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Educ 301

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Reader Case Study

Phase I

The student for this reader case study is in third grade. She is from a stable and supportive home. Her mother is a school teacher and her father works outside the home; therefore, her socio-economical status is stable with both parents working and still married. The reader is helped at home with homework and is supported academically while there. In her household, there are also two siblings. Her sister is in sixth grade while her younger brother is in first grade. Her hobbies include playing the Wii, playing in the family pool, and playing outside with her siblings. She is a normal student who is not labeled with any learning disabilities.

The researcher discussed potential problems noticed by the classroom teacher about the reader. The classroom teacher noted that the reader kept a positive attitude but lacked confidence. The reader does well with a buddy system or with a group read. She uses the pictures in picture books to aid her understanding, connections, and comprehension. She struggles with chapter books without the pictures to reference to. The school which uses the SRI test for assessing students at the beginning of the school year to determine their reading level. The researcher observed the reader taking this test and was able to view the results. The

student was reading at a 466 lexile level. She did not rush through her test and appeared to be trying her best on the test.

The student will be given several evaluations to check progress, growth, and development throughout the case study and time with the researcher. The student will be given several different types of assessments including some of the following but not limited to: Informal Reading Inventory, Student Reading Inventory, NWEA, and Reading Counts Quiz Program. These tests will help the researcher assess the student's progress and react with their teaching strategies to help advance the reader.

The Informal Reading Assessment tool that the researcher will use will be the running record type of assessment. This type of assessment gives a quick overview of the student's reading performances as he or she reads a benchmark book. The assessment includes a word list which is addressed first by the reader. The reader reads through the differentiated list of words until she reaches her frustration level which is indicated by missing three words in a row. The reader then is given a selection based on the frustration level and asked to read from the printed text. As the reader reads, the administrator marks miscues and corrections to determine the reader's fluency and word recognition levels. Once this portion has been completed, the reader is asked questions regarding his or her comprehension of the text. This provides the administrator with a comprehension score as well. The administrator can use this information to calculate the reader's comprehension, accuracy rate, and self correction rate. The administrator can also view the student's reading style and decoding abilities. This form of

assessment can be used as an informal reading inventory, a progress monitor, and an outcome based form of assessment. This is a very useful assessment which will be used with the reader.

The Student Reading Inventory is used to assess students' lexile levels. The test is computer based and asks questions regarding the students' grade level. The beginning of the assessment asks the students to indicate from a list of topics one which will be interesting to read about. The student makes the selection and the texts are presented about the chosen topic. The student reads through a selection of sentences and paragraphs to locate context clues. The text then asks for word meanings. This portion of the text reveals the student's ability to identify word meanings. The next segment of the test is comprehension based. The student is asked to read several selections and answer leveled comprehensive questions. Once the student has completed this test, the computer generates the student's lexile level. This is used to help the student and teacher select the leveled book appropriate for the student to read. This form of test can be used as a beginning assessment and as a progress monitor assessment.

The NWEA is a form of progress monitoring and outcome based testing. This test focuses on the student's abilities and builds upon them. The student takes this computer based test which evaluates their current level, the next level they are ready to learn, and what their strengths and weaknesses are. This test builds upon the student's scores and improvements. This test focuses on propelling the student to the next grade level by focusing the reader's instruction to a tiered instruction setup. The assessment asks a variety of reading strategy questions as well as comprehension based questions. When the computer test is

complete, the scores are used to provide the teacher with a list of strong areas and a list of scaffold next step concepts. This test is useful to base instruction according to the results.

The final assessment to be used will be the Reading Counts Assessment. This is a form of assessment which is used by classroom teachers to test comprehension. The student begins by picking a book from the list on the Reading Counts Assessment list. The reader is then asked to read the book to its entirety. When completed, the reader will take the assessment which is a series of leveled questions based on the book. These questions include detail based, cause and effect, sequencing, inference, and book facts. Once the student has completed the assessment, the computer generates a score which shows the fluency rate and understood context. The assessment is given as a percent based on how much of the literary text the reader comprehended. This assessment could be used in variety of ways including progress monitoring and outcome based.

