

**LEE 232: Literacy and ECE
ECE Literacy Assessment**

LITERACY CASE STUDY REPORT

April 9, 2013

Introduction

Name of Student:
DOB: 03/01/2006
Age: 7
Grade Level: First Grade

ChildD is a happy seven-year old attending the first grade. He has two older sisters and younger one brother. He lives at home with his mother and father, toddler brother, and maternal grandmother. His two older sisters visit on the weekends, holidays, and summer vacations. At home his parents and older sisters speak Spanish and English. His maternal mother speaks mainly Spanish and knows a few phrases in English. ChildD likes to draw as often as he can. He has a creative imagination for telling stories through his drawings. His favorite things to draw are characters from the video games he plays and movies he sees. His favorite video game is Zombies verse Plants. He loves to be outdoors playing with the Children in his apartment complex. He likes to recreate the video games he plays through dramatic play. Every day he takes a walk with his younger brother and grandmother. His father reads at least one story or book with him every day. Before bedtime, his grandmother tells him stories from her Childhood in Mexico. ChildD is very knowledgeable in how to use technology. At home his parents have a desktop computer, laptop, and a tablet device. ChildD knows how to use all three devices.

Beginning Reader

Print Skills: Word Recognition

- San Diego Quick Assessment (SDQA)

San Diego Quick Assessment Results

READING LEVEL	GRADE	NUMBER ERRORS	TYPES OF ERRORS MADE
Independent (1 error)	K	0	Read all words correctly.
Instructional	1	0	Read all words correctly.

(2 errors)			
Frustration (3 errors)	2	3	ear/early (correct word), sand/send(correct word), quiet/quietly (correct word). Stopped reading after three errors.

Analysis:

According to SDQA results, ChildD who is in first grade is on grade level in word recognition skills. ChildD did not make errors when reading below his grade level and at his grade level. When attempting to read at a second grade level, ChildD became frustrated after attempting to read each word. The assessment was concluded after ChildD made three errors. ChildD had difficulty reading early, send, and quietly. He had to sound out the words slowly. His errors included: *ear* instead of *early*, *sand* instead of *send*, *quiet* instead of *quietly*.

Reading Comprehension

- Informal Reading Inventory (IRI) reading paragraphs
- Miscue Analysis

An Informal Reading Inventory (IRI), was given to ChildD that included reading graded paragraphs and responding to questions about the reading. ChildD was willing to read and answer questions with no problems and seemed to try to do his best on the test. The table reports the results for the IRI.

Informal Reading Inventory (IRI) Results –Graded Paragraphs

LEVEL	GRADE	NUMBER ERRORS	TYPES OF ERRORS MADE
Independent Reading (no more than 1 error)	K	0	Made no errors when reading.
Comprehension (no errors)	K	0	Made no errors when answering comprehension questions.
Instructional Reading (5 errors or less)	1	4	Read brake instead of broke (correct word). Read step instead of steep (correct word), then self corrected himself. Read the word pop stead of pup (correct word). Read pop stead of pup (correct word) but then self corrected himself.
Comprehension	1	0	Made no errors when

(one error)			answering comprehension questions.
Frustration Reading (more than 5 errors)	2	5	Chef/chief (correct word) Ham/helmet (correct word) Preend/Pretend (correct word) Seer/steering (correct word) Egie/engine (correct word)
Comprehension (2 or more errors)	2	1	When answering what the Children did in the story. ChildD elaborated his story. Included details that were not written in the paragraph.
Listening Comprehension (less than 2 errors)			

Analysis:

Through the IRI assessment, I was able to find out that ChildD is able to read at the first grade level. ChildD's word recognition was at the instructional level of 1st grade. At the 2nd grade level, he was at the frustration level. At the second grade level, he had difficulty with the consonant *t*, for example he said *preend* instead of *pretend*, and *seer* instead of *steering*. ChildD also had difficulty with the consonant *n*, he said *egie* instead of *engine*.

ChildD's reading comprehension was at the instructional level at 1st grade. At the 2nd grade level, he was at the frustration level. Therefore, for reading level below 2nd grade, he is able to read and comprehend on his own without the help of a teacher. At 2nd grade level, ChildD was not able to read without becoming frustrated. He became frustrated when he read *chef* instead of *chief*, *ham* instead of *helmet*, *preend* instead of *pretend*, *seering* instead of *steering*, and *egine* instead of *engine*.

