

Case Study Report

IDENTIFYING INFORMATION

Student Name: *Landon DeVries*

DOB: March 12, 2001

Age: 10

Gender: Male

School: *Davis Middle School*

Grade: 6th

Teacher: *Samantha Vanderveen*

Date of Evaluation: December 9, 2011

Examiner: *Lisa Nanninga*

Background Information:

Landon DeVries is a 6th grade Horizons Academy student at Davis Middle School. The Horizons Academy is a section of Davis Middle School that places students with learning disabilities in a smaller sized classroom. Individualized attention, assisted technology, and hands on activities are a focus in the Horizons Academy to help improve the learning of these students. In order to be allowed into the Horizons Academy the students must have an ILP (Individualized Learning Plan) and be diagnosed with some form of ADD, ADHD, Learning Disability, or a combination of these. Landon entered the school in 5th grade to the Horizons Academy in a 4th/5th grade split classroom that was made up of 5 students all of which were boys. The material covered was the same whether the students were officially considered 4th or 5th graders. Due to this Landon was working below grade level on skills such as reading and writing. This year he moved to the middle school and the Horizons Academy classroom for 6th graders. Right now that class consists of 3 students; originally it consisted of five students, but due to different circumstances two students left the school. Landon works with the same teacher and students for the five core academic classes and then for his three elective classes in the afternoon is included in elective classes for all the Davis Middle School students.

Ms. Vanderveen, his sixth grade teacher, has said that Landon is a student willing to participate and contribute to the classroom environment. Even though he has been a struggling reader his whole life the small classroom size is comforting to him and allows him the opportunity to attempt skills he may not have in a larger setting. He has offered to read text out loud and is not afraid to make mistakes in front of his other two classmates. Ms. Vanderveen also mentioned that Landon walks into class and turns in all of his homework for the five core subjects at the beginning of the day, first thing at 7:30 am. He does not wait to turn it in when she asks all the students to turn in their work. If the homework or assignment is discussed in class then he just sits there and cannot correct or ask questions about parts of the assignment he did not understand. This is something that happens every day because he is feels that turning it in right away shows his motivation and is how you are a successful student.

Even in the small class size Landon is struggling. Mathematics is his best subject academically; however he is still not at a high enough level that he would be able to join the regular sixth grade math class. His English grade still remains at a D. He would rather turn in incomplete homework assignments early for a grade of 59% instead of using the opportunity of extra time given to him by Ms. Vanderveen to finish the assignment. Landon's vision of being a good student is getting the work done quickly and turning it in. The importance is not if the work is correct it is the process of turning it in. You see this with his need to be organized. Ms.

Vanderveen has stated that Landon is her most organized student and always responsible with writing down assignments and aware of what they are working on in class.

Behavioral Observations:

Landon walks into each tutoring session with a big smile on his face and always a new story to tell. He interacts with the variety of students that may be milling around my classroom after school until we are ready to start. He always arrives early, but it still takes us awhile to actually get down to work due to the stories he wants to share with me. Landon prides himself on being organized and during the early tutoring sessions he could pull out his homework agenda and different assignments and readily tell me the work that needed to be completed for the next day. However, this began to change a little bit the last three or four tutoring sessions and he needed to run back to his locker multiple times in search of different textbooks he had forgotten. The homework was still written religiously within his agenda. Instead of the one homework folder he possessed in September, now that we have reached December he has two different homework folders. When talking with Ms. Vanderveen she said he hasn't been as organized lately with the two folders because material is in different places than he remembers putting it.

After explaining to Landon the reason for some of the tests and activities we were going to do together, he was very interested in my work and proceeded to ask me each tutoring session if I was going to record him. He liked being recorded, but still would always hesitate to read out loud. When reading out loud I have to ask him periodically to read louder so that I could hear him. He has a habit of mumbling or running his words together. He attempts to read very quickly and many words get skipped over. This habit of doing things quickly has been seen throughout all of the tutoring sessions that I had with Landon. Even without fully reading the questions or activities he begins answering and filling in blanks. Once he has started doing this it is difficult to get him to go back and look over his work. Once he has written something down he is done with it and ready to move on.

