Elementary Literacy Case Study: Third Grade

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TEP 4590: Elementary Literacy Instruction I

Professor Dr. Kimberly Schmidt

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Student Background and Interests

This case study is centered around a student I will refer to as Student A, due to the students first name beginning with the letter A. Student A was selected for this case study because of her love of reading, and her willingness and excitement to improve her reading, writing, and speaking skills. She is currently a little below third grade reading level based on her Istation scores and running records. Student A has attended Montclair School of Academics and Enrichment since kindergarten. She is an English Language Learner and has done very well embracing English as her second language, while continuing to develop her home language. Data was not available to me on how Student A performed during her time in remote learning last year. However, the fact that she performs near grade level indicates that she attended second grade regularly. What’s more, my third-grade class had to move to online instruction for a week this school year, and I was able to interact with Student A in a virtual environment, in which she demonstrated her continued desire to learn.

Often, the best information about student learning comes from looking and listening, or kid watching (Goodman et al., 1989). I have observed Student A in many situations, and she has a genuine enthusiasm when it comes to reading. She exhibits a tremendous amount of potential to improve her reading abilities and embraces new challenges with a positive attitude. Currently Student A resides with her mother, father, younger brother, and sister. Her parents encourage her to read, and she shared with me that her mother will read to her in English, but her father does not because his English language skills are not that developed. Student A’s family comes from Sudan and their home language is Arabic. It is my understanding that Student A learned to speak English at a very early age and her speaking, reading, and writing skills are excellent. Student A enjoys reading books at home and at school. At home she just finished reading the books Princess in Disguise by Mercy Watson and Fancy
Nancy and The Mean Girl by Jane O’Conner. Also, she just started reading the Fly Guy book series by Tedd Arnold. Another literacy practice that Student A engages in at home is reading to her younger brother and sister. She mentioned this to me with a sense of pride, that she reads to them to help them develop and improve their English language skills.

The environment in Student A’s third grade classroom promotes reading with a classroom library that offers a variety of books. In school, Student A likes the interactive read alouds and independent reading. Her third-grade class is currently reading Dragon of The Red Dawn by Mary Pope Osborne and after each chapter the students test their reading comprehension skills by answering questions about the characters, key events, and details. I had a conversation with Student A and asked her what she likes best about reading and she told me that reading helps her learn new things and that is important to her. She also stated that she likes to practice sounding out words because her mother told her that will make her a better reader.

**Assessments**

Teachers constantly must assess the reading styles, behavior patterns and learning styles of their students. The reason for assessments is for educators to collect samples of students’ behavior and thinking, and from those samples they infer how the students is reading, what his strengths and weaknesses are, and what instructional steps should be taken to help him improve (Dewitz & Graves, 2020). While state assessment tests are administered annually to students, teachers can give formative and summative assessments frequently throughout the year to students. At Montclair, Running Records, Istation and Map NWEA formative assessments are used regularly in addition to small reading groups to monitor students reading progress. The students are placed in appropriate level reading groups based on the results of these test that are administered at the beginning of the school year to evaluate students reading fluency, word recognition, and comprehension. The first assessment
given to Student A this year was the Running Records given first at the end of August and again
toward the end of October. The next assessments given to Student A were the Istation in October and
the Map NWEA. The results gave us a good baseline on Student A, and she was placed in my reading
intervention group, that is part of a University of Denver research project to help build phonemic
awareness, fluency, and comprehension.

Data Analysis

I was unable to administer any assessments myself to Student A for various reasons, so I had to rely on the information that was provided to me. At the beginning of the school year, the student was given the Running Records formative assessment and the results demonstrated that she was below grade level. In October the student was given another Running Records assessment and the results indicated that Student A is a competent reader. She achieved a 96% which means she had four errors out of the 100 words she read. The MSV cueing system is used to analyze her errors which showed they were all under the meaning (semantics) category. Errors in this category might affect Student A’s awareness or sense of story and understanding of story illustrations. What’s more, the assessment showed that Student A uses appropriate phrasing while reading, and that she needs to work on her comprehension. Her need to work on comprehension is apparent when she must recount key details and key events from books that are read during literacy lessons.

