

Reader Case Study

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Corrective Reading

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Phase I- Background Information

For this Reader Case Study, the student who will be working with the researcher is a fourth grade male. After receiving the permission slip back from the student's mother the researcher was able to sit down and have a conversation with the student to find out some background information that would help the researcher understand him better. The fifth grader comes from a family where his parents are divorced and he has three siblings which are all girls. The student has two sisters that are eighteen and one that is twelve. The one sister is only a half sister but she has a baby and dropped out of high school. The student only lives with two sisters at his house with his mom. The student said he likes riding his bike, watching T.V., and playing video games. He did mention to the researcher that he did not really like to play sports or play sport games. He enjoys reading about cooking and the different types of food people eat in other countries as well as different animals around the world. While talking with the student it was very easy to see that he is shy and just does his work and not a lot of talking or being off task in the classroom.

After talking with the student's teacher, we discussed how the student is not too far behind on his reading level but he could improve on his comprehension skills. The student's Northwest Evaluation Association (NWEA) scores that he is above average for his writing but he is just below in some areas of the reading categories. The intervention focus will be on the student's comprehension skills while also working on his fluency to aid in his improvement of comprehension.

The screening test that the researcher will use for the student will be a version of an IRI known as Qualitative Reading Inventory-4 (*QRI-4*). This type of test requires the researcher to select a list of twenty words from a graded word list. The researcher presents the word list to the

student and has the student say each word. Then the student says each word and whether or not he says it correctly or if he pauses when trying to say the word. Then the researcher can use that word list to determine which oral passages to have the student read based upon his level. The student then reads a passage out loud to the researcher who records any errors and how many words per minute the student was able to read. The researcher then asks about 5 to 6 questions to test the comprehension of the student. The researcher can then use that information to determine the student's weaknesses and strengths in comprehension and what books to start with setting a baseline score.

For the progress monitoring test, the researcher will use a benchmark test for the student. Since the student needs to improve on his comprehension I can choose a book that is at his reading level based upon his Lexile range that I looked at when I first spoke with the teacher to check and make sure that he is still progressing and comprehending the book. The researcher will need to make sure to choose a book of interest and at his reading level. The researcher will ask about 5 comprehension questions every time the student reads in the book to check and make sure he is able to understand each chapter and the information in it.

The outcome based test will be a Qualitative Reading Inventory like the screening test but will choose different word lists and oral passages from the same level to determine whether or not the student has improved in his comprehension since the screening. This test will be administered at the end of the sessions with the student and will prove if the student improved or not.

Name	Grade	How to Use	When to Use It	Information Provided	Reference Information
STAR Reading	4th	Have the students do the computer based test by providing them with the program.	Use when determining the student's reading comprehension. Can be used several times per year.	Comprehension	http://www.renlearn.com/default.aspx Professor Eastman
Beginning, Middle, and End	4 th	Give to the students to provide them with a worksheet where they can put down on paper their ideas of what happened in the story.	After the student reads a book, or you can have them fill it in after reading a couple chapters if there is enough information to fill it out.	Comprehension	Teacher Vision http://www.teachervision.fen.com/reading/graphic-organizers/4308.html

<p>Dibbles</p>	<p>4th</p>	<p>The teacher has the student read a passage for a minute and then checks how many words they read. The teacher then can check their comprehension by asking questions from the passage.</p>	<p>You mainly use this for comprehension and fluency. It can be used at the beginning and the end of the year.</p>	<p>Comprehension and Fluency.</p>	<p>DIBELS https://dibels.uoregon.edu/</p>
<p>Story Map</p>	<p>4th</p>	<p>Give the worksheet to the students before they start reading so that they can fill it out while reading. They can cite specific characters or events that happened in the story.</p>	<p>Present the material to students before reading a story. This could also be used for students before they start writing their own story, allows them to jot down their ideas on paper before starting the writing.</p>	<p>Comprehension</p>	<p>Teacher Vision http://www.teachervision.fen.com/reading/graphic-organizers/2273.html?detoured=1</p>
<p>Question Before, During, and After Reading</p>	<p>4th</p>	<p>Give the students a set of question to answer during the three stages of reading to check and see if they are following the story.</p>	<p>If the students are having a hard time comprehending the story on their own, present them with some questions to help them think about what is going on in the story.</p>	<p>Comprehension</p>	<p>Teacher Vision http://www.teachervision.fen.com/skill-builder/reading-comprehension/48617.html?detoured=1</p>

Phase II- Administering and Planning

The screening test that was administered to the fourth grade, male student took place in early October and was concentrated on the comprehension literacy area. The first assessment that was given was a *Qualitative Reading Inventory-4*. The researcher gave the student a word list of twenty different words from a third grade level and the student was instructed to start at number one and read the words as best as he could. The researcher was listening to check whether the student identified the words automatically, just identified them, or if there were errors in saying the words. The researcher also gave the same screening test to the student but also used a fourth and fifth grade level word list. The goal of this screening test was to find the student's accuracy of identifying words, and where to start for reading the oral passage. With the third grade level word list the student was able to identify eighteen out of the twenty words correct. The student was able to identify seventeen out of twenty words correct in with the fourth grade level word list. The student was then given the fifth grade level word list and was able to correctly identify fifteen out of the twenty words. With this information the researcher decided the reader was at a fourth grade level for the oral reading passage.

The second part of the screening test administered to the student was having the student read an oral passage that was picked out of the fourth grade level narrative selections by the researcher. The narrative passage was about Johnny Appleseed, the researcher chose this selection because he thought it would be interesting to the student based on the interaction the researcher had with the student and learning about what he liked to read. The student was first asked to answer four concept questions which were to check on what background knowledge the reader had about Johnny Appleseed. The student did not score well on the concept questions, out of twelve points he only scored five points. The student then read the passage orally about

Johnny Appleseed and only had eight miscues. This would put the student at an instructional level of reading. The student was then instructed to retell any events and information about the story he could, he was only able to recall seven of the forty-seven ideas that the screening assessment has listed. This shows that although he is able to read fluently through the story he does not comprehend what is going on during the story because he cannot recall the events. The researcher then asked the student eight comprehension questions that were a mix of four explicit and four implicit questions. The reader was able to answer five out of the eight correct, which according to the QRI-4 would put the reader at a frustration level. The interesting thing was the student was only able to recall two out of four explicit questions, which means he is able to infer what is going on in the story compared to recalling what was stated in the reading.

Based on the results from the screening tests, the researcher has developed a plan of action that includes specific interventions aimed to help the reader develop his comprehension skills. The great thing about the reader is that he did not seem to become too frustrated while going through the screening test which means he is willing to work and not shut down if he is struggling. The student has a hard time of concentrating while reading. While the researcher and student were going through the screening test the student wanted to scan around the library and look at the books sometimes instead of concentrate on what the researcher was saying or what he was reading. These are a couple things that the researcher is going to address with the reader during the interventions to try and get him more focused on the task instead of the surroundings. The lessons are designed to help the reader in his comprehension and gain strategies to use to help him understand stories and passages better.

