



Reader Case Study

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Phase 1

A. Background Information

The child involved in the reader case study is a female currently in sixth grade. The student is undergoing special education and remediation in reading due to a learning disability in reading. She participates in a mixed grade reading program with sixth, seventh, and eighth grade students combined. The program she is in is known as the Comprehensive Assessment of Reading Strategies or CARS. The program is used to help build comprehension skills, encourage higher-level thinking skills, and use self-assessments. The student comes from a middle class family, and lives with her mother. She has one older brother currently in eighth grade, who is also learning disabled. The student and her brother found her father after he committed suicide in their home, which may be the reason to poor academic success in the last year. The student enjoys reading, being outdoors, and loves meeting new people. The student works well in groups, has many friends, and enjoys hands on activities.

B. Assessments

After discussing the students reading disability with her special educator, the researcher has learned that the student struggles greatly with comprehension. After spending time with the student, the researcher has become aware of the students determination to be able to read and comprehend. To help the student work on comprehension skills needed to become a good reader, the researcher will administer three assessments throughout the reader case study.

The first assessment will be a Running Record. Because the student is reading at around a first grade reading level, a Running Record will serve as a good starting point for the researchers screening assessment. The Running Record will be administered during the

second period of the day while in Comprehensive Assessment of Reading Strategy class, otherwise known as CARS. This is convenient because the student is not being removed from the content area classrooms. The student will begin the study by reading a book called *On Our Way*. The outcome of the running record will show what the student's strengths and weakness are with reading. This will provide a baseline score for the student. The comprehension questions that are on the Running Record will provide data for the researcher to use to drive instruction.

The second assessment will be a retelling worksheet. This assessment will be given as a piece to record progress monitoring throughout the case study. The test will be administered in the middle of the case study time, around the third week of student/researcher involvement days. The purpose of progress monitoring is to determine if the student is making adequate progress in the skill being assessed. The retelling worksheet will focus on comprehending the order of events and placing them in the beginning, middle and end of the chart. The researcher will provide the worksheet to the student after the completion of a familiar story. This allows the researcher to see if the student understands the order of events and if she comprehends the story and determine if revisions are needed for the next lessons.

The third and final assessment will be an outcome-based assessment given at the end of the case study. The purpose of the outcome-based assessment is to see how far the student has come since the screening. Outcome-based assessments are also used to drive future instruction if the mastery level has not yet been met by the students. The researcher has decided to do a graphic organizer. The student will complete the graphic organizer filling in each comprehension detail as she reads. This will allow the student to see what she is capable of doing after the weeks of practicing the skill. It will allow the researcher to determine how

far the student's skill has progressed from the start of day one to the last day of the reader case study when comparing baseline scores and outcome-based scores. This test, like all three tests, will be given in the resource room during CARS remediation time second period. Once all the results are completed, they will be recorded on an Excel spreadsheet to review the data.

C. Assessment Database

<i>Assessment</i>	<i>Grade</i>	<i>How to use</i>	<i>When to use</i>	<i>Information Provided</i>	<i>Resources</i>
Dynamic Indicators of Basic Early Literacy Skills (DIBELS)	K-6	A ten minute computerized test.	3 to 4 times a year or as needed.	Phonics, alphabetic principle, accuracy, fluency, vocabulary, and comprehension	https://dibels.uoregon.edu/
Scholastics Reading Counts	K-12	Lexiled books are read by students and computerized quiz is given	Beginning, middle, end of year, and numerous times throughout	Reading Comprehension	http://teacher.scholastic.com/products/independent_reading/scholastic_reading_counts/management_system_reports.htm
STAR: Strategies to Achieve Reading Success	K-8	Computer assessment that adjust to the skills of each student	Use anytime one is determining a child is reading comprehension or achievement.	Provides information about the students reading achievement	http://www.curriculumassociates.com/products/detail.asp?title=stars
Comprehension Quick Check Assessment	K-12	Multiple choice quizzes and test for each reading level	Use any time after the completion of a story.	Assess how well students are absorbing their reading and their ability to remember the information.	http://www.readinga-z.com/assess/comprehension.html
CARS: Comprehensive Assessment in Reading Strategies	K-8	Computer assessment for each students level	Use to determine twelve key reading strategies and the skill level for each.	Focuses on the 12 key reading strategies to improve students' reading ability.	http://www.curriculumassociates.com/products/detail.asp?title=CARS-plus&topic=CR0

Phase II

D. Administration of Screening Assessments (attached)

E. Interpretations of Assessments

For the initial screening of the sixth grade student, the researcher decided to use a Running Record to determine the student's strengths and weaknesses. The researcher and the special education teacher decided that the best time to administer the Running Record would be during second period. The case study student is in a reading remediation course during the second period of the day. The researcher and the student reported to a familiar workroom so that the student would feel at ease and comfortable working individually with the researcher.

