

[TITLE I PROGRESS UPDATE]

May 19, 2015

Student School: Mazzuchelli

Student Name: Breonna

Grade: 6<sup>th</sup>

Title I Interventionist: Ms. Galliard

Dear Family,

Throughout the course of Title I services, your child has been receiving intensive and explicit instruction in the following areas:

- Letter Identification
- Letter Sound Fluency
- Phonemic Awareness
- Phonics
- Fluency
- Sight Words
- Comprehension Strategies
- Writing
- Other: Vocabulary

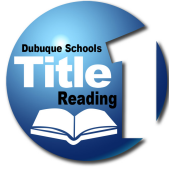
Breonna is a sixth grade student who received Title 1 Reading services. This service was provided by Dubuque Community School District. Breonna received services on reading strategies five days a week for forty-five minutes.

Skills Breonna focused on were fluency, making predictions, summarizing, sequence, and revising and editing writing. Breonna received weekly fluency interventions to improve her accuracy and speed when reading.

The Analytical Reading Inventory (ARI) was administered to Breonna. The winter form shows where Breonna was when tested in January and the spring form shows where Breonna was when tested in May.

To be considered independent when reading a passage, a student must have 95% accuracy or better. Title 1 services instruct students at their instructional level. The instructional level is found when students have an accuracy of 90-94%. The frustration level is when a text is considered too difficult for a student. This is when a student reads a passage with 89% or less accuracy.

Below are the results from Breonna's winter and spring ARI's. In regards to word recognition, in the winter, Breonna was instructional at a second grade level. In the spring, Breonna was instructional at a fifth grade level. In regards to comprehension, in the winter, Breonna was instructional/frustrational at a second grade level. In the spring, Breonna was instructional at a fourth grade level.



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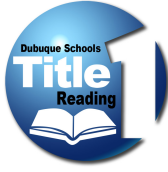
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**Winter:**

Level	Word Recognition	Comprehension	Correct Words Per Minute
2	Instructional	Instructional/Frustrational	102 cwpm
3	Frustrational	Frustrational	90 cwpm
4	Instructional/Frustrational	Instructional/Frustrational	92 cwpm

**Spring:**

Level	Word Recognition	Comprehension	Correct Words Per Minute
2	Independent/Instructional	Independent/Instructional	118 cwpm
3	Independent	Instructional/Frustrational	110 cwpm
4	Independent/Instructional	Instructional	103 cwpm
5	Instructional	Frustrational	97 cwpm



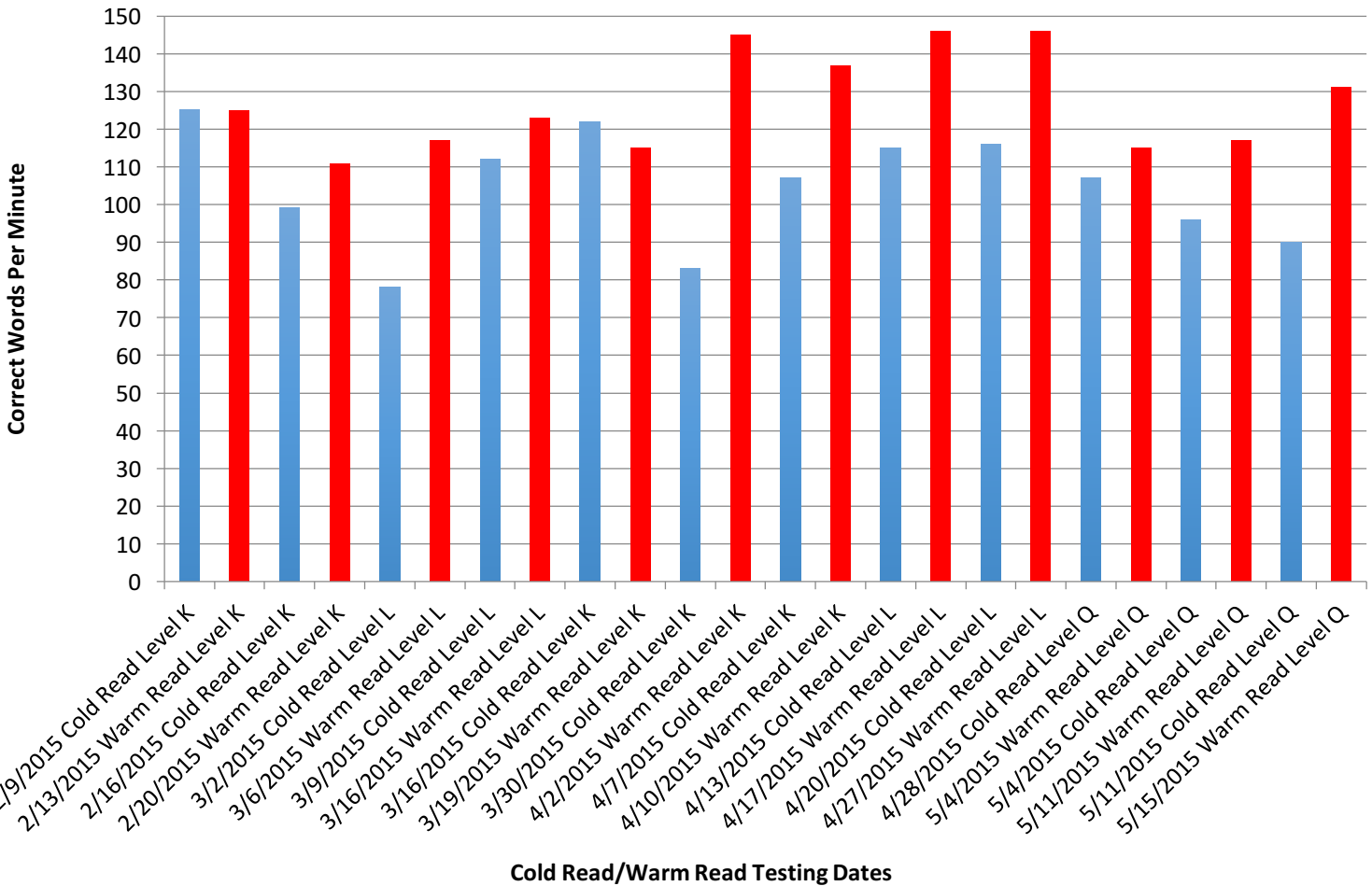
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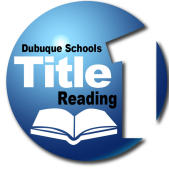
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### Breonna Fluency Progress Monitoring



Fluency Practice: Level K-L= (2<sup>nd</sup> Grade Text), Level Q= (3<sup>rd</sup> Grade Text)

- Cold Read- (Monday) never seeing passage before, student reads out loud and is tested on the passage.
- Throughout the week, students practice same passage from cold read.
- Warm read- (Friday) at the end of the week the student is re-tested on cold read passage practiced throughout the week.



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Breonna showed great growth with her fluency passages. Each week she improved from her cold-read to her warm-read. She tested as fluent on both second grade and third grade passages according to her correct words per minute (cwpm).

Grade Level Fluency Goals When Reading Grade Level Passages:

Grade Level	Fall	Winter	Spring
2 <sup>nd</sup> Grade	51 cwpm	72 cwpm	89 cwpm
3 <sup>rd</sup> Grade	71 cwpm	92 cwpm	107 cwpm
4 <sup>th</sup> Grade	94 cwpm	112 cwpm	123 cwpm
5 <sup>th</sup> Grade	110 cwpm	127 cwpm	139 cwpm
6 <sup>th</sup> Grade	127 cwpm	140 cwpm	150 cwpm