

LEE 232 Literacy and ECE ECE Literacy Assessment

LITERACY CASE STUDY REPORT

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April 9, 2013

Introduction

Name: ChildT
DOB: March 9, 2008
Age: 5 years 1month
Grade Level: Preschool

This literary assessment has been demonstrated on a five year old preschool student named ChildT. ChildT lives in his home with his father, mother, and seven year old brother. ChildT's father works as a computer programmer and his mother is a school teacher. His teachers say he is advanced for his age and one of the top students in the classroom. Some of ChildT's favorite activities include playing with toys, drawing, and doing Origami. He describes himself as funny, nice, and cute. For his favorite celebrity he chose Sponge Bob. Swimming is his favorite sport. ChildT feels that his teachers would describe him as smart, funny, and nice. Some struggles that ChildT has overcome while in his early years are OCD and ADHD.

Literacy Motivation (Disposition)

ChildT is very in tune with reading material as well as electronics in his home. He watches television everyday for about four episodes, the equivalent to two hours. His favorite television show is Sponge Bob and his favorite movie is Rio. Another form of screen time ChildT has is the computer and iPad. He uses these to play games and learn Origami. When it comes to actual books ChildT has access to his own library basket in the living room of his house. A nightly routine is to have stories read to him and his brother. Mom and Dad take turns

doing story time. Some of his favorite books are the “David” books by David Shannon and he also enjoys books about dragons.

Alphabetic Principle

In order to assess ChildT’s knowledge of alphabetic letter names and phonics skills I used a set of upper case and lower letter flash cards. During this assessment ChildT was able to successfully name all upper and lower case letters. He was able to sound out all letters except “f”.

Concepts About Print

In the Emergent Text Concept Assessment ChildT scored twenty-one out of twenty-five. ChildT was able to successfully show me parts of the book such as the spine, author, and title. He was also able to show me where to start reading and he pointed to each word as I read. ChildT was demonstrated his knowledge of upper and lower case letter recognition by being able to find the matching lower and upper case letters on the same page. In ChildT’s preschool class they are learning sight words, which he also pointed out. When I asked him what he thought the story was going to be about after reading the title and looking at the front cover he said, “It’s going to be about a boy who doesn’t listen and is bad.” After we read the story I asked what the story ended up being about and he said, “It was about a boy who was not listening to his mom and she had to keep telling him ‘no’ because he was doing bad stuff.”

Comprehension and Vocabulary

Shannon, D. (1998). *No, David*. New York: Scholastic Inc.

We read the book *No, David*. ChildT was helped point out words and explained every picture to me in his own words. I asked him a number of questions on each page that we turned

to. He was able to take the book after I was finished and retell the story back to me and elaborate even further than what the words read.

Questions and Answers:

1. Who is tell David “no” and how do you know who it is?
 - a. “His mom is telling him “no” because he is in his house and on the last page his mom is hugging him with pink finger nails.”
2. Why is David’s mom telling him “no” in the bathtub?
 - a. “Because he is letting the water splash all over the floor.”
3. What is David feeling and why?
 - a. “He is sad his mom told him to go to his room because he wanted to watch the super hero show on TV.”

Writing Sample

Drawing and writing sample are attached with hard copy.

Summary

It was obvious to me that ChildT’s teachers were correct with his advanced reading comprehension. He displayed knowledge of alphabet letter names, phonics, and many aspects of a book. Although ChildT has his fair share of electronic time with the computer, television, and iPad I felt as if the time he spends with literature is sufficient because he is getting it from all forms. What I learned from ChildT’s assessment that with enough literature in a child’s life mixed with the interactions and scaffolding of an adult a child’s reading skills and comprehension can be astonishing. There are three recommendations I would like to make to the parents. The first recommendation is to do flash cards with the question mark, period, comma, and quotations. My second recommendation is to have the parents spend time having him draw a

picture, depict it, and write everything leaving empty spaces for him to write his sight words. The last recommendation is to have ChildT start picking out words larger or less common than his sight words throughout the bed time stories he reads. For instance, if he is having bed time stories about dragons his word can be fire and every night when the word fire comes across in the book he can read it himself.