- **Lesson Plan #1-** For the first lesson the researcher and student are going to talk about what it means to make connections to the story and think about what they are reading. The teacher in the classroom has talked about metacognition to the students so the reader should know what the researcher means. The researcher will ask the students “What do you think it means to make a connection to the story?” Then the researcher will explain what it means to make connections to the story while reading, including what text-to-self, text-to-text, and text-to-world mean. Since the student had a difficult time retelling the events of the story during the screening assessment that tells the researcher that the student needs to start thinking about the story while reading. If the student is able to know how to make connections to his reading then while reflecting and recalling what is going on in the story should come easier because he can think about what connections he made and where they happened in the story. To work on this strategy, the researcher will use the book the student is already reading in his class. This should help start the process because it is a familiar book to him so that way he can think about what he has read already and talk to the researcher about any connections he can make to the story. Another strategy the student can do is whenever he is able to make a connection during the story he can write that down on a sticky note and put it on the page. This will also help the student remember the connections he made after the story. The researcher is going to have the student make these connections while reading the first two chapters of his book. The researcher and student are then going to discuss the connections the student made with the book and the researcher is going to share with the student any connections he has made. The student’s job for the next lesson is to continue reading the next two chapters and make connections and use the sticky notes.

- **Lesson Plan #2-** “Were you able to make any new connections to the story since we last met?” The reader then will show the researcher the new sticky notes he created while reading the two

chapters. The researcher will show the student the connections he made while reading the two chapters. This may help the student to see how to make connections while reading if he has forgotten from the first lesson. Then the researcher will teach the student the five main elements in a story. Introduction, rising action, climax, falling action, and resolution are the elements. To get the reader understanding what these elements are the researcher will use the book that the reader is already reading in class. The researcher is first going to show the student a worksheet that has the “Five elements of a story” map on it. Then the researcher will discuss what each element’s definition is and where it usually occurs in a story (Introduction is at the beginning and gives an insight of what is going to happen in the story). This will help the reader while reading a story or passage to look for that element because the reader will know where these elements are at in the story and what usually is going on during that part of a story. The researcher will explain to the student how he can use the sticky notes to think about connections he made and where those ideas fit into the five elements of a story, which one(s). The researcher will ask the student to start at the beginning of chapter 3 and read orally, the students’ task while he is reading is to look for the parts of the story for each element. The researcher will propose questions while the student is reading about connections that could be inserted into any of the elements. If the student skips over what the introduction is then the researcher should ask the student about what happened at the beginning and whether or not that is considered an introduction element. The student will record the introduction and then do the rising action and climax part of the elements for the next lesson.

-Lesson Plan #3- The researcher will ask the reader to share their “Five elements of a story” worksheet and show what he has wrote down as being part of the introduction, rising action and climax elements. Since they worked together on the introduction element the researcher will ask

the student to explain the information in the other two sections. Why it makes sense that it goes in rising action and climax? Then the researcher is going to think aloud with the student information fits those elements and explain why. Maybe it actually is in the rising action instead of climax because it is leading up to what happens in the climax. This will show the researcher whether or not the student is paying attention to the details of the story or not because if not he will not have written down the important aspects of the story in those elements. The researcher will then support the student for the falling action and resolution elements. The student is going to orally read the rest of the story and then fill out the other two elements after finishing the story. The researcher and student are going to then discuss how characters, setting, plot, problems and solutions fit into the five elements. The student is then going to use a story map to help them think about who is in the story, what is going on in the story, and where it is taking place. Instead of using the same book from the previous two lesson plans, the researcher has picked out a book called The True Story of the 3 Little Pigs for the student to read. The researcher has created a story map for the student to use while reading the book, the student will need to fill out each section of the story map and bring it with him the next lesson. The researcher is going to encourage the student to still use their sticky notes to make connections during their reading and think about the five elements of the story. Remind the reader that the next lesson the researcher will ask questions about the elements of the story and his connections.

-Lesson Plan #4- For the fourth lesson, the researcher and student are going go over the story map that the student filled out the last time the two met. The student is going to be required to explain and defend their answers, like as to why he put a specific text down for an event or what problem he wrote. The researcher will go over some details of the story that the student may have left out and ask the student to explain to him where he would put that specific idea at on the

story map. The researcher will check and see if the student made any connections to the book with his sticky notes. The final strategy the researcher will teach the student is think alouds.

Using a think-aloud will allow the student to think orally while they are reading and help make more connections or add to the plot diagram and story map they have been using. They will continue working with the book The True Story of the 3 Little Pigs and the student is going to start back at the beginning of the book and start reading while the researcher sits beside him.

When the student has a thought about the book or a story to tell that may have a connection from the book he can stop reading and simply just say what he is thinking at that moment. Then at the end of each page they are going to write in their reading logs what they thought about while reading and any connections they may have made. The student is going to do this for the whole story and come up with as many think-alouds and connections possible to the story. Then the student is going to be required to continue using their reading log for any other books he reads during class or at home and then show the researcher what he has written down for the next lesson.

-Lesson Plan #5- For the final lesson of the researchers' plan of action, the student and researcher will discuss the different types of comprehension strategies that have been presented to the reader. They will talk about how making connections, thinking about the plot diagram and the five elements, using a story web, and using think-alouds and a reading log are all very helpful ways of comprehending stories better. A little review is going to be necessary so that the student can remember the different strategies and how to use them and then the researcher is going to give the outcome based final assessment. The final assessment is going to be given through a Qualitative Reading Inventory-4 like the screening test but there will be a different passage for the student to orally read. There is no reason to use a different word list because the researcher

needs to still pick a passage from the student's level from the first screening test to see the progress made. After the outcome based final assessment has been given, the researcher is going to encourage the student to continue using the strategies he learned and use them during reading time or when he is reading for fun at home. The researcher is going to praise the hard work the student put forth during the lessons and thank him for allowing the researcher to work with him.

Information Page:

-Title of Book: The True Story of the 3 Little Pigs

-Author's Name: Jon Scieszka

-Copyright Date: 1989

Summary: In this version of a classic tale, Scieszka and Smith argue in favor of the villain, transforming the story of the three little pigs into a playfully suspicious, rather arch account of innocence beleaguered. Quoth the wolf: "I don't know how this whole Big Bad Wolf thing got started, but it's all wrong." According to his first-person testimony, the wolf went visiting the pigs in search of a neighborly cup of sugar; he implies that had the first two happened to build more durable homes and the third kept a civil tongue in his head, the wolf's helpless sneezes wouldn't have toppled them. As for his casual consumption of the pigs, the wolf defends it saying "It seemed like a shame to leave a perfectly good ham dinner lying there in the straw" and claims cops and reporters "framed" him.

Creation of Web: The graphic organizer that I chose to create was a story map for The True Story of the 3 Little Pigs that will be used in lesson three. The purpose for using the story map is to show the researcher that the student is able to read a story and follow along with the story and note what the characters, plot, setting, problem, and solution is. This story map should be very helpful to the reader because he is struggling with being able to retell the events of a story, by using the story map he will be able to see what he wrote down in the categories and recall what happened in the story.

