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Corrective Reading

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Reader Case Study Phase II

The first assessment that was administered to the reader was an Oral Fluency Assessment. This type of test is an IRI that some people may call a running record. To administer this test, the researcher decided to choose a book that was a level higher than what the reader is currently reading. The researcher is using this test to determine what reading problem the reader has that needs the most attention. The interpretation of this assessment by the researcher determined that the reader needs to develop a greater sight vocabulary to be reading at grade level. Although he struggled to read this book, his comprehension was still there. He was able to answer every comprehension question given by the researcher. During the reading, he was using decoding skills to sound the words out. The only problem he had was knowing what the sight words were that he should know. The researcher also looked at the test scores of the reader. She looked at the scores of NWEA and noticed that the reading score was below average. This assessment allows the researcher to see how the reader performs in a different situation. The scores of his NWEA test reflect the researcher's interpretation of the running record.

The researcher will also administer another assessment. This test will determine what level of sight words the reader is currently reading. The researcher has narrowed the struggle,

now she has to determine how much of a struggle sight words are at the current grade level for the reader. There will be a screening test using flash cards to do this assessment. The researcher will administer a pre-test to determine what level the reader is currently performing. There are ten different leveled lists of twenty sight words the researcher will use. These words will be put onto flash cards for this assessment. The researcher will start with leveled one words and hold up the flash card for no longer than one second. The reader will be asked to read the word on the card before the researcher moves to the next word. To prevent frustration of the reader, the researcher will let the reader know that the words will get harder the more cards they go through. If the reader does not know a word, he will be told to not say anything and wait for the next word. The researcher will record this test with a tape recorder to analyze and score the reader at a later time. This is done so the researcher can go through the words quickly without the worry of having to categorize the words immediately during testing.

The researcher will make a plan of action that is centered on developing the sight vocabulary of the reader. There will be a total of six sessions the researcher will meet with the reader to carry out this plan. The lessons will consist of working with flashcards, leveled readers, and games to improve sight vocabulary. The researcher will meet with the reader every week in the morning. At 10:30 the researcher will take the reader from class during center time and take him into the hallway to do a lesson. In the first session, the student will work with flash cards with several sight words. He will begin a card file for his reference during the rest of the school day or at home. After every lesson, the student will pick three words that he believes he had the most trouble with. He will write those words onto a note card. These note cards will be bound together so the reader will have a booklet to have. This booklet

provides a spot where he can write and look at words that give him trouble. If he continues to write and look at the words, the words will become part of his vocabulary.

Sessions two through five concentrate on applying the sight words to the context of a book. The reader will be reading books at his reading level. The researcher will be doing a running record for every book the reader reads. This running record will help the researcher see the progress the student makes in his reading fluency by learning more sight words. The researcher will also use big books to do think alouds for the reader. The researcher will read one of these books to the reader, as she points to each word and models how to figure out a word she does not know. This will allow the reader to see how people think when they do not know a word. Throughout these sessions, there will also be games for the reader to play. These games will work on developing the reader's sight vocabulary while having fun. The games are designed for the reader to enjoy learning how to read. The researcher has noticed that the reader becomes frustrated with reading because it does not come easy to him. These games will make the reading process more motivational for the reader.

During the sessions there will be a progress check, using a running record, every time the reader reads a book. The researcher wants to check the progress during the lessons to determine whether she can continue the content being taught or if she needs to use another teaching strategy. In the final session, there will be a final progress check. This test will be compared to the scores from the pre-test to determine the progress the reader made throughout these sessions. The researcher would like to see the reader move up one sight word level.

The reader's teacher can continue this plan. The student can continue to go through flash cards and read books at his level. As the reader continues to develop his sight words, the teacher can begin to give him more difficult sight words until he develops the vocabulary to be on grade level words. The teacher can also continue to give him books that he can work on his sight vocabulary. The books should not be frustrating for him but on the instructional level. Once the reader has reached grade level reading, he can be slowly taken off of extra instruction. He should still be monitored to make sure he does not fall back behind.

The parents can also help their child while at home. Flash cards can be sent home by the teacher so the reader will be able to practice with his parents. The teacher can also send home the leveled readers for the parents to read with their child. The researcher will be writing a letter to the parents and the teacher to let them know about his/her plan of action. They will be asked to continue carrying out this plan while the researcher is not there. This will insure the improvement of the reader.

This plan of action developed by the researcher will help the reader develop the knowledge of sight words to help them develop reading fluency. During these sessions, the reader will also be able to work on all other reading applications by reading different books. The reader can work on his comprehension and context clues while reading to develop the sight vocabulary. Other areas of reading will not be ignored while the sight vocabulary is being worked on. If the researcher notices any other problems while working with the reader, she will discuss these with the reader. The researcher will continue to work on the sight vocabulary.