

Running Head: CASE STUDY TWO

Language Literacy of Kindergarten Graduate: A Case Study

By: Courtney Foley

Michigan State University

### **Case Study Participant**

Melissa is a six year old who has just completed a year of full day kindergarten. She is the youngest of two children in an English speaking family. She lives in a small, rural town in Michigan and attends a public school in the same town. From her parents, I learned that Melissa participated in a classroom in which a whole language approach was utilized for language instruction. Phonics instruction would begin in first grade. I thought it would be interesting to study a student who has just completed kindergarten after completing the analysis of a student of kindergarten entrance age in a previous case study.

### **Tools for Assessing Motivational Attributes**

This case study was conducted over a two week period and included four sessions. In session one, Melissa and I completed several interest inventories (See Appendix), as well as, some general discussions about language class and school in general. During this session, Melissa let me know that while she liked school, she would much rather be wrestling or cheerleading (two activities found on the Reading Interest/Attitude Survey). There were many other physically active choices on the interest inventory that appealed to Melissa. However, she also claimed to enjoy writing letters, and reading various items. In fact, she seemed interested in most of the activities listed on this survey. From this, I assume that she enjoys being physically active and being outside with animals. Her survey is also evidence that she is willing to try new things regardless of past experience or failures. From the Elementary Reading Attitude Survey and Primary Grade Writing Survey and consequent conversations about both, Melissa also thinks reading and writing can be fun and thinks she is capable in both areas.

### **Ways in Which Motivation Affects Student Literacy Learning**

The inventories, surveys and conversations mentioned above show that Melissa is an active student who is fairly confident. While she admits to making mistakes in several areas, she also shows interest in trying new things. This shows that Melissa is willing to take risks; hopefully this willingness will translate into her education. Melissa was eager to do this “work” with me and show her newly acquired reading ability on some of the inventories and surveys. Because of this new skill, Melissa was very willing to participate in reading and writing activities with me. I assume that this bit of success will motivate her in the near future. However, she did not seem overly interested in reading for pleasure (other than horse stories) or books in general. I think that more success and exposure will be necessary before more interest is shown in books. For the present time, her emergent reading skills are motivating her to learn more about language and acquire even more skills in the areas of reading and writing.

### **Tactics for increasing motivation**

In our sessions, Melissa proved to be a fairly highly motivated learner. She was eager to demonstrate her abilities and appeared eager to please. She did not always show signs of intrinsic motivation to learn. To increase this motivation, Melissa was introduced to various texts on a variety of topics. We also utilized her beginning reading skills for numerous reasons. Highlighting the possibilities of topics and reasons for reading through this exposure seemed to increase Melissa’s motivation. In addition to these new texts and purposes, I tried to offer familiar texts of interest to Melissa, written at an appropriate reading level. Offering these texts is important because it offers Melissa the opportunity to read successfully and purposefully. In addition, I tried to incorporate as much physical activity as possible and present activities and

assessments in a game-like manner. This should appeal to Melissa who is very active and somewhat competitive.

### **Tools for Screening Language and Learning Limitations**

To determine whether Melissa showed any evidence of any limitations with respect to language or learning in general, I decided to conduct some assessments during our second session. During this session, Melissa was just as eager to show off her new reading skills. The assessments highlighted Melissa's current abilities and were then compared to the kindergarten language standards for Michigan. I was unable to highlight any areas of limitations during this session. In fact, Melissa's abilities seemed aligned with the language expectations in place in Michigan.

We began our session with an assessment covering the concepts of print (See Appendix). Melissa was able to demonstrate knowledge of these concepts with ease. She had no difficulty completing the tasks listed for concepts of book-orientation, directionality, and letter and word concepts. She was also able to read two pages in her self chosen reading selection, *Little Black, A Pony*, written by Walter Farley. The results of this assessment prove that Melissa has the knowledge necessary to read a book and is not merely memorizing familiar stories. She has made the connection between what is written on the page and what needs to be spoken, as well as where and how to look when reading a text.

