4. Roy – 9th Grade

The **Beginning** and **Advanced Decoding Surveys** were administered to Roy because he was acting out in class and not turning in his homework. His Language Arts teacher suspected a reading problem, although all of Roy's other teachers said that he was just not motivated. His teacher had been to a REALLY GREAT READING workshop about the **Diagnostic Decoding Surveys** and she decided to administer them to learn whether Roy's behavior problems might be related to a reading problem.

No Screening Assessment Scores Available for Roy

Roy's Diagnostic Decoding Survey Scores

Beginning Decoding Survey

Words Read Correctly (out of 50 total)	Error Column Totals								
	No Try	Sight Word	Sound Added or Omitted	Consonant Initial	Consonant Final	Short Vowel	Digraph & Letters qu	Blend	
37	0	3	1	1	2	8	0	0	

Advanced Decoding Survey

Words Read Correctly (out of 30 total)	Error Column Totals							
	No Try	Sound Added or Omitted	Consonant Initial	Consonant Final	Short Vowel	Digraph & Trigraph	Blend	Advanced Vowel
	0	4	0	3	4	1	0	5
10	Multi-Syllable Words							
	Nonsense Words				Real Words			
	5				2			

Roy's Instructional Recommendation

Roy needs phonics instruction in short vowel sounds, advanced vowels, and multi-syllable words. He also needs to practice reading accurately and not guessing. Instruction should start with short vowels and progress to advanced vowels and multi-syllable words.

REALLY GREAT READING's **Phonics Boost** lessons would be appropriate for Roy. He should be in a group no larger than 6 students so that all students have ample time for oral reading practice. The pace of **Phonics Boost** is slower than **Phonics Blitz**. Roy's low scores in combination with his propensity to guess mean that he needs more practice than **Phonics Blitz**, with its faster pace, would allow.

Detailed Analysis of Roy's Decoding Survey

Exhibit 13.6 is Roy's **Beginning DS** and Exhibit 13.7 is Roy's **Advanced DS**.

Overview

Roy's **Beginning DS** *Words Read Correctly* score is 37, which confirms his teacher's suspicion that Roy has a reading problem. He is 11 below the benchmark of 48 (see Chapter 12 for benchmarks). His error column totals show that his major problem is short vowels (8 errors). He missed both real and nonsense words, and he misread words in isolation and in sentences.

Roy's **Advanced DS** *Words Read Correctly* score is 10, which means he missed two-thirds of the words. He had equal difficulty reading both single-syllable and multi-syllable words. He turned nonsense words into real words and misread both short and advanced vowels. Unfamiliar multi-syllable words were most difficult. He read all 5 nonsense multi-syllable words as one-syllable words.

Strengths

- **Reads single-syllable real words with short vowels significantly better than unfamiliar words**
  - On the **Beginning DS**, he missed only 2 of 15 decodable real words in isolation and 3 of 15 decodable words in sentences, while he missed 5 of 8 nonsense words.
  - On the **Advanced DS**, he missed 6 of 8 single-syllable nonsense words with short vowels.
    - It is likely that the single-syllable words on the **Beginning DS** are sight words for Roy and he does not have to decode them to read them accurately.
- **Reads most initial consonant sounds accurately**
- **Reads blends and digraphs accurately**

Weaknesses

- **Not solid with short vowel spelling patterns or short vowel letter sounds**
  - Missed the short vowels in 8 words on the **Beginning DS** and 4 words on the **Advanced DS**.
  - Misread short vowels in real and nonsense words.
- **Not solid with advanced vowel spellings**
  - Missed the advanced vowels in 5 words on the **Advanced DS**.
- **Difficulty reading unfamiliar multi-syllable words**
  - Misread all 5 nonsense multi-syllable words on the **Advanced DS**.

  This is likely because the vowels confuse him, as shown when he reads single-syllable nonsense words. Reading the nonsense multi-syllable words as one-syllable words indicates that Roy does not know how to break multi-syllable words into syllables.
- **Guesses when reading words**
  - Added or omitted 4 sounds to single-syllable words on the **Advanced DS**.
    - When a student adds or omits sounds in a word, it confirms he is guessing because he is not limiting himself to reading just the letters in the word.

