1. **General Information**

Tutor: Learning Team B

School: University of Phoenix

Test Dates: Summer 2011

Student: Benjamin

Grade: Entering Grade 1

Chronological Age: 5 yr. 3 mo.

Reading Attitude Survey, (The Reading Teacher, 1990), administered June 28th, 2011 by Learning Team B

|  |  |  |
| --- | --- | --- |
| **Reading Attitude Survey** | | |
|  | **Raw Score** | **Percentile Ranks** |
| **Recreational Reading** | 33 | 65% |
| **Academic Reading** | 34 | 69% |
| **Full Scale** | 67 | 69% |

1. Individual Reading Inventory (Miller, 2001)

|  |  |  |  |
| --- | --- | --- | --- |
| Grade Level | Word Recognition in isolation | Words in Context | Oral Comprehension |
| Pre-Primer | 19 Independent | Instructional | Instructional |
| Primer | 15 Frustration | Instructional | Instructional |
| 1 | 5 Frustration | Frustration | Frustration |

Estimate of Reading Levels: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. “Dolch Word List” (Miller, 2001)

|  |  |
| --- | --- |
| Criteria: Number of words to miscue ratio | Assessment |
| Pre-Primer | **Instructional** |
| Primer | **Frustration** |
| 1 | **Frustration** |

1. “El Paso Phonics Survey” (Miller, 2001)

|  |  |
| --- | --- |
| Criteria | Number possible to number correct ratio |
| Beginning/ Final Consonant Sounds | **18/23** |
| Initial Consonant Cluster | **12/23** |
| Three Letter Consonant Clusters | **0/6** |
| Consonant-Vowel-Consonant | **1/5** |
| Consonant-Vowel-Consonant-Silent “E” | **0/5** |

Commentary:

Benjamin seems to be a typical 5 year old girl. Her interests are in playing with friends, riding his bike, and video games. He reads some for recreation, but mostly looks at the pictures. He says he can’t read. He likes to hear his Mom read to him. She would like him to make good grades in school, but doesn’t know what he needs to work on. She is worried about the more academic classes he will have in first grade. She is afraid that he played too much in Kindergarten and didn’t learn much about letters and sounds.

Activity

**LT Assignment : Remediation Activities for Specific Scenarios**

**Directions:**

* **Read the Scenario** assigned to your team
* **Share and Discuss** ideas with your teammates about what area(s) of difficulty your student is experiencing. This would be based on the test scores and information in the scenario. Discuss how you would remediate this student’s reading difficulties.
* **Each team member** chooses an appropriate instructional activity that would remediate your struggling student’s problem. Describe the activity (1 paragraph) and give a rationale (1 paragraph). This will tell me you know how to find an appropriate activity for your student and **why** your activity is appropriate. **Include your resource.**
* **Share** your ideas. Two must come from Miller’s book, the rest can come from other sources – internet, observation, another teacher, or other book resource.
* **Create a visual representation, Power Point is fine, illustrating the results.**
* **Page 1**  Title Page, with LT names
* **Page 2**  Two paragraphs. 1) Review scenario and 2) describe the area you as a team have identified as the student's weakest area. The student’s reading levels are identified from the IRI data – Independent, Instructional, and Frustration.
* **Pages 3 - ?  Each LT member creates their own pages.  Dress it up or insert pictures as needed.  
  Each page needs:  
    
  1. A short description instructional activity that meets their student's area of weakness  
  2. The rationale for choosing this activity. In other words, Why did you choose this?  How will it help the student?**

1. **The resource of the activity (Remember 2 must be from Miller's book)**
2. **The team members name**

**I am asking for 2 paragraphs from each team member. The first describes the activity; the second describes the rationale of why you chose this activity for this student.**

**I was hoping you would have taken the final assignment that I posted last week. I am very nervous about the other expert. Do you think I will be disappointed?**