Dear Parent/Guardian,

As you are aware of, I have met with your child two times to work with him and decide in what areas of reading he needs help. After speaking with the classroom teacher and observing him it was determined that I would be working with him on his comprehension. My plan of action is to create five different lesson plans that are going to aim at giving him a chance to learn and practice new comprehension strategies to use while he is reading. Currently, he is only able to correctly answer half of the comprehension questions and is very weak on being able to retell the story. Even though I am not focusing on retelling, I think working on comprehension strategies will help him not only comprehend the story but be able to recognize what is going on in the story.

During the intervention lesson plans, I plan on focusing on having your child make connections to the story, use a plot diagram, use a story map, and use think-alouds to help with his comprehension. All of the work will be done at school, but it would be helpful if you could encourage the child to do extra reading at home and talk to him about the strategies being used. It will be helpful to me because there will be some time in between visits together, so if you could have him working on them at home in between our meetings it would be beneficial to him. Lastly, I would like to thank you for letting me work with your child and giving me the opportunity to try and improve his reading comprehension through our times together. If at any time you have questions about what is happening during a lesson feel free to contact me through e-mail at crestepp@spartans.manchester.edu.

Sincerely,

Mr. Chase Estepp

Phase III: Tutoring: Conducting the action plan

Upon the completion of each lesson with the reader, the reader wrote a reflection on how the lesson went. The researcher described what strategies were used during the lessons and whether or not they were effective with the reader. In each reflection the researcher discussed what went well, what did not work so well, and what changes were made to future lessons with the reader. There were five reflections total and those can all be found in the coming pages.

Lesson #1:

After teaching the first lesson the researcher quickly realized that he was going to have to work hard with the reader because he didn't seem very motivated to learn how to improve his comprehension. Since the reader was already reading the book Bunnicula in his spare time and said he was interested in the book then the researcher allowed the first lesson to include the book. After modeling for the student how to make connections to the text the researcher had the reader read a couple pages and try to make connections, he was able to only make two but they were good connections and the researcher felt confident that the reader understood how to make connections. The one thing the researcher found out quickly is that the student got distracted very quickly because there were students walking around in the library and he could not stop looking at what they were doing instead of concentrating on reading and making his connections. While giving the pre-test to the student, the researcher used a resource room where there was no talking and distractions. But during the lessons the room was being used so the researcher used the library because he felt like there wouldn't be too many distractions for the student other than people walking through. Although he was distracted he still was able to show that he knew how to make connections by using the sticky notes provided for him.

Lesson #2:

Since the student was able to still produce and understand the last strategy the researcher decided to work in the library again. A problem arose at the beginning of the lesson because when the researcher asked the student to grab his book and bring the sticky notes he made his connections on the last lesson the student told the researcher that he had thrown them away. So instead of being able to continue from the last lesson, the researcher had the student reread the section from the first lesson and make connections again. Then the researcher moved onto the next lesson where the student struggled to understand what type of information went into the five elements of a story. So the researcher worked with the student on the introduction and rising action section of the worksheet and then asked the student to finish the other three sections for the next lesson. The researcher noticed that the student was able to stay more concentrated for this lesson than the last one, probably because he was getting used to working in the library and having people walk through.

Lesson #3:

Due to the student's difficulty the last lesson with the five elements of a story, the researcher decided to start off this lesson by going over the elements again with the student and checking to see what he had put in the other three sections. But when the researcher asked the student where his plot diagram was they worked on the last lesson the student said that he had left it at home. So then the researcher asked the student if he had worked on it at all so that way the researcher could check if he understood the five elements and the student's response was that he did not work on it since the last lesson. The researcher then drew up a plot diagram and had the student verbally tell him what he thought went into the different elements so they could at least work on it even though he didn't have his plot diagram from last time. Then the researcher

moved onto a story map and how to fill it out. The student really understood what information went into each section and was able to fill out a couple of the bubbles just from what he had read so far in the book. At the end of the lesson the researcher ask the reader a couple questions about what he had learned so far in the lessons and he was able to answer them correctly but did have to think about them a little bit which was a clue for the researcher that he needed more work and practice with each strategy. The researcher was starting to notice that the student did not seem too interested in working on the lessons with the researcher and was losing interest in the book that he wanted to read at the beginning of the lessons. The researcher decided that for the next lesson, he would bring in a book that wasn't a chapter book but one that was still at the reader's reading level.

Lesson #4:

The fourth lesson started out on a bad note because the student didn't have anything else filled out on his story map when he gave it to the researcher. When the researcher asked him why he didn't work on it the reader just said "I don't know" and shrugged his shoulders. This was a red flag and the researcher decided to change up the lesson for the day by switching books and starting by having the student read the book The True Story of the 3 Little Pigs. The researcher worked with the student on what think-alouds were and told the student that he wanted him to work on think-alouds and making connections during the story. Once the student started reading the researcher saw a drastic change in the reader's attitude for the good. He seemed very interested to work with the researcher and engaged in the book. The researcher wasn't sure if it was because of the switch of book or whether he was just in a better mood that day. None the less the reader was able to make great connections and had think-alouds that engaged him even more into the story. The student really seemed to enjoy reading the book because he found the

humor and sarcasm about the story very funny. The researcher told the student that since he enjoyed the story the next lesson they would work on the story map and plot diagram using the same story so that he was more interested in filling out the two.

Lesson #5:

The student enjoyed the story as much as last time so the researcher was very excited for the student's progress in his attitude and his knowledge about comprehension strategies. Once the student read the story the researcher had him fill out the story map and he really didn't have any problems until he came to where he had to fill out the "Solution" bubble. Because of how the story is set up there really isn't a solution to the problem in the story, so he had to ponder that bubble a little bit but then with the researcher's help he was able to recognize that there wasn't a concrete solution during the story. The student was also able to fill out the plot diagram with no apparent problem which was a drastic change from the first time the researcher and student worked on the plot diagram with Bunnicula. Towards the end of the lesson the researcher asked the student why he was able to fill out the story map and plot diagram, make connections and have effective think-alouds with the new story compared to the first book and his response was because he liked the book better. The researcher also thinks that the main reason is because the first book was a chapter book and the student had to do extra reading at home or during spare time in class, where as the new book was still at his reading level but he could read it in 5-10 minutes which made it easier for him to fill out the sheets afterwards. The student never got to the point where he was frustrated or wanted to say I don't know like he was doing often in the first couple lessons so the researcher knew that he had made the right change with the book. The fifth lesson took about 50 minutes to complete because the researcher administered the outcome based assessment to the student. Even though the student had done a lot of thinking and working

hard on the lesson, he was still able to perform well on his assessment at the end and was able to actually score higher than his pre-test.

