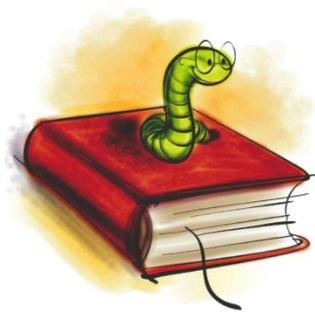


## Reader Case Study



Whitley Starnes

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Dr. Eastman

EDUC 301

## Phase I: Reader Background

### **Part A: Background Information**

The student chosen for this case study is a fifth grade, male student. This reader comes from a separated family in which the parents are divorced. The reader lives with his dad and has three younger brothers. In his free time, the reader enjoys fishing and playing football. The reader also enjoys going to school. His favorite subject is math, and he describes himself as a good reader. When asked about his favorite book or genre, he said that he likes the *Goosebumps* series as well as mystery books.

After talking with the student's teacher, the researcher found that the student is new to the school. As a result, the teacher knows little about his past academic records and behavior, except for what she has observed since he has been in her classroom. The teacher describes the student as disorganized, impulsive, unfocused, and easily distracted. When the teacher begins to ask the class a question, he raises his hand before she has finished, and when he is called on to answer, he does not always have a response. He leads by example from other students and wants to fit in with his classmates as well as be liked by his classmates and teacher. If he is struggling with a task, he is quick to shut down and gives up if he does not get it or believes it is too hard. When planning for the intervention sessions, the researcher will take into account the observation made by his teacher regarding the student's behavior in the classroom.

### **Part B: Assessments**

After conversing with the reader's fifth grade teacher about what she believes to be his reading weaknesses, the researcher found that the student struggles with reading comprehension, and is not reading at a typical fifth grade level. Although the reader describes himself as a good

reader, he agrees that he struggles with comprehension. With that being said, the researcher has decided that the intervention would focus on reading comprehension because both the student and his teacher agree that is his main struggle.

Throughout this case study, the researcher will conduct three assessments that address the student's struggle with reading comprehension. The first assessment will be used as an initial screening to establish the student's reading difficulties and a baseline score. Then, during the intervention sessions, the second assessment will be used to monitor the student's progress in reading comprehension. Finally, the third assessment will be used to determine the outcome of the intervention lessons, which will be the reader's overall improvement in reading comprehension.

The first assessment that the researcher will give is the screening. This is a form of assessment in which the researcher will be able to determine the reader's current reading strengths and establish his reading difficulties as well as decide how to form instruction to show his growth in reading. Knowing that the intervention focus area is on reading comprehension, the researcher has decided to use an Informal Reading Inventory, such as a running record, as the initial screening assessment. In this assessment, the student will be given a passage from the *Jennings Informal Reading Assessment*, which is an Informal Reading Inventory developed by Dr. Joyce Jennings. To determine which passage the reader will read from the *Jennings Informal Reading Assessment*, the student will first read a list of words. The word lists consist of twenty-five words each. Each word lists is included in the passages read by the student. The word list where the reader can instantly recognize each word from the list will determine which passage he reads. The researcher will also have a copy of the passage on which she will mark the number of errors the student makes while reading out loud. If the student substitutes, omits, inserts, and/ or

mispronounces a word as well as struggles with a word for more than three seconds, the researcher will record this as an error. After the student has finished reading the passage, the researcher will ask the student to retell the story in his own words. While he is retelling the story, the researcher will note on the Running Record exactly what he includes in his retell such as the title of story, characters, setting, plot, etc. In addition, the researcher will ask the reader a set of comprehension questions pertaining to the passage he read. From this form of screening assessment, the researcher will be able to see if the errors made while reading the passage affect his overall comprehension of the story when he retells the story in his own words as well as when he answers the comprehension questions. Also, the errors and the parts left out of the retelling section of the Running Record will determine which comprehension strategies the researcher will need to teach during the five interventions sessions.

The second assessment that the researcher will give to this fifth grade reader will be a progress monitoring assessment. The progress monitoring assessment will be administered after three intervention sessions with the reader. There will be a total of five intervention sessions, and by administering a progress monitoring assessment in the middle of the intervention sessions, the researcher will be able to see if the reader is showing signs of improvement in his reading comprehension. Based on the progress monitoring assessment, the researcher will know if the planned instruction will need to be altered to meet the reader's needs. This simply means that the researcher may need to reinforce strategies taught during the first three intervention sessions, instead of moving forward and teaching a new strategy. On the other hand, if the reader does show signs of improvement, further instruction will be geared toward teaching a new strategy pertaining to reading comprehension. For this second assessment, the researcher will have the student read the book titled *Game Day* by Tiki and Ronde Barber while the researcher fills out a

retelling checklist found at [www.readinga-z.com](http://www.readinga-z.com) website. The retelling checklist will support the researcher when the student retells the story in his own words. Using the retelling checklist, the researcher will mark what the reader includes as well as what he excludes from his retelling of the story. From this form of progress monitoring, the researcher will be able to see if the reader is implementing retelling strategies as well as comprehension strategies taught during the first three intervention sessions.

The third and final assessment that the researcher will conduct with the fifth grade reader will be an outcome-based assessment. This form of assessment will be administered at the end of the five intervention sessions to see if the reader has shown signs of overall improvement in his reading comprehension. After completion of the fifth intervention sessions, the researcher will administer the *Jennings Informal Reading Assessment* once again; however, the assessment will be slightly different from the screening and progress monitoring assessments because he will read a new passage based on the word list he can instantly recognize the most words. The outcome-based assessment will be organized the same way as it was in the screening, but will also include a similar retelling checklist that was used in the progress monitoring assessment. To see if the reader has shown positive growth with his reading comprehension, the researcher will compare the results of the screening assessment, progress monitoring assessment, and this outcome-based assessment utilizing an Excel spreadsheet to graph the results from all three assessments.

**Part C:** Assessment Database (See next page for the Assessment Database Table)

### Assessment Database Table

NAME	GRADE	HOW TO USE	WHEN TO USE	INFORMATION PROVIDED	REFERENCE INFORMATION
Monster Test: Developmental Spelling Test	Designed for lower elementary grades, but can be used in upper elementary grades	Teacher administers a ten-word spelling list. The teacher will obtain spelling that can be categorized into five developmental stages: (1) precommunicative, (2) semiphonetic, (3) phonetic, (4) transitional, and (5) conventional	Beginning of the school year	Assesses developmental spelling progress	<i>Monster Test</i> by Dr. J. Richard Gentry a Professor of Elementary Education and Reading (Handout given in EDUC 301)
Accelerated Reader (AR)	K-5	Computerized test taken by students	Throughout the school year, when students finish a book	Assesses comprehension	<a href="http://readingonline.org/critical/topping/rolarD.html">http://readingonline.org/critical/topping/rolarD.html</a>
Dynamic Indicators of Basic Early Literacy Skills (DIBELS)	K-6	A computerized test administered by the teacher.	Three times a year: Beginning, Middle, and End of the school year	Assesses phonemic awareness, alphabetic principles and phonics, accurate and fluent reading, vocabulary, comprehension	<a href="http://dibels.org/bros/DIBELSbrochure_0407.pdf">http://dibels.org/bros/DIBELSbrochure_0407.pdf</a>
Phonemic Awareness Assessment Tools	K-3	Individually administered assessment tool that tells the teacher what to say to the student	Throughout the school year	Assesses phonemic awareness	<a href="http://teams.lacoe.edu/reading/assessments/assessments.html">http://teams.lacoe.edu/reading/assessments/assessments.html</a>
The Abecedarian Reading Assessment	K-1	This assessment is divided into 6 major subtests. Each subtest has its own set of directions where the student will read letters, word lists, or they will take the test orally	Use this assessment to provide diagnostic information about early reading skills, not necessary to give every part of the assessment to every student	Assesses letter knowledge, phonological awareness, phoneme awareness, alphabetic principle, vocabulary, and decoding	Wren, S. and Watts, J. <i>The Abecedarian Reading Assessment</i> (2002). <a href="http://www.balancedreading.com/assessment/abecedarian.pdf">http://www.balancedreading.com/assessment/abecedarian.pdf</a>

## Phase II: Developing a Plan

### **Part D: Administration of Screening Assessment**

As mentioned in the previous phase, the researcher will be tutoring a fifth grade student who struggles in the area of reading comprehension. To help the student develop his reading comprehension, the researcher decided to administer a running record along with the *Jennings Informal Reading Assessment*, which is an Informal Reading Inventory developed by Dr. Joyce Jennings. This screening allowed the researcher to note the exact areas in which the student needs improvement.

### **Part E: Interpretations of Assessments**

After administering the running record along with the *Jennings Informal Reading Assessment*, the researcher found that the reader is reading between Level 3 and Level 4, which is equivalent to third and fourth grade reading level. Additionally, the researcher found that the reader's comprehension is at Frustrational level when reading a Level 4 passage.

The passages read by the reader were determined by which word list the reader could instantly recognize each word from the list as well as the word list he had most difficulty with recognizing each word from the list. When taking a look at the Level 3 word list, the reader instantly recognized twenty-two out of twenty-five words. When taking a look at the Level 4 word list, the reader instantly recognized only thirteen out of twenty-five words.

Next, the reader read the passages that corresponded with the Level 3 and Level 4 word lists. After the student had read the Level 3 passage and had answered the comprehension questions that went along with the passage, the researcher found the reader's comprehension to be at Independent Level because he correctly answered all eight comprehension questions. After

the student had read the Level 4 passage and had answered the comprehension questions that went along with the passage, the researcher found the reader's comprehension to be at Frustrational Level because he only answered five out of the eight comprehension questions correctly. According to the *Jennings Informal Reading Assessment* scoring chart, if the reader answers five or less comprehension questions correctly, he or she is reading at Frustrational Level. As a result of this screening, the researcher concluded that the reader's comprehension is at Independent Level when reading a Level 3 while his comprehension is at Frustrational Level when reading a Level 4.

