



Progress Report for **XXXXXXXXXXXX**

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Presented by

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for Vint Hill Academy

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Student Name: XXXXXXXXXXX	Grade: XXX	School: XXXXXXXX Elementary
<p>Learning Goals (<i>copied from Learning Plan</i>): XXXXX would like to improve his reading comprehension skills, thereby positioning him to improve his score on the Virginia Standards of Learning (SOL) exams in reading.</p>		
<p>Services Provided: XXXXX spent two one-hour sessions with VHA tutors. During the first session, XXXXX dictated a summary of <i>Fairway Phenom</i> by Matt Christopher to his tutor. In addition, he completed a reading comprehension exercise based on a non-fiction passage. First, XXXXX and his tutor discussed the active reading practices that are the hallmarks of strong readers. Then, XXXXX read the passage. After reading the passage, he was asked to answer a number of questions concerning the content of the passage. During his second session, XXXXX dictated a summary of the first book in the Lemony Snicket series, <i>The Bad Beginning</i>, to his tutor. As this book was longer and more challenging, XXXXX and his tutor worked to sort the details into their proper places in the summary according to chronology and significance of the incidents. Following completion of the summary, XXXXX was asked to brainstorm a list of connections among <i>The Bad Beginning</i> and the Harry Potter books he had read to date.</p>		
<p>Observations and/or Assessments: XXXXX seemed a bit distracted at times during our sessions, but was, on the whole, confident and comfortable speaking with his tutors. He noted that he found the Matt Christopher book too easy (Lexile: 660), and was able to complete a clear summary of the book without difficulty.</p> <p>Lemony Snicket (Lexile: 1010)</p>		
<p>Recommendations: XXXXX should be encouraged (but not forced) to spend at least 15 minutes per day reading a title of his choosing for pleasure. It is critical that XXXXX be willing to participate in this activity and that he see it as a nice break rather than a chore or a limitation on other activities. In many cases, children respond well to seeing their parents and older siblings model the activity of reading. The establishment of a shared reading period after dinner has also worked for some families. Given his excitement over reading the Harry Potter books along with XXXXXe, XXXXX may be quite motivated by modeling and shared reading experiences.</p> <p>XXXXX's pleasure reading books should be selected based upon his interests and his reading level. The Lexile level reported on his most recent SOL test results should be a good guide in selecting books. We recommend staying within 50 points of XXXXX's Lexile level. The following website will recommend appropriate books based on a child's Lexile level and interests: http://fab.lexile.com/</p> <p>Continuing conversation about books will also be helpful to XXXXX. Ask him to summarize a book or a portion of a book he is reading. If he relays events in a confusing manner or order, ask questions to prompt him to revise his summary. If a book is particularly involved in terms of plot, XXXXX would likely find drawing a timeline of events (or producing one online, see http://www.readwritethink.org/materials/timeline/) helpful in visualizing the book's chronology.</p>		

While there are many positive steps that can be taken at home to improve XXXXX's reading comprehension skills, we would also be happy to develop an academic-year instructional plan for XXXXX here at VHA that would help him continue to progress as a reader and thinker. Please let us know if you wish to explore this option.

Notes: