

**ELM-315 Case Studies: Focusing on Fluency Strategies**

**Case Scenario 1**

Student: Mary

Age: 8.6

Grade: 3rd

Mary is a third grader at a small private school. It is the beginning of the second semester of the school year and assessment data show that Mary is still having difficulty with decoding multisyllable words, as are many of her classmates. The students are struggling with an important reading skill that will be assessed at the end of the school year and will be important for success in the following years. Mr. Bounds, Mary’s teacher, has decided to implement strategies each day that will assist all of his students, Mary included, in reaching the following goal:

Given multisyllable words, students will decode them accurately and with ease.

**Case Scenario 2**

Student: Emma

Age: 8.4

Grade: 3rd

Emma is a shy third grader who is struggling in all academic subjects that require significant reading. Assessment data show that Emma is able to read all sight words and decode most of the multisyllable words she encounters. However, Emma’s fluency is not at the level of most third graders. This might be because Emma appears to have a low self-concept. Emma reads aloud very softly and slowly, often waiting to speak a word until she is sure she can pronounce it correctly. Because Mr. Haywood, her teacher, believes that Emma has the needed skills to improve her fluency, he has decided to implement a strategy that will help Emma reach her goal, which is:

Given reading passages at the third grade level, Emma will read fluently.

**Case Scenario 3**

Student: Daniel

Age: 8.8

Grade: 3rd

Daniel is a quiet third grader who is naturally organized and thrives on structure. Daniel’s mother reports that he tends to be focused on tasks, even in play. He is diligent with academic tasks, and especially enjoys hands-on science activities. When reading aloud in class, Daniel is able to read all sight words and decode most multisyllable words he encounters. However, Daniel’s fluency is not at the level of most third graders. He is a word-by-word reader and does not read with proper tone or expression, but has the skills needed to become a fluent, expressive reader. Daniel’s teacher has decided to implement strategies that will help him reach his goal, which is:

1. Given readings at the third grade level, Daniel will read fluently.

Adapted from:

Paulsen, K. & the IRIS Center. (2004). *Fluency and word identification: Grades 3-5.*

<http://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_case_studies/ics_flu.pdf>