

Megan Bucher

Dr. Eastman

Corrective reading

12/9/10

Reader Case Study

Phase I

A. Background information about reader

The researcher for this case study is working with a fifth grade female who is dyslexic and has difficulty decoding words. Her reading level is at L and her Northwest Evaluation Association (NWEA) reading score is at 189 (the cut score for fifth graders is 207). She comes from a divorced home with an older brother and a younger half brother and half sister. She enjoys cheerleading, riding her bicycle, basketball, cross country, and reading. The twenty-three fifth graders in her class enjoy a lot of the same things she does, including basketball and other sports. Also like many of her peers, she is looking forward to being in junior high school next year.

B. Assessments

The focus area for this case study will be phonics. While phonics is an area of reading that is more of a focus for early elementary students, this fifth grader still struggles with decoding words. Part of her struggles could be because of her dyslexia. Several lessons and assessments will take place over a period of weeks in order to help her improve her reading. The assessments will consist of taking anecdotal notes for screening, using prefixes and suffixes and chunking syllables for progress monitoring, and a running record for the outcome based assessment.

The anecdotal notes used for the screening test will help the researcher determine which type of words the fifth grader struggles with when reading. Anecdotal notes will help the researcher remember which words the reader struggled with while she was reading as well as trying to find a pattern of words missed. By making columns of the actual words and what the reader said, this will help the researcher target what the reader needs help with. The researcher will choose different leveled books to determine the reader's capabilities with vocabulary and decoding. This will be the first thing that the researcher does with the student.

Knowing that the fifth grader is dyslexic, it is probable that she will struggle with prefixes and suffixes. Therefore, her progress monitoring will consist of a test made of the student's spelling words that include prefixes and suffixes. There will also be a section of the test where the student will underline each syllable of a series of words. Finally, there will be a section of the test where the student will read a word, like "hop", and then write the same word with a silent "e", "hope". The reader will then be asked to read each word aloud and the researcher will record how the words were said. This test will be administered after the student and the researcher have done a few lessons that have worked on these different areas. Each section of this test will help assess whether or not the student's decoding is improving and if the instruction needs revision.

Finally, there will be an outcome based test given to the fifth grader at the end of the lessons. This test will be a running record. The purpose of it is to see if the previous assessments and lessons have helped the student apply all that she has learned when reading text with the ability to decode words correctly.

C. Assessment Database

Name	Grade	How to use	When to use it	Information Provided	Reference Information
Northwest Evaluation Association (NWEA) testing	K-12	Computer based assessment which assess the skills of reading and provides feedback to drive instruction forward.	Periodically throughout the year. Used for screening and progress monitoring.	Provides standardized reading assessment based on the individual's reading abilities. Helps instructor determine what needs to be taught next.	www.nwea.com
Basic Phonics Placement Assessment	K-6	Oral and written assessment which determines K12's placement recommendation for students.	At the beginning of the school year. Used to determine a starting point for reading instruction.	Assesses skills including letter naming, writing letters, identifying beginning, middle, and ending sounds, short vowel knowledge, digraphs, and basic sight words.	https://eprcontent.k12.com/placement/placement/pdfs/phonics_basic.pdf
Total Sounds Read (TRS) Consonant Sounds Phonics Assessment	K-6	Whole class assessment where the instructor says a list of nonsense words, students choose which word was said and mark it on their test.	At the beginning of the school year. Used to differentiate instruction.	Used to determine which consonant blend sounds students can/cannot decipher.	http://penningtonpublishing.com/assessments/Consonant%20Sounds%20Phonics%20Assessment.pdf
Congress Of Racial Equality (CORE) Phonics Survey Assessment	K-8	Individual assessment given which includes a list of letters and words (including pseudowords) for students to identify.	Periodically throughout the year. Can be administered every 4-6 weeks. Used to determine which areas students are most likely to benefit from systematic, explicit instruction.	Used to determine instruction for primary grades and to develop instructional groups.	http://www.scholastic.com/dodea/Module_2/resources/dodea_m2_tr_core.pdf
QPS (Quick Phonics Screener)	K-adult	Informal, individual diagnostic phonics assessment.	Can be used at the beginning of the year to determine reading level or periodically for progress monitoring.	Used to measure a student's ability to pronounce phonemic elements. Includes CVC, VC, CVCC, CCVC, silent e, r-controlled vowels and more.	http://www.readnaturally.com/products/qps.htm

Phase II

D. Administration of Screening Assessment

The reader for this case study is a fifth grade female who is at reading level L and is dyslexic. After speaking with the reader's teacher, the researcher decided that the focus for the researcher and reader to work on would be phonics. The reason for this was because it had already been determined that the reader was dyslexic and had a low reading level. Phonics lessons will not cure her dyslexia, but it could help her decode words and look for word patterns when reading.

