**KWH**

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|  | **K** | **W** | **H** |
|  | Extract relevant information | Ask open-ended questions | Identify strategies for getting descriptive information |
| Skill Clusters | * NWEA Score: 146. Word identification, literacy texts, informational texts, and comprehension strategies ‘E’ scored in the low range.
* Spelling is a challenge for ‘E’ because at times the sound he hears is not the sound that the letters make.
* ‘E’ can differentiate between a vowel and a consonant.
* ‘E’ knows the sounds of consonants.
* ‘E’ is beginning to determine the difference between long and short vowels.

Ex. That – fat* Sight word recognition is low but improving. However, he has mastered some words such as (the, and, a, is, at…) by ‘E’ being able to read those words helps him tremendously.
* Decoding skills are minimal, therefore the lack of decoding skills affects fluency, which affects comprehension.
* When reading it takes ‘E’ a very long time to read because his decoding skills are so low.
* ‘E’ expressive language is typical for his age. He engages with peers, teachers, etc… At times his ear piece may affect his expressive language but it does not inhibit him. He tends to be a quiet child but when he wants to talk he does. ‘E’ typically does not speak out in large groups, but one-on-one he is very expressive.
* ‘E’ is still developing his phonics skills. He is able to determine one syllable words. He struggles segmenting the word into two parts.
* ‘E’ is able to recognize that (th, sh, ch, wh) make the one sound.
* When reading ‘E’ often uses picture context clues. The word context of the story has not developed yet for ‘E’.
* When ‘E’ retells stories it is often brief and the sequence of events is often out of order. However, with prompts during sharing ‘E’ is able to tell what he did after school yesterday first, second, and third.
* With assistance ‘E’ is able to expand on a story prompt explaining who, what, when, how, where.
 | * In what ways does ‘E’ hearing effect his reading?
* When reading a book on ‘E’s level how fluently does he read? Is he able to comprehend what happened in the story?
* What sight words can ‘E’ successfully read? When is ‘E’ able to read those sight words (in context or isolation)?
* What vowel teams can ‘E’ read?
* When segmenting a word how many sounds does ‘E’ make? For instance ('that' 3 sounds) does he say three or four because the word is made up of four letters? Does his answer vary when he says the word versus hearing the word?
* When retelling a story what does ‘E’ include in his summary? How is that information sequenced?
* How does ‘E’ familiarity of a topic influence his understanding of the story?
 | * Observe and document ‘E’ speech patterns when reading a book orally.
* When ‘E’ reads books on his level chart how many words he got correct over the number of words in the book.
* Have ‘E’ read a sight word list and keep track of the words that he cannot read. Have ‘E’ read a story and preview the story first for ‘E’ sight words. Take note on if he can recognize the sight words in the story.
* Have ‘E’ read a fluency list to gain a better understanding of where he is at in understanding vowel teams.
* Have ‘E’ spell words with magnetic letters and then push each sound up as he pronounces the word. Keep track of the sounds that he says.
* During a reading session where ‘E’ is reading pause to ask questions. Keep a record of ‘E’ answers because that will aide in understanding what ‘E’ comprehends throughout the story.
* Ask ‘E’ to retell the story he either just heard or read himself. Keep record of what he includes and how he sequences the chain of events.
* Have ‘E’ pick out a leveled reader that is of interest to him and have him read it. Keep notes on how his fluency was, what words he struggled with, and at the end ask him to retell the story to gauge comprehension. Now on another day choose a book that is of a different genre and is new to ‘E’ and repeat the process and take notes. Then make comparisons between the two.
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| Formats for Performance | * It depends on the setting, and if he is wearing his ear piece. ‘E’ is most focused and productive when he is in a quiet room, with little to no distractions.
* ‘E’ comprehends the story better if there are pictures for him to examine.
* When listening to a story if there are pictures ‘E’ can comprehend the story if it is above his reading level. When reading solo the story needs to be on ‘E’ level to be able to begin to comprehend what is happening in the story.
 | * In what ways does ‘E’ understanding of reading differ when reading in small groups, with a peer, individually, and/or with a teacher?
