CARDINAL STRITCH
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Cardinal Stritch Literacy Center Site at St. Ann Center for Intergenerational Care

Lena Sommers Literacy Center/Nehemiah Project

Student Report Spring 2017

Name: Nehemay Vliet

Parent: Gloria Vliet

Grade: Five

Examiner: Elizabeth Doe

Date at time of testing: January 4, 2017

Date of Birth: April 15, 2006

Instructional Level: Varies

Section One: Introduction to Student

Nehemay Vliet is a friendly, cooperative fifth grade student at Bright Futures Academy in the Milwaukee Public School system. She stated emphatically that all her school classes are fun and that the only thing about school she doesn't like is being suspended; but she assured me she had not been suspended, "not once!" She especially mentioned books that are favorites including Tim Burton's *Frankenweenie* (graphic novel?) and Elf books, but then commented, "I like every book!" At Bright Futures Academy, Nehemay has been receiving tutoring help from Susan and Bruce Brown, who referred her for further reading assessment and planning through Stritch literacy faculty at the Nehemiah Project at St. Ann's Intergenerational Care Center.

Nehemay reports that she lives at home with her mother and two brothers, ages 9 and 11; in addition, she would like to have a pit bull or chihuahua puppy added to the family. As a family, they enjoy games such as Apples-to-Apples and Monopoly, holiday celebrations, outings at Stonefire Pizza, and playing dress-up, when her brothers are a policeman and fireman. Nehemay participates in the community and school's tap dancing program and would like to learn to play the trumpet and guitar. She is also interested in soccer and basketball, which she played last year but has not been able to play this year. Johnny O'Bryant is her favorite Bucks player (although he has moved to Denver Nuggets); she would like to see a Bucks game. She said her hobbies are music and touch screen computers but she is also interested in what makes rocks different. Although she likes Milwaukee, especially the parades, she wishes something could be done about people in our city who kill. If she could go back to a time in history, it would be to hear MLK's dream speech. Her three wishes were that her baby cousins would have fun birthdays, her family could be rich, and she could get a touchscreen laptop.

Section Two: Findings from Pre/Post Assessment Measures

Nehemay was given a number of informal and formal assessments to gain information about her reading, writing, and language in January 2017. She worked steadily over a 90-minute period although she was asking about finishing in the last 30 minutes. She was going to a dance competition at 1:00 and may have been a bit distracted. Section Two presents the results of the January 2017 pretesting in table and narrative formats; post testing results will be added in May to form a basis for assessing her progress.

Key to Abbreviations and Terms Used in the Charts

SS	Standard Score	Indicates how far above or below the mean (average) an individual's score falls: The tests we use have a mean (average) score of 100. These scores can be used to can be used to compare individuals from different grades or age groups.
PR	Percentile Rank	Indicates the rank of the student compared to others (same age or grade): PRs range from 1 to 100 with a mean (average) of 50. For example, a percentile of 45 indicates that the individual equals or exceeds 45 out of 100 individuals on the same test.
GSV	Growth Scale Value	A type of Standard Score that can be used to track progress over time and different forms of a test
AE	Age Equivalent	Indicates that the individual obtained the same score (not skills) as an average individual of that age
GE	Grade Equivalent	Indicates that the individual obtained the same grade score (not skills) as an average individual of that grade: These scores are not consistent from one test to another and should not be compared. While we report the scores, they are not used in the analyses.
FP	Fountas Pinnell	The Guided Reading Level of the text based on Fountas and Pinnell levels A to Z (K to grade 8)
IND	Independent	The reading level at which an individual can pronounce words and comprehend the text with ease
INS	Instructional	The reading level at which an individual can pronounce words and comprehend the text with instructional support
FR	Frustration	The reading level at which an individual has difficulty pronouncing words and/or comprehending the text: These texts should be read aloud to an individual.

Phonological Awareness/Rapid Naming Processing Assessment, Analysis, and Intervention

Although further testing was not done in January 2017 to determine whether Nehemay may have a type of specific reading disability, this processing section remains for possible future use.

Description of testing. The Comprehensive Test of Phonological Processing (CTOPP) measures three kinds of processing related to literacy ability: 1) phonological awareness, the awareness and ability to manipulate syllables, words, and sounds; 2) phonological memory, the ability to hold sounds in short term memory while decoding words; and 3) naming speed, which determines how quickly one translate a visual symbol to spoken word.