Furthermore, taking a look at the Level 4 passage where the reader's comprehension is at Frustrational Level, the researcher noted several reading errors that may have affected his reading comprehension of the Level 4 passage. Taking a look at his word recognition accuracy, the reader made eight errors that included substituting, omitting, and mispronouncing words in the Level 4 passage. These errors affected the reader's overall reading comprehension. In addition, when stuck on a word, the reader did not try to sound out the word. Also, when a sentence did not make sense, he did not try to reread the sentence to check for understanding.

During the retelling part of the screening assessment, the reader was able to retell the story in his own words. However, the researcher discovered that the reader has a limited understanding of what to include in a retell. As a whole, the reader seems proficient in a few areas of reading comprehension; however there is still more room for improvement.

#### **Part F: Plan of Action**

After talking with the reader's fifth grade teacher and looking over the results of the screening assessment, the researcher has decided that the plan of action will center on the

following comprehension strategies: story mapping, retelling, summarizing, using context clues, and making connections while reading. Each of these strategies will help the reader to develop proficient reading comprehension skills. The following is an overview of the five lessons that will focus on a particular comprehension strategy.

### Lesson 1: Story Mapping

- The lesson will begin with the reader reading a familiar book titled *A Big Day in Nicodemus* by Gloria Gorman.
- Next, the researcher will explain the importance of using a graphic organizer to help with comprehending a story. In the form of a think-aloud, the researcher will explain the story map organizer.
- To help the reader comprehend the story, he will fill out a story map organizer with assistance from the researcher.
- After doing his retell, the researcher will have the reader reflect on what he learned today. His reflection will be in the form of a think-aloud about story mapping.

### Lesson 2: Retelling

- The intervention session will begin with the reader reading a familiar book titled *A Big Day in Nicodemus* by Gloria Gorman.
- Next, the researcher will read the Retelling Poem (located in Phase III) to the reader.
- Then, the researcher will ask the student: “Taking a look at the retelling poem, what are the parts of a story?” The student will respond to this question in the form of a think-aloud.
- Next, the researcher will explain the components of a retell, which include title, author, important characters, setting, and events.
- After going over the components of a retell, the researcher will help the student create his own Retelling cue cards.
  - The title of the book is . . .
  - The author is . . .
  - The story takes place . . .
  - The main characters are . . .
  - First, Next, Then, Last/Finally . . .
- Using the story *A Big Day in Nicodemus* by Gloria Gorman, the researcher will model what to include in a retell by using retelling cue cards that are labeled title, author, important characters, setting, and events.
- After modeling how to do a retell, the researcher will let the student practice retelling the story. When practicing retelling, the student will use the retelling cue cards.
- Then, the researcher will have the student read an unfamiliar book titled *The 3,000<sup>th</sup> Hit* by Gloria Gorman.

- Once the student has finished reading the book, he will use the retelling cue cards to help him retell the story in his own words.
- After doing his retell, the researcher will have the reader reflect on what he learned today. His reflection will be in the form of a think-aloud about retelling, which includes the parts of a story (title, author, setting, characters, and events).

### Lesson 3: Summarizing

- The intervention session will begin with the reader reading a familiar book titled *A Big Day in Nicodemus* by Gloria Gorman.
- After reading the story, the researcher will do a think-aloud over the story that will involve mentioning the important parts of the story as well as an overall summary of what happened in the story. In this think-aloud, the researcher will talk about the importance of writing a summary in order to help with understanding a story.
- Next, the researcher will explain how the story map from Lesson 1 and his retelling cue cards from Lesson 2 will help him to summarize a book in writing.
- Then, the researcher will explain the structure of a summary.
  - Topic Sentence:
    - “*In the book, title of book by author’s name ...*”
  - Body of Paragraph:
    - Character names / description of characters
    - Setting (where the story takes place)
    - Events
      - Examples of Sentence Starters:
        - “*At the beginning of the story ...*”
        - “*Next . . .*”
        - “*Then . . .*”
        - “*At the end ...*”
    - Closing Sentence:
      - Example of Sentence Starter:
        - “*Overall ...*”
- Once the researcher has explained the structure of writing a summary, the researcher will assist the reader in writing a one paragraph summary over the story *A Big Day in Nicodemus* by Gloria Gorman. NOTE: This summary will be typed on a computer.
- After writing the one paragraph summary over the story *A Big Day in Nicodemus* by Gloria Gorman, the researcher will have the reader reflect on what he learned today. His reflection will be in the form of a think-aloud about the importance of writing a summary in order to help with understanding (comprehending) a story he has read.

### Progress Monitoring Assessment

At this point in the intervention, the student has completed three sessions where the focus was on story mapping, retelling, and summarizing. In each of these, the student used a story map organizer and retelling cue cards to help organize his thoughts as well as to help him remember

what was included in a retell and summary of a book. For the progress monitoring assessment, the student will read an unfamiliar book titled *Game Day* by Tiki and Ronde Barber. After reading the book, he will retell the story in his own words. The researcher will use a retelling checklist found at [www.readinga-z.com](http://www.readinga-z.com) website and take note as to whether or not he used the strategies from the first three lessons.

#### Lesson #4 – Using Context Clue

- The intervention session will begin with the researcher reading pages 1-4 from a familiar book titled *Game Day* by Tiki and Ronde Barber.
- On page 4, the researcher will read the word **converge** and use a think-aloud to model how to use context clues to find the meaning of a word.
  - *“Ronde saw his whole team **converge** on the end zone, .... I wonder what the word converge means in this sentence. In the picture above I see the football players coming together at the center of the football field. Maybe the word converge means like coming together. I’m going to try out the meaning in the sentence. Ronde saw his whole team **come together** on the end zone, and he sat up and made his way to the milling crowd. That makes sense! Therefore, the word **converge** mean come together.”*
- After the think-aloud, the researcher will ask the reader, “How did I find the meaning of the word **converge**?”
- The researcher will continue reading. On page 11, the researcher will read the word **mumbled** and use a think-aloud to model another way to use context clues to find the meaning of a word.
  - *“Later, as the boys’ mother cooked dinner, Ronde **mumbled** in a soft voice to her, ‘Guys who block and stuff like that—nobody notices. People just notice the guy who scores touchdowns.’ I wonder what the word mumbled means in this sentence. Taking a look at the rest of the sentence it reads that Ronde mumbled in a soft voice....If I were to talk in a soft voice, my voice may not be loud enough for someone else to hear, so it may sound mumbled. I am going to say that mumbled is when someone cannot hear what you are saying because you are not speaking at a normal volume where it is clear for someone to hear you. I’m going to go back and read this sentence in a mumbled voice.”*
- After the think-aloud, the researcher will ask the reader, “How did I find the meaning of the word **mumbled**?”
- Next, the researcher will explain to the reader how to use context clues when he comes to a word in story that he does not know the meaning to.
  - Context Clues
    - Definition: are, is, means, refers
    - Synonym: also, as, identical, like same
    - Antonym: but, instead of, however, unlike

- Example: such as, including, like
  - General: details, prior knowledge, experiences
- Look for . . .
  - Words or phrases that may be clues, hints to word meaning
  - First look in the sentence that contains the unknown word
  - Look in the sentence before and after
  - Try out the meaning in the sentence
  - Look at the illustrations/pictures
- Once the researcher has explained how to use context clues as well as what to look for when he comes to a word in the story that he does not know the meaning to, the reader will continue reading the story, starting at page 12. When the reader comes across a word he does not know, he will use context clues to help him figure out the meaning of the word he does not know. When he is figuring out the meaning of a word, he should be thinking aloud. The researcher will assist by guiding the reader when needed.
- After the reader has done at least two think-alouds of his own regarding context clues, the researcher will have the reader reflect on what he learned today. His reflection will be in the form of a think-aloud about using context clues when coming to a word he does not know the meaning to.

#### Lesson #5 – Making Connections while Reading

- The intervention session will begin with the researcher reading pages 1-5 from a familiar book titled *Game Day* by Tiki and Ronde Barber.
- At the end of page 5, the researcher will do a think-aloud of a text-to-self connection thus far in the reading.
  - *“I know how Ronde feels. He is upset because if he had not made that block, Tiki would not have scored. This reminds me of the time I helped a friend with a project, and she took all the credit. No one noticed that I took part in helping with the project.”*
- After the think-aloud, the researcher will ask the reader, “Have you ever been in a situation where you were not noticed or recognized for doing something, and someone else took all the credit even though you helped?”
- After the think-aloud, the researcher will talk with the reader about making text-to-self connections while reading. Using the think-aloud above, the researcher will explain how making a text to self connection is like connecting the story to your own life experiences. Therefore, when making a text-to-self connection, you are thinking about your own life and connecting it to what you are reading.
- Once the researcher has explained how to make personal connection with the text, the reader will continue reading the story, starting at page 6. As he is reading, the reader will stop and do a think aloud regarding a text-to-self connection. The researcher will assist by guiding the reader when needed.
- After the reader has done at least two think-alouds of his own regarding text-to-self connections the researcher will have the reader reflect on what he learned today. His reflection will be in the form of a think-aloud about making personal connections while he is reading.

### Outcome-based Assessment

- At this point in the intervention, the student has completed all five sessions which involved story mapping, retelling, summarizing, using context clues, and making connections while reading.
- For the outcome-based assessment, the researcher will administer the *Jennings Informal Reading Assessment* once again; however, the assessment will be slightly different from the screening assessment because he will read a new passage based on the word list he can instantly recognize the most words.
- After reading the passage, the reader will answer several comprehension questions as well as retell the story in his own words. While the reader is retelling the story in his own words, the researcher will take note if he used strategies learned in the intervention sessions. Did he follow the retelling cue cards? Did he use context clues? Did he make connections with the story?
- The researcher will look for improvement in his ability to retell a story in his own words as well as his growth in reading comprehension.