The researcher administered the Running Record using a story that the student had not read prior to this assessment. The Running Record was used as a tool to determine the student's reading accuracy, rate, and comprehension level. It shows the student's errors and self-corrections as well. The student's special education teacher informed the researcher that the student was reading around a second grade level. With this information, the researcher selected an appropriate book for the student. The book was a second grade level at level 24. During the Running Record, the student was to read 100 words. The student made thirteen errors and had one self correction. This shows her accuracy rate at 87 percent. Her comprehension scores showed that the student was able to recall characters' names, but could not distinguish which character did what. The student also struggled with the order of events, but could tell what the story line was.

F. Plan of Action

The plan of action is set in place by the researcher to help the student improve reading comprehension. By working on comprehension, the student will become a more confident reader. The student loves books, and has expressed a strong desire to become a good reader. The student will work on the comprehension skills during her second period reading remediation time. This will benefit the student and give her the opportunity to build on her comprehension skills needed to be a good reader.

Lesson 1 Prior Knowledge and Questioning

Before beginning the lesson, the reader will share her current Reading Counts book with the researcher. The student will read her current Reading Counts book to the researcher. The student is familiar with the book and the researcher will ask questions about the characters, setting, and conflicts to get the student comfortable with sharing. This is when the researcher will talk with the student about setting a goal for her to work on her comprehension skills to become a good reader. For the first lesson, the researcher will introduce a new book to the student titled *The Great Kapok Tree*, by Lynne Cherry. The researcher will introduce the book and ask the student to think about everything she knows about rainforest. The researcher will then use a think aloud to tell some important well-known facts about how trees and forest are destroyed by man and it harms the animals. This will help the student access her own prior knowledge on rainforest and their destruction by man. Then the student and researcher will fill in a KWL chart as a team. By working as a team, the researcher will demonstrate and model think alouds while creating questions for what the team wants to find out about the story. The student will have the opportunity to see how questions are formed for the middle column of the KWL chart. After the story, the researcher will give the student

time to fill in the L portion of the KWL chart. The researcher will scaffold when needed.

The researcher will then review the KWL chart with the student and verbally praise her for her accomplishments.

Lesson 2 Characters

To begin the second lesson, the researcher will have the student read the story *The Great Kapok Tree* from the day before. The researcher will have a list of the characters in the story that the student read aloud the previous day. The researcher will lay the characters names face down on the table, and the student will be instructed to select one and verbally tell everything that she knows about the character from her reading. The student will continue until she has discussed all of the listed characters. If the student is confused about a certain character, the researcher will have the student look back at the story and KWL chart to refresh her memory. The researcher will then perform a think aloud to help the student regain her thoughts on the given character. This lesson will help the student identify the similarities, differences, and problems that each character faces throughout her chosen book. She can use the skill of sorting through characters traits with future reading as she works on identifying important characters in a story. Once the lesson is complete, the student will read the book *A Medieval Feast*, by Alike.

Lesson 3 Setting and Time/ Sequence of Events

The student needs to understand how the setting and time affect the characters in the story. For this lesson, the student will read the story from yesterday's lesson, *A Medieval Feast*. Then the researcher will explain the importance of the setting and time of a story. By helping the student understand how the setting and time of the story help with comprehending, the student will know it is important to determine these things while reading.

These things are important to know so that the reader can comprehend what is going on in the story and why. The student and researcher will then read the story together looking for the setting, time, and characters. During this time, the researcher will use think alouds to help the student think about what the setting, time, and characters are in the story. When they find out where and when the story is taking place, the student and researcher will place sticky notes on the pages so that they can easily return to the pages when finishing reading. Once the story is finished, the student and researcher will examine their findings and discuss the importance of each when comprehending what one reads. Following this lesson, the student will be introduced to a new book called *Thank You Mr. Falker*. She will take sticky notes and the book home for homework and repeat the practice for the next day. This helps the student look for clues and see how the setting and time, and characters of a story plays a huge role in the storyline and leads to better comprehension.

Lesson 4 Vocabulary and Context Clues

Now that the student has a good understanding of who the characters are, what the setting and time are, the student and researcher will focus on to vocabulary. The student will read a familiar story aloud to determine which words are difficult for her to pronounce or understand. The researcher will pause at hard or confusing words and write them each down on separate note cards. Once the story is completed, the researcher will lay the unknown words out on a table. Together, the researcher and student will then go back and look for context clues on what the words may mean. The researcher will explain that context clues help readers determine meanings of ideas and other words. The researcher will do think alouds to help the student better understand how context clues work. Next, they will look the words up, write the correct definition on the back of the note card, and place them in a note

card holder. Then the researcher will explain that the student's mission for the night is to record words that are difficult or confusing in a new story she will read. She will place the words on the note cards and provide then look for context clues to write on the opposite side of each. This will help the student build vocabulary and look for context clues.

Lesson 5 Review Review Review

For the final lesson in this series, the researcher will give the student an assessment of the knowledge she has gained over the lessons. The researcher will start by reviewing the activities of the KWL chart, and they will review character descriptions. The researcher will then check to see if the student can determine the setting, time and place of a story. The last thing the researcher will check for is the student's ability to locate and use context clues.

