



## Reader Case Study

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December 11, 2009

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EDUC 301

*Phase I: Collection***Part A: Background Information**

The reader case study candidate is a female, ten-year-old fourth grader. She lives with her mother and her two siblings. She has an older sister who is in middle school and a younger brother who is preschool age. In her free time, the fourth grader likes to draw, ride her bicycle around her neighborhood, and do gymnastics. She does have a diagnosed learning disability in reading and she receives remediation help in reading with the Wilson Reading Program, in the special education resource room every day. The fourth grade reader's special education teacher was able to provide the researcher with very little information regarding the reading level of the student. However, according to the Accelerated Reader test results that the special education teacher could share, the student is reading between a 2.3 and 3.3 grade reading level, which is significantly lower than where the student should be reading as a fourth grader.

**Part B: Assessments**

The researcher discussed the reader's needs with the special education teacher, who suggested that the intervention would focus on comprehension. The researcher talked with the reader, and the reader mentioned that she has difficulty remembering and understanding pieces of non-fiction. Along with the reading comprehension focus, the researcher will work on reading non-fiction works with the fourth-grade reader. Throughout this case study, three assessments will be given to the fourth grader.

The first assessment will be a screening that will provide the researcher information about the knowledge and skill base of the student. Screenings are useful for determining the most appropriate starting point for instruction and planning. The researcher determined that a Diagnostic Reading Assessment and Running Record would be an effective initial screening that

would provide information about the fourth graders reading fluency, ability, level, and comprehension. The Diagnostic Reading Assessment is designed for students who are reading in the Kindergarten through third grade reading level, and because the fourth graders reading level is between a second grade and third grade level, the materials provided by the DRA are appropriate. The Diagnostic Reading Assessment provides reading selections that allows students to read the selection to him or herself quietly and then retell the story to the test administrator. During the retelling portion of the test, the researcher records any errors in sequence of the retelling and any questions or prompting that had to be done to get the student to give more information. The next portion of the DRA is a running record that as the student read a page or two from the selection again, this time out loud to the test administrator. The Diagnostic Reading Assessment/Running Record will be administered to the fourth grade student during the last thirty to forty-five minutes at the end of the school day in the special education room, during the study time that is available to students in the special education room. This is a convenient time for the fourth grade girl's general education teacher because the fourth grader will not be missing very much instruction, and the special education room is available for the researcher to work with her because there are no groups being taught at that time of day. This assessment will be administered before tutoring begins to allow the researcher time to reflect on the assessment results and plan instruction accordingly.

The second assessment that will be given to the fourth grade student is a progress monitoring assessment. Progress monitoring is used to determine whether students are making adequate progress, and helps determine whether instruction needs to be adjusted. The researcher determined that the assessment type would be a test that is created by the researcher to meet the needs of the student and to ensure correlation with the non-fiction comprehension reading skills

being focused on during instruction. The researcher created progress-monitoring assessment will allow the researcher to find materials that are reading level appropriate and still interesting in content for the fourth grade reader. This assessment will be given in the special education classroom during the last thirty to forty-five minutes at the end of the school day. This is a convenient time for the fourth grade girl's general education teacher because the fourth grader will not be missing very much instruction, and the special education room is available for the researcher to work with her because there are no groups being taught at that time of day in the special education room. This assessment will be given during the middle of the tutoring period to allow the researcher time to reflect on what has already been taught and will help determine what the fourth grader continues to struggle with and what needs to be gone over again and what can be added to the instruction.

The third and final assessment that will be administered to the fourth grader is an outcome-based assessment. An outcome-based assessment provides data about exiting accomplishments and it is useful for planning the next major segment of instruction and for determining changes to curriculum. Outcome based assessments test overall skills and focus on everything that has been taught to ensure mastery of the skills. Teachers use outcome based assessments to determine whether the methods and activities they used during instruction were effective and determine whether changes should be made for the next round of instruction. The researcher determined that the type of assessment to be used for the outcome-based assessment is another researcher created test to ensure that the needs of the student are met and that the student is assessed on all non-fiction reading comprehension skills are the focus of the final test. The researcher created outcome based assessment will allow the researcher to find materials that are reading level appropriate and still interesting in content for the fourth grade reader and the

assessment content will correlate with what was taught during the tutoring period. This assessment will be given in the special education classroom during the last thirty to forty-five minutes at the end of the school day. This is a convenient time for the fourth grade girl's general education teacher because the fourth grader will not be missing very much instruction, and the special education room is available for the researcher to work with her because there are no groups being taught at that time of day in the special education room. This assessment will be given at the end of the tutoring period. The results will show the researcher what instructional methods were effective and what should be changed for the next round of instruction. The results of the assessment allow the researcher to determine whether the student improved overall and how close the fourth grader is to mastery of the nonfiction reading comprehension skill.

