Reader Case Study

EDUC 301

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Reader Case Study - Phase 1

**Background Information**

During the first phase of the case study, the researcher familiarized herself with a female first grader. The child lives with her mother and step-father and is the youngest of two sons and four other daughters. The family is of middle social class and lives in a fairly large home in the country. The student’s birth father has passed away, and on the first day of school the student carried a picture of her father with her. This seems to be a factor in the student’s progress. From talking with the student and the cooperating teacher, the researcher has found reading and school in general does not seem to be a priority to the student or her family. From observing the child in class, the student seems to be dependent on others helping her and does not seem to have the initiative to learn or work on her own. Throughout the day, the teacher must stay on top of the student to ensure she is getting work done.

The student doesn’t like to come to school and missed thirty days last year in kindergarten. She said she doesn’t read at home. When asked if her mother or siblings read to her, she said her mom reads to her sometimes but not a lot. When asked if the student is a good reader, the student said no. She says she likes looking at books but since reading is difficult, she doesn’t like it. Her favorite books are *No David!* by David Shannon. The student does not go to any public library and only gets books from the school library. Title 1 is a program the school offers and this student participates. She is taken out of the classroom twice a day to work with the Title 1 teacher. Though the student shows little interest in school, she likes playing with friends at recess and art is her favorite special to go to.

**Assessments**

When looking at the student’s MAP scores from the previous year, the score students should obtain is 160, and the student for this case study scored a 111. The difference between the
student’s actual score and what she should have scored is huge. This student is a perfect
candidate for one-on-one instruction. After listening to the child read and speaking with the
teacher, the researcher has determined phonemic awareness will be the intervention strategy
worked on. Decoding is an issue for the student, so this will be a major factor focused on as well.
The student struggles with letter sounds and once this has become mastered, the student should
have no trouble decoding words when reading.

Throughout this case study, the researcher will complete three forms of assessment with
the student. The first assessment will be used to determine the student’s reading difficulties and a
baseline score. The next assessment will be developed to monitor the student’s progress
throughout the one-on-one lessons and tutoring. Lastly, another assessment will be used to
establish student improvement when looking at the baseline score and the out-come based score.
Here an excel spreadsheet will be used to chart and document the student’s progress. The
screening and outcome based assessment scores will be used. A graph will be then be made to
show the student’s improvement throughout the instructional process.

The first type of assessment the researcher will give is the screening. This assessment
will determine the reader’s difficulties and help the researcher form instruction so the reader will
show growth in reading. Since the researcher will be focusing on phonemic awareness in
instruction, the first assessment will be a combined test of rhyming recognition, the Yopp-Singer
Test of phoneme segmentation, and phoneme blending. This combined assessment will show the
researcher the area or areas the student struggles in phonemic awareness. When this assessment
is given, there will be 10 words or pairs of words for each part of the assessment. For example
there will be 10 pairs of rhyming words, in which the student will determine if the words rhyme
or not. The Yopp-Singer assessment will provide the student with 10 words that they will then
segment into sounds. The last part of this assessment will give the student 10 words that are already segmented that the student will have to blend. This form of assessment will be given at the very beginning of the case study and will give the researcher a base-line score.

After the first two intervention lessons, the researcher will perform another assessment called a progress monitoring assessment. This form of assessment tells the researcher what the student is learning from the instruction and if the instruction is working or needs to be changed. An Informal Reading Inventory will be the assessment used. A running record has been chosen by the researcher for this second assessment. The book used will be one the student has worked on with the researcher and the Title 1 teacher. From listening to the student read, the researcher can determine of the student is able to segment and then blend words correctly. The running record will help the researcher determine how and if the student has made any progress after the first two intervention lessons.