## Information Page

**Title of Book:** *A Big Day in Nicodemus*

**Author's Name:** Gloria Gorman

**Copyright Date:** Not given

**Summary:** This is a story about two boys who go to a baseball game. However, this is not an ordinary baseball game. Today was the day the great Satchel Paige was coming to play baseball in Nicodemus. The home-town team, the Nicodemus Blues, would get a chance to bat against the greatest pitcher the world had ever seen. Throughout the baseball game, Satchel Paige is proving that he is the world's greatest pitcher by not allowing any one on base. One of the boys hoped to catch a foul ball, but at the rate that Satchel Paige is hitting, nobody's going to hit one. In the end, both boys were really glad they came to the baseball game, and they felt that this was the most exciting day of their life.

**Details for Web:** During the first lesson, the student will fill out a concept web that involves the reader identifying the title, author, important characters, setting, and events. After filling in this information, the student will use this web in Lesson #2 when he retells the story in his own words. This concept web is being used in the first lesson, so that the reader becomes familiar with the basic parts of a story and what to include in a retell.

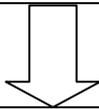
Name \_\_\_\_\_

## Story Mapping Organizer

<b>Title of book:</b> <b>Author:</b>
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<b>Important Characters</b>
-----------------------------



<b>Setting</b>
----------------



<b>Events</b>
<b>Beginning:</b>
<b>Middle:</b>
<b>End:</b>

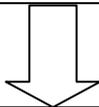
Name \_\_\_\_\_ Answer Key \_\_\_\_\_

### Story Mapping Organizer

**Title of book:** A Big Day in Nicodemus  
**Author:** Gloria Gorman



**Important Characters**  
Justus, Ruby, Earl (the dog), Satchel Paige



**Setting**  
Baseball field



**Events**

**Beginning:** Answers will vary

**Middle:** Answers will vary

**End:** Answers will vary

Parent / Teacher Letter

Dear Parent,

With your permission, I have recently begun working with your child to develop his reading skills. After talking with his classroom teacher, I decided that the area of reading that I would like to focus on will be reading comprehension because that is a current weakness for your child. To begin this case study, I administered a screening assessment that allowed me to determine your child's current reading strengths and establish his reading difficulties. In our five sessions together, I will be covering the following reading strategies with your child:

- **Lesson #1 – Story Mapping:** Your child will fill out a graphic organizer that includes title, author, important characters, setting, and events.
- **Lesson #2 – Retelling:** Your child will use retelling cue cards to retell a story in his own words.
- **Lesson #3 – Summarizing:** Using what he learned from the first two lessons, your child will write a one paragraph summary over a book.
- **Lesson #4 – Using Context Clues:** Your child will learn how to use context clues to help him when he does not know the meaning of a word.
- **Lesson #5 – Making connections while reading:** Your child will learn how to make text to self connections while reading.

As a whole, these lessons will help your child's reading comprehension. The goal from these lessons is for him to be able to make connections with his reading and use context clues when he does not know the meaning of a word. In addition, by exposing your child to several different types of strategies such as story mapping and retelling cue cards, your child will flexibly use these strategies to organize his thoughts and understand what he has read.

With that being said, I am looking forward to our intervention sessions and hope to see growth in his reading abilities. If you have any questions, please feel free to contact me via phone at (555) 555-5555 or via email at [username@spartans.manchester.edu](mailto:username@spartans.manchester.edu).

Sincerely,

Whitley Starnes

### Phase III: Conducting the Action Plan

#### **Part H: Intervention Sessions**

During this phase, the researcher worked with a fifth grade student to assist him in developing his comprehension skills while reading. The researcher conducted five mini lessons all of which were about thirty minutes each. After discussing this time period of thirty minutes with the cooperating teacher, both the researcher and the teacher found that this time limit would be feasible during the thirty minute D.E.A.R. time (Drop Everything and Read). After carrying out these lessons, the researcher reflected on the instructional practices and the effects of these intervention sessions on the reader. The researcher focused on the following questions when reflecting: What went well? What did not work so well? What changes need to be made? Below, I have provided a brief overview of the lessons and the five reflections after each session.

#### Lesson 1: Story Mapping

##### **Procedure:**

- The lesson will begin with the reader reading a familiar book titled *A Big Day in Nicodemus* by Gloria Gorman.
- Next, the researcher will explain the importance of using a graphic organizer to help with comprehending a story. In the form of a think-aloud, the researcher will explain the story map organizer.
- To help the reader comprehend the story, he will fill out a story map organizer with assistance from the researcher.
- After doing his retell, the researcher will have the reader reflect on what he learned today. His reflection will be in the form of a think-aloud about story mapping.

##### **Reflection:**

After teaching this lesson on Story Mapping, the researcher was very satisfied with the progress made. The student has gained the concept of filling out a Story Map over what he read. However, during the lesson, the student struggled with the important characters in the story. He had a tendency to mix up the characters in the story when trying to describe each character in the

story. Also, he added events to the story that did not happen or at least were not written in the text of the story. Noticing that this was a struggling area, the researcher had the student go back through the story and find evidence for his description of a character as well as for the events that took place in the story. On the other hand, the student was very successful with the concepts beginning, middle, and end. After looking back through the book, the student was able to explain to the researcher what happened at the beginning, middle, and end of the story and record his findings on the Story Mapping graphic organizer. Overall, progress is being made because he is beginning to go back through the text to find evidence, instead of adding and/or guessing what happened in the story.

Story Mapping Organizer

<b>Title of book:</b> A Big Day in Nicodemus <b>Author:</b> Gloria Gorman
↓
<b>Important Characters</b> Justus Ruby Earl Satchel Paige
↓
<b>Setting</b> Baseball diamond
↓
<b>Events</b> <b>Beginning:</b> At the beginning Justus is trying to get his dog because Ruby and Justus want to get the game. <b>Middle:</b> They are trying to get a good set to watch Satchel Paige. <b>End:</b> Paige stuck every one out and Rudy and Justus said the game was fun.

## Lesson 2: Retelling

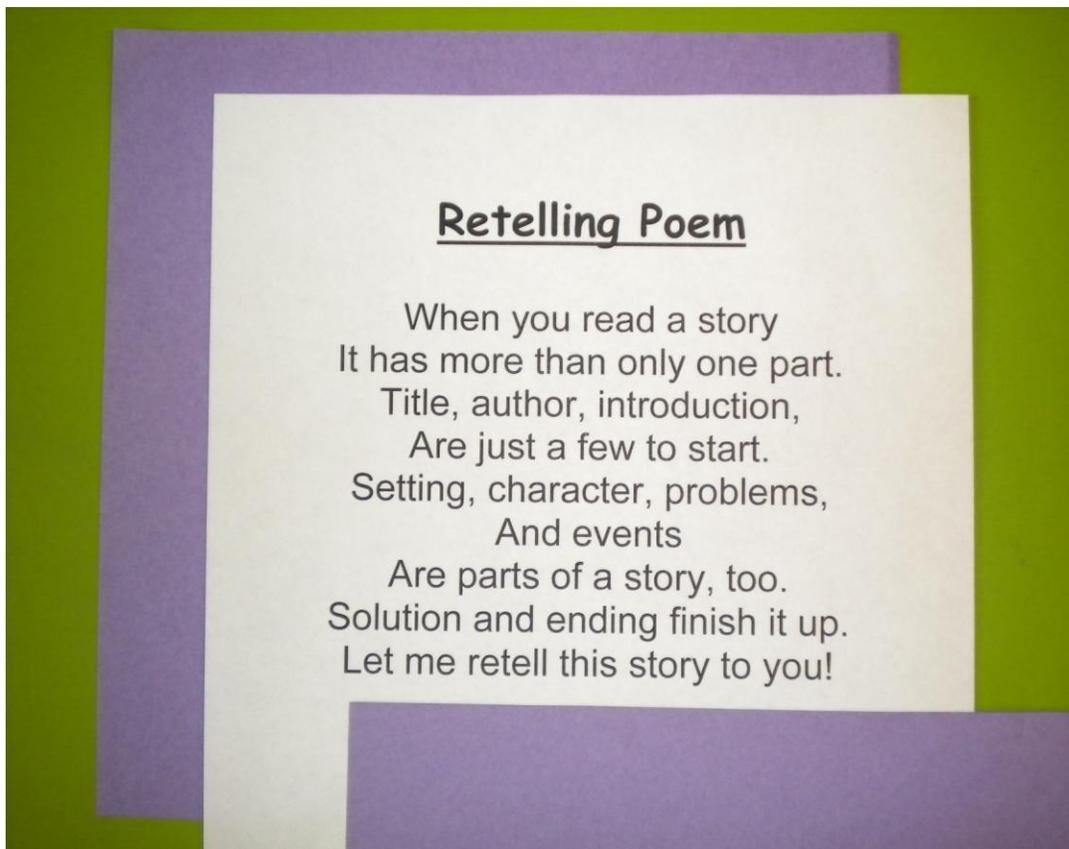
### **Procedure:**

- The intervention session will begin with the reader reading a familiar book titled *A Big Day in Nicodemus* by Gloria Gorman.
- Next, the researcher will read the Retelling Poem (located in Phase III) to the reader.
- Then, the researcher will ask the student: “Taking a look at the retelling poem, what are the parts of a story?” The student will respond to this question in the form of a think-aloud.
- Next, the researcher will explain the components of a retell, which include title, author, important characters, setting, and events.
- After going over the components of a retell, the researcher will help the student create his own Retelling cue cards.
  - The title of the book is . . .
  - The author is . . .
  - The story takes place . . .
  - The main characters are . . .
  - First, Next, Then, Last/Finally . . .
- Using the story *A Big Day in Nicodemus* by Gloria Gorman, the researcher will model what to include in a retell by using retelling cue cards that are labeled title, author, important characters, setting, and events.
- After modeling how to do a retell, the researcher will let the student practice retelling the story. When practicing retelling, the student will use the retelling cue cards.
- Then, the researcher will have the student read an unfamiliar book titled *The 3,000<sup>th</sup> Hit* by Gloria Gorman.
- Once the student has finished reading the book, he will use the retelling cue cards to help him retell the story in his own words.
- After doing his retell, the researcher will have the reader reflect on what he learned today. His reflection will be in the form of a think-aloud about retelling, which includes the parts of a story (title, author, setting, characters, and events).