The type of screening assessment the researcher used was a modified running record—the researcher asked the reader to read a few pages from different leveled books while taking anecdotal notes. The reason the researcher did not do a normal running record was to identify the types of words the reader kept missing in order to find a pattern. This method helped the researcher assess how future lessons could help the reader improve her reading development.

The different leveled books used for the screening test were There's a Wocket in my Pocket by Dr. Seuss, The Story of Harriet Tubman, Conductor of the Underground Railroad by Kate McMullan, James and the Giant Peach by Ronald Dahl, and Diary of a Wimpy Kid Rodrick Rules by Jeff Kinney. The researcher's anecdotal notes consisted of the researcher keeping track of which words the reader faltered on when reading aloud. The researcher made two columns on a sheet of paper: the actual word and what the reader said the word was when she read (much like a running record). Here are some of the researcher's anecdotal notes:

<u>The actual word</u>	<u>What the reader said</u>
Certain	Curtain
Hide	Hid
Buying	Baying
Slope	Slop
Middle	Mobile
Kept	Keep

The researcher also asked the reader comprehension questions at the end of each section to check for understanding of text read.

E. Interpretations of Assessment

The researcher was able to identify a few different patterns with the words the reader continually missed. The reader had trouble with words that had a silent “e” at the end, like “slope”. She also had difficulty chunking words for decoding unfamiliar words. Other times, the reader was not paying attention to the vowel sound in the middle of the word, like when she said “curtain” instead of “certain”. Another thing the researcher noticed about the reader was that she had difficulty decoding a word that was split between two lines of a paragraph. One word that the reader struggled with in the passage from James and the Giant Peach was “automobile”. The “auto” part was on one line and “mobile” was on the next line. The reader could not put the two together to make the word “automobile”. However, when the researcher asked the reader comprehension questions, the reader was able to correctly answer the questions.

F. Plan of action

Having determined that the reader needs to work on the silent “e” rule, syllables, chunking, and compound words, the researcher made different lesson plans to help the reader with those areas. Some of the lessons have been given to the reader before by other teachers, but the researcher thought that a refresher lesson in those areas was necessary based on the first assessment results. The reader still did not understand some of those phonics principles so the researcher decided to engage the reader in explaining them again.

Lesson 1: This lesson was on the silent “e” rule. The researcher began by teaching the reader that when there is an “e” at the end of a word, it makes the vowel before it say its name (example: hope). After refreshing what the silent “e” rule was, the researcher gave the reader a cookie sheet with magnetic letters on it. The researcher would say a word, like tap, and ask the reader to spell that word and then add an “e” at the end of the word to make “tape”. The researcher had a list of words for each of the vowels a, i, o, and u. After practicing the silent “e” rule for a while, the researcher asked the reader to read some of her book, Diary of a Wimpy Kid Rodrick Rules. While the reader was reading, she was aware that she was looking for words with silent “e’s” at the end. The researcher gave the reader an assignment of watching out for silent “e” words and writing two or three down on a note card every one to two pages when reading Diary of a Wimpy Kid Rodrick Rules.

Lesson 2: The second lesson involved onsets and rimes. This lesson was somewhat in preparation of getting ready for the lessons on chunking and syllables. The researcher found a website (http://www.fcrr.org/curriculum/pdf/gk-1/p_final_part3.pdf)

with onsets and rimes that can be printed for students to use. After listening to the fifth grader read from Diary of a Wimpy Kid Rodrick Rules, the researcher used the printouts as a manipulative to teach onsets and rimes. There were strips of paper with different letters and the student would drag another smaller piece of paper along it that had a window cut out of it in order to see the letters beside a rime. On another sheet of paper, the reader would record whether or not the word was real or nonsense. When the reader came across a word and was unsure whether or not it was real or nonsense, the researcher would think aloud by saying “Is _____ a word? Can it be used in a sentence?” After working on onsets and rimes, the reader read from Diary of a Wimpy Kid and looked for certain onsets and rimes that had been modeled in the activity.

Lesson 3: The third lesson worked on syllables. The researcher took the reader’s spelling words, along with a list of others, and made cards out of them. Each word had more than one card depending on how many syllables it had. For example, one word was “misbehave” so it had three cards: mis, be, and have. Before practicing putting syllables together with the cards, the researcher described what a syllable was by clapping the syllables of words said aloud. For instance, if the researcher said “Mississippi”, she would clap four times. After having the reader clap syllables to various words, the researcher and the reader used the cards to practice putting syllables together to make a word and then taking words apart and putting them into syllables. Once they had practiced for a while, they read some of Diary of a Wimpy Kid Rodrick Rules and used the technique they had worked on to help the reader decode words she struggled with.