Our second assessment highlighted Melissa's ability to manipulate phonemes. The Yopp-Singer Test of Phoneme Segmentation (See Appendix) was presented as a game. Melissa began the activity correctly segmenting the three practice items of the test. However, some bicycling children then captured and held her attention. While she was able to complete the first

three real words, she then began a pattern of segmenting only the beginning sound from the rest of the word. For example, number eight on the test is the word *that*. Melissa segmented this word into “*the – at*” instead of “*th-a-t*”. She continued adding the “*uh*” sound after the beginning sound in each word. This process is typical of beginning readers, as Gambrell, Morrow, & Pressley state:

“Blending and segmenting are not easy for many children. In general, it is easier for them to segment off the beginning letters – the onset – from the rest of the word – the rhyme – than it is to separate all the sounds.” (2007, p.164)

Melissa was able to segment a word immediately after hearing an example. However, as the test progressed, she was only able to recognize the beginning sound in the given word. While the above quote is the probable reason for these results, the results of this study may also reflect Melissa’s desire to be outside riding her bicycle on a beautiful sunny day. Her goal may have been to complete the task as quickly as possible instead of as correctly as possible. However, after completing another assessment on phoneme manipulation, the Non-Word Decoding Test, I decided that it would be beneficial to include activities focusing on phoneme manipulation in subsequent sessions. During this assessment, Melissa was able to identify the sound of a given letter in each non-word, but unable to blend the sounds together in all but four of the words. This, too, shows Melissa’s lack of phonetic training. Games and activities focused on blending and segmenting phonemes should improve her ability to use phonemes to decode new words encountered during independent reading.

The Dolch basic sight word list was very familiar to Melissa. She admitted that she “didn’t know all her words” when she spied the assessment. She was able to complete the first

ten words from List One of the word list (See Appendix). After this point, she was able to identify only two of the remaining ten. From this assessment, I concluded that Melissa needed to increase her bank of sight words in order to improve reading and writing fluency. To do this I planned games that focused on acquiring these words.

The final assessment conducted in session two was the Schonell Spelling Test (Form B)(See Appendix). Melissa was asked to spell the first ten words and five more from the next twenty words. At this point, I felt the words were becoming too difficult and decided to quit. Melissa used an air writing strategy to complete her words. It seemed that she had memorized what some of the words looked like and used the air writing to recall the correct spelling. However, when she encountered a word that she had not memorized, she tried to use her knowledge of letters to help write the word. For example, for the word ran on number five, Melissa wrote r-a-i-n showing a connection between what she hears and what is written. In this instance of an n-controlled a, Melissa added an extra letter (i) to the word to account for the different vowel sound. More phonetic instruction would prepare her for reading and spelling these words in the future.

While the above assessments highlighted some areas that needed attention, I do not feel that Melissa's ability are outside the normal range for a student of her age and grade completion. The assessments prove that Melissa has adequate acquisition of language learning and does not show any characteristics of limitations at this point.

### **Phonological awareness for reading and Spelling**

Once it had been determined that Melissa had no noticeable language learning limitations to consider, I felt it was necessary to begin sessions three with some phoneme manipulations to

improve her phonological awareness. Melissa was engaged in a word building activity in which she was told the word being “built”. She then used small squares with phonemes written on them to physically build the word. Once this was completed, Melissa wrote the phonemes in the word while saying them out loud. After reading her written word aloud, Melissa identified the different phonemes again, by segmenting the written word into its various phonemes. The process was repeated for several words.

In addition to phoneme manipulation, we played rhyming games to strengthen Melissa’s awareness of different phonemes. One such game involved a deck of cards with consonants, blends, and digraphs. I would start with a word such as *at*. Melissa would then draw a card from the pile and use the phoneme on the card to create a rhyming word. Melissa was very motivated to complete the game because of the use of humor that was evident in the nonsense words that resulted. The words *quat*, *wat*, and *zat* were created, but also real words such as *flat*, *hat*, and *that*. Another game offering humorous motivation was one adapted from the book and song *Down by the Bay*. This song and story identifies rhyming pairs that are easily portrayed with pictures such as, fly wearing a tie, bear combing his hair, and dragon pulling a wagon. We used the theme of *Down by the Bay* to create our own rhyming pictures. Melissa seemed to enjoy creating a rhyming pair of words, drawing a matching picture, and writing the accompanying sentence (See Appendix).

Exposure to rhyme and manipulation of phonemes both help Melissa connect the sounds she uses in her speech with the letters she sees in print and uses to spell and write (Gambrell, Morrow, & Pressley, 2007). Since Melissa had difficulty in spelling and segmenting during initial assessments, this activity was important for her language learning. Although exposure to

these things is important, it is crucial to include them as part of “broader (literacy) program” that includes instruction in all area of literature (Gambrell, Morrow, &Presley, 2007).