### Part C: Assessment Database

Name	Grade	How To Use	When To Use It	Information Provided	Reference Information
Dynamic Indicators of Basic Early Literacy Skills (DIBELS)	1 <sup>st</sup> grade to 3 <sup>rd</sup> grade	Student performance is measured by having students read a passage aloud for one minute.	Use it when it you want to identify students who may need additional instructional support.	Provides information on student performance in English, and helps determine oral reading fluency rate.	<a href="http://www.rti4success.org/chart/progressMonitoring/impTable/diblesORF.html">http://www.rti4success.org/chart/progressMonitoring/impTable/diblesORF.html</a>
STAR: Reading	1 <sup>st</sup> grade to 12 <sup>th</sup> grade	It is a computer adaptive assessment that adjusts difficulty of items is automatically to reflect the skill level of all students.	Use it when you want to identify a student's general reading achievement and reading comprehension	The tool provides information on student performance in reading.	<a href="http://www.rti4success.org/chart/screeningTools/impTable/star-reading.html">http://www.rti4success.org/chart/screeningTools/impTable/star-reading.html</a>
AIMSweb® Systems: Reading Curriculum Based Measurement	K to 8 <sup>th</sup> grade	Use it as a progress-monitoring tool or a reading screening tool.	Utilize to identify children at-risk of reading failures and those students significantly below grade-level.	Provides information on student progress towards specific goals and monitors the effects of instructional changes	<a href="http://www.rti4success.org/chart/progressMonitoring/impTable/aimswebOralReading.html">http://www.rti4success.org/chart/progressMonitoring/impTable/aimswebOralReading.html</a>
Scholastic Phonics Inventory (SPI)	3 <sup>rd</sup> grade to 12 <sup>th</sup> grade	It is a computer-based assessment.	Use it when you want to test basic letter recognition, sight word knowledge, and decoding skills.	Provides information about sight word accuracy, fluency through statistical based data.	<a href="http://www.rti4success.org/chart/screeningTools/impTable/SPI.html">http://www.rti4success.org/chart/screeningTools/impTable/SPI.html</a>
iSTEOP Learning: Oral Reading Fluency	1 <sup>st</sup> grade to 5 <sup>th</sup> grade	The progress-monitoring	Use this when determining the specific	Provides instructional and diagnostic	<a href="http://www.rti4success.org/chart/progressMonitoring/impTable">http://www.rti4success.org/chart/progressMonitoring/impTable</a>

Progress Monitoring	grade	component is designed to be used as part of the RTI process but can be used as a separate component.	intervention needed, and when looking for diagnostic feedback based upon progress monitoring to determine whether the appropriate interventions are in place.	feedback to inform intervention and to further differentiate instruction, if needed.	e/ <a href="#">steepORF.html</a>
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*Phase II: Administration and Planning***Part D: Administration of Screening Assessment**

See hardcopy attached sheets of Diagnostic Reading Assessment pretest/Running Record and student results

**Part E: Interpretations of Assessments**

For the initial screening assessment of the fourth grade student the researcher chose a Diagnostic Reading Assessment with Running Record to get an idea of the student's strengths and weaknesses. The researcher discussed with the reader's special education teacher, who talked with the student's classroom teacher, and it was concluded that the best time of day to carry out the initial screening assessment and future tutoring sessions will take place during the last thirty minutes of the school day in the special education room during the "study room time." The reader is familiar with the setting of the special education room and it should put her at ease during the assessments and the tutoring sessions.

The researcher decided to start the first session with the student by administering a Diagnostic Reading Assessment and combined Running Record. The running record provided the researcher with information about the amount of errors and self-corrections the reader makes, as well as the accuracy rate, and comprehension level of the fourth grader. The DRA text the student read was a level 24, which is equivalent to a mid second grade range, which falls right into the reading level range of the student. During the reading of 141 words, the reader made twelve errors with two self-corrections. This means the reader's error rate is a ratio of 1:12 and the reader's self-correction rate is 1:7. This means every twelve words the reader reads, she will make an average of one error. For every seven errors the reader makes, she self-corrects herself an average of one time. The student's self-correcting at a rate of 1:7 which indicates to the researcher that she does not frequently self-monitor her reading. Several errors included omitting



words or adding words that were not in the text, which also indicates to the researcher that the reader is not self-monitoring while she is reading. The accuracy rate determines whether the text read is easy enough for independent reading, difficult enough to warrant instruction and yet avoid frustration, or too difficult for the reader. The fourth grader's accuracy rate fell in the 91% range. This means that the text is difficult enough to fall under the instructional level during guided reading instruction. This level is what the researcher should utilize when providing materials during the tutoring sessions. The reader's comprehension according to the DRA rubric averages about a level three, or adequate comprehension. The researcher noted that the student included some but not all of the key events and details from the story the reader read. The reader did not refer to characters by name and scored a one, or very little comprehension, in that category. The literature chosen was a fiction text, and the researcher's goal is to have the student achieving the adequate comprehension level when working with non-fiction texts.

#### **Part F: Plan of Action**

The plan of action designed by the researcher was created in order to help the reader improve on her non-fiction reading comprehension skills. By working on the fourth grader's nonfiction reading comprehension, the researcher believes that she will become a more confident reader when reading informational texts and other non-fiction, because she will know strategies to assist her in comprehending the text. As previously stated all of the tutoring lessons will take place at the end of the school day during the study room time that takes place in the special education room.

##### Lesson #1: Teaching Student to Ask Questions

For the first lesson, the researcher will begin by going over how to read a magazine article with the student using the nonfiction features insert of the September 2006 edition of *National Geographic Explorer* magazine. Then the researcher will ask the student what she already knows

about pandas and then take a look at the “Project Panda” article by Dana Jensen. For this lesson, the researcher will use modeling and think aloud to demonstrate metacognition and the comprehension strategy of asking questions. The researcher will begin by asking questions or making inferences about the article, and then the researcher will read the article aloud to the student, stopping periodically to pose questions or thoughts out loud. The researcher will then leave the student with the book *Crab Cakes* by Kelly Doudna and a corresponding KWL chart worksheet to practice thinking about her thinking, and use her questioning skills, as homework for next time. The researcher and the student will fill out the “K” section of the KWL chart before the student begins reading and filling out the rest of the chart.

#### Lesson #2: Using Open-ended Questions for Informational Texts

For the second lesson, the researcher will first review and go over the questioning skills that was worked on in the previous lesson. The fourth grader will read *Crab Cakes*, and share responses on the worksheet. The following questions will be cut into sentence strips, and modeled by the researcher and then asked to the student to prompt her to think about these open-ended questions about the book, *Crab Cakes*:

- Does the author try to persuade you in any way? How?
- Can you identify the facts? The opinions?
- How do statistics and data support the author's perspective?
- Do you find the author's evidence convincing? Explain.
- What new information did you learn? How can you apply this information to an issue or problem in today's world?
- How did this new information change your way of thinking about this subject?
- What words, phrases, and statements does the author use that caught your attention? Why? How did they make you feel? What did they make you think?
- Did the author weave opinion and fact statements into the piece? Find examples of each.
- Were there any photographs, illustrations, charts, graphs, or diagrams that were important? Select two or three and show what you learned from them and explain why you believe each one was important.
- Did the reading leave you with unanswered questions? What are these?

