**Instructional Clinic Report**

**North Carolina State University**

**College of Education**

**Raleigh, NC 27695**

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| **Student Name:** Lee Brooks **Tutor:** Amanda Ricketts |
| **Age:** 7  **Grade:** 1st  **Dates of Tutoring:** February 12th, February 19th, February 26th, March 12th, March 19th, March 26th, April 2nd, April 9th, April 16th, April 23rd, 2013 |
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Lee was brought to the North Carolina State University Literacy Clinic in January of 2013 for evaluation of his literacy-related issues. Following his evaluation, he received hour-long, weekly individualized instruction from February 2013 through April 2013. Based on specific needs determined by his initial evaluations, Lee was found to need support in comprehending text, increasing sight word knowledge, identifying vowel patterns, motivation to read, and reading stamina,

His instructional level for reading text was found to be at an early first grade level and his fluency rates (measured in words correct per minute) indicated that Lee was consistent with 50% of other first grade students. It was observed throughout the assessment period that Lee struggled with reading for long periods of time. After the initial five minutes of reading, Lee’s accuracy, comprehension and fluency rates significantly declined due to his inability to focus on the text.

Though Lee could consistently identify blends and vowel pairs in isolation, he struggled to read words that incorporated them and would often guess after the first letter. Lee was inconsistent when reading high frequency words in context and was found to often interchange words; yet still preserving the meaning of the sentence, which lead to a decrease in reading accuracy.

For comprehension, although Lee demonstrated the ability to make connections and predictions, his answers to comprehension questions often lacked strong evidence from the text.

In this report, I describe the instruction Lee received at the clinic, the progress he made over the course of our sessions, and I end with recommendations for further instruction.

**Description of Instruction**

Each hour-long session with Lee involved focusing on his areas of need.

Lee typically began by identifying a stamina goal for the session and then re-reading a familiar text as I recorded him reading on an iPad. Lee was explicitly taught different strategies to build his reading stamina such as using a pointer to assist with tracking, stopping after every page to ask himself what he learned, and how readers go back to re-read sentences in order to comprehend. Lee also practiced sitting down correctly in the seat while reading, rather than standing and moving around and worked on avoiding environmental distractions. Afterwards, Lee listened to his recording as he followed along with the text. This activity not only helped increased Lee’s reading rate, but also improved Lee’s awareness of the decoding strategies he applies while trying to decode unfamiliar words.

During the next twenty minutes, Lee participated in word study, usually in the form of a word sort or game that incorporated the targeted skills. These kinds of activities are designed to engage the student in a systematic study of patterns in words. Based on a spelling inventory given to Lee, he was asked to sort words that are classified as “within-word” pattern words. These include words with short-vowels ( words like “cap” and “fin” ), long-vowel patterns (words like “same”, “stray” and “heat”), r-controlled vowels (words like “dark” and “born”), complex consonant patterns (words like “scrap” and “shrimp”). Lee was first asked to contrast words with the same long and short vowel simply by sound and not orthographic features. Then, we looked for patterns in the words and created new categories together. Sometimes I would ask Lee to practice what he learned by spelling words with different patterns based on a pile of pictures. Upon understanding the method behind sorting the words, Lee was generally very successful in placing the words into appropriate categories and was always engaged in discussions about specific features and patterns in the words.

In related work, Lee also participated in an activity that required him to construct different words using lettered tiles. Lee would drag the lettered tiles down in order to create the word stated, he would then write the word and orally use it in a sentence. In order to increase Lee’s motivation to engage in reading activities, we would end the word study portion of our lesson by playing a game. The games we played were used to reinforce word patterns. Lee was motivated by games such as Bingo, Go-Fish, matching games, and Uno; which all used words that focused on the targeted word study objective of the lesson or previous lessons.

The rest of the session involved reading a new instructional text. During reading, Lee was prompted to monitor his reading, and after reading he responded to questions. Lee read a handful of fiction and informational texts during our sessions. He read books about messy tigers, dinosaurs, bears, building tree houses, and hungry lions which consisted of content that was enjoyable and engaging to him. During all of the tutoring sessions, Lee read aloud and was recorded on an iPad. Lee usually previewed the text and created a prediction before reading based on the pictures. He also enjoyed answering true or false questions prior to reading new information texts in order to activate his prior knowledge on a topic. Lee was instructed to stop at unfamiliar words and was provided a whiteboard and marker in order to record the word and look for chunks he knew.

During some sessions, Lee would fill out graphic organizers about character traits, or similarities and differences between two texts after reading to measure comprehension. Other times, Lee would generate his own questions to ask the tutor, summarize the text, or use a hand lens to search for text evidence to support his answers.

Lee benefitted from strategy reminders about what to do when he came to an unknown word. His accuracy and attention while reading increased significantly when a stamp was provided for each correct word read in the text. I reminded Lee to use known decoding strategies when he came to an unknown word and to constantly monitor his comprehension by asking himself “Does this sentence make sense?”

The last five minutes of each session was used to target Lee’s implicit comprehension skills, which focus on his ability to answer questions that in which the answer is not explicitly stated in the text. Each week I read a few pages from the book *Walter the Farting Dog* by William Kotzwinkle and Glenn Murrayand focused on asking questions that could not be found in the text. Lee was required to construct an answer based on clues woven throughout the text. The content of this text was engaging and motivated Lee to utilize his critical thinking and listening skills.

**Progress During Instruction**

Lee always made a strong effort and was especially motivated when he had an audience or when competition was built into our sessions. He was very determined to meet his reading stamina goal each week and quickly began to read for increased durations of time. Reading for an increased amount of time also helped him focus on making connections and comprehending the text. He demonstrated considerable growth in his ability to pay attention to the text and became more confident when decoding difficult words. He was much more attentive to the text when reading into the iPad or another tutor was present in the room. Also, it was evident that Lee’s efforts during word study were much higher when the activity involved a game that provided him an opportunity to be the winner.

