

Dear Parent(s)/Guardian(s),

First, the researcher would like to take the time to thank you for giving permission to work with your son. He was a very great participant and willing to participate in all the activities planned for him. The reason for this study was to find out your son's strengths and weaknesses with reading and to develop ways to help him build on those strengths and weaknesses. Through observations, testing, and test scores the researcher came up with a few ideas to help your son become more successful in reading.

Your son is right where he needs to be with comprehension (age/grade) but skills can always be polished to prepare him for the next level. The main focus is fluency. The researcher noticed that when your son reads that he has no expression when reading and all sentences sound the same. He also tends to get in a hurry when reading and will mispronounce words without self-correction. Every now and then he will add words that aren't in the text as well.

Here are a few strategies developed to help strengthen these weaknesses. First, the researcher will develop a signal discussed with your son to help control the speed of his reading. The signal will be snapping or simply touching the material your son is reading from. This signal will indicate that he is reading too fast and needs to slow down and look at the text carefully.

Second, expression will be developed by working on reading sentences based on the end punctuation. These sentence types include exclamatory (!), interrogative (?) and etc. For example, a sentence for exclamatory could be "Way to go!" Because there's an exclamation point at the end, your son should read the sentence with feeling and emphasis.

Finally, story picture cards will be used to develop describing skills and cause and effect. This activity is to help better comprehension while the first two strategies are more focused toward fluency. What your son will be doing here is looking at a picture and describing it to the best of his ability. If needed, the researcher will also ask questions to help put more depth into the answer. For cause and effect, pictures will be taken from an unfamiliar text and your son will make predictions based on the pictures. Once the predictions are made, he will read to compare his answer to that of the text.

Once again, the researcher thanks you and your son for participating. Hopefully these skills will increase your son's awareness when reading along with weaknesses discovered from testing. Your son is on his way!

Thank you,

The Researcher