Reader Case Study

Jessica Grandlinard

Dr. Eastman

October 2, 2011
Reader Case Study- Phase I

The student chosen for this case study is a nine year old female in fourth grade who attends school in a small town. However, she has moved several times and has previously attended school in larger cities. Her birthday is in May, which makes her among the youngest in her grade. She comes from a divorced family, and has one older step-sibling and three younger siblings. She spends the week with her mother and step-father, and goes to her father and step-mother on the weekends. Her mother works in a medical office and her step-father works for a Christian agency. During her free time, the student likes to play with her dollhouse, play outside with her dogs, and spend time with her family and friends. The student enjoys going to school and considers herself to be a decent reader. The student enjoys reading chapter books, especially scary books and American Girl books. Her favorite author is Dr. Seuss. The student reads at home nearly every day, and growing up, her parents read to her on a regular basis.

At the school this student attends, a leveling system is used to place students in math and reading classes. This year, the student has been placed in a low-average reading class. The placements for each class are determined through several assessments, including MClass, ISTEP, and acuity. After a discussion with the student’s reading teacher and homeroom teacher, it was determined that the best area of focus for this student would be comprehension and fluency. Both comprehension and fluency were chosen because they both work together to build understanding. Even though this student is considered average, she struggles with comprehension and fluency, and the student’s teachers feel that this student can benefit from some individualized instruction to help improve her reading scores.

Throughout this case study, the researcher will conduct three assessments on the reader. The first assessment will be given as a screening to gather a baseline score on the reader.
Another assessment, known as a progress monitoring assessment, will be given at the midway point of the interventions to monitor progress. The final assessment, called an outcome-based assessment, will be given after the interventions are completed to determine the effectiveness of the interventions.

The screening assessment given will be the Dibels Oral Reading Fluency (DORF) and Retelling Fluency (RTF) assessment. This assessment will be given before any of the interventions begin, and the results from this assessment will help the researcher develop a plan of action. This assessment will be conducted in a quiet room with no distractions so the reader will be able to focus solely on the assessment. During this assessment, the student will read a grade-level passage as accurately and as fast as they can in one minute. The researcher will then count up the number of words, and take the number of words said accurately and number of words said incorrectly to determine a level of accuracy. Then, the student will be asked to retell what they remember about the passage they just read. The number of words and details stated in this retelling is then documented on a sheet of paper and scored using a standardized scoring system. Based on the results, the student is then placed in a green, yellow, or red category. This assessment will show how fluent the reader is, and how well the student is retaining information while reading.

The second assessment will be a progress monitoring assessment from the Classroom Reading Inventory (CRI). This assessment will be used as an informal reading inventory, and will be given to the reader after the second intervention session in a quiet area away from distractions. During this assessment, the student will read as grade-level passage that is unfamiliar to the reader. While the student is reading, the researcher will record the time it takes the reader to read the passage and any errors the reader makes while reading. After the passage
is read, the researcher will ask the student comprehension questions. The researcher will record the answers to the questions. Using a scoring guide, the researcher will then record if the student is at the independent, instructional, or frustration level in both fluency and comprehension. This assessment is appropriate because it determines how fluent the student is, and how well the student is comprehending what is read, which is the main focus for this case study. The results of this assessment will determine the effectiveness of the intervention sessions, and whether or not the rest of the intervention sessions need to be modified.

