

## **PHASE II: Readers Case Study**

After administering the IRI and the Burke Reading Inventory and analyzing the scores from the standardized test administered in class, the researcher has determined how to help the reader in her weakest reading areas. The researcher administered the IRI and the Burke Reading Inventory. This allowed the researcher to see some of the weaknesses in the reader. The researcher also analyzed a previously taken standardized test. After analyzing this test and the test the researcher gave, the researcher had a full idea of what the reader needed to make her a more well rounded reader.

The reader chose to administer an IRI, which was a Running Record created by the researcher. This IRI only had one part to it which was the reader reading their book and the researcher wrote on another piece of paper where the student made an error in their reading. Before the researcher started the assessment, they assured the reader that it was not a test, but just a fun reading activity where she only had to read her book like any other time. The researcher did however tell the reader that she would be writing while the reader read and that she should not worry about this. The student began reading their book, *Out of Orbit* by Martin Bridge, which was at the higher end of her reading scale. (A 4.3 on a 3.2-5.1 scale.) In the 100 word area that she read, she only made three errors. Her word recognition was perfect. Her errors were made when she would skip over words when she was reading too fast.

The other test that was administered by the researcher was a Burke Reading Inventory. The researcher chose this because they felt that it would give them a better idea of how the reader processed how they were as a reader and how to be a better reader. A Burke Reading Inventory is a series of 10 questions about what the reader does when they get to something while reading that she does not know and what someone who they believe is a good reader does

when they get to something they do not know. The reader believes that they are a really good reader and likes to read. She does however think that her mom and teacher do not really struggle with reading. She said if they did have a problem she thought that they would just switch books for stop reading. The idea of working through the problem is not there. She said she taught herself to read at age six by sounding out the words to *Green Eggs and Ham* by Dr. Seuss. The reader also told the researcher that when they come to a problem you should go to the teacher to get help. All of these questions helped show the researcher that the reader needs help with knowing what to do when they come to a problem while reading.

The last test that the researcher used was one that the school had gave to the reader. It was a STAR Reading test. According to the Star Reading scores the students instructional reading level (IRL) is a 4.2 and her grade equivalent (GE) is a 4.6. The IRL scores of 4.2 means that the reader is 85% proficient at recognizing words and comprehending reading materials and the score of 4.2 means that she is at fourth grade level in her second month of school, according to the Score Definition Report from Syracuse Elementary. These scores tell the researcher that the reader is a little behind in their reading ability because she is a fifth grader that was in their second month of school. The reader is also behind in comprehending material as well since her GE score was 4.6 which puts her at a fourth grade level with sixth months of school. The STAR assessment overall has told the researcher that the student needs help in both word recognition and comprehension.

After examining all three of the assessments that were administered to the reader, the researcher can see that the main areas of need are word recognition and comprehension of reading material. After the researcher has found these main areas of weakness, the researcher will develop a plan to help the student achieve in these areas. This plan will include time to tutor

student with lessons the researcher has created. These lessons will be concentrated on the weaknesses of the reader.

### **Plan of Action**

The researcher has prepared four lessons for the reader that will better her ability to comprehend the text and will work on the reader's word recognition. These will be taught to the reader over three to four tutor sessions. The four lessons are listed below. The student will also be reading a book of her choice which is *Worst Enemies/Best Friends* by Annie Bryant. We will start each session by reading this book so that the reader gets more practice reading. The reader will also have assigned reading from the book that she will read on her own away from the tutoring sessions.

#### **Lesson One:**

The researcher has prepared a three paragraph reading passage. The reader will read this section aloud. At the end of the section there are seven questions that the researcher and the reader will go over together. The researcher will do the first one with the reader to show them how they should do it. The reader will then do the rest of the problems on her own.