- How did you connect to the piece? Was it personal? Was it an issue that affects your community and the world? Explain.

The researcher will explain that the asking open ended questions is like the KWL chart, because it gets the reader thinking about her thinking and helps her monitor her own comprehension. The researcher will introduce a *Kids Discover* magazine featuring Birds for the student to read and complete for homework. The researcher will briefly go over how to read a magazine article, as per the first lesson. The student will fill out another KWL homework sheet, with the emphasis on thinking about the open-ended questions.

### Lesson #3: Skimming the Text

For the third lesson, the student will begin by reading the article about Birds that she read for homework and review the homework sheet and open-ended questions. The researcher will explain to the fourth grader that by skimming text she will be able to find the elements and information that are worth the most to her and leave what she doesn't really need or want behind. Explain the goal for skimming the text *Constitution Day* by Maeve Griffin, is to discover what Constitution Day is and why it is important. Together the researcher and the fourth grader will think aloud while looking through the text, modeling how to skim to locate information by looking at the table of contents, the glossary, the index, etc. The researcher will go over asking questions with this text, to ensure the student can transfer her knowledge to a more difficult text. For practice and homework, the student will be looking at an article from the September 2006 edition of *National Geographic Explorer* entitled "Asteroids Rock" by Lesley J. MacDonald, and a brief excerpt from a *Kids Discover* magazine called "Rocks 'n the 'Hood." A corresponding worksheet will accompany the reading that focuses on skimming the two articles to discover what a crater is and how it is formed.

#### Lesson #4: Making Personal Connections

To begin the lesson, the student will read from the articles and review asking questions to help understanding by go over the homework. Before the new lesson begins the researcher will administer the second assessment, the progress monitoring assessment. After the fourth grade student has completed the assessment the researcher will read the book *The Man Who Walked between the Towers* by Mordicai Gerstein. The researcher will explain the importance of making connections individuals relate to what they are reading. The researcher will use the following prompts and questions strips to help the student make connections for herself:

- Did you ever have a similar experience? How did you feel? What did you do?
- How was your situation the same? Different?
- Did you connect to any of the decisions the people you read about made?
- What feelings did the reading bring up? Why?
- How is your family the same or different from the one you read about?
- Did you learn anything about yourself by reading about what happened or what people did?

The homework for the student will be to read *The Man Who Walked between the Towers* to herself at least two more times. Each time she reads she will focus on asking herself questions, and making new connections to the book, by recording her questions on Post-it notes and placing them on the pages that she made the connections or had questions.

#### Lesson #5 Making Connections to Other Texts

The fifth lesson will begin with the student reading the book *The Man Who Walked Between the Towers*, and a review of the previous lesson by discussing personal connections and questions the student recorded on her Post-it notes. The researcher will then read a passage out from a textbook, which discusses the World Trade Center towers, aloud to model how to connect two or more texts. While the researcher is reading she will think aloud, and point out something about

the read-aloud that calls to mind the descriptions from *The Man Who Walked Between the Towers*. The researcher will use the following questions to prompt students to make connections between texts:

- Do the authors have a common purpose?
- Were any of the characters in similar situations? Compare how each handled the situation.
- Did you find similar themes? Settings? Problems?
- Did magazine articles offer new information about the topic in your book?
- How did each text improve your understanding of the topic?

For homework the student will read *Beetle Mania* by Anders Hanson and a *Kids Discover* article about Insects. The researcher will model a think aloud. The fourth grader will use what she knows about asking questions, skimming, and making connections to personal experience and connections text to text while she reads the two articles.

#### Lesson # 6: Applying New Knowledge

To begin this lesson, the student will read from the *Beetle Mania* book and the researcher and the student will go over the homework and discuss the connections the student found between the texts and the personal connections she made to the two texts. The final lesson is going to involve using a graphic organizer created on Kidspiration to apply all of the new information the reader has learned during the tutoring sessions. The researcher will read *The Boy on Fairfield Street: How Ted Geisel Grew Up to Become Dr. Seuss* by Kathleen Krull aloud while the student stops the researcher during points where the student wants to point out a connection, or question that she has. After finishing the book the student will fill out the graphic organizer. The third and final outcome based assessment will be given to the student on the day of the sixth session after the reading instruction has been completed.

Dear Parent/Guardian,

Over the last couple of weeks, I have been working with Alexis to determine her strengths and weaknesses in reading. Alexis is a very fun and easy going girl to work with, and I really appreciate your allowing me to work with her. I have decided to focus our tutoring sessions on reading and understanding non-fiction and informational texts, like her textbooks. If she is able to comprehend, or understand, what she is reading out of her textbooks or other non-fiction books, she should eventually be able to use the new reading techniques and apply it to all types of reading, like out of magazine or newspapers. Throughout our tutoring sessions I will remind her of some different strategies she can use when she is reading and we will practice using these strategies.

We will begin by learning how to notice the questions that come to mind while reading. I will send home practice worksheets and reading materials to help Alexis ask questions and monitor her understanding while she reading. Once she begins to starts to do this on her own, without being prompted, we will move on to another reading strategy called skimming the text. When Alexis reads her social studies or science textbooks there are certain steps and strategies she can use to get the most out of the information on the pages. We will talk about how to get the most out of a textbook, and how to understand and look up unknown information. Lastly, we will work on making connections to the text. When Alexis is able to make connections to what she is reading she will be more likely to remember and understand what she is learning. Alexis will be getting a lot of experience reading and working with informational magazines, like *National Geographic Explore* and *Kids Discover*, as well as non-fiction books.

I want to thank you again for allowing me to work with your child. I look forward to continue working with Alexis. I hope to see a great improvement in her reading throughout our sessions. Feel free to contact me with any questions or concerns you might have.