The third assessment in this case study will be an outcome-based assessment. This will be given after all of the intervention sessions are complete. For this assessment, the researcher will again conduct a Dibels Reading Oral Fluency and Retelling Fluency assessment; however, a slightly different passage will be used. After the last assessment is completed, the researcher will use an excel graph to compare the scores of the screening and outcome-based assessment.
### Assessment Database

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Grade</th>
<th>How to Use</th>
<th>When to use it</th>
<th>Information Provided</th>
<th>Reference Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read Naturally</td>
<td>K-4</td>
<td>This assessment compares the time it takes a student to initially read a book and the time it takes a student to read the same book after reading it multiple times.</td>
<td>Use this assessment to build vocabulary, reading speed, fluency, and comprehension.</td>
<td>This assessment shows the improvement of reading speed after rereading the same book multiple times.</td>
<td><a href="http://www.readnaturally.com/howto/steps.htm">http://www.readnaturally.com/howto/steps.htm</a></td>
</tr>
<tr>
<td>Developmental Reading Assessment</td>
<td>K-3</td>
<td>This is an assessment made up of several subtests that measure a variety of different areas of reading, including reading comprehension, decoding, and phonemic awareness. This assessment can be taken on the computer, orally, or with paper and pencil</td>
<td>Use this assessment to determine reading level of students and monitor student progress in specific reading areas between benchmark periods.</td>
<td>This assessment tests oral reading comprehension, phonics, phonemic awareness, high-frequency words, and several other areas of reading. Scores are translated into grade-level equivalents.</td>
<td>Reading Assessment Database  <a href="http://www.sedl.org">http://www.sedl.org</a></td>
</tr>
<tr>
<td>Standardized Test of the Assessment of Reading</td>
<td>1-12</td>
<td>This is a computerized test that measures reading comprehension. This assessment uses dynamic adjustment to increase or decrease the difficulty of the questions based on student responses.</td>
<td>Use this assessment to measure the reading comprehension of students.</td>
<td>This assessment shows how a student compares with other students around the country in the area of reading comprehension. Scores come in a variety of forms, including: scale scores, grade equivalents, instructional reading level, percentile rank, and normal curve equivalents.</td>
<td>Reading Assessment Database  <a href="http://www.sedl.org">http://www.sedl.org</a></td>
</tr>
<tr>
<td>Analytical Reading Inventory</td>
<td>K-12</td>
<td>Students read a passage of text while the teachers monitors oral</td>
<td>This assessment should be used to monitor reading</td>
<td>This assessment provides an opportunity to monitor literacy skills, retelling and comprehension.</td>
<td>Reading Assessment Database  <a href="http://www.sedl.org">http://www.sedl.org</a></td>
</tr>
<tr>
<td>Multidimensional Fluency Rubric</td>
<td>3-6</td>
<td>This assessment uses a rubric on a scale from 1-4 in the areas of expression and volume, phrasing, smoothness, and pace</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------------------------</td>
<td>-----</td>
<td>---------------------------------------------------------------------------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Use this assessment when working on fluency, volume, and expression.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Rubric scores will indicate how fluent a student is or fluency concerns.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><a href="http://www.learningunlimitedllc.com">http://www.learningunlimitedllc.com</a></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Reader Case Study-Phase II

Administration of Screening Assessment

The researcher will work to improve the fluency and comprehension of a nine year old female. In order to get a baseline on the reader, the researcher will administer the DORF and RTF (Dibels Oral Reading Fluency and Retelling Fluency) test. The screening assessment was conducted in the late morning in a quiet room in the school office. The student sat at a desk while the researcher stood behind the student. As the student was reading, the researcher recorded how many words the student read in one minute, as well as any errors and self corrections the student made. The total number of words read correctly was divided by the total number or words read to determine accuracy. In total, the student read 104 words in one minute and made two errors for an accuracy percentage of 98%.

After the student read the passage, the researcher then took the passage away from the student and asked the student to retell everything they remember about the passage in one minute. The researcher recorded the total number of words said in the response, as well as the exact words said by the student during the response. The researcher then rated the response using the following scale:

1- Provides 2 or fewer details
2- Provides 3 or more details
3- Provides 3 or more details in a meaningful sequence
4- Provides 3 or more details in a meaningful sequences that captures a main idea

During the retell, the student said a total of twelve words and the researcher rated the response a 1. Below is the data collected by the researcher during the screening assessment.
Interpretation of Assessment