These assessments will be used to help the researcher evaluate the reader. These tests will drive the instruction of the researchers. After administering the assessments, the researcher will narrow the focus of the instruction to the areas where the reader struggles. These assessment tools may also be varied to accommodate the student's needs as they develop. Throughout the case study, the researcher will give a selection of chosen assessments and provide evidence of the progress the student makes.

Name	Grade	How to Use	When to Use	Information Provided	Reference Information
IRI- Running Records	K-6	The student will read a text as the teacher records correctly and incorrectly read words. The student must also answer a series of comprehension questions.	Randomly throughout the school year. Preferably every three weeks. Beginning assessment, progress based, and outcome based.	This gives the teacher an idea of what the student's reading level is, fluency, and comprehension abilities.	
Reading Counts Assessment	K-8	This is a test which records the student's ability to comprehend the text.	Randomly. Preferably every four weeks is suggested. Progress monitoring and outcome based.	This test provides the teacher with a variety of skills the student uses through reading.	
Student Reading Inventory	K-6	This is a computer based test that the students take which gives them a selection of short paragraphs with related questions.	Every four weeks Beginning based, progress monitoring, outcomebased	This test provides the student's lexile level.	
NWEA	K-12	This is a computer based test which assess the different skills in reading and provides the teacher will appropriate	Randomly. Best if every two weeks. Progress monitoring	This test gives the teacher a standardized list of instruction based skills which should be taught next in the student's	

		skills to be taught next		sequence of learning about reading.	
Phonics Survey	K-4	This teacher made test evaluates the student's ability to decode and sound out words.	This test should be given by the teacher two times a semester. Beginning assessment, progress monitoring, outcome based.	This test gives the teacher a beginning and end mark for the student to work towards as they develop their fluency.	Classroom Teacher

Jenny Stiffler

Reader Case Study Phase II

Corrective Reading

31 October 2008

Phase II

Throughout the time the researcher spent with the reader, the researcher administered several tests to assess the reader's abilities and weaknesses. The researcher began by giving her an IRI. This running record started with a word list which the student worked through to find her frustration level. The researcher began with the list one level six. The reader completed level six with one error and two self corrections. As the reader progressed into level seven, she began to show her frustration level by missing eight words and self correcting herself on two words. Once this frustration level was shown by the reader, the next segment of the assessment was an oral reading passage corresponding with the frustration level of the reader. In this passage, the reader had seven miscues when reading orally giving her ninety-five percent accuracy for word recognition. However, as the researcher took a closer look at the words missed, the reader missed the same word, a name in the passage, five times in the passage. By counting this as one error, the student would have a ninety-eight percent word recognition accuracy. The oral passage was followed by a series of comprehension questions based on the passage read. This part of the assessment showed that the reader struggles with comprehension by only scoring a seventy percent with three missed questions. The questions which the reader missed were inference and detail. When using this assessment to guide the researcher in this case study, the results show that the reader has great fluency but lacks in comprehension skills. The student's reading level is lexiled in the four hundreds; however, the reader will need practice when it comes to comprehending what she has read. Results from this test directs the researcher to work on developing comprehension strategies with this reader.

The second assessment which the researcher administered was the Student Reading Inventory. This is a computer based assessment which the students complete every four weeks in an average classroom. The researcher administered and observed the reader take this assessment. The Student Reading Inventory begins with the students choosing a topic that would be interesting to them. The reader chose to read about animals. The next step of the assessment was a section where the student reads a sentence and chooses the best definition of the underlined words. Once the reader finished this section, she moved on to complete the remaining portion of the assessment which tested comprehension. The reader read passages and then answered a series of comprehension questions based on the reading. Once the reader completed this assessment, the computer generates a lexile level which gives the level of books students should be reading. The results are a combination of word meaning and comprehension. The test also generates a list of appropriate leveled books as a suggested list of reading material for the reader. The first test administered by the student provided a lexile of 466 for the student. After getting to know the student and working with her randomly for a time period of three weeks, the researcher re-administered this assessment to find a more appropriate starting point for the plan of action which the researcher will be carrying out through the end portion of the case study. The reader improved by fifty points moving her lexile to a 516. The results from this test directs the researcher to work on developing the student's understanding of word meaning and comprehension. The researcher will also need to focus on context clues to enable the reader to find meaning to the unknown words.

