

Reading Profile

Colin is an eleven year old fifth grader. He is a friendly, easy going, and polite boy. He is very kind to his teachers and peers. Colin raises his hand during class and is always willing to participate. He is active in class discussions and follows directions on classroom assignments. Colin has been diagnosed with mitochondrial disease. He functions very well in his school and classroom environments; the disease does not restrain his participation in any school activity.

When asked if he enjoys reading Colin responded with “yes”. He says that he enjoys readings “Goosebumps, and books dragons, or sports”. He enjoys “reading magazines too”. When asked if he prefers to read independently or in class Colin stated “I like to read in class because we popcorn read, that way I can listen and read” He mentioned that he does not like reading textbooks, and that the only reading he does at home is his “AR Reading”.

When asked to perform a reading task Colin shows no objections. He shows strengths in exhibiting some pre-reading skills, reading left to right, and tracking as he reads. Colin often self corrects his reading. Most often, he self corrects his punctuation errors as opposed to word errors. He pays attention to punctuation as he reads, breathing at commas and pausing for periods. Colin will read with some expression, he usually gives expression to character quotations.

As he reads, Colin will hold the book with both hands up near his face, other times he will rest his forearms on the table and hold the book straight up with his hands. Occasionally, he will rest the book flat on the table and use his finger as a guide when reading. Colin appears to be using several pre-reading strategies. When beginning a book, he will turn to the book over, and read the synopsis on the back cover. He will also read the title of the book out loud before

beginning. When starting a new chapter he will read the title of the chapter before continuing the reading. He does the same when reading titled passages.

When asked to make a prediction as to what the reading will be about he makes predictions but includes few details. He expands his thoughts when given prompting questions, and provides a more detailed description. When using a picture book, he will use the pictures in the book and on the cover to make his predictions.

When given the choice to read silently or out loud, Colin will choose to read out loud. As he reads in context he reads slowly, and carefully. Colin makes few errors, the errors he does make are most often add, change, or omit endings of words. For example, the word “bearded” he read as “beard”, and “wonder” he read as “wondered”. Other times will switch simple prepositions or pronouns, for example he will read “on” as “of” and “he” as “she”. When he comes to a word that he is unsure of, Colin will break the word into syllables and sound it out to the best of his ability. If he is unsure of the pronunciation, or meaning of a word he will usually ask for help.

When asked to retell the reading he shows some weakness in comprehension, as he often has trouble remembering what he has just read. As he summarizes the events in the reading Colin will clearly state what happened at the beginning and end of the reading, he often omits the middle. He will state the setting of the reading; however he gives very few details. Colin’s ability to retell the reading is strengthened if he is asked prompting questions. He often will give a brief overview of the reading but provides minimal details about the events, sequence, and setting.

After he has completed reading, Colin will state all the characters, and will identify the main characters. When asked to provide specifics about the main character(s) he often has difficulty giving detailed information about the characters behavior, description, personality

traits and feelings. He will provide a short answer about the character. When supported with guiding questions he is able to more clearly organize his thoughts about the main characters, either written or verbally.

When asked to do a retell, Colin will often answer in full sentences. He appears to have difficulties organizing his thoughts from the material he has just read and putting them into words. “What”, “Who”, “How” questions appear to be more challenging for him to answer, he shows more strengths in answering the “Where”, “When” and “Why” questions. When asked to answer “Who is the main character in the story?” Colin answered with “The President Guy.” The correct answer was “President Taft”.

Present Levels of Performance

Approach to Text

- Before reading a book Colin scans the front cover of the book, he then flips the book over and reads the synopsis on the back cover.
- Colin reads the title of the book, chapter, or paragraph prior to beginning the text.
- Colin consistently reads text from left to right.
- When he is reading out of a book, he either holds the book up to his face, or rests the book on the surface in front of him with his forearms on the table. When reading with the book on the table he almost always uses his finger as a tracking tool as he reads through each sentence.
- Colin has no objections when asked to read, or to read text out loud. He enjoys participating in popcorn readings during reading block.
- For AR reading, Colin selects books that are appropriate for his reading level. He has begun to read books from the Magic Tree House series, as suggested by his teacher, so that he can practice reading comprehension as he reads through the books.
- Colin stated that although he enjoys reading, it sometimes makes him “tired”. He explained that he enjoys reading books from the Goosebumps series, as well as sports magazines.
- When given a task to do during, or after reading he listens carefully and/or reads the directions prior to completing the task.