Progress Monitoring: The progress monitoring test included items that the reader and researcher had worked on in lessons thus far. Below is a sample of what the test looked like:

Write the following words with an “e” at the end. Then say each word aloud.

- | | |
|--------------|---------------|
| 1. hop _____ | 2. cap _____ |
| 3. hid _____ | 4. slop _____ |

These words are the same except for one letter. Circle the letter that is different.

- | | |
|-------------------------|---------------------|
| 5. buying baying | 6. black blank |
| 7. certain curtain | 8. cook look |

Below are rimes. Make two words for each rime using an onset.

- | | |
|-------------|-------------|
| 9. ____ail | 10. ____im |
| ____ail | ____im |
| 11. ____oom | 12. ____eam |
| ____oom | ____eam |

Underline the different syllables in the words below then write the number of syllables in each word.

- | | |
|---------------|--------------|
| 13. misbehave | 14. negative |
| 15. adventure | 15. preview |

Lesson 4: One thing the reader has been working on with spelling words is prefixes and suffixes. The researcher used this opportunity to work with the reader one-on-one with using prefixes and suffixes. The researcher referred back to the lesson on onsets and rimes to introduce this lesson. Thinking aloud, the reader and researcher talked about how the lessons would be similar and different. The researcher helped the reader determine that prefixes and suffixes gave words meaning while onsets and rimes were used to make words. The researcher used the reader’s book, Diary of a Wimpy Kid Rodrick Rules, to find some words with prefixes and suffixes to illustrate what she meant by them changing the meaning of words. Then, using a worksheet containing multiple prefixes and suffixes (found online at

<http://www.firstschoolyears.com/literacy/word/other/prefixes/prefixes.html>), the researcher and the reader worked together to attach the appropriate pre/suffix to a root word. After they completed a few together, the researcher let the reader complete the worksheet on her own. Next the researcher used a graphic organizer to help the reader practice finding prefixes and suffixes while reading Diary of a Wimpy Kid Rodrick Rules. (See information page below that describes the graphic organizer.)

Lesson 5: After witnessing the difficulty that the reader had when trying to decode the word “automobile” during her screening test, and at the request of the reader’s teacher, the researcher decided to devote a lesson to compound words. The researcher found another helpful website that had compound words that students could cut out and paste together on a separate page. There was also a worksheet on compound word practice that the researcher and reader could work on together.

(<http://www.superteacherworksheets.com/compound.html>) Before completing the worksheets, the researcher reviewed what compound words are and how they are made. The researcher referred to the cutout worksheet to demonstrate what she meant and then had the reader complete the worksheet. Once that worksheet was complete, the researcher took the reader’s book, Diary of a Wimpy Kid Rodrick Rules, and together they looked for examples of compound words in the book. Then to make sure the reader was clear on identifying compound words, the researcher had the reader complete the other worksheet to practice finding compound words.

Outcome Based Assessment: For the last assessment, the researcher did a running record on the reader. By doing this, the researcher could determine whether or not the

reader was able to take all of their previous lessons and apply them while she read. For this running record the researcher used a new book: Meet Molly by Valerie Tripp.

Letter to Parents

Dear parent/guardian,

My name is Megan Bucher and I am a senior at Manchester College studying elementary education. As part of my senior requirements, I will be working with your child one-on-one with her reading. During our time together, we will focus on phonics. I will use different lessons that focus on areas like prefixes and suffixes, compound words, the silent “e” rule, and breaking words into syllables and chunks.

Your child is very good when it comes to comprehension. If she reads a passage and I ask her about what she just read, she tells me without much trouble. However, she struggles to recognize vowel sounds in words and often mispronounces words that have a silent “e” at the end, like the word “hope”. I will be working with her to try to target some of her trouble areas in order to better her fluency, comprehension, and overall reading ability.

Some of the lessons I am helping your child with, such as the silent “e” rule, may seem too easy for her. This is not to demean her in any way. What it is meant to do is reiterate areas that she continues to struggle with and help her realize where she is having difficulty so she is more aware of it when she reads. My hope is that during my time working with her, she will be able to recognize tactics we have worked on together and use them to become a better reader.

While my time working with your child is short, I hope that she will continue to practice these techniques in school and at home. One thing you can do to help her is to

read with her often to help her recognize words that she struggles with and use the phonics principles. I have given her several tools to use and I hope that she shares them with you so you can work together toward her success as a reader.