Following the assessment, the researcher reflected upon the data collected and the behavior of the student during the assessment. The student was eager to work with the researcher, but seemed nervous. The researcher tried to reassure the student by telling the student to do her best, and this test is only going to be used to determine what level of comprehension she has before starting the lessons. Before the assessment was given, the researcher told the student to do her best and to try to read the passage as accurately and as fast as possible. After the directions were read, the student seemed to be focus and more relaxed. While reviewing the results of the screening, the researcher discovered that the fluency rate of the student was normal, and that fourth graders should be reading between 95 and 110 words a
minute during the months of September and October (Reading Standards, 2010). This means that the student is right on track in regards to fluency. The researcher also discovered that even though the fluency rate of the student is on track for her grade level, she could not comprehend the story. The student’s answer during the retell portion of the screening assessment did not match what the story is about. Based on the information gathered during the screening assessment, the researcher has decided to focus more on comprehension strategies rather than fluency.

Plan of Action

To help further develop comprehension, the researcher will develop a plan of action to help the student learn and effectively use several comprehension strategies. To keep the student interested in the lessons, the researcher will allow the student to select the literature used in the lessons with the guidance of the classroom teacher and the researcher. The researcher will make sure the books are at the student’s reading level and appropriate for the student. Comprehension strategies that will be used in the lessons include: what good readers do while they are reading, retelling, predicting, and determining importance.

Lessons

Lesson 1: What good readers do

- Have the student bring the self-selected book *Rotten School: The Rottenest Angel* by R.L. Stine, a piece of paper, and a pencil to the lesson.
- The student will begin the lesson by reading the first chapter.
- After the student is finished reading, the researcher will conduct a think-aloud by rereading the first chapter. During the think-aloud, the researcher will model the components of a think-aloud by making personal connections with the text, verbalizing visualizations,
making predictions, and summarizing events. While the researcher is modeling the think-aloud, the student will listen and observe the techniques the researching is using while reading.

- After the researcher is finished reading the first chapter, the researcher will ask the student to verbalize her observations.

- After a brief discussion of what was observed, the student will fill out a graphic organizer showing what good readers do while they are reading. The researcher will stress the importance of using these strategies during reading. Some possible things that may be included in the graphic organizer include: rereading, make connections, picture events in their head, etc.

- The student will practice saying her think aloud by reading the first two pages of the second chapter. The student will identify two places where she could implement a think-aloud, effectively demonstrating her ability to conduct a think-aloud.

- Before the next session, the student will read chapter 2 in *The Rottenest Angel*. The student will use post-it notes to record where they implemented a “good reader” strategy.
Lesson 2: Retelling

- The researcher will begin the session by reviewing what good readers do with the student. The student will share the post-it note markings she made over chapter 2 with the researcher. The student will share with the research the strategy she used while reading chapter 2.

- The researcher will read chapter 2 out loud, modeling a think-aloud for the student. After the think-aloud, the researcher will summarize the events of the chapter. The researcher will explain to the student that summarizing, also known as retelling, is an important skill to learn because it helps check for understanding and allows us to communicate what is important in the text.

- The student will fill out the Kidspiration storyboard graphic organizer over chapter two. The student will write down the characters, setting, important happenings, and big ideas from the chapters. This will help the student see what is important in the chapter.

- After reading both chapters, the student will verbally summarize events from chapter 2 to demonstrate her ability to summarize events. The researcher will then explain again that summarizing or retelling is a very important skill that aids in comprehension.

- For homework, the researcher will have the student read chapter 3 in *The Rottenest Angel*. The student should still use post-it notes to document thinking. The student should also write down important events and happenings in the story.
After the second intervention lesson, the researcher will conduct the progress monitoring assessment, a Comprehensive Reading Inventory. During the assessment, the student will read a grade-level passage while the researcher records any errors and the total time it takes the student to read the passage. The researcher will then take the passage away from the student and ask the student several comprehension questions about the passage. The researcher will record the student's responses and then evaluate the data to determine whether the student is reading at an independent, instructional, or frustration level.