When the material is too difficult for Landon, he gets frustrated and shuts down. When this happens he stops trying and simply fills in whatever he wants to so that it looks like he has completed the work. Landon has become frustrated when reading material that was too difficult and when he felt as if I was offering too much help because he was having trouble reading the material. He has a desire to complete the work on his own. When Landon is not frustrated he uses multiple resources to help him complete different activities that are given. When his frustration level is high, there is no use of outside resources or extra effort put into the activity. The motivation level decreases greatly. His cooperation level decreases greatly when he is frustrated as well where normally he is very cooperative and willing to do any activity that I would ask him to complete.

Assessment Instruments and Results:

Reading Interest Survey: September 19, 2011

The reading interest survey consists of nineteen questions to help get to know more about Landon and his feeling and experiences with reading. From this information I can get a glimpse into Landon as a language arts learner.

Landon had some difficulty answering questions on the reading survey, because he did not just want to pick one or the other he felt drawn towards multiple answers. For example, Landon circled 'sort' he liked to read then erased it and circle 'yes' (appendix A). He explained that he hesitated to circle 'yes' because he does not enjoy reading books that people tell him to

read, but likes to pick out his own books to read. What I found to be the most interesting was that Landon explained all of this to me, but then decided that his favorite book was *Rifka*. *Rifka* is a novel that was assigned in English class. Question seventeen asked if you enjoy having someone read aloud to you. I was not surprised to see that Landon circled yes to this question. He is a self-conscious reader, so being able to listen is a much easier task for him.

IRI Reading Passage: September 26, 2011

A sample reading passage was given to Landon to identify reading comprehension and oral reading skills. During the reading I recorded miscues on a separate table to compare the differences between what Landon read and what was written in the passage. After the reading was completed I took the reading sample back and asked Landon ten questions to see what he comprehended about the passage.

During the oral reading Landon made eight different errors. Two of the errors he self corrected by sounding out the word, the other six errors consisted of adding extra words to the written sentences. One example that you see on the Miscue Analysis Chart (appendix B) is that the text reads, *In area* and Landon read; “In an area”. This still made sense to the story for him, but the ‘an’ was added into the sentence. Landon correctly answered six of the ten comprehension questions (appendix B). By looking at both of these sections, I have determined that based on his reading of this passage Landon falls into the Instructional Level (2.5 – 3 comprehension errors and 3 – 7 oral errors) for this passage. He had one more comprehension error, but the frustration level consisted of five or more comprehension errors, so I felt that he actually understood more about the story. He missed two comprehension questions that involved directions not that showed lack of understand of what the passage was discussing.

The San Diego Quick Assessment: October 10, 2011

This is a quick assessment that enables teachers to determine the grade level for which students are able to independently read sight words. The level in which students are able to independently complete the word list represents the grade level for which students are cable of reading on their own. It also determines the grade level at which students are able to read with some additional instruction and then the student’s frustration level. I began testing Landon with the grade level 2 words and he correctly read 8 of the 10 words. When moving on to grade 3 he correctly read 5 of the 10 words correctly; similarly this happened on the grade 4 words. At grade level 2 Landon is at an instructional level and as soon as we moved on to grade 3 he reached a frustration level. Landon read through the Grade 2 list very quickly because he has read the word *wide* with me before correctly. So even though this test shows Landon to be at an instructional level at Grade 2 if tested again requiring him to read the words slower he would be at an independent level at Grade 2. He is at an independent Grade 2 reading level.

