

Reader Case Study
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Corrective Reading
EDUC 301
Fall 2008

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December 12, 2008

Phase I

While talking with the fourth grade girl during their first interaction, the researcher discovered a lot about the girl's personality and interests. The student is interested in all kinds of sports, however, her favorites include basketball and soccer. She likes to play sports because she gets to be around her friends and it helps her to make new friends. The researcher also learned that the student is the youngest of four children. Her siblings include two older sisters and one older brother. Her mother is a sixth grade teacher in a local school district and her dad works for a body shop. She resides with her family in the countryside on a large piece of farmland where her family grows corn and beans but has no farm animals. They do, however, have domestic animals which include multiple cats and one Husky dog. While the researcher continued chatting with the reader, the reader offered the information that her mother is her best friend and she tells her everything.

After talking with the reader's teacher, the researcher discovered that the reader struggles with fluency and comprehension. Therefore, the researcher compiled this list of screening assessments that could be helpful. The first assessment that the researcher decided to use is the Cloze Passage procedure. This is a type of assessment where the researcher chooses a 250 word passage out of a grade level text. The researcher then deletes every fifth word (the first and last sentences remain intact) so that there are 50

blanks throughout the passage. Then the researcher explains to the students that this is a not a graded activity and asks them to fill in the blanks with the correct words. Each student should have their own copy to fill in by themselves. When scoring the passages, only the exact word that was originally in every blank will be counted as correct. If the student scores a 57-100% they are at the independent level, 44-56% they are at the instructional level, and a 43% or below they are at the frustration level. This type of testing has been extremely well known for assessing the level of fluency that the students have obtained.

The next assessment that the researcher has decided to use is the Reading Rate Assessment. This screening assessment requires the researcher to obtain a 200 word, grade level appropriate passage and make two copies. The researcher asks the reader to read the passage out loud. The researcher follows along on their own copy and marks the readers progress after one minute but allows the reader to finish uninterrupted. Later, the researcher counts how many words the reader read in one minute. A fourth grader should be reading approximately 155 words per minute. To keep the students focused on what they are reading and to prevent them from reading too quickly and not retaining the information, tell them you will ask them questions after they are done with the passage. This exercise will help discover the fluency rates of the student.

Finally, the researcher is going to use a running record reading screening assessment to analyze the reader's comprehension and fluency. This assessment requires the reader to read a section (usually 100-150) words from a benchmark book. These books come with a running record sheet with the words already printed onto them. The researcher will listen to the reader and mark each word as correct, error, or self-

correction. If there is still more of the book for the student to read beyond the running record, the researcher allows them to finish and the reader and researcher will discuss the book. Afterwards, the researcher will tally up the errors, self-corrections, and accurate words. The accuracy rate is expressed as a percentage while the error rate and self-correction rate are expressed as a ratio. These numbers are used to determine the readers reading level. For example, if a student's accuracy rate is a 90-94%, they are considered to be reading at their instructional level. The running record is an excellent assessment to analyze decoding skills, fluency, and phonics. Below is a chart depicting these assessments along with two additional assessments that the researcher considered using.

Name	Grade	How to use it	When to use it	Information provided	Reference information
Reading Rate Assessment	Any elementary grade, use grade level reading material	Count the total number of words of a selected passage read correctly in one minute	First Days and weeks	Assesses fluency	Shanker, James L., and Ward A. Cockrum. <i>Locating and Correcting Reading Difficulties</i> . Boston: Pearson, 2009.
Cloze	Any elementary grade, use grade level reading material	Omit every 5th word, the student fills in missing word	First Days and weeks	Assesses Comprehension	Shanker, James L., and Ward A. Cockrum. <i>Locating and Correcting Reading Difficulties</i> . Boston: Pearson, 2009.
Multiple Meaning	Any elementary	Given a few words with	First Days and weeks	Assesses fluency and	Shanker, James L.,

Word Assessment	grade, use grade level words	multiple meanings, ask the student to write two sentences using the word in two different ways		context clues	and Ward A. Cockrum. <i>Locating and Correcting Reading Difficulties</i> . Boston: Pearson, 2009.
Running Record	Any elementary grade, use grade level reading material	Follow along while student reads and keep track of mistakes	First Days and weeks	Assesses decoding skills and fluency	Shanker, James L., and Ward A. Cockrum. <i>Locating and Correcting Reading Difficulties</i> . Boston: Pearson, 2009.
Retell a Story, graphic organizer	Any elementary grade, use grade level reading material	Ask the student to retell a story and check to make sure they include all parts	First Days and weeks	Assesses Comprehension	Shanker, James L., and Ward A. Cockrum. <i>Locating and Correcting Reading Difficulties</i> . Boston: Pearson, 2009.