CTOPP-2 Percentiles																		
Date	Elision	Blending Words	Sound Matching	Phoneme Isolation	Phonological Awareness Composite	Memory for Digits	Nonword Repetition	Phonological Memory Composite	Rapid Digit Naming	Rapid Letter Naming	Rapid Symbolic Naming Composite	Rapid Color Naming	Rapid Object Naming	Rapid Non-Symbolic Naming Composite	Blending Nonwords	Segmenting Nonwords	Alt. Phonological Awareness Composite

Analysis and Teacher Comments:

Phonological Awareness instructional strategies to use in this intervention:

- Exposure to rhyming in poetry each session as a fluency building activity but also reinforcing her rhyme sensitivity.
- Direct explanation and modeling of phoneme manipulation such as blending, segmenting, and substituting during lesson components such as Elkonin boxes, spelling by sound, and phoneme-grapheme mapping.
- Focus on metalinguistic understanding of how sounds make words (e.g. "I made a rhyme. The beginning of the word changed, but the end stayed the same.") and metacognition (i.e. why students needs to know skill).
- Clapping syllables for all new high frequency and vocabulary words and during writing by sound.
- Tier 2 intervention in Phonemic Decoding and Tier 3 intervention in Fluency as described in those sections below.

Word Identification

Description of testing. The Woodcock Reading Mastery Tests-III is an individually administered battery of tests with nationally standardized norms which measure basic reading achievement components. The Letter Identification test measures the ability to recognize lower case and upper case letters. On the Word Identification test, students read a graduated list of

single high-frequency words with a 5-second time limit per word. The Qualitative Reading Inventory-6 (QRI-6) is an informal reading inventory designed to yield diagnostic information about a student's ability to identify words, decode, and comprehend. Word identification is measured in two ways on the QRI-6: 1) lists of high frequency words by grade level that the student reads aloud while timed for 1-second recognition, and 2) the percent of oral reading errors in the grade level passages.

WRMT-III Word Identification								
Date	Form	SS	PR	GSV	AE	GE	Tier	Severity Level
1-26-17	A	84	14	484	8:6	3.0	2	More intense need of increased automatic high frequency words

QRI-6 Word Lists												
Word List Grade Level	Date: 1-26-2017 Tier: 3 Severity: Severe			Date: Tier: Severity:			Date: Tier: Severity:			Date: Tier: Severity:		
	Auto	Total	Level	Auto	Total	Level	Auto	Total	Level	Auto	Total	Level
Preprimer	17	17	Ind									
Pre-Primer 2-3	17	20	Ins									
Primer	20	20	Ind									
First	18	18	Ind									
Second	16	17	Ins									
Third	12	13	Frus									

QRI-6 Passage Accuracy						
Passage Level	Passage Title	Genre	Familiarity	FP	Total Accuracy	Level
Date: 1-26-2017 Tier: 3		Severity Level: Most intense given passage levels+rate				
Level 2	*Family's First Trip*	Narrative	Familiar	M	93	Ins
Level 3	*A Special Birthday for Rosa*	Narrative	Familiar	O	94	Ins
Level						

Analysis and Teacher Comments: Nehemay's highest instructional QRI-6 word list was at level 2 as was her QRI-6 passage instructional level. Although she read *curious, explained,* and *interested* automatically on the Level 3 list, she did pause on *people, where,* and *help* at preprimer level. Other miscues were frequently confused high frequency words such as *through for thought, chose/choose, noted/noticed.* On the QRI-6 passages, Nehemay demonstrated limited use of any strategies such as sound-by-sound decoding to analyze words or double check for sentence meaning. Seeming to have some difficulty with focused tracking or insecure sentence structure, she frequently omitted small words or endings while reading text but in most cases did not self-correct or reread for meaning, which may have affected her QRI-6 comprehension and total level scores at level two. She rarely attempted three-syllable words and sometimes did not seem to use decoding clues to differentiate shorter words (examples above). Her errors on words in passage were similar to those from the word lists. Despite her slightly higher scores on the Woodcock Word Identification test, word recognition will be considered a Tier 3, most intense instruction, intervention since the QRI-6 results appear to be more than a year below grade level, her reading rates don't indicate she has a large supply of automatic sight words, and fifth grade is somewhat late to be building high frequency word efficiency.