The last assessment will be an outcome-based assessment and given to the student at the end of the intervention lessons. This assessment will again be a combined phonemic awareness one. Rhyming recognition, phoneme segmentation, and phoneme blending will be the focus of this last assessment. Again 10 words for each category stated above will be used. However the words will be different from the words in the first assessment. The results of this assessment will be compared to the results from the first assessment to determine how the student’s growth. By using an excel spreadsheet, the researcher will be able to show the student’s improvement.
<table>
<thead>
<tr>
<th><strong>Assessment Database</strong></th>
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<tbody>
<tr>
<td><strong>NAME</strong></td>
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<tr>
<td>Scholastic Reading Inventory</td>
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<tr>
<td>Assessment of Literacy and Language</td>
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<tr>
<td>Developmental Reading Assessment</td>
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<tr>
<td>Multidimensional Fluency Scale</td>
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<tr>
<td>Dynamic Indicators of Basic Early Literacy Skills</td>
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Phase 2: Developing a Plan

As highlighted in phase one of this case study, the research will be working with a female first grade student on phonemic awareness. On October 4, 2011 the researcher administered a phonemic awareness screening test to determine which aspect of phonemic awareness the student could further develop.

The researcher used three screening assessments that include recognizing rhyme, Yopp-Singer phoneme segmentation, and phoneme blending. After administering the three assessments the researcher discovered the student is fairly proficient in phoneme blending receiving a score of ten out of ten. However, the reader struggled with phoneme segmentation and rhyming. The students received a score of six out of ten on the phoneme segmentation assessment and a seven out of ten on the recognizing rhyme assessment.

During the recognizing rhyme assessment, the researcher gave ten pairs of words in which the student was to determine if the pair of words rhymed or not. The pairs of words that were given are: fin/win, rug/mug, hat/dress, pan/man, bird/book, lock/rock, cat/fat, cup/dog, bug/wig, and mop/stop. Right away the researcher noticed the reader struggles with hearing rhymes. While the assessment was going on, the researcher had to repeat almost all of the pairs of words more than once. However, the student easily recognized when words did not rhyme, and struggled with finding the words that did rhyme. Six of the ten pairs of words did rhyme while four of the ten did not. The student missed three points on this section, in which the pairs of words missed were all rhyming words. The pairs of words that were missed are; rug/mug, lock/rock, and cat/fat. This assessment shows the researcher that rhyming words need to be a focus during instruction time. The student easily recognized when words did not rhyme but needs further instruction on how to tell when words do rhyme.
On the Yopp-Singer phoneme assessment, the student was given ten words in which she had to segment into the sounds. When giving the assessment, the researcher said the words out loud and asked the student to segment the individual sounds of the words orally. The ten words used are *dog, keep, no, red, she, sat, fine, that, wave,* and *grew.* The student received a score of six out of ten, segmenting four words incorrectly. For the word *dog,* the student segmented the word into two sounds instead of three. The student gave the answer of */d/-*/og/* instead of */d/-*/o/-*/g/* . The next word the student had trouble with is *sat.* When segmenting *sat,* the student said */s/-*/at/* instead of */s/-*/a/-*/t/* . For the word *that,* the student did the same thing in which she said */th/-*/at/* instead of */th/-*/a/-*/t/* . From this assessment the researcher has concluded segmenting sounds is another area the student needs further instruction.

After looking at all three tests combined, the researcher found the student received a total score of 23 out of 30 total points possible, resulting in 76% accuracy. The reader seems proficient in the area of blending phonemes but needs improvement in recognizing rhyme and phoneme segmentation.

The plan of action, determined by the researcher, will focus on the phonemic strategies of recognizing rhymes, and phonemic segmentation. These two strategies will help the reader develop better phonemic awareness, resulting in better decoding when reading. The researcher will complete five different lessons with the reader to better help the student with rhyming and segmenting words. These lessons will most likely be done at the beginning of the school day in the library because the cooperating teacher does not want the reader to miss other important subject matter. The reader also leaves in the afternoon for the special (art, music…) and two other times for extra help with the Title 1 teacher.
Lesson 1

The researcher will begin the first lesson by playing a rhyming game with the student. First the researcher will remind the student rhyming words have the same ending sounds. To play the game the researcher will point to a body part, such as nose. The researcher will then say the word *rose*. The student will then say the body part that rhymes with rose, which is nose. The other rhyming combinations that will be used by the researcher are:

- deer-ear
- go-toe
- bye-eye
- bear-hair
- peek-cheek
- pail-nail
- gum-thumb
- deck-neck
- fin-chin
- farm-arm
- sack-back
- put-foot
- see-knee
- band-hand
- feel-heel

When the student has done this successfully, the researcher will then point to a body part and ask the student to say as many rhyming words for that body part she can. For example the researcher will point to the knee and the reader can say we, bee, three, free.