Phase II

The assessments administered by the researcher proved to be helpful and useful for deciding what type of lessons the reader was in needed. Originally, the reader's teacher told the researcher that the reader needed to improve comprehension and fluency. However, after attaining a copy of the reader's NWEA test scores and administering the

screening type of assessments, the researcher discovered that the reader is indeed struggling with fluency as well as word recognition.

To begin, the researcher chose two meaningful pieces of writing to use as running records. The writing was a fourth grade reading level and pertained to sports topics because the reader has an interest in this area. The reader read the passages with some difficulty but seemed to understand each topic very well. Overall, the reader scored on an independent level on each reading. However, the researcher still felt that the reader needed help with word recognition because she struggled with several different words. Finally, after each running record, the researcher asked the reader a few questions about the content in each piece of writing. The reader responded with suitable answers to the questions 85% of the time. When analyzing the information provided by the running records, the researcher decided that the reader is understanding the content while she reads because she answers the comprehension questions correctly. However, the researcher still felt that the reader was having problems with her fluency skills and thought that perhaps she chose too easy of texts to test the reader.

Therefore, the researcher decided to give a reading rate assessment to test the reader's fluency further. After choosing a meaningful piece of writing that was of interest to the reader, the researcher simply explained to the reader that she needed her to read the text without feeling rushed. The fourth grade reader completed 126 words in one minute. The average third grader reads 116 words a minute while the average fourth grader reads 155 words per minute. This proved to the researcher that the reader did indeed need to improve her fluency skills. This type of reading rate assessment is also indicative of the reader's level of word recognition ability. Since the reader was between a third and

fourth grade level on this assessment and her word recognition skills on the NWEA test scores were her weakest area, the researcher decided that the reader must also need work with word recognition.

To further test the reader's fluency, the researcher asked the reader to complete a cloze procedure activity. The instructor picked a piece of writing which described the season of fall. The researcher read through the writing first with the reader saying "blank" when there was a blank space. The researcher explained to the reader that she needed to use context clues to infer what word could be put into each blank. When analyzing the activity, the researcher found that the reader scored a 45% which only just puts her in the instructional level by 1%. While listening to the reader read out loud, the researcher noticed that she struggled with reading and recognizing some words. These details further support the fact that the reader needs help with fluency skills and word recognition.

To help the reader improve her fluency and word recognition skills, the researcher is going to try a variety of activities during their Tuesday/Thursday tutoring sessions at 1:00pm. The researcher and advising teacher picked this time because it was the most convenient for the reader to miss this instructive time. The teacher informed the researcher that 1:00 is when the class starts their language arts instruction and the reader would be able to catch up easily. First, to improve word recognition, the researcher is going to work with the reader on multiple meaning words. This will help the reader to become more aware that reading is a meaning-making thought procedure. Working with multiple meaning words will also help the reader to understand that each word has a variety of uses but won't be as challenging because the reader won't have a problem

decoding the word. The researcher is also going to try and improve the reader's word recognition by practicing some more cloze activities. By deleting a challenging word from a sentence and reading the sentence with the word "blank," the researcher will model for the reader how to give the unknown word meaning and pronunciation. Eventually, the reader will be able to do this on her own. This will help the reader to improve her oral language as well as giving them more self-confidence to predict unknown words. Finally, time permitting, the researcher would also like to do a lesson on decoding by analogy with the reader to help the reader to become more familiar with letter groups and phonograms which will allow the reader to be able to read multisyllabic words.

Additionally, to help the reader's fluency, the researcher has a more long term activity idea. By using repeated readings, the reader will have an increased reading rate, increased comprehension, and most importantly, better phraseology and reading expression. After reading a meaningful passage once, the reader and researcher will set a reading rate goal together and chart progress. If the goal is reached, they will restart with another piece of text. This will also drastically boost the reader's self-confidence. Furthermore, the researcher has completed a graphic organizer which asks the reader to dissect a passage in a book to discover different prepositional phrases in the book. This will help the reader to recognize words that are usually seen together and see how sentences can run smoothly with details but still trail back to one overarching theme. A blank graphic organizer and an answer key are attached. Below is chart with the lesson intended lesson lay outs. However, lessons are subject to change due to time constraints.

Session Number	Skill being addressed	Activity addressing skill	Engagement	Type of Assessment
1	Word Recognition	Multiple Meaning Words	Reading the Environment, walk around school and read posters, signs, etc., find any multiple meaning words and discuss, complete worksheet	
2	Fluency, Word Recognition	Repeated Reading Cloze Procedure	<p>Introduce Cloze activities, give mini lesson/think aloud for how researcher completes cloze, read sentence and decide on appropriate word for blank with reader, check in answer blank for correct word, complete Fall Cloze with answer bank</p> <p>Introduce repeated readings and repeated readings charts and set, show the reader how to steadily read through a piece of writing without rushing, then allow the reader a chance, set word count goal</p>	Repeated reading/cloze= Progress monitoring
3	Fluency, Word Recognition	Repeated Reading Cloze Procedure	Delete confusing word from a sentence in a reading book, first model a think aloud for the reader on how to use context clues to decode the meaning of the confusing word, let the reader try a few on her own, start cloze procedure with Halloween theme, finish with repeated reading	New repeated reading piece=progress monitoring

4	Fluency, Word Recognition	Repeated Reading Cloze Procedure	Start doing beach cloze in sections, repeated reading, introduce book for graphic organizer and begin reading the book together	Graphic organizer= Progress monitoring
5	Fluency	Graphic Organizer	Explain prepositional phrases and create sentences with prepositional phrases on chalk board, complete graphic organizer	Graphic organizer= Progress monitoring
6	Word Recognition	Multiple Meaning Words	Refer back to first multiple meaning words activity, create sentences from the words on the flashcards, be sure to show the reader how to create a sentence first, complete worksheet	
7	Fluency, Word Recognition	Repeated Reading Cloze Procedure, Running record	Start cloze procedure by using the reader's personal reading book, go through the book and pick out confusing words and use context clues to decode the meaning of each word, allow the reader to try this on their own with the support of the researcher after the researcher models for the reader how to do it, finish beach cloze, End with running record	Final cloze And running record= Outcome based
8	Fluency	Repeated Reading	Review all of the concepts covered and use the book the researcher gave to the reader to do another final repeated reading.	Final repeated Reading= Outcome base assessment

Phase III

October 21, 2008: Multiple Meaning Words

Today the researcher decided to focus on the reader's word recognition while working with the reader. Typically, the researcher and reader meet in the library of the local elementary school. However, today the researcher decided to seek out a more private setting because other students have been coming into the library and distracting the reader. The two decided on a small conference room off of the library where they could work quietly but still leave the door open to prevent not being able to hear a fire alarm. The reader is defiantly becoming more comfortable with the researcher and seems to enjoy talking with her. More importantly, the reader seems to feel comfortable around the researcher and is willing to take risks when they are working together.

The researcher decided on multiple meaning words because they help students to become more aware that reading is a meaning-making thought procedure and since the words chosen to be taught are already in the student's vocabulary, decoding shouldn't be a problem. To begin, the pair took a walk around the school to "read the environment" and look for words that could have multiple meanings. Two of the words that the researcher and reader saw were the words "play" and "take." When the researcher saw these two words on two different posters, she asked the reader to stop and each one of them came up with a sentence that used both words but with different meanings.

The researcher prepared a worksheet with four different words that have two or three meanings. There was enough space on the paper to write a sentence for each meaning of each word. Even though the researcher already knew the multiple meanings, she worked on a separate copy of the worksheet with the reader so that the reader didn't

feel pressure. Even though the two did the paper at the same time and they did it together, the researcher directed most questions towards the reader and contributed very little to the actual answers of the paper. The four words that the researcher and reader worked through were trip, light, check, and show. The reader did very well giving multiple definitions to each word. The word “check” did give her a little trouble but eventually came up with the definition of a check mark.