To check the student's progress, the researcher will ask the student to think about the book *Fire Girl* that her teacher has been reading to the class. She will then select her favorite character and tell the researcher about the character on a character diagram. The student will then tell the researcher what the setting, time, and events of the story are and the researcher will record her answers on a story cube. The last thing the student will do is to use two words that were difficult for her and have her locate the context clues. By using this review practice with the student, the researcher will be able to determine if there was improvement with her comprehension strategies and practices. The student will benefit greatly from all of the lessons and this review will help her see her accomplishments.

At the end of the review, the student will be given a graphic organizer over the familiar story *Thank You Mr. Falker*. This will be the final assessment for the student to show her progress. This outcome-based assessment will help show the researcher what progress has

been made, and what the skills the student did not master. The graphic organizer will require the student to determine context clues, setting/time of the story, characters, and the problem.

C. Parent Letter

Dear Parent/Guardian,

I would like to thank you for allowing me to work one on one with your daughter. She is a wonderful student, and is determined to improve her reading skills. Because she is so adamant about improving her reading abilities, she and I have worked hard on improving her comprehension skills. She has come a long way, and I know she is capable of improving so much more. I am excited for her and I believe she is excited as well.

Over the next few weeks, I will be working with your child to continue improving her comprehension skills. We will be working on accessing prior knowledge, determining characters and their similarities and differences. To build on prior knowledge, your child and I will do a sticky note activity to find the setting, time and characters of selected stories, and we will work on locating context clues to help with tricky words. Once we have completed all of these fun activities, we are going to review all of the activities we have accomplished, and she will be given the opportunity to review the new skills she has mastered. Because of her progress, I know that she will be excited to see her accomplishments during the review time. She will be able to carry these new skills and strategies with her to help build on comprehension.

Thank you again for allowing me to work with your daughter. I have had a wonderful time working with her and seeing the huge advancements she has been making. I look forward to the fun lessons we have ahead of us. If you have any questions or concerns feel free to contact me.