Word identification instructional strategies to use in this intervention:

- Word bank review box for learning high frequency/more common words.
- Personal word wall
- See-It, Say–It, Spell-It, Chant-It, Trace-It (for learning sight words)
- Picture This and Selective Reminding Procedure strategies (strategies using a familiar analogy and mental images/word specific knowledge to identify words)
- Full analysis of unknown words (look carefully at all parts of the word before pronouncing)
- Vowel/syllable pattern chart (graphic organizer for learning vowel and syllable patterns)
- Spot and Dot Syllable strategy.
- Decoding by Analogy (using known words or word parts to pronounce unknown words)
- Broad shared and independent reading
- Strategies for Reading Longer Words

Phonemic Decoding

Description of testing. The Woodcock Reading Mastery Tests-III is an individually administered battery of tests with nationally standardized norms which measure basic reading achievement components. On the Word Attack test, students read a graduated list of single non-words with a 5-second time limit per word. The Dr. Seuss Words task consists of graduated lists of one syllable words for each short vowel that increase from cvc to cccvcc closed vowel patterns. The Power Pattern Placement Survey is designed to assess readers' recognition of the

seven most common vowel/syllable patterns in sequential progression. It is important to note that the term *Level*, i.e., *Level 1, Level 2,* etc. does not refer to grade level, rather, signifies a different pattern type and possible sequence of skills acquisition.

WRMT-III Word Attack								
Date	Form	SS	PR	GSV	AE	GE	Tier	Severity Level
1-26-2017	A	60	.4%ile	422	6:4	1.0	3	Most intense intervention

Dr. Seuss Percentages—discontinued after first two tests on 1-26-2017												
Date	Short a		Short i		Short o		Short e		Short u		Mixed CVC	
	WC	PC	WC	PC	WC	PC	WC	PC	WC	PC	WC	PC
1-26-2017	20%	40%	20%	30%								

WC = Words Correct PC = Patterns Correct

Power Patterns Percentages—not administered on 1-26-2017																
Date	Short Vowels		Silent Vowels		Vowel Digraph		Vowel Plus r		Vowel Diphthong		Open Syllables		Consonant Plus -le		Memory Patterns	
	WC	PC	WC	PC	WC	PC	WC	PC	WC	PC	WC	PC	WC	PC	WC	PC

WC = Words Correct PC = Patterns Correct

Analysis and Teacher Comments: Nehemay's Dr. Seuss and Woodcock Word Attack results both indicate a very intense phonic decoding intervention (Tier 3) is needed. This was the greatest area of need in her testing, especially when contrasted with her strong listening comprehension and vocabulary scores. Word Attack or phonics intervention beginning with short vowels in simple (consonant-vowel-consonant/CVC) words will be a top priority. According to both her Dr. Seuss and Woodcock Word Attack responses, Nehemay also needs support learning common consonant combinations and articulating them in order as she figures out new words. As discussed above, Nehemay does not appear to use decoding strategies, except for quick recognition, when reading unfamiliar words, both in isolation and in context. It is likely that Nehemay's word attack challenges are affecting her scores in fluency, vocabulary, and passage comprehension.

Phonic/decoding instructional strategies to use in this intervention:

- Explicit instruction and connection to sound chart of phonic elements including: all short vowel sounds incorporating increasingly more complex beginning and ending blends such as ng, ck and trigraphs such as *spl, thr, and shl.* The full Dr. Seuss assessment should be administered with satisfactory results before moving to Power Patterns and other vowel/syllable patterns.
- *Phoneme/Grapheme mapping* (student uses tiles to represent each individual sound in a word, repeats the sound for each tile in sequence, then places the tiles on graph paper to simulate Elkonin boxes, student verbalizes each sound and then removes tile to write the letter (letters) that represent each sound).
- Word (Elkonin) boxes (manipulatives for breaking words into sounds putting them in order)
- Writing by sound (moving chips to represent sounds and using sound chart to make connections between sounds and letters)
- Lists of words with common phonic element for oral automaticity and dictation.
- Making words (using letters to make words in patterns and blend sounds together)
- Word sorts by meaning and/or vowel/syllable or other phonic patterns
- Application of phonic elements with word recognition strategy coaching
  - Decoding by analogy (using known words or word parts to pronounce unknown words)
  - Full analysis of unknown words (look carefully at all parts of the word before pronouncing)
  - For younger children, "go sound-by-sound"
  - Use context or meaning of the sentence
- Decoding by analogy (using known words or word parts to pronounce unknown words)
- Full analysis of unknown words (look carefully at all parts of the word before pronouncing)
- Vowel/syllable pattern chart (organization for presenting seven vowel patterns)
- Phonic guide and vowel/syllable pattern chart (organization for presenting seven vowel patterns) in constant use for mini-lessons throughout the lesson. Organize phonic elements on vowel/syllable pattern chart (grid for presenting seven vowel/syllable patterns)
- High utility word families on vowel/syllable pattern chart
- Jam and Slam Word Families and Word Part Blending Automaticity
- Knowledge of and guidance on metacognitive word recognition strategies: Sound-by sound, decoding by analogy, chunking, and using context.
- Decodable readers (readers at student's level stressing phonic element being taught or reviewing phonic elements taught)
- Prefixes, suffixes, and root word study

