Analyze Student Data- Sarah
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Sarah's spelling inventory identifies her spelling stage and her ability to use spelling patterns accurately. Sarah spelt 18 of the 25 words correctly and misspelt the words "throat, cellar, pleasure, fortunate, confident, civilize, opposition". Sarah demonstrates a strong within word spelling pattern where she knows many high frequency spelling patterns and sequences of letters. According to Stahl, Flannigan and McKenna (2020), spellers at this level spell short vowel words correctly, show sensitivity to patterns in words, and makes distinctions between short and long vowels (p.124). Some spelling features that Sarah needs to practice are syllables junctures as in "cellar", bases or roots and harder suffixes such as in "pleasure" and "fortunate".

The purpose of a QRI Narrative is to determine a child's reading level based on their automatic word recognition, language comprehension, and strategic knowledge. Sarah was reading a level P text about Johnny Appleseed. Prior to reading the passage, she did not know who Johnny Appleseed, but was able to make a prediction about the text based on the concept questions she was asked. Based on the rubric of the QRI form and Table 3.1 in Assessment for Reading Instruction (2020), Sarah is at an instructional reading level because she had 8 miscues throughout the passage. Some of the words she missed were high frequency words that "an individual reader can read and pronounce automatically" (Stahl, Flanigan, and McKenna, 2020, p. 114) such as "first", "into", and "up". The omission of these words did not necessarily affect the context of the story but is a reflection of her fluency. Sarah was able to answer the explicit comprehension questions accurately but lacked detail when answering the implicit questions.

In order for Sarah to move from the instructional level to the independent level, she would need support in reading accurately and chunking information within a text to better understand the key details.

Sarah also completed an expository QRI which measured her ability to read and respond to an informational text. Her miscues were similar to the narrative text, but interestingly, scored an independent score. Her word recognition was at an independent level, she struggled again to identify key details which caused her comprehension answers to suffer. Morrow and Gambrell (2019) identify skilled comprehension as "previewing, activating background knowledge, and setting reading purposes" (p.252). Sarah's responses to the concept questions suggests that she was not too familiar with railroads and her description of races and traveling were a little vague. Common Core State Standard RI.3.2 states that a third grader should be able to "determine the main idea of a text; recount the key details and explain how they support that main idea" (2020). Sarah demonstrated a general understanding of how steam engines replaced horses but did not refer to details from the story.

After identifying Sarah's strengths and areas of development for each assessment, my first goal would be to improve her fluency skills. Morrow and Gambrell (2019) state that "20% of all struggling readers could decode words accurately and read fluently; however, their comprehension was weak" (p. 222). In the narrative passage, Sarah omitted some key vocabulary words that hindered her ability to retell the story such as "valve", and "Europe". She sounded out the word "locomotive", but that suggests she was unfamiliar with that word. Based on the fourth-grade standards, the key skill that is addressed regarding fluency is to "read with sufficient accuracy and fluency to support comprehension" (2020). Prioritizing

fluency will allow Sarah to read more complex texts and will also improve her comprehension abilities.

Sarah's narrative passage shows a different pattern where she omits some high-frequency words, and also adds the same two words that were not in the text. At first glance, it seems that she manages to read through the text with no major errors. However, the retelling and question portion of the assessment demonstrate that there is a disconnect between Sarah's decoding abilities and her understanding of the text. Morrow and Grambell (2019) mention that automatic word recognition allows "skilled readers to recognize the vast majority of words both accurately and effortlessly" (p. 272). Since she skipped over three words and added additional phrases to some sentences means that she needs additional support in making sure she is reading with precision.

The second goal for Sarah would be to improve her comprehension and retelling skills. In both passages, Sarah is able to show her general understanding of the text, even when she did not demonstrate a lot of prior knowledge about the topic. Morrow and Grambell (2019) found studies where "nearly half of the fourth graders in their study had late emerging comprehension difficulties (p.222). When we look at the fourth grade Informational Text standards, they go beyond comprehension and focus on higher level thinking skills such as drawing inferences from the text and comparing and contrasting events (2020). In order for Sarah to meet these standards, she first needs to be able to identify the main idea and key details of informational texts.

A strategy that would be effective in improving Sarah's fluency is charted repeated reading. According to Stahl, Flanigan, and McKenna (2020), "repeated or assisted reading gives

children the support they need to read increasingly difficult texts" (p.163). To implement

charted repeated reading, Sarah would read an instructional level text repeatedly until a

desired level of fluency is attained. After reviewing her miscues, she would read it again until

she can read the passage with one miscue at most. This approach is meant to increase her

reading rate while improving her accuracy which would be in her zone of proximal

development.

A strategy that the Texas Education Agency suggests in F*luency: Instructional Guidelines*

and Student Activities is partner reading. Partner reading can be flexible where the teacher can

pair a more fluent reader with a less fluent reader, or pair readers of equal ability. This strategy

allows students to take turns reading to each other while "providing feedback and

encouragement to each other" (Texas Education Agency, 2002). This approach is different from

the other instructional strategies because Sarah is able to practice her reading skills with a peer.

Morrow (2019) states that "it is clear that the focus must be on group learning and building a

community of learners" (p.274), so partner reading will allow Sarah to both help less fluent

readers as well as improve her accuracy and reading each word correctly.

Sarah consistently scored low when answering the comprehension questions of each

text. Although she was able to decode most of the words of the passages, she was unable to

identify specific details from the story. For example, when asked how she knew John cared

about planting apple seeds, she responded with "I don't know". I would use a summarizing

strategy to improve her ability to answer inferential questions. Inferential questioning is used

when the "reader must make logical connections among facts in order to arrive at an answer

(Stahl, Flanigan, and McKenna, 2020 p.198). By focusing on summarizing, Sarah will learn to think about what she has learned by focusing on specific paragraphs and/or sentences.

Another instructional strategy to address Sarah's comprehension is generating questions. By creating her own questions, Sarah will become aware of whether she understands what she is reading. Reading Rockets article *Seven Strategies to Teach Students Text Comprehension* suggests that students ask themselves and combine information from different segments of text (Adler, 2001). Summarizing and questioning can be used coincidingly because Sarah can read a chunk of the text, identify the details, and ask and answer her own questions. Eventually, she will be accountable for her own learning and will be able to think about her reading, and will reinforce the information given in Table 11.1 in *Best Practices in Literacy Instruction* stating that "Whenever they encounter problems while they are reading, they take action until the problem is solved" (p.253). It is important for children to ask and answer a variety of question types, so they are exposed to them and are later able to move on to critical thinking questions.

References

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