Sincerely,

Miss. Jessica Stiffler

D: Information Page

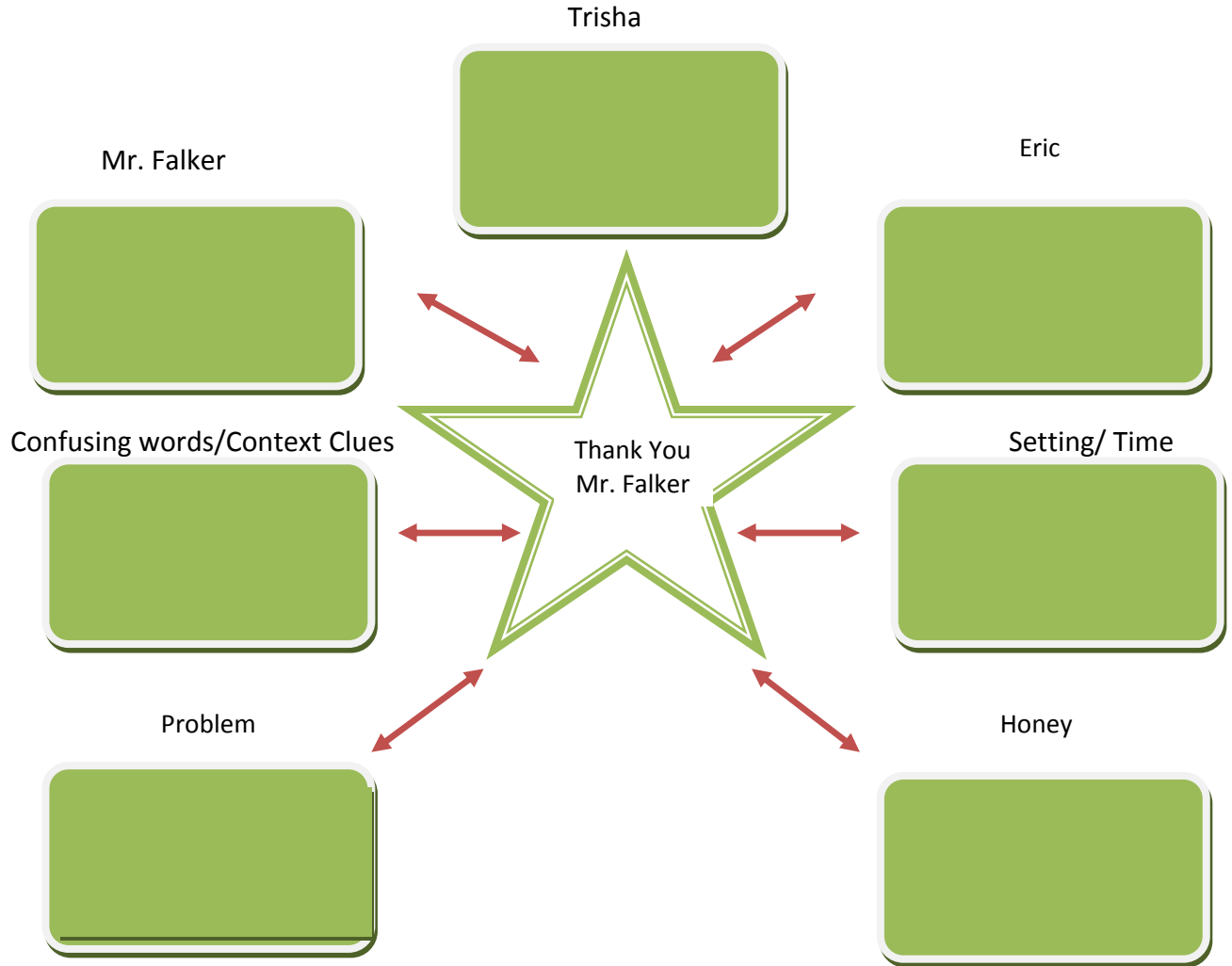
Title of Book: *Thank You Mr. Falker*

Author: Patricia Polacco

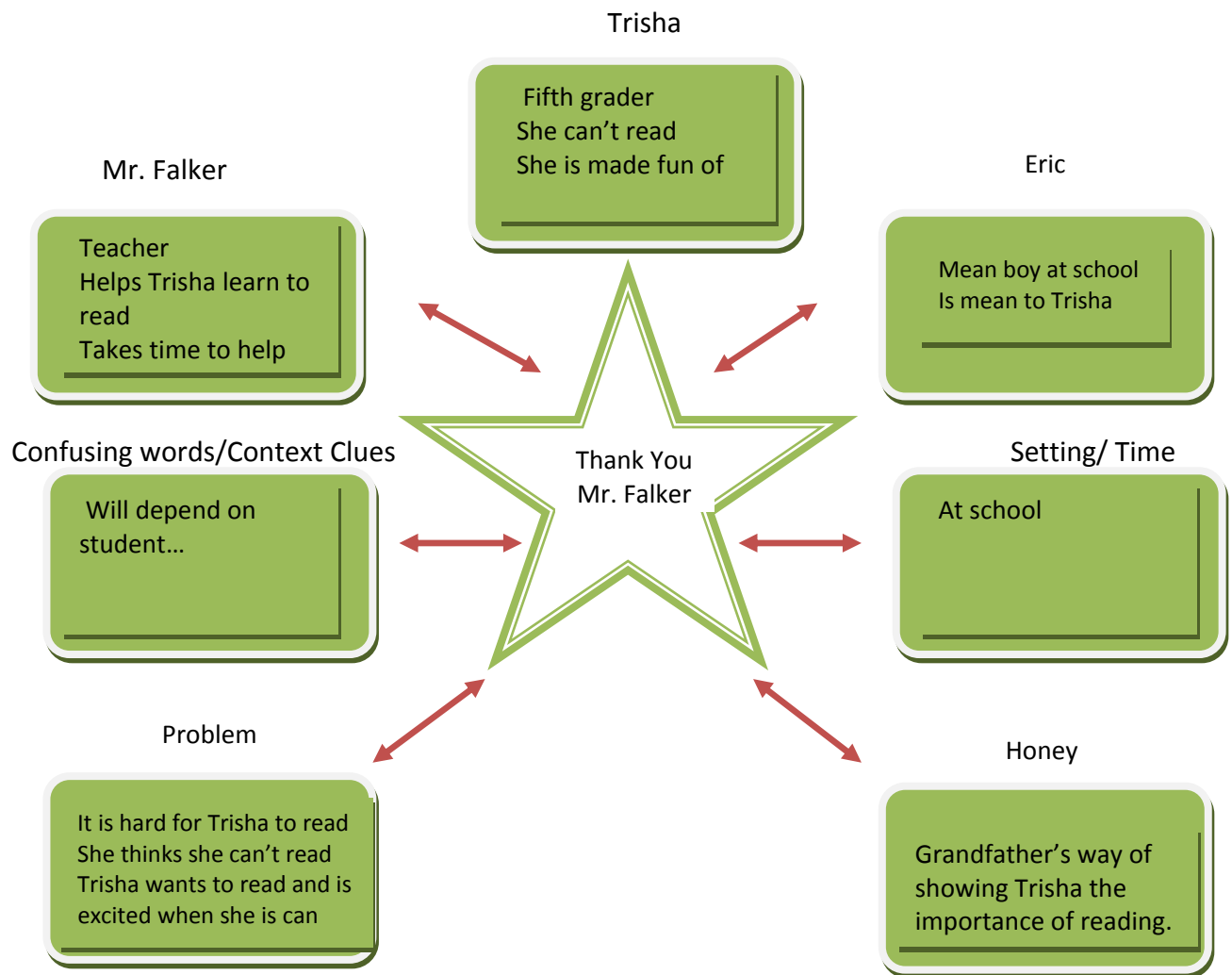
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Summary: The story is about a fifth grade student named Trisha. When she enters elementary school, she is excited about learning how to read. Trisha loves books and wants to be able to read the words that are on the pages. The problem is that her classmates make fun of her and make reading scary for Trisha all through elementary school. Finally, in fifth grade things start to change thanks to Mr. Falker. He helps Trisha learn to read and proves to her that she is capable of doing so!