Fluency

Description of testing. Four assessments were used to assess fluency: 1) the Word Identification and Phonics/Decoding sections above, 2) the same QRI-6 passages described in earlier sections, and 3) Woodcock Reading Mastery Tests-III Oral Reading Fluency test to assess Nehemay's fluency in connected text by timing her Words per Minute (WPM) and observing her reading characteristics. The Rasinski Fluency Rubric served to rate smoothness, pace, volume, and phrasing during oral reading at the beginning and end of the semester.

WRMT-III Oral Reading Fluency								
Date	**Form**	**SS**	**PR**	**GSV**	**AE**	**GE**	**Tier**	**Severity Level**
1-26-2017	A	86	18	489	8:4	2.8	2	More intense intervention

QRI-6 Passage Fluency							
Passage Level	**Passage Title**	**Genre**	**Familiarity**	**FP**	**Words per Minute (WPM)**	**Words Correct per Minute (WCPM)**
Date:	Tier:	Severity Level:				
Level	*Family's First Trip*	N	Familiar	M	77	
Level	*Special Birthday for Rosa*	N	Familiar	O	66	
Level						

Rasinski Fluency Rubric				
Date	**Expression and Volume**	**Phrasing**	**Smoothness**	**Pace**
1-26-2017	2	2	1	1

Ratings are 1 to 4 with 4 being the highest rating

Analysis and Teacher Comments: The WRMT-III Oral Reading Fluency test indicates a need for Tier 2 intervention. However, Nehemay's reading rate on the QRI-6 passages (66-77 words per minute) indicates a pace of reading typical of second grade students; this is a further concern since the levels of the stories were at least two years below her grade level. The expected oral reading rate for a fifth grade student is 100-130 WPM on grade level material. Despite the slow pace, her reading was labored with minimal expression or phrasing with frequent missed or

reversed small words and punctuation. At one point, she skipped a whole line. Given the need for expression and fluent decoding to support comprehension and complete middle grade reading assignments, fluency will be considered a Tier 3, most intense instruction, intervention.

Fluency instructional strategies to use in this intervention.

- Modeled oral reading with appropriate rate, accuracy, smoothness, and expression.
- Shared reading (teacher/parent read together, adult in lead) of grade level material
- Repeated Oral Assisted Reading (ROAR) [teacher reads sentence(s), both read same sentence(s) until smooth, student reads same sentence(s); student rereads whole paragraph at end of each paragraph, if needed]. For fourth grade level material.
- Second fluency read such as short poem added to lesson plan
- Echo reading (teacher or parent reads sentence, student reads same sentence)
- Word families, vowel/syllable pattern recognition to help recognize parts of words more quickly
- Word bank review for 1 second recognition of high frequency words
- Extensive independent reading

Vocabulary

Description of testing. The WRMT-III Word Comprehension tests requires that the subject read a word then give an antonym, synonym, or the final word in a pair of analogies.

WRMT-III Word Comprehension								
Date	Form	SS	PR	GSV	AE	GE	Tier	Severity Level
1-26-2017	A	92	30	500	9:7	4.0	1	Average level

Analysis and Teacher Comments: On the WRMT-III Word Comprehension test, Nehemay's scores fell in the average range. She was comfortable with the concepts of antonyms, synonyms, and analogies, giving "story" as a synonym for "tale" and "equal" for "equivalent." As words became more difficult, word identification, word meaning, and focus became issues. Although her scores indicate vocabulary development is at low Tier 1 level, this area is so important for future success that it should be given Tier 2 intensity.

Vocabulary instructional strategies to use in this intervention:

- Select fiction and non-fiction texts with enriched and Tier 2 (common in adult language and books but not student language) vocabulary for use during student sessions.