The final assessment given to the reader was the Reading Counts assessment. This is a series of test based on children's books. The classroom teacher of this student also creates similar 'teacher created assessments' to assess those students whom are struggling with comprehension and sequencing. The reader was presented with a short children's story which she then read aloud to the researcher. The reader was then asked to take the computer based portion of the assessment which

asks direct questions for the story just read. The reader answered the questions by highlighting the answer she felt best fit the question being asked. The student chose to read *The Lemonade Club* by Patricia Polacco. Each test contains ten questions which are a combined of Bloom's Hierarchy, sequencing, detail, and inference. The reader answered four of ten questions correctly which the test determined to be a sixty percent comprehension level. The test also showed that she was reading at reading level 3.8 out of a possible five which determines her fluency is higher than the average 2.5. The research will now work towards developing comprehension and understanding of the text that the reader reads.

After assessing the results of the assessments, the researcher will use activities to develop the comprehension of the reader. The assessment results show that the student is good in fluency and word recognition. Her phonics is also strong. However, story comprehension is a weakness which needs to be worked on. The researcher can also use the assessments to see that the reader can easily read words, but may not always know what the word means. This may also weaken her ability to comprehend texts. The researcher has also noted throughout the assessments, that the student is a slow writer and a weak speller. The student strives and is more successful when she can discuss verbally about the text. The researcher was also surprised to note that the student could use phonics to decode words when reading, but struggled when writing those words. The researcher, though speaking to the student, has also made a mental note that the student looks and relies heavily on the pictures in her texts. The researcher has discovered that the reader is eager to read and very willing to try new techniques when reading, but needs to be given the tools to be successful at comprehending what she reads.

The researcher plans to work with the reader on comprehension strategies, because those skills are needed according to the results of the assessments in order to build this reader to a more competent reader. More specifically, the researcher will help the student build skills in order to

develop an understanding of the text by building word understanding, author's intentions, and sequencing. During sessions with the reader, the researcher will choose books with developing story plots, logical sequencing, and easily understood context clues, such as *Pumpkin Town* for sequencing and *The Girl Who Loved Horses* for context clues. Reading books with well developed sequencing and strong story lines will help the reader see the pattern among most stories and texts. The researcher will spend time working with 'Think Alouds' to develop her thinking about the text she is reading. The researcher will also participate in this activity to demonstrate and model the appropriate way to think about the text one is reading. The researcher will also spend time working with the reader with finding the author's intent when writing. Once the reader is able to identify theme and the underlying meaning of the story, she will be able to piece together those comprehension skills she needs to be a successful reader. Another activity that the research will use with the reader will be a story mapping activity. This will allow the student to organize her thoughts as well as develop her sequencing abilities by providing her with a visual of the story she reads. After each tutoring session, the researcher will adapt her activities accordingly to allow for the most development possible.

Lesson One- Using Think Alouds to Build Metacognition to build a competent reader

Goal: The researcher hopes to build the reader's understanding of the thinking process when reading.

Daily Plan: First the researcher will talk about developing comprehension. The researcher will introduce what a think aloud is and why it is important in understanding what someone reads. The researcher will teach the reader to ask certain types of questions. The researcher will then read from the book *Babushka's Doll* and model how to do a think aloud. The reader and researcher will take turns reading to complete the book. After the completion of the book, the researcher will ask the reader what she can remember based on her think aloud. Based on her answer, the researcher will lead the reader into a more in depth discussion and work more on thinking aloud with the reader's personal choice of book.

