

Jill's Background Information

Jill, a third-grade student, has a long history of difficulty with letter naming and sound-symbol learning. She struggled to learn her letter names in kindergarten, and her letter naming was slow and inaccurate in first grade. She repeated first grade.

Jill scored above average (about the 85th percentile) in oral language comprehension and verbal reasoning, and the superior range on vocabulary. She scored at the 3rd percentile in Rapid Automatic Naming (RAN) and the 25th percentile on an informal measure of phonemic awareness.

Jill was read to early and often by professional parents. Her background and topic knowledge were well developed, so she could slowly muddle her way through passages even if she missed many words. Thinking that she could compensate for her decoding problems with her good language comprehension, the reading interventionist at school encouraged Jill to look at the first few letters of the word, guess the word, and then monitor the guess as she continued to read.

Even after her intensive program, Jill still scores in the "at risk" range on DIBELS ORF.