The data I had for the students Istation assessment results was limited. The student was administered the Istation in September and again in October, however I was only able to obtain the results from October. In third grade, the Istation scores are used to evaluate reading fluency and comprehension which are strong predictors of a student outcome at the end of the school year. Vocabulary, reading comprehension, fluency and spelling are the primary dimensions of reading growth that teachers should focus on for third graders. Comprehension and fluency are predictors of
later reading success. Also, Istation data is also an invaluable tool in providing instructional recommendations for students. Student A’s Istation scores indicate that in her overall reading and text fluency, she is on track to meet grade level expectations and her percentile rank in both categories has her working better than or equal to the other students who took the test in her class. In the other three sub tests, reading comprehension, vocabulary, and spelling, the student again had percentile ranks that had her working better than or equal to the other students.

MAP assessments measure a student’s growth in reading. The RIT score is used to record a student’s academic growth. The RIT score is a tool to teacher can use to improve student learning because it enables them to see what students have learned and what they are ready to learn. However, MAP assessments should be used in conjunction with other data, such as other test scores, classroom performance, and input from teachers and parents, and not as the sole determining factor regarding a student’s performance. Student A had a MAP score of 164 and the suggestion that her reading score could benefit from help in all instructional areas, literary and informational text and vocabulary acquisition and use to boost her performance.

The reading intervention group that Student A participates in three days a week for 30 minutes is designed to help the student in the areas of fluency, blending words, rhyming, phoneme segmentation, manipulation, and deletion. Student A works very hard in the group with two other students. She approaches each lesson with a positive attitude and feels accomplished when she completes each task. This group is helping Student A improve her reading, spelling and pronunciation skills. She is learning how to recognize site words, pronounce consonant blends, and understand the different sounds the long and short vowels have. Student A provided me with writing samples that indicate that she spells phonetically. For example, she spelled the word vacation as va/ca/shun and the word brother as br/u/thr. In this group we work on consonant blends and diagraphs, vowel blends,
prefixes, suffixes, and other parts of speech that will improve her spelling skills. What’s more we engage in choral reading and partner reading which Student A really likes. In partner reading, more capable readers pair up with less capable peers and take turns reading to each other, with the stronger partner reading each passage first and the less strong reader following (Dewitz & Graves, 2020). Student A excels in the partner reads and it has helped her improve her fluency and reading prosody.

**Plan of Instruction**

The information gathered regarding Student A and her reading abilities indicates that she is very close to reading at grade level. To help Student A achieve this goal the following strategies should be implemented. The first is Audio Assisted Reading which can build fluency skills, improve sight word recognition, build comprehension and, allow her to hear the tone and pace of a skillful reader. Another strategy for Student A to try is Echo Reading. Echo Reading can help Student A improve her reading prosody as it allows the student to echo back after the teacher reads and will help Student A read the same sentence with the same rate and prosody as the teacher. Finally, Student A should continue working on phonics but focus the bulk of the instructional time in the reading group on applying the skills to authentic reading and writing experiences, rather than isolated skill-and-drill work. At least half of a phonics lesson should be devoted to application exercises. For students who are below level, the amount of reading during phonics instruction must be even greater (International Literacy Association, 2019).