Reflection of Researcher:

As we started the lesson, the reader was excited to work with me. I began by explaining what a think aloud was and why we use it. The student began to show some confusion until I modeled the behavior for her. As we read, slowly she began to build confidence and participate in the lesson. She asked questions in her think aloud mostly about vocabulary. I intervened at one point and asked her to predict through a think aloud what would happen next in the story. She also asked why things happened. When the little girl began to cry, she asked, "I wonder how long the little girl will cry? I wonder if she will be nice in the end of the story and quit being so mean like the doll?" I felt that this was a move towards what I was looking for. She showed that she was engaged in the book. She also seemed to want to understand what was going on and what would happen next. With the completion of the book, I began to discuss the beginning of the book and asked her to finish the discussion. She showed that she remembered some of the concepts which she had been struggling with such as

sequencing. After the lesson was over and I asked her to show me the book she was reading, she wanted to know if she could take a reading counts quiz. Her classroom teacher encourages the students to take the quizzes to monitor their progress, so I agreed. I was amazed at her improvement with this one lesson as she only missed one question. This question she missed still was a comprehension based question, but her sequencing questions were answered correctly. For my next lesson, I hope to build on the think alouds and develop more about the author's purpose for writing to hopefully help her gain the inference knowledge she needs to become a successful reader.

Lesson Two: Understanding the Author's Purpose

Goal: To find the author's purpose for telling the story to give the reader a deeper understanding of the text.

Plan: The researcher will review 'think aloud' and introduce new topic. The researcher will explain that if the reader understands the author's purpose that she will be able to make inferences about the story.

Look at author's intentions and review for *Babushka's Doll*. The researcher will model how to find the author's purpose. Once the student has a basic understanding of how to determine the author's purpose, she will read *Mr. Lincoln*. The researcher will create a graphic organizer for the reader to complete as an artifact to turn in. The reader and researcher will once again practice think alouds when reading this story as well as determining the author's purpose. Once the reader has completed the story, she will work on filling out the worksheet to test her knowledge of the story. The reader will then read a story of her choice.

Reflection: This lesson has not yet been completed.

Lesson Three: Story Mapping

Goal: The reader will gain an understanding of story mapping to better understand and comprehend the story.

Plan: The researcher will review the previous lessons of think aloud and author's purpose. The researcher will then show an example of a story map and explain how it helps to organize thoughts. The researcher will model this for *Mr. Lincoln* by talking through the process with the reader. The reader will then read the book *Pumpkin Town* and complete a story map. During the reading of the book, the reader will begin to do think alouds by herself and will be assisted with finding the author's purpose. When complete, the reader will read a book of her choice.

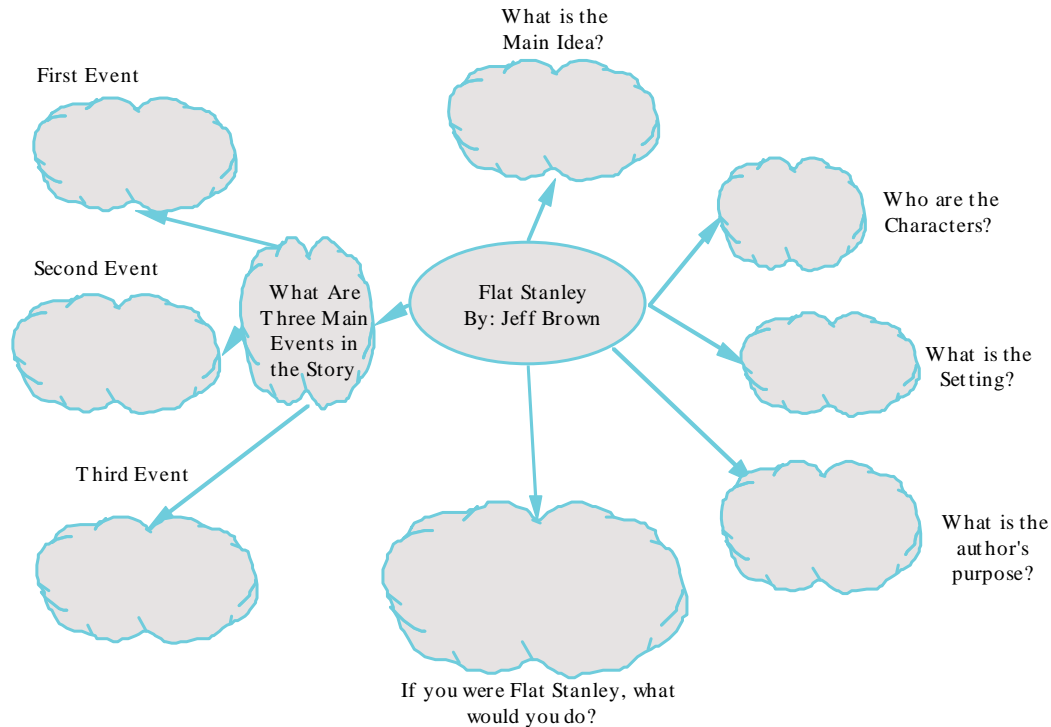
Reflection: This lesson has not yet been completed.