Sincerely,

Miss Mary Jane Dickey

### Information Page

*The Boy on Fairfield Street: How Ted Geisel Grew Up to Become Dr. Seuss* by Kathleen Krull (2004)

Before Ted Geisel became Dr. Seuss, he was a boy who "feasted on books and was wild about animals." Born in 1904 to a mother who enjoyed reading and a father who worked at the zoo in Springfield, Massachusetts, Ted Geisel spent his days doodling, hanging out with friends, and being a trouble maker. His German heritage made him a target for teasing at the start of World War I. Ted was also a rule breaker and was told by his teacher that he would never get anywhere with his art. The book ends when Geisel, already a published cartoonist, is 22 years old, and living in Greenwich Village. He is getting ready to write his first children's book and looking forward to a bright future. An extended author's note details how Geisel became Dr. Seuss and discusses a number of his works.

The behind the web that I created is to allow the reader to better understand the main characters, the main settings of the story, as well as a few questions the reader has while reading the book, and connections the student makes with the book. This is a non-fiction text that is different from informational texts, like a textbook or magazine, but still allows the student to practice using the reading strategies that are worked on during the tutoring session. The Kidspiration concept web will be used during lesson number six. The symbols on the concept web each stand for a different element. The boy in the center stands for the title of the story, the cloud with the bubbles represents thinking of connections, the farm scene represents the setting of the story, the question mark is for any questions that arise while reading, and the three children represent the main characters.

Comment [MC1]: confusing

*Phase III: Tutoring: Carrying Out the Action Plan*

During the plan of action, it was determined by the fourth grader's special education teacher and the researcher that the main focus of the tutoring sessions would be reading comprehension strategy instruction. At the beginning of each session the researcher and the student would review the reading comprehension strategy from the previous session, and look over the homework worksheet. The student would then be given the opportunity to reread the text selection that was due for homework. The researcher will then build upon the previous lesson with instruction over a new comprehension strategy. Three comprehension strategies will be taught throughout the six tutoring sections, and two instructional periods will be given for each strategy, to ensure that the student is given time to practice using the comprehension strategy with guidance from the researcher.

Lesson #1:

**Materials Needed:**

- Crab Cakes by Kelly Doudna
- National Geographic Explorer, September 2006

**Procedure:**

1. The researcher will begin by going over how to read a magazine article with the student using the nonfiction features insert of the September 2006 edition of *National Geographic Explorer* magazine. Then the researcher will ask the student what she already knows about pandas and then take a look at the "Project Panda" article by Dana Jensen.
2. The researcher will use modeling and think aloud to demonstrate metacognition and the comprehension strategy of asking questions. The researcher will begin by asking questions or making inferences about the article, and then the researcher will read the article aloud to the student, stopping periodically to pose questions or thoughts out loud.
3. The researcher will then leave the student with the book *Crab Cakes* by Kelly Doudna and a corresponding KWL chart worksheet to practice thinking about her thinking, and use her questioning skills, as homework for next time. The researcher and the student will fill out the "K" section of the KWL chart before the student begins reading and filling out the rest of the chart.



During the lesson, the researcher discovered that the fourth grader did not understand what it meant when the researcher modeled thinking aloud. The student began making her own comments and trying to answer the researcher's questions during the thinking aloud modeling. The researcher had to remind the student several times that she was just supposed to listen because the researcher is showing her what she should do while she is reading alone. After the reminder the student did listen more carefully and followed the researcher's directions correctly. The researcher went over what a KWL chart is and filled out the "K" section with the student to prepare for the reading of *Crab Cakes*.

**Comment [MC2]:** great reporting but this is where you are to reflect about the student's behavior and your behavior

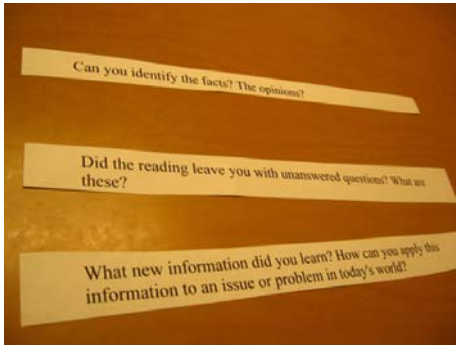
#### Lesson #2:

#### **Materials Needed:**

- *Kids Discover Magazine: Birds*
- Cut out question strips

#### **Procedure:**

1. The researcher will first review and go over the questioning skills that was worked on in the previous lesson. The fourth grader will read *Crab Cakes*, and share responses on the worksheet.
2. The following questions will be cut into sentence strips, and modeled by the researcher and then asked to the student to prompt her to think about these open-ended questions about the book, *Crab Cakes*:
  - Can you identify the facts? The opinions?
  - Do you find the author's evidence convincing? Explain.
  - What new information did you learn? How can you apply this information to an issue or problem in today's world?
  - How did this new information change your way of thinking about this subject?
  - Were there any photographs, illustrations, charts, graphs, or diagrams that were important? Select two or three and show what you learned from them and explain why you believe each one was important.
  - Did the reading leave you with unanswered questions? What are these?
  - How did you connect to the piece? Was it personal? Was it an issue that affects your community and the world? Explain.



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3. The researcher will explain that the asking open ended questions is like the KWL chart, because it gets the reader thinking about her thinking and helps her monitor her own comprehension. The researcher will introduce a *Kids Discover* magazine featuring Birds for the student to read and complete for homework.
4. The researcher will briefly go over how to read a magazine article, as per the first lesson. The student will fill out another KWL homework sheet, with the emphasis on thinking about the open-ended questions.

The researcher originally had quite a few more sentence strips created, but soon realized that many of them could not be applied to the *Crab Cakes* book, so the researcher decided not to use all of the question strips that had originally made. The student was given time to look over and read a section from the Birds magazine before time was up, which allowed the researcher an opportunity to ask questions to monitor comprehension, and to review the KWL chart. Overall, the researcher determines that the student was able to apply what she learned in lesson 1 to her homework assignment, and the researcher feels that the reader will be able to complete the questions/KWL chart assignment this time as well.