Your student has been a joy to work with and I hope that her reading will continue to improve. Please feel free to email me with any questions or concerns you have at mabucher@spartans.manchester.edu.

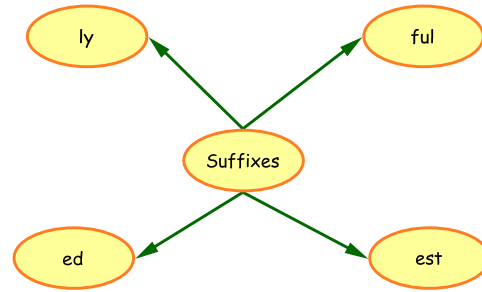
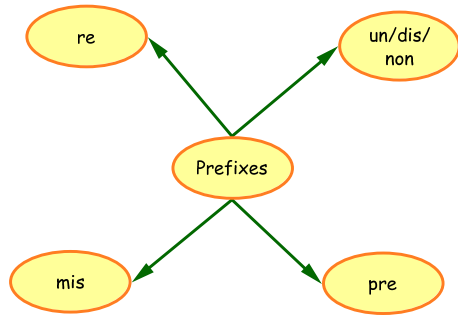
Sincerely,

Megan Bucher

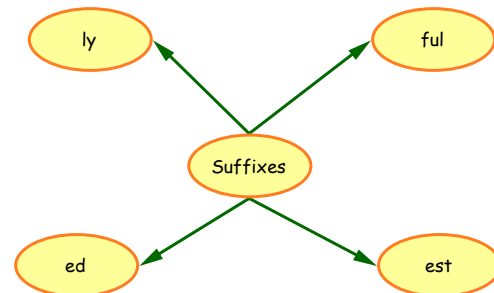
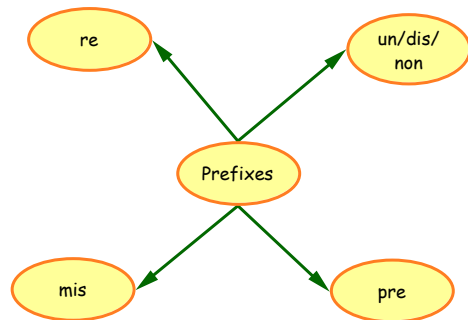
Information Page

The book being used for this case study is Diary of a Wimpy Kid Rodrick Rules by Jeff Kinney, copyright 2008. This book is a sequel of Diary of a Wimpy Kid and is a diary about Greg's exciting life. Greg has had a horrible summer, but anticipates the beginning of school when he can see his best friend Rowley again. Greg's older brother, Rodrick, has been torturing him as usual. Especially since Rodrick found out Greg's darkest secret, Rodrick has had a great reason to keep Greg under his thumb. But now Greg is trying to find out a big secret of Rodrick's so the heat will be taken off of him.

The graphic organizer that was created to use with lesson four helps the reader recognize prefixes and suffixes while she is reading. Four common prefixes and suffixes are given on the web and below are boxes for the student to find words in the book that have those prefixes or suffixes. This is a way for her to see what she is looking for and record them. It is also helpful for her to know what prefixes and suffixes mean and to see them being used in a story by authors. The copies of the graphic organizer are on the following page. *Note: these are not actual words from the book.



misbehave	misdirect	gladly	excitedly
recreate	renew	beautiful	cheerful
preview	prepare	fullest	cleanest
unable	disable	liked	walked



Phase III

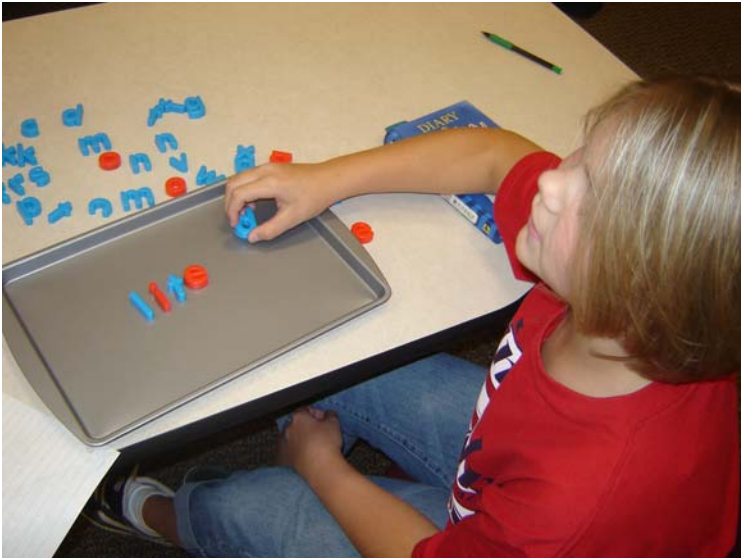
Tutoring

Lesson 1:

1. Talk about silent “e” rule
2. Use magnet letters to make consonant-vowel-consonant (CVC) words into words with a silent “e”.
3. Read from Diary of a Wimpy Kid Rodrick Rules and apply lesson

The lesson started out by having the researcher define the silent “e” rule to the reader.

