**Evaluator and Instructor: Ashley Meyer**

**Dates of instruction: July 15-30**

**Class: University of Mary Reading Clinic**

**Student Name: Steve (name has been changed)**

**Last Grade Attended: Kindergarten**

**School Attending:**

**Materials sent to next school: Yes**

**Parent/Guardian Name:**

**Home address:**

**Home phone number:**

**Summary of Fountas and Pinnell Informal Reading Inventory:**

|  |  |  |
| --- | --- | --- |
| Independent | Instructional | Frustration |
|  | Level C |  |

Oral Passage:

While reading a “Level C” Steve had a total of seven miscues. Four of the miscues were substitutions that affected the meaning of the text. Two of the miscues were substitutions that affected the structure of the text, and for the last miscue Steve was told the pronunciation.

The results of the miscue analysis indicate Steve does not consider context clues to correct his errors while he is reading. Steve reads to cover the text, not to gain understanding. It would be in his benefit to continue to be asked, “Does that make sense?” or “What do you think the author means in that sentence?”

Comprehension of Oral Passage:

Steve needs some prompting while answering questions after reading the passage. The results for the oral comprehension indicate that Steve needs further instruction in details and inferring.

Written Reflection:

While writing Steve showed more comprehension through the drawing than the writing. Steve displayed a partial understanding of the text with his use of key words but did not use sentences.

**Core Phonics Survey Results:**

The Core Phonics Survey asses the phonics and phonics-related skills in beginning reading. The purpose of administering this assessment is to clarify specific phonetic skill deficits.

**Alphabetic skills indicate the following strengths and weaknesses:**

|  |  |  |  |
| --- | --- | --- | --- |
| Naming Upper Case Letters | Correct  26 out of 26 | Strengths | Areas to work on |
| Lower Case  Letters | Correct  24 out of 26 | Strengths | Areas to work on  B and D |
| Consonant  Sounds | Correct  19 out of 21 | Strengths | Areas to work on  B and D |
| Long Vowel  Sounds | Correct  4 out of 5 | Strengths | Areas to work on  U |
| Short Vowel  Sounds | Correct  5 out of 5 | Strengths | Areas to work on |

**Reading and Decoding skills indicate the following strengths and weaknesses:**

|  |  |  |  |
| --- | --- | --- | --- |
| Short Vowels in  CVC words | Correct  13 out of 15 | Strengths | Areas to work on  Reading through whole word |
| Consonant blends with short vowels | Correct  5 out of 15 | Strengths | Areas to work on  To difficult to continue through to end |
| Short vowels, digraphs & tch | Correct  ? out of 15 | Strengths | Areas to work on  To difficult to continue |
| R-controlled  Vowels | Correct  ? out of 15 | Strengths | Areas to work on  To difficult to continue |
| Long vowel spellings | Correct  ? out of 15 | Strengths | Areas to work on  To difficult to continue |
| Variant  Vowels | Correct  ? out of 15 | Strengths | Areas to work on  To difficult to continue |

The information above indicates Steve would benefit from a review of lower case letters and consonant sounds of b and d, and long vowel sound of u.

The information above indicates Steve would benefit from explicit instruction in the following areas of short vowels in CVC words, and consonant blends with short vowels.

The information above indicates Steve has a solid grasp of naming uppercase letters and short vowel sounds needed to decode most words.

High frequency word assessment indicates Steve was fluent with 35 out of 50 words. A few words Steve would benefit from reviewing before school begins are: of, was, for, from, or, word, what, when, their, there, which, each, were, use, how.

**Summary of Material Used and Instructional Practices:**

Comprehension Strategies

Asking questions:

I explained why asking questions while reading is important to readers. I then showed him what questions I had while reading. Before reading *Tuesday* by David Weisner, we talked about what questions the cover gave us. Then as we read we recorded any questions that came up.

Inferring:

Steve infers lots of information while he reads without realizing it. He often looks to the pictures when trying to decode words. To start inferring information that is left out of the text, we read and tried to figure out the ending of *I Want My Hat Back* by Jon Klassen and *Stuck* by Oliver Jeffers. Maxon did really well with this. We also inferred what the end of the sentences by using rhyming words in *I Ain’t Gonna Paint No More!* by Karen Beaumont. While reading *No, Cat!* (Leveled Reader D), Steve was able to infer information about the characters without any prompting.

Visualizing:

To start practicing visualizing, Steve drew a picture with all of his writings. Then we talked about how the reader has pictures of the story in his or her head. I told him a story about a whale with only a paper boat as a prop then he made a book of the story using only pictures.

Word Work:

Word Sort for digraphs th, sh, ch, wh

Sound boxes for digraphs th, sh, and ch

Sound boxes for consonant sounds b and d

Making words for b, d, short u, and digraphs

**Summary of Instruction:**

During my time with Steve, we focused most of the time of decoding. At first, he sounded out words but did not listen to the sounds he made or he would substitute new words. As he read he began to pay closer attention to the sounds and self correct when meaning broke down. As we read I noticed that he started to use more emotion.

It seemed to me that Steve needed some more work with writing sight words and high frequency words. He appeared to develop a better understanding of the different digraphs and their sounds. His confusion with the short u sound cleared the more he used it.