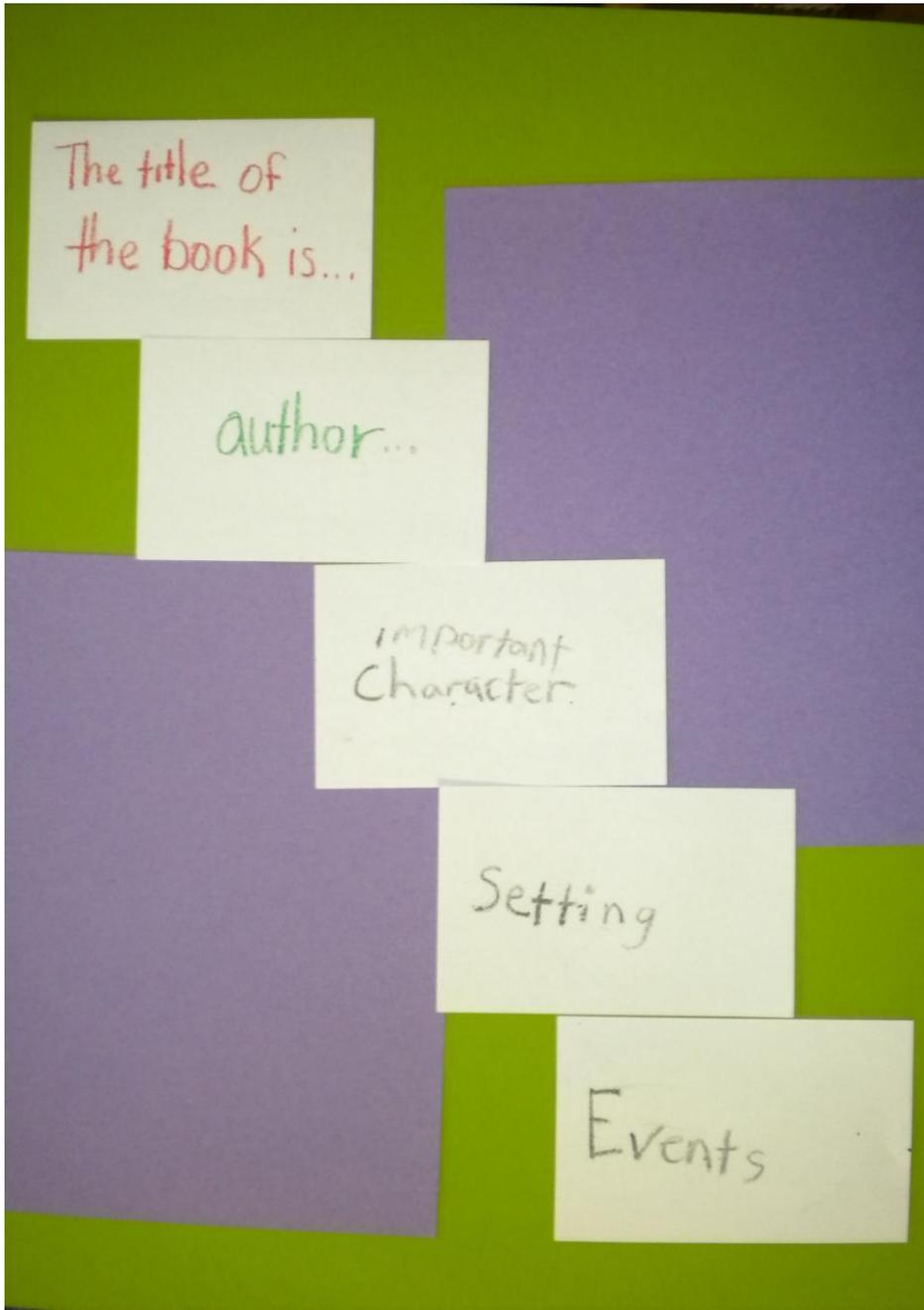
### **Reflection:**

After teaching this lesson on Retelling, the researcher felt that the student began to progress more in his ability to monitor his own comprehension. At the beginning of the lesson, he did struggle with remembering what happened in the story. Therefore, when the student said “I do not remember,” the researcher said, “If you do not know, look it up.” By the middle of the lesson, the researcher felt like he was improving on his ability to look up what he could not remember from the story. Furthermore, the Retelling Poem was an effective way for the student

to understand the parts of a story. The Retelling Poem also helped the student when he made his retelling cue cards. The researcher felt that the retelling cue cards were a useful tool for this particular student because he was able to organize his thoughts and retell the story in his own words. Also, the student had fun retelling the story in his own words using the retelling cue cards that he made. As a whole, the researcher noticed that the student was able to monitor his own comprehension as well as include in-depth descriptions of what happened in the story thanks to the Retelling cue cards that helped organize his thought process during his retell of the story.



# Retelling Cue Cards



### Lesson 3: Summarizing

#### **Procedure:**

- The intervention session will begin with the reader reading a familiar book titled *A Big Day in Nicodemus* by Gloria Gorman.
- After reading the story, the researcher will do a think-aloud over the story that will involve mentioning the important parts of the story as well as an overall summary of what happened in the story. In this think-aloud, the researcher will talk about the importance of writing a summary in order to help with understanding a story.
- Next, the researcher will explain how the story map from Lesson 1 and his retelling cue cards from Lesson 2 will help him to summarize a book in writing.
- Then, the researcher will explain the structure of a summary.
  - Topic Sentence:
    - “*In the book, title of book by author’s name ...*”
  - Body of Paragraph:
    - Character names / description of characters
    - Setting (where the story takes place)
    - Events
      - Examples of Sentence Starters:
        - “*At the beginning of the story ...*”
        - “*Next . . .*”
        - “*Then . . .*”
        - “*At the end ...*”
  - Closing Sentence:
    - Example of Sentence Starter:
      - “*Overall ...*”
- Once the researcher has explained the structure of writing a summary, the researcher will assist the reader in writing a one paragraph summary over the story *A Big Day in Nicodemus* by Gloria Gorman. NOTE: This summary will be typed on a computer.
- After writing the one paragraph summary over the story *A Big Day in Nicodemus* by Gloria Gorman, the researcher will have the reader reflect on what he learned today. His reflection will be in the form of a think-aloud about the importance of writing a summary in order to help with understanding (comprehending) a story he has read.

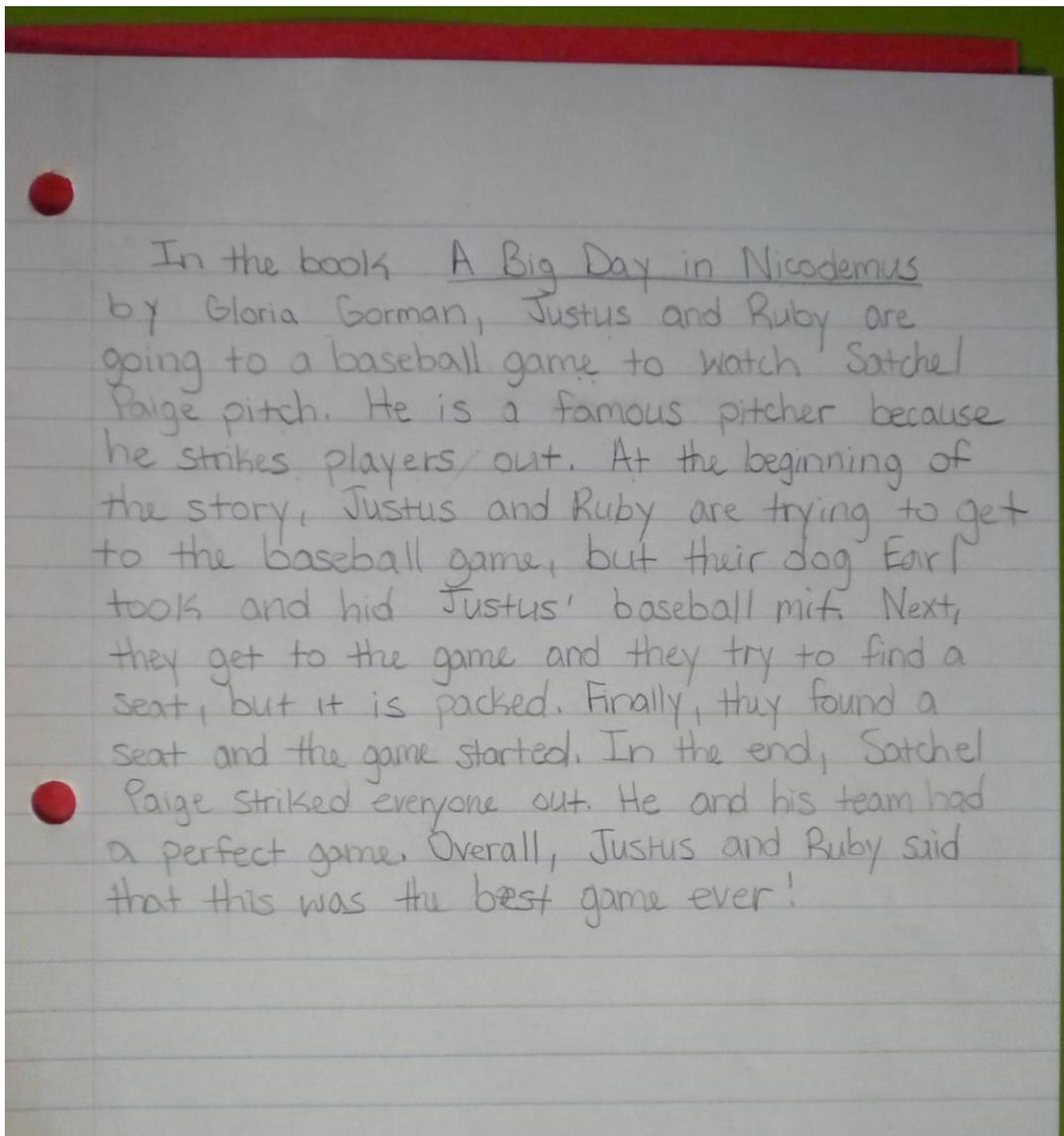
#### **Reflection:**

After working through today’s lesson on Summarizing, the researcher was a little overwhelmed because the lesson did not progress as she had hoped. Throughout these last few lessons, the researcher and the student have conducted their sessions in the school library. Today, the researcher and the student had to sit out in the hallway outside of the classroom because the Book Fair was going on in the library. Not only was the noisy hallway a distraction for the