The researcher referred to this as the “bossy e” because the “e” at the end of a word tells the vowel before it to say its name. Some words the researcher used as examples were hop—hope and cop—cope. Next the researcher brought out a cookie sheet and magnet letters to help illustrate how adding an “e” at the end of a word changes the word. Then the reader practiced using the magnet letters (see picture below).



The researcher had a list of words for the reader to practice:

/a/	/i/	/o/	/u/
at ate	pin pine	rob robe	cut cute
tap tape	rid ride	hop hope	cub cube
mat mate	bit bite	not note	us use
hat hate	hid hide	cod code	dud dude
pal pale	win wine	mop mope	hug huge

After the reader practiced making words for a while, they went back to reading the book. This time the researcher told the reader to watch out for silent “e” words. Also, the researcher suggested that the reader use a note card to document words that she struggles with while she reads.

This lesson went well. The reader seemed very comfortable with the researcher and vice versa. At first the reader wanted to chit chat about random events, but the researcher told her that now was not the time for that. However, the researcher also told her that she would make time for that later. The reader had heard the lesson on the silent “e” rule before, however she admitted that she still struggled with it when putting it into context. This information was why the researcher suggested that the reader make note of words she struggles with while reading.

Lesson 2:

1. Teach about onsets and rimes and how to use them to decode words
2. Practice using cutout worksheet
3. Read from Diary of a Wimpy Kid Rodrick Rules

This lesson may have seemed a bit juvenile for a fifth grader because she should already know about simple onsets and rimes. However, the lesson was a good refresher for the reader and was also a good introductory lesson to ones that would follow, including syllables and compound words. The lesson started with the researcher using a cutout worksheet that had strips of paper with different letters. The researcher cut the strips of paper prior to the lesson to save time. The student would drag another smaller piece of paper that had a window cut out of it along the strip of letters in order to see the letters beside the rime “window”. On another sheet of paper, the reader would record whether or not the word was real or nonsense. Even though there were six different rimes and strips of paper, the reader only did two of them because they were short on time. Below is a sample of what the reader wrote on her worksheet:

Name _____

P026.SS

Onset and Rime Slide

Real Words	Nonsense Words
1. bag	1. pag
2. tag	2. bag
3. nag	3. shag
4. sag	4. slag
5. flag	5. ctag
6. nail	6. kail
7. sail	7. dail
8. tail	8. shail
9. wail	9. _____
10. pail	10. _____
11. snail	11. _____
12. quail	12. _____
13. _____	13. _____
14. _____	14. _____
15. _____	15. _____

461 Southern Career Activities Program

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This lesson also went well. As predicted, this activity was done by the reader with ease. She did not struggle too much with determining which words were real and which were nonsense. The hope is that this simple lesson will help when it is time for the lessons on syllables and compound words.

Lesson 3:

1. Define syllables, include the fact that syllables have to contain a vowel, and demonstrate how to find the number of syllables in a word by clapping them.
2. Have the reader make words using cards that have been made.
3. Read from Diary of a Wimpy Kid Rodrick Rules

This lesson began with the researcher describing syllables by telling the reader that a syllable must contain a vowel, they can also be referred to as “word chunks”, and they can help when it comes to spelling words. Also, the researcher said that all words have syllables, whether they have one syllable or more. The researcher demonstrated that the number of syllables in a word can be determined by clapping. She used school subjects like math, reading, library, and recess when demonstrating the clapping method. The reader spoke up and said that she had done something similar before, only she learned to tap her finger on her desk.

In order to practice putting syllables together to make a word, the researcher had made cards prior to the lesson that were the reader’s weekly spelling words cut into chunks. The reader’s spelling words were native, wigwam, Hogan, igloo, barter, kayak, misbehave, restate, recycle, preview, prepare, unable, and despair. The reader was given the cards and asked to put the chunks together to make a word. The reader seemed slightly overwhelmed by the task at hand and did not know where to begin. Therefore, the researcher helped the reader get started by separating prefixes and suffixes. That seemed to help the reader see everything more clearly because once the chunks were separated into different piles she had an easier time making the words. The reader struggled making the words recycle and kayak. After the reader had put all the words

together, she read aloud from her book. While she read, the researcher told her to use her knowledge of syllables and chunking to decode unfamiliar words. This skill seemed to help the reader with her ability to decode words.