After the rhyming game, the researcher will introduce the book *Who am I?* by Nancy Christensen that has lots of rhyming words. Since the book is unfamiliar, the researcher will read the book to the student. While reading the book, the researcher will ask the student if she heard any rhyming words throughout the book. For homework, the student will take the book home to practice reading it and to see if she can find any other rhyming words she might have left out.
Lesson 2

The researcher will begin lesson two by discussing the homework from lesson one. The student was to have read the book *Who am I* and find any words that rhyme. The researcher will ask the student if she found anymore rhyming words and flip through the book with the student to find rhyming words. Next the student will read the story out loud to the researcher. The researcher will make note of any words the reader struggled. After the student has read the book, the researcher will do a think aloud in which she demonstrates orally to the student how to segment unknown words. The researcher will read the first page and sound out any unknown word, demonstrating to the student how to segment words. By watching and listening to the researcher segment an unknown word, the student should be able to pronounce the word. The researcher will then go over the other missed words with the reader and have her practice segmenting the words.

Next, the researcher will show the reader ten pictures, such as a bat, pan, and dog in which the reader will segment the sounds orally. For example if the picture is a bat, the student will say the word and then the sounds, /p/-/a/-/n/. Some of the ten words will rhyme, such as man and pan. When the student is done segmenting the sounds of all ten pictures, she will then match any pictures that rhyme, writing the rhyming words on a white board. After finishing this portion of the lesson, the researcher will introduce the book *Cat Traps* by Molly Coxe, by allowing the student to look at the pictures and asking the student to predict what the book may be about. As homework, the student will take this book home to practice reading and segmenting any unknown words.
Lesson 3

Lesson three will begin with a discussion about the homework over the book *Cat Traps*. The researcher will ask the student questions: Was the book hard to read? Did you have trouble with some words in the book? How did you work through those hard words? Did you segment any of the words? Did it help to segment the words? Did you find any rhyming words? The researcher will then have the student read the book and note any words the student misses. After the student is done reading, the researcher will go back through the book with the student looking at all the missed words and helping the student segment the words. The researcher will also go through the book with the reader and have the reader point out any rhyming words.

Next the researcher will work on Elkonin/sound boxes with the reader. The researcher will have ten pre-made cards with a picture and the boxes underneath for every sound in the word. To start the researcher will do a think aloud and demonstrate how to use the boxes. The student will then practice using the sound boxes by writing in the sounds they hear in the word in the boxes. For example if the word is kite, the student will write in the first box a k, i in the second box, and t in the third. Once the student is done with all ten words, the researcher will give the student homework for that night that consists of words from the *Cat Traps* book that the reader struggled with. For all five words, the reader will segment each word using the boxes.

**Progress Monitoring**

After the third lesson the researcher will perform a progress monitoring assessment to see how far the reader has come and if any instruction needs changed. The researcher will do a running record over the book *Cat Traps* since it is a familiar book. From the running record the
researcher will be able to determine if the reader has better developed her ability to recognize rhyming words and segment words.

**Lesson 4**

Lesson four will start by reading the students favorite book *No, David!* After the book is read the reader will fill out a comprehension graphic organizer about the book. The organizer will ask the student to recall six things David did that he wasn’t supposed to do. This will aid the reader in better comprehending the story. The organizer contains six bubbles that the reader will fill in with the things David should not have done in the story.

After finishing the graphic organizer, the reader will practice more with sounds by looking at ten words from *No, David!* The ten words that will be used are; David, back, play, food, room, down, stop, this, put, and not. The reader will write one word at a time on a white board. The researcher will have the reader say the word out loud and then ask the reader to segment the word by saying the sound she hears at the beginning, middle, and end of that word. This gives the student practice in hearing sounds and determining where the sounds they hear are at in the word. When the reader is done with all ten words, the researcher will introduce a new book called *Fox Trot* by Molly Coxe. The reader will flip through the pages and look at the pictures. The researcher will then give the student five cards with the following words from the new book; plan, band, jig, trot, and fox. The student will take these cards home and practice segmenting each word the beginning, middle, and ending sounds using Elkonin boxes.
Lesson 5

In this last lesson the researcher will have the student read the book *Fox Trot* out loud. The researcher will go over the five cards the student took home and have the reader tell the researcher the beginning, middle, and ending sounds. The reader will also tell the researcher what the book was about and any words the reader struggled with while reading. After hearing what words the reader struggled with, the researcher will ask the reader what she did to figure out what the words were?

To wrap up the lessons, the researcher will have the student practice rhyming and segmenting. First, the reader will be given a page that has a picture of a mop and a sock. The reader will then cut out pictures from the page that rhyme with mop and sock. The reader will glue the words that rhyme with mop under mop and the same with sock. Once the reader is done with this the researcher will ask the reader how she knew each word rhymed with mop and sock? After this activity the reader will then do another sheet that has a picture of a word and the word written out. However, a part of the word is missing and the student has to write the sound that is missing. For example the word web is missing the w, the word jet is missing the e, and cat is missing the at. This is a review of segmenting words and hearing the parts of a word.

Outcome-Based Assessment

After all five lessons have been completed, the researcher will give the reader an outcome-based assessment. This assessment will include rhyming recognition, phoneme segmentation, and phoneme blending. The outcome-based assessment will hopefully show improvement in these phonemic awareness skills for the reader.
Dear Parent/Guardian,

Thank you for giving me permission to work with your child on her reading skills. From talking with the classroom teacher, I have determined to work with your child on phonemic awareness. Phonemic awareness is the ability to hear sounds that make up words. After completing a screening assessment with your child, I determined her strength is phoneme blending but she struggles with phoneme segmentation and rhyming. With that in mind, I developed 5 mini-lessons to help better these skills with your child. In the 5 lessons, we will be reading during each lesson. We will then be working on rhyming words and segmenting sounds. The words that we will work on will come from the books we read. Most of these lessons will be done orally but your child will also work on her writing skills as well. One lesson will also focus on reading comprehension but will also be tied into hearing beginning, middle, and ending sounds of words.

That being said, I will be sending some form of homework home with your child each time we have a lesson together. Much of the homework will need to be done with an adult because it is oral and practices what we went over in that day’s lesson. Please encourage your child to tell you about and practice the skills we have worked on during our lessons. Again thank you for letting me work with her and I can’t wait to see improvement in her reading abilities. If you need to contact me please feel free to do so via phone (574)-377-0572 or via email drwhitaker@spartans.manchester.edu.

Sincerely,
Devan Whitaker
Information Page

**Title of Book:** *No David!*
**Author’s Name:** David Shannon
**Copyright Date:** 1998

**Summary:** This story is about David, a little boy who keeps getting into mischief. He walks into the living room with muddy shoes, bangs pots and pans, plays with his food, and picks his nose. All throughout the book David’s mom is yelling for him to stop and tells him to not do something. At the end his mother gives him a big hug and tells him she loves him.

**Details for Web:** Using this graphic organizer, the student will write down six things David did he wasn’t supposed to do. The organizer has six bubbles the student will write the information into. If the student struggles with writing, he/she can draw pictures.
No, David!

Directions: Write in each bubble one thing David did in the story he wasn’t supposed to do.
No, David! Answer Key

Directions: Write in each bubble one thing David did in the story he wasn’t supposed to do.

