

KWH

READER:

“Colin” is a fifth grade student. He is friendly, hard working, easy going, and happy. He has a wonderful attitude and is very motivated to learn. He needs continued support in reading, especially in the areas of comprehension and vocabulary. He has made good gains in spelling, but his skills continue to be below grade level.

<u>Know</u>	<u>Want to Know</u>	<u>How to find out</u>
<p><u>WHAT TO TEACH/</u> <u>Skill Clusters:</u> <u>Fluency Skills</u></p> <ul style="list-style-type: none"> • At the third grade reading level he reads with a fluency of 110 words per minute. • At the fifth grade reading level he reads with a fluency of 87 words per minute. • Will self-correct some reading errors as he reads. 	<ul style="list-style-type: none"> • How fluently does the student read the story? • What skills support fluency? • How does the student use punctuation to guide reading expression and fluency? Apply to reading individual sentences? • What are the student’s silent and oral reading rates? How is the rate when reading a passage or a single sentence? 	<ul style="list-style-type: none"> • Listen to reading of stories and make notes on flow of reading, expression – compare levels of material with fluency • Ask student to read phrases and/or sentences containing high frequency words (from lists with which successful) • Ask student to read sentences with different punctuation and listen for expression.
<p><u>Word Recognition</u></p> <ul style="list-style-type: none"> • He is able to read most of the third grade high frequency words. 	<ul style="list-style-type: none"> • What sight words does the student read correctly? – In isolation? In context? 	<ul style="list-style-type: none"> • Miscue analysis of reading texts (leveled books, sight based stories) • Analysis of reading sight words on flash cards. Compare with sentence reading.
<p><u>Word Solving</u></p> <ul style="list-style-type: none"> • His decoding skills are a strength, he decodes material at an upper third grade level 	<ul style="list-style-type: none"> • What phonics rules does the student state and apply to one-, two-, and multi-syllable words? In isolation? In context? How effectively does the student segment words into parts to apply rules? How well does the student blend sounds together to make a word? How does the student use word knowledge to check on application of phonics? • How does the student use small words or word families to help decipher words? • What types of miscues does the student make when reading words in text? What are patterns? 	<ul style="list-style-type: none"> • Analysis of approach to reading unfamiliar words in text, miscues. • Sequence of tasks related to word analysis and synthesis • Ask student to read multi-syllabic words

<p><u>Retell/Comprehension Skills</u></p> <ul style="list-style-type: none"> • Comprehension skills are at a beginning second grade level. • Part of this difficulty in this area is remembering what he is reading, and understanding what he is reading. • Challenge for him comes in being able to organize his thought and then put them into words. • What, Who, and, How questions appear easier for him to answer than Where, When, Why • He will answer questions on a story that he has read verbally, or in written format. • He can retell a story he has read by going through the book and retelling the story by looking at the picture. 	<ul style="list-style-type: none"> • What does the student include in his retell of stories read? • What is the student's sense of story? How does the student's retell reflect an understanding of beginning, middle, and end of a story or connections among problems, events, and solution? • How does the student identify the function of character, setting, events, and problem to solution in story? • How does the student respond to structured questions of who, what, when, where, how, in what way? • What details does the student retain from what he reads? 	<ul style="list-style-type: none"> • For each story read, ask student to verbally tell what the story is about., analyze retell in terms of information gathered, lost, attention to detail, reference to pictures and connections among events. • Follow up retell with specific questions of who is involved, relationships among events, and problem to solution, covering sequence of story, story line, character motivation, impact of setting.
<p><u>Sense of Story</u></p> <ul style="list-style-type: none"> • With many prompts he is able to state the setting of the story. Once the setting is identified he often needs support in describing it. • He is beginning to feel more comfortable making predictions on what the story will be about, or what he thinks will happen next. • He needs several prompts to expand his thoughts and make them clearer. 	<ul style="list-style-type: none"> • What does he express as a critical element as he retells a story? • How does he tie the beginning, middle, and end of the story together? • How does he relate setting to mood, events that occur, and challenges to characters? • How does he connect setting to plot? To story outcomes? • To what details does he attend? How do these impact his understanding of what occurs? 	<ul style="list-style-type: none"> • Retell of story • Follow up questions asking when, where, why, events occurred to determine whether key information presented in text was gathered. • Follow up questioned that ask him to infer (not explicit in text) the feelings of a character and how those impact events, etc.