**Reflection**

Literacy is a principal skill that students will use throughout their lives. As a third-grade teacher I need to provide effective and equitable elementary literacy instruction to help all students continue to develop their linguistic and cognitive abilities. As a teacher I will help my students build
strong competencies in phonological awareness. It is important that all students understand the sounds in words and syllables because this will enable them to hear and segment the words they are trying to spell. What’s more, phonological awareness is the basis for helping students to understand the alphabetic principle and achieve success in reading. Furthermore, an emphasis on phonics instruction will be standard in my classroom, as phonics is the foundation for helping students to comprehend text. It teaches students to map sounds which then enables them to decode words, which leads to word recognition, and finally an increase in their reading fluency. Students who are good independent readers have greater verbal fluency, reading comprehension, and general knowledge than students who are not. Finally, literacy is important because it allows students to gather information, explore multiple subjects in-depth and gain a deeper understanding of the world around them.
References


# Record of Reading Behaviors

## Record of Reading Behaviors

**Hummingbirds** Guided reading level M (28)

Read the title to the student. Ask the student to tell you what the book is about.

Name: **Aisha**  
Date: **10-4**

<table>
<thead>
<tr>
<th>Page</th>
<th>Text</th>
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</thead>
</table>
| 4    | *Hummingbirds are the smallest birds in the world. Like most birds, they can fly, but they are the only birds that can fly in any direction. As well as flying forward, they can fly backward and even upside down.*  
Also, hummingbirds are the only birds that can stay in the one place in the air. This is called hovering. |
| 5    | *Hovering is very important for hummingbirds because it is how they get food to stay alive.* |
| 6    | *Hummingbirds have small, light bodies and strong, fast-moving wings to help them fly. They have long, thin bills and long tongues to help them get food.* |

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<th>Count</th>
<th>Information used</th>
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<tr>
<td></td>
<td><strong>Error</strong></td>
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<td>5</td>
<td>1</td>
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Total: 4
# Record of Reading Behaviors analysis sheet

**Hummingbirds** Guided reading level M (28)

**Name:** Aisha  **Date:** 10-4

## Information sources used

- **Errors – What did the student use?**
  - [ ] Meaning
  - [ ] Structure
  - [ ] Visual cues

## Self-corrections –

- **What did the student use?**
  - [ ] Meaning
  - [ ] Structure
  - [ ] Visual cues

## Accuracy rate

<table>
<thead>
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<th>Errors</th>
<th>%</th>
<th>Level of difficulty</th>
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<tbody>
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<td>98</td>
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</tr>
<tr>
<td>3</td>
<td>97</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>96</td>
<td>Instructional</td>
</tr>
<tr>
<td>5</td>
<td>95</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>94</td>
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<tr>
<td>7</td>
<td>93</td>
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<td>91</td>
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</tr>
<tr>
<td>10</td>
<td>90</td>
<td></td>
</tr>
<tr>
<td>11+</td>
<td>89 or less</td>
<td>Hard</td>
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</table>

## Fluency

- [ ] Reads smoothly at an appropriate rate
- [ ] Uses appropriate phrasing
- [ ] Reads expressively
- [ ] Attends to punctuation

## Comprehension

- After the student has finished reading, have him/her talk about the book. If appropriate, prompt the student by using the questions below.

  - [ ] How did the hummingbird get its name? *(Literal)*
  - [ ] Why are hummingbirds remarkable animals? *(Inferential)*
  - [ ] What do you think is the author’s opinion of hummingbirds?
    - What makes you think that? *(Critical)*

## Planning

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<tr>
<th>Focus</th>
<th>What the student needs to learn next</th>
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<tr>
<td>Problem-solving strategies</td>
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<tr>
<td>Fluency</td>
<td>Hovering is important (not strong comp)</td>
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<tr>
<td>Comprehension</td>
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</tr>
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<td>Phonics</td>
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<tr>
<td>Vocabulary</td>
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Appendix B

ISIP™ Early Reading results for Hamu, Aisha A
3rd Homeroom 90398-208, School Year 2021/2022 – 3rd Grade

Program Overview
Current Reading Program Cycle: Cycle 9
Last Date Used: 10/11/2021
Program Usage (hours): 2.4
Lexile Student Measure: 490L
https://hub.lexile.com/find-a-book/search

Istation’s Indicators of Progress (ISIP™)

Results as of the most recent assessment taken (October 1st): The Student Summary Handout Report shows how your student is performing in all the different skill areas on Istation’s ISIP assessment. ISIP measures your student’s ability in all critical areas of reading. Ability scores are used to show reading growth throughout the school year.

