**Activity 4.3 – Stop & Jot**

**Case Study 1: John**

John is a first grade student who is still struggling with a few letter names and many letter sounds. He also struggles with orally blending and segmenting spoken language. The majority of his instruction will focus upon phonological awareness and early reading skills.

Which CBM should you use (phoneme segmentation fluency, oral reading fluency, word identification fluency)?

**Case Study 2: Cynthia**

Cynthia is a 6th grade student identified as having a reading disability. Her fluency instructional level is 5th grade and she scores around the 10th percentile in fluency (bottom 10% of all 5th graders in number of words read correctly in a minute). She has particular struggles with vocabulary and comprehension as well as retelling what she has read. In other words, her decoding skills are about one grade level behind but her vocabulary and comprehension skills are several grade levels behind.

Which CBM should you use (oral reading fluency, word identification fluency, MAZE/DAZE)?