

Literacy Case Study

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Personal Background and Educational Characteristics

The student that will take part in my case study is named Alyssa and she is a fourth grader from a single parent (mother led) household with a median income. Alyssa is a native English speaker. She is female and does not have any diagnosed or suspected disabilities or special needs. Her grandmother is a retired teacher who spends a great deal of time helping her with her schoolwork. Overall, Alyssa comes from a family that values education and learning and it is obvious in Alyssa's positive attitude towards learning.

Alyssa is a voracious reader who enjoys reading and comprehends well. Based on the reading MAP test, Alyssa scored a 211, which places her in the 71st percentile and is well above the end of 4th grade goal of 206. She also scored extremely well on the language (writing/grammar) test with a 216. This places her in the 80th percentile and also above the end of 4th grade goal of 207. While her scores are fantastic, Alyssa has struggled in spelling usage. This tells me that she can differentiate between words that are spelled correctly or incorrectly since that is typically how spelling is evaluated on tests like this, even though she has a hard time applying proper spelling to her own writing. When given the Words Their Way elementary inventory prior to our lessons, Alyssa scored within the late within word stage to early syllable and affix stage.

Classroom Climate

My classroom is organized into a workshop format which has been quite effective at promoting independence, cooperation, risk-taking, interest, and caring.

Students take part in a daily mini lesson, and then have time to work independently or with partners to practice this skill or task. While they are working, I am able to work with individuals or small groups based on their levels of need. During this time, the students are able to practice using what they have learned without an adult guiding them step by step; building a level of independence that is much needed in students at this age level. Since they also work with partners and small groups, it is important for students to learn how to communicate kindly and effectively with one another. Many of the independent and group practice activities are ungraded, so students are free to try out different ways of doing things without worrying about possibly failing. Failure and mistakes are a part of learning, so they are embraced and reflected upon rather than being seen as something to be ashamed of. During our workshops, students are also encouraged to choose topics and ideas that are of interest to them. I very rarely assign specific writing topics; rather, I remind the students of the skill that they need to practice and allow them to complete that practice through a topic of their choosing. For example, if we are learning about metaphors, the students may choose to write a description of anything they want as long as metaphors are included in their writing. Finally, the idea of encouraging students to be caring comes naturally in this learning environment. Students are able to make choices about their learning, providing them with a level of ownership which leads to a deeper level of caring about the topic. Students also learn to care for and learn from one another through their cooperative learning opportunities.

Instructional Challenges

Alyssa is a fantastic student and excels in school. There is nothing in her educational background that should present challenges in her education. One difficulty, however, is that our school lacks a unified vision for language arts instruction. While all teachers use the Common Core State Standards, there is not a particular program or curriculum that is used school wide. Teachers are responsible for creating or finding their own materials and resources to meet the standards. This arrangement does not seem to be troubling to Alyssa, but it may be a concern for other students.

Assessments

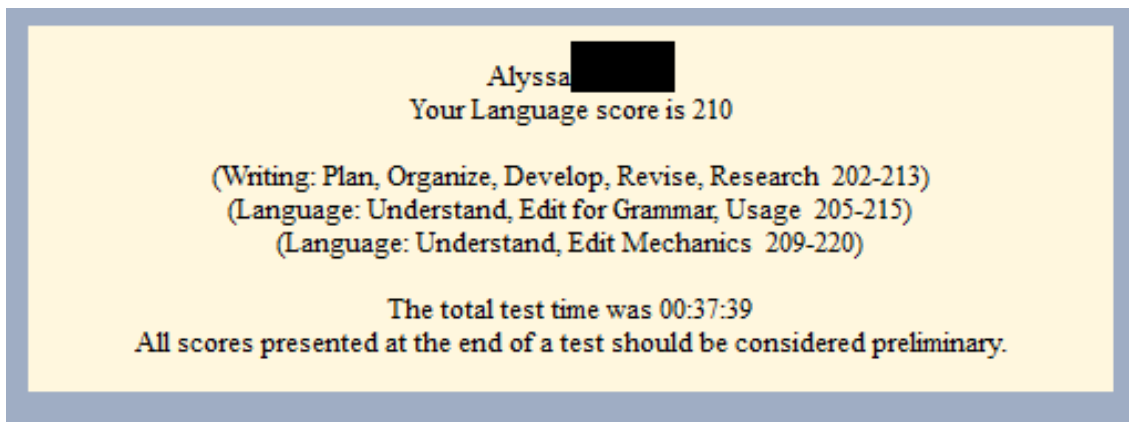
The primary assessment used in this case study is the Words Their Way inventory for elementary students. I chose this assessment because it seemed to be the most accurate way to gauge Alyssa's spelling abilities. When given the Words Their Way elementary inventory prior to our lessons, Alyssa scored in the late within word stage to early syllable and affix stage. Because of this, I chose to focus my lessons on the use of root words and affixes to help improve her spelling usage. I decided to use one lesson to focus specifically on how to use roots words and affixes to spell unknown words. She is proficient at spelling most words common sight words, so getting her to apply those words to make new words would be a major focus. The second lesson was designed to focus on common roots that could also be applied to properly spelling words.