**Spelling**

Lee was able to make considerable growth in his ability to spell words that included a variety of blends, digraphs and consonants. Using the vowel patterns that we focused on during word study, Lee has shown growth in his ability to stretch out unfamiliar words in order to identify the patterns present in order to correctly spell the words. Lee is now able to spell words such as “train”, “blew”, “stream” and a variety of other words that include consonant clusters and vowel pairs.

**Comprehension**

Lee began to show a lot of growth in his critical thinking while reading. He was typically able to talk accurately about what he read when we stopped and had discussions both during and after reading. He struggled initially with finding traits of characters because the author normally does not explicitly state these in the text. After I modeled how to use examples and clues throughout the text to identify character traits multiple times with different texts, Lee began to be able to independently complete this task. Lee benefited from using graphic organizers to record character traits and comparing/contrast two texts or two characters. The process of locating information from the text and then visualizing it all in one place increased Lee’s comprehension of difficult texts. Lee showed significant growth in his ability to use the word “because” to explain his answers and thinking about the texts. Requiring Lee to use the word “because” to expand upon his initial answer challenged him to question whether he retrieved an answer from the text or his prior knowledge.

**Summary and Recommendations**

Lee showed improvement in each area of focus. As a general rule, Lee needs to continue to work on building his reading and writing stamina and his ability to focus while learning new content in a large group of peers. He has a lot of energy that has potential to be directed into listening and reading if the correct motivational factors are in place by the adults instructing Lee. Most importantly, Lee should continue to spend a large amount of time reading appropriate texts that he enjoys in order to realize that the purpose of reading is not just something to do in school because the teacher assigned it. Here I list some recommendations for future instruction for Lee:

* Exposing Lee to a large variety of genres and materials such as non-fiction, fiction, fantasy, biographies, magazines, recipes, and brochures will help him continue to increase his reading skills. Increased time reading text is going to be the most beneficial strategy to continue Lee’s reading progress.
* Because of the gains he made throughout his word study practice, Lee would benefit from moving on to more challenging word sorts that include compound words, dipthongs (words that include oy, oi, ow, ou), ambiguous vowels (words that contain aw, au), words that begin with the two different sounds for the letters “G” and “C”, and past vs. present tense words.
* While he made considerable progress in this area, Lee would continue to benefit from structured questioning about what is being read, before, during, and after reading. A mentor reader can model and think-aloud questions that good readers ask about the text. While reading a text together, the mentor reader might stop and think aloud a question. For example, when reading a story, the teacher or tutor might pose the following question, “Given what the author has told us so far about this character, what do you think he is about to do? How does this relate to our problem?” This type of questioning should encourage Lee’s active efforts to build meaning from what he is reading while helping him focus on the structure of the story.
* The following is a link to the stamina chart Lee used to monitor his reading stamina growth throughout our sessions.
  + <https://docs.google.com/file/d/0B-9IkoEl_QdgZGJiZDBhZWEtYTFjZC00OWY1LWIwMjgtNDRiMDAwYzNlNmJi/edit?hl=en_US&pli=1>
* Although Lee’s fluency is currently on first grade benchmark, his fluency rate significantly decreases as the texts become more complex. In order to continue to improve his reading speed, Lee would benefit from re-reading the same text multiple times. I recommend having Lee read in different voices, to different people, or use different technology tools each time in order to keep his interest level high.
* The following is a link to the Pad app that we used throughout each session to record Lee’s reading. Lee can choose to record just his voice, or you can take pictures of all the pages in the text first and then have Lee record his voice over them to create a digital book.
  + http://www.educreations.com/

**Closure**

It has been a pleasure to work with Lee throughout the past few months. He always arrives with a positive attitude, ready to work hard. I hope that this report will be useful to his parents and his teachers. Please feel free to email me with any questions at [anricket@ncsu.edu](mailto:anricket@ncsu.edu)

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Amanda Ricketts B.A.

Graduate Student Clinician

Report approved by:

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Kristin Conradi, Ph.D.

Assistant Professor,

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**Recommended Book List**

Books at Lee’s Independent Level (that he can read on his own):

*Morris the Moose* series by Bernard Wiseman

*Biscuit* series by Alyssa Capucilli

*Pup and Hound* series by Susan Hood

*Little Mouse* series by Robert Kraus

*Monster Math School Time* byMaccarone, Grace

*Danny and the Dinosaur* by Syd Hoff

*Happy Birthday Danny the Dinosaur* by Syd Hoff

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| *I Took My Frog to the Library* by Eric Kimmel |
| *The Monster Under My Bed* by Suzanne Gruber  *Gone Fishing* by Erlene Long  *The Big Fat Worm* by Nancy Van Laan  *Sharks!* by Ginjer Clarke  *A Shark Pup Grows Up* by Pam Zollman |

Books at Lee’s Instructional Level (that he can read with support):

*Nate the Great* Series by Weinman, Marjorie

*Fly Guy* series by Tedd Arnold

*Little Bear* series by Else Minarik

*Elephant and Piggie* series by Mo Willems

*The Giant's Job* by Stewart & Salem

*If I Had an Alligator* by Mercer Mayer

*Little Critter* series by Mercer Mayer

*Magic Tree House* series by Mary Pope Osborne

*Shark and Lobster’s Amazing Undersea Adventure* by Viviane Schwarz

*Don’t Eat the Teacher!* by Nick Ward

*Discovering Dinosaurs* by Janine Scott

*Detective Dinosaur* by James Skofield

*Snakes Are Hunter’s* by Patricia Lauber