Comment [MC3]: based on what evidence?

### Lesson #3:

#### **Materials Needed:**

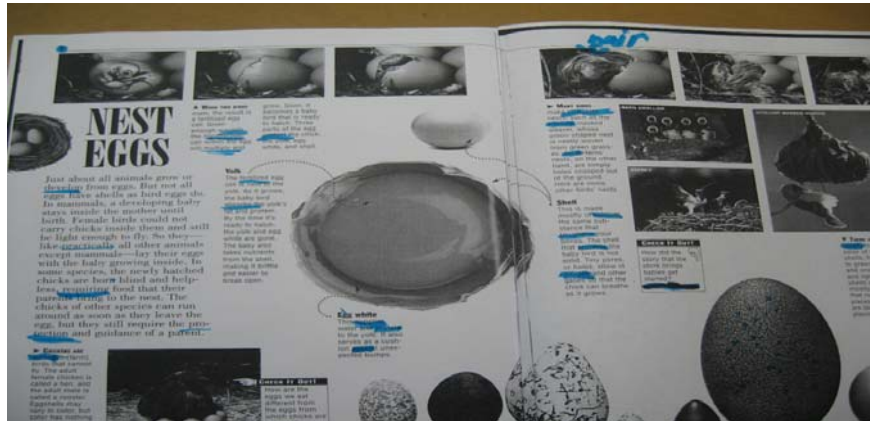
- *National Geographic Explorer, September 2006*
- *Kids Discover Magazine: Rocks*
- *Constitution Day* by Maeve Griffin

#### **Procedure:**

1. The student will begin by reading the article about Birds that she read for homework and review the homework sheet and open-ended questions. The researcher will explain to the fourth grader that by skimming text she will be able to find the elements and information that are worth the most to her and leave what she doesn't really need or want behind.
2. Explain the goal for skimming the text *Constitution Day* by Maeve Griffin, is to discover what Constitution Day is and why it is important. Together the researcher and the fourth grader will think aloud while looking through the text, modeling how to skim to locate information by looking at the table of contents, the glossary, the index, etc.
3. The researcher will go over asking questions with this text, to ensure the student can transfer her knowledge to a more difficult text. For practice and homework, the student will be looking at an article from the September 2006 edition of *National Geographic Explorer* entitled "Asteroids Rock" by Lesley J. MacDonald, and a brief excerpt from a *Kids Discover* magazine called "Rocks 'n the 'Hood." A corresponding worksheet will accompany the reading that focuses on skimming the two articles to discover what a crater is and how it is formed.

The fourth grade reader read parts of the article about birds aloud at the beginning of lesson 3, which she was assigned to read in lesson 2, and the researcher determined that the text may have been too hard for the student to understand. When the student read snippets during lesson 2 the researcher had to do quite a bit of prompting and helping. The researcher has concluded that the magazine article will be good for use as a guided practice text, but will not use it for a homework assignment without first going over the entire article first. The student highlighted words and phrases in the magazine that she did not understand during her homework time, so the researcher decided that a main chunk of lesson 3 would be to review what had been learned in the first two lessons, and focus on understand what the article was about, rather than moving on to the next reading comprehension strategy. This means that parts of lesson four will involve skimming text practice, due to the impromptu review session.

Comment [MC4]: More reflective in nature



#### Lesson #4:

#### **Materials Needed:**

- Cut out question strips
- *National Geographic Explorer*, September 2006
- *Kids Discover Magazine: Rocks*
- *Constitution Day* by Maeve Griffin
- *The Man Who Walked Between the Towers* by Mordicai Gerstein

#### **Procedure:**

1. The student will read from the articles and review asking questions to help understanding by go over the homework. And the researcher will discuss skimming a text, due to the fact that the researcher was unable to complete that task during lesson 3.
2. Before the new lesson begins the researcher will administer the second assessment, the progress monitoring assessment. After the fourth grade student has completed the assessment the researcher will read the book *The Man Who Walked between the Towers* by Mordicai Gerstein.
3. The researcher will explain the importance of making connections individuals relate to what they are reading. The researcher will use the following prompts and questions strips to help the student make connections for herself:
  - Did you ever have a similar experience? How did you feel? What did you do?
  - How was your situation the same? Different?
  - Did you connect to any of the decisions the people you read about made?
  - What feelings did the reading bring up? Why?
  - How is your family the same or different from the one you read about?
  - Did you learn anything about yourself by reading about what happened or what people did?

4. The homework for the student will be to read *The Man Who Walked between the Towers* to herself at least two more times. Each time she reads she will focus on asking herself questions, and making new connections to the book, by recording her questions on Post-it notes and placing them on the pages that she made the connections or had questions.

The lesson today, also had to be pushed back slightly because the fourth grade reader did not complete her homework from lesson 3. The researcher decided to continue on with the plan to administer the progress monitoring assessment because the concepts discussed in lesson three **where** not the main focus of the assessment. The researcher developed the assessment using a 3<sup>rd</sup> grade science textbook. Because the reader has a reading level between 2<sup>nd</sup> and 3<sup>rd</sup> grade the researcher believed the 3<sup>rd</sup> grade textbook to be an appropriate level for the student. There was not much time left after the student completed the assessment, so the researcher briefly went back **over** how to skim a text and began discussing making personal connections. The researcher began reading *The Man Who Walked between the Towers* to the student, and modeled a think aloud about the connections the researcher made to the book. The student was asked to complete her reading and worksheet that she did not finish, and the researcher that the next lesson would be to reread, and finish *The Man Who Walked between the Towers* to ensure that the student has the complete opportunity to master each strategy.

**Comment [MC5]:** Effective decision making but why did you make this choice? Reflective writing would have presented the why...

#### Lesson #5:

##### **Materials Needed:**

- The book *The Man Who Walked between the Towers*, by Mordicai Gerstein
- *Beetle Mania* by Anders Hanson
- *Kids Discover: Insects*
- Post-it Notes

##### **Procedure:**

1. The fifth lesson will begin by reviewing the homework worksheet that the student was asked to complete in a previous lesson. The researcher will then reread the book *The Man Who Walked between the Towers*, and a review of the previous lesson by discussing personal connections and questions the student recorded on her Post-it notes.