Given Word	Correct	Student Response
Grade 2		
our	no	your
please	yes	
myself	yes	
town	yes	
early	yes	
send	yes	
wide	no	wind
believe	yes	
quietly	yes	
carefully	yes	

Given Word	Correct	Student Response
Grade 3		
city	yes	
middle	yes	
moment	yes	
frightened	yes	
exclaimed	no	explained
several	no	serval
lonely	yes	
drew	yes	
since	yes	
straight	no	strain

Given Word	Correct	Student Response
Grade 4		
decided	yes	
served	no	survived
amazed	yes	
silent	yes	
wrecked	no	weak
improved	yes	
certainly	yes	
entered	yes	
realized	no	relied
interrupted	no	didn't read it

Grade 2: 8/10 Instructional Level

Grade 3: 7/10 Frustration Level

Grade 4: 6/10 Frustration Level

Maze Assessment Vocabulary: October 10, 2011

The Maze assessment requires the student to read through a grade level reading selection. Every seventh word is deleted from the reading selection and replaced with three choices. The student is to read through the passage and choose the word that correctly completes the sentence. The first sentence of the passage is not altered. This assesses reading comprehension, fluency, and vocabulary development. There were 58 total places where a word needed to be chosen. Landon had an 81% accuracy rate correctly choosing words to fill 47 out of the 58 blanks (appendix D). In three instances Landon had to ask the meaning of one of the word options before he was able to circle his choice. There were a couple of instances in which I had to read a word in the passage for him and even one in which I needed to read the whole sentence. That sentence did include a word choice to complete the sentence. So that error is included in the accuracy percentage (appendix D pg 2). The circled words were words that Landon needed defined. The words in the gray box are the correct word choice for the sentence. The darkly shaded words are the errors that Landon chooses throughout the passage. The underlined words or sentences were the ones that I needed to read for him.

There was a lot of confusion for Landon when reading through the passage. He would very easily lose his spot within the reading even though he tracked his reading with his finger. He would skip whole lines at times within the passage and have to go back and read those sentences out of order. Instead of simply circling the word I had him highlight the word he was choosing hoping the color would help his tracking. Landon likes to read quickly and not always take his time thinking about the passage and what word would fit into the sentence. Many times when trying to choose which word would best fit he would look at the words surrounding the blank and not the entire sentence. Most of his errors were caused due to this strategy.

Oral Reading Fluency: October, 24, 2011

For this assessment Landon was asked to read a one page reading selection straight through without stopping. If he came to a word he did not know I would read the word for him so that he could continue reading fluently. This assessment is a Grade Level 6 assessment from the Florida Department of Education. It took Landon 4 minutes and 35 seconds to read the passage. Keeping his place in the reading was a difficult task even though he tracks as he reads using his finger. Landon correctly read 63.9 words correctly per minute (appendix E). This put him below the 10th percentile on the grade level 6 assessments (appendix E p.2). Normally two

selections would be read and the score would be averaged together. Landon gets extremely frustrated while reading out loud and reading fluently. It is a very difficult task for him to complete and feel that he is completing it well. Therefore during this session we only read through one passage and I determined his correct words per minute based on this passage. I can tell his frustration level gets higher and caused more miscues in his reading because of the 33 errors, 19 of them occurred in the second half of the reading selection (see appendix E). You can see the missed words circled on the scoring sheet. As he began to read faster to get the activity over with causing more miscues. Landon is below the fluency level for a standard grade level 6 student. This matches the other assessments that show he is below a grade level 6 reading level and word recognition level.

Instruction:

Reading Comprehension Lesson: Science/Social Studies Textbook (2 tutoring sessions)

The objective of this lesson was to present Landon with four strategies for comprehending material that is presented within a textbook. The four strategies we worked through together were to preview the selection, how to use click and clunk in order to determine known and unknown information, get the gist of the material, and wrap up what we had read. In order to preview we looked through the chapter of the science textbook that the questions were relating to. I modeled reading the bold headings for each section. Landon had read this chapter once in class so he summarized what he remembered. Secondly, we began working through click and clunk. What Landon was able to summarize we set aside and identified the parts he was unsure about. Thirdly we talked about getting the gist of the chapter. We identified the most critical information by reading the questions that were asked at the end of the chapter and picking out the sections that related to these questions. Lastly, after reading through the important information we did a wrap up understanding. What questions, topics are still confusing about the material read.