- Tried to steal cookie
- Talked with his mouth full
- Jumped on his bed
- Picked his nose
- Ran down the street naked
- Broke a flower pot
Phase 3: Tutoring

During this stage of the case study, the researcher spent time tutoring a first grade student in phonemic awareness. Five mini lessons were conducted for about 30 minutes each. After every lesson, the researcher reflected on the lesson and the effects of the lesson on the student.

Lesson 1

During this first lesson, the researcher had the student read the book *Who am I?* and practice with rhyming words. At the start of the lesson the student was shy and did not seem eager to work. When asked to read the book, the student was hesitant and did not seem to have confidence in herself. The student told the researcher she did not know how to read. However, once the student started reading, she became more comfortable and began reading fairly well. When working with the rhyming words, the student also did very well. She picked out words that rhymed and could tell when words did not rhyme. As the student read the book, she struggled over a few words and did not seem to know what to do. She did not try to make the sounds of the word and she would just ask the researcher to tell her the words. After this first lesson, the researcher has decided to mainly focus on segmenting and blending words.

Lesson 2

During the second lesson, the researcher had the student read a book and find any unfamiliar words in the book. The researcher demonstrated performed a think aloud to demonstrate how to segment a word. Next the researcher presented the student with ten pictures in which the student had to segment the word. After completing this part, the student wrote the words on a white board and circled any words that rhymed. When doing this lesson, the student
seemed to be more engaged and was willing to participate. The researcher has noticed the student seems to be more confident in her ability to read. When segmenting words, the student seemed to understand the concept. The student was able to slow down and make each sound of the word and combine the sounds to make a word. However, she did not seem to understand this strategy can be applied and used when reading a book. From now on when reading with the student, the researcher will remind the student to segment words.

**Ten pictures used during this lesson:**

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**Lesson 3**

During this lesson, the researcher focused on hearing each sound in a word and then combining the sounds. The researcher taught the student how to use Elkonin boxes. This strategy was unfamiliar to the student and at first she seemed unsure of the strategy. The researcher modeled for the student how to use the boxes and then the researcher and student did one together. After this the student completed ten Elkonin boxes on her own. The researcher has determined this student really needs confidence and once she receives assurance from an adult, the student completes tasks on her own with few errors. The student was able to complete all the Elkonin boxes on her own without assistance from the researcher. The sound boxes were helpful for the student because she had to slow down to hear each sound of the word. Overall, the student is progressing in segmenting words and the combining the sounds.
The following shows the students 10 Elkonin boxes the student worked on:

Progress Monitoring: Running Record

The researcher conducted a running record for the progress monitoring assessment. The book *Cat Traps* by Molly Coxe was used for the running record because the student had read the book once with the researcher. The purpose of using a running record was to identify any reading strategies the student used and if the student was using any of the new strategies when she came across an unfamiliar word. The running record is provided below:
Title: Cat Traps

Word Count: 95

- Cat wants a snack.
- Cat sets a trap.
- Cat gets a bug.
- Ugh!
- Cat wants a snack, Cat sets a trap.
- Cat gets a pig.
- Too big!
- Cat wants a snack.
- Cat sets a trap.
- Cat gets a fish. Swish!
- Cat wants a snack, Cat sets a trap.
- Cat gets a frog?
- No, a dog!
- Cat wants a snack.
- Cat sets a trap.
From the running record, the researcher gathered the student used picture clues and segmenting sounds when she came across a word she did not recognize. For instance the word from was used and the student looked at the picture and then sounded out the letters to form the word frog. The researcher concluded the student was double checking herself to make sure the word was correct. From the running record, the researcher also noticed the student left off the “s” sound when words were plural. The student also missed the word “gets” every time the word appeared in the story. Instead of saying “gets”, the student said “gots.” Overall from the running record, the researcher found the student read the book with 92.6% accuracy, which is at the student’s instructional reading level.