October 24, 2008: Cloze Activities and Long Term Repeated Reading

Today the library and conference room were full, so the reader and the researcher decided to work in the hallway. Even though it was a last resort for the pair, they were lucky because no classes and only a few teachers walked by to distract the reader. The researcher decided to start with a word recognition activity by doing a cloze procedure. The reader did a similar activity during the assessment phase except now the researcher gave the reader a word bank to stimulate thought. The researcher chose a cloze activity about winter because the weather had recently changed for the colder. The researcher explained to the reader that while the researcher was pre-reading the activity out loud, the reader should try and think of words that could fit into the blanks. Then, check to see if the word is in the word bank. The reader stuck with the plan and finished most of the cloze activity with only a little difficulty and filled in every blank correctly. However, the researcher was glad that she let the student have a word bank on this activity because it helped the reader’s self-confidence to increase in the area of cloze activities.

The researcher also began implementing the repeated reading activity. The chosen piece of writing was an approximately 200 word, fourth grade level article about Helen Keller. The researcher asked the student to read the article but not to rush through

it. On the reader's first trial, she read 80 words in one minute. The researcher kept track of the reader's errors and self-corrections, then spoke with the reader about each error. After chatting for a few minutes together, the researcher asked the reader to re-read the article but not to rush through it. This time, the reader read 108 words per minute. Next, the researcher showed the reader the goal chart for repeated readings. The two filled the chart out together and decided on a goal reading rate of 150 words per minute.

October 28, 2008 Repeated Reading and Cloze Procedures

Today the researcher decided to start off the lesson with another repeated reading practice with the Helen Keller piece. The researcher was very happy to report that the reader is still improving. After three readings, the reader has improved by twenty words per minute. However, the improvement after the second reading was a smaller change because the reader is getting so good at recognizing the words that there is less room for improvement. However, the pair are still working towards their goal of 150 words per minute. Even though the reader didn't improve by as much of a margin during the third reading, she still improved and celebrated. Also during the third reading, the reader self-corrected every error that she made, which shows that the reader is being conscious of what she is reading and knows when something doesn't make sense. The researcher knows that the reader is competitive in sports so the researcher tries to pull that same competitiveness into the lessons by setting goals and reaching them.

The researcher also started two more activities with the reader. First, the researcher developed a plan with the reader to pick a random sentence from one of the reader's favorite books series, *The Boxcar Children*. After reading a sentence that confused the reader, the researcher looked at the sentence for a confusing word and then

read the sentence out loud to the reader but substituted the word “blank” for the difficult word. Then the reader would try and use the context clues from the rest of the sentence to decode for comprehension. After reading the sentence with the blank, four out of five times, the reader was able to define what the sentence was saying and come up with a reasonable definition for the word that was difficult at first.

Second, the researcher asked the reader to complete a shortened cloze procedure. This particular cloze reviews activities that a group of people might do at the beach. The researcher decided to shorten it this time because she had noticed in recent sessions that the cloze procedures kept the attention of the reader for awhile but after about half way through, the readers grew bored of the activity. After reading through the beach cloze together, the reader completed the first half of the procedure with little difficulty. The researcher decided to wait to begin grading the procedure though until it was totally complete because she didn't want to give it back to the reader to complete with marks on it.

November 3, 2008 Repeated Reading, Cloze Activity, Graphic Organizer

To help the reader's word recognition skills, the researcher decided to continue both activities from the previous lesson. After reading the next section of the cloze activity together, the researcher let the reader complete another section of the beach themed activity. This time however, the reader did the activity with ease and seemed to not mind it as much. The researcher thinks the reader was able to enjoy it more because there was a smaller chunk to do. Even though the researcher was tempted to ask the reader to do more, she resisted because she didn't want the reader to get burnt out.

To finish up session, the reader re-read the piece on Helen Keller and this time read with 114 words per minutes and only two errors. The errors came towards the end of the piece and were on the words “received” and “spelled.” The researcher knows that the reader can read those words and even though they reviewed the words, the researcher thinks that the reader was simply getting tired and wanted to complete the activity quickly so that her speed would get faster.

During this tutoring session, the researcher also introduced the book that she picked to read with the student and complete a graphic organizer with. The book is titled *Aslan* and is a shorted version of *The Lion, The Witch, and the Wardrobe* by C.S. Lewis. The pair only read about 10 pages when their time together expired and the students went back to class.