* How does ‘E’ understanding of a story with pictures differ when reading a story without pictures?
* How does ‘E’ reading differ when he is reading a book that is of interest to him?
 | * Take anecdotal notes on ‘E’ performance during various readings.
* Have ‘E’ read a story with pictures and ask questions throughout to gauge his comprehension. Now repeat the process but with a story with no pictures.
* Have ‘E’ pick out a leveled reader that is of interest to him and have him read it. Keep notes on how his fluency was, what words he struggled with, and at the end ask him to retell the story to gauge comprehension. Now on another day choose a book that is of a different genre and is new to ‘E’ and repeat the process and take notes. Then make comparisons between the two.
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| Strategic Thinking | * When it is silent reading time ‘E’ is often very focused. He is able to retrieve a book and get right down to work. He often stays focused for the duration of reading time.
* When choosing a book ‘E’ often chooses a book that the illustrations are appealing to him.
* Prior to reading ‘E’ often examines the cover. ‘E’ looks at the pictures and is able to make predictions on what is going to happen in the story.
* When asked to point to the title ‘E’ is able to locate it. He often attempts to read it. ‘E’ can also locate the authors.
* ‘E’ usually attempts to decode each word. Usually once during reading he will not even attempt to decode a word and say ‘I don’t know’.
* ‘E’ difficulties in reading effect his overall understanding of the story. What helps ‘E’ to build his comprehension of the story is discussing what just happened after each page.
* When reading ‘E’ points to each word as he attempts to decode the word.
* ‘E’ often looks at the pictures and points out details.
* When giving a summary of the story ‘E’ often gives a very vague answer.
 | * During a typical reading time what is the sequence of events that ‘E’ goes through?
* What are ‘E’ previewing strategies?
* What information can ‘E’ gather from the cover individually? When looking for information on the cover what does ‘E’ look at (pictures and/or words)?
* When making predictions how do the predication connect to what was learned from the cover?
* What strategies does ‘E’ use to decode unfamiliar words?
 | * Take anecdotal notes on ‘E’ behavior during reading time.
* Observe ‘E’ prior to reading a story. What does he do? Does he look at the cover? Does he read the title? Observe and take notes.
* When asked to examine the cover what does ‘E’ notice? Ask him to examine the cover and describe what he has noticed. Take notes. Did he need prompts? If so when told to find the author can he?
* Have ‘E’ read a list of words. Take note on what sounds he makes when he comes to a word that he does not know? Is he trying to decode the word? How so?
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| Contexts for Participation | * ‘E’ gains more from working with an adult when reading but he also thrives from reading with a peer because he gets to hear peers read and struggle too.
* ‘E’ often volunteers to read during small group time. Whether the material is on his level or not.
* ‘E’ is generally very focused during reading, he wants to be like his peers. The amount of work does not affect his participation.
* ‘E’ does better with one task at a time.
* ‘E’ works with leveled readers and with the Wilson Program. These two programs are helping ‘E’ to develop his reading skills.
 | * How does ‘E’ engage in reading?
* How does the level of reading material and amount of reading effect ‘E’s participation?
 | * During reading time observe ‘E’ behavior and take notes. Observe during class read aloud, partner read, individuality, and with a teacher. Make note of participation in each area.
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| Investment | * ‘E’ knows he has difficulty reading but that by no means affects his desire to try.
* ‘E’ often volunteers to read in small groups whether he feels confidant or not.
* When reading a story with an adult ‘E’ will often want to try a word for quite some time before he lets the adult tell him the word.
* ‘E’ has a great attitude towards reading. He is very positive and keeps on trying. He accepts help but does not want it all the time.
 | * How does ‘E’ see himself as a reader? How does that affect his performance?
* What does ‘E’ find challenging?
* When does ‘E’ get frustrated? How does ‘E’ depict his frustration?
 | * Prior to reading a story with ‘E’ ask him how he feels about reading. Ask what is really hard about reading.
* Observe ‘E’ closely during reading. When ‘E’ comes to a word he does not know what does he do? What signs does ‘E’ depict when he is frustrated?
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