Lesson 4

During this lesson, the student read her favorite book, No! David and practiced segmenting words from the story. The student wrote ten different words on a white board and the researcher asked the student to segment the word by saying the sound she heard at the beginning, middle, and end of the word. The researcher had the student do this because during the running
record, the student tended to leave off the end of some words. During this time the student did well on segmenting each word. She even drew a couple Elkonin boxes for a few of the words. Reading the story and segmenting the words took longer than the researcher thought it would and the student only had time to fill in two sections of a graphic organizer over the book. During this lesson the student seemed excited about reading her favorite book and spent time looking at the pictures. This took time away from working on the graphic organizer. The researcher has noticed a new confidence in the student when asked to read a book.

**Student’s Graphic Organizer:**

![Student’s Graphic Organizer Image]
Lesson 5

This last lesson was used as a wrap-up to all that was taught during the sessions. The student started out reading a book called *Fox Trot*. The student was asked during the reading to point out any rhyming words she heard. She did this portion correctly and found all the rhyming words. Next the student was given a page that had a picture of a mop and sock and the student cut out pictures from the page that rhymed with mop and sock. She then glued the rhyming pictures together. The researcher found this portion interesting because the student did not cut out all the pictures first, like the researcher thought she would. Instead she only cut out pictures that rhymed with mop first, glued those on, and then cut out the pictures that rhymed with sock. After the student completed this, she was given another page that had parts of words missing. The words were next to pictures and the student had to sound out each word to then write in the missing sound. Again, the student did excellent. She did not ask the researcher for help, but the researcher did have to remind her a few times to keep working on the sheet. After this lesson, the researcher felt good about the work that has been done the past five tutoring sessions. The reader seems to be more confident in herself and her ability to read. However, the researcher has determined the student should have more practice with sight words because these were the words the student missed most often when reading.

**Student pages completed in lesson five:**
Outcome-Based Assessment

After teaching the five mini-lessons to help the student develop her phonemic awareness, the researcher conducted an outcome-based assessment. This assessment was the same as the screening assessment, which tested the student’s ability to recognize rhyme, segment phonemes, and blending phonemes. From this outcome-based assessment, the researcher determined the student did improve, receiving a 100% on all three parts of the assessment.
Phase 4 Impacts on Student Learning

**Narrative on Student Learning**

Before conducting the screening assessment, the researcher talked with the cooperating teacher to discuss which reading area should be the focus of the study. The teacher decided the student needed extra focus in the area of phonemic awareness because the student struggled with decoding. The screening assessment included ten questions from the following areas; recognizing rhyme, Yopp-Singer phoneme segmentation, and phoneme blending. By using these three areas to assess the student, the researcher would be able to determine exactly which area the student needed more focus.

After completing the screening assessment, the researcher was able to determine the student was doing fine in phoneme blending but struggled in rhyming and phoneme segmenting. Overall, the student received a total score of 23 out of 30 points possible, resulting in 76% accuracy.

**Screening Assessment:**

![Screening Assessment Image](image-url)
Recognizing Rhyme Assessment

Directions:
I am going to say two words: cat - fat.
I want you to tell me if the two words sound alike. This is called a rhyme.
Let me show you.

Model:
Cat and fat have the same sound at the end so they rhyme. Cat and mop do not rhyme because they do not have the same sound at the end.

Share:
Listen to these two words: pail - tail.
Now say the two words with me: pail - tail.
Do these two words rhyme? (Yes)
Put your thumbs up like this if they rhyme:
Listen to these two words: cow - pig.
Now say the two words with me: cow - pig.
Do these two words rhyme? (No)
Put your thumbs down like this if they do not rhyme:

Assess:
Listen to these sets of words. Thumbs up if they rhyme. Thumbs down if they do not rhyme. Here we go...

1. fin - win ✓
2. rug - mug —
3. hat - dress ✓
4. pan - man ✓
5. bird - book ✓
6. lock - rock —
7. bet - get —
8. cup - dog ✓
9. bug - wig ✓
10. mop - stop ✓
Phoneme Blending Assessment

Directions:
I am going to say all the sounds I hear in a word. I want you to tell me the word that you hear when you put these sounds together. You say it fast. Let me show you.