### **Phonics and Structural Analysis for Reading and Spelling**

I also used the above mentioned activity to point out specific phonics rules of the language. During these sessions, I included specific words in our word building and segmenting game to highlight these rules. One specific rule that Melissa was unaware of was the instance of r and n controlled vowels, as shown in the spelling assessment completed in an earlier session. During the phoneme manipulation activity, I included words that emphasized the rule of consonant controlled vowels. For example, during our third session, Melissa built the word far. After building the word and writing it while saying the phonemes, I stopped Melissa in order to point out the different vowel sound. We then analyzed a small group of other r-controlled a words including car, star, and guitar. Melissa was then asked to identify other examples and came up with bar and jar. We also discussed the rhyme involved in these examples and noticed the spelling patterns of the words that had been identified.

In addition to new phonics instruction, I took time in our sessions to address an issue that I noticed in the Yopp-Singer Test of Phoneme Segmentation. Melissa continually added an extra phoneme, uh, to the end of the beginning sounds of the words included in this assessment. To show her the importance of this sound I demonstrated how to identify sounds and blend appropriately to read a word. I then demonstrated how the results would change if I added the “uh”. For example in the word frog, I identified the sounds f-er-aw-g and blended them into frog. I then identified the sounds with the added “uh”, fuh-ruh-aw-guh and blended them into fuhruhawguh. Melissa found this amusing, but also noticed her error. To help her



remember this rule of phonemes, we named the extra sound an "uggle" monster. During subsequent readings and activities, I would let her know that an "uggle" monster was getting in the way of her reading and she would remember to eliminate the added "uh" phoneme.

Teaching phonics rules in isolation does little to aid in furthering language understanding for students. As Gambrell, Morrow, and Pressley state,

“Activities designed to develop phonemic awareness should be done in the context of reading and writing so that children develop the other concepts necessary for successful beginning reading” (2007, p.162).

Introducing the rule of consonant controlled vowels during an activity such as the one mentioned above shows the phonics rule in context of reading and writing. This allows for a deeper understanding and a greater chance of retention and future use. It is important to note that in each session, regardless of the beginning activity, Melissa was always engaged in actual reading at some point, thus, making the connection between the rule and actual reading of the text. If sessions should continue, more phonics rules could be introduced using this and other activities, as well as, during student and teacher read aloud sessions.

### **Vocabulary**

While I did not conduct a formal assessment of vocabulary in our initial sessions, I did feel it important to address this topic as Melissa is still a beginning reader. During our sessions, Melissa would choose a reading selection from a variety of texts. Before completing the reading, we would look at those words that might prove difficult to comprehend during reading. At this time we employed a decoding strategy to read the word in isolation. Then, I would read the remaining page to assist Melissa in utilizing context and picture cues to determine meaning.

While not necessary in our few sessions, we did talk about using other references as further tools to determine meaning. Assisting Melissa in understanding the meaning of unknown words encountered during reading will increase her vocabulary, while demonstrating techniques for discovering meaning will help her with future unknown terms. This type of “supportive instruction” is necessary for students to develop vocabulary (Gambrell, Morrow, & Pressley, 2007, p.186).

To ensure that Melissa is actually increasing her vocabulary, future sessions should include activities which require her to use newly found words. One example would be to include vocabulary terms in a comprehension activity. After reading a story, Melissa could write about, speak about, or act out something that the story, characters, or other aspect of the book made her think about or question. Including the newly acquired terms in these different activities would assess Melissa’s vocabulary acquisition and “depth of (vocabulary) knowledge”, (Gambrell, Morrow, & Pressley, 2007, p. 193).

### **Reading Fluency**

During our initial sessions, I noticed that Melissa’s reading sometimes became very choppy and disconnected. While typical of beginning readers, I felt it necessary to address this issue in our fourth session. To assist Melissa in becoming a more proficient reader, it is important to help her recognize words “instantly and effortlessly”, (Gambrell, Morrow, & Pressley, 2007, p.205). To do this, we began the session with a game of sight word bingo. Melissa was first given a bingo card with 16 blank squares. In order to fill it in, I randomly selected 16 words from the first 20 words of the Dolch Basic Sight Word List. As I read the word, Melissa first segmented the word orally and spelled the word on her card (sometimes

requiring assistance). Once the card was complete, we placed the selected word cards in a box. I drew cards out and read the word aloud without allowing Melissa to see the word. Melissa then continued playing until her card displayed a bingo. When a bingo was achieved, Melissa was required to read aloud the words from her card. If unable to read, we would decode together and resume play. The game would end in a trip to the prize box, only if Melissa was able to read each word included in the bingo.