During the wrap up we began discussing the questions and their answers together so that Landon could began thinking about how to answer the questions. During the process of answering the questions we spent a great deal of time flipping back and forth from parts of the chapter to the questions. This was a great way to talk about how textbooks are set up and how to determine critical information. Landon has trouble remembering what the questions asked so we would read the question and try to remember any information on the topic. If Landon could not remember any information it was necessary to look it up in the chapter. Landon had a lot of trouble during this lesson flipping back and forth between the pages of information and the question. It would have been much easier for him to remain focused on simply answering the question if the questions were printed out on a separate sheet of paper.

In order to help with the flipping back and forth Landon retrieved sticky notes from his back pack to hold his place. This interrupted the work for a couple minutes as he tried to get himself reorganized. Throughout different tutoring sessions focus had been on saying his thoughts before writing them down. We continued with this strategy today. This was helping Landon to decide the best way to begin each sentence. Today however he refused to say what he was thinking. It became necessary to make multiple revisions. When he gets frustrated with the work or wants to get it done quickly Landon just writes down answers without worrying about if they make sense. In his mind completing the work is the most important part. His idea of assignments is to only complete them, not to fully understand the material.

The textbook being used is a 6th grade science textbook. When I made Landon slow down he was able to determine that partially restating the question was a good way to start the sentence. He really understood the material the chapter contained so comprehension was not an issue. It was getting his ideas out of his mind and down on the paper.

An improvement that we are making is working on some spelling as he is writing. When Landon knows it is a word used in the question or that he has previously read in the textbook he looks it up and copies the spelling. Initially in our session I had pointed out the words he was trying to spell. He used this model to find the words in the text and copy over to his writing. Two common spelling errors during this activity were “at” instead of “that” and “sorcool” instead of “circle”. The error of writing “at” comes from trying to complete work quickly and just missing the first couple letters of the word. Landon does not notice the mistake unless I ask him to read the sentence that he just wrote down. Then he realizes the error that he made and makes the correction on his paper.

Writing: How to Begin a Sentence

In his special education sixth grade class Landon had been reading through the book *Rifka*. Some of the chapters were read in class, some were read on their own, and discussions and activities were held. Today, the goal was for Landon to write a journal entry about an idea that has been a prominent theme in the novel. Landon has a difficult time beginning sentences in activities like this causing confusion in his writing. The objective of the lesson is to create a list of suggestions for beginning sentences.

Before even looking at the journal topic that Landon was to write about, we created a list of ways to start sentences.

Our list consisted of these ideas:

- First, Second, Third....
- The...
- In addition
- Then ...
- Use part of the question or journal explanation
- Names

With this list of ideas on the white board in the classroom we turned our attention to the journal entry. Similarly to the previous lesson I had Landon talk me through some ideas he had about what he wanted to write before we actually beginning to writing. Throughout the journal entry Landon wrote seven sentences with the first sentence acting as a topic sentence. The journal entry asked for him to write about a person he admired and respected. Landon’s first sentence was this; “The person that I admire the most is my cousin Erik” (appendix G). He used the idea of restating part of the question to begin the paragraph. After this sentences started with the words; sometimes, he, Erik, and I. Landon’s initial thought was to use first, second, and third because his teacher was requiring him to include three reasons. During our initial discussion Landon decided that first, second, and third would not really explain his thought plus journal entry was taking more of a story form than a listing. This is when he made the decision to use his cousin’s name a lot since he was talking about things that he did which were admirable.

Having the list on the board for Landon to look back at was very helpful. He struggles with trying to remember ideas about what he stated earlier. Even with just the few ideas that were up there he stayed away from starting sentences with that or is which had been seen in his previous writing (appendix F). This journal entry involved his use of listing starters that made the

writing selection choppy. Landon's journal entry about his cousin had a more narrative feeling and flow to it (appendix F). Spelling errors can still be found within the journal entry however revision was not a focus of our lesson so we did not spend time fixing it all.