Creation of Web: The web that was created is to be used in lesson 6. The student will be asked to fill in the bubbles with information on the character Trisha and her experiences that she had with reading. The student will read the story, and then complete the web. The web will help the student retell the events and experiences that Trisha went through. The bubbles each represent someone or something that is important to the story. The student will draw a picture or write key words to describe how each bubble relates to Trisha in the story. By using the web and others like it, the student will be able to use the skills she has learned over the four lessons.



Possible Answers



Phase III: Tutoring-Conducting the action plan

At the beginning of the case study, the researcher completed a Running Record for the student. The student received an 87 percent and the researcher then started to conduct the action plan to help the reader learn comprehension skills. After the completion of each lesson, the researcher recorded notes of reflection. The researcher kept track of the instructional experience. The reflections consisted of what was learned, what went well during the lesson, and what the student struggled with. By reflecting on each lesson, the researcher was able to build on future instruction to meet the needs of the student. When the lessons were complete, the researcher had five reflections. Each reflection can be found below.

Running Records

Title On Our Way Level 24
 Number of Words 100 Source _____

Page		Number		Cues Used	
		E	SC	E	SC
	✓✓✓✓✓✓✓✓		1		
	✓✓✓✓✓				
	✓✓✓ ^{live} _{revive} ✓ ^{by} _{behind}	11			
	✓✓ ^{were} _{glad} ✓✓✓	11			
	✓ ^{sir} _{sure} ✓ ✓ ^{covered} _{wagon}	111			
	✓✓	1			
	✓✓✓ ^{tried} _{tride} ✓✓✓✓	1			
	✓✓✓ ^{by} _{behind} ✓✓✓✓✓	1			
	✓✓ ^{tried} _{tride} ✓✓✓✓	1			
	✓ ^{sir} _{sure} ✓✓✓✓	1			
	✓✓✓✓✓				
	✓				

Accuracy Rate 87% Error Rate 12 Self-Correction Rate 1
~~100%~~ 87%

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*Reflections of Lessons***Lesson 1**

After the first lesson, the researcher found that the student struggled with questioning. While completing a KWL chart, the researcher asked the student to record what she already knew about the book based on the cover and the pictures. The student successfully completed the K portion of the chart. When asked to complete the W portion on what she wished to find out or know more about, the student was stuck. The researcher performed a think aloud to help the student hear the thinking process taking place. The student then was able to come up with few questions to put into the second column of the chart. After reading the story, the researcher explained that the K portion of the chart should be filled in with things that the reader found out during the reading. The student was confused, and the researcher performed another think aloud. This time, the researcher asked herself questions aloud for the student to hear. During the think aloud, the student started to get ideas of what she had learned through the reading.

Although the student was able to complete the chart, she had difficulty with questioning and answers seeking. The researcher had to give her extra help on forming her thoughts and the process took longer than expected. The researcher was able to see that the student does not use questioning, or inferencing when reading. This makes comprehension hard for her. For the next lesson, the researcher knew that it would be appropriate to help the student sort through her thoughts. Character mapping would fit nicely in the next lesson as the researcher hoped to help the reader organize what she reads so she can better make inferences and question what is going on.

Topic: The Great Kapok Tree

K What I already know	W What I want to know	L What I learned
he likes animals he is in the rain forest there are animals	why is he there why is he sleeping → the next morning why is he carrying → ax	he was cutting down tree he liked the animals so he didn't cut it down

Name _____

K-W-L

C.023.SS1

Lesson 2

The next step that the researcher decided to take was character mapping. The student had trouble with questioning, and forming thoughts during the first lesson. Therefore, by helping the student organize what she is reading, the researcher thought she would be able to form questions and would be better able to monitor her comprehension. To begin the lesson, the researcher reviewed the KWL chart over *The Kapok Tree* from the day before. Using the same book, the researcher gave the student a list of characters to help her sort through the individuals in the story. Looking at the first character name, the researcher asked the student to think of as many things as she could about this character. The student could not recall anything about the character, so the researcher instructed her to go back to the book and the KWL chart to search for the character in the story. With help from the researcher through a think aloud, the student finally came up with a broad sentence to describe the character. The researcher and the student continued through the list of names and the student had difficulty recalling information about all of them. The researcher knew that student needed additional practice on the character mapping strategy.

The researcher, knowing that the student needed to work on this skill, introduced a new book called *The Medieval Feast*. The researcher gave the student instructions to take the book home and read it again that evening. While reading it, have the student jot down notes about each character to bring with her the next day.