- Focus on 5-6 new words within a topic to expand oral vocabulary for each session presented in context sentences. Focus on topics of high student interests.
- Use colored vocabulary cards with special section in review box.
- Include vocabulary activities with these words in home extensions.
- Design meaning and definition sorts. (Sorting words by meaning or matched to definitions)

Comprehension

Description of testing. For each QRI-6 passage, prior knowledge was measured through questions about concepts important to the story or article. A score of 55% or more indicates the student is "Familiar," with the topic and concepts in the passage. Following the passages, the examiner asks the student to retell the story/article and asks oral questions, equally divided between implicit and explicit inquiries. On the Woodcock Reading Mastery Tests-III Passage Comprehension test, students read a sentence or short paragraph and supply a missing word. Listening Comprehension on the WRMT-III is measured by having the students respond to passages read aloud to them.

WRMT-III Passage Comprehension								
Date	Form	SS	PR	GSV	AE	GE	Tier	Severity Level
1-26-2017	A	82	12	488	8:5	2.9	2	More intense intervention

WRMT-III Listening Comprehension								
Date	Form	SS	PR	GSV	AE	GE	Tier	Severity Level
1-26-2017	A	101	53	509	10:11	5.4	1	Average

QRI-6 Passage Comprehension										
Passage Level	Passage Title	Genre	Familiarity	FP	Retell	Without Lookbacks		With Lookbacks		
						Total Comp.	Level	Total Comp.	Level	
Date:			Tier:		Severity Level:					
Level 2	*The Family's First Trip*	Narrative	Familiar	M	6/24	75%	Ins.	100%	Ind.	
Level 3	*A Special Birthday for Rosa*	Narrative	Familiar	O	10/32	38%	Frus.	62%	Frus.	
Date:			Tier:		Severity Level:					
Level										
Level										

Level										

Analysis and Teacher Comments: The striking information from Nehemay's comprehension results on the WRMT-III is her solidly average listening comprehension scores, which clearly define her areas of needed intervention when compared with other WRMT-III tests, especially Word Attack. At times, it was difficult for her to offer the correct missing word in Passage Comprehension items because the sentence structure did not seem logical to her. We will want to monitor for possible difficulty with sentence structure affecting comprehension. On the QRI-6, Nehemay was instructional at the Grade 2 level in comprehension and was at the frustration level on the grade 3 passage both with and without lookbacks. There was not a marked difference between implicit and explicit responses. Retell scores were below average on his grade 2 but average level on grade 3; she seemed to relate to the grade 3 passage a bit more. In both cases, here remembered comments conveyed the gist of the passage and in the third grade passage, she recalled at least one detail sequentially in all four story elements (Setting/Background, Goal, Events, Resolution). Comprehension will be considered a Tier 2, More Intense Instruction, intervention for this session.

Comprehension instructional strategies to use in this intervention:

- Explicit modeling and explanation of metacognitive comprehension strategies including inferring, self-monitoring, clarifying summarizing, questioning, main idea, visualizing
- Think-alouds (the teacher models her own thinking as she applies comprehension strategies like predicting or inferring in actual reading) - focus on gradually longer and more complex text structures with graphic organizers
- Lookbacks to aide memory and retelling.
- Balance reading informational (non-fiction) and narrative (story) text
- Reading informational (non-fiction) text
- Reading narrative (story) text
- Graphic organizers used included:
  - Story map with story structure elements characters, setting, problem, events, outcome, or beginning, middle, end
  - Summarizing
  - Expectation grid (to help student predict what categories he may read about in nonfiction)
  - Topic, detail, main idea strategy
  - ReQuest (teacher-student questioning after each sentence to increase comprehension)
  - RCRC (read, cover, recite, check) to increase understanding. This should begin sentence by sentence and increase to longer length.
- Text coding (text coded to identify whether ideas are new, important, etc.)
- Topic, detail, main idea strategy
- Question-Answer-Relationship (to help students consider both information and text and information from background knowledge when reading text)

- Teacher-student text interaction strategies such as DRTA (Directed-Reading Thinking Activity), ReQuest, RCRC (Read Cover Recite Review), double column note taking while reading, to increase comprehension)

Writing

Description of testing. To assess writing, students are asked to compose a writing sample, using his or her own ideas with little to no support in their composition. The sample is rated using writing rubrics and the six key traits as adapted from Education Northwest (2014). Rubric ratings for six traits cover a variety of aspects of writing, such as Ideas, Organization, Voice, Word Choice, Sentence Fluency, Conventions, and Presentation (as defined below).

