

Reading Component	Current Functioning	Relevant Data
Maurie Reading Skills		
Phonological Decoding (reading words by sounding out) Phonological Encoding (spelling words by sounding out)	Low for accuracy and fluency	KTEA Nonsense Word Decoding – 69 Decoding Fluency – 77
Word Identification (reading isolated words)	Below average for both accuracy and fluency	KTEA 3 Letter Word 79, Word Recognition fluency - 76
Text Reading Fluency	Accuracy is low average but rate is low Note difference from isolated words Fluency below average on KTEA 3	GORT 5 Accuracy = 7 rate – 5 KTEA 3 -79
Text Reading Comprehension	Low Average	GORT 5 – 17 th %ile KTEA 3 - 93
Reading Related Cognitive Processes		
Orthographic Processing: (ability to store letter patterns in words)	Orthographic spelling very low Letter writing automaticity slow	PAL II
Phonological Awareness	Below average	CTOPP 2 – 81
Naming Speed	Below average	CTOPP 2 – 76 KTEA 3 - 74
Phonological Memory: remembering information by “sound”	Low	CTOPP 2 70
Verbal Memory	WISC 5 WM low CTOPP	
Associative Memory		
Verbal Ability	Average	WISC V
Visual Spatial Skills	Average	WISC V
Working Memory	Below average	WISC V

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Maurie is a 5th grade student who has received general education reading support and outside private tutoring

Strengths : Good language skills, visual spatial skills, fluid reasoning

Needs: **Maurie**, lacks basic decoding skills and it is important to note that he also leaves out phonemes in shorter words (for example reading platic for plastic). His phonological processing is weak and should be addressed in conjunction with developing his word attack skills. His handwriting is poor. Spelling is weak and he is inconsistent in how he spells words. Maurice needs direct, explicit reading instruction. His basic decoding skills are at a first grade level .

What intervention would be implemented at your school for Maurice?

- Is it evidence based, research based?
- Does it include elements identified by IDA for students with dyslexia?

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