student, but also, the researcher had only fifteen minutes with the student because the teacher needed the student to return to the classroom. Furthermore, the researcher originally planned to have the student write his own summary of the book, but with the shortened time she wrote what the student said to include in the summary. The researcher did assist the student in writing a summary over the story by helping him begin his sentences with phrases like “In the book, *insert title of book* by *insert author’s name* . . .” The researcher did not tell the student what to say, but only helped with getting the sentence started as well as with the flow of the sentences from one thought to the next. Overall, this lesson on Summarizing reinforced the past two lessons. The first lesson had him fill out a Story Map and the second lesson had him retell the story. Both lessons included the parts of a story such as title, author, important character, setting, and events. Having knowledge of the parts of a story from lessons one and two, the student was able to apply what he knew about parts of a story in his summary over the book in this lesson. Moreover, if the researcher could change one part of this lesson, it would be to have the student practice writing his own summary using the model provided by the researcher. Thankfully, the Summarizing lesson was a reinforcement of the past two lessons. Therefore, the student did make progress in understanding the parts of a story. The one paragraph summary was just another way to communicate what happened in the story as well as help the student organize his thought process when telling what happened in the story, so that he did not leave out important information.

### Summary

NOTE: Due to the time change, the summary was written by the researcher, but the student told the researcher what to write in the summary.



### Progress Monitoring Assessment

At this point in the intervention, the student has completed three sessions where the focus was on story mapping, retelling, and summarizing. In each of these, the student used a story map organizer and retelling cue cards to help organize his thoughts as well as to help him remember what was included in a retell and summary of a book. For the progress monitoring assessment, the student will read an unfamiliar book titled *Game Day* by Tiki and Ronde Barber. After reading the book, he will retell the story in his own words. The researcher will use a retelling checklist found at [www.readinga-z.com](http://www.readinga-z.com) website and take note as to whether or not he used the strategies from the first three lessons. The researcher has provided a typed version of the progress monitoring assessment below:

## Retelling Checklist

Criteria	Yes/No	Comments
Title of Book	Yes	"The title of the book is Game Day."
Author	Yes	"The people who wrote the book are Tiki and Ronde Barber."
Important Characters	Yes	Tike & Ronde Asked the student: Can you describe the characters? Description: Twins, Both on the Vikings football team
Setting	Yes	"The story took place on a football field."
Sequence of events	Yes	Used the following sentence starters: "At the beginning ...: "In the middle, ..." "At the end, ..."

		<p><b>***The student gave a vague description as to what happened in the story. Gave the correct events in the story, but did not give enough detail in the events to paint a clear picture as to what happened in the story.</b></p>
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**Additional Notes/Comments from Retell:**

- Used all the parts of a story (Title, Author, Important Characters, Setting, Events)
  - Described how Ronde was mad when his twin brother took all the glory.
  - Made a personal connection with the story. The student experienced teamwork on his own football team.
  - Identified the problem and the resolution: Problem: Tiki taking all the glory. Resolution: Tiki passed the football to Ronde to score a touchdown.
  - Retold the story in his own words.
  - Looked back through the book to help support his retell.
- OVERALL: Could use a little more detail in describing the characters and the events that took place in the story. He demonstrated an adequate understanding of the story.**

**Reflection:**

From this Retelling Checklist, the researcher noticed that the student used what he learned from the first three lessons. He was able to include all parts of a story in his retell. In addition, the student had a good flow from one thought to the next while retelling the story in his own words. The researcher did notice that he struggled with giving a description of the characters as well as the events that took place in the story. Overall, from this Retelling Checklist, the researcher determined that the student demonstrated an adequate understanding of the story, but there is still room for improvement in regards to detail.

Lesson #4 – Using Context Clue

**Procedure:**

- The intervention session will begin with the researcher reading pages 1-4 from a familiar book titled *Game Day* by Tiki and Ronde Barber.
- On page 4, the researcher will read the word **converge** and use a think-aloud to model how to use context clues to find the meaning of a word.
  - “Ronde saw his whole team **converge** on the end zone, .... I wonder what the word converge means in this sentence. In the picture above I see the football

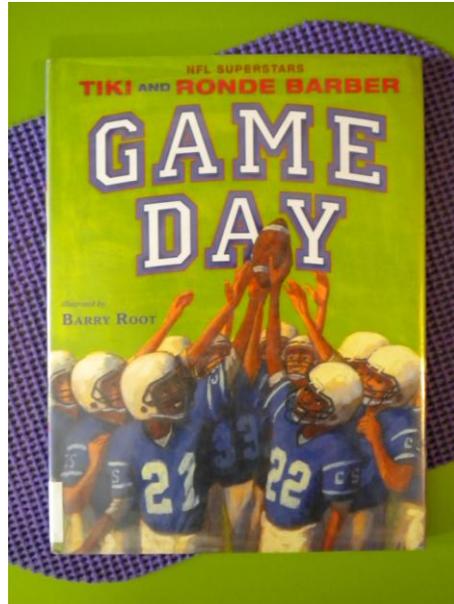
*players coming together at the center of the football field. Maybe the word converge means like coming together. I'm going to try out the meaning in the sentence. Ronde saw his whole team **come together** on the end zone, and he sat up and made his way to the milling crowd. That makes sense! Therefore, the word **converge** mean come together."*

- After the think-aloud, the researcher will ask the reader, "How did I find the meaning of the word **converge**?"
- The researcher will continue reading. On page 11, the researcher will read the word **mumbled** and use a think-aloud to model another way to use context clues to find the meaning of a word.
  - *"Later, as the boys' mother cooked dinner, Ronde **mumbled** in a soft voice to her, 'Guys who block and stuff like that—nobody notices. People just notice the guy who scores touchdowns.' I wonder what the word mumbled means in this sentence. Taking a look at the rest of the sentence it reads that Ronde mumbled in a soft voice....If I were to talk in a soft voice, my voice may not be loud enough for someone else to hear, so it may sound mumbled. I am going to say that mumbled is when someone cannot hear what you are saying because you are not speaking at a normal volume where it is clear for someone to hear you. I'm going to go back and read this sentence in a mumbled voice."*
- After the think-aloud, the researcher will ask the reader, "How did I find the meaning of the word **mumbled**?"
- Next, the researcher will explain to the reader how to use context clues when he comes to a word in the story that he does not know the meaning to.
  - Context Clues
    - Definition: are, is, means, refers
    - Synonym: also, as, identical, like same
    - Antonym: but, instead of, however, unlike
    - Example: such as, including, like
    - General: details, prior knowledge, experiences
  - Look for . . .
    - Words or phrases that may be clues, hints to word meaning
    - First look in the sentence that contains the unknown word
    - Look in the sentence before and after
    - Try out the meaning in the sentence
    - Look at the illustrations/pictures
- Once the researcher has explained how to use context clues as well as what to look for when he comes to a word in the story that he does not know the meaning to, the reader will continue reading the story, starting at page 12. When the reader comes across a word he does not know, he will use context clues to help him figure out the meaning of the word he does not know. When he is figuring out the meaning of a word, he should be thinking aloud. The researcher will assist by guiding the reader when needed.
- After the reader has done at least two think-alouds of his own regarding context clues, the researcher will have the reader reflect on what he learned today. His reflection will be in the form of a think-aloud about using context clues when coming to a word he does not know the meaning to.

**Reflection:**

During today's lesson on Using Context Clues, the researcher was very satisfied with the progress made. The student has gained the concept of using context clues when he comes to a word in a story that he does not know the meaning to. The researcher began the lesson by doing a couple of think-alouds in regards to using context clues. After the researcher modeled how to use context clues, the researcher had the student continue reading the story and stop at a word he did not know the meaning to. It took the student a while before he felt comfortable doing a think-aloud, but once he did, it was a success. For example, he stopped at the word *firmly* and talked about how he would look at the illustrations and reread the sentence again to find the meaning of the word. In the end, based on the context clues he used, he determined that the word *firmly* meant saying something in a straight to the point kind of a way. Another word he stopped at was *hemmed*. Taking a look at the illustrations, the student thought the word *hemmed* meant pushing his way through. Therefore, the researcher asked the student to replace the word *hemmed* with the meaning he came up with based on the illustration. It made sense to him! As a whole, the student improved greatly today. He has become comfortable with thinking aloud and grasped the concept of using context clues. In the student's think-aloud over context clues, he said that if he does not know a word's meaning, he can look at the pictures, reread the sentence, and/or replace the word with another word/phrase and see if it makes sense. The researcher was happy to see that the student was able to interact with the book through the use of context clues.