Phrasing, Expression, and Rate

- Colin reads sentences in a way in which he is very focused on reading each individual word.
- When reading in context Colin reads very slowly and carefully, at times his reading may sound choppy.

- Colin makes very few errors when reading aloud, tracking with his finger allows him to keep his place, and to focus on unfamiliar words as he attempts to break them down into syllables and sound them out.
- Colin often reads with a fair amount of expression. He uses expression most often when he is reading sentences in quotation marks. For example, when reading the sentence “*It’s so colorful!*”
- When reading a chapter book at the appropriate level, Colin can read approximately 6 pages in 5 minutes.
- When reading sentences, Colin is attentive to the punctuation. He takes breathes at commas, and pauses at periods.
- Colin often self corrects as he reads. Usually, the errors he self corrects are errors in punctuation. For example, if he reads a sentence and skips over the period to the next sentence, he will go back and re-read the sentence, this time taking a pause for the period at the end.

Reading Errors/Miscues

- Colin can successfully identify the number of syllables in words
- If he comes to a word that is unfamiliar to him, he will attempt to decode the word using syllabication skills, and the rules associated with the particular word.
- When he comes upon a contraction in reading he often reads it as two words. For example “Isn’t” as “Is not” and “Where’d?” as “Where did?” This does not interfere with his fluency during reading.
- Certain times when reading he will omit the endings of certain words, for example “bearded” as beard. Other times, Colin will add endings to certain words for example, “wonder” becomes “wondered”.
- One of Colin’s most common errors is that he often substitutes words that are graphically similar to other words. For example, “on” as “of”, “he” as “she”, “figure” as “finger” and “started” as “said”

- If Colin is unsure of the pronunciation of a word, and has tried sounding it out, he will ask an adult or peer for help.

Comprehension

Retell

- When Colin is asked to retell the events in a chapter, he summarizes the characters, setting, and key events. He provides minimal details.
- He lacks the ability to use supporting details in order to explain the setting of the chapter. For example after reading Chapter 1 of Frindle. Colin was asked where the story takes place, he responded with “A school” after being prompted to provide more detail he then said “A school in New Hampshire”. A more complete answer would have been “The story takes place at Lincoln Elementary School, in New Hampshire, in Mrs. Avery’s 4th grade class”
- Colin also lacks the ability to provide detailed information about the main characters in the reading. When asked to tell about the main character “Nick”, in the first chapter of Frindle, Colin’s response was “Nick is not a smart kid or a good kid. He is a trouble maker”
- During retell Colin will retell the events in order. He does however tend to focus on the events at the beginning and end of the chapter, and will often complete omit the middle of the chapter.
- When reading a picture book, or chapter book with pictures, Colin will often flip through the pages he has just read and use the pictures on the pages as a guide during his retell. If he is reading from a chapter book, containing no pictures, he does not refer back to the text during the retell.
- Colin has a hard time retelling what was read the day prior, he benefits from rereading the last few pages of the text from where they left off the day prior.
- Colin has difficulty organizing his thoughts and answering “What” “Who” and “How” questions with detail. He is more proficient in answering “Where” “When” and “Why” questions although he still includes minimal to no supporting details.

- Guiding questions and prompts are helpful to Colin during retell; they assist him in pulling out details from the reading and in verbalizing his thoughts in a clear and organized way.

Prediction

- Colin will use the pictures on the front or back of the book to make a prediction as to what the book will be about. If he is working with a chapter book that has pictures, he will scan through the pictures in the chapter when making his predictions.
- When using a picture book, Colin will use the pictures throughout the story as a basis for making predictions about what will happen next.
- When he is asked what he thinks will happen next, he will provide his own answer. He uses the characters and settings in the book when he is making his own predictions.