

Case Study: Final Plan

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Case Study: Elsa

Elsa is a female student who is currently in the 5th grade at a parochial school in Dallas, Texas. She is ten years old and of Hispanic ethnicity. English is her primary language with Spanish spoken occasionally when she is spending time with her grandparents. Elsa lives with her mother, father, older brother, and younger sister.

Elsa is an individual who has been diagnosed with Dyslexia. She also struggles with inattention. Her most recent evaluation was in September of 2019. Elsa currently has an accommodation plan in place to accommodate her needs in the general education classroom. There is a history of learning disabilities relating to reading, writing, and math within the immediate family. Elsa completed the Dyslexia intervention program Take Flight at the end of fourth grade.

According to her most recent report card, Elsa earned a 90, B, average in ELA. On her most recent Renaissance Star Reading assessment, Elsa scored in the 22nd percentile rank. Elsa's daily ELA instruction is in a small group, pull out setting. Elsa's strengths in the classroom includes that she works hard and takes responsibility for her assignments and homework. She routinely comes to class prepared and participates often in the classwork and group discussions. When she is able to listen to text as its read to her, Elsa's comprehension improves. Elsa's benefits from the use of a word processor, such as Microsoft Word, when completing writing assignments. She has been known to advocate for herself with regards to her accommodations in the general education classrooms.

Socially, Elsa interacts with her peer appropriately for her age. Elsa is quiet in the general education classroom. However, her ELA teacher notes that she really comes out of her

shell when she is in a small group. Often in ELA, Elsa is eager to participate in class discussions, and even volunteers to read aloud during a lesson. One of Elsa's favorite things to do in ELA class is to sit in the reading corner, on a pile of pillows, and read her book independently. Elsa can read a self-selected book independently for extended periods of time that are often fifteen minutes or longer.

When interviewed, Elsa reported that she is good at dancing and playing the flute. Her favorite thing about school is when she is doing projects and going on field trips. When she is not in school, Elsa likes to go outside and jump on her trampoline. Elsa stated that she also likes to go bowling, to movies, play games, and spend time with her family. Elsa wants to work at a salon when she grows up. She stated that one of her goals is to study fashion at Baylor University.

Elsa was administered the Advanced Decoding Survey and Advanced Plus Decoding Survey on October 31st 2022. The results of the Advanced Decoding Survey indicate that Elsa struggles with decoding the nonsense words. This was primarily evident in the one syllable and one vowel words, as well as the multi-syllable words. In the word "thox", Elsa replaces the o with an a. She substituted "lutch" with the word lunch and changed the vowel sound in "strob". Elsa did not attempt the word "jaib". In the multi-syllable words, Elsa decoded "slafnode" and "panventic" incorrectly. She also decoded attached incorrectly.

On the Advanced Decoding Survey Plus, was administered with the hope that it would give additional information regarding Elsa's decoding abilities. In this survey, Elsa correctly decoded 23 out of 30 words on page one. In the real words portion on page 1, she decoded "chafe" as "café". The nonsense words had words decoded with mixed up letters, an added r, a

vowel team decoded incorrectly, and did not attempt the word “jaip”. On page two of this survey, Elsa decoded 13 out of 20 words correctly. The primary errors were adding or removing syllables. Other errors included decoding the /p/ as /b/ in the word “crumple”. She also omitted the “e” when she decoded the vowel+ consonant+ e syllable of the real word “compensate”. Finally, Elsa substituted the word “portray” with the word “pottery”.

Elsa was administered level 5 of the CORE Vocabulary Screening on November 13, 2022. Both forms A and B were administered. It took her fifteen minutes to complete both forms. On Form A, Elsa correctly identified 26 of the 30 synonyms for the vocabulary word in the box. This gave her an accuracy of 87% and placed her vocabulary skills at the benchmark performance level. Elsa correctly identified the synonym 23 times out of 30 on Form B. This placed her vocabulary skills at 77% accuracy and in the benchmark performance level. Based on this data, her teacher concluded that Elsa’s vocabulary knowledge is adequate for reading 5th grade material. However, it is worth noting that there are still words that may need to be explicitly taught at this level. Elsa may benefit from working with words at a Tier 2 or Tier 3 intervention level. Additionally, these words should be aligned with the text being used for comprehension practice.

The CORE Reading Maze Comprehension assessment, form 5-A, was administered to Elsa on November 16, 2022. In the three minutes allotted for Elsa to complete the maze, she read to line nine of twenty-eight total in this reading selection. She was able to complete 10 out of 10 maze items correctly. Her ELA teacher had previously observed that comprehension and vocabulary are areas of weakness in Elsa’s reading skills. As Elsa worked through the maze she worked slowly. This is evident in the fact that her accuracy is high, but she only completed a

small amount of the passage in the time given. It's also worth noting that the small of the passage completed could be connected to Elsa's diagnosis of Dyslexia. She still is focused on the decoding, and the comprehension does not come as quickly as a same age peer.