Lesson Four: Kidspiration Activity

Goal: The reader will use the three previous lesson to complete the activity.

Plan: The researcher and reader will look at the materials which have already been covered in the first three lessons. The researcher will read the story *Flat Stanley* with the child. The reader will then complete the Kidspiration activity which will then be discussed. The reader will chose a book to read of her personal choice and discuss what the methods she will use when reading the story with the researcher.

Reflection: This lesson has not yet been completed.



Lesson Five: Putting It All Together

Goal: The reader will use all the gained concepts and methods to read and gain a better comprehension of the story.

Plan: The researcher will ask the student to sum up what she has learned with their time together. The reader will then be asked to read *The Girl Who Loved Horses* for the researcher aloud practicing what she has learned. The researcher will conduct a running record on the book to use as the final assessment and also use a reading counts test for the book. At the completion of the lesson, the reader will be asked to explain whether she has gained a better understanding of the stories she has read and why she thinks this has happened. The reader will then get to pick a story of her choice and read with the researcher.

Reflection: This lesson has not yet been completed.

Information on *Flat Stanley*

Flat Stanley

Jeff Brown

Copyright: 1992

Stanley is a young boy who one night is flattened by his bulletin board. Because Stanley is flat, he is able to go on many adventures not taken by regular kids his age. Stanley is able to slide under doors, fly like a kite, and mail himself around the world. However, Stanley becomes tired of being a flat figure and wants to change back. One day, Stanley finds that he is going to help try to catch a thief of the town. In the end of the story, Stanley is able to become a regular boy again only after he has gained a new appreciation for what he accomplished during his time as a Flat Stanley.

The activity which I chose to create helps the reader focus on the important parts of the text. I used a combination of the lessons I planned on teaching, along with other important information to create the web. The reader will have to use all the different concepts I will teach her in order to properly fill out the map. I focused on the main idea, plot of the story, sequencing, and personal interest. I felt that by combining these concepts, my student will gain a better base for comprehending the story. I will ask the student to read the story and complete the web during this lesson.

Dear Parent,

Let me start by saying that your daughter has been wonderful through my college reader case study. I have been working with your child to determine which areas she needs help in improving. When she reads, she has great fluency and sight word recognition. She is able to decode words by sounding those words out and using her phonics. She has shown that she needs to work on reading comprehension and understanding unknown word meaning.

Over the next few weeks, I will be working with your child to improve her comprehension skills. We will begin by working on learning how to talk through what we read by 'thinking' aloud. We will also work on organizing what we read by making a story timeline in the form of a story map and developing better understanding of why the author is writing the story. I feel that she will benefit from these short lessons.

She and I will also be doing some activities related to developing comprehension skills as well as reading books together. I feel as though you could be her biggest support system. When she is at home reading for her classroom teacher, you could encourage her to tell you about what she is reading. Reading with your child and talking about what you read is also very helpful.

I hope to see a great improvement with your child over the next few weeks.

Thank you for your cooperation!

Sincerely,

Jenny Stiffler