Name _____

Character Consideration C.001.SS3

Title: _____ Author: _____

Character

COURTNEY

What does the character look like?
long hair
Piercing

What would you do if you were the character?
take to
form

What things does the character do?
she works pretty

Do you like the character?
Why or why not?
YES
she is nice

Something important about the character
she is not
form like her

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Lesson 3

After asking the student for her notes over the characters from last night's reading, the student quickly pulled her notes out of her book. The student did a nice job of keeping notes on the characters in the story. She had three bulleted points for each, and was able to verbally tell the researcher what each character did in the story. The researcher was pleased with the student's efforts and completion of the character notes, so it was time to build on her knowledge.

Taking the book from the night before, *The Medieval Feast*, the researcher and the student read the book together again. After completing the story, the researcher asked the student where the story took place. The student looked through the pages, replying with "outside." The researcher then asked questions about the location and during what time the story was in. The student attempted to answer the questions, and the researcher could see that the student needed more practice.

Pulling out a stack of sticky notes, the researcher had the student read the first few pages of the story. While the student was reading, the researcher had the student fill out a sticky note with words on it to describe the setting, characters, and time of the events. The researcher and the student continued the sticky note activity throughout the remainder of the book. Once completed, researcher had the student review the notes on each page of the story. The student did so, and then verbally told the researcher what the setting, time, and characters were in the story. Then, the researcher had the student complete a graphic organizer as part of her progress monitoring, to show the beginning, middle, and end of the story. The student completed the graphic organizer with short sentences and drawings. This graphic organizer was the progress monitoring piece for the assessment data. The student received a 90 percent on her graphic organizer. To receive a 100 percent, the student needed more details. However, the student did very well and showed

improvement. The activities were successful with helping the student recall the setting, time, characters, and sequence of events. The researcher ended the lesson with introducing *Thank You Mr. Falker*, and giving directions to use the sticky note strategy at home using the book.

They were hunting			they cook ed the food	they ate the food
			Name _____	
Beginning	Middle	End	Story Sequence Organizer	
Title: <u>Are Doves Peas?</u>				
Author: <u>A. Li</u>				

Lesson 4

For the fourth lesson, the student brought back *Thank You Mr. Falker* with the sticky notes in place. The researcher had the student share her sticky notes explaining what the setting, time, and characters of the story. The student was able to do this well! The researcher verbally praised the student for her hard work and accomplishments. From there, the researcher and the student read the story again. This time, the researcher had the student write down any words that were confusing to her on note cards. After the book was complete, the researcher and student looked at the tricky words and opened the book up to the page the word was on. From there, the researcher had the student reread the passage that the word was in. By doing think alouds, the researcher helped the student make sense of the confusing first confusing word.

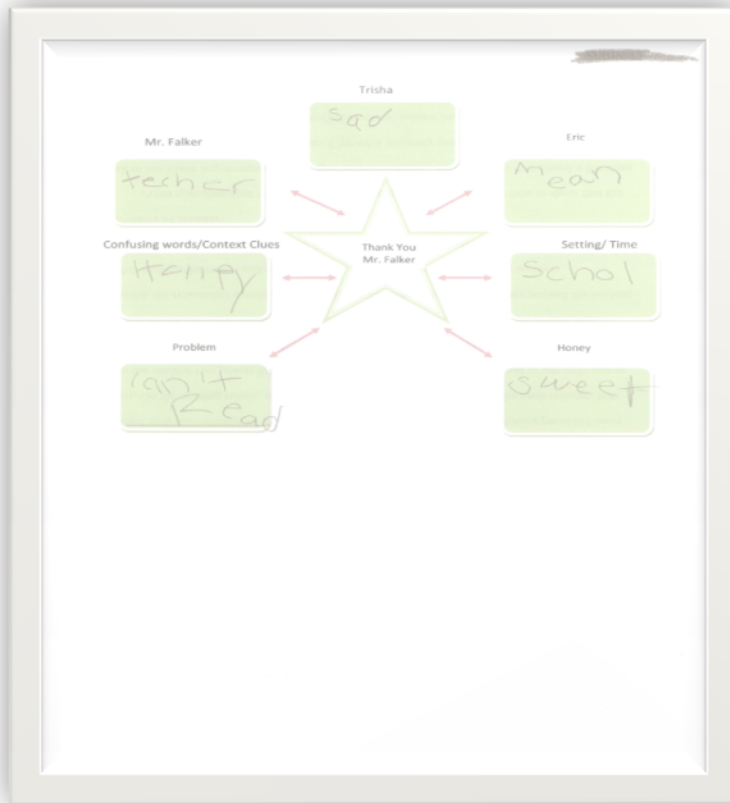
The researcher explained that context clues are words or phrases that help a reader make sense of a tricky idea or word. The student and researcher worked together to find the context clues to match the remaining words on the note cards. At the end of the lesson, the researcher introduced the next chapter in *Fire Girl*. The researcher read the chapter to the student, and gave her directions to reread the chapter for homework. While reading, the student was given directions to fill out the note cards with tricky words. Next, the student was to locate the context clues and write them on the opposite side of the note card. This would be the student's last homework assignment before the end of the study.