The writing sample will be assessed using the following criteria:

WRITING DESCRIPTORS

Trait Levels	Not Proficient			Proficient		
	1 Beginning	2 Emerging	3 Developing	4 Capable	5 Proficient	6 Exceptional

KEY TRAIT QUESTIONS

Ideas	Does the writer engage the reader with fresh information or perspective on a focused topic?
Organization	Does the organizational structure enhance the ideas and make them easier to understand?
Voice	Does the reader clearly hear this writer speaking in the piece?
Word Choice	Does the author's choice of words convey precise and compelling meaning and/or create a vivid picture for the reader?
Sentence Fluency	Does the author control sentences so the piece flows smoothly when read aloud?
Conventions	How much editing is required before the piece can be shared as a final product? (based on grade level expectations)
Presentation	Is the finished piece easy to read, polished in presentation, and pleasing to the eye?

WRITING ANALYSIS *(Please see narrative analysis below. Rubric will be modified to fit intervention writing priorities.)*			
TRAIT	PRE LEVEL	POST LEVEL	COMMENTS
Ideas			
Organization			
Voice			
Word Choice			
Sentence Fluency			
Conventions			
Presentation			

Analysis and Teacher Comments: To obtain a writing sample, I asked Nehemay to write a paragraph on a topic of her choice, which was the afternoon dance competition. She wrote one 29-word run on sentence with several basic sentence structure errors, for example, she wrote, "I hope the school to win the award… and song a lot of sing in dress". Her choice of words was at a primer level so there was not a large sample for assessing sound-symbol correspondence and order of sounds in words. She spelled *proud* as *pould*, omitting the /r/ sound. She also reversed "s" at one point and initially spelled *school* as *scool*. At this point, very basic writing support with accurate sound/symbol spelling, a store of conventional high frequency words, basic sentence punctuation, and sentence construction are writing priorities. Writing should be considered a Tier 2, More Intense Instruction. As these more basic abilities develop, six trait development beginning with word choice and sentence fluency may be appropriate.

Writing instructional strategies to use in this intervention:

- Personal spelling/writing by sound with whiteboard, sound board, and manipulatives and to include dictation support and modeling
- Sentence Builder (to construct sentences and improve sentence quality)
- Stretching unknown words (pronounce and listen carefully to all parts of the word before writing.)
- Writing broken down into manageable tasks
- Writing based on completed graphic organizers
- Personal word wall to build oral and sight vocabulary for writing.
- Broad shared and independent reading
- Personal spelling/writing by sound using Slash and Dash and vowel/pattern chart. (identify syllables and sounds within the syllables when spelling)
- PLAN Think Sheet (To organize and plan: the topic, who, why, what/brainstorm, how to group ideas, and how to organize/choose a structure, i.e. description, process, compare & contrast, personal narrative, persuasive, etc.)
- POWER strategy (Plan, Organize, Write, Edit, Revise
- Dialogue journal to accompany "fun/easy" read
- COPS (Proof for capitalization, organization, punctuation & paragraph, and spelling & complete sentences)

Section Three: Objectives for this student:

These are the objectives/goals for Nehemay for this year:

1. *Word identification:* Nehemay will increase her store of automatic words and their meanings to include all words Sitton list to facilitate fluent reading with comprehension use of a review box.
2. *Phonemic decoding efficiency:* Nehemay will become more phonemically aware by segmenting and blending phonemes in common vowel syllable patterns (cvc, ccvcc, cvc/cvc- full units on *all short vowels.* Later: full intervention for silent e, vowel plus r, and diphthongs and apply that knowledge to the decoding of unfamiliar words through sound boards, phoneme grapheme mapping, making words, word sorts.
3. *Strategies for word recognition:* Nehemay will be able to independently apply and verbalize full analysis, and later, the decoding by analogy, spot and dot, and affix word recognition strategies appropriately to decode words.
4. *Fluency:* To develop fluency, Nehemay will read with increased accuracy, adjusting her rate to allow for reading with expression and comprehension through modeling, once she is accurate, and increased independent reading. Our goal will be to reach about 90 WPM on fourth grade level material.
5. *Vocabulary:* Nehemay will keep expanding her oral (speaking/listening) vocabulary by 5-6 theme related Tier 2 words per week and additional vocabulary through our discussions, family read alouds, and independent reading to support both word recognition and comprehension. To facilitate word retrieval, she will develop increased 'word consciousness' (discovering her own interesting words in day-to-day living) through incorporation of synonyms, antonyms, connections to her own life, discussion of

meaning in context, and multiple meanings. In addition, our goal will be to develop her "word consciousness" through a personal word journal of thematic vocabulary overviews.