When reading the passages ChildD was provided with, ChildD would point to each word with his finger and sound out each word. ChildD also autocorrected himself after mispronouncing the word, for example he said *step* instead of *steep*, *pop* instead *pup*.

After reading, I asked ChildD some comprehension questions regarding the first grade level passage he read. For the passages below his grade level and at his grade level, first grade, ChildD answered the comprehension questions without errors. He was able to answer what the title of the story was, the setting of the story, and what happened in the story. When reading the 2nd grade passage, ChildD was able to answer the setting of the story and who was in the story. However when I asked, what the characters did in the story, ChildD elaborated what occurred in the story. The setting of the story occurred in a firehouse, where the Children visited during a field trip. ChildD added activities to the story that the Children did not do. Therefore he is either not comprehending the story or making careless errors.

ChildD did not score below his grade school level and therefore was not given the listening comprehension assessment.

Writing:

After reading the passage in IRI assessment, I asked ChildD to provide a brief summary of what happen in the story. I presented him with three questions: Who is in the story, what did the people do in the story, and what did the people do in the story. ChildD summarized the passage as follows:

Mom and the boy go to the beach. We see seals. But one can't find is mother.
The seal keep saying pup. Pup. then is find is mother. The end.

ChildD has a good understanding of vocabulary and spelling skills. He made no errors in his spelling. However, I noticed he has trouble with technical conventions such as capitalizing proper nouns and using punctuation marks. ChildD writes in simple 2-3 sentences. ChildD also appears to have difficulty with comprehension. In his response, he went back fourth between writing in the third pension to writing in first person.

SUMMARY AND INSTRUCTIONAL RECOMMENDATIONS

Literacy Dispositions:

ChildD enjoys reading and literacy activities. He has a positive attitude towards reading and was very eager to begin reading. However ChildD was a little hesitant to read because he felt the story he was reading was too boring. Because ChildD has a positive and established interest in reading, I recommend that ChildD should be encouraged more to read on his own. He should be helped in finding literature he is interested in. For example, during the assessment he showed interest in reading books about the character Curious George. I believe ChildD will continue his positive attitude towards reading if he is encouraged to find books on his own.

Literacy Skills:

ChildD is on grade level in his literacy skills, both in reading and comprehension. He is able to read words in the context of a paragraph story. I recommend that ChildD be provided with more independent reading activities. For example, reading books beyond his grade level, such as books that are typically read in the 2nd grade. ChildD shows a strong interest in reading. Encouraging him to read at a higher level will help his literacy skills. ChildD also shows good understanding of comprehension. When verbally retelling the stories, ChildD shows he can comprehend what he has read. However when he retells the stories in writing form, he has some difficulty.

Vocabulary Development:

ChildD has a good vocabulary for his grade level. However he becomes frustrated when trying to understand vocabulary beyond his grade level. He sounds out the words he

does not understand, but requires guidance from the teacher. I suggest that ChildD be encouraged to continue reading books daily. As well as exposing him to different books from different reading genres. Being exposed to reading different types of literature will help ChildD increase his vocabulary.

Writing Skills:

ChildD's writing sample shows that he has difficulty in his writing skills. He had difficulty with technical conventions such as capitalizing proper nouns and punctuation marks. He also has difficulty with understanding the difference in writing in first person and third person. I suggest that ChildD should be provided with more writing activities that will help improve his writing skills.

Recommendations for Improving Literacy Skills

- *Literacy Outings.* I recommend trips to the library where ChildD can see the different types of books there are to read. Help him find books that will encourage his interest in reading.
- *Using a Writing Journal.* ChildD enjoys retelling the stories he sees on television. For example his favorite television show is Curious George. He also enjoys describing the video games he plays. I recommend ChildD writing in a daily journal. Whenever ChildD is retelling or verbally creating a story, he should be encouraged to write it in his writing journal. As well as draw the story, to encourage his interest in keeping up a writing journal. Writing in a daily journal will help with his writing skills.
- *Family Literacy Interactions.* Give ChildD the opportunity to participate in activities that involve reading and writing. For examples, reading the instructions to a cooking recipe, making a grocery lists or to do list.

Conclusion:

ChildD is a student who is his reading grade level. The literacy assessments reveal the following areas where ChildD is performing on grade level: reading, vocabulary, comprehension. ChildD has a strong foundation for literacy, by encouraging that foundation; he can build on his vocabulary and writing skills and make good progress in all literacy skills. I believe ChildD has the tools to become successful in his literacy abilities.