Lesson 5

At the beginning of the final lesson, the researcher and student created a list of all the strategies and activities that they worked on over the past lessons. The researcher reviewed each activity with the student and had her describe what the activities were. This was a great review for the student, and she was engaged in looking at all her previous work. To further review the

strategies, the researcher asked the student's questions about each story based on the worksheets that the student completed. The student was able to recall the answers from the stories, and she smiled when she realized she was able to remember.

Following the review, it was time for the researcher to administer the final outcome-based assessment. The researcher reviewed the graphic organizer with the student and had her use *Thank You Mr. Falker* for the selected book. The student was given approximately twenty minutes to complete the graphic organizer. Once the student had completed the graphic organizer, the researcher sat down with her to review the results. The student was able to complete the graphic organizer successfully! She filled in all of the spaces with correct information. However, each box had only one or two details listed. The researcher was very pleased with the outcome of the assessment, but wished the student could have provided more detail. On the scoring rubric, the researcher gave the student five points for each column, but gave the student two points for complete thoughts because the student chose to use only one or two words in each box instead of the required four things. Overall, the student received a 95 percent for the outcome based assessment. Given the amount of time that the student was allowed, the researcher considered it a factor in the outcome. The researcher praised the student for her accomplishments and allowed her to share her assessment with her teacher.



Phase IV: Reports and Reflections

Narrative of Reader:

After spending time with the student, the researcher has collected data to show that the student has made improvements. To begin the intervention, the researcher completed a Running Record in which the student received an 87percent accuracy rate. Her comprehension scores showed that the student was able to recall characters' names, but could not distinguish which character did what. The student also struggled with the order of events, but could tell what the story line was. However, after completing all the intervention lessons given by the researcher, she is now able to distinguish which character did what, she can recall the order of events, and can recall what the storyline is. She demonstrated her new strengths through worksheets and assessments given during progress monitoring.

The researcher has seen improvement by viewing the worksheets and data collected throughout the intervention. Knowing that the student struggled with order of events, the researcher worked on organizing information based on the beginning, middle and end of the story. The student was able to successfully complete a retelling worksheet by writing sentences and drawing illustrations for the beginning, middle, and ending of the story *The Great Kapok Tree*. However, the student did not give much detail when describing the events. She also did not use capitalization and punctuation in her sentences. For the purpose of the progress monitoring, the student showed progress in retelling the order of events.

The third and final assessment was the outcome-based assessment. This assessment was a graphic organizer over the story *Thank You Mr. Falker*. The graphic organizer had sections for each of the problem areas that the student had been working on throughout the case study. The student had to distinguish between characters, locate context clues, state the problem, and

determine the setting and time of the story. All of these things were a focus of the intervention in helping the student better comprehend what she reads. The student completed the graphic organizer, and the outcome showed that there was much progress made in the students' comprehension skills.

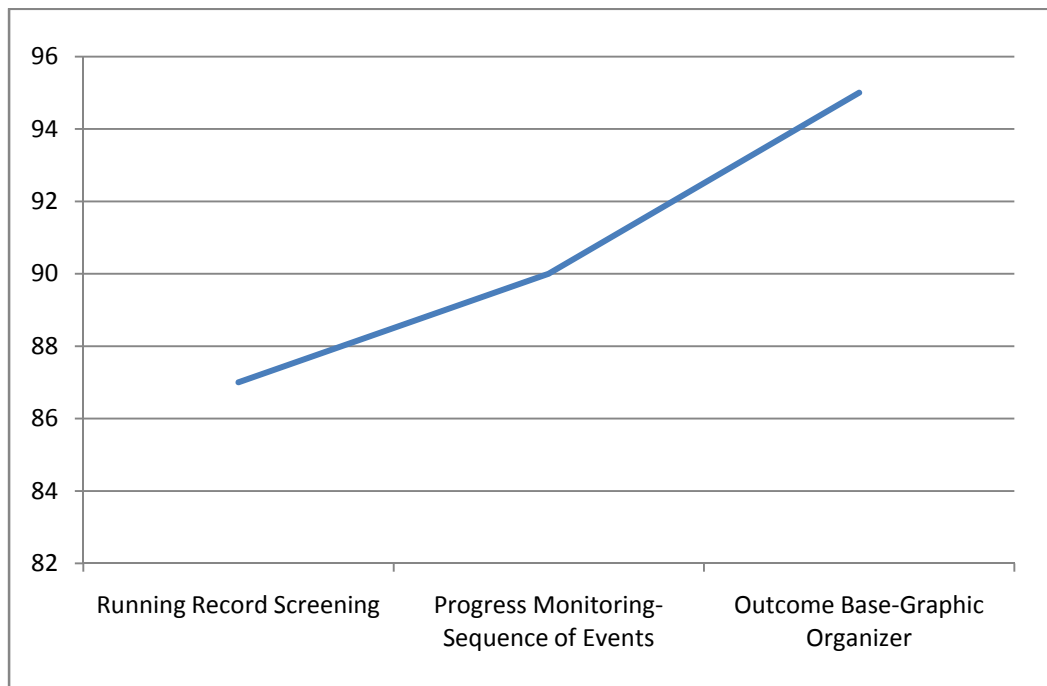
Lastly, the curriculum design, or action plan, allowed the student to work on numerous strategies to help with comprehension. The student was able to focus on questioning through the completion of a KWL chart, character mapping, context clues, order of events, setting and time, and graphic organizers. After the completion of the graphic organizer, the outcome-based assessment, the student could see her improvements. She smiled a big smile, and immediately asked if she could share her accomplishments with her teacher. The student was motivated throughout the case study, and her accomplishments helped build on her self-esteem. She showed great self-discipline and was eager to learn how to read. The researcher noted that the student was eager to learn to read, and the lessons were successful because of her willingness to try new things.

Throughout the case study, the researcher saw growth in the student's comprehension abilities. However, the researcher also noticed a major weakness with the student's reading. Right away, the researcher discovered the student could not decode words, and struggled to read even simple sentences. The researcher brought this to the attention of the teacher, and learned that the student struggled greatly in all areas of reading. The teacher reported to the researcher that the Reading Counts quizzes that the student had been participating in only check for comprehension. They do not check for decoding or fluency. After learning that the student could not read well, the researcher made sure and read with the student to help her decode words and

make sense of the story. Sometimes alternative measures had to be made in order to complete the lessons.

GRAPH OF ASSESSMENT OUTCOMES

This graph shows the data from the three assessments that the student completed. Based on the outcomes of each assessment, the researcher is confident that the student has improved. The scores improved throughout the study showing the screening score at 87 percent, the progress monitoring at 90 percent, and the outcome-based being 95 percent.



Reflection of Growth

Prior to the case study, the researcher did not have a clear understanding of how difficult it is to meet the many needs of struggling readers. Although it may appear that one area of reading needs to be worked on, many times that one area connects with other areas. For instance, the researcher knew the student needed to strengthen her comprehension skills. However, the researcher did not consider that in order to comprehend, the student first needed to be able to decode the words in order to read fluently to understand what was going on in the story. The researcher learned that all parts of being a good reader are intertwined, and each relies on one another. Mastering every skill is essential; therefore, the researcher now knows that it is not acceptable to allow students to fall between the cracks on any area of reading.

Beginning the case study, the researcher was not completely confident in the lessons she had prepared for the student. She was unsure of what would work, and what modifications would need to be made. After the first lesson, it was clear to the researcher that the lessons she had prepared would be beneficial to the student. She also noted that some additional areas of reading would need to be focused on before the student could improve on her comprehension. The researcher made adjustments to her lessons, and the outcomes of the assessments proved that the modifications worked well. Because the student could not read simple sentences, the researcher read with the student and echo reading was incorporated as well. The researcher knows now that it is important to consider all possible obstacles, and take the time to address other factors that could be causing readers to struggle.

After completing the case study, the researcher now knows how important assessment tools are. There are many assessment tools available, and it is important that teachers and researchers use the best suitable for each skill. After giving instruction and lessons, it is

important that teachers assess which students grasped the concept, and which students are still struggling. It is the assessments that help drive future instruction and determine student's growth and progress. If the assessment does not show adequate progress, then interventions and re-teaching must be implemented. Instruction and assessment go hand in hand. One must use both to help students' grow in their knowledge and understanding.

The researcher has set goals for herself based on the reader case study experience. The researcher knows now that she must select the best possible assessment tools. Although the assessment tools chosen for the case study showed improvement, looking back the researcher now believes that a Running Record would have been more suitable for the outcome based assessment. This would have given the researcher two similar assessments to compare data. In the future, the researcher will research the best assessments available to show the progress of each student's reading abilities. Not all assessments work well with each student.

Overall, the researcher believes that the teaching strategies were effective with the student. The student's comprehension scores increased throughout the case study, and the student's confidence was starting to shine through. The student looked forward to the individual time with the researcher, and was excited to see what each activity would be following the lessons. The student's excitement made the researcher reassured that the lessons were engaging to the student. However, the researcher knows that not all students would be engaged in those particular activities, and that each student learns differently. During future reading instruction, the researcher hopes to use her newly found abilities to analyze and interpret students' work and assessment data to drive the best instruction possible for the needs of each reader. The researcher noted that by working with this student, she has had a confident boost, and now knows she can make a difference in the lives of her students.

After completing the case study, the researcher has gained valuable insights on teaching reading instruction. The most valuable lessons the researcher has learned is that all students are diverse in their needs. Every student deserves a teacher to help him or her learn in a way that is easiest for him or her. Teachers must take their time to be, and be patient with struggling readers, and all students. If one takes their time to help the student with their struggles, improvements will be made. Everyone can learn, it all depends on who is willing to take the time to help him or her.