**Book used in Lesson 4:  
Using Context Clues**



Lesson #5 – Making Connections while Reading

**Procedure:**

- The intervention session will begin with the researcher reading pages 1-5 from a familiar book titled *Game Day* by Tiki and Ronde Barber.
- At the end of page 5, the researcher will do a think-aloud of a text-to-self connection thus far in the reading.
  - *“I know how Ronde feels. He is upset because if he had not made that block, Tiki would not have scored. This reminds me of the time I helped a friend with a project, and she took all the credit. No one noticed that I took part in helping with the project.”*
- After the think-aloud, the researcher will ask the reader, “Have you ever been in a situation where you were not noticed or recognized for doing something, and someone else took all the credit even though you helped?”
- After the think-aloud, the researcher will talk with the reader about making text-to-self connections while reading. Using the think-aloud above, the researcher will explain how making a text to self connection is like connecting the story to your own life experiences. Therefore, when making a text-to-self connection, you are thinking about your own life and connecting it to what you are reading.
- Once the researcher has explained how to make personal connection with the text, the reader will continue reading the story, starting at page 6. As he is reading, the reader will

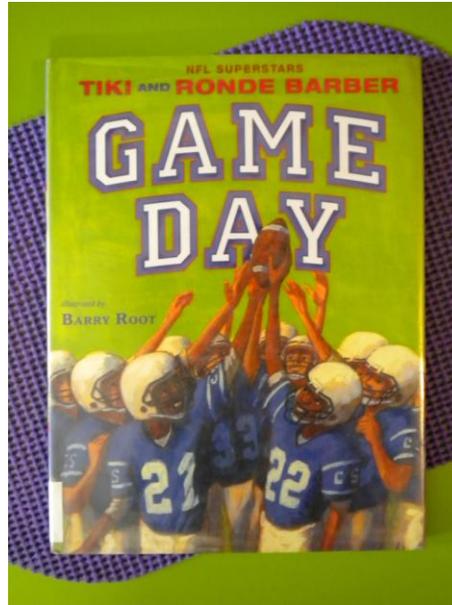
stop and do a think aloud regarding a text-to-self connection. The researcher will assist by guiding the reader when needed.

- After the reader has done at least two think-alouds of his own regarding text-to-self connections the researcher will have the reader reflect on what he learned today. His reflection will be in the form of a think-aloud about making personal connections while he is reading.

**Reflection:**

Today's lesson on Making Connections, there was a minor setback to the progress that the student had been making in the past four lessons. After the researcher got finished with her think-alouds in regards to making personal connections with the text, it was the student's turn to make personal connections with the text. In the past lessons, the student connected with the stories because he loves sports and plays on a baseball and football team, but for some reason he struggled with making personal connections with the story in this lesson at first. The researcher had to stop him at the end of a page and ask, "Did you make any personal connections? Please share!" After showing another example of a personal connection that the researcher made from the story, the student finally was able to make a personal connection with the story. He connected with one of the football plays in the story (old bread and butter). The student's dad is coach for his baseball team and he remembers him making up plays for his team. Furthermore, during the student's reflection in the form of a think-aloud about making personal connections while he was reading, he talked about the importance of making personal connections. He said that if he can connect with the story and he has something in common with what is going on in the story, it makes the story interesting and basically more meaningful. Overall, the researcher is happy with the progress made in this lesson. However, if the researcher could change one thing from this lesson that would be to have the student write on a sticky note the connections that the student made and stick it where he made his connection. Then, the researcher would have had the student go back through and reflect over the connections he made throughout the story.

**Book used in Lesson 5:  
Making Connections while  
Reading**



Outcome-based Assessment

At this point in the intervention, the student has completed all five sessions which involved story mapping, retelling, summarizing, using context clues, and making connections while reading. For the outcome-based assessment, the researcher will administer the *Jennings Informal Reading Assessment* once again; however, the assessment will be slightly different from the screening assessment because he will read a new passage based on the word list he can instantly recognize the most words. After reading the passage, the reader will answer several comprehension questions as well as retell the story in his own words. While the reader is retelling the story in his own words, the researcher will take note if he used strategies learned in the intervention sessions. Did he follow the retelling cue cards? Did he use context clues? Did he

make connections with the story? The researcher will look for improvement in his ability to retell a story in his own words as well as his growth in reading comprehension.

**\*\*\*Note:** The results of the outcome based assessment will be discussed in Phase IV: Impact on Student Learning Part I: Narrative of Improvement.

#### Phase IV: Impact on Student Learning

##### **Part I: Narrative of Improvement**

In the very beginning, before conducting the screening assessment with the reader, the researcher had a conversation with the cooperating fifth grade teacher to discuss which intervention focus area would be appropriate for this student. His teacher concluded that the reader needed extra focus in the area of reading comprehension. The teacher also said that he is reading between a third and fourth grade reading level. If the student can master several reading strategies and use them while he reads, the researcher believes that his reading comprehension will come with more ease.

To get this reader case study underway, the researcher began with the screening assessment that was taken from the *Jennings Informal Reading Assessment*, which is an Informal Reading Inventory developed by Dr. Joyce Jennings. After administering the *Jennings Informal Reading Assessment*, the researcher found that the reader is reading between Level 3 and Level 4, which is equivalent to third and fourth grade reading level. Additionally, the researcher found that the reader's comprehension was at Frustrational level when reading a Level 4 passage.

The passages read by the reader were determined by which word list the reader could instantly recognize each word from the list as well as the word list he had most difficulty with

recognizing each word from the list. When taking a look at the Level 3 word list, the reader instantly recognized twenty-two out of twenty-five words. When taking a look at the Level 4 word list, the reader instantly recognized only thirteen out of twenty-five words.

Next, the reader read the passage that corresponded with Level 4. Then, the researcher had him answer the comprehension questions that went along with the passage. The researcher found the reader's comprehension to be at Frustrational Level because he only answered five out of the eight comprehension questions correctly. According to the *Jennings Informal Reading Assessment* scoring chart, if the reader answers five or less comprehension questions correctly, he or she is reading at Frustrational Level. As a result of this screening, the researcher concluded that the reader's comprehension is at Frustrational Level when reading a Level 4.

Furthermore, taking a look at the Level 4 passage where the reader's comprehension is at Frustrational Level, the researcher noted several reading errors that may have affected his reading comprehension of the Level 4 passage. Taking a look at his word recognition accuracy, the reader made eight errors that included substituting, omitting, and mispronouncing words in the Level 4 passage. These errors affected the reader's overall reading comprehension. In addition, when stuck on a word, the reader did not try to sound out the word. Also, when a sentence did not make sense, he did not try to reread the sentence to check for understanding.

During the retelling part of the screening assessment, the reader was able to retell the story in his own words. However, the researcher discovered that the reader had a limited understanding of what to include in a retell. As a whole, the reader seemed proficient in a few areas of reading comprehension; however, there still was room for improvement.

Screening

• "dot" = said instantly  
 ○ "circle" = did not recognize Word instantly

Word Lists

Preprimer Level	Primer Level	Level 1	Level 2	Level 3 ✓
play	his	other	camp	· miserable
with	dad	children	year	· chosen
they	animals	stay	spend	· parents
like	went	grandma	whole	· study
to	lake	coming	week	· harbor
run	sat	family	packed	· discovered
and	next	clean	clothes	· unusual
jump	still	chairs	dressed	· seaweed
ride	then	watch	brushed	· dusk
day	saw	brother	teeth	· underwater
make	duck	baked	kitchen	· camera
in	swim	cake	eggs	· capture
said	rock	heard	toast	· film
she	made	noise	seemed	· accident
yes	fast	sounded	forever	· maple
it	why	bark	hundreds	· excitement
good	over	stuck	shorts	· dangerous
a	green	best	shirts	· underneath
pet	frog	doctor	tent	· screeched
he	tree	tiger	knew	· rescue
dog	house	zoo	teacher	· arrived
this	mother	hurt	world	· bandage
is	got	leg	playground	· reporters
home	bed	soon	classroom	· information
the	box	again	card	· passengers

+22  
25

-3

+13  
25

-12

*Level 4*	Level 5	Level 6	Level 7	Level 8
· champion	placid	sunup	algebra	excelled
· skater	surroundings	perspiration	comical	biological
· instruction	spectacular	embarrassment	bifocals	dissecting
· ladybug	adventurous	frustration	desperation	agonizing
· approval	refreshing	drainage	computation	envision
· performance	nightfall	parallel	bolstered	overpowering
· junior	rainfall	effective	mistrust	hysteria
· competes	belongings	downpour	expectation	preserved
· article	continuous	alternate	quizzical	contemplation
· brilliant	tensions	rainwater	cartoonist	dismantled
· athlete	cramped	acknowledged	appreciative	corrugated
· confidence	rampaging	midafternoon	perceived	innermost
· countless	roused	inspection	confront	administrator
· represent	thrashed	enterprising	ample	disheartened
· national	thunderbolts	declined	alternative	extensive
· permit	destruction	veterinarian	tolerated	journalist
· slopes	woodpile	biology	coordination	correspondent
· convince	restore	recommended	acrobatic	southeastern
· daybreak	ranger	zookeeper	inseparable	eroded
· icicles	camper	placement	enthusiastically	seacoasts
· mountainside	injured	observation	contempt	devastated
· challenger	mechanic	orangutan	gymnastics	phenomenal
· gear	frontier	specialize	cartwheel	inclination
· sunrise	reassured	equipped	unison	prestigious
· disappointment	civilization	surgery	elegance	ambassadors

## Level 4, Oral Passage

228 Words

Background Question: What is ice skating?

Prompt: Read this story to find out about an ice skater named Jessie.

## Jessie, Champion Skater

More than anything, Jessie wants to be a champion skater! She can't remember the a time she didn't want to skate or a time she didn't want to be the best.