6. *Comprehension:* Nehemay will increase comprehension of narrative text read by the application of metacognitive strategies, story element knowledge, and graphic organizers, which facilitate his interaction with the text. Metacognitive strategies that I will explain, model, and scaffold her internalization of include sequencing, and summarizing, making connections, and retelling. In nonfiction text bases on her interests, I will explain, model, and scaffold inference and self-monitoring through use of text coding and the main idea strategy graphic organizer. My goal will be her independent use and verbalization of these strategies.

7. *Writing and spelling:* Nehemay will use personal spelling by sound, sentence builders, graphic organizers and writing strategies to help her develop phonetically accurate spelling, a bank of high frequency spelling words and patterns, clear sentence structure with corresponding punctuation, and eventually word choice, sentence fluency, and other six traits.

Section Four: Family suggestions:

- Nehemay should be encouraged to self-select reading materials that allow her to expand her interests. Taking time to discuss what she is reading will help her with comprehension.
- As Nehemay spells, have her say the word slowly out loud and write the sounds she hears.
- As she reads, have her state main ideas and details beginning sentence by sentence and increasing to longer passages.
- Have Nehemay use graphic organizers and text coding to determine main ideas and details. Have her develop questions using these strategies.
- Nehemay should have an area that is quiet and free of distractions to read and do homework.
- Nehemay should spend 20-30 minutes daily reading.
- Whenever possible, read Nehemay material that is above her reading level and discuss this with her.
- Please contact Nehemay's tutor or Margie Roberts at St. Ann's any time you have questions about her homework assignments from her tutoring sessions.
- Continue to stay in touch with her classroom teacher and after school tutors about her reading and writing progress.
- Encourage Nehemay to keep a writing journal at home where she can practice writing about topics of interest to her.

A Collection of Quick Facts about the Cardinal Stritch University Literacy Centers

Did You Know?

- The Cardinal Stritch University Literacy Centers have been leaders in literacy intervention at state and national levels since 1943, when founded by the Sisters of St. Francis opened a reading clinic in the basement of the education building.
- In 1956, Stritch became one of the first colleges in the United States to offer master's degrees in reading.
- 1967, the Reading/Learning Center building was opened to accommodate the many students attending the reading clinic (It, too, was one of the first of its kind in the United States).
- In 2007, the Reading Center expanded its outreach to urban settings strategically chosen to serve the highest need neighborhoods in Milwaukee.
- The Reading Center on the main Stritch campus expanded to four urban sites serving 250-275 students per week since 2009 demonstrating 550% student growth.
- The centers have taught more than 600 readers since the Literacy Center expansion to urban sites in 2007
- Seventy-five percent of our total students receive services at free and reduced sliding scale rates
- Since 2007, over 180 urban Milwaukee classroom teachers have trained in the CLIFFTOPS intervention model.
- All students receive a research-based, state of the art assessment co-designed with the Medical College of Wisconsin and based on the National Institute of Health model.
- Students receive an individually designed intervention on a 1:1 or 1:2 ratio with an instructor holding a master's degree in literacy, special education, or speech/language.
- Twenty hours of intervention results in an average reading level gain of about 1.3 grade levels (word lists and passage comprehension) and 1.7 grade levels (passage accuracy) on the Qualitative Reading Inventory-5 according to Stritch research.
- Current leading national published reading assessments and interventions have Stritch authors and are grounded in literacy center research lines.
- Milwaukee Succeeds: CSU lit centers ranked 4.00/4.00 for meeting criteria to serve students with most serious reading challenges. (One of only three in Milwaukee).
- CSU literacy centers are only venue in Milwaukee where master's level instructors provide Tier 3 (the highest level) reading intervention.
- Tutoring for You (T4U) selected CSU literacy centers in 2013 as the only Milwaukee-based provider (of 19) to continue high-intensity reading and math intervention to MPS students. (Based on a long-standing history of CSU student gains in reading and math.)
- Greater Milwaukee Foundation commissioned the literacy center faculty to write literacy intervention professional development modules for community-wide use.