2. Together the researcher and the student will begin reading *Beetle Mania* by Anders Hanson and look at an article in *Kids Discover* about Insects. The researcher will ask the following prompting questions to help the student draw connections between the two texts.
  - Do the authors have a common purpose?
  - Were any of the characters in similar situations? Compare how each handled the situation.
  - Did you find similar themes? Settings? Problems?
  - Did magazine articles offer new information about the topic in your book?
  - How did each text improve your understanding of the topic?
3. The researcher will model a think aloud. The fourth grader will use what she knows about asking questions, skimming, and making connections to personal experience and connections text to text while she reads the two articles again for homework. She will record her thoughts on Post-it Notes.

The researcher decided that the original set up of lesson number four was moving along too quickly for the pace that the student was moving. Because the student did not complete her homework one time it set the lessons back, and caused the researcher to do some reevaluation of what was planned. The student did complete most of the worksheet that was required of her, however she did not complete the last section in which she was asked to record her questions or connections “before reading,” “during reading,” and “after reading.” Because the student has not been getting her homework done on time lately, the researcher decided that the original homework activity for lesson 5 would become the guided lesson to ensure that the student does get some reading in, and will be ahead of reading for her homework.

#### Lesson #6:

##### **Materials Needed:**

- The Kidspiration created graphic organizer based off the book
- Acquire the book *The Boy on Fairfield Street: How Ted Geisel Grew Up to Become Dr. Seuss* by Kathleen Krull
- Researcher

##### **Procedure:**

1. To begin this lesson, the student will read from the *Beetle Mania* book and the researcher and the student will go over the homework Post-it Notes and discuss the connections the student found between the texts and the personal connections she made to the two texts.
2. The researcher will read *The Boy on Fairfield Street: How Ted Geisel Grew Up to Become Dr. Seuss* by Kathleen Krull aloud while the student stops the researcher during points where the student wants to point out a connection, or question that she has.
3. The researcher and the reader will fill out the graphic organizer created on Kidspiration to apply all of the new information learned during the sessions, which is based off of the book *The Boy on Fairfield Street: How Ted Geisel Grew Up to Become Dr. Seuss* by Kathleen Krull.
4. The third and final outcome based assessment, which is a collection of questions that cover all of the skills worked on during the tutoring sessions, will be given to the student on the day of the sixth session after the reading instruction has been completed.

Today's lesson was the last of the tutoring sessions. The researcher started the lesson by going over the connections the student made with the two non-fiction works she was asked to reread for homework. The fourth grader forgot to complete the Post-it Notes; however, she was able to recall several connections when prompted by the researcher, while looking through both texts together. The outcome based assessment was written based off of the non-fiction story about a young Dr. Seuss, Ted Geisel. The researcher concluded that the student would be able to draw more connections and be able to apply the skills that had been taught during the lessons, if the reader read about a person that was her age. The researcher read the book aloud and went over the graphic organizer with the student, and then administered the test to the student. Overall, the researcher believes that the tutoring sessions went well and saw an improvement in the connections the student made with the text and the questions she asked to monitor her comprehension.

Comment [MC6]: ☺

*Phase IV: Reports and Reflections*

Prior to the beginning of the reading tutoring sessions, the fourth grade reader's special education teacher, and the researcher concluded that the reading area focus of the interventions would be comprehension. Upon talking with the reader, the researcher concluded that a primary focus on non-fiction texts and comprehension strategies would most benefit the student. The first assessment administered to the student was the screening, a Diagnostic Reading Assessment with and Running Record. The DRA results showed that the student's comprehension of a level 24, fiction, text provided by the DRA, was a three, or adequate comprehension. As noted in a previous section, the researcher found that the student included some but not all of the key events and details from the story the reader read and that the reader did not refer to characters by name and scored a one, or very little comprehension, in that category. The Running Record portion of the DRA indicated the fourth grader's self-correction rate to be 1:7 after reading a text with 141 words. For every seven errors the reader makes, she self-corrects herself an average of one time. The student's self-correcting at a rate of 1:7 which indicates to the researcher that she does not frequently self-monitor her reading. Several errors included omitting words or adding words that were not in the text, which also indicates to the researcher that the reader does not self-monitor herself while she reads.

About half way through the tutoring sessions, lesson four, the researcher administered a Content Area Reading Inventory, as the progress monitoring assessment. The researcher created the CARI from a third grade level science textbook and chose a topic that had been discussed in a previous lesson, to ensure that the student had some schema about what she was about to read, and be assessed on. The researcher chose a third grade level textbook to create the assessment from because the student's reading level falls between a 2.3 and a 3.3, which would place the



textbook near the end of the student's level, but would not surpass her reading level entirely.

After scoring the assessment the researcher found that the student did poorly on the vocabulary section, which asked her to write the best answer that defined the underlined word. The researcher chose words from the textbook that were highlighted to ensure that the student would be able to find the words. The researcher finds that the student rewrote the sentence that the underlined word was in, and did not actually answer the questions correctly. This indicates to the researcher that the student most likely did not read the text, as she was asked to, but rather looked for the bold words found in the text and wrote down the sentence. The true/false portion of the test proved to be successful for the student, as well as the open-ended comprehension questions. The student answered the questions with insight and was able to develop an answer that the researcher was looking for. The researcher concluded that the instruction about asking open-ended questions may have been a contributing factor to the logic of the answers provided by the student.