Phase IV: Reports and Reflections

Prior to the beginning of the reading tutoring sessions with the student, the classroom teacher and researcher concluded that the reading focus for the interventions should be based on comprehension. The student had a hard time applying his knowledge and skills to his reading so the classroom teacher wanted the researcher to not only work on his comprehension skills but also to try and find the passion in the student for reading. The first assessment that was administered to the student was a *Qualitative Reading Inventory-4 (QRI-4)* which was made up of concept questions, retelling events, and comprehension questions. The first step in figuring out which level to have the student start out at was to give him a word list and find his level according to how many words on that list he was able to correctly identify. For the third grade list he was able to get eighteen out of twenty words correct which put him at independent level. Then he moved on to the fourth grade word list where he was only able get thirteen out of twenty words correct which put him in the frustration level. This showed that the student needed to start out at the fourth grade level because he was beyond the third grade level but he was not quite at the fourth grade level like he needed to be. The researcher had the student read the narrative passage about Johnny Appleseed. While reading the passage the reader had eight errors, self-corrections or omissions, and then he was only able to retell seven out of a possible forty-seven ideas of the story. After that the researcher asked the reader eight comprehension questions and the student was only able to answer five of those correct, and on two of those incorrect answers you could tell he was just guessing because his answers were so far off. These results show that

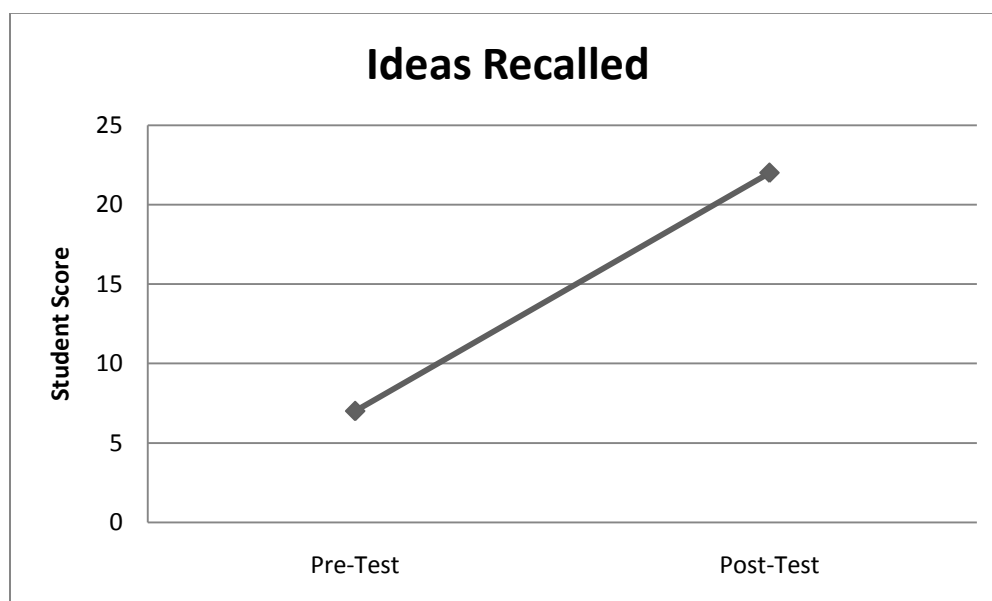
the student is not fully comprehending the story or paying attention because he is not able to retell what the whole story is about and he can't answer comprehension questions if he can't remember what the story is.

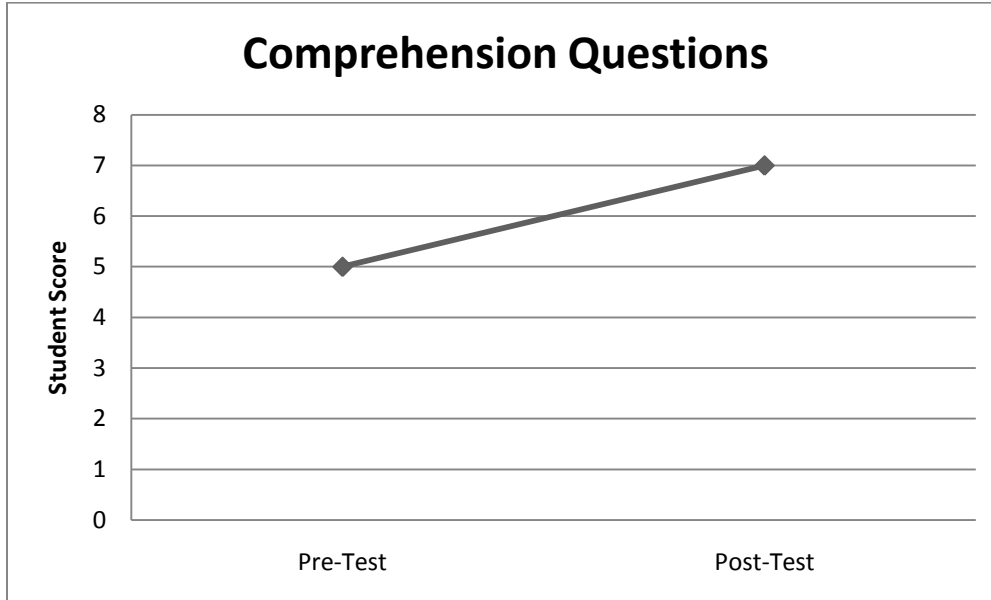
About halfway through the lessons the researcher informally asked the student five comprehension questions about the book Bunnicula to check and see if the student was progressing with his comprehension skills. The researcher chose to ask the questions about this book because that way the student had some schema about the setting, plot and characters in the story and be fairly assessed. The book was also at the reader's reading level which was important because it was a fourth grade level but the researcher wanted to see if he was correctly scored into that level. Also the progress monitoring assessment could serve as an indication on whether the student had been progressing from the beginning of the lessons and which level to have him test at for the outcome based assessment. After scoring the five question assessment the researcher noticed that the student was able to identify the main characters and setting in the story but when it came to the details of the story, conflict, and problems in the story he was struggling with being able to answer those questions. This was a sign for the researcher that in the lessons to come he needed to really practice and give more instruction on the comprehension strategies that help with the details that don't pop out to the student, like characters and setting. Although the student is improving on the comprehension of the story he still needs instruction on comprehending the story and being able to point out the important details.

For the final assessment, the outcome based assessment, was another *QRI-4* that was administered to the student after the final tutoring session. This assessment was set up exactly the same as the pre-test as far as the questions and also the level but was over a different passage. Before the researcher administered the assessment he reviewed with the student on the different

strategies they had covered through the lessons and how to use them while reading a story or a book. The passage the researcher had the student read was about beavers and how they build their dams. While the student was reading the passage he only had five errors, self-corrections or omissions. The biggest improvement he made from the pre-test to the outcome based assessment was in the section where he had to retell the events that happened in the story, he was able to recall twenty-two out of a possible forty-nine ideas. Then when the researcher asked the reader the eight comprehension questions he was able to correctly answer seven out of eight, this was an improvement from the pre-test where he could only answer five correctly. Even though the passages were different, the student improved in each section of the assessment and seemed a lot more confident while taking the outcome based assessment.

The following two graphs show the improvement that the student made over the course of the lessons and time spent with the researcher on comprehension strategies. The first graph shows the improvement of the amount of ideas recalled during the pre-test compared to the outcome based assessment. The second graph shows how many comprehension questions the student was able to answer correctly during the pre-test and the outcome based assessment.