I also selected to use the MAP (Measure of Academic Progress) test by the Northwest Evaluation Association as a second measure with which I could evaluate Alyssa's progress. Before beginning work with Alyssa, I administered both the reading

2011 LANGUAGE USAGE STATUS NORMS (RIT VALUES)			
Grade	Beginning-of-Year Mean	Middle-of-Year Mean	End-of-Year Mean
2	175.4	185.3	190.0
3	191.1	196.5	200.3
4	200.9	204.4	207.0
5	208.0	211.0	212.9
6	212.3	214.4	216.2
7	215.8	217.3	218.7
8	218.7	220.2	221.3
9	220.6	221.0	221.8
10	221.9	222.2	222.7
11	222.1	222.7	223.3

and language sections of the test. On the reading assessment, Alyssa scored a 211, which places her in the 71st percentile and is well above the end of 4th grade goal of 206. She also scored extremely well on the language (writing/grammar) test with a 216. This places her in the 80th percentile and also above the end of 4th grade goal of 207. When reviewing the language subscores, Alyssa's understanding/edit mechanics subscore (which includes spelling), in the range of 204-215, was slightly lower than her scores for planning/organizing/research and grammar/usage, but still would not be extremely concerning. None of the scores were troublesome, so I decided to think about my experience with Alyssa and asked her what she thought she had the biggest

problem with. Without hesitating, she explained that spelling was really hard for her and she needed extra help with it. I also noticed this in my experience with Alyssa as evidenced by classwork and writing assignments. Because of this, we agreed to work on her spelling skills.



Instructional Goals

One instructional goal of these lessons is to get Alyssa to apply known roots to help spell unknown words. This goal was chosen based upon Alyssa's performance on the Words Their Way elementary spelling inventory. The results indicated that the Alyssa could benefit from instruction in roots and affixes. Roots and affixes are a part of the Common Core Standards for fourth grade, making these lessons relevant for the entire class as well as Alyssa.

A second goal was to get Alyssa to analyze words based on their roots to create meaning and connect with similar words. This goal was chosen to help Alyssa get familiar with looking more carefully at words and how they are constructed to create meaning. This will be a helpful skill for Alyssa as she is choosing more difficult texts to read independently and is coming across more difficult words. Alyssa also has a

wonderful vocabulary and frequently incorporates challenging words into her writing, but struggles with spelling. Hopefully learning to analyze words by their roots will help Alyssa to make connections to similar words, improving her spelling skills.

Standards Addressed

When planning these lessons for Alyssa, it was vital to take into account learning and child development theories. Alyssa is a typical fourth grader and falls into the category concrete operations stage of thinking. She is quite skilled at reasoning and thinking deeply about concrete objects, but sometimes struggles with more abstract ideas. Root words are somewhat abstract, so this was something to keep in mind throughout our lessons.

In terms of curriculum and state expectations, fourth graders are expected to be proficient in the use of common prefixes and suffixes such as -ful, -less, -ness, and -ment, as well as Greek and Latin roots like tele and micro. These are included in the root word activities that have been chosen, as well as some higher and lower level affixes and roots to accommodate the range of learners in the class.

Alyssa had mastered the basic spelling patterns and was ready to move on to more difficult words. She has a rich vocabulary, but she struggled to correctly spell the more advanced words she wanted to include in her writing. When we first started this study, Alyssa had mentioned a desire to improve her spelling skills. She is interested in writing, so her spelling difficulties have caused her frustrations for quite some time.

In Patricia Cunningham's article entitled, "The Multisyllabic Word Dilemma", the idea that learning every letter of every word is ineffective in learning to spell. A

more sensible approach is to “walk through” words by “noting sound, pattern and meaning relationships”. This will lead to an improved ability to spell in the English language. This made perfect sense to the Alyssa’s situation. Rather than looking at words letter by letter, we would focus on sounds, patterns, and meaning as means of improving Alyssa’s spelling.

As a teacher, creating a stimulating and caring environment for learners has been vital. Not only does this benefit the students by creating a safe place for mistake-making and growth, but it also makes for a much more enjoyable environment from which to teach. I feel as though I do a better job teaching when I am comfortable, which in turn adds to the level of care and passion found in my class. It is also important to note that Alyssa was made part of the decision making process when this study began. By allowing Alyssa to have some say in what we would focus on, she was given ownership of the topic and a level of democracy that leads to a feeling of belonging and importance.

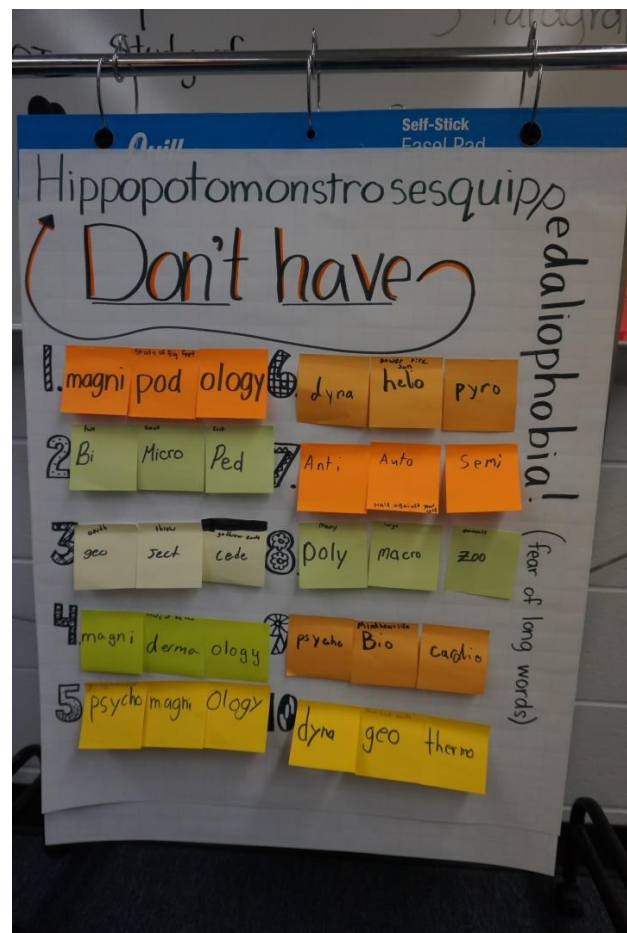
The assessments chosen for this varied in form. The MAP test is similar to a formal assessment used to compare student performance against normative data. The Words Their Way inventory, on the other hand, is more diagnostic. It provides the teacher with a specific level of ability from which to work. The lesson assessments provided a quick check of the student’s understand of each lesson. Informal observations and assessments throughout each of the activities were also helpful in determining the levels of understanding amongst the students.