After this activity, Melissa chose a book from a previously selected group based on inclusion of sight words. Together, we read the book, using decoding strategies and picture cues if necessary. Then, I read the book aloud while Melissa followed along in her own copy. Finally, Melissa read the book aloud while I followed along.

While the sight word activity assists Melissa in reading “quickly and accurately”, repetition of the text will assist Melissa in reading fluently as it increases reading expression or prosody, “the second component of fluency”, (Gambrell, Morrow, & Pressley, 2007, p. 205-206). If sessions were to continue, I would employ other sight word building activities such as sight word memory or sight word searches through the newspaper to build her bank of sight words. After several sessions it would be necessary to reassess Melissa using the Dolch Basic Sight Word list and adjust or continue lessons accordingly based on the results. In addition, repeated readings would continue during the sessions, as well as, at home with parents or siblings. Another way to increase the number of readings is to include partner reading with peers and younger students. Repeated readings of the text will increase Melissa’s exposure to words, thus, enabling her to store them in her long term memory (Gambrell, Morrow, & Pressley, 2007).

### **Conclusion**

Melissa proved to be a very motivated kindergarten graduate. While she was lacking some essential skills at the beginning of our sessions, she was quick to acquire and use the new strategies. The only challenge I found when working with Melissa was her need to be physically active. Including game-like activities seemed to help Melissa focus during our sessions. However, I would have liked to utilize even more physical movement into these sessions. Perhaps acting out stories using costumes or designing sets would be activities where Melissa could show her comprehension of stories and include her enjoyment of physical activity. At any rate, I found all the activities mentioned above very useful in my sessions with Melissa. Including the games at the beginning of our sessions proved helpful in focusing Melissa's attention on the desired skills and focal point of the lesson. These skills could then be utilized during actual reading and built upon at the end of the reading. If Melissa had not been motivated to read and write, I believe these game-like activities would prove effective in doing so. As teachers, it is important to recognize that there are many options for presenting material. Students are sometimes pleasantly surprised by innovative approaches to lesson presentation. Utilizing these different approaches might increase the motivation of students previously labeled unmotivated language learners.

**References**

Gambrell, Morrow, & Pressley (2007). Best practices in literacy instruction. New York, NY:  
Guilford Press.

Appendix

**Sample Reading Interest/Attitude Inventory**

Name: Melissa Date: \_\_\_\_\_

Answer the following questions to help me learn about you and about your reading interests.

A. Some activities that I presently enjoy doing are: (Circle these).

B. Some activities that I am interested in trying or watching are: (Underline these)

<p><i>fall a lot</i> ↗</p> <p>jogging</p> <p>roller skating</p> <p>board games</p> <p>drawing/painting</p> <p>archery</p> <p>cross-country skiing</p> <p>fishing/hunting</p> <p>writing letters</p> <p>writing poems/stories</p> <p>acting in plays</p> <p>carpentry</p> <p>photography</p> <p>movies</p> <p>downhill skiing</p> <p>reading newspapers/magazines</p> <p>cheerleading</p> <p>reading poetry</p> <p>sculpture/pottery</p> <p>backpacking/hiking</p>	<p>horseback riding</p> <p>tennis</p> <p>sewing</p> <p>listening to music</p> <p>gymnastics</p> <p>ice skating</p> <p>basketball</p> <p>talking to friends</p> <p>soccer</p> <p>golfing</p> <p>reading novels</p> <p>video games</p> <p>bowling</p> <p>hockey</p> <p>volleyball</p> <p>reading nonfiction</p> <p>track and field</p> <p>cooking</p> <p>singing</p>	<p>gardening</p> <p>raising animals</p> <p>showing dogs</p> <p>swimming</p> <p>diving</p> <p>dancing</p> <p>attending music concerts/shows/raves</p> <p>attending theatre</p> <p>watching television</p> <p>computers</p> <p>playing card games</p> <p>visiting museums</p> <p>water skiing</p> <p>playing a musical instrument</p> <p>skateboarding</p> <p>snowshoeing</p> <p>arts and crafts</p> <p>martial arts</p> <p>canoeing/boating</p> <p>playing pool</p>
---	--	--

*wrestling*

*piano*

C. Other activities that I enjoy or would like to try are:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

D. From the selections I have made above, the three I like the most, in order of preferences are:

1) skating

2) horses

3) ice skating - "Even though I'm still learning to roller skate, I think I'd like to try ice skating"