The curriculum design (action plan) that the researcher set up at the beginning of the case study met the reading instructional needs of the student. The student was having trouble comprehending stories and the ideas that were present in the story that ultimately made it the whole book. The reader was taught different strategies to help him break down the story into different parts that he could pick out and comprehend while also making connections to the story so that he became more engaged in the book and comprehend it because he could remember those connections he made. Although the student is at the fourth grade level and able to read books at that level, he needs to work on improving these skills so that he can raise his reading level. Not only will this factor into his reading level but it will be evident in the rest of his school work because then he will begin taking an interest in all subjects if he is able to comprehend what he is reading. The goal is that the reader will continue using these strategies and skills that helped improve his scores on his assessments and apply them with the rest of his school.

In analyzing the reader's work, the reader was able to make progress not only with his comprehension skills but also his attitude towards reading. In the beginning of the lessons he was

barely able to make connections to the story and pick out the details of the book or story that were important for him to be able to comprehend the entire book. By the middle point of the lessons the reader was starting to pick out the details and able to fill out a plot diagram and story map with the correct information. By the end of the lessons the reader was filling out the map and diagram without any help and actually telling the researcher what the story was about instead of the researcher having to ask the reader what was happening in the story.

There were a few things that the researcher shared with the classroom teacher that he felt needed to be addressed with the reader. One thing the researcher noticed during all of the lessons is that the student didn't write in complete sentences, capitalize the beginning of the sentence, put the proper punctuation at the end of the sentence and struggled with spelling in general. The researcher also shared with the teacher the new attitude the reader had and how well he did at the end and during the outcome based assessment. The classroom teacher is concerned with the lack of effort and attention to schoolwork by the reader so hopefully he gained confidence and new strategies that he can now use throughout his schoolwork and become more interested with what is going on in the stories he is reading and also spark a new interest in reading books.

Throughout the lessons and interventions with the reader, the researcher was able to notice a couple changes in the behavior and attitude the reader had towards reading. At the first meeting with the reader, he told the researcher that he enjoyed reading books about food and also animals. The researcher found this interesting because Bunnicula was about animals and he seemed very disinterested in the story and also the researcher took the reader to the library to try and pick out a book at the beginning of the sessions and the reader didn't seem interested in the books about food at all. The biggest concern that the researcher has about the behavior of the reader is his irresponsibility when it came to keeping track of his papers and bringing them the

next lesson. There was two times that the reader either forgot his paper or threw it away for an unknown reason. As far as the reader's attention span, he struggled to stay concentrated during the lessons because anytime that someone walked through the library or he heard a noise he lost his concentration and the researcher would have to ask him to get focused. The motivation of the reader seemed to change over time of the lessons and at the end seemed as though he was excited to be reading with the researcher and interested in learning how to improve his reading skills. Even though it seemed as though the reader made leaps and bounds with his attitude, the researcher is interested to see if that same attitude will transfer over into the classroom with the classroom teacher. The reader needs to become more responsible and have the self-discipline to get his work done, keep track of his homework, and want to read to improve his knowledge and reading level.

In addition to noticing the changes the reader made over the six meetings, the researcher noticed a change in his approach as a reading teacher and as a lesson planner. At the beginning of the lessons the researcher seemed to be disorganized and not have a well mapped out lesson to make sure the student had effective teaching. The one thing the researcher knew he had to change was making sure that the student had an organized lesson because he seemed to be easily distracted and was going to take a lot to keep him engaged and interested in the lesson. After the first lesson the researcher noticed there had to be a change and made a note to organize the time more effectively. The one thing that helped the researcher is that he gained confidence in himself as the lessons moved past. After the researcher was able to compare the pre-test and the final assessment, it wasn't too difficult to recognize the importance that the instruction had on the reader during the lessons. It is vital to know that an assessment that is given to the reader has to be showcasing what they have learned about what the researcher taught him. If the assessment

shows that the reader performed poorly then the researcher needs to take a closer look at the instruction given to the reader. The researcher recognizes the importance of analyzing the assessment and student samples because ultimately that is how he will recognize what instruction and lessons the reader will need. By using the student samples and data the researcher can plan effective reading instruction lessons for the reader and make sure they are getting the appropriate skills and strategies needed to improve and become a proficient reader. Even though the reader improved and used the skills and strategies provided by the researcher, he knows that there is always room for improvement as a reading teacher to provide the best instruction for every student in his class and make sure all their needs are met. Though there was improvement from both the researcher and reader, more practice and research can move the two closer to mastery in these areas. The researcher also could create goals to help in his development of creating effective reading instruction. The researcher knows that professional development will always play a big role in teaching and is a great way to become a better reading teacher. Trial and error lessons are also important because not every student is the same so the researcher knows he has to appeal to each student's needs and make sure they are getting the most effective instruction.



Level: Four

Expository

Concept Questions:

What is a beaver?

*An animal that eats wood
and makes dams.*

(3-2-1-0)

What are dams built by beavers?

[This question and its answer line are crossed out with a large X.]

(3-2-1-0)

What are problems caused by beavers?

*Cut down too many
trees*

(3-2-1-0)

How do beavers protect their young?

*That's why they have the
door underwater so they
are safe.*

(3-2-1-0)

Score: _____ / 12 = _____ %

_____ FAM _____ UNFAM

Prediction:

*Going to be about
beavers.*

"The Busy Beaver"

Have you ever heard ^{of} someone say "busy as a beaver"? Beavers are very busy animals and they are

master builders. This furry animal spends its life working and building. As soon as a beaver leaves its family, it has much work to do.

First, the beaver must build a dam. It uses sticks, leaves, and mud to block a stream. The beaver uses ^{it} its two front teeth to get the sticks. The animal uses its large flat tail to pack mud into place. A pond forms behind the dam. The beaver spends most of its life near this pond.

In the middle of the beaver's pond is a large mound. ^{The} This mound of mud and twigs is the beaver's lodge or house. The beaver's family is safe in the lodge because it is well hidden. The doorway to the lodge is under the water. After the lodge is built, the beaver still cannot rest. More trees must be cut down to be used as food for the coming winter. Sometimes there will be no more trees around the pond. Then the beaver has to find trees elsewhere. These trees will have to be carried to the pond. The beaver might build canals leading deep into the forest.

All this work changes the land. As trees are cut down, birds, squirrels, and other animals may have to find new homes. Animals that feed on trees lose their food supply. The pond behind the dam floods part of the ground. Animals that used to live there have to move. However, the new environment becomes a home for different kinds of birds, fish, and

Level 4

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Level: Four

s.c.
plants. All this happens because of the very busy
beaver. (281 words)

2 min 58 sec

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Number of Total Miscues (Total Accuracy): _____	
Number of Meaning-Change Miscues (Total Acceptability): _____	
Total Accuracy	Total Acceptability
0-7 miscues <u> </u> Independent <u> </u> 0-7 miscues	
8-29 miscues <u> </u> Instructional <u> </u> 8-15 miscues	
30+ miscues <u> </u> Frustration <u> </u> 16+ miscues	
Rate: $281 \times 60 = 16,860 / \underline{\hspace{1cm}}$ seconds = <u> </u> WPM	
<u> </u> WPM - <u> </u> errors = <u> </u> CWPM	

Retelling Scoring Sheet for "The Busy Beaver"

Main Idea

- Have you heard
- "busy as a beaver"?
- Beavers are animals
- busy animals
- and builders
- master builders.