Progress Monitoring Assessment:

At this point in the study, the researcher gave the reader a progress monitoring assessment in order to document what the reader had learned from the lessons so far. The researcher made up a test with four different parts; one part for each of the three lessons previously taught plus a part on identifying which letter was different between two words. Below is the assessment that the reader took:

Name _____

Date 10-28-10

Write the following words with an "e" at the end. Then say each word aloud.

1. hop hope

2. cap cape

3. hid hide

4. stop slope

These words are the same except for one letter. Circle the letter that is different.

5. buying baying

6. black blank

7. certain curtain

8. cook cook

Below are rimes. Make two words for each rime using an onset.

9. Sail

10. nim

Bail

Xim

~~1. Noom~~

12. Beam

Soom

steam

Underline the different syllables in the words below then write the number of syllables in each word.

13. misbehave 3

14. negative 3

15. adventure 3

15. preview 2

Looking at the assessment, it seems that the reader was able to make some good progress from the lessons learned. However, she still struggled with more difficult words, like certain and curtain. Also, part of her dyslexia is shown in question eleven when she wrote "noom". The researcher concluded that the reader was thinking of the word "moon".

Lesson 4:

The next lesson the researcher did with the reader was over prefixes and suffixes. Some of the reader's spelling words contained prefixes that week as well. A few of the spelling words included review, restate, preview, unable, depart, and misbehave. Since the reader had already been learning about these in class, the researcher spent a little time reviewing what prefixes do to words. For example, with the word "misbehave", the "mis" part of the word identifies it as being a bad behavior. Another example was if someone were to make a mistake, the "mis" implies that it was a bad thing. After reviewing prefixes, the pair worked on suffixes and what they do to words. One suffix the researcher used was "ly". Usually when "ly" is attached to a word, it is being used to describe something. The researcher gave examples like lovely, sadly, and boldly.

After defining the differences between prefixes and suffixes and their purposes, the researcher had a double sided worksheet for the reader to practice with. The worksheet came from <http://www.firstschoolyears.com/literacy/word/other/prefixes/prefixes.html>. One side of the worksheet had prefixes and the other side had suffixes. Each side of the worksheet had three columns: one with root words, one with prefixes or suffixes, and one for the correct word. Below are a few examples from the worksheet:

Root word	Prefix/Suffix	Correct word
Even	mis/trans/un	uneven
Wrap	il/un/in	unwrap
Origin	al/ly/ary	original
Run	ing/ible/ly	running

The researcher helped the reader with the first one on each side of the page by saying each root word with the prefix or suffix listed aloud to hear which one sounded correct. After that, the researcher had the reader try saying them aloud to see if she could determine which ones were correct. The reader did not have time to finish the worksheet because the researcher wanted to make sure they read a few pages of Diary of a Wimpy Kid Rodrick Rules to look for words with prefixes and suffixes. Since the reader was not able to finish the worksheet during the lesson, she took it with her so she could finish it and then refer to it later if needed.

This lesson gave the reader a little bit of a struggle because she had to go back and forth between columns of words. The researcher noticed that when a word is not together on one line the reader has trouble decoding the word. A little bit of extra assistance was needed from the researcher to do the worksheet. Since the reader took the worksheet with her to finish, the researcher felt good knowing she had that resource available to refer to and practice with.

Lesson 5:

Before the researcher did the fifth lesson with the reader, the reader's teacher asked the researcher to conduct a running record on her behalf. The book the teacher was using was a Rigby book entitled Big Iron Ranch. During the running record, the researcher noticed that the reader's fluency seemed to be improving and she took less time decoding words. However, the reader still struggled with words like person, machine, customer, produce, and predator. Out of 100 words, the reader read 90 of them correctly and scored 3 out of 4 on comprehension questions. Even though the researcher

did not anticipate doing a running record that day, she was glad to have another chance to assess the reader.

Later that day, the researcher worked with the reader on compound words. Before the lesson began, the reader mentioned that “compound” was a compound word. The researcher responded that “com” is not a word even though it comes at the end of website addresses; instead it is an abbreviation like “org”. All was not lost, though, because the reader was able to identify it as a two syllable word.