Overall Reading: Tier 1: On track to meet grade level expectations
Text Fluency: Tier 1: On track to meet grade level expectations

Overall Reading

Ability Index for October: 237
Percentile Rank: Better than or equal to 44% of students who took this test in October.

Score for October: 59
Percentile Rank: Better than or equal to 58% of students who took this test in October.

Vocabulary

Ability Index for October: 234
Percentile Rank: Better than or equal to 40% of students who took this test in October.

Spelling

Ability Index for October: 231
Percentile Rank: Better than or equal to 33% of students who took this test in October.
### Priority Report Overview (Hamu, Aisha A)

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<th>Reason Listed on Priority Report</th>
<th>Status</th>
<th>Date Listed</th>
<th>Intervention Delivered</th>
<th>Delivered By</th>
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<td>▼</td>
<td>10/1/2021</td>
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<td>—</td>
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<tr>
<td>ISIP Early Reading: Vocabulary</td>
<td>▼</td>
<td>10/1/2021</td>
<td>—</td>
<td>—</td>
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<tr>
<td>Excessive Logouts/Idle Time</td>
<td>▼</td>
<td>9/21/2021</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>ISIP Early Reading: Spelling</td>
<td>▼</td>
<td>9/2/2021</td>
<td>—</td>
<td>—</td>
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</table>

**Legend**

- ▼ Some Difficulty — Student is demonstrating some weakness with this skill
- ▼ Ongoing Difficulty — Student is continuing to demonstrate some weakness with this skill
- X Struggling — Student is demonstrating significant weakness with this skill
- XX Ongoing Struggles — Student is continuing to demonstrate significant weakness with this skill
Appendix C

Student Profile

Aisha A. Hamu

Grade: 3 | ID: 820811

READING

Standard Error: +/- 3.3
Possible range: 161-167
9/14/2021: 22 minutes

Rapid-Guessing %: N/A
Est. Impact of Rapid-Guessing % on RIT: N/A
Growth: Reading 2.5 CO 2020

Fall 2021: 22

164

HIGHLIGHTS

Aisha's reading score could benefit from focus in Literary Text. Visit Instructional Areas for more details about which skills and concepts she is ready to learn.

To help Aisha boost her performance in reading and better match her U.S. national peers, review her scores in the Instructional Areas to find skills and concepts that she is ready to learn.

COMPARISONS

GROWTH & ACHIEVEMENT MEASURES

Norms Percentile

GROWTH
Below Mean
1st

ACHIEVEMENT
Below Mean
12th

Quadrant Chart

Low Growth / Low Achievement

PROJECTIONS

Projected result for tests
Did Not Yet Meet Expectations
Colorado Measures of Academic Success (CMAS)
If taken in the spring

READABILITY MEASURES

Lexile®
BR105L - 45L

INSTRUCTIONAL AREAS

Literary Text

157
RIT SCORE
0 out of 2
STRANDS TESTED
mapSKILLS™

Informational Text

164
RIT SCORE
0 out of 4
STRANDS TESTED
mapSKILLS™

Vocabulary Acquisition and Use

170
RIT SCORE
0 out of 1
STRANDS TESTED
mapSKILLS™

GROWTH GOALS

WINTER 2022

Customize the growth target for this student by setting a growth goal

Past Goals

There are no previous goals for this student.
Appendix D

Name

writing Sample

How old are you?

8

Who do you live with?

MOM, DAD, BABYSITTER, FRIEND

What is something your family likes to do?

VACATION

Do you have any pets? If you do what kind?

Cat

What do you want to be when you grow up?

TECHNICAL