Details

- As soon as a beaver leaves its family,
- it has much work to do.
- The beaver builds a dam.
- It uses sticks,
- leaves,
- and mud
- to block a stream.

- The beaver uses its teeth
- its front teeth
- to get sticks.
- The animal uses its tail
- to pack mud.
- A pond forms
- behind the dam.
- The beaver spends its life
- near the pond.
- The beaver's home is a mound
- in the pond.
- The family is safe
- because the lodge is well hidden.
- The doorway
- to the lodge
- is under the water.
- Trees are cut down
- to be used as food
- for the winter.
- Sometimes there will be no trees
- around the pond.
- The beaver has to find trees
- and carry them
- to the pond.
- The beaver might build canals.

Main Idea

- This changes the land.

Details

- As trees are cut,
- birds,
- squirrels,
- and animals have to find new homes.
- Animals lose their food supply.
- The pond floods the land.
- Animals have to move.
- A new environment becomes home
- for different birds
- and fish.

49 Ideas

Number of ideas recalled 22

Other ideas recalled, including inferences:

Level 4

Level: Four

Questions for "The Busy Beaver"

✓1. What is the passage mainly about?
Implicit: how a beaver keeps busy; or what a beaver does

Tells us mostly what beavers are doing

✓2. According to the passage, what are the beaver's front teeth used for?
Explicit: to get the sticks

To cut down the trees

✓3. Describe the beaver's tail.
Explicit: large and flat

Kind of Flat, brown or black, smooth

✗ Why does the beaver build a dam?
Implicit: to make a pond; or to make a place for his lodge

To block the water water forms on the side of the dam

✓5. What is the beaver's lodge or house made of?
Explicit: mud and sticks

sticks and mud

✓6. Why is the doorway to the beaver's house under the water?
Implicit: it is safer and more hidden; or so enemies can't get in

so that the enemies can't get in

✓7. What does the beaver eat during the winter?
Explicit: trees

I think they would eat wood

✓8. Why might some people dislike beavers?
Implicit: they change the land by flooding; they drive out animals; or they cut down too many trees

They don't like them cutting down the trees

Without Look-Backs

Number Correct Explicit: 4

Number Correct Implicit: 3

Total: 7

Independent: 8 correct

Instructional: 6-7 correct

Frustration: 0-5 correct

With Look-Backs

Number Correct Explicit:

Number Correct Implicit:

Total:

Independent: 8 correct

Instructional: 6-7 correct

Frustration: 0-5 correct

Level 4

Level: Four

Narrative

Concept Questions:

Who was Johnny Appleseed?

He had a big family, lived near apple orchard and spread apple seeds over the land. (3-2-1-0)
told stories to kids.

Why do people plant fruit trees in certain places?

I don't know

 _____ (3-2-1-0)

Why do people plant apple trees?

Because some people like apples and don't want to have to buy them. (3-2-1-0)

What does "making apple cider" mean to you?

Apples, a jug to store it in

 _____ (3-2-1-0)

Score: _____ /12 = _____ %

_____ FAM _____ UNFAM

Prediction:

About Johnny spreading the seeds.

"Johnny Appleseed"

John Chapman was born in 1774 and grew up in Massachusetts. He became a farmer and learned how to grow different kinds of crops and trees. John especially liked to grow and eat apples. Many peo-

ple were moving west at that time. They were heading for Ohio and Pennsylvania. John knew that apples were a good food for settlers to have. Apple trees were strong and easy to grow. Apples ^{trues} could be eaten raw and they could be cooked in many ways. They could also be dried for later use. So in 1797, John decided to go west. He wanted to plant apple ^{s.c.} trees for people who would build their new homes there.

John first gathered bags of apple seeds. He got many of his seeds from farmers who squeezed apples to make a drink called cider. Then, ^{om} in the spring, he left for the western frontier. He planted seeds as he went along. Also, he gave them to people who knew how valuable apple trees were.

John walked many miles in all kinds of weather. He had to cross dangerous rivers and find his way through strange forests. Often he was hungry, cold, and wet. Sometimes he had to hide from unfriendly Indians. His clothes became ragged and torn. He used a sack for a shirt, and he cut out holes for the arms. He wore no shoes. But he never gave up. He guarded his precious seeds and carefully planted them where ^{he} they had the best chance of growing into strong trees.

John's fame spread. He was nicknamed Johnny Appleseed. New settlers welcomed him and gratefully ^{s.c.} accepted a gift of apple seeds. Many legends grew up about Johnny Appleseed that were not al-



Level: Four

Questions for "Johnny Appleseed"

- ✓ 1. What was John Chapman's main goal?
Implicit: to plant apple trees across the country

To spread apple seeds everywhere.

- ✓ 2. Why did John choose apples to plant instead of some other fruit?

Implicit: the trees were easy to grow; the fruit could be used in a lot of ways; or he especially liked apples

Because he likes apples and you can use them for different things (cider, pie)

- ✗ Where did John get most of his seeds?

Explicit: from farmers or from people who made cider

From his apple orchard.

- ✓ 4. Why would John be able to get so many seeds from cider makers?

Implicit: cider is a drink and you don't drink seeds; or apples have a lot of seeds and you don't use seeds in cider

Because they don't use the seeds in the cider, they have no use for them.

- ✗ How do we know that John cared about planting apple trees?

Implicit: he suffered hardships; or he guarded the apple seeds carefully

Because he went around and planted the seeds instead of keeping them.

- 6. How did John get to the many places he visited?

Explicit: he walked

He walked

- ✗ Name one hardship John suffered.

Explicit: being hungry, cold, wet, lost, in danger from unfriendly Indians

The snow, rain, thunderstorms, tornadoes

- 8. Why should we thank Johnny Appleseed?

Explicit: apple trees now grow in parts of America where they once never did

Because he planted apple trees where they weren't in America.

Without Look-Backs

Number Correct Explicit: 2

Number Correct Implicit: 3

Total: 5

___ Independent: 8 correct

___ Instructional: 6-7 correct

✓ Frustration: 0-5 correct

With Look-Backs

Number Correct Explicit: ___

Number Correct Implicit: ___

Total: ___

___ Independent: 8 correct

___ Instructional: 6-7 correct

___ Frustration: 0-5 correct

Level 4

Level: Four

Questions for "Johnny Appleseed"

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To spread apple seeds everywhere.

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Because he likes apples and you can use them for different things (cider, pie)

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The snow, ~~rain~~, thunderstorms, tornadoes

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Explicit: apple trees now grow in parts of America where they once never did

Because he planted apple trees where they weren't in America.

Without Look-Backs

Number Correct Explicit: 2

Number Correct Implicit: 3

Total: 5

___ Independent: 8 correct

___ Instructional: 6-7 correct

✓ Frustration: 0-5 correct

With Look-Backs

Number Correct Explicit: ___

Number Correct Implicit: ___

Total: ___

___ Independent: 8 correct

___ Instructional: 6-7 correct

___ Frustration: 0-5 correct

Level 4

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Level: Four

ways true. However, one thing is true. Thanks to Johnny Appleseed, apple trees now grow in parts of America where they once never did. (308 words)

3 min 31 sec

From *America's History* by Armbruster, et al., copyright © 1986 by Schoolhouse Press. Reprinted by permission of Pearson Education, Inc.