#### **Lesson Two:**

This book will be used through out the whole tutoring time. The reader will be reading *Worst Enemies/Best Friends* during our time together. After each chapter she will have to get a note card and write down two sentences about what the chapter talked about. After the first chapter the researcher and reader will do one together. The researcher will think aloud of what should be going through the reader's head. At the end of the book she can reread her note cards. Her activity will be to make a cover to the book. The researcher will give her a piece of paper and coloring utensils. She can color a picture for the front and on the back of the book she will

write a paragraph about what the book is about. The researcher will laminate this for the reader. If the reader would like she can tape this to the book as a book cover.

### **Lesson Three:**

The researcher has a copy of common fifth grade sight words that the reader needs to know. The researcher will make flashcards of these words and quiz the student on them to see what words the student does not know. Once this is figured out together they will go over the words and the researcher will explain them to the reader. The reader will have paper and write these words down and draw a picture beside them to help her better learn the words. The researcher will go over words that look like and help distinguish the difference between the two. This should help with word recognition and comprehension.

### **Lesson Four:**

The student will read a chapter of the book we are using (Worst Enemies/Best Friends, by Annie Bryant) and will create a Retelling Story Web. She will go through the Background/Characters/Setting, and then onto First..., Then..., Next..., After..., Finally..., and In the end.... This will better help her comprehend the story and teach her new ways to help herself better comprehend other materials.

Dear Ms. McGuigan,

October 31<sup>st</sup>, 2008

I would first just like to thank you for letting me work with Gianna this semester. What a special young girl you have! She so far has done very well while working with me and I do not see this changing. Through various assessment tools I have found that Gianna has a little trouble comprehending stories and a little trouble with word recognition. She is a very fluent reader, but I believe that she does not always comprehend what she is reading. I believe that through the activities that I have created for her she will comprehend even better than what she already does.

There are going to be total of five activities that Gianna and I are going to do together as well as read a chapter book. Most of my lessons are designed to show Gianna different methods that she can use to comprehend material that she reads. The first lesson we are doing is one on comprehension. Gianna will read a three paragraph section and then answer seven questions about the section. This is just showing me exactly where she is at in her comprehension. We will

also go over how she should be asking herself these questions so that she better understands what she is reading. The second lesson Gianna will be using her chapter book and read a chapter, she will then write a story map about the chapter. This is to show Gianna that she can do this for all material that she reads. The third lesson we will work on sight words of a fifth grader. We will work on defining these words and comparing them to other words that they look alike. I noticed when I read with Gianna that she sometimes will mix words up, for example where and were. This lesson should help her fix this small problem which will help her comprehend more. In the fourth lesson Gianna will be making a cover for her book. To be able to accomplish this she will use a note card for each chapter and write two sentences about the chapter. At the end she will read over these note cards and then write a paragraph on the back of the page describing the book. On the front she will draw a picture about the book. In the last lesson that I will do with Gianna she will read a poem. We will once again work on words that look alike as well as words that rhyme. I will meet with her for about six hours between now and Christmas Break. Each time we meet we will start by her reading the chapter book we will be working on and then do one of these lessons above.

I thank you once again for letting me spend this time working with your daughter. I encourage you to ask her questions about her progress with me and to also work on these skills at home with her. Once again thank you!

Sincerely,

Abby White

### **Information Page**

**Title of Book:** Beacon Street Girls: Worst Enemies/Best Friends by Annie Bryant

**Copyright Date:** January 18<sup>th</sup>, 2007

**Summary:** This book is about a girl named Charlotte who moves into a new school. The book talks about her life as a new girl at the school. On her first day she gets assigned to a lunch table with a group of girls. She automatically starts to make judgments about the girls which make the girls not like her either. It is not until a paper that they have to write in groups, which created a sleep over, that they start to be friends. This is part of a set of books that are about the different

things that preteen students may go through in school.

**Philosophy:** The web that I created is to better help the reader make a connection between their own life and the life of the girl in the book. This web will be used at the end of the book. It will be the last thing that I do with the reader.

