‘pound and sound’, have Casper make a fist with his left hand and hit his fist on the table while saying the whole word. Then, starting with his pinky finger, tap each finger (left to right) on the table as he says the sounds in the word. Note that this strategy does not work with irregular words (sight words).
2. *Clap and Tap:* To practice sight words, Casper can use the ‘clap and tap’ strategy. To ‘clap and tap’, clap your hands together while saying the whole sight word. Then, tap your hand on a surface (from left to write) as you spell the word. Then, swipe your hand on the surface, under where you tapped the word, and say the whole word again. If you’re sitting across from Casper, you can do this with him but mirroring him, so that he is tapping from left to right. This can help Casper when he’s learning a new sight word or trying to write a sight word.
3. *Prompting:* When you’re reading or writing with Casper, you can give him a hint to help him with a word he’s struggling with instead of giving him the answer. Prompting him instead of giving him the word helps him think about the word and learn it. If the word is a sight word (irregular, cannot be sounded out), you can have Casper spell the word if he sees it in a book. This may jog his memory of practicing this word. You could also give him a visual cue. For example, if he doesn’t recognize the word “what”, you could put your hands up and out, and shrug. If the word is decodable (able to be sounded out), you can prompt him to sound out the word. Casper responds **very** well to prompts simply indicating if the word is a “sight word” or if he should “sound out”. In addition, when Casper makes a mistake reading a word or with a sound in a word, he is almost always able to correct himself if he is prompted to “double check”.
4. *Read ‘Just Right’ Books (Leveled Texts)*: Having Casper read books that are right on his level is one of the best ways to practice using all of the skills he’s learning. A book that is ‘just right’ for Casper is one where he can read the majority of the words on his own but struggles with some words-this is how he practices reading new words. When he is struggling with a new word, you can prompt him (see #3) but still allow him to figure out the word.
5. *Write To Practice*: Writing is great practice for spelling sight words and sounding out decodable words. When Casper is writing, he may need prompting to know if a word is a sight word or decodable word if it isn’t familiar to him. However, eventually, he should practice deciding which kind of word it is himself. But you can prompt Casper to sound out words, counting sounds on his fingers to help him figure out the word he’s trying to write. You can also verbally spell sight words with Casper to help him with irregular words as needed. Encouraging him to write a letter to a friend, teacher or parent is a great way to motivate him to practice writing.
6. *Play Zap:* You can play Zap! at home by writing sight words on popsicle sticks (or slips of paper) and writing "zap" on 3-5 sticks. Then, take turns pulling and reading words. You can ask Casper to "help you" with your word. When you pull “zap!”, you have to put all of your sticks back in! You can also use this game with decodable words. For example, since Casper has been struggling to distinguish short vowel sounds, you could make a Zap game with various short vowel words (ex. sit, sat, set) to practice sounding out these words. If you use this game with sight words and decodable words, you may need to tell Casper which kind of word you are playing with.
7. *Build with Manipulative Letters:* You can practice building words and reading words with magnetic letters on the fridge. If you don’t already have these, you can find them at Walmart or Target. You could also make manipulative letters just by writing each lowercase letter on its own slip of paper. You can say a word and have Casper build that word, pounding and sounding when needed. You can also build words for Casper and have him read those words. This strategy works with any decodable word and you can use words with any of the spelling patterns listed under the concepts taught in UFLI.
8. *Sound Drill:* Though this strategy is more monotonous, Casper seems to benefit from it greatly. To drill Casper on sounds, you can write letters and different sound spellings (listed in concepts taught during UFLI) on notecards. Then, simply show Casper each note card (as flash cards), asking him what sounds that letter makes. Casper can tell you just the sound, without telling you the letter name (to become more automatic with sounds). However, if he’s struggling with sounds, it may help him to say the name of the letter (or spelling pattern) and sound. As of now, he would definitely benefit from working on r-controlled sounds, glued sounds, suffixes and long vowel sounds (see concepts taught in UFLI for examples).
9. *Multisensory Sight Word Practice:* Using methods that require several of Casper’s senses is a great way to make practice more fun! You can use sand, gel, play-doh, textured surfaces, finger movement and whole body movement to help Casper learn and practice sight words. Sight words were his least favorite part of UFLI so using fun methods like these is a great way to motivate him to practice. In/on materials like sand, gel, play-doh and textured surfaces, you can have Casper practice spelling sight words. At first, he may need to look at the word to be able to spell it. But if he practices several times, he should be able to write the word without looking. You can use this strategy in conjunction with Clap and Tap to help him solidify his sight word knowledge.
