The Case Study

- The case study is scored on a scale of 1-4. The scoring scale for the case study is on the following page.

- You will have a maximum of four lined pages to answer the case study question.
<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
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<tbody>
<tr>
<td>4</td>
<td>The response reflects a thorough understanding of the relevant content and pedagogical knowledge from the applicable RICA domain. The response completely fulfills the purpose of the assignment by responding fully to the given task. The response demonstrates an accurate and effective application of the relevant content and pedagogical knowledge from the applicable RICA domains. The response provides strong supporting examples, evidence, and rationales based on the relevant content and pedagogical knowledge from the applicable RICA domains.</td>
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<td>3</td>
<td>The response reflects an adequate understanding of the relevant content and pedagogical knowledge from the applicable RICA domain. The response generally fulfills the purpose of the assignment by responding adequately to the given task. The response demonstrates a generally accurate and reasonably effective application of the relevant content and pedagogical knowledge from the applicable RICA domains. The response provides adequate supporting examples, evidence, and rationales based on the relevant content and pedagogical knowledge from the applicable RICA domains.</td>
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<td>2</td>
<td>The response reflects a limited understanding of the relevant content and pedagogical knowledge from the applicable RICA domains. The response partially fulfills the purpose of the assignment by responding in a limited way to the given task. The response demonstrates a limited and generally ineffective application of the relevant content and pedagogical knowledge from the applicable RICA domains and may contain significant inaccuracies. The response provides limited supporting examples, evidence, and rationales based on the relevant content and pedagogical knowledge from the applicable RICA domains.</td>
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<td>1</td>
<td>The response reflects little or no understanding of the relevant content and pedagogical knowledge from the applicable RICA domains. The response fails to fulfill the purpose of the assignment by responding inadequately to the given task. The response demonstrates a largely inaccurate and/or ineffective application of the relevant content and pedagogical knowledge from the applicable RICA domains. The response provides little or no supporting examples, evidence, and rationales based on the relevant content and pedagogical knowledge from the applicable RICA domains.</td>
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<td>0</td>
<td>The response is unscorable because it is unrelated to the assigned topic, illegible, written in a language other than English, not of sufficient length to score, or off task. The written response is blank.</td>
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CASE STUDY

This case study focuses on a student named Katie, who is eight years old. Her primary language is English. The documents on the following pages describe Katie's reading performance during the middle of third grade. Using these materials, write a response in which you apply your knowledge of reading assessment and instruction to analyze this case study. Your response should include three parts:

1. Identify three of Katie's important reading strengths and/or needs at this point in the school year, citing evidence from the documents to support your observations;

2. describe two specific instructional strategies and/or activities designed to foster Katie's literacy development for the remainder of the school year by addressing the needs and/or building on the strengths you identified; and

3. explain how each strategy/activity you describe would promote Katie's reading proficiency.

STUDENT READING SURVEY

Printed below are Katie's responses to a survey of reading habits prepared by her teacher.

Name: Katie

My Reading

1. Do you enjoy reading?
   no, almost never    sometimes    yes, most of the time

2. Do you read for fun outside school?
   no, almost never    sometimes, but not much    yes, a lot

3. Do you think you are a good reader?
   no    sort of    yes

   The Elmwood Kids and the Secret Club

5. What do you do when you want to find a good book to read?
   I see if I can find a book about the Elmwood Kids.
It had been a long day on the trail, and Sarah was tired. The covered wagons stood in a circle, lit by the glow of cooking fires. As Sarah climbed into her family’s wagon to lie down beside her little sister, she looked up at the darkening sky. Soon the sky above the prairie would be filled with more stars than she could count. Back in New York State, the sky had never seemed so big.

"Sarah!" Lizzy was still awake. "I can’t sleep. Tell me a story."