<p><u>Sequence</u></p> <ul style="list-style-type: none"> • The student does well is retelling what happened at the beginning and end of a story, using story props. • The middle of the story is often omitted. 	<ul style="list-style-type: none"> • On what cues in the story does he pick up on? How to these help him to establish order of events? • How does he connect cause and effect? • How does he relate character's goals and sequence of events? 	<ul style="list-style-type: none"> • Arrange a set of sentences to identify order that makes sense; asking to explain choice. • Have student read a brief story. With sentence strips, ask the student to line up the sequence of events in the correct order. • Present a brief story introduction and character goal and ask student to predict (reverse, give character action and ask goal)
<p><u>Character Development</u></p> <ul style="list-style-type: none"> • Student is able to state the characters in the story he has read, and identify the main character(s). • The description of the main character can be a challenge with him needing support to organize his thoughts, and then putting it down on paper. • He will verbally describe the character, using descriptions such as color, clothing type, size, etc. 	<ul style="list-style-type: none"> • To what aspects of characters does he attend? • How does he use dialogue and actions to figure out personality traits of the characters? • How does he use information about characters' motivations, physical characteristics, and relationships with others to predict or explain events in the story? 	<ul style="list-style-type: none"> • Have the student complete a character map • Read brief character descriptions and tell what know from that and why information is important to the reader.
<p>HOW TO TEACH/ Formats for Performance</p>	<ul style="list-style-type: none"> • How does the quality of student's understanding of what is read vary when the story as pictures, is read silently, orally, or to him? • What differences are there among different types of books (genre, picture, and chapter) in the student's fluency and comprehension? • In what types of materials 	<ul style="list-style-type: none"> • Observe the student as he reads silently, as is read to. Compare he retells of stories under each of those conditions • Keep a running record of oral reading, noting quality to miscues and types of predictions and content of retell in relation to errors.

	<p>does he show interest?</p> <ul style="list-style-type: none"> • How does asking questions at specific points during the story, rather than at the end help the student understand what is read? • How does the level of the text or topic impact fluency and comprehension? • What enhances student performance? 	<ul style="list-style-type: none"> • Compare and contrast quality of fluency, accuracy, miscues, predictions, and retell when he reads material with illustrations and without. Use comparable material with and without illustrations to read to student.
<p>UNDER WHAT CONDITIONS/ Context for Participation</p> <ul style="list-style-type: none"> • He learns concepts and skills best in a small group setting • He also does well when working with an adult and being given prompts. 	<ul style="list-style-type: none"> • How does he complete reading tasks during independent time? What is his performance like? • How does he perform during different types of reading instruction? • How does he approach reading tasks when working independently, with a peer, or with adult support? • What setting supports the student's responsiveness to reading tasks? 	<ul style="list-style-type: none"> • Observation of participation in small and large group reading. (Anecdotal records) • Observation and follow-up talk with student about his reading during sustained silent reading. • Analyze the quality of work completed – reader response logs, word solving exercises.
<p>WHY TEACH/Investment</p>	<ul style="list-style-type: none"> • How does the student see himself as a reader? • How does his sense of self as a reader impact his performance? When does he actively participate in reading? • What does he do when challenges by reading materials? How does he respond to frustration? Under what conditions does he choose to read/ 	<ul style="list-style-type: none"> • Interview: How student describes himself as a reader • Interview teacher: how student responds to instructional activities for reading & related assignments. • Observation: behaviors during reading activities, silent reading times, instructional reading group, and AR reading choices.
<p>HOW TO APPROACH Strategic Thinking</p>	<ul style="list-style-type: none"> • How does the student approach and engage in the reading process? What steps does he take when left to own resources? What steps are effective and ineffective? 	<ul style="list-style-type: none"> • Give student three books from which to choose. Identify whether he is reading the book, being read to. Observe. Ask why he made choice. • Select a book

	<ul style="list-style-type: none"> • How does the student go about choosing a book to read? How does the student manipulate a book? What previewing strategies does the student use when first given a book? How does the student go about preparing to read? <p><u>Pre-Reading</u></p> <ul style="list-style-type: none"> • What information does the student gain from the cover? How does the student use that information to prepare for reading the book? • What types of prompts direct the student to use title, pictures, chapter titles, and prior knowledge? How does preparation to read influence fluency and comprehension? • What types of predictions does he make? How do the predictions connect with information gathered as a part of pre-reading? <p><u>During Reading</u></p> <ul style="list-style-type: none"> • What strategies does the student use to decipher unfamiliar words? How do reading errors (ex: miscues, substitutions, omissions) impact level of comprehension? How do reading errors reflect the way the student talks? • What evidence does the student offer that he is monitoring his understanding of what is being read? • What does he gain from reading stories? • What types of predictions does the student make as he reads? 	<p>(instructional level) for student to read aloud. Prompt as needed and record responses to pre-reading, during, and follow-up questions. Compare retell of story, reads at same level without using questions pre-& during.</p>
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	<ul style="list-style-type: none">• How well to these predictions reflect information presented as reading? <p><u>Post Reading</u></p> <ul style="list-style-type: none">• What does the student highlight when asked to summarize what was read?• What process does the student use to recall what was read?	
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