Exhibit 13.6

4. Roy

Beginning Decoding Survey

Student **Roy**

Grade **9**   Date **June 4, 2008**

Examiner **Teacher B**

BEGINNING DECODING SURVEY   RECORDING FORM **A**

Error Grid

Observations

Check the appropriate boxes:
- ☐ Reads sound by sound, then blends word
- ☐ Possible b/d or b/p reversal
- ☐ Quick to guess
- ☐ Slow

			No Try	Sight Word	Sound Added or Omitted	Initial Consonant	Final Consonant	Short Vowel	Digraph & Letters qu	Blend
Sight Words	1	see ✓								
	2	one ✓								
	3	they ✓								
	4	you ✓								
	5	are ✓								
CVC Words	6	rag ✓		NA						
	7	lid ✓		NA					Consonant Digraph: ch, sh, ck, wh, th	
	8	dot ✓		NA						
	9	hum ✓		NA						
	10	bet ✓		NA					Letters qu	
Digraphs & Short Vowels	11	rich reach		NA			NA	✗		
	12	shop ✓		NA		NA				
	13	tack ✓		NA			NA			
	14	quit ✓		NA		NA				
	15	moth math		NA			NA	✗		Blend
Blends & Short Vowels	16	dust ✓		NA					NA	
	17	step ✓		NA					NA	
	18	trip ✓		NA					NA	
	19	pond ✓		NA					NA	
	20	brag ✓		NA					NA	

Sentences (irregularly spelled sight words are in *italics*)

			No Try	Sight Word	Sound Added or Omitted	Initial Consonant	Final Consonant	Short Vowel	Digraph & Letters qu	Blend
21–26	*The* ✓ cat ✓ had/hid(SC) in ✓ *a* the box. ✓			✗				✗	NA	NA
27–35	*The* ✓ fresh ✓ fish ✓ *is* was ✓ still in ✓ *the* on ✓ wet ✓ grass. ✓			✗				✗		
36–42	Six ✓ flat/flags(SC) shells ✓ *were* ✓ in ✓ *my* the bath. ✓			✗	✗		✗			

Nonsense Words

			No Try	Sight Word	Sound Added or Omitted	Initial Consonant	Final Consonant	Short Vowel	Digraph & Letters qu	Blend
CVC	43	vop ✓		NA					NA	NA
	44	yud yood		NA				✗	NA	NA
	45	zin wine		NA		✗		✗	NA	NA
	46	keb ✓		NA					NA	NA
Digraphs	47	shap shape		NA		NA		✗		NA
	48	thid thin		NA		NA	✗			NA
	49	chut ✓		NA		NA				NA
	50	weck wack		NA			NA	✗		NA

37 Words Read Correctly (out of 50 total)	Error Column Totals	0	3	1	1	2	8	0	0
		No Try	Sight Word	Sound Added or Omitted	Initial / Consonant	Final	Short Vowel	Digraph & Letters qu	Blend

Exhibit 13.7

4. Roy

Advanced Decoding Survey

Student **Roy**

Date **June 4, 2008**

ADVANCED DECODING SURVEY

RECORDING FORM **A**

Error Grid

Nonsense Words		No Try	Sound Added or Omitted	Consonant Initial	Consonant Final	Short Vowel	Consonant Digraph: sh, ch, th, ph Trigraph: dge, tch	Observations
1	**fut** foot					X		
2	**shab** ✓			NA				
3	**thox** tox			NA			X	
4	**lutch** lunch		X		NA			
5	**phim** phone			NA	X	X		Blend
6	**gred** greed					X	NA	
7	**strob** strobe					X	NA	Advanced Vowel
8	**misp** ✓						NA	
9	**yume** yummy		X			NA	NA	NA	X
10	**weag** wag					NA	NA	NA	X
11	**jaib** jail				X	NA	NA	NA	
12	**soam** soap				X	NA	NA	NA	
13	**foom** foam					NA	NA	NA	X
14	**vawk** ✓					NA	NA	NA	
15	**soid** sold		X			NA	NA	NA	X
16	**zout** ✓					NA	NA	NA	
17	**foy** ✓				NA	NA	NA	NA	
18	**fird** fired		X			NA	NA	NA	X
19	**gorf** ✓					NA	NA	NA	
20	**lerm** ✓					NA	NA	NA	

Observations — *Check the appropriate boxes:*
- ☐ Reads sound by sound, then blends word
- ☐ Possible b/d or b/p reversal
- ☐ Quick to guess
- ☐ Slow

Categories (left margin): One Syllable & One Vowel | VCE | Vowel Teams | Vowel + R

Error Column Totals	0	4	0	3	4	1	0	5
	No Try	Sound Added or Omitted	Initial Consonant	Final Consonant	Short Vowel	Digraph & Trigraph	Blend	Advanced Vowel

Multi-Syllable Words

Nonsense Words		Incorrect or No Try		Real Words		Incorrect or No Try
21	**kimplut** kid	X		26	**fantastic** ✓	
22	**gruckle** grab	X		27	**several** ✓	
23	**slafnode** slap	X		28	**attached** attach	X
24	**dirper** drip	X		29	**recognize** revise	X
25	**panventic** pan	X		30	**lotion** ✓	
	Multi-Syllable Nonsense Word Errors	5			Multi-Syllable Real Word Errors	2

10 | **Words Read Correctly** (out of 30 total)