Sarah lay down and pulled the quilt up to her chin. She thought for a minute, then began. "Grandma made this quilt to keep us warm in our new home in Oregon," she said. "In one square, she made a patch in the shape of a maple leaf. We used to have picnics under a maple tree in her yard." Suddenly her eyes filled with tears. When would she see that maple tree again?

Key:  
- deletion  | short pause  ← repetition  @ self-correction
- insertion  || long pause  ☐ substitution
After Katie's oral reading, she reread the passage silently, and then the teacher asked her some questions. Printed below is a transcript of part of their conversation.

**Teacher:** Where is Sarah's family from, and where are they going?
**Katie:** I think they are from New York State, and they're going to Oregon.
**Teacher:** What can you tell me about Sarah?
**Katie:** Um... she's a girl. She has a little sister.
**Teacher:** Why do Sarah's eyes fill with tears?
**Katie:** Because she's tired. My mom says she can tell when my brothers really tired because he starts to cry at the littlest thing.

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**TEACHER NOTES**

Printed below is an excerpt from the teacher's notes documenting informal observations related to Katie's reading activities.

**Name:** Katie

12/9 During SSRT [sustained silent reading time] Katie fidgeted, played with her hair, yawned, looked around the room. Didn't distract others, but certainly wasn't engaged in her own reading.

12/14 Conference today with Katie's parents; asked them about her reading at home. They were a bit vague and apologetic: talked about being so busy that they often don't ask whether she's done the 20 minutes of daily at-home reading that all the children are supposed to do. Her father pointed out that he always checks to see if she's done her written homework, which he described as "the really important thing."

1/16 Most students chose their new independent reading books for the Rainforest unit. Katie is still only 3/4 of the way through her book for the Pioneer Life unit. Need to check in with her and help her work out a plan for finishing the book by the end of the week.
READING LOG EXCERPT AND STUDENT-TEACHER DIALOGUE

Students in Katie's class keep logs in which they write about the books they select for independent reading. For each entry the teacher provides a general question or short assignment to focus students' responses. Printed below is an excerpt from Katie's reading log. The assignment was as follows: "Write a short summary of the book you read. Identify the main character and tell three things about him or her."

My book was *The Elmwood Kids and the best Yard Sale Ever*. I have read 6 other books about the Elmwood Kids. They are also on a T.V. show. This story was on T.V. once. In this story there is a family that has a fire at their house when they are away, and all their stuff burns up. So the Elmwood Kids have this huge yard sale. They make lots of money for the family. There are 6 main characters, the Elmwood Kids. They are also on the show. They are Sally, Mei-Ling, Pedro, Jamal, Tim, and Vimla. I like Vimla best. She is quiet, but she always has the best ideas. She has shiny black hair and dark eyes.

Printed below is an excerpt from a dialogue between Katie and her teacher about this reading log entry.

**Teacher:** How did you happen to choose this book?

**Katie:** Well, I just like the Elmwood Kids. I always watch them on TV, every week. I also have almost all of the collector figures of them. The only one I still have to get is Jamal—oh, and Pedro's mom.

**Teacher:** If a friend asked you why you liked this book, what would you say?

**Katie:** Well, it's really good because it's just like the TV show.

**Teacher:** Is there anything in the book that wasn't in the TV show?

**Katie:** Oh... maybe some little parts, like when they get the rocking horse for the sale. But mostly it's like the show, and the kids are just the same. Like I said, Vimla always has good ideas. And Tim always is good with animals. It's nice because I always know what the kids are going to be like, even if I don't know everything that's going to happen in the story.
WORKSHEET ON MULTIPLE-MEANING WORDS

Printed below are Katie's responses to a worksheet designed to measure students' understanding of multiple-meaning words.

Name: Katie

Directions: Read each word. On the lines below, write sentences that show different meanings of the word.