Jessie began skating instruction when she was three years old. In her first ice show, she played the part of a ladybug. She still remembers her red and black spotted costume. Most of all, Jessie remembers the audience announce clapping their approval of her first performance.

Jessie didn't have much time for ice shows anymore. Now she must practice jumps and turns. When Jessie was six, she started skating in contests for ages six to twelve. In a / SC By the time she was eight, Jessie was the junior state champion. Now that she is thirteen, Jessie competes with adults. She is the state champion in ice skating.

Last week, a sports writer wrote an article about Jessie's performance. It said she was a "brilliant young athlete." It said her skating showed "confidence and brought countless / SC grace." Jessie thought about the countless falls she had taken to make each jump look perfect. She didn't feel very graceful or confident!

Next week, Jessie will reproduce represent her state in a national meet. This will be the first time she has skated at this level. She hoped / hops hopes all her practice and hard work will pay off. Jessie hopes that her confidence and grace will help her win.

√ = correct

Appendix D

Comprehension Questions

- ✓ Lit-1 What does Jessie want to be?  
A champion ice skater
- ✓ Inf-2 Why doesn't Jessie have time to be in ice shows any more?  
Accept either: she's too busy competing or she has to practice
- ✓ Lit-3 When did Jessie start taking skating lessons?  
When she was three
- ✓ Inf-4 How did Jessie know the audience liked her first performance?  
They applauded
- ✓ Lit-5 How old is Jessie now?  
Thirteen
- Inf-6 Why doesn't Jessie feel graceful?  
She falls so many times in practice ← didn't think anyone liked her that much
- Inf-7 Why did the sports writer describe Jessie as "brilliant"?  
Accept either: she is competing with adults although she is so young or she can skate better than other people ← has a lot of talent
- Lit-8 What kind of competition will Jessie be in next week?  
National ← adult competition

+5  
8

Background	Word Recognition Accuracy		Comprehension		Rate/Fluency
Check + or -	# of errors		# correct	Check IND, INST, or FRUS	Adequate/Inadequate + or -
+ -	0-4	Independent	7-8	Independent	# of seconds =
	5-9	Instructional	5½-6½	Instructional	# secs/60 = ___min/___secs
	10 or more	Frustrational	5 or less	Frustrational ✓	≤ 3 min?

Retell

> limited ← doesn't include all parts (title, characters, etc.)  
> not organized, listed what happened in the story, no flow

After determining the student's working level and which areas there should be more intervention, the researcher conducted the five sessions to further develop the areas of reading comprehension. For these lessons, the researcher decided to begin by teaching the parts of story through story mapping, retelling cue cards, and summarizing because the parts of a story are important in regards to reading comprehension. Next, the researcher decided to transition to teaching the student how to use context clues because during the screening, the student did not recognize that some of the words he inserted did not make sense in the sentence or story. Also, the researcher decided to end the lessons by teaching the student how to make personal connections, so that he gained an appreciation for reading as well as make his reading meaningful to him. Furthermore, the researcher tried to make each lesson feed off of the previous lessons. For instance, if the student understood the parts of a story, he could then retell the story and/or write a one paragraph summary that included all the parts of a story (title, author, important characters, and events) as well as have flow through one thought to the next. In the screening assessment, the student struggled with organizing his thoughts and had a limited retell of the passage. Therefore, the three lessons that involved story mapping, retelling cue cards, and summarizing helped the student with his retell of a story. The researcher was hoping that the curriculum design was appropriate for this fifth grade student and based on the outcome-based assessment, he seemed to improve his comprehension abilities, especially with retelling a story in his own words.

Finally, after conducting the five lessons, the researcher had administered the outcome-based assessment. This assessment was once again taken from the *Jennings Informal Reading Assessment*. The passage read by the reader was determined by which word list the reader could instantly recognize each word from the list as well as the word list he had most difficulty with

recognizing each word from the list. When taking a look at the Level 4 word list, the reader instantly recognized twenty-two out of twenty-five words. When taking a look at the Level 5 word list, the reader instantly recognized eighteen out of twenty-five words.

Next, the reader read the passage that corresponded with Level 5. Then, the researcher had him answer the comprehension questions that went along with the passage. The researcher found the reader's comprehension to be at Instructional Level because he answered six out of the eight comprehension questions correctly. According to the *Jennings Informal Reading Assessment* scoring chart, if the reader answers between 5.5 and 6.5 comprehension questions correctly, he or she is reading at Instructional Level. As a result of this screening, the researcher concluded that the reader's comprehension went from a Frustrational Level when reading a Level 4 in the screening assessment to an Instructional Level when reading a Level 5 during the outcome-based assessment.

During the retelling part of the outcome-based assessment, the reader was able to retell the story in his own words. In contrast to his screening assessment, the student was able to include all parts of a retell using what he learned from the intervention sessions. Also, he had a nice flow from one thought to the next when doing his retell over the passage. Moreover, after conducting this outcome-based assessment, the researcher concluded that the student had improved his reading comprehension. He went from a Frustrational Level to an Instructional Level in regards to his reading comprehension score; however, he still continues to struggle with using detail in his retell. For instance, he did not describe the important characters, instead he just named them. Also, when telling the events that happened in sequential order, he gave a brief description that did not allow the researcher to fully grasp what happened in the story from

beginning to end. There is still more room for improvement, but there has been some student growth in the area of reading comprehension.

• "dot" = said instantly  
 ○ "circle" = did not recognize word instantly

**Outcome-Based**

Word Lists

Preprimer Level	Primer Level	Level 1	Level 2	Level 3 ✓
play	his	other	camp	. miserable
with	dad	children	year	. chosen
they	animals	stay	spend	. parents
like	went	grandma	whole	. study
to	lake	coming	week	. harbor
run	sat	family	packed	. discovered
and	next	clean	clothes	. unusual
jump	still	chairs	dressed	. seaweed
ride	then	watch	brushed	. dusk
day	saw	brother	teeth	. underwater
make	duck	baked	kitchen	. camera
in	swim	cake	eggs	. capture
said	rock	heard	toast	. film
she	made	noise	seemed	. accident
yes	fast	sounded	forever	. maple
it	why	bark	hundreds	. excitement
good	over	stuck	shorts	. dangerous
a	green	best	shirts	. underneath
pet	frog	doctor	tent	. screeched
he	tree	tiger	knew	. rescue
dog	house	zoo	teacher	. arrived
this	mother	hurt	world	. bandage
is	got	leg	playground	. reporters
home	bed	soon	classroom	. information
the	box	again	card	. passengers
Level 4 ✓	*Level 5 *	Level 6	Level 7	Level 8
champion	<u>placid</u>	sunup	algebra	excelled
skater	surroundings	perspiration	comical	biological
instruction	spectacular	embarrassment	bifocals	dissecting
ladybug	adventurous	frustration	desperation	agonizing
approval	refreshing	drainage	computation	envision
performance	nightfall	parallel	bolstered	overpowering
junior	rainfall	effective	mistrust	hysteria
competes	belongings	downpour	expectation	preserved
article	continuous	alternate	quizzical	contemplation
brilliant	tensions	rainwater	cartoonist	dismantled
athlete	<u>cramped</u>	acknowledged	appreciative	corrugated
confidence	<u>rampaging</u>	midafternoon	perceived	innermost
countless	<u>roused</u>	inspection	confront	administrator
<u>represent</u>	<u>thrashed</u>	enterprising	ample	disheartened
national	thunderbolts	declined	alternative	extensive
permit	destruction	veterinarian	tolerated	journalist
<u>slopes</u>	woodpile	biology	coordination	correspondent
convince	restore	recommended	acrobatic	southeastern
daybreak	ranger	zookeeper	inseparable	eroded
icicles	camper	placement	enthusiastically	seacoasts
mountainside	injured	observation	contempt	devastated
challenger	<u>mechanic</u>	orangutan	gymnastics	phenomenal
gear	<u>frontier</u>	specialize	cartwheel	inclination
sunrise	reassured	equipped	unison	prestigious
<u>disappointment</u>	civilization	surgery	elegance	ambassadors

+25  
 25

-0

+22  
 25

-3

-7  
 +18  
 25

**Level 5. Oral Passage**

289 Words

**Background Question:** What is it like to go camping? What kinds of things do people do when they go camping?

**Prompt:** Read this story to find out what happened when Ted and his family went camping.

**Ted's Camping Trip**

Ted's family was taking one last camping trip before school started. They found the perfect campsite! It was just where a clear stream trickled into placid Green Lake. The surroundings were ideal. Ted and his brothers could swim to their hearts' content. They could row into hidden coves along the shore. It was a perfect place to fish or relax.

The first two days were great, with spectacular sunrises and adventurous days. The nights were cool and refreshing. Just before nightfall on the third day, a rainfall began. Everyone joked and laughed as they packed their belongings. But, by the second day of continuous rain, tensions rose. The four boys grew tired of sharing their cramped tent. Late that night, Ted was awakened by a loud crash. He realized he was floating! Their quiet stream had become a rampaging river and their tent had been washed into it! Ted roused his brothers and they thrashed about in the darkness as they struggled to pull themselves onto the riverbank. Streaks of lightning flashed across the sky. Thunderbolts shook the earth. The storm raged through the night.

Near daybreak, the lightning and thunder ceased. The brothers could see the path of destruction left by the storm. The huge oak across the stream had been struck down. Now it was no more than a jumbled woodpile. Their canoes had been tossed about the shore like toys. They worked hard all morning to restore their campsite. During lunch, a park ranger came by to see if they were okay. He told them a camper had been injured when a tree was hit by lightning and fell on his tent. Ted and his brothers were lucky to have escaped with only scratches and bruises.