Literacy Lesson

Each lesson began with whole group direct instruction through the use of a mini lesson and an engagement activity. After the mini lesson, the students were dismissed to take part in the primary activity with their partners. While the students were working in their groups, I worked to reinforce the root words strategies with small groups. Alyssa joined me during these times and we discussed how to connect words and roots that she already knows to help her spell more difficult words.

In the first lesson, focusing on using root words to spell complex words, we began by discussing what exactly a root word is. We connected this to our science class when we recently inspected the etymology of the word “astronomy”. The students remembered this right away and were eager to share what they remembered about the roots astro and nomy. Following this quick refresher, we watched a YouTube video that

explained how to use prefixes in particular to help spell. The students were a bit bored with the video, but many seemed to glean some information from it based on our discussion afterwards. To wrap up our introduction, the students did a gallery



walk of sorts to evaluate the structure of unknown words. Prior to beginning, I modeled how to evaluate and analyze a word by looking at the word “astrobiology”. The students knew from our science class that astro means star, I then did a think aloud to demonstrate how I could determine what bio meant. I mentioned how bio is also in the word biography and autobiography, which are stories about peoples’ lives. I also discussed how I took biology in high school and remember that we studied plants and animals in that class. With these clues, the students were able to help me decide that bio must have something to do with life or living things. We finally looked at the final root, logy, which reminded the students of other words they have heard such as archaeology and ecology. We decided it had to be something to do with learning, so when we put all of those thoughts together, we decided that astrobiology must have something to do with learning about living things in space. This was good practice for the students before they tried this on their own. When the students got to their first chart, they started by making a list of words that were similar to their unknown word, just like we did in the think aloud, and tried to find what made them similar in structure. The students then had to create a definition based upon the patterns they found in the structure. This was a little tricky for some of the groups, but after completing their first chart, most were more comfortable building on the work of their classmates as they visited subsequent charts.

During the next class period, the students were provided with a list of common root words. They were instructed to select three of these roots to combine to form a new and meaningful word. Before releasing them to work on this, I modeled this activity by choosing three roots from the list. I chose magni, pod, and ology. Using the

chart, we decided that the meaning of my word was the study of large feet! The students thought this was hilarious and were eager to begin creating their own words. Many of the students quickly found patterns, such as the fact that roots like *logy* and *nomy* are typically found at the ends of words while *re-* and *un-* are often found at the beginning. While the students worked at creating their words with their partners, I met with several students to provide extra assistance. This also gave me a chance to catch up with Alyssa and review what we had discussed in our mini lesson the day before. When the students had time to come up with several words, they were instructed to choose their favorite and write each of its three roots on a separate sticky note and add it to our chart. They also needed to include the definition of the word. I had intended to have the students explain their words to the class, but we found it was more fun for the other students to try and guess the meaning of their words. This proved to be more effective because the students had to actually analyze the roots chosen and decide how to meld those roots into a reasonable definition.

The final portion of this lesson focused on assessment. The assessment for this lesson was an activity where the students were presented with a list of six root words. They had to use these roots to complete partially blank words in the context of a sentence. They then had to use the provided definition of the root and the context of the sentence to create a definition for each completed word. This assessment was effective in showing which students were able to use the meaning of root words and apply them to the creation of a new word. It also showed me whether or not the students were able to use the clues provided by the root words to make meaning from the words. Alyssa did well on this assignment, but did not completely understand the

directions about creating the definition for the words she created. Instead, she wrote the definition of the roots.

The second lesson began with a quick review of our first lesson. We then listened to a rap song on YouTube that included several common roots. The students enjoyed the song, so I played it several times for them while they recorded some of the roots in their writing notebooks. The introduction to this lesson went rather quickly so we also completed the first activity during this time. Each pair of students received 5 sheets of cards, each containing 6 cards which they needed to cut out. Each card had either a root word or derivative form of one of the roots. The game was played in a similar fashion to Go-Fish. The students each had five cards in their hand and had a goal of collecting the root and its two derivative forms. The students with the most sets won. It took a few tries for the students to get the hang of it, but once they got it they did wonderfully. Some of the students had a hard time choosing the correct root in the derivative forms, but this only added to the fun!

The students enjoyed the Go Fish game so much that we began our next class period with a few more minutes of play before moving on to our next activity. During this time, I was able to meet with Alyssa again as well as a few other students. I watched them play and was impressed with the ease with which they were able to identify the roots and their derivatives.