The final assessment, the outcome based assessment, which was another researcher developed CARI-like test, was administered after the last tutoring session with the student. This assessment was not taken from textbook this time, but rather a non-fiction story with illustrations about the early life of Theodore Geisel, Dr. Seuss. The first section of the assessment was a review of the skills that tutoring sessions focused on and what the researcher and student discussed during instruction. The researcher asked the student to provide three main steps that good readers do before they begin reading. The student indicated that readers take picture walks, look at the title, and read between the lines. The researcher was pleased to see that the student was able to recall some of the main focuses of the instructional lessons. The second and third sections of the assessment applied to the reading of the story *The Boy on Fairfield Street: How*

*Ted Geisel Grew up to Become Dr. Seuss* by Kathleen Krull. The second section focused on making connections to the life of young Ted Geisel, and for the most part the student was able to explain her connections on paper. The researcher found that the student tends to verbalize her ideas more fluently orally than in writing, so much of what was written down was first spoken to the researcher and then recorded. This was an unplanned procedure in the test administering process; however, the researcher understands that for some students, orally explaining thoughts and answers may be easier than writing them down on paper. After the student indicated her answer verbally, the researcher asked the fourth grader to record her answers on the text sheet. The procedure for section three was similar, and it was based upon comprehension of the story. The student's connections helped her remember and answer the comprehension questions with accuracy to the book.

**Comment [MC7]:** Auditory learner

Overall the researcher indicates that the students comprehension of non-fiction texts, improved over the course of the six reading instructional sessions. The curriculum design, or action plan, that the researcher developed met the fourth grade student's reading instructional needs. The student was taught how to use three reading comprehension strategies gradually to allow the student time to connect the strategies and apply the strategies to non-fictional texts. The student was taught to look closely at the structure of a book and ask questions based off of what she observed before she began reading the text. The reader asked good questions that indicated that she was applying the second helpful skill, skimming to aid in her observation of the structure of the texts. The third reading comprehension skill discussed during the tutoring sessions was making connections. The student learned that making connections will help her visualize and understand what she is reading. The reader developed her connection making skills, and was able to make text to self connections effectively. The student's self-monitoring

comprehension skills have more room to grow, however, the researcher finds that the student is beginning to utilize the reading strategies that she practiced during the instructional sessions, when reading non-fiction texts.

When analyzing the student's work, particularly the KWL chart worksheets and the second and third assessments, the reader indicates that she was able to utilize the questioning strategy and connection strategy in her reading of non-fiction texts, which aids in her comprehension of the text. By the sixth lesson, the student's progress was also showing that she was taking more time to slow down and take her time when reading, which in turn, also enabled the student to understand the text more effectively. The student seemed to answer questions and fill out worksheets with greater ease when she was given the opportunity to think aloud with the researcher. The reader provided more thought out and in depth answers to questions about making connections, and comprehension questions.

**Comment [MC8]:** auditory

The researcher discovered that there are a few new weaknesses to address, and discussed these findings with the student's special education teacher. The researcher found that over the course of the intervention sessions the student did not write in complete sentences. She would write the bulk of the sentence but would leave out small, but important words, like: is, a, and, etc. The researcher notices that the student has difficulty decoding words when she wishes to spell/write out what she thinks. This may be why the student preferred to answer questions orally to the researcher while reading texts, completing worksheets, and during test administration. When asked to write her responses the fourth grader struggled with remembering what she wanted to say due to her difficulty with writing the words fast enough to remember them, and tended to focus more on the spelling of the word, and not the content of the sentence. Because the researcher was not working with spelling and sentence structure with the student, the

**Comment [MC9]:** auditory learners slow down when transferring thoughts into symbols and sometimes lose the thought and end up making mistakes

researcher told the student to “do your best” or “what makes sense?” when the student asked for assistance in spelling, and did not evaluate the student based off of spelling performance. The researcher always went over the work with the student, to allow the student the opportunity to orally verbalize the thoughts and ideas she recorded on the paper.

**Comment [MC10]:** effective accommodation for the learner...this shows your ability to modify instruction to help the learner connect with the content

The fourth grader’s motivation toward reading did not indicate very much of a change. At the initial session, in which the researcher found out information, the student expressed how much she enjoyed reading, and this attitude did not change. Whenever the researcher came in to visit the student smiled, and was eager to begin the session and read. The fourth grader’s attention span during the sessions lacked during the first few lesson. The student often talked while the researcher was instructing, and the researcher had to explain that it was her time to talk, and that the fourth grader would be given the chance to share her thoughts and read. By the end of the sixth lesson, the student’s ability to pay attention spanned nearly to the end of the time allotment of the session at the end of the day. The reader did not interrupt the instructor as frequently and appeared to be engaged in the instruction. The student’s responsibility for reading and self-discipline did begin to slack as the sessions progressed. During the first few lessons the student came prepared with her reading and homework completed, and told the researcher that she went home and did her homework right away. After the third lesson, the student failed to complete her reading and worksheet, which caused a hiccup in the flow of the planned lessons. The researcher had to make time to go over the worksheet at a later session, which delayed the progression of the lessons.

Not only did the reader change and grow as a learner, the researcher grew as an instructor. The first few meeting time with the student when information was gathered and the screening assessment was administered the researcher felt lost and a little unsure about the task

that she was undertaking. The researcher doubted her abilities to develop effective interventional lessons for the fourth grader and was unsure if she had chosen the correct reading area to focus her instruction on. However, as the lessons were created and then implemented the researcher became more at ease and the lessons went along quite well. It was difficult for the researcher when the student did not complete her homework, and the researcher had to practice her new skills of changing and rearranging lessons and being flexible to work around the snags.

After looking at the results from all three assessments the researcher began to understand the relationship between assessments and instruction. Assessments help drive on the road of instruction. The initial screening assessment helped steer the researcher in the direction of the intervention focus of comprehension strategies. The researcher developed lessons based off of those comprehension strategies and implemented them, while administering a progress monitoring assessment to analyze and assess how affective the lesson were, and if necessary the researcher could make changes to the lessons to better fit the needs of the student. The outcome based assessment shows the researcher how well the lessons went as a whole, and aids in determining the direction in which reading instruction should go for the fourth grader.