10. *Repeated Practice:* This strategy has seemed to be the most important for Casper! Repetition helps Casper solidify his knowledge of all concepts! Having Casper read leveled books multiple times, write/spell sight words multiple times, and read words with the same spelling practice multiple times is the best way to make sure Casper masters these concepts. On his assessments, he struggled with new concepts introduced in UFLI/SIPPS. With more repeated practice, I’m confident he will become as accurate with those skills as he is with other skills, like naming letters, that he’s practiced over and over. You can use any of the strategies named above multiple times, as often as possible to keep Casper’s skills growing!

**RECOMMENDATIONS FOR SCHOOL**

1. *Repeated Practice:* This strategy has seemed to be the most important for Casper! Repetition helps Casper solidify his knowledge of all concepts! Having Casper read leveled books multiple times, write/spell sight words multiple times, and read words with the same spelling practice multiple times is the best way to make sure Casper masters these concepts. On his assessments, he struggled with new concepts introduced in UFLI/SIPPS. With more repeated practice, I am confident he will become as accurate with those skills as he is with other skills, like naming letters, that he’s practiced over and over. You can use any of the strategies named above multiple times, as often as possible to keep Casper’s skills growing!
2. *Sight Word Practice:* Casper often struggles with reading and writing sight words. Prompting him that the word is a “sight word” helps him a lot. In addition, repeated practice with sight words helps him remember them when reading and writing. ‘Clap and Tap’ and repeated writings are great ways for Casper to practice sight words and learn new sight words. Casper really benefits from reading new sight words in context.
3. *Prompting:* Casper responds **very** well to prompts simply indicating if the word is a “sight word” or if he should “sound out”. In addition, when Casper makes a mistake reading a word or with a sound, he is almost always able to correct himself if he is prompted to “double check”.When you’re reading or writing with Casper, you can give him a hint to help him with a word he’s struggling with instead of giving him the answer. With sight words, you can have Casper spell the word if he sees it in a book. This may jog his memory of practicing this word. You could also give him a visual cue. If the word is decodable, you can prompt him to sound out the word. Casper responds **very** well to prompts simply indicating if the word is a “sight word” or if he should “sound out”. In addition, when Casper makes a mistake reading a word or with a sound, he is almost always able to correct himself if he is prompted to “double check”.
4. *Multisensory Methods:* Using methods that require several of Casper’s senses is a great way to make practice more fun! You can use sand, gel, play-doh, textured surfaces, finger movement and whole body movement to help Casper learn and practice sight words. Sight words were his least favorite part of UFLI so using fun methods like these is a great way to motivate him to practice. In/on materials like sand, gel, play-doh and textured surfaces, you can have Casper practice spelling sight words. At first, he may need to look at the word to be able to spell it. But if he practices several times, he should be able to write the word without looking. You can use this strategy in conjunction with Clap and Tap (see home recommendations for an explanation of this strategy) to help him solidify his sight word knowledge.
5. *Read Leveled Text with Teacher Guidance:* Casper really benefits from reading with a teacher because he often needs prompting to know if he should sound out a word or if it is a sight word. He also really benefits from having someone to tell him to “double check” when he makes a mistakes. Reading leveled texts also helps Casper put his newly learned textbooks into context.
6. *Review of Introduced Concepts:* Casper seems to do very well with new concepts but often forgets what was taught without repeated practice. Casper benefits from multiple days of review and using concepts in as many contexts as possible. Without this review, Casper seems to forget new information, which reflects on assessments. In addition, Casper needs reminders of visuals and strategies used when a new concept is presented during practice.
7. *Pound and Sound/Counting Sounds:* When Casper is writing, you can prompt him to “pound and sound” when he wants to write a word that is decodable (a word that you are able to sound out). To ‘pound and sound’, have Casper make a fist with his left hand and hit his fist on the table while saying the whole word. Then, starting with his pinky finger, tap each finger (left to right) on the table as he says the sounds in the word. Note that this strategy does not work with irregular words (sight words).
8. *Writing to Practice:* Writing is great practice for spelling sight words and sounding out decodable words. When Casper is writing, he may need prompting to know if a word is a sight word or decodable word if it isn’t familiar to him. However, eventually, he should practice deciding which kind of word it is himself. But you can prompt Casper to sound out words, counting sounds on his fingers to help him figure out the word he’s trying to write. You can also verbally spell sight words with Casper to help them with irregular words as needed. Encouraging him to write a letter to a friend, teacher or parent is a great way to motivate him to practice writing.