Vocabulary: Synonyms and Antonyms

At Davis Middle School students are required to work through a Wordly Wise Book which involves systematic, sequential, vocabulary development. Landon struggles greatly with language and spelling and these assignments are a lot of work for him. A lesson in the wordly wise book is assigned and the students work with the list of words for that lesson for a week and a half. The words are introduced on a Monday and the books are turned in with the five different sections completed by the next Wednesday. The first four lessons of the wordly wise book are to help the students become familiar with the word list and the fifth section is the one that gets graded. Today we needed to work on the fourth section which requires students to identify words that are synonyms and antonyms. The goal of the lesson was to help Landon understand the necessity to slow down his work and correctly fill in the answers. His teacher had identified his tendency to speedily work through activities. The quick pace at which he works causes multiple errors and lowers his grades. His grades were then not adequately showing his ability. The only requirement for this section is for students to circle two words out of a list of four. The student is looking to either circle two words that are synonyms or two words that are antonyms.

I started the lesson by having Landon define synonym and antonym and write examples that he could come up with on his own. In order to do this I had to pull him away from just circling random answers in his work book. He did not want to take the time to come up with definitions and examples. I took his workbook away and had him stand up and write on the whiteboard the definitions and examples. This is what was written on the white board:

<u>Synonym</u>		<u>Antonym</u>	
Words that have the same meaning		Words that have opposite meanings	
Honest	fair	hot	cold
Sad	unhappy	near	far

After this I had Landon open up his workbook again and look at the words. He had to erase the few that he had circled already and start again. He was having trouble reading some of the words so I ended up reading the list of four words and then Landon had to think about which two could either be considered synonyms or antonyms. As I read the list Landon realized that he did not remember a lot of the meanings of the words that were on his vocabulary lists. Looking up the words in each list of four was our next step before circling the synonyms or antonyms. With the definition Landon is able to correctly circle the synonyms or antonyms. However he must spend the time reviewing the definitions for each.

Vocabulary: Root words, Prefixes, Spelling

This lesson is another lesson that helps the student successfully complete a section of the wordly wise workbook. This section gives sentences with blanks where a vocabulary word needs to be filled in. Behind the sentence an explanation is given for the word that fits in the blank. In the explanation prefixes are listed and the Latin root words are given to help the students identify what vocabulary word might fit. Landon had already filled in two of the blanks when he came to

me for tutoring. When I looked at his work, I noticed that in similar fashion he quickly chose a vocabulary word to fit in the sentence.

To start, I asked Landon to read the explanation out loud to me. Due to the nature of the explanations, the prefixes, and Latin root words he could not read the explanations with understanding. The objective of this lesson was to focus on how words were made up using prefixes and root words. I printed out the seven different word lists with the definitions behind the words so that our time and focus was not spent of finding the word lists mixed throughout the work book. This seemed to help Landon a great deal because we could lay out all the word lists next to each other on a desk and glance through all possible vocabulary choices. Before trying to fill in the blanks Landon read through all seven word lists to familiarize him again with the options.

The definition of a prefix had to be identified. When given a prefix we are given a big hint; we are looking for a word that begins a certain way. For example (see appendix I) the first sentence required using a word with a prefix *con*, so we went through our word lists and underlined all the words that he had studied that began with *con*. From here we then turned our attention to the root word given which was *tribuere* and the meaning of this root word was also given. Now looking at the underlined words we began thinking about which words would have a definition that included ideas of ‘to grant’ or ‘give something’. Once we had an idea of which word might fit these criteria we read it out loud within the sentence. If it fit within the sentence then Landon wrote it in the blank. Lastly, we found the word on the word list and made sure to write it with the correct spelling in the blank instead of doing it for memory.

This section was a long process for Landon to work through. He caught on very quickly to the idea of prefix and how to use that as a tool for looking for the words. It was much more difficult for him to understand the idea of the root word and applying that to the definition of the words. Landon also struggles to fully sound out all the words with the letter sounds so sounding out the different Latin root words and the possibilities of which words on his lists sound like that can be difficult for him. He cannot do this activity independently. He is at an instructional level so I had to work with him a great deal on these ten questions.

Writing Organization: Journal Entry: Brainstorm and write about a time in your life.