Lesson 3: Predicting
- The lesson will begin with the student and the researcher reviewing what has happened in the first two chapter of *The Rottenest Angel*. The student will then summarize what occurred in chapter three, which was read for homework.
• The researcher will have the student reread chapter three in *The Rottenest Angel* using a think aloud. When the researcher finds a good spot to make a prediction, the researcher will stop the student and make a prediction based on events that occur in the text. The researcher will say their prediction out loud, saying “I think ______ is going to happen because ______.” The researcher will then have the student make a prediction. The researcher will explain to the student that making predictions can help readers focus on what we are reading, helps readers make connections with what they already know, and helps readers get excited about what is going to happen next in the story. The researcher will give the student a graphic organizer to write down predictions. The graphic organizer will have a space for the student to write down their prediction, as well as a space to write down what actually happened.

• The student and the researcher will continue going through the rest of the chapter, with the student reading the chapter out loud. Both the student and the researcher will continue stopping and making predictions when appropriate. The student will continue writing down predictions on the graphic organizer.

• For the next lesson, have the student read chapter 4 in *The Rottenest Angel*. Have the student continue to use post-it notes to document thinking, and also have the student write down important event and predictions on a piece of paper as they go through the story.

Lesson 4: Main Ideas and Details

• To begin the lesson, the researcher and the student will review all of the homework completed by the student, including post-it notes, summaries, and predictions made when reading chapter 4 of *The Rottenest Angel* independently.
• Have the student read chapter 4 out loud using think aloud strategies taught in previous lessons. The student should use several strategies during the think aloud, including making connections, summarizing, and predicting.

• After the student has read chapter 4 out loud, have the student summarize the reading. As the student is summarizing the chapter, the researcher will write down the events mentioned by the student in the summary. The researcher will then verbally analyze the events from the chapter to find the main idea. During the analysis, the researcher will use several stems, such as “This happened, so therefore ________”, and “This is an important event because_____”. After the researcher has analyzed all of events from the chapter, the researcher will then explain to the student that the big events or a theme from a story is called the main idea, and the little events are called the details. The researcher will then write down the main idea and the details of the chapter for the student to use as reference.

• The student will then practice the skill of finding main ideas and details by reading chapter 5. The student will read chapter 5 of The Rottenest Angel out loud. After the student has finished reading, she will verbally summarize the events in the chapter. The researcher will then give the student a graphic organizer that focuses on main ideas and details. The student will then out the appropriate sections of the graphic organizer. The researcher will offer guidance and support to the student as she is filling out the graphic organizer.

• For homework the student will read chapter 6 in *The Rottenest Angel*. The student will continue to document thinking, making predictions, rereading, finding main ideas and details, summarizing, and making predictions.

Lesson 5: Summing it All Up
• For the final lesson, begin by review what has been completed by the student for homework. Review with the student the post-it note markings, predictions, and main ideas discovered in the chapter.

• After a quick review, have the student read chapter 6 out loud using a think aloud. During the think aloud, the student will stop at at least 3 spots where it is appropriate to make a prediction. After each chapter, the student will summarize the events of the chapter, citing the main idea and details found in the chapter. As the student is doing this, the researcher will make anecdotal notes to record whether the student has effectively used each of the comprehension strategies.

Shortly after the last intervention session is completed, the researcher will administer the outcome-based assessment, which is another Dibels Oral Reading Fluency and Retelling Fluency test. The student will read a grade-level passage for one-minute while the researcher records how many words the student read as well as any errors the students make. The researcher will then take the passage away from the student and ask the student to retell the passage. The researcher will record the student’s response, record how many words the students says in the response, and rate the response based on scale of 1-4.