Number of Total Miscues (Total Accuracy): _____	
Number of Meaning-Change Miscues (Total Acceptability): _____	
Total Accuracy	Total Acceptability
0-7 miscues ___ Independent ___ 0-7 miscues	
8-32 miscues ___ Instructional ___ 8-16 miscues	
33+ miscues ___ Frustration ___ 17+ miscues	
Rate: $308 \times 60 = 18,480 /$ ___ seconds = ___ WPM	
___ WPM - ___ errors = ___ CWPM	

Retelling Scoring Sheet for "Johnny Appleseed"

Setting/Background

- John Chapman was born
- ___ in 1774.
- ___ He became a farmer
- ___ and grew crops.
- ___ John liked
- ___ to grow
- ___ and eat apples.
- ___ People were moving west.
- ___ Apples were a good food
- ___ for settlers to have.

Goal

- John decided
- ___ to go west.

- ___ He wanted
- ___ to plant apple trees.

Events

- ___ John got many seeds
- ___ from farmers
- ___ who squeezed apples
- ___ to make a drink
- ___ called cider.
- ___ He left
- ___ for the frontier.
- He planted seeds
- as he went along.
- ___ He gave them away.
- ___ John walked miles.
- ___ He crossed rivers
- ___ and went through forests.
- ___ He was hungry
- ___ and wet.
- He had to hide
- from Indians
- unfriendly Indians.
- ___ His clothes were torn.
- ___ He used a sack
- ___ for a shirt
- ___ and he cut out holes
- ___ for the arms.
- ___ He wore no shoes.

Resolution

- ___ John's fame spread.
- ___ He was nicknamed
- ___ Johnny Appleseed.
- ___ Settlers accepted seeds
- ___ gratefully.
- ___ Thanks to Johnny Appleseed,
- ___ apple trees grow
- ___ in many parts
- ___ of America.

47 Ideas

Number of ideas recalled 7

Other ideas recalled, including inferences:

Level 4

Vaughn

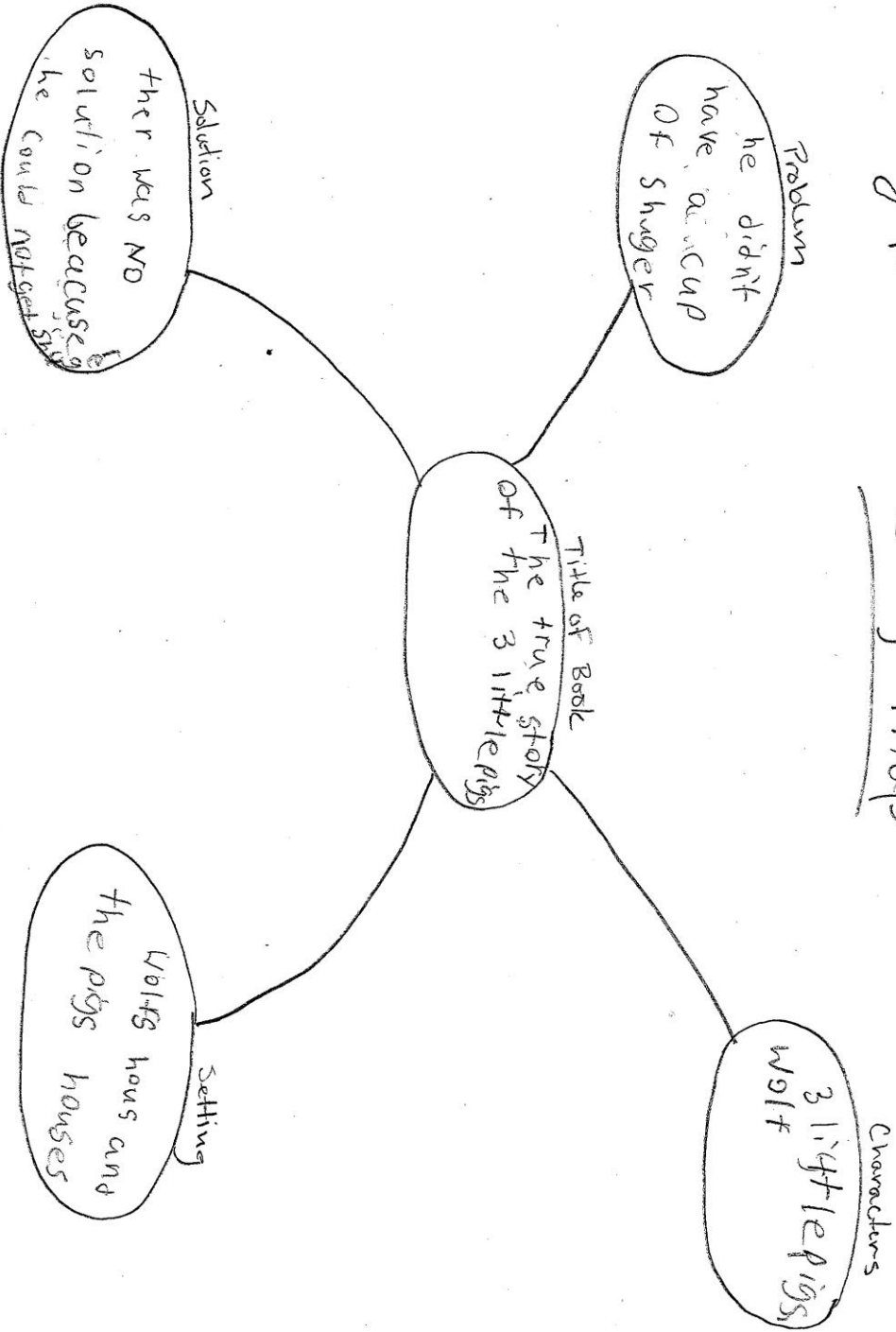
Think Aloud's

Reading Log

- pg. 21 - While reading he came to a page where there was a picture of the pig's brick house. There was a weird looking peep hole and he posed the question "What is that thing on the door?"
- pg. 6 - his grand mothers cake looks nasty to beacuse it has a buny in it and he only has a tiny tiny bit of shuger
- pg. 3 - his Cheez burger looked disgusting beacuz it had bunys in it
- pg. 25 - hes kind of crazy beacuse he still wants shuger when hes in jail

