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Corrective Reading  
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Case Study Phase 3

The first lesson began with the pre-test of sight word flash cards. The researcher will use this test to determine what words the reader is struggling with. There are two lists of twenty sight words each. The reader has to read through the words without pausing. The two lists of words are the beginning basic words for a first grader. The words consist of words the reader was exposed to in kindergarten. The reader knew nine of twenty words on list one and eleven of twenty words on list two. This first test will be compared to the flash card outcome-based assessment at the end of the lessons to show the improvements the reader made. After the flash card assessment, the researcher read a big book to the reader. The big book was placed on the floor. As the researcher read, the reader pointed to each word. The reader is able to look at the words as they are being read to him.

*Reflection: During this first lesson, the researcher realized how much this reader did not like to read. His attitude and the way he presented himself, showed that he did not want to be there. He struggled reading the words on the flash cards. Is this because of his knowledge level, or does his attitude have an impact on his performance? While reading the big book, it was a struggle for the researcher to keep the attention of the reader. The reader would fall behind when pointing to the words. The researcher had to constantly remind the reader to continue looking and pointing to the words as she read them.*

The second lesson began by having the reader read a level D book. The running record done on this book displayed that the reader has many vocabulary problems. After reading the book, the reader drew a picture about the book and wrote one sentence describing what the book was about. In this sentence, the reader had to use two words that the researcher chose from the book. These words were sight vocabulary words the reader is working on. The reader has the practice reading the words in context and writing them in context.

*Reflection: While reading the book, the reader continued with his non-reading attitude. When the researcher had the reader draw a picture something clicked in the reader's head. He loved to draw. His attitude started to change when he realized he could connect his reading the drawing. He was able to write the sentence without any assistance from the researcher. He looked back at the book for the words to use. After this lesson, the researcher decided to add drawing into as many lessons as possible.*

In the third lesson, the researcher used a big book to read to the student. The researcher gave the reader a pointer. While the researcher was reading, the reader pointed to each word looking at it as the researcher read. When the researcher came to a difficult word, she would pause. She did a think aloud to show different strategies for figuring out a difficult word. During this lesson, the reader got to play a game. The researcher placed note cards with different words on them across the floor. The reader had to start at one end of the note cards and hop to each one. As he hopped to one, the reader had to say the word correctly, or he had

to start over at the beginning. His goal was to make it across the floor in two minutes. He did not make it across this time, but he wanted to practice more so he could make it.

*Reflection: This lesson went very well. The reader really liked the game. He was able to connect a movement activity to reading. He was much more focused on the big book. He wanted to play the game over and over again. He finally got to the end after the fifth time of playing.*

The fourth lesson had a progress-monitoring test. The reader read a book about planting and growing peppers and the researcher did a running record. After the reader was finished reading the book, he drew a picture about the book and wrote one sentence describing what the book was about. The researcher looked at the running record and went over it with the reader. They went back through the book and the researcher explained to the reader what he had problems with. The researcher had the student do his own think aloud to figure out what the words were saying.

*Reflection: The reader was very attentive during this lesson. He was willing to listen to the researcher when she was explaining the problems he had during reading. The researcher saw him mumble to himself different words he was having trouble with. He was saying them back to himself in his head while he listened. This lesson went very well. The researcher believes that the reader is beginning to understand reading and liking it.*

The researcher started out with a big book for the fifth lesson. She had the reader read it to her. When he had trouble figuring out a word, the researcher would have him pause and think about what he could do to figure out this word. After the big book, the researcher did another running record on the reader. She is noticing the improvement in the running records. The reader drew a picture about the book and wrote one sentence describing the book. The reader asked if he could read the book again for fun, and he did. After today's lesson, the reader commented that he likes doing lessons with the researcher and was eager for the next lesson.

*Reflection: During the big book, the reader struggled to start out with. He was not sure what to say when the researcher asked him to pause and think about how he could figure the word out. By the end of the book, he was able to do it. He knew that he could look at the pictures or read on and then go back and look at the word. He is beginning to think more while he is reading. The researcher knows that the reader is beginning to like reading, because he asked to read the book again after the running record. As he did it the second time, the researcher watched the running record to see if he had fixed anything. He knew when he made a mistake and he asked for help. Today's lesson went very well.*

For the sixth, and final, lesson, the researcher started out with another running record. She used the first book that the reader did for a running record. The researcher wanted to compare the two running records to see the improvement over time. The researcher also did the flash card outcome-based assessment. The reader was asked to read through the cards without pausing. There was an improvement in both the lists. In list one the reader went from nine words to fifteen, and in the second list he went from eleven words to fourteen words.

*Reflection: Today was the last lesson. The researcher was eager to see the improvement in the tests as she administered them. There were improvements in the running record and the outcome-based assessment. Through reading and instruction, the reader was able to expand his sight vocabulary. The researcher hopes this will continue to happen. The six lessons with this reader went very well. His reading ability and his attitude changed for the positive.*