November 6, 2008 Graphic Organizer

Today the researcher had an abbreviated length of time to spend with the reader because Patricia Pollaco came to the school to speak to the forth graders. Therefore, the pair had just enough time to finish reading *Aslan* and complete the graphic organizer. After the book was totally read, the researcher talked with the reader about what a prepositional phrase is. They did several example sentences on the chalk board and the reader even started developing her own sentences with prepositional phrases. Then the researcher showed the reader the graphic organizer with a piece of text from *Aslan* in the middle. The text featured five prepositional phrases. The two took turns reading sentences and after each sentence, the researcher asked the reader if that particular sentence had a prepositional phrase. The reader picked out the first four sentences with

prepositional phrases and wrote the phrases in the bubbles. However, the reader could not pick out the last prepositional phrase from the last three sentences.

Tuesday, November 18 Multiple Meaning Words

Today the reader and the researcher did another activity to assist the reader in her word recognitions skills. To begin the researcher reviewed multiple meaning words with the reader and even took out the worksheet that they had completed together as an example for the reader. Then the researcher had previously created note cards with a word on the front that had more than one meaning. Then the researcher flashed the card and the reader and researcher took turns developing sentences with the words that used the word in a different way. The reader was responsive to this activity and seemed to enjoy it. To end the lesson, the researcher let the reader work independently while she filled out another paper on multiple meaning words. The reader sufficiently completed all five words while developing two sentences for each word. The reader only struggled with one word which was “bow.” She began by using the type of bow that some one would put into their hair but was only able to develop the sentence using the type of bow that would shoot an arrow after the researcher helped her with the definition.

Tuesday, November 25: Running Record, Cloze Activity

Today the researcher decided to do two activities with the reader to improve her word recognition skills and test what they have been learning. First, the researcher reviewed how to use context clues to figure out what a word means. Then they repeated the activity where they skim through the book the that reader is currently reading independently and find confusing words/sentences to decode. Then the researcher asked Bethany to finish the second half of the Beach Cloze Procedure that she started on

November 3rd. Bethany finished the procedure without a word bank and was confused only by the word “parasol.”

Next, the researcher and reader did a running record from the book *Tales of a Fourth Grade Nothing*. When the reader was through reading the material, the researcher reviewed the words with the reader that proved to be difficult and hard to understand. The researcher ended the session by asking the reader a few comprehension questions about the *Tales of a Fourth Grade Nothing* piece.

Monday, December 1: Repeated reading, Review

Today was sort of bittersweet for the researcher because it was the last day she would meet with the reader to tutor. She was happy because she had a wonderful experience and learned a lot while tutoring the reader, but the researcher was also down because she thought that the reader and herself had a good relationship.

The researcher and reader started off the session by reviewing all of the different concepts like context clues, cloze procedures, multiple meaning words, and repeated readings that they have been working on. The researcher had consistently been telling the reader that she can apply these concepts when she is independently reading. However, today the researcher intricately reviewed each detail of how the reader could use these activities in her own reading. The researcher felt as though she might not be getting through to the reader, but then was approached by the reader’s teacher after the session. He informed the researcher that the reader has been making a lot of improvement with her reading. This helped the researcher to think that she was possibly getting through the reader so she was glad that she did take the time to review each part that they had been learning.

Finally, the researcher gave the reader a copy of *Marley and Me* as a way of showing her gratitude to the reader for helping her so much this semester. The reader was excited about the book and exclaimed that she had recently seen a movie preview for the Marley and Me movie that is coming out soon. The researcher informed the reader that she had also seen the movie preview and that she wanted the reader to be able to read the book before seeing the movie. Before leaving, the reader and researcher did a quick repeated reading with the first page of the book. The researcher engaged the reader in conversation between readings. The reader improved with every reading.

Phase IV

Throughout the time that the researcher spent with the reader, she noticed a positive difference in the reader's attitude towards reading. When speaking with the reader's teacher, the researcher discovered that the difference that she noted during tutoring sessions was spilling over into classroom reading time. The researcher tried to connect this change with the reader's assessment scores throughout the study and found that while some scores changed, a few of the scores did not.