The lesson began with the researcher explaining that compound words are made of two words put together, like baseball and cupcake. The researcher asked the reader to come up with one or two compound words on her own. After some time to think, the reader came up with dodgeball and snowman. There were two worksheets that went along with this lesson: one involved making compound words and the other had the student finding compound words in sentences and groups of words. The worksheets were found at <http://www.superteacherworksheets.com/compound.html>. The first worksheet was an activity involving the student to cut out words at the bottom of the page and pasting them with their compound partner in boxes provided at the top of the page. Rather than helping the reader with this activity, the researcher only read the directions to her and let her try it on her own. Words for this worksheet included air, plane, birth, day, your, and self. The reader had little struggle completing this activity. Worksheet two had three parts to it: circling compound words in a sentence, circling the compound word in a group of words, and completing sentences with compound words. The second worksheet is shown below:

Name: _____

Compound Word Practice

A **compound word** is a word made up of two smaller words that are joined together.

The words **out** and **side** can be joined together to make the compound word **outside**.

Part 1: Circle the compound word in each sentence.

1. The girls were playing softball at Veteran's Park.
2. Amelia bought some balloons for Samuel's birthday.
3. Will somebody please help me clean the dining room?
4. Susan made some delicious cupcakes.
5. Dominic got a sunburn when he was swimming in the pool.

Part 2: Circle the compound word in each group.

- | | | | |
|------------------|-------------------|------------------|----------|
| 6. building | <u>sunglasses</u> | computer | jumped |
| 7. happiness | thunder | <u>snowflake</u> | puppy |
| 8. <u>peanut</u> | butter | picture | coloring |
| 9. cooked | monkey | <u>dragonfly</u> | plastic |
| 10. bumble bee | singer | <u>mailbox</u> | shirts |

Part 3: Complete each sentence with a compound word.

11. When I wake up in the morning, I use a toothbrush to clean my teeth.
12. For breakfast, I love to eat pancakes with maple syrup.

The researcher was able to conclude that the reader had a good understanding of compound words after reviewing both worksheets the reader completed. Once the worksheets were completed, the pair had a little time to read from Diary of a Wimpy Kid Rodrick Rules and look for any compound words.

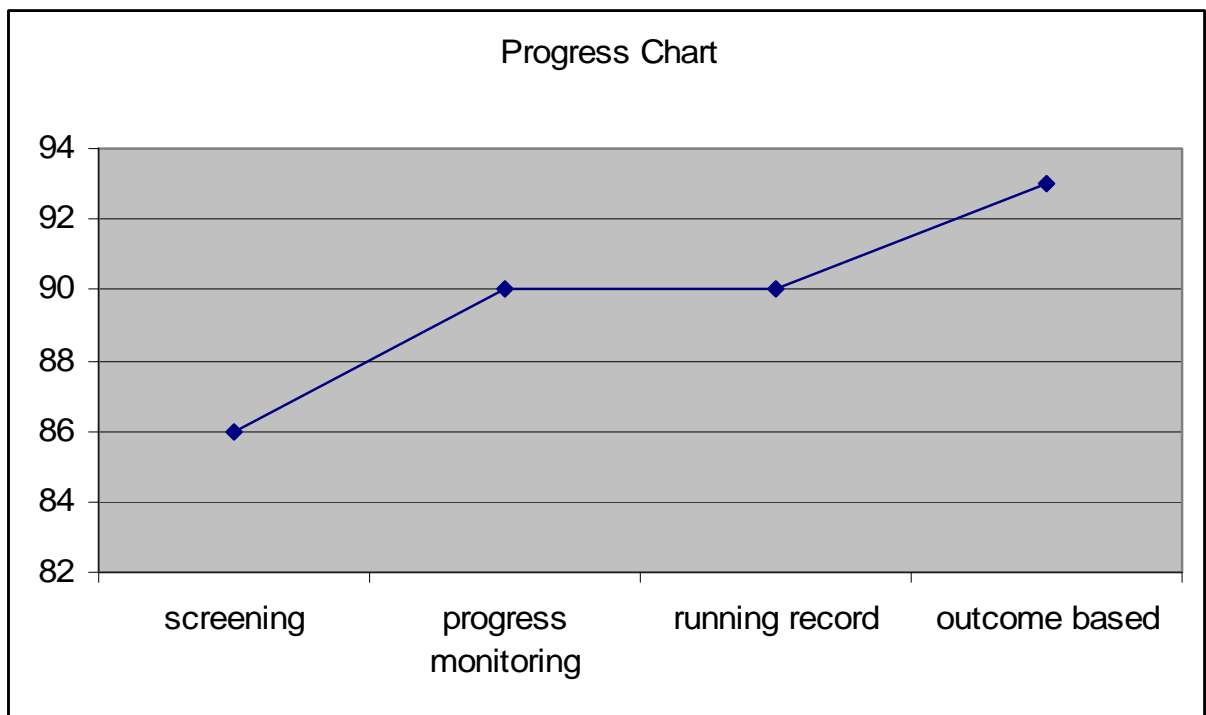
After the prefixes and suffixes lesson, the researcher anticipated the reader to struggle with compound words. To her surprise, though, the reader did well with this lesson. She seemed confident when she put words together to make compound words and did the practice worksheet with ease.