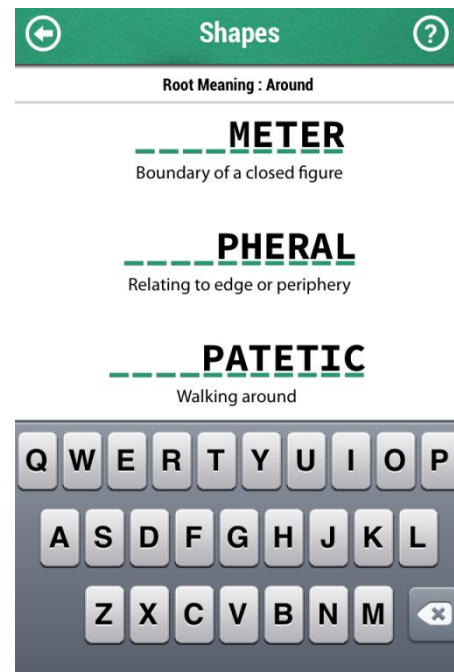


After a few minutes, we moved on to the next activity. In this activity, the students used the iPad minis to play a game called “Roots to Words”. In the game, the students were presented with two or three words that have a root word in common. Given the definition of each word, the students have to determine which root would make sense. The students were able to use their list of roots provided in the first lesson, a big help to several of the students. After getting through

the first level, the students then had to mix and match the roots from the first level to create different words using just the definitions. This proved to be more difficult, but was accomplished by almost all of the students after taking time to think through the task.

We concluded this lesson in a similar fashion to the first and finished this lesson with an assessment. This time, the students were given the meaning of several roots. They had to use these to determine the correct word to correspond with a definition that was provided. Alyssa did extremely well on this and was able to use the roots to choose the correct words.

These two lessons are also relevant for both math and science. Geometry in particular uses many root words. By understanding the root words for different numbers, learning shapes and figures would become easier. In science, many words



are based on Latin roots. Understanding these roots allows students to comprehend unfamiliar words based upon the root words that they understand.

Reflection and Critique

Overall, I feel that the lessons taught made meaningful contributions to Alyssa's spelling abilities. After retaking the language MAP test upon completion of our lessons, Alyssa's language subscore for understanding/edit mechanics went up. She went from 204-215 to 209-220, a great gain! The students are typically encouraged to bring their scores up by 10 points throughout the school year, so a five point gain after a few lessons is very encouraging. I did not readminister the reading MAP test because there were no subscores that would indicate spelling performance. Alyssa also improved her performance on the Words Their Way inventories. She began at the late "Within Word Pattern State" and advanced to the early "derivational" stage following our lessons. This is a huge jump and I feel like the focus on root words was a wise choice for Alyssa. In addition to being more successful on her assessments, Alyssa was much more confident in terms of her spelling abilities. In class, she is more eager to try spelling words on her own. In the past she was much quicker to ask for assistance from me or from a dictionary.

I was very pleased with the lesson overall, but given the opportunity to teach this to Alyssa again, there are a few small changes that I would make. When building the words from roots in the first lesson, I would start with several premade words (real or invented would work) and have the students use their lists to translate the words based on their roots. Most of the students only chose words from the front side of the list, missing many of the common roots on the back side. I think it if they had

to use the back side to interpret some of the words they would be more apt to use those roots in their own words. I would also omit the video from the first lesson. Although it provided good information, the students were very bored and it took up time that could have been better spent working with small groups. It may be better to provide the information from the video myself during our workshop time. I might also consider choosing words with similar roots for the gallery walk activity at the beginning of the first lesson. This would make the activity a bit easier and would also allow the students the opportunity to mentally connect the similar roots from the different words.

In terms of assessment, I would probably not place as much focus on the MAP test. It did not provide specific information about Alyssa's spelling performance like the Words Their Way inventory did. The MAP test showed growth, but it did not show specific levels of ability like the inventory. I would also do auditory assessments for each lesson rather than the worksheets. Alyssa is a great reader and is able to do well when words, or roots in this case, are presented for her so the individual lesson assessments did not necessarily provide me with information about whether or not Alyssa would be capable of using the specific roots in her own writing without having them presented to her.

Developmentally, I felt that this lesson was well matched to Alyssa's needs. I taught Alyssa last year in third grade and again this year in fourth, so I am fairly comfortable with Alyssa's abilities. The lesson was planned with Alyssa in mind, so I was sure to choose words that would be a challenge for her, without being so difficult that it would be impossible for her to complete the tasks.

Supporting Documents

Lesson Plan #1: What Are Root Words?

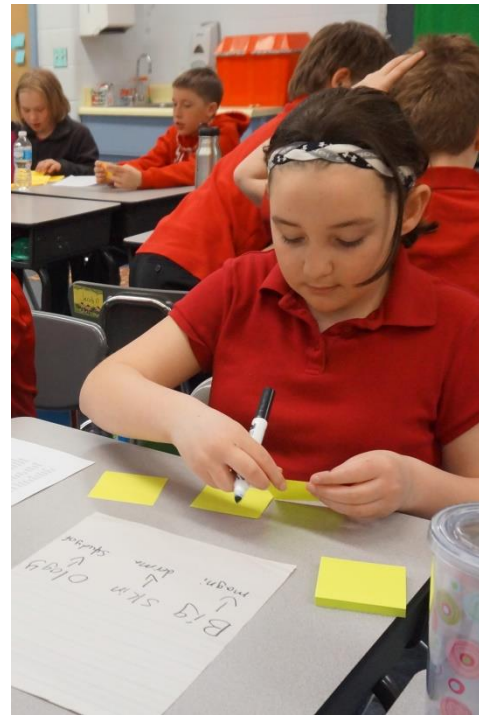
Subject: Literacy/ Language Arts

Grade Level: 4th Grade

Duration: 60 minutes- during writing workshop over the period of 2-4 days

Lesson Objectives:

In this lesson students will learn about how to apply root words to help spell unknown words correctly. They will use parts of common roots to build new words.