Model:
If I say /p/ /a/ /g/ the word is . . . pig.

Share:
Now try to put the sounds together with me. Say it fast. If I say /c/ /a/ /t/ What word do you say? Yes, the word is . . . cat.

Assess:
Listen to the sounds and tell me the word those sounds make.

1. dog √
2. nest √
3. man √
4. big √
5. jump √
6. fan √
7. run √
8. play √
9. look √
10. water √
After looking at the results of the screening assessment, the researcher developed five mini-lessons to teach the student strategies for recognizing rhyme and segmenting phonemes. During each session, the researcher made sure the student had opportunities to read and learn a new skill to use when reading. The sessions were created in the expectation the student would use the strategy taught in the previous lesson during the next lesson. This aspect was a success because the student used the Elkonin boxes a couple times throughout the entire study. At the beginning of each lesson, the researcher also had the student talk about what was done during the last session. This was in the hope that the student would be able to remember the new strategy and use it all the time, not just during the sessions.

Once the five mini-lessons were completed, the researcher gave the student an outcome-based assessment. This assessment was exactly the same as the screening test. Once the outcome-based assessment was finished, the researcher knew the student had improved in the areas of recognizing rhyme and phoneme segmentation. The student received a score of 30 out of 30 points, resulting in 100% accuracy. Even though the student scored a perfect on the outcome-based, the researcher feels there is always room for improvement.

![Phonemic Awareness Growth](image)

*This table shows the student’s scores from the screening and outcome-based assessment.*
After looking at the data collected, the researcher is satisfied with the growth the student has shown. From the initial session, till the last, the researcher has watched the student become a more confident reader and learner altogether. The first day the student said she could not read and was reluctant to try. At the last session, the student picked a book to read and started right away. She did not hesitate or wait for the researcher to ask her to read. At the beginning of the session, the researcher shared with the student the researcher needed help with something for a college class. The researcher told the student she would also be working on her reading skills while helping fulfill the college assignment of the researcher. Telling the student this made her excited and eager to help.

Overall, the researcher has noticed growth in the student’s phonemic awareness. When reading during the last session, the student used many of the strategies to decode unfamiliar words. One area the researcher feels the student could have more instruction on is sight words. Many sight words were missed by the student when she was reading. The student has become more confident in her reading ability and has become a tad more excited about reading. If this student is kept motivated to read, she should be successful in her future reading instruction.

**Researcher Reflection**

The process of this case study has taught the researcher a lot about students and teaching. As a teacher the researcher has learned how to complete a reader’s case study from start to finish. The researcher has also learned how to assess students on their reading abilities to determine the area of focus for a case study. Learning how to do a screening, progress monitoring, and outcome-based assessment will help the researcher in her future teaching experiences. The researcher was able to make connections between the results of the assessments and her teaching
the lessons. From the assessments, the researcher was able to determine the exact area the
student needed more instruction on and the researcher was able to plan lessons to accommodate
these needs. Once all the sessions and assessments were over, the researcher was able to create a
graph to show the student’s growth. The graph the researcher created showed where the student
started, the scores of the screening assessment, and where the student was in her phonemic
awareness after the outcome-based assessment.

From the five sessions, the researcher could look at the student’s work to determine what
the next session should consist of. For example during one session, when the student was
reading, she left off the ending sound to some of the words. In the next session, the researcher
had the student work with identifying the beginning, middle, and ending sounds of words. The
researcher was able to teach the student based on her individual needs.

As a future teacher, the researcher knows there is a lot of time put into assessing,
teaching, re-assessing, and evaluating students. A goal the researcher has is to be able to do all of
these things for each student quickly and efficiently, as to not waste time. The process can be
tedious and long but if the researcher continues to practice, the students will benefit greatly. The
researcher wants to provide all of her students with well planned reading instruction, but then be
able to differentiate when necessary. Finding a balance between the two is a major goal the
researcher has a future teacher.