At the start of the study, the researcher asked the reader to do a cloze activity that had a seasonal fall theme. The researcher asked the reader to complete the activity without a word bank and the reader scored a 45%. However, then the researcher provided a word bank for the reader to build the reader's confidence and asked her to complete the same activity. The reader scored an 88% on the activity which is the independent level. However, the researcher knew that for the reader to score an 88% with the use of a word bank, she would need help with this area because a word bank would not be provided on the assessment portion using the cloze procedure. Therefore,

the researcher started working on context clues activities with the reader. The main activity involved the reader and researcher skimming through the reader's personal reading books and using context clues to figure out the meaning of confusing words. Therefore, when the reader completed the Halloween themed cloze procedure without a word bank, she scored at an instructional level. The researcher decided to tutor the reader more on word recognition because the researcher thought that for the reader to be successful on in-class reading, the reader would need to have more of a grasp on this topic. Therefore, the reader continued doing the beach cloze procedure with the student. However, instead of doing large chunks of the cloze procedure at one time, the researcher decided to do part of the paper every time the pair met for a tutoring session. This way, the reader would not become overwhelmed by the activity. The researcher rarely helped the reader with the activity and after completing the beach cloze, the reader successfully scored a 70% which puts her at the independent level without a word bank. This is a remarkable increase in score because the reader scored at the independent level during the first activity, but she was given a word bank. By scoring at the independent level without a word bank proves that the cloze tutoring activities helped the reader to improve her word recognition skills by using context clues.

Another area of noticeable improvement came in the repeated reading section of the tutoring. On the first repeated reading activity with the Helen Keller piece, the researcher allowed the reader to re-read the piece over several different meetings. Additionally, the reader usually read the piece twice at each meeting. After the first reading of 80 words per minutes, the reader decided that a goal of 150 words per minute was appropriate. Additionally, after each reading, the researcher reviewed the reader's

mistakes with the reader and explained to her that any mistake would subtract one word per minute from her final total. After reading the piece four more times, the reader was able to read 115 words per minute. Even though this was an increase of about 40%, the reader did not reach her goal before the researcher decided to stop using the Helen Keller piece in order to prevent the reader from becoming distracted and unsettled by not being able to reach her goal. To help the reader increase her fluency from this point, the researcher discussed with the reader the importance of not rushing through a piece of writing just to be able to read it as fast as possible. The two talked about how it is also important to comprehend the writing. Therefore, the reader and researcher would practice repeated reading activities together with the reader's personal reading books. Often, the researcher would model an appropriate reading speed for the reader. During this time, the researcher took the advice of the reader's teacher and did not keep a written record of the reader's improvements. This was because the teacher knew that the reader was very competitive and knew that the reader would just try and buzz through the reading in order to make sure that she improved her reading speed per minute. However, for the last repeated reading assessment from the *Marley and Me* book, the researcher did keep track of the reader's progress. During the first reading, the reader read 142 words per minute followed by 166, 193, and 214 words per minutes. From the first reading to the last reading this was a 50% increase in the amount of words. This was significant to the reader because she increased her reading speed by 10%. When the researcher showed this data to the reader, the reader was excited and amazed with herself. This indicated to the researcher that the reader was beginning to see the importance of repeated reading.

The only area that the researcher did not see a drastic improvement in was the running records. The researcher conducted two running records on the reader at the beginning of the study. The reader scored at the independent level on both pieces of fourth grade reading material. However, when the researcher conducted a running record with the reader at the end of the study, the reader scored at the instructional level. This was weird to the researcher because the reader decreased in her reading level according to the running record but increased in every other area. The researcher thinks that the reasoning behind this could be due the reader's competitive edge. The researcher knows that the reader is constantly competing, even with herself. It would be logical that the reader was trying so hard to read the piece fluently and successfully that she simply read the piece too quickly.

This is the area that the researcher feels the reader needs to start addressing. The reader loves to compete and openly expresses that passion. The researcher feels that the reader needs to take time to thoroughly read each piece of writing that she addresses. To help her develop this skill, the reader could simply review the writing on her own to be sure she understands all the parts. If she doesn't, she could go back and re-read the text, like in a repeated reading. Furthermore, if a tutor is present, the tutor could ask the reader comprehension questions to be sure the reader has grasped the information. The researcher shared this with the reader by modeling for the reader the pace at which she likes to read aloud. By sharing this with the reader, the reader was able to hear a sensible reading rate and will hopefully be able to apply this to her own reading style. This is an area that would take much self-discipline for the reader but would defiantly be attainable.

By slowing down, the reader will be able to take more responsibility for understanding the text and set her own goals.