Common Core State Standards:

- CCSS.ELA-LITERACY.L.3.4.C - Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion)
- CCSS.ELA-LITERACY.L.4.4.B - Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).

Materials:

Computer with internet access and speakers, cards or sticky notes, [list of affixes and root words with their meanings](#), chart paper, markers, “Root of the Matter #1” worksheet

Rationale:

Familiarity with the use of root words aids writers in spelling unfamiliar words by accessing similar or related words within the students' vocabularies. It also helps readers to create meaning for new words based upon their knowledge of words with similar roots.

Introduction:

The lesson will begin with a brief discussion of root words. Use of the video entitled, [“How to Spell: Building Words with Prefixes”](#), would be helpful for engaging visual and auditory learners in the topic. Engage kinesthetic learners by choosing several unknown words and posting them on chart paper around the room. Divide the students into groups and explain that they will examine and evaluate the words on each chart. Encourage the students to think of words that are similar in structure to the word provided. They can list these on the chart paper in one color and write invented definitions in another color. After a minute or two, allow students to switch to another chart and build on the progress of previous groups. When the students have visited a few charts, call them together and discuss how they did.

Outline:

Following the introductory activity, students work in pairs playing a word building game. Each pair will receive a list of roots and affixes that they can combine to form new words. The students are instructed to use the affixes and roots to create new words. In addition to creating the words, they also need to create a definition for their words using the provided list of roots and affixes. The students will then choose their favorite word and attach it to the chart paper using sticky notes. They will then take turns explaining their new words to the class.

Closing:

To wrap up this activity, the students will complete an independent activity called “Root of the Matter.” This activity is similar to the group activity they just finished in that they are using roots to create new words. Once the words are created in the context of the sentence, they will then create definitions for each word based on the clues in the sentence and the meaning of the root that they selected.

Adaptations and Extensions:

If students have not been exposed to root words and affixes, simpler roots and affixes may be chosen.

Assessment:

Students will be preassessed using the Words Their Way elementary inventory prior to starting this lesson. An informal preassessment will take place based on how well the students are able to evaluate the complex words listed on the chart paper in the introductory activity. The assessment for this lesson is based on the completion of the “Root of the Matter” activity.

Lesson Plan #2: Learning Common Root Words

Subject: Literacy/ Language Arts

Grade Level: 4th Grade

Duration: 20 minutes- during writing workshop over a period of 2-3 days

Lesson Objectives: In this lesson students will learn the meaning of common root words and apply this knowledge to help better understand unfamiliar words.

Common Core State Standards:

- CCSS.ELA-LITERACY.L.3.4.C - Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion)
- CCSS.ELA-LITERACY.L.4.4.B - Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).

Materials:

iPads, “Roots to Words” iPad app, computer with internet access and speakers, 1 set of custom playing cards for every pair of students (each set should contain 10 root words and 2 derivatives to go with each root word), “Root of the Matter #2” worksheet

Rationale:

Familiarity with the use of root words aids writers in spelling unfamiliar words by accessing similar or related words within the students’ vocabularies. It also helps readers to create meaning for new words based upon their knowledge of words with similar roots.



Introduction:

Quickly review the previous lesson on root words. Explain that they will be learning to use a number of common root words today. Start the lesson by viewing the “Prefixes, Suffixes, and Root Words” rap from YouTube. Ask the students to record the roots and affixes they find in the song. It would be helpful to play the song several times to allow students to record what they find.

Outline:

Activity #1 - The students will play a word game similar to Go-Fish. Each groups will get a set of cards containing 10 root words and 20 derivative versions of those roots. Students start with 5 cards and will take turns asking for specific roots, just as they would ask for specific cards in Go-Fish. Students must collect the root and both derivatives to score the points for those cards. Play continues until someone runs out of cards.

Activity #2 - Once students complete the Go-Fish game, they can use the iPads to play the app called “Roots to Words”. In this app, the students are presented with a list of words containing the same root, except that the root is missing. The students have the definitions of each word to help them figure out the missing root that the words have in common. Students will record each root that they discover in their writing notebooks. They will record the root as well as each derivative they find in the app.

Closing:

To wrap up this activity, the students will compare how they did in the “Roots to Words” app and we will review some of the main roots that they came into contact with. They will then have time to independently practice using several common root words and derivatives in the second “Root of the Matter” activity.

Adaptations and Extensions:

If students have not been exposed to root words and affixes, simpler roots and affixes may be chosen.

Assessment:

The assessment for this lesson is based on the completion of the “Root of the Matter” activity. Students will also be reassessed using the Words Their Way inventory to determine if students were able to improve performance in words containing roots and affixes.