Outcome Based Assessment:

For the last lesson, the researcher gave the reader a running record from a different book: Meet Molly by Valerie Tripp. One of the researcher's intentions with this book was to introduce the reader to a series of books (The American Girl collection) that she felt the reader would enjoy. The reader's score for the running record was 186 out of 200 and 3 out of 4 for comprehension. After the running record was finished, the reader said that she liked the book so far and wanted to keep reading. The researcher informed the reader that there were several American Girls in the book series and each girl had several stories. The first book for each girl is a meeting of them and then they each have other tales of Christmas and other special events. At the end of the lesson, the researcher and the reader both felt very accomplished.

Phase IV

Overall the researcher felt that her time with the reader was successful. The researcher was able to give the reader helpful skills to use when decoding words as well as lessons on essential knowledge of words. Throughout their time together, the researcher noticed that the reader seemed more comfortable reading and had less of a struggle decoding words. Below is a graph charting the growth from the screening assessment to the outcome based assessment.



Looking at the score from the screening assessment, progress monitoring assessment, the running record done for the reader's teacher, and the running record for the outcome based assessment, the researcher was able to analyze what the reader still struggled with and what she was improving on. The scores are listed below:

Screening: 172/200 (86%)

Progress Monitoring: 18/20 (90%)

Running Record: 90/100 words and 3/4 comprehension (90% and 75%)

Outcome Based: 186/200 words and 3/4 comprehension (93% and 75%)

At the beginning of this case study, the researcher told the reader that the goal of their time together was to improve her reading skills. Based on these results, the researcher was able to see definite progress throughout the time spent working with the reader.

The action plan that the researcher made was designed to help the reader better understand word concepts, like prefixes and suffixes and rimes and onsets, in order to decode unfamiliar words more easily. Each lesson built upon the previous lesson so that the reader could see how they tied together and complimented each other. The researcher also had help from the reader's teacher creating the action plan. The reader's teacher gave the researcher helpful information and suggestions on what they might work on. Those suggestions helped the researcher better prepare herself for what to work on with the reader.

One thing the researcher noticed that the reader still needs help with is she will find parts of a word that she thinks she knows, but in reality that is not the way that part of the particular word sounds. For example, if the word was unbearable, she would pick out the "ear" in the word and say "I know this part is ear", even though that is not how that part of the word is pronounced. She still needs help learning other word rules. Another thing the reader is still struggling with is words beginning with "c". Often the reader will try to decode a "c" word with a "k" sound. One reason for this may be that her name starts with C and has a "k" sound. An example of this would be the word certain. She has trouble recognizing that a "c" can also make an "s" sound in a word.

Something the researcher noticed about the reader as time went on was her book choices. When the researcher first started working with the reader, she noticed that the reader was choosing books below her reading level, like Junie B. Jones. Toward the end of their time together, the reader was reading one of the Twilight books. The researcher felt that that book was probably way above the reader's reading level, but was impressed that the reader wanted that type of challenge. The reader also seemed more interested overall with reading at the end of their time together.

The reader was comfortable working with the researcher from day one. She enjoyed the one-on-one help and attention she was getting. However, sometimes her focus seemed to wander and she felt more like conversing with the researcher than working on reading skills. The researcher was able to compromise, though, and allow the reader to have a couple of minutes to chat with her before diving into the day's lesson.

As for growth with the researcher, she felt more prepared to work with students one-on-one in reading. She was also able to have firsthand experience with how lessons should be organized to help struggling readers improve their reading. The researcher considered that not every student would be as comfortable with her or as chatty as the reader she worked with. Some students will dread working one-on-one with a teacher or dread reading altogether, but the teacher needs to be encouraging and stay positive in hope that the reader will benefit in the end.

The researcher also felt better about preparing assessments based on lessons that have been taught. Along with that, she also had a better understanding of interpreting the assessment scores and monitoring growth with the reader. One thing the researcher did not have to do was re-teach a lesson because the reader did not grasp the concept. In the

future, the researcher will have to understand that not all students will grasp the concepts taught the first time. Also, not every student will have as much progress as this reader did.

New goals the researcher set for herself include getting more experience with different leveled readers, knowing what to do when students do not understand a concept that was taught, and setting reachable goals for readers. Most of the researcher's goals will be reached with more experience. The other parts of the goals will come from trial and error. Overall the goal is to help readers improve their knowledge, skills, and love of reading.