

Michelle Pederson

Emergent Reader Case Study

Class Information: READ 883

This child meets the FHSU definition of diversity based upon her economic status.

Background information:**Gender:** Female student**Age:** 7 years old**Grade level:** 2nd grade**Special needs/ELL:** None at this time

Why you chose this child to test? I made the choice to assess this student because she was struggling with reading. I wanted to identify what was causing her to be held back, was it phonics, letter/sound relationships, fluency, or comprehension. She also did not have the support from home and I wanted to see if extra support through school will help her to be on grade level.

Assessments Given and Evaluated:

Test Given	Test Measuring	Pre-test	Post-test
Dibels			
Oral Reading Fluency	Fluency	35 wpm	64 wpm
Retell Fluency	Retell/Comprehension	30	45
Word Use Fluency	Vocabulary	52	67
Cooter/Flynt/Cooter			
Initial Consonant Sounds	Sounds	Proficient	Proficient
Phonemic Segmentation	Phonemes	Developing	Proficient
Blending Sounds	Blends	Proficient	Proficient
Phonics Quick Test	Nonsense Words	Emergent	Proficient
High Frequency Word List	Sight Words	Proficient	Proficient
Cooter/Flynt/Cooter			
Comprehension	Comprehension	Passed Level 2 Passage	Passed Level 2 Passage
Miscue Analysis	Fluency	Passed Level 3 Passage	Passed passage 3 Level
Oral Comprehension	Comprehension	Passed Level 4 Passage	Passed Level 4 Passage
Formative Reading Comprehension			
Narrative Passage	All Areas	78%	80%
Expository Passage	All Areas	67%	60%

After administering several assessments I realized that the child I was working with new her sight words very well, she knew the blends and sounds of letters. She struggled with reading fluently and comprehending what she read. At this time she seems to be below a 2nd grade level, but at a high 1st grade level. For the child's independent reading level a 1st grade level would be efficient. Her instructional level would be at a 2nd grade level. Based on the information collected I would focus on reading strategies she could use in decoding words and strategies in comprehending text as she reads. I would also think of ways to increase fluency.

Goals or Objectives:

Goal 1: Increase reading fluency to 60 words per minute by the end of October.

Goal 2: That the student will use various decoding strategies 90% of the time with a teacher.

Goal 3: The students will be able to answer higher level thinking questions 80% of the time.

Suggestions for instruction:**Goal 1 Strategy for the classroom (fluency):**

- Use the method of peer tutoring within the classroom.
- Use repeated readings of material.
- Use Reader's Theater and Poems.

Goal 2 Strategy for the classroom (decoding strategy):

- The teacher will teach specific strategies to use, underlining and identifying specific parts of words.
- Reinforce the read on and think, skip the word and go back, or ask a partner.

Goal 3 Strategy for the classroom (comprehension):

- Teach the student how to find answers and clues within a given text for a question.
- Teach the student how to highlight important words in questions so the student can identify what the question is asking.
- Then find the answer within the story and highlight the answer.

Goal 1 Strategy for at home (fluency):

- Review sight words nightly with flashcards.

Goal 2 Strategy for at home (decoding strategy):

- The teacher will send a card home with strategies learned at home. The student while reading will record which word they struggled with and what strategy they used to figure it out. The teacher will meet with the student to discuss the words that were troublesome.

Goal 3 Strategy for at home (comprehension):

- After the student has read out loud to the parent, have the parent ask the student questions about what they just read.

Conclusion:

After identifying the areas of concern I set up a tutoring schedule. The student was tutored 2 times a week for 30 minutes after school for two months. The student also read with the teacher 20 minutes before school twice a week. In the morning the student received one on one reading time, while in the afternoon it was in a small group setting. The lessons went well and I was able to see her confidence grow. As I reflected on how the videotape lesson went, I noticed that the students worked very well together. I discovered that they did a lot more helping one another than I did. I found that they were using the language I use with them, with each other. They were very supportive and encouraging of one another. They were proud of themselves when they knew something and could help their classmate. It was great to see their excitement for themselves. If I were to teach the same lesson twice, I would definitely make changes to improve the lesson. The particular lesson I videotaped was identifying various

parts of a word to help decode. If I were to change the lesson, I think by having the students use different colors to identify underline blends or circle the suffix would help them to see those components of words easier. Overall I felt the lesson went very well.

Since I was following my own goals and objectives I felt that I made accurate assessments about the student needed to improve upon. Looking at the post test data, the student that I was tutoring showed improvement in reading fluency and decoding words, but not in comprehension. She did not meet her goal of comprehending text. This was the area where I saw the least amount of growth. She improved, but not to the level I was expecting her too. I will continue to work with her on comprehension strategies as the year progresses. To continually challenge the student I would set new objectives making them more challenging pushing her to the next level.

I learned that I need to be more confident in making instructional suggestions. After working with a child for some time, I can see what the child does consistently and what they need help in. Being confident in making those suggestions is important. Yes, sometimes suggestions will be made that won't work, but then you go back and try another strategy or idea. Learning about students is an ongoing process and one that changes continuously. At this time I spoke with her parents about having them to continue working with her on her fluency, and I was going to continue working with her on her comprehension. Teaching her how to use graphic organizers will allow her to better understand text. Teaching her techniques that will aid in her comprehension would be the next set of instructional goals I would set for her at this time.