Assessment

MAP Preassessment (Reading)

											Goal Performance			
Test: Reading Survey w/ Goals 2-5 Common Core V4											Literature	Informational Text	Foundations / Vocabulary	
Student ID	Name	Grd	Test Type	Test Date	RIT	Std Err	RIT Range	%ile	%ile Range	Lexile® Range				
		4	S/G	Feb 3	183	3.4	180-186	7	4-11	195-345	178-189	179-191	174-185	
		4	S/G	Feb 3	186	3.3	183-189	11	7-16	249-399	183-194	186-198	171-183	
		4	S/G	Feb 3	189	3.4	186-192	16	11-21	303-453	189-201	182-194	178-190	
		4	S/G	Feb 3	199	3.3	196-202	38	30-47	483-633	189-200	195-206	197-209	
		4	S/G	Feb 3	200	3.3	197-203	41	30-49	501-651	194-205	191-202	197-209	
		4	S/G	Feb 3	202	3.3	199-205	47	38-55	537-687	195-207	197-208	197-208	
		4	S/G	Feb 3	202	3.2	199-205	47	38-55	537-687	198-210	190-201	201-212	
		4	S/G	Feb 3	206	3.2	203-209	58	49-69	609-759	199-211	196-208	206-217	
		4	S/G	Feb 3	207	3.3	204-210	61	49-69	627-777	200-211	203-214	201-212	
		4	S/G	Feb 3	207	3.3	204-210	61	52-71	627-777	198-209	203-214	205-216	
		4	S/G	Feb 3	210	3.3	207-213	69	58-76	681-831	205-217	203-214	204-215	
		Alyssa	4	S/G	Feb 3	211	3.3	208-214	71	63-78	699-849	211-222	203-215	201-213
			4	S/G	Feb 3	214	3.3	211-217	78	71-85	753-903	216-228	205-217	204-216
			4	S/G	Feb 3	217	3.3	214-220	84	76-88	807-957	218-230	209-220	206-217
Totals For: Reading Survey w/ Goals 2-5 Common Core V4														
Students:					14									
Valid tests:					14									
Mean RIT:					202.4		Mean:		203.9	201.6	201.5			
Std Dev:					10.3		Std Dev:		11.8	9.1	12.0			
Median RIT:					204		Median:		203	202	206			

MAP Preassessment (Language)

										Goal Performance			
Test: Language Survey w/ Goals Common Core V4										Plan / Organize / Research	Understand Grammar / Usage	Punctuate / Spell Correctly	
Student ID	Name	Grd	Test Type	Test Date	RIT	Std Err	RIT Range	%ile	%ile Range				
		4	S/G	Feb 4	189	3.0	186-192	13	9-18	178-189	188-198	185-196	
		4	S/G	Feb 4	193	3.0	190-196	20	14-27	179-190	188-199	197-209	
		4	S/G	Feb 4	195	2.9	192-198	24	18-32	192-202	187-197	191-201	
		4	S/G	Feb 4	198	2.9	195-201	32	24-40	189-199	184-195	204-216	
		4	S/G	Feb 4	202	3.1	199-205	43	35-52	184-196	197-208	208-219	
		4	S/G	Feb 4	204	2.9	201-207	49	40-58	202-212	195-205	199-209	
		4	S/G	Feb 4	207	2.9	204-210	58	49-66	187-199	214-226	203-214	
		4	S/G	Feb 4	209	3.0	206-212	63	55-71	202-212	207-217	203-213	
		4	S/G	Feb 4	214	3.0	211-217	76	69-82	206-216	208-219	212-222	
		4	S/G	Feb 4	214	2.9	211-217	76	69-82	210-221	202-212	216-227	
		4	S/G	Feb 4	214	2.9	211-217	76	69-82	206-216	211-221	210-221	
		4	S/G	Feb 4	215	2.9	212-218	78	71-84	217-227	211-221	201-212	
		Alyssa	4	S/G	Feb 4	216	2.9	213-219	80	74-86	211-221	217-228	204-215
			4	S/G	Feb 5	224	3.1	221-227	93	89-95	213-224	219-231	224-235
	Totals For: Language Survey w/ Goals Common Core V4												
	Students:					14							
Valid tests:					14								
Mean RIT:					206.7		Mean:	203.5	207.4	209.6			
Std Dev:					10.2		Std Dev:	13.1	12.3	9.8			
Median RIT:					208		Median:	207	209	209			

Words Their Way Preassessment

Words Their Way Elementary Spelling Inventory Feature Guide

Student's Name: Alyssa Teacher: _____ Grade: _____ Date: _____

Words Spelled Correctly: 16 / 25 Feature Points: 48 / 62 Total: 64 / 87 Spelling Stage: _____

Features →	EMERGENT		LETTER NAME-ALPHABETIC		WITHIN WORD PATTERN				SYLLABLES AND AFFIXES				DERIVATIONAL RELATIONS		Words Spelled Correctly
	LATE	EARLY	EARLY	MIDDLE	LATE	EARLY	MIDDLE	LATE	EARLY	MIDDLE	LATE	EARLY	MIDDLE		
1. bed	b	d	e												
2. ship	p	i	sh												
3. when		e	wh												
4. lump	l	u			mp										
5. float		t			fl	oa									
6. train		n			tr	ai									
7. place					pl	a-e									
8. drive		v			dr	i-e									
9. bright					br	igh									
10. shopping			o	sh											
11. spoil					sp										
12. serving						oi									
13. chewed				ch		er	ving								
14. carries						ow	ed								
15. marched				ch		ar	es	tr							
16. shower				sh		ar	ed								
17. bottle						ow									
18. favor										tt	er				
19. ripen										v	or				
20. cellar										p	en				
21. pleasure										ll	ar				
22. fortunate						or						ute	clear		
23. confident												ale	fortun		
24. civilize												ent	confid		
25. opposition												ize	oppos		
Totals			7 / 7	5 / 5	6 / 6	7 / 7	5 / 5	7 / 7	3 / 5	4 / 5	3 / 5	1 / 5	0 / 5	48 / 62	16 / 25

Appendix A

Lesson 1 Assessment

Name Alyssa



Root words

The Root of the Matter



A word can have different parts. Many words have a main part, or **root**. The root contains the basic meaning of the word. For example, **ped** is the root in the word **pedal**. The meaning of **ped** is "foot." Feet are used to push down on the pedals of a bicycle to cause it to move.