E. One thing that I learned about myself from taking this interest/attitude inventory is:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Melissa

F. The kind of books I most like to read are: (Circle your three favorite types).

poetry	mystery
science fiction	fantasy
romance	sports
nonfiction	science
autobiography/biography	historical fiction
horror	myths/legends
adventure	others _____

G. The newspapers I read are:

\_\_\_\_\_

H. The sections of the newspaper I prefer are: (Check your choices).

sports       comics       editorials

news articles       other (list) \_\_\_\_\_

I. The magazines I read are: \_\_\_\_\_

J. Answer each of the following questions briefly.

1) I have pets:  Yes       No  
 What kind? horses, cats, dogs, chicks

2) I collect the following things: dolls

3) I own books:  Yes       No  
 Approximately how many? ?  
 I borrow books from the library:  Yes       No Sometimes  
 Approximately how many each week? ?

4) I enjoy having someone read to me:  Yes       No

5) When asked to read aloud I feel: a little nervous but it's still fun

6) My favourite school subject is: Recess, "if you had to pick one from your classroom?" "Not math, maybe reading..."  
 Reason: "because I like to read about horses"

7) The best book I have ever read is: horse stories  
 Reason: I love horses

8) A book that I would like to own is:

**Elementary Reading Attitude Survey**

Date \_\_\_\_\_ Grade \_\_\_\_\_ Name Melissa

1. How do you feel when you read a book on a rainy Saturday?



2. How do you feel when you read a book in school during free time?



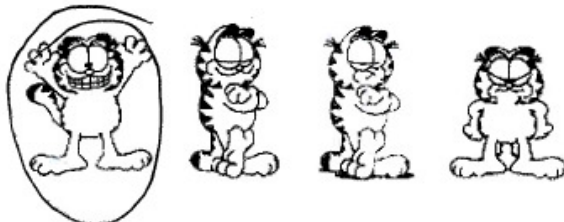
3. How do you feel about reading for fun at home?



4. How do you feel about getting a book for a present?



5. How do you feel about spending free time reading?

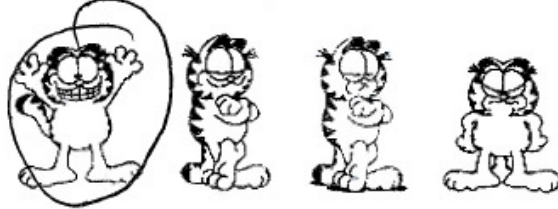




6. How do you feel about starting a new book?



7. How do you feel about reading during summer vacation?



8. How do you feel about reading instead of playing?



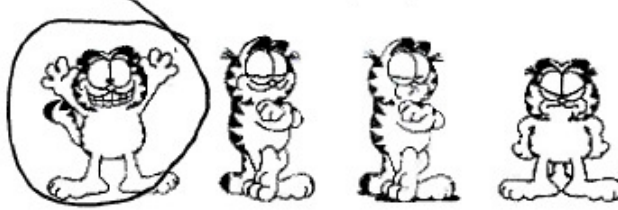
9. How do you feel about going to a bookstore?



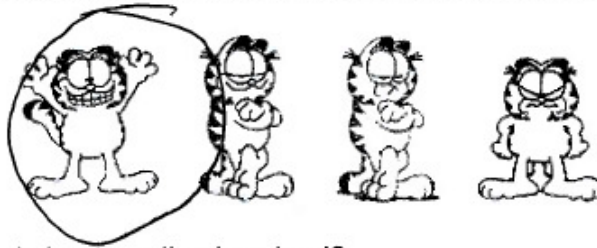
10. How do you feel about reading different kinds of books?



11. How do you feel when the teacher asks you questions about what you read?



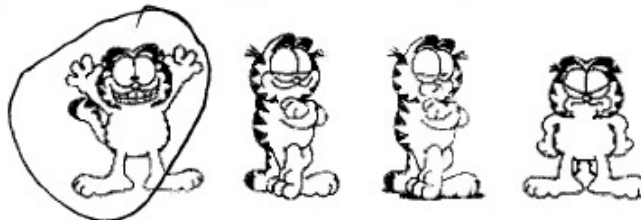
12. How do you feel about doing reading workbook pages and worksheets?