The researcher's ability to analyze and interpret data from instruction feedback, student work samples, and assessments is still developing at this time and will become more effective as she is given more practice to implement and reflect on these important instructional skills. The researcher feels that she improved greatly when it comes to knowledge and skill development of reading instruction. While there were a few bumps here and there the researcher feels more confident about assessing a reader, developing an action plan, and carrying out that action plan. The researcher feels that she needs more time to learn more about developing lessons that effectively utilize the gradual release of students until they are able to work independently. The

case study experience has taught the researcher more about how to create reading lesson plans that focus on the interventions of weak areas for students, and how to use student works and assessments to plan for the next set of lessons.

Name	Date 12.11.09		Submitted on time <b>YES</b> NO	
Mary Jane D				
criteria	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
ANGEL - course	1	2 -15	3 - 17	4 - 20
C1. Plans informative, developmentally appropriate lessons and/or units PHASE II	Paper presented but omits lesson plans or Lessons are not appropriate for intervention	Most lessons appropriate for intervention and developmentally appropriate	Each lesson appropriate for intervention and developmentally appropriate	Each lesson enhances previous lessons; appropriate for intervention; developmentally appropriate; resources appropriate and included
A2. Assesses learning through standardized and/or teacher-constructed tests to drive future instruction PHASE I	Paper presented but omits tests used to determine reading instruction for P-12 student Assessment not related to intervention	Assessment is incomplete; Description is unclear  Attempts intervention  Less than 3 different forms of assessment; includes student work samples	Assessed learning to determine decoding and/or comprehension skills ; Description is generalized and vague; utilized 3 different forms of assessment; includes student work samples	Assessed learning <b>before, during and following intervention</b> ; Description clearly explains assessment; more than 3 different forms of assessment; copies of student work samples included
A3. Assesses learning through appropriate alternative measures to drive future instruction  PHASE I, III	Paper presented but omits alternative assessment used to determine reading instruction P-12 student and/or no student work samples	Assessment administered may not be appropriate for P-12 student and/or intervention; Description is unclear; included student work samples	Description is generalized and vague; included student work samples	Selected appropriate alternative measure for <b>monitoring progress</b> of P-12 student; Description clearly explained assessment and basis for selection of each assessment; included student work samples
A4. Uses a variety of appropriate, authentic assessment tools, and methods PHASE I, III	Paper presented but omits assessment tools and methods used with P-12 student; assessment data base not included	Limited assessment tools used; description is unclear or confusing as to purpose of tools or methods; included student work samples	Assessments include one IRI and description is generalized and vague; included student work samples	Assessments include multiple <b>informal reading inventories</b> , Description clearly explained performance-based assessments giving examples; included student work samples; Assessment data base included
R3. Values life-				

long learning, personal/ Professional development, and/or service orientation  PHASE IV	Paper presented but omits setting new goals for professional growth	Does not utilize the information provided from the reader case study	Uses information from the reader case study, but does not connect that information to individual goals	Effectively used the information from the reader case study to set new professional development goals+18
R5. Models appropriate written communication skills  PHASE I, II, IV	Severe & pervasive errors result in sentence incoherence; writing in first person	Consistent errors detract from meaning; Weak sentence structure	Sentences convey meaning; Inconsistent errors that detract from meaning	Well-organized sentence structure; Minimal errors do not interfere with meaning; writing in third person
R6. Motivates P-12 students to want to learn individually, collaboratively, and cooperatively  PHASE II, III	Paper presented but omits evidence exhibiting ability to motivate P-12 student during intervention	Vague description of activities used in intervention ; may relate to intervention; limited P-12 student involvement during intervention	Described activities used during intervention; some activities relate to intervention; Active student involvement in some lessons during intervention	Detailed description of activities; <b>Activities relate to intervention; Active P-12 student involvement in ALL lessons during intervention; manipulative teaching tools included</b>
E1. Differentiates learning opportunities that respond to individual learning styles and learning challenges PHASE II, III	Paper presented but omits documents exhibiting ability to differentiate learning opportunities for P-12 student using a graphic organizer	Kidspiration graphic organizer is not supportive of intervention for P-12 student; included student work samples; organizer vague or confusing; may allow for some understanding	Kidspiration graphic organizer supportive of intervention for P-12 student; included student work samples; presented clearly; allowed for basic level of understanding	<b>Kidspiration graphic organizer</b> supportive of intervention for P-12 student; included student work samples; presented clearly and creatively; allowed for high level of understanding
E4. Keeps records to monitor, document, and report P-12 student progress  PHASE II, III	Paper presented but omits documents used to show monitoring of P-12 student's progress and/or final results	Presented results of assessments including initial assessment, progress monitoring and final assessment	<b>Presented organized results of assessments including initial screening, progress monitoring and final assessments</b>	Utilized a system of <b>record keeping</b> creating a student profile; records show monitoring of progress; documented initial screening and final assessment results



E7. Engages in research and reflection on best practices in teaching strategies  PHASE III, IV	Paper presented but omits setting new goals for professional growth	Does not adequately reflect on his or her own abilities, strengths/limitations, or experiences as a teacher candidate	Reflected on his/her own abilities, strength//limitations, experiences, but does not apply that information to the reader case study	Reflected on his/her own <b>abilities, strengths/limitations, and/or experiences as a teacher candidate by including concrete examples of what was learned and what might be change +18</b>
Reflective voice  PHASE III, IV	Paper presented but written as a list of events and not reflective	Student writing lacks independent and original thought, or expression of a personal tone; written in first person	<b>Student writes in a personal tone that is somewhat reflective of independent and original thought.</b>	Student writes in a personal tone that is reflective of independent and original thought; written in <b>third person</b>
Organization  PHASE I, II, III, IV	Content is unorganized and missing a component	Materials are organized; signed time sheet	Materials are organized using a logical sequence; signed time sheet	<b>Materials are organized using subheadings designating phases of study;</b> <b><u>signed</u></b> <b>-time sheet</b> <b>-parent letters</b> <b>-evaluation from cooperating teacher+18</b>
				Points earned _230_/240

Well developed case study; missing graph