Example: kind
1. The boy was very kind to his sick neighbor.
2. What kind of game did you watch last night?

park
1. I went to the park.
2. My mom had to park the car.

rose
1. A rose is a flower.
2.

rock
1. I found a big rock.
2.

play
1. I like to play with Kara.
2.
3.

left
1. I left my book at school.
2. The car turned left.

beat
1. My team beat the other team.
2.
3.
Katie has developed many reading strengths. She appears to be a good decoder, as indicated by her performance on the informal reading assessment. She made short pauses before only a few words (most of which either had “hard” spellings or were somewhat uncommon), and she managed to decode them all. She made only one minor deletion.

Another strength is good factual recall. She remembered that Sarah's family came from New York and was going to Oregon and that Sarah had a little sister. She also remembered that Sarah was tired and this led to her misinterpretation of why Sarah started to cry. On her reading survey she indicated that she “sometimes” enjoys reading and she doesn’t often read for fun. This may be because she is not inferring much meaning.

Katie's lack of understanding of Sarah's sadness may reflect a weakness in inferential comprehension. Katie needs to read details more carefully so that she can better understand why characters in stories behave and think as they do. She also needs to increase her vocabulary and understanding of multi-meaning words.

One good instructional strategy would be to teach Katie to use information from the text to better understand character motives. I would model how to analyze a character's actions to better understand their motives and feelings. Katie needs to refer to the text for details. By teaching Katie to refer to the text to find support for her answers, I would be developing her inferential comprehension skills. She would learn to base inferences on evidence from the text.
A second strategy would be to help Katie increase her understanding of vocabulary and words with multiple meanings. I would select a passage from classroom reading that had multiple-meaning words, display the passage on the overhead, and point out the multiple-meaning words, asking students to generate other meanings. For example, if the passage had the word “run” in it, students would define how it’s used there and then identify other meanings for the word. Students would then go into their own reading to identify other multiple-meaning words and record them in their logs and on a class chart. These activities would expand Katie's vocabulary and increase her comprehension of text.

Evaluation of Sample Response

The case study assesses content related to the four domains of the RICA Content Specifications. The response fulfills the purpose of the assignment by identifying two of Katie's reading strengths (i.e., decoding, factual recall) and one reading need (i.e., comprehension and vocabulary), discussing two strategies that should enhance Katie's literacy development in light of her current performance (i.e., instruction in inferential comprehension and understanding multiple-meaning words), and explaining how these strategies can be expected to benefit Katie. The writer accurately interprets Katie's performance (as indicated in various case study documents) and demonstrates a solid grasp of current reading pedagogy by describing instructional strategies that are likely to improve Katie's reading skills. Strong supporting evidence is found in the response's inclusion of accurate and appropriate details and explanations and in the inclusion of an accurate rationale explaining the probable benefits of each of the two strategies described.
Question #1

Katie demonstrates ability to read fluently, pausing at unknown words on occasion but being able to work through them. The pauses are short ones which makes me believe she is familiar with work attack skills. The informal reading assessment notes these short pauses and only one deletion. The fact that this occurs in a selection from her third grade reader leads me to believe she demonstrates reading strengths at her grade level.

Katie might need exposure to many types of books. She is very interested in reading the Elmwood kids books. She definitely feels successful with these books in that a TV show about these characters confirms her readings. She is able to acknowledge that the book provides more details that the TV show and hopefully this will drive her to continue reading. It doesn't appear that Katie is a struggling reader, it appears that she needs to explore many avenues of literature.
The lack of pleasure reading may contribute to problems in Katie's literary development. Her lack of strengths in the area of multiple meaning words leads me to believe she is not being exposed enough to many words, if she were reading daily for at least twenty minutes, she would definitely be exposed to many words. She would also explore how the same words have different meanings depending on the context. She would benefit by creating a wider selection of reading materials both for pleasure and SSRT.
Question #2

In Katie's case I would say her needs are minimal so I would build on her strengths.