Elsa's fluency was assessed using the DIBLES Next Level 5 progress monitoring passages. She read three separate passages and was timed at one minute per passage. Overall, the results were very mixed, and her teacher would like to continue to monitor her progress to gain a clearer picture of Elsa's reading fluency ability.

On the first passage, Elsa read a total of 119 words out of 282. Of the words she read, she incorrectly decoded the words Intercity and racing. While reading the second passage, Elsa read 108 words out of 348. Within the words she read, Elsa incorrectly encoded the name Mai. She also decoded the word from to form. Lastly, she incorrectly decoded r-controlled vowel in the word stared. In the third passage, Elsa read 263 words of the 338 in the passage. She added the words also and the to the passage. However, it did not change the meaning of the sentence. She seemed distracted while reading this passage. Elsa incorrectly decoded the words diverse and mostly. She skipped the words on, not, and its.

Elsa read all the passages with some prosody, pausing at commas and periods. She also read with the beginnings of intonation and expression. With these results, her teacher concluded that Elsa's fluency is proficient. However, it may be worth providing her with frequent opportunities to hear herself read, and reread texts more than one time to see if her fluency could improve.

Based on the assessments given, it is recommended that Elsa continues to receive her ELA instruction in a small group pull out setting. Frequent progress monitoring is

recommended, specifically in the areas of vocabulary and comprehension. Continued use of 504 accommodations is recommended to ensure that Elsa continues to progress in the general education curriculum. Elsa has completed the Dyslexia intervention program Take Flight. It is recommended that Elsa continues to learn using grade level material and curriculum that is being accommodated in her ELA class. Explicit instruction should focus on vocabulary development, and comprehension strategies. Class novel studies should be within her instructional reading level.

Case Study Lesson Plan: Vocabulary

Brief Lesson Description

- Students will use new vocabulary in their reading, writing, and speaking.

Learning Objectives

- Texas State Standards- 5.2- Students understand new vocabulary and use it when reading and writing.
- Catholic Diocese of Dallas Standards-5.3C- Students use skills and support strategies for determining the meaning of unknown words while reading.

Materials

- Digital vocabulary cards, teacher HMH TX curriculum guide, newline board, internet access, dry erase makers, individual white boards, erasers

Instructional Arrangement

- Instruction will take place in a small group, resource room setting. One teacher will be working with two students at a time. The teacher will deliver the instruction.

Teaching Procedures and Techniques (This is where you describe what you will do, in detail)

- Teacher introduces the vocabulary words for the week's lessons using the digital picture vocabulary cards displayed on the Newline Board. Teacher guides the class in a discussion using the new words and their definitions to activate any prior knowledge the students may have.
- Students divide their whiteboards into four corners (word, definition, sentence, illustration). Students complete the four corners for each of the words being studied. Teacher checks for understanding and clarifies any misconceptions.
- Read the main reading selection for the week noting where and how the vocabulary words are being used.
- Students independently complete a written "Know it, Show it" activity using the topic that was read about and the new words.

Assessment of Student Learning

- Formative Assessment (Check out task)- Students verbally identify one of the words discussed in the lesson (category). Using the topic of the main reading selection for that week (natural disasters), the student describes how the word is connected or related to that topic.

Case Study Lesson Plan: Comprehension

Brief Lesson Description

- Students will learn about the various text structures found in informational text.
- Students will use knowledge of text structure to better comprehend what they read.

Learning Objectives

- Texas State Standards-5.7 (Reading/Comprehension of literary text/Literary nonfiction)- Students understand, make inferences and draw conclusions about varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding.
- Catholic Diocese of Dallas Standards-5.6D- Recognize characteristics and structures of informational text, including features such as insets, timelines, and sidebars to support understanding.

Materials

- Student ELA textbook, close-reading questions, anchor chart,
- Newline/smartboard, internet access, teacher computer
- Copies of the Scholastic News magazine for the week, copies of close- reading questions

Instructional Arrangement

- Instruction will take place in a small group, resource room setting. One teacher will be working with two students at a time. The teacher will deliver the instruction.
- Students will work written tasks independently

Teaching Procedures and Techniques

- Review the vocabulary for the unit that will be used in the informational text "Hurricanes". Instruct the students to be "word detectives" looking for those words in the text as they read.
- Review what has been studied about the topic (the essential question) in previous lessons. Teach informational text structure using anchor chart.
- Apply knowledge to a reading from "Hurricanes" using a targeted close read. Reference the anchor chart as needed
- Guide students in answering the follow up question on page 229 in their textbook
- Students complete the know it show it page 71 independently
- View the accompanying video for Scholastic news article "Survival on a Sea of Ice" (background knowledge). Identify and discuss any key vocabulary that the students need to know to increase their comprehension of the text. Guide students in making connections to their prior knowledge around the vocabulary words. Correct any misunderstandings that will hinder their comprehension.
- Read the Scholastic News article "Survival on a Sea of Ice" as a class.
- Preview the close reading questions for the article
- Students reread the article and answer the questions in writing on what they read.
- Whole group discussion of the information the students found as they answered the questions

Assessment of Student Learning

- Formative Assessment- Completion of the written “Know it, Show it” page that accompanies the reading selection.