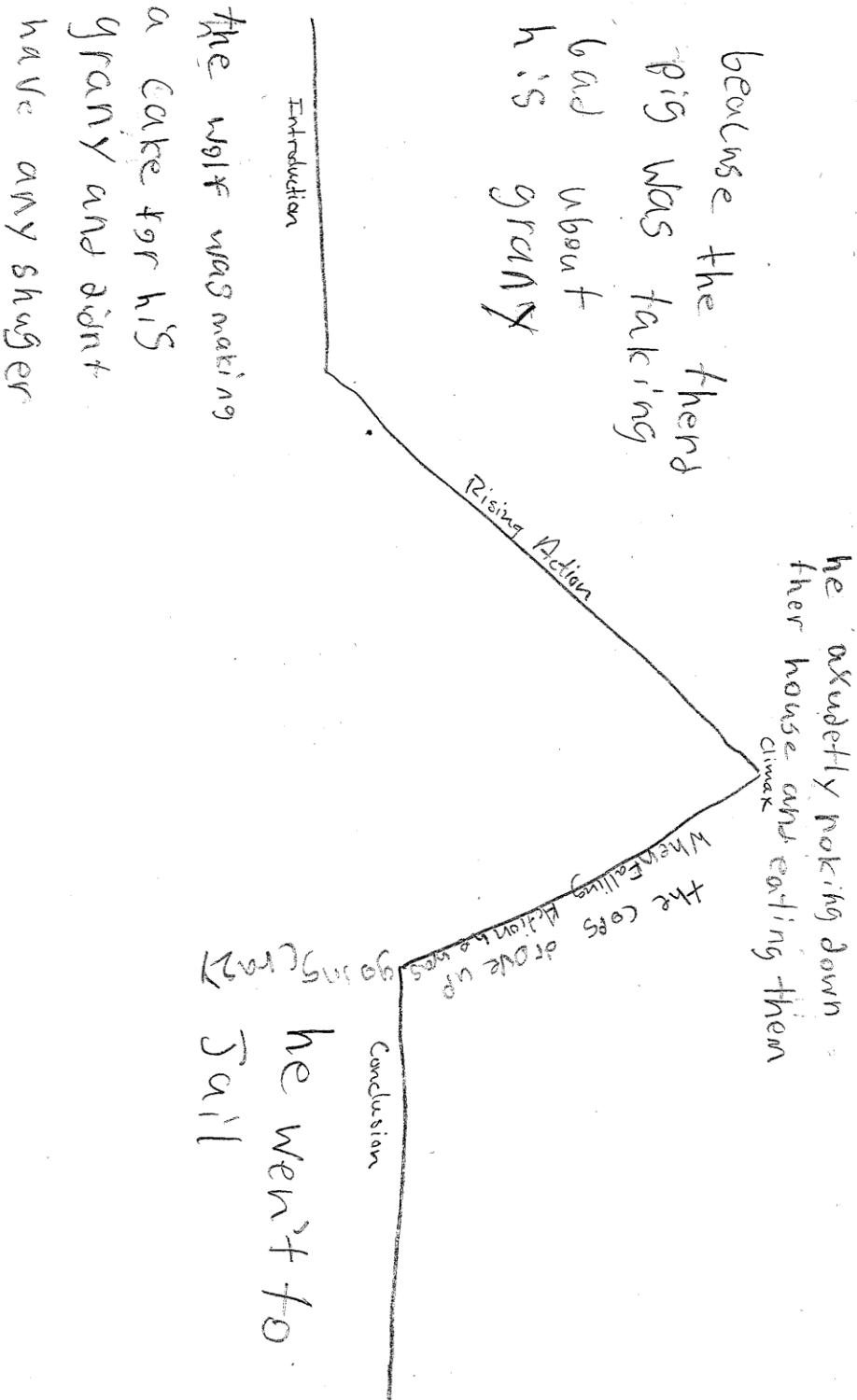
Naugher

Story Map



Naughton

Plot Diagram



When Falling Action he was going crazy
The cops drove up

BUNNICULA

"Well, what do you think?" I asked.

"I don't think rabbits like milk," he answered.

When I was unable to continue our
 make my deafening crash com-
 sister hallway: "Maaa! Toby
 She relieved it. Pete won't let me
 meat it

"It's too big. Toby's too little."

"I am not!"

"You are too!"

"Okay, fellas," Mrs. Monroe called out as she entered with the milk and lettuce. "Let's try to get it in here with as little hysteria as possible, please."

Chester turned to me and said under his breath, "That lettuce looks repulsive, but if there's any milk left, *I* get it." I certainly wasn't going to argue with him. I'm a water man myself.

At that moment, the crate arrived, barely standing the strain of being pulled in two directions at once.

[ONE]

When I tell
my dog to
watch the
house.

Arrival

At the first time I laid these
I now tired old eyes on our visitor. I had been left home by the family with the admonition to take care of the house until they returned. That's something they always say to me when they go out: "Take care of the house, Harold. You're the watchdog." I think it's their way of making up for not taking me with them. As if I *wanted* to go anyway. You can't lie down at the movies and still see the screen. And people think you're being impolite if you fall asleep and start to snore, or scratch yourself in public. No thank you, I'd rather be stretched out on my favorite rug in front of a nice, whistling radiator.

[3]

Examiner Word Lists



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Third

	Identified Automatically	Identified
1. lunch	C	
2. celebrate	C	
3. believe	C	
4. claws	C	
5. lion	C	
6. rough	C	
7. wear	C	
8. tongue	C	
9. crowded	C	crowd
10. wool	C	
11. removed	C	
12. curious	C	
13. sheep	C	
14. electric	C	
15. worried	C	
16. enemies	C	
17. glowed		glowed
18. clothing	C	
19. swim	C	
20. entrance	C	

Total Correct Automatic 18 /20 = 90%
 Total Correct Identified _____ /20 = _____%
 Total Number Correct _____ /20 = _____%

Fourth

	Identified Automatically	Identified
1. sunlight	C	
2. desert	C	
3. crops		sc
4. engine		energy
5. favorite	C	
6. adaptation		adapted
7. weather	C	
8. pond	C	
9. illustrated	C	
10. ocean	C	
11. pilot	C	
12. fame	C	
13. precious		C
14. settlers	C	
15. guarded		C
16. passenger		C
17. memorize	C	
18. environment	C	
19. adventurer	C	
20. invented		inited

Total Correct Automatic 13 /20 = 65%
 Total Correct Identified _____ /20 = _____%
 Total Number Correct _____ /20 = _____%

LEVELS		
Independent	Instructional	Frustration
18-20	14-17	below 14
90-100%	70-85%	below 70%

Level 3

Level 4

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Examiner Word Lists



Fifth

	Identified Automatically	Identified
1. attend		aten
2. protest		protest
3. movement	c	
4. biography		biograph
5. attention	c	
6. capture	c	
7. oxygen	c	
8. tales	c	
9. creature	c	
10. obstacles		ostacle
11. divorced	c	
12. registration	c	
13. arrested	c	
14. poison		positioned
15. material	c	
16. bulletin	c	
17. giant	c	
18. fluent	c	
19. pioneers	c	
20. pouch		s.c.

Total Correct Automatic 14 /20 = 70%
 Total Correct Identified _____ /20 = _____%
 Total Number Correct _____ /20 = _____%

Sixth

	Identified Automatically	Identified
1. sewed		
2. controlled		
3. championships		
4. possessions		
5. moisture		
6. memories		
7. abolish		
8. pyramids		
9. emerge		
10. temperature		
11. humidity		
12. insistent		
13. irrigated		
14. thrived		
15. slavery		
16. evaporate		
17. classified		
18. preserved		
19. fashioned		
20. curious		

Total Correct Automatic _____ /20 = _____%
 Total Correct Identified _____ /20 = _____%
 Total Number Correct _____ /20 = _____%

LEVELS		
Independent	Instructional	Frustration
18-20	14-17	below 14
90-100%	70-85%	below 70%

Level 5

Level 6