The researcher feels as though she had a positive impact on the reader. Not only did most of the statistics prove this, but it was obvious in the way that the reader talked about her personal reading books. At the start of the study, the reader was hesitant to talk about her books with the researcher. However, over time, the reader openly began sharing details of her chosen books with the researcher. This could be partially because the reader felt more comfortable with the researcher after getting to know her but it could also be because the reader was more comfortable and more excited about reading. The reader's teacher even said that he had noticed a difference in the reader's participation level during classroom reading activities. The researcher is confident that the reader will continue to enjoy reading and carry on her excitement for books.

Throughout the process of the reader case study, the researcher also learned a lot about teaching reading and she had the opportunity to further develop her teaching and strategy skills. At the beginning of the study, the researcher discussed the areas with which the reader struggled with the reader's teacher. The teacher thought that the reader needed improvement with her fluency skills and reading comprehension skills. However, after administering a couple of running records, the researcher noted that the reader struggled very little with comprehension because she was able to talk about the reading with the researcher and retell much of what occurred in the passage. However, the researcher noted that the reader did struggle with recognizing some of the words in each passage. Therefore, the researcher contemplated the next best step that would lead to the reader's true struggles. Therefore, she decided to give the reader a reading rate

assessment to test the reader's fluency and word recognition skills. By administering this test, the researcher discovered that the reader was indeed below grade level with her fluency skills and word recognition skills. Finally, to be certain that her findings were correct, the researcher asked the reader to complete a cloze procedure on which the reader barely scored in the independent level. These statistics combined with the reader's NWEA test scores helped the researcher to know what would be best for the reader. The researcher then had to plan appropriate instruction for the reader regarding her scores. In the beginning of this study, the researcher felt as though she didn't know what to do for the reader. However, after analyzing these assessments, the researcher had a surprisingly clear view of what needed to be done. Additionally, she had no problem developing activity ideas because she was able to be resourceful. For example, the researcher used her peers, advising teachers, and informational books to plan for the tutoring sessions.

Additionally, by analyzing each assessment score described above after each assessment was given, the researcher was able to successfully plan for the next assessment. By forcing herself to take her time and thoroughly evaluate each assessment, the researcher was able to create a detailed plan of the next assessment tutoring session. This is something that the researcher never thought she would have the knowledge to do. However, thanks to her reading classes and in depth investigations, the researcher was able to plan for these assessments.

More importantly, after the researcher noted that the reader needed help with her word recognition and fluency skills, she immediately started planning and deciding on appropriate instruction. To work on these skills, the researcher was at first confused as to where to start. However, the reader's teacher suggested working on context clues in

order to teach the reader to be able to decipher words and difficult phrases while reading on her own. This would increase her fluency and also improve her database of words she could recognize. Therefore, the researcher started planning activities for the reader that would remove a difficult word and then analyze the sentences to decide the meaning of the word and hopefully trigger a connection that would help the reader to develop a pronunciation for the word. This type of instruction planning for a specific problem that the reader was having, was a new experience for the researcher. She was used to planning lessons for whole groups and proposing ideas to help the weaknesses of the group. However, this was a new challenge for the researcher. By thinking ahead to what would be beneficial for the reader and changing lessons along with student work samples, helped the researcher to develop a new teaching skill. This skill could be described as flexibility. By planning lessons that hopefully work and being willing to change those lessons according to how one specific reader was performing, helped the researcher to work on a skill that will be absolutely necessary in the coming years of teaching. By forcing the researcher to step out of her comfort zone of rigid lessons plans that were unchangeable in her mind, her level of flexibility was tested and amplified.

Finally, the researcher has developed her own goals for teaching reading in the future. First, she would like to gain more knowledge through reading and observing that will help her to build up her database of reading strategies. Even though she feels as though she gained a lot of knowledge throughout her college classes, observing in classrooms, and tutoring, she understands that learning is a lifelong process and new ideas would be greatly beneficial for the readers she will be teaching. She would also like to gain these new ideas so that she can alter a lesson or decide on an alternate plan of

action as soon as she sees the need. During the case study, the researcher had time between lessons to decide on what the next best step to take would be. However, if need be, she wants to be prepared to decide on a new lesson or assessment on demand so that the time spent with the reader is as beneficial as possible. Furthermore, the researcher would like to develop her own knowledge of children's literature books so that she will be able to pick appropriate books. A lot of children's literature books are even written to help children with different reading needs and their texts reflect the skill they are addressing. If the researcher could gain a knowledge of these books, she would be prepared to help students even more on specific problems.