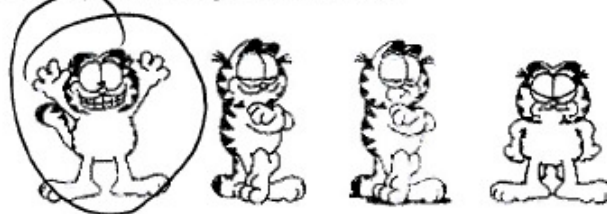
13. How do you feel about reading in school?



14. How do you feel about reading your school books?



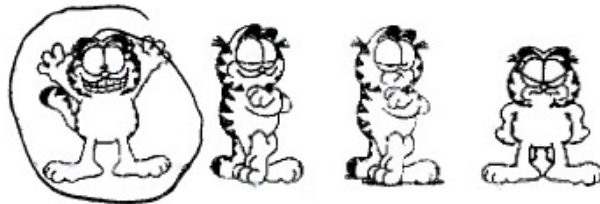
15. How do you feel about learning from a book?



16. How do you feel when it time for reading class?



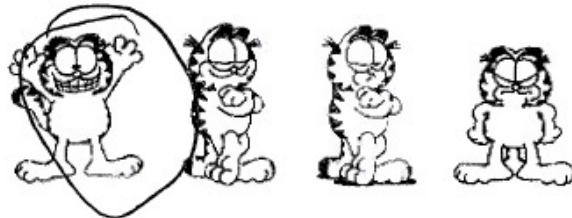
17. How do you feel about the stories you read in reading class?



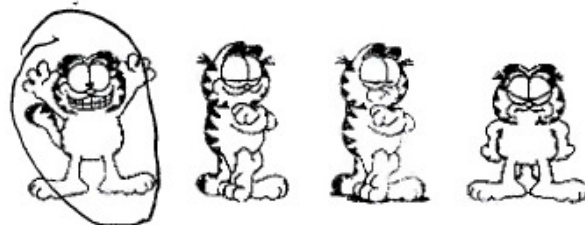
18. How do you feel when you read out loud in class?



19. How do you feel about using a dictionary?



20. How do you feel about taking a reading test?



**GARFIELD: © 1978 United Feature Syndicate, Inc.**

Kear, D.J. & McKenna, M. C. (1999). Measuring attitude toward reading: A new tool for teachers. In S. J. Barrentine (Ed.), *Reading assessment: principles and practices for elementary teachers. A collection of articles from "The Reading Teacher."* p. 199-214. Newark, DE: International Reading Association.

Garfield Images approved for use in this document only.

PRIMARY GRADE WRITING SURVEY

Name: \_\_\_\_\_

1. I think writing is easy.



2. I think writing is okay.



3. I think writing is hard.



GO.36.9

Melissa

**Concepts about Print**

Check the items that the child demonstrates.

## 1. Book-orientation concepts

- Shows the front of the book.
- Turns to the first page of the story.
- Shows where to start reading on a page.

## 2. Directionality concepts

- Shows the direction of print across a line of text.
- Shows the direction of print on a page with more than one line of print.
- Points to track words as the teacher reads.

## 3. Letter and word concepts

- Points to any letter on a page.
- Points to a particular letter on a page.
- Puts fingers around any word on a page.
- Puts fingers around a particular word on a page.
- Puts fingers around any sentence on a page.
- Points to the first and last letters of a word.
- Points to a period or other punctuation mark.
- Points to a capital letter.

Summary comments:

Very easy ~  
 pleased that  
 she was  
 able to  
 show ability  
 to read.

### Yopp-Singer Test of Phoneme Segmentation

Score (# correct) \_\_\_\_\_

Name \_\_\_\_\_ Date  fall \_\_\_\_\_

winter \_\_\_\_\_

spring \_\_\_\_\_

**Directions:** Today we're going to play a word game. I'm going to say a word and I want you to break the word apart. You are going to tell me each sound of the word in order. For example, if I say **old**, you should say /o/ /l/ /d/. Let's try a few together.

**Practice items:** (assist in segmenting, if necessary) **ride (3)** **go (2)** **man (3)**

**Test items:** (Circle those items that the student correctly segments; incorrect responses are recorded on the blank line following the item.)

