TUTORING CASE STUDIES

**Caption for Franklin**: Franklin, a first grader struggling in reading and writing

**Franklin Page**

Franklin is in first grade and his reading and writing is below level due to having a weak foundation in these areas. His literacy knowledge is piecemeal and random. For example, he knows most of the letter names, but only a few sounds. He can recognize a few memorized sight words, but cannot actually read words since he does not possess the letter-sound knowledge necessary for decoding. Franklin “reads” books primarily through non-decoding methods, such as by recognizing words in isolation, relying on the pictures, predicting the text, recalling the story, and guessing. Although Franklin is an intelligent child, he continues to struggle in school since he has never obtained the right foundation.

*Unique Teach has helped students such as Franklin by giving them a strong foundation so that they can confidently read in all contexts.*

**Caption for Jocelyn:** Jocelyn, a third grader struggling in spelling

**Jocelyn Page**

Jocelyn is in third grade and consistently makes gross errors in spelling. Some of her errors consist of writing the word *took* as “toke,” *went* as “wehnt,” *little* as “litol,” *really* as “riliy,” and *want* as “wan’t.” Jocelyn also makes errors using suffixes, such as writing *played* as “playd,” *didn’t* as “dident,” *goes* as “gose” and *jumped* as “jumpt.” Other mistakes include writing words with missing vowels, such as writing *girl* as “grl.” Further, she lacks knowledge of conventional spelling rules such as when to double consonants, such as writing words like *super* as “supper” and *rabbit* as “rabit.”

At school, Jocelyn learns spelling through lists of random or arbitrarily selected words (for example, words that end in *le*). The teacher has Jocelyn learn the words primarily through drilling methods, such as writing each word five times, putting the words in alphabetical order, or studying consonant-vowel patterns. Since Jocelyn memorizes her spelling words right before the spelling test, she has a good grade in spelling. But because she has never been taught the proper phonetic or letter-sound knowledge, she continues to struggle with spelling in actual writing contexts.

*Unique Teach has helped students such as Jocelyn learn to spell in a meaningful way by using letter-sound knowledge instead of rote memorization methods.*

Caption Caden: Caden, a fourth grader struggling with reading comprehension

**Caden Page**

Caden is in fourth grade. Although Caden can decode with ease, he does poorly with comprehension and understands very little of what he reads. Frequently he does not even understand the comprehension questions. To compensate for his lack of understanding, Caden tries to answer comprehension questions by reading back to the teacher random sections of text on the page, hoping that in doing so he has somehow answered the question.

*Unique Teach has helped students such as Caden improve their comprehension so that their comprehension levels match their reading (decoding) levels.*

**Suzanne caption:**  Suzanne, a second grader struggling to do math story problems

**Suzanne Page**

Suzanne is in second grade. Although Suzanne is able to complete arithmetic problems, she is failing math since her class started doing story problems. Suzanne struggles to comprehend the story problems and is unsure of which arithmetic processes to apply for solving them. Suzanne’s parents feel she cannot do the story problems because of the reading and comprehension involved, but she has good grades in reading and in comprehension.

*Unique Teach has helped students such as Suzanne complete story problems by using arithmetic in actual contexts.*

Caption Sean: Sean, a four-year-old in a light pre-academic preschool program

**Sean Page**

Sean is four years old and has been in preschool programs for two years. He can recognize his written name and can name some of the letters of the alphabet. However, he has never had any formal reading instruction, as he spends most of his time in school listening to stories, doing artwork, playing outside, and engaging in free play with instructional toys and materials. Furthermore, Sean’s parents were told that since their child has a late birthday in June, he is “not ready” for formal reading instruction.

*Unique Teach has helped students such as Sean start hardcore reading and writing by using developmentally appropriate methods.*

**Thomas caption:** Thomas, a first grader who is a strong reader but poor speller

**Thomas Page**

Thomas is six years old and is above level in his reading. However, although he has good grades in school, his writing skills are inferior to his reading skills. For example, Thomas can easily read sentences such as “America is a great nation” but he writes the same sentence as *Americu is a grat nashon.*

*Unique Teach has helped students such as Thomas write at the same level as their reading.*

**Elmer caption:** Elmer, a kindergartener who never learned to decode properly

**Elmer Page**

Elmer is five years old and has been learning to read. He can identify the letters and their sounds in isolation. However, since are always pictures and rebus drawings next to the text he reads, Elmer completes his reading lessons by relying on the pictures to guess at the text. Elmer is frustrated now that his teacher is trying to get him to read without the pictures as he has never learned how to decode words properly.

*Unique Teach has helped students such as Elmer learn to really read without having to rely on the pictures or illustrations in books.*

**Macy caption:** Macy, a gifted child scoring poorly on standardized tests

**Macy Page**

Macy is extremely bright and learned to read on her own at age four. She is now five years old and reading at a second-grade level. Since Macy likes learning, she draws and writes her own stories at home for fun. At school Macy gets excellent grades and receives compliments from her teacher. However, one day there is a standardized test and Macy performs below expectations in reading and writing. Macy’s parents are flabbergasted with her low test score.

*Unique Teach understands the difficulties of testing young children and has helped students such as Macy improve their test scores.*