The root is missing from a word in each sentence below. Use context clues and the meaning of the roots in the box to figure out the missing word part. Then write it in the space to complete the word.

pos = place ~~phen~~ = sound ~~photo~~ = light
~~port~~ = carry ~~pop~~ = people



1. The population of our town is just over 20,000.
2. The orchestra will perform a symphony by Beethoven next week.
3. The position of the hour hand shows that it is 2:00 P.M.
4. What goods does our country export to other countries?
5. During photosynthesis, plants use sunlight to make food.

List the words you completed. Then write your own definition for each word. Use a dictionary if you are not sure.


6. pop, population of a town or a country.
7. port, to go to a place
8. photo, could be how plants make food or just a picture
9. phony, A symphony is music with more than 2 people
10. pos, A time or place.




What other words do you know with the roots **ped**, **pos**, **phon**, **photo**, **port**, and **pop**? On another sheet of paper, write a word containing each root. Circle the root.

Lesson 2 Assessment

100%

Name Alyssa  Root words

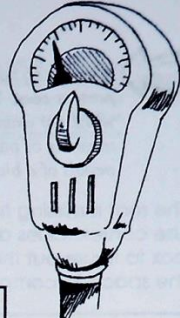
The Root of the Matter

 The main part of a word is called the **root**. The root contains the basic meaning of the word. Here is a list of roots and their meanings.

dict = speak	lab = work	mand = to order
meter = measure	phys = body	rupt = break

Use the meanings of the roots as clues to write a word from the puzzle for each definition. Then write the letters from the shaded boxes in order on the blank below to complete the fact about a parking meter.

collaborate	physician	bankrupt	command
contradict	dictation	thermometer	laboratory
collaborate	physical	demand	barometer



1. to speak the opposite of C O N T R A D I C T
2. to be "broke" B A N K R U P T
3. work out with great detail C L A B O R A T E
4. a science workroom L A B O R A T O R Y
5. having to do with the body P H Y S I C A L
6. to work with another person C O L L A B O R A T E
7. to order forcefully D E M A N D
8. used to measure air pressure B A R O M E T E R

9. an order C O M M A N D
10. information given by speaking D I C T A T I O N
11. use to measure temperature T H E R M O M E T E R
12. a doctor for the body P H Y S I C I A N

The first parking meter was installed in oklahoma city.

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MAP Language Postassessment

Alyssa [REDACTED]
Your Language score is 210

(Writing: Plan, Organize, Develop, Revise, Research 202-213)
(Language: Understand, Edit for Grammar, Usage 205-215)
(Language: Understand, Edit Mechanics 209-220)

The total test time was 00:37:39
All scores presented at the end of a test should be considered preliminary.

Words Their Way Postassessment

Words Their Way Elementary Spelling Inventory Feature Guide

Student's Name Alyssa Teacher _____ Grade 4 Date _____

Words Spelled Correctly: 18 / 25 Feature Points: 52 / 62 Total: 70 / 87 Spelling Stage: _____

Features →	EMERGENT		LETTER NAME-ALPHABETIC		WITHIN WORD PATTERN				SYLLABLES AND AFFIXES				DERIVATIONAL RELATIONS		Feature Points	Words Spelled Correctly
	Initial	Final	Short Vowels	Long Vowels	Diagrams	Blends	Other Vowels	Inflected Endings	Syllable Junctures	Unaccented Final Syllables	Harder Suffixes	Prefixes or Roots	Middle			
1. bed	b	d	e											3		
2. ship		p	i	eh										3		
3. when		e	wh											3		
4. lump	l		u		mp									3		
5. float		t			fl	oa								3		
6. train		n			tr	ai								3		
7. place					pl	a-e								3		
8. drive		v			dr	i-e								2		
9. bright					br	igh								3		
10. shopping			o	sh			pping							3		
11. spoil					sp		oi							2		
12. serving							er	ving						2		
13. chewed				ch			ew	ed						3		
14. carries							ar	ies	(rr)					2	X	
15. marched				ch			ar	ed						3		
16. shower				sh			ow							3		
17. bottle									tt	le				2		
18. favor									v	or				2		
19. ripen									p	en				2		
20. cellar									ll	er				1		
21. pleasure										ure	pleas			0	X	
22. fortunate							or			ate	fortun			1	X	
23. confident										ent	confid			2	X	
24. civilize										ize	civil			0	X	
25. opposition										tion	pos			0	X	
Totals	7	7	5	6	7	7	5	5	7	5	4	5	4	5	52	18

Appendix A

Permanent Products

Self-Stick
Facel Pad

Hippopotomonstrosesquipedaliophobia! (fear of long words)

Don't have

- magni pod ology
- Bi Micro Ped
- geo test code
- magni derma ology
- psychomagn ology
- dyna helo pyro
- Ant. Auto Semi
- Poly Macro Zoo
- psyche Bio Cardio
- dyna geo thermo

Name Alyssa Root words

The Root of the Matter

The main part of a word is called the **root**. The root contains the basic meaning of the word. Here is a list of roots and their meanings.

dict = speak	lab = work	mand = to order
meter = measure	phys = body	rupt = break

Use the meanings of the roots as clues to write a word from the puzzle for each definition. Then write the letters from the shaded boxes in order on the blank below to complete the fact about a parking meter.

collaborate	physician	bankrupt	command
contradict	dictation	thermometer	laboratory
elaborate	physical	demand	barometer

- to speak the opposite of contradict
- to be "broke" bankrupt
- work out with great detail elaborate
- a science classroom laboratory
- having to do with the body physical
- to work with another person collaborate
- to order forcefully demand
- used to measure air pressure barometer
- an order command
- information given by speaking dictation
- use to measure temperature thermometer
- a doctor for the body physician

The first parking meter was installed in Oklahoma City.

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- bed
- ship
- when
- lump
- float
- train
- place
- drive
- bright
- shopping
- spoil
- servicing
- chewed
- carries
- marched
- shower
- bottle
- favor
- ripen
- cellar cellar
- pleaser pleasure
- forchener fortunate
- confident
- silivise civilize
- Opisiphen opposition

Name Alyssa Root words

The Root of the Matter

A word can have different parts. Many words have a main part, or **root**. The root contains the basic meaning of the word. For example, ped is the root in the word pedal. The meaning of ped is "foot." Feet are used to push down on the pedals of a bicycle to cause it to move.

The root is missing from a word in each sentence below. Use context clues and the meaning of the roots in the box to figure out the missing word part. Then write it in the space to complete the word.

pos = place	phon = sound	photo = light
port = carry	pop = people	

- The population of our town is just over 20,000.
- The orchestra will perform a symphony by Beethoven next week.
- The position of the hour hand shows that it is 2:00 P.M.
- What goods does our country export to other countries?
- During photosynthesis, plants use sunlight to make food.

List the words you completed. Then write your own definition for each word. Use a dictionary if you are not sure.

- pop, population of a town or a country.
- port to go to a place
- photo, could be how plants make food or just a picture
- phony, A symphony is music with more than 2 people
- pos, A time or place.

What other words do you know with the roots ped, pos, phon, photo, port, and pop? On another sheet of paper, write a word containing each root. Circle the root.

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Updates

Update 1

For my case study, I will be instructing my students in the use of root words (lesson 1) and context clues (lesson 2) in order to improve reading comprehension. I have noticed an increasing problem with poor vocabulary skills in my students, causing difficulties in understanding unfamiliar words. I plan to teach the lessons to two of my fourth graders, one who is labeled a struggling reader and the other an advanced reader, and compare the results afterward. I will preassess the students using the MAP (Measures of Academic Progress) test in reading as well as through DIBELS with the retelling element. Progress throughout the period of the study will be measured with the DIBELS retelling, vocabulary activities, and discussion. The final determination of success will be measured with another MAP test and DIBELS assessment.

Update 2

I originally planned to focus my attention on two different students and two different topics (root words and context clues), but I've decided to simplify by working with one student and by focus simply on root words. The student that will be taking part in my case study is named Alyssa and she is a fourth grader from a single parent (mother led) household with a median income. Her grandmother is a retired teacher who spends a great deal of time helping her with her schoolwork. Alyssa is a voracious reader who enjoys reading and comprehends well. Based the reading MAP test, Alyssa scored a 211, which places her in the 71st percentile and is well above the end of 4th grade goal of 206. She also scored extremely well on the language (writing/grammar) test with a 216. This places her in the 80th percentile and also above the end of 4th grade goal of 207.

While her scores are fantastic, Alyssa has struggled in spelling usage. This tells me that she can differentiate between words that are spelled correctly or incorrectly since that is typically how spelling is evaluated on tests like this, even though she has a hard time applying proper spelling to her own writing. When given the Words Their Way elementary inventory, Alyssa scored within the late within word stage to early syllable and affix stage. The first lesson that I will teach to Alyssa will be an overview of root words and affixes, while the second lesson will focus on common roots and affixes. Part of the lessons will include word sorts and a game that I found for the iPad call "Roots to Words". The goal for these lessons will be to help Alyssa acquire the skills needed to use root words and affixes to improve her spelling usage. This improvement will be measured by another administration of the MAP language test and Words Their Way inventory.

Update 3

I think the lessons that I planned for Alyssa were pretty successful. We did a lot of different activities, ranging from 1-to-1 direct instruction, to hands-on games, to using an app called Roots to Words. My direct instruction focused specifically on suffixes since that was an area of difficulty for Alyssa and I am fairly certain that it has been helpful to her. After being reassessed with the Words Their Way elementary inventory, Alyssa would be in the late syllable and affixes stage. She still had a miscue in the word "cellar", spelling it with an -or at the end, but was successful in all of the simpler suffixes. The next area of focus for Alyssa will be using harder suffixes and root words. After her final assessment, I had Alyssa right the base words of the words she spelled incorrectly. Of the 4 she had incorrect, she was able to spell 2 of the base words correctly. I then showed her the connection with the more difficult words that she spelled incorrectly. For example, she spelled "please" correctly, but "pleasure" incorrectly. She was surprised to see how

close those words were to the words she spelled incorrectly. Hopefully with more work, she will feel more comfortable using known words to help spell more difficult words. I also plan to reassess Alyssa using the MAP test for language arts, but the MAP administrator has been in the Bahamas, so I have to wait until she returns this week. I am interested to see if there is an increase in the spelling component.

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