- |         |                   |           |                 |
|---------|-------------------|-----------|-----------------|
| 1. dog  | <u>3 sounds ✓</u> | 12. lay   | <u>luh a</u>    |
| 2. keep | <u>✓</u>          | 13. race  | <u>ruh ace</u>  |
| 3. fine | <u>✓</u>          | 14. zoo   | <u>zuh oo</u>   |
| 4. no   | <u>nuh oh</u>     | 15. three | <u>thuh ree</u> |
| 5. she  | <u>shu ee</u>     | 16. job   | <u>juh ob</u>   |
| 6. wave | <u>wuh ave</u>    | 17. in    | _____           |
| 7. grew | <u>gruh ew</u>    | 18. ice   | _____           |
| 8. that | <u>the at</u>     | 19. at    | _____           |
| 9. red  | <u>ruh ed</u>     | 20. top   | _____           |
| 10. me  | <u>muh e</u>      | 21. by    | _____           |
| 11. sat | <u>suh at</u>     | 22. do    | _____           |

*(Hallie Kay Yopp grants permission for this test to be reproduced. The author acknowledges the contribution of the late Harry Singer to the development of this test.)*

Stimulus set:

6

Melissq

bos*	op*	ig*	et*	dar
slimp	grash	blit	petrang	lenk
pren	strilt	tef	freggy	hij
quarn	scad	poot	sost	sode
jeal	hife	hount	durl	bune
jow	liel	ipsidom	salder	toag
cim	cardonite	sprinderpilling	kaphridge	
gep	phoncher	concenated		
dissantomified	apprixengilate			

Melissa

## DOLCH BASIC SIGHT WORD LIST\*

List 1	List 2	List 3	List 4
1. <input checked="" type="checkbox"/> the	1. ___ at	1. ___ do	1. ___ big
2. <input checked="" type="checkbox"/> to	2. ___ him	2. ___ can	2. ___ went
3. <input checked="" type="checkbox"/> and	3. ___ with	3. ___ could	3. ___ are
4. <input checked="" type="checkbox"/> he	4. ___ up	4. ___ when	4. ___ come
5. <input checked="" type="checkbox"/> a	5. ___ all	5. ___ did	5. ___ if
6. <input checked="" type="checkbox"/> I	6. ___ look	6. ___ what	6. ___ now
7. <input checked="" type="checkbox"/> you	7. ___ is	7. ___ so	7. ___ long
8. <input checked="" type="checkbox"/> it	8. ___ her	8. ___ see	8. ___ no
9. ___ of	9. ___ there	9. ___ not	9. ___ came
10. <input checked="" type="checkbox"/> in	10. ___ some	10. ___ were	10. ___ ask
11. ___ was	11. ___ out	11. ___ get	11. ___ very
12. ___ said	12. ___ as	12. ___ them	12. ___ an
13. ___ his	13. ___ be	13. ___ like	13. ___ over
14. ___ that	14. ___ have	14. ___ one	14. ___ your
15. <input checked="" type="checkbox"/> she	15. ___ go	15. ___ this	15. ___ its
16. <input checked="" type="checkbox"/> for	16. ___ we	16. ___ my	16. ___ ride
17. ___ on	17. ___ am	17. ___ would	17. ___ into
18. ___ they	18. ___ then	18. ___ me	18. ___ just
19. ___ but	19. ___ little	19. ___ will	19. ___ blue
20. ___ had	20. ___ down	20. ___ yes	20. ___ red
/20	/20	/20	/20

\* Shanker, J. & Ekwall, E. (1998). *Locating and correcting reading difficulties*. Columbus, OH: Merrill, pp. 261, 263. By permission.



### Schonell Spelling Test B

see	cut	mat	in	ran
bag	ten	hat	dad	bed
leg	dot	pen	yet	hay
good	till	be	with	from
time	call	help	week	pie
boat	mind	sooner	year	dream
sight	mouth	large	might	brought
mistake	pair	while	skate	stayed
yoke	island	nerve	join	fare
iron	health	direct	calm	headache
final	circus	increase	slippery	lodge
style	bargain	copies	guest	policy
view	library	cushion	safety	patient
account	earliest	institution	similar	generous
orchestra	equally	individual	merely	enthusiastic
appreciate	familiar	source	immediate	breathe
permanent	sufficient	broach	customary	especially
materially	cemetery	leisure	accredited	fraternally
subterranean	apparatus	portmanteau	politician	miscellaneous
mortgage	equipped	exaggerate	amateur	committee

$$\text{Spelling Age} = \frac{\text{no. of correctly spelt words}}{10} + 5$$

$$\text{e.g. Spelling Age} = \frac{25}{10} + 5 = 7.5 \text{ years}$$

\* Please note that with all standardised spelling tests it is essential that there is no teaching to the test. None of the above words should be taught in preparation for the test.