(1) By using books such as *The Elmwood Kids*; I would begin with an activity in which Katie would become one of the characters, maybe Vimala, her favorite. I would encourage her to rewrite an ending to a chapter or episode that would lead to a totally different ending of the story. This creativity would know no boundaries. She would allow herself to become the author and play with the story as she would like it.

(2) Another activity would also include *The Elmwood Kids* books. This time we could have a literature circle using one of the books. All the students, especially Katie, would have the opportunity to discuss all the issues that interested them about the book. I would continue conducting literature
circles using other books hoping to attract Katies attention to them.

3) Question #3

1- By having an opportunity to rewrite a story, I feel she would realize the need to know more words in order to play with them. She would benefit in reading proficiency by exploring more words in order to write more. This would lead to more yearning for reading.

2- By having Katie defend her position on books she enjoys through the literature circle, she will realize just how important the materials she chooses to read really are. She will also witness how truly important other types of books are to her classmates and that would create curiosity to read them also.

Overall I feel Katie is not a struggling reader. I think she needs to develop a love for reading that will contribute to all areas of her reading proficiency.
Katie has good word attack skills based on her IRT. She was able to pronounce all of the words correctly at a third-grade level. Her reading comprehension is generally poor. She is strongest in the area of recalling literal details as seen in response to the questions, “Where is Sarah’s family from?” “Where are they going?” and “Tell me about Sarah.” Sarah has more difficulty with drawing inferences which are not directly stated in the text. For example, in response to the question, “Why do Sarah’s eyes fill with tears?” She answered because she is tired. This response is based on prior knowledge and not what was read in the text.

Based on Katie’s reading log entry, her ability to summarize a book and identify the main character is poor. When asked to identify the main character, Katie lists all six and elaborates on her favorite, Vinila. It appears
She understands who are the main characters of the story based on her familiarity of the book based on the TV show.

2.3. To foster Katie's literacy development the remainder of the school year I would focus on improving her reading comprehension skills and developing her vocabulary. Comprehension can be improved through the use of the DE-CA and RE Quest technique. DE-CA will allow Katie to make predictions about the book that she is to be reading and then verify her predictions. This technique allows Katie to be an active participant in the reading process. For example, before beginning to read her pioneer book, the teacher could ask Katie to predict what she believes the story might be about. Her predictions could be recorded in her reading log. The teacher could also write key vocabulary words on the board and discuss them with Katie so she will be able to better.
Understand difficult concepts. Then Katie should read the preassigned pages silently, stopping to discuss her predictions with the teacher. At this time, Katie can verify or revise her predictions.

Another effective strategy to increase Katie’s reading comprehension is called ReQuest teaching. This is a cue to use context clues to guess the meaning of a target word. Since Katie had difficulty writing sentences that showed different meanings of words, she should have practice reading books in which the same word has different meanings which can be identified using clues in the sentence.

It is also recommended that Katie’s parents stress the value of reading by reading to her on a daily basis, having her read to them, and taking Katie to the library to assist her in choosing books of interest.
An eight year old with a primary language in English in the middle of third grade, "Katie" has the following reading strengths: (1) Great decoding/word-attack skills; (2) Recalls specific detail; and (3) Has a positive attitude as a reader. Given her informal reading assessment, clearly Katie demonstrates great decoding skills of a selection at her grade level. Yes, she does show a lot of "silent pauses" throughout her reading. By this strategy alone, Katie uses her knowledge of what to do when she encounters a difficult word. She stops, looks at the word, decodes it mentally - checks if that is the correct pronunciation and if it makes sense. Then she continues her reading. For example, when she came to the word "quilt," she did a short pause to check if it made sense initially. She might have asked herself what Sarah pulled and continued to decode. It is evident she did this throughout her reading of the selection.

Katie can also recall specific detail about a selection. Even her teacher having asked her some questions, Katie was able to recall information specific to the reading. For instance, she recalled where Sarah's family was from ("I think they are from New York State") and where they were going ("... and they're going to Oregon"). Although her response was quite short, she was also able to tell her teacher about Sarah. Note how she mentioned how Sarah had a "little" sister. Referring back to her informal reading assessment, she tested reading that word. Yet she still was able to demonstrate her strength in recall.

