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EDUC 301

Professor Schilling

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Reader Case Study: Phase II

To better understand the needs of the reader, the researcher performed an informal reading inventory on the child. Through this assessment the researcher noticed a problem with word recognition. The student was having trouble in level one of the word lists. Once the level was determined, the researcher conducted multiple running records. While the child had difficulty with word recognition her comprehension was not affected. She correctly answered each comprehension question at the end of the story.

After further examining the results from the NWEA and STAR, the researcher made the decision to work with the child on word recognition. The NWEA showed that comprehension was the child's strength, while she struggled in other areas such as word recognition and vocabulary. Because the reader is struggling in those areas, her reading level is being affected. The results from STAR show that the student is reading at 1.6 reading level. However, by developing a plan that involves working on decoding skills, prefixes, suffixes, and context clues, the researcher believes the child's reading level will greatly improve.

To begin tutoring, the researcher will develop a set of flash cards with the second grade Dolch sight words. These flashcards will be used for multiple activities with the reader, such as simply flashing the cards to the student so that they can be read to creating sentences with the cards. The researcher will also use letter tiles to create

words. The researcher could have the student use them to make the sight words, spelling words, or even just to create new words. Along with this the student will do a number of word sorts, looking for similarities in words, as well as activities that involve suffixes and prefixes.

During the first tutoring session the researcher will focus on using the letter tiles to create words. The reader will be given a number of tiles and be asked to create as many words as she can with those tiles. This activity will help the reader understand how letters fit together to make words, and corresponds with bodily kinesthetic and verbal linguistic intelligence. Also, during each session at either the beginning or the end, the researcher will use the sight word flashcards with the student. During the first session, the reader will only be asked to identify the first ten words. Words will then be added on at each session.

During the next session the researcher will continue working with the flashcards for identification, as well as for word sorts. The student will be asked to find similarities in words and sort them accordingly. The cards might also be used to create sentences. This is done so the student can visualize and see similarities in words, which in turn will help strengthen speed in word recognition.

The next sessions will be spent working on prefixes and suffixes. The researcher will create cards with common prefixes and suffixes, as well as words that can be used with them. The researcher will then explain prefixes and suffixes to the student and how they are used to change the meaning of a word. The student will then create words using the cards and tell the researcher what the new word is and what it means. This activity will help the reader in defining words in text and understanding their meaning.

Each of these strategies are important in strengthening the reader's ability to recognize words. With individualized tutoring sessions and practice at home it is believed that they student will greatly improve in the area of word recognition. The researcher is hopeful that she will be reading at grade level by the end of the year.

Dear Parent or Guardian,

Hello, my name is Amanda Dennis, and I am the college student that has been working with your child to conduct a reader case study. For this study I assessed your child on her reading skills. As you may know she excels at reading comprehension, but seems to struggle a bit in word recognition. Therefore, as I continue to work with your child we will be focusing on activities that involve suffixes, prefixes, word identification, word making, and word sorting. These are all important decoding skills that will strengthen her reading.

Buddy reading is also a great strategy that can be used to strengthen her reading. This can be done at home with another reader. For this activity your child will read a paragraph or a page and then you or the other reader will read, and the process continues until the reading selection has been finished. Buddy reading allows her to see and hear how a great reader reads as well as gives her a chance to practice. While she is reading, encourage her to use context clues or the pictures to figure out words she does not know. These are great strategies to help in word recognition.

Thank you for all your help!

Sincerely,

Amanda Dennis