1. tspe

2. cat

3. mat

4. inat

5. rain

6. bag

7. te~~en~~n

8. Hat

9. dad

10. bad

14. Bot

15. sat

13. Wek

12. pit

11. dot

MEUSSA

SIGHT WORD  
BINGO

on in the of

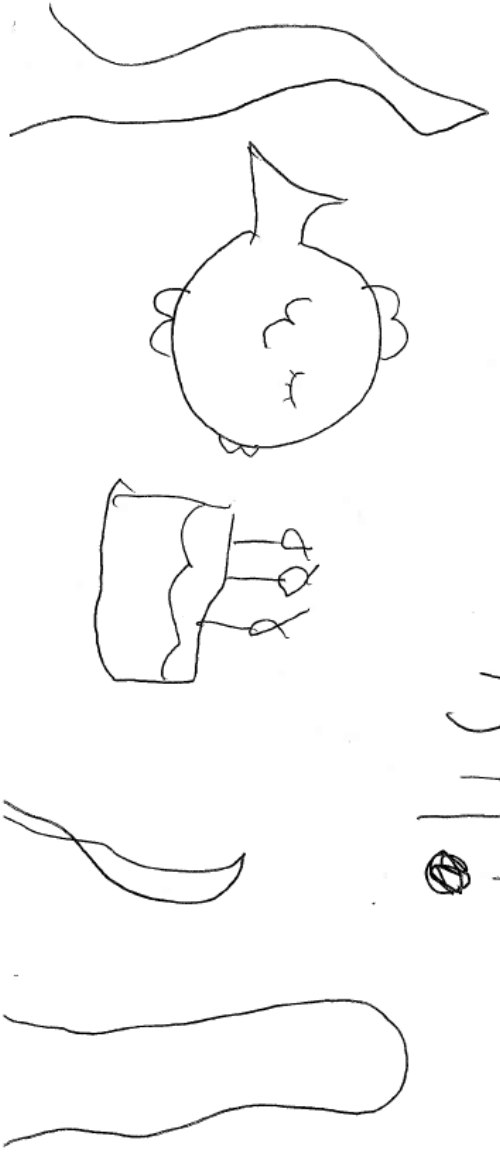
You was she. a

to they said and

for I that he

Did <sup>Melissa</sup> you ever see

a fish making  
a wish?



Rhyming  
picture copied  
before coloring

**TE 846 Rubric for Case Study One  
For Student Self-Assessment and Instructor Feedback**

Name: \_\_\_\_\_

Points: \_\_\_\_\_/40 points

**Expectations for Quality**

Criteria	Expectations for Quality				Comments
	Outstanding Exemplary Range	High Quality Range	Good Quality Range	Below Expected Quality Range	
Clear, consistent, and convincing evidence that standards have been addressed with case study students		X			I could have used more sources to provide convincing evidence
Description: Accurately and precisely explains elements or features of events, persons, concepts, or strategies under investigation	X				
Analysis: Interprets and examines how students responded, the factors that influenced these responses, supported by specific evidence and examples	X				
Reflection: Provides a rationale and justification for teaching actions and an understanding of future actions		X			More sources could have been referenced to justify actions.
*Course topical areas are addressed in each type of writing (description, analysis, and reflection) <b>*Contracted number of subtopics</b>	X				
	<b>At least 7 sub-topics</b>	<b>5 sub-topics</b>	<b>3 sub-topics</b>	<b>1 sub-topic</b>	
Meets professional standards of writing mechanics	X				

**TE 846 Rubric for Case Study One  
For Student Self-Assessment and Instructor Feedback**

Name: \_\_\_\_\_

Points: \_\_\_\_\_/40 points

**Expectations for Quality**

Criteria	Expectations for Quality				Comments
	Outstanding Exemplary Range	High Quality Range	Good Quality Range	Below Expected Quality Range	
Clear, consistent, and convincing evidence that standards have been addressed with case study students					
Description: Accurately and precisely explains elements or features of events, persons, concepts, or strategies under investigation					
Analysis: Interprets and examines how students responded, the factors that influenced these responses, supported by specific evidence and examples					
Reflection: Provides a rationale and justification for teaching actions and an understanding of future actions					
*Course topical areas are addressed in each type of writing (description, analysis, and reflection) <b>*Contracted number of subtopics</b>	<b>At least 7 sub-topics</b>	<b>5 sub-topics</b>	<b>3 sub-topics</b>	<b>1 sub-topic</b>	
Meets professional standards of writing mechanics					