"Do you think you are a good reader?"
"Yes." (Sidebar)
Reading Survey. Katie has a positive attitude as a reader. Given the Reading Log Excerpt and Student-Teacher Dialogue, Katie truly illustrated her positive attitude. She followed the directions for her reading log. Although she specifically did not identify one main character, she wrote a good summary with 3 descriptions of a character. She had fun with the assignment due to her attitude. In addition, her dialogue with her teacher expressed the same feelings as a reader. Her enthusiasm is there.

At this point in the school year, however, Katie does have the following needs in her reading: 1) Build background knowledge; 2) Infer or selections; and 3) Raise her self-esteem when reading unfamiliar text. Given the teacher’s notes on page 13, Katie was still 3/4 of the way through her book. Her slow pace is probably a sign that she is trying to connect with the book in some way. So, a specific instructional strategy is to foster her literacy development is to brainstorm first before reading an unfamiliar/uninteresting text. Using this strategy, Katie will expand her knowledge about what the selection. Furthermore, it will provide her with more insights.

Katie needs to infer according to the content of the selection. Rather than referring back to what her mom said why people cry ("Because she’s tired," her mom says...), she needs to think, what might have happened in the story as a result? So an instructional strategy is DRTA. To improve her reading, Katie should practice the Predict-Read-Check strategy. As she reads, she should stop at times to predict.
what will happen next. Then, read on to verify her prediction.
Using this strategy, Katie will improve her inferencing on unfamiliar texts.

Although she sees herself as a good reader, she does demonstrate a lowered self-esteem as evident with her pacing during the Pioneer Life unit. However, having considered the above recommendations, Katie should continue her belief as a good reader. Most especially, she should continue her progress as a reader performing at grade level. Keep up the hard work, Katie!
According to Kate's Informal Reading Assessment, it appears she is reading at grade level or slightly below grade level. She made only one repetition but made only one mouse by omitting the word "little" while reading. The words she paused before may indicate that she is not fully incorporating these words into her sight word vocabulary.

Kate also showed she is capable of recalling details but has difficulty with inference. This is demonstrated by her last response to her teacher's question after re-reading the same passage in the Informal Reading Assessment. She truly didn't understand the connection between the quilt square and the maple leaf and the memories it brought to Sarah who caused her eyes to water and question if she would ever return to New York State.

Kate also showed a weakness in her knowledge of the multiple meanings of words.

From her student reading survey, she noted her reading lag, and her conversation with her teacher about the reading lag. Her interest in readers of four different
literary genres is very little limited.

In order to improve on her sight word vocabulary, Katie would benefit from using interactive journal writing. It appears the reading passage was taken from a social studies unit and Katie's independent reading books are related to the content area. Pages of social studies and science are often read in a format that suits Katie. When reading, she would incorporate context more with sight word vocabulary and improve sight word recognition and reading comprehension.

Other techniques Katie would benefit from include reading and writing. A combination of activities would help Katie improve her reading confidence.

In order to improve multiple-meaning understanding, Katie would benefit from regular use of a dictionary. Keeping a list of multiple meanings and using them in reading would reinforce the fact that there are multiple meanings and improve the exposure of such words.

Katie has a pretty good self-concept of herself as a reader but doesn't appear to be very interested in reading. Spiritually, because her parents don't encourage
reading in the home. Perhaps the type of reading book not specified but I would encourage her to read with interest in her and have her parents sign a reading log. In addition, perhaps during SSR books of interest should be provided as well. If her teacher would like to help her teacher, we encourage her to read different types of books. It would be helpful to have the class participate in different literature circles and have students promote books to other children. Perhaps if she sees other children excited in other books besides the ones she is reading, she may take interest in those books.