Today the focus is organizing our writing so that the journal entry makes sense. The requirement for the journal is to discuss if they would be able to have persistence or desire to wait for something for a long period of time. To brainstorm I had Landon talk me through how we were going to fill in the concept map. I wrote down what he was saying to help the brainstorming process go quicker and relieve some of the difficulty of writing during the thought process. The goal at this point in the lesson was to get ideas down so that we could then organize them into a journal entry. Landon already had an idea because he has been saving up money to buy a pocket bike. I let him tell me the story and we drew arrows off of his answer yes to being able to wait for something for a long time (appendix J p1). I put the sheet of paper with his ideas in front of him as he pulled out his journal to start writing the entry.

Next, I asked him what we should think about before we start the writing process. He decided that we needed an introductory sentence then the story and finally a conclusion. Again, Landon brought up starting sentences with first, second, because he needed at least six sentences. He did not retain the lesson on only starting lists with first, second, third from the previous lesson. Then he realized that these would not work well so he came up with the ideas of using next, and then to explain the order in which things happened. With the ability to look back at his

ideas and then write them into sentences I did not have to help Landon remember his thoughts. He could get a sentence down to start with and then we would read it again together checking for correct grammar. Landon had more problems with the spelling of words today than with formulating the sentences (appendix J). Progress is being made because at the beginning of our sessions together Landon would simply take a guess at how to spell words and not try to look them up or figure out the spelling. With this journal entry he looked up a couple of the words on his phone and also would stop and ask about how to spell it or if he had started it out right before he continued spelling. Instead of trying to get the work done quickly he took more pride in his work. One of the main problems that I noticed was that he mixes up his letter *b* and *d* when spelling and writing certain words. I made a note of this and he saw me write it down. Landon responded with “I do have a problem with that. I used to spell my name with a b”. This problem exists because he writes his *d*'s backwards; as in he draws the circle first and then the line, so he forgets which side to put the line on and half of the time the *d* turns into a *b*. This impacts a lot of his spelling.

Reading:

To work on our reading comprehension Landon read a chapter of *Where the Red Fern Grows*. The students have started reading this novel in English class and are trying to discuss it within a literature circle that Ms Vanderveen has set up. In order to successfully participate within the literature circle Landon needs to understand the chapters that he has been assigned to read. Together we are going to read a chapter of the novel with periodic stops for summarization. After reading a couple paragraphs I would stop Landon, hold his place in the chapter and ask him to describe to me the things that are happening in the story. Then he would continue reading the chapter out loud and we would pause a bit later and summarize the reading again.

By the end of the chapter Landon could easily explain to me what happened throughout the reading today. Remembering minor details is where Landon struggles the most. The general idea of the “gist” of the chapter he could remember. He does very well discussing things and explaining stories as opposed to writing down his ideas. The literature circle is a great fit for Landon. We also discussed the importance of slowing down as we read to enjoy the story and not rush through the act of reading to complete it. This was harder for him as he just wanted to finish reading the chapter so that he could begin working on his other homework that was assigned.

Conclusions:

On the basis of this information, I have concluded that Landon's word recognition hinders both his reading and fluency. This weakness causes him trouble effectively reading passages. The San Diego Quick Assessment (appendix C) determined his instructional level to be at Grade 2. The books picked for class are above this grade level. They are more at the Grade 5 level causing many of the words to be too difficult for Landon to read. As indicated by his teacher, he refuses to ask for help on words that he does not know when students are reading independently in class even when the opportunity is presented to him. His sight word base is at the Grade level 1 or 2 and so the assigned readings are difficult. Many of the reading miscues that Landon had while reading out loud selections involved adding words to sentences or replacing the given word with one that sounds extremely similar. For example, of the eight miscues Landon had while reading *Togo* (appendix B p.2) seven of them involved this type of

mistake. The reading level was more on target with *Togo* than with some of the other reading selections.