✓ = Correct

+6  
—  
8

Appendix D

**Comprehension Questions**

- ✓ Inf-1 Why did Ted and his family think the campsite was perfect?  
Accept any of the following: They could do all the things they liked, it was quiet, or it was near a lake
- ✓ Lit-2 What were some of the things that Ted and his brothers liked to do?  
Accept any two: swim, fish, row
- ✓ Inf-3 What was the loud crash that Ted heard?  
Accept either: lightning and thunder or the oak tree falling
- ✓ Lit-4 What woke Ted?  
Accept any of the following: a loud noise, thunder or the tree falling
- Inf-5 How did the stream become a dangerous river?  
All the rain made it bigger and faster ← floating tree
- Lit-6 What did the brothers see when the storm was over?  
Accept either: How much of the area had been destroyed or specific items, damaged canoes or tree
- ✓ Lit-7 Why did the park ranger come to the campsite?  
To see if they were okay
- ✓ Inf-8 Why did Ted and his brothers have to work so hard to restore the campsite?  
Because the storm had done so much damage

↳ looked back at text! ☺  
↳ to support his retell

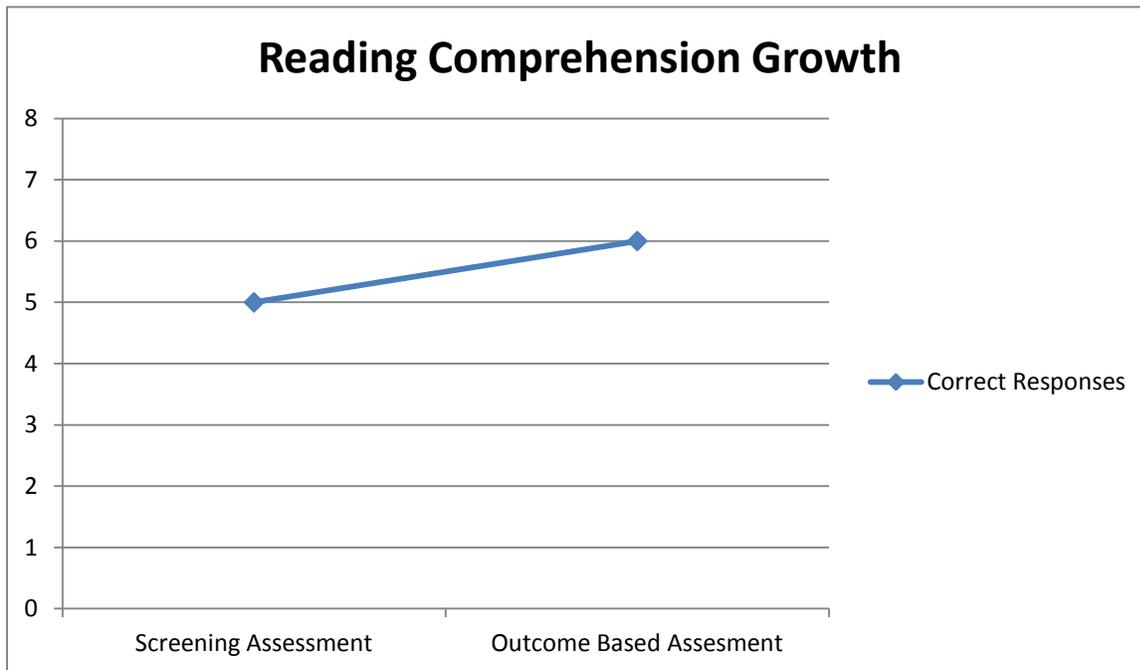
\*

Background		Word Recognition Accuracy		Comprehension		Rate/Fluency	
Check + or -	# of errors			# correct	Check IND, INST, or FRUS	Adequate/Inadequate + or -	
+	0-7	Independent		7-8	Independent	# of seconds	
-	8-15	Instructional		5½-6½	Instructional ✓	# secs: 60 = _min_ _secs	
	16 or more	Frustrational		5 or less	Frustrational	≤ 6 min, 42 sec?	

\*Retell

↳ adequate understanding  
↳ included all parts of a retell  
↳ good flow!

↳ could use more detail in his retell  
ex. Character description



This graph shows the score of the screening assessment and the score of the outcome-based assessment. During the screening assessment, the reader read a Level 4 passage, which is equivalent to a fourth grade reading level, and answered five out of the eight comprehension questions correctly. This put him at Frustrational Level in regards to comprehension. During the outcome-based assessment, the reader read a Level 5 passage, which is equivalent to a fifth grade reading level, and answered six out of the eight comprehension questions correctly. This put him at Instructional Level in regards to comprehension. As a whole, from this graph, one can see that the student has shown positive growth in his reading comprehension development.

After determining these results, the researcher is satisfied with the growth that the student has shown, but the researcher believes that the student could have progressed more if his cooperating teacher knew more about her student. After talking with the student's teacher in the beginning, the researcher found that the student was new to the school. As a result, the teacher knew little about his past academic records and behavior, except for what she had observed since

he had been in her classroom. Also the researcher had little to go on in terms of the students reading level. The cooperating teacher did tell the researcher that he was reading between a third and fourth grade reading level; however, the researcher saw no evidence of the teacher monitoring his reading level throughout her visits in the classroom except for weekly comprehension tests over the students' story for the week. Also, the reading selections were not individualized for different reading levels. Every student read the same story each week. Therefore, it was a challenge for the researcher to determine an appropriate screening and outcome-based assessment that would be at his reading level and show his strengths and weaknesses in the area of reading comprehension. In all, the researcher did her best to find appropriate assessment tools and reading material for the sessions.

When analyzing the student's work, the researcher was able to see progress in the strategies used to assist him in developing his reading comprehension. When taught a reading strategy or a new skill, the reader did his best to apply what he learned to the story he was reading in the session. At the beginning, the student was adding to the story and/or guess what happened in the story when filling out his story map. Later, when the student was using his retelling cue cards, he began to go back through the story to support what he said happened in the story with evidence from the story. In addition, the retelling cue cards that he made helped the student monitor his own comprehension as well as helped him organize his through process during his retell of a story. Overall, communicating what happened in a story through a story map, retelling cue cards, and a one paragraph summary, prevented him from leaving out important information that is pertinent in comprehending a story he reads. On the other hand, there was one weakness that did arise from the sessions and that was his ability to give a detailed description of the characters and events that took place in the story. Even though the reader did

not fully master reading comprehension, he has become aware of the reading strategies (retelling, using context clues, and making connection) and he has continued to use them. With more practice, the researcher believes he will continue to improve his reading comprehension.

As far as the student's reading behaviors are concerned, the researcher did not really notice any major changes. The student was motivated to read, which could have been a result of working one-on-one with the researcher. He also stayed focused during the intervention sessions except a few times when the sessions had to take place out in the hallway where other students were coming in from recess. The last lesson on Making Connection sparked an interest in the student. He said in one of his think-alouds that being able to make personal connections, makes the book more meaningful. As a result, the researcher believed he will continue to improve his reading comprehension if he connects with the book he is reading because the book would have a purpose to him. Overall, the researcher has noticed growth in the student's reading comprehension. He also no longer guesses and adds to a story; instead, he understands the parts of a story and remembers to go back through the text if he forgets what happened in a story or needs to find evidence to support his retell.

### **Part J: Researcher Reflection**

During this reader case study and the intervention sessions, the researcher feels as if she has learned a lot from this experience. She has learned about the importance of screening, progress monitoring, and outcome-based assessments. These are three types of assessments that show a readers strengths and weaknesses as well as growth in an area of reading. Also, the researcher has gained a better understanding of what it means to be a reading teacher. As a reading teacher, she understands that she needs to plan her reading instruction based on her students' needs and that is where the three types of assessments come in handy. Overall, the

researcher has learned that, as a reading teacher, her purpose for teaching comprehension strategies is to enable her students to read with deeper, longer-lasting understanding. Through the five intervention sessions, the researcher was able to teach her student several important reading strategies that would help him improve his reading comprehension. As whole, comprehension instruction is not something that is caught, but it taught by a reading teacher.

Furthermore, this reader case study has been a long process and the researcher has not only been learning, but developing throughout the process. At first the researcher faced several challenges that included planning the sessions, deciding on the forms of assessments, and using think alouds in her sessions. Once she understood the direction she was going for in her sessions, the researcher felt confident in her ability to plan instruction for each of the five sessions. She has also developed her ability to effectively assess students on their abilities as a reader. With the use of a running record and a retelling checklist, the researcher was able to utilize the data given from these forms of assessments in her reading instruction as well as see growth in the student's reading comprehension based on the screening and outcome-based scores. Another challenge for the researcher was the think-alouds. She was not comfortable with doing think-alouds at the beginning of the sessions, but as she neared the middle of the sessions, she gained confidence in her ability to perform think-alouds in front of the student. The student also benefitted from these think-alouds, especially when he did his own in the form of a reflection over the reading strategy he was learning.

Overall, the researcher has learned a great deal through this reader case study experience. There is so much involved with assessing, planning, and instruction; but, by the end of this reader case study, the researcher has realized the important relationship between assessment and instruction. In order to plan reading instruction, a reading teacher needs to have assessment data.

Moreover, as a future reading teacher, the researcher's goal is to develop her knowledge in the process of creating effective reading instruction. This was the first time she has fully planned, assessed, and instructed in the area of reading. The researcher wants to be able to determine a student's needs based on effective assessments. This is still an area that the researcher feels she could improve upon in the near future in regards to reading comprehension. The researcher also hopes to apply her knowledge from this reader case study experience to her future classroom of students. She feels as though her experience will be even better because these will be her very own students. The researcher believes she will start from the beginning of school and continue to meet her students' needs each and every day based on their individual needs/abilities. In all, this reader case study has shown the researcher a snap shot at what it is like for a classroom, reading teacher and what she will face in her classroom one day. With her positive attitude and enthusiasm for reading, she will share with her students' the joy of reading. If she wants engaged, active readers, she understands that reading needs to be a meaningful experience. She is up for the challenge!