Comprehension is one of Landon's strengths. This strength is only noticed when he is working with material that is at his reading level and in relation to his interest. His strength is to discuss the events of the story and explain them to classmates. The sample IRI passage (appendix B) tested Landon to be at an instructional level however of the four errors that Landon made on the comprehension check two of them involved answering questions about the direction of something in relation to the African country. Landon did not have the background information of directions to help him answer those questions. Comprehension declines when the reading selection is too advanced for him. This was noticed when re-reading the science chapter to answer corresponding questions. When talking with Ms. Vanderveen about his comprehension in class she mentioned that he has great ideas when he understands the material. When reading selections are more advanced he skips over the words he does not know.

On the basis of Landon's writing information I have concluded that one of his weaknesses is getting his ideas down on paper and spelling. Writing is a laborious activity for Landon. He is not able to spell many of the sight words that he should be able to spell by the sixth grade. One of Landon's other weaknesses is writing complete sentences cause by the difficulty he has to begin sentences. He is making improvements with this idea as seen in his hero myth that he wrote individually (appendix K). The sentences were complete and began with capital letters. Many of the sentences began with the same word "then", but improvement has been made with complete sentences. Along with his spelling weakness, Landon also struggles with missing words within his sentences. I noticed this while working with him and it is also seen in the hero myth *Pepe and the One Eyed Monster*. Even when he reads through his own writing he does not notice if words are missing within the sentence. For example when working on Journal entry #1 for *Where the Red Fern Grows* (appendix J) he did not notice it was missing anything until I read the sentence out loud to him.

Landon's writing ability is below that of his fellow classmates. He has trouble writing in detail and expounding on his thoughts. When writing stories they lack descriptive words and colorful language to add enjoyment and excitement for those reading it. This is something that the students are working on in Ms. Vanderveen's class, but are at a lower level than those students in the regular sixth grade classrooms. When typing up a story or writing selection Landon's spelling weakness is taken away. The hero myth only contained three spelling errors and these errors were that the wrong word was picked in the place of the sentence (appendix K). When doing his own writing spelling errors occur much more often and hinder him from getting his ideas down on paper (appendix F and J). Spelling errors were also very prominent in any wordly wise sentences that Landon was writing (appendix L). This is a weakness that is hindering Landon's writing.

Organization is one of Landon's strengths. When working through writing his first journal entry for *Where the Red Fern Grows* (appendix J) he had no problem telling me that to write a good paragraph he needed an introductory sentence, some sentences containing the details, and then a concluding sentence. This kept his thoughts organized and set up his paragraph in a nice format. However, he would get caught up on the guideline of how many sentences he should have in his journal entry. Working above and beyond the requirements was not something he thought about doing. Completion of the activity was his focus.

Recommendations:

Landon is a wonderful young student to work with. He has difficulties with language arts and the skills of both reading and writing. He has a creative mind and wants to be successful in school. Recommendations to help Landon improve his skills would be this:

- 1) **Word Recognition:** work needs to be done with some common word lists so that Landon recognizes these words within reading passages. Once a week reading word lists such as we did with the San Diego Quick assessment gives him some interaction with vocabulary words. This can also be done with words that may come up within novels or textbooks that Landon is required to read in class. Introducing the words before the reading of the text will build up his confidence in his reading ability.
- 2) **Vocabulary Understanding:** Landon needs to improve his long term understanding of vocabulary words and their definitions. Especially with the wordy wise words that are not always used repeatedly in his writing. The retention of their definitions is difficult. I would suggest trying to draw pictures or act out the meanings of these vocabulary words so that they are more engrained in Landon's mind. This also gives him a memory with the vocabulary words to recall the definition.
- 3) **Spelling:** To improve overall writing, spelling needs to improve. Landon needs to be introduced and immersed with different sounds and which letters make them. Some of the English rules either he does not know or does not remember (appendix E, "wr" sound). Some specific work on these will help improve his reading fluency.
- 4) I recommend giving Landon copies of the vocabulary lists and definitions so that he does not need to flip back and forth through work books. This will help him remain focused on the task at hand instead of trying to find the information he needs.
- 5) Stress the idea of slowing down while working, reading, and writing. Modeling the length of time it takes you to complete an assignment or activity may help him realize that speed is not what we are looking for. He believes being a good student is completing all his homework and getting it done quickly; not making sure the material is understood and done to the best of his ability.