Information Page
Book: The Rottenest Angel
Author: R.L. Stine
Copyright Year: 2007
Summary: Bernie Bridges is enjoying his year at Rotten School. He loves to have fun and spend time with his friends. One day, he comes back to his dorm room and discovers that he has a new roommate named Angel Goodeboy. Bernie protests, but his teacher Mrs. Heinie insists that he must share his room with Angel. As time goes on, Bernie discovers that Angel is not very nice like everybody thinks. Angel steals Bernie’s friends and girlfriend. Angel even steals Bernie’s things. After much thought, Bernie decides that he must get rid of Angel.

The graphic organizer will be used in lesson 2, which covers the concept of retelling. The graphic organizer will help the student summarize the events in the chapter and pinpoint the main idea of the chapter. Organizing all of the events in the chapter will help the student see the relevant information of the text, which are the things that are most important when retelling. The student will complete a blank web, while the research will have a completed web with the answers. The researcher will collect the web to assess the student’s understanding of retelling.
Dear Parent/Guardian

I have been working with your child to determine what area of reading in which your child needs assistance. After conducting a screening assessment assessing comprehension and fluency, I have determined that your child could use some assistance with comprehension. Your child can easily decode and read fluently, but is not able to comprehend what she is reading. To help your child develop comprehension skills, I have designed a series of lessons to teach her specific comprehension strategies. During the lessons, we will discuss the skills of good readers, retelling, predicting, and determining importance.

During these lessons, I will allow your child to pick the books we use. This will help keep her motivated and interest in the lessons. I will model the specific comprehension strategies, and you child will have the opportunity to practice each strategy. This will involve slightly more homework than usual during this time, but will not take an unreasonable amount of time. I will provide all of the materials needed for any homework.

Lastly, I want to thank you for giving me the opportunity to work with your child. I hope you will see an improvement in your child’s comprehension skills. If you have any questions, please feel free to contact me at (260) 849-0926 or jagrandlinard@spartans.manchester.edu.

Sincerely,

Jessica Grandlinard
**Title and Author**
*The Rottenest Angel* by R.L. Stein

**Characters**
Berne, Angel, Mrs. Heinie

**Setting**
Angel and Bernie's Dorm Room

**Happenings**
Bernie and Angel meet.

Bernie tries to get rid of Angel, but Mrs. Heinie does not let Angel move. Bernie claims he is allergic to roommates.

Angel and Mrs. Heinie put up Angel's poster that Bernie does not like.

**Big Ideas from Story**
Bernie does not like to share.
Reader Case Study- Phase III

During this phase, the researcher worked with a fourth grade student to assist her in developing comprehension skills. The researcher conducted 5 mini lessons. Each lesson was about 30 minutes each. After carrying out these lessons, the researcher reflected on the instructional practices and the effects of these interventions on the reader. The researcher focused on several specific aspects when reflecting.:What instructional strategy was presented? How did the reader react with the strategy? Did this approach help to further develop her comprehension? Is the student retaining the information presented during these lessons to meet the overall goal of increasing her comprehension? Below is a summary of each lesson along with a brief reflection over each lesson.

Implementation and Reflection

Lesson 1

- Have the student bring the self-selected book *Rotten School: The Rottenest Angel* by R.L. Stine, a piece of paper, and a pencil to the lesson.
- The student will begin the lesson by reading the first chapter.
- After the student is finished reading, the researcher will conduct a think-aloud by rereading the first chapter. During the think-aloud, the researcher will model the components of a think-aloud by making personal connections with the text, verbalizing visualizations, making predictions, and summarizing events. While the researcher is modeling the think-aloud, the student will listen and observe the techniques the researching is using while reading.
- After the researcher is finished reading the first chapter, the researcher will ask the student to verbalize her observations.
After a brief discussion of what was observed, the student will fill out a graphic organizer showing what good readers do while they are reading. The researcher will stress the importance of using these strategies during reading. Some possible things that may be included in the graphic organizer include: rereading, make connections, picture events in their head, etc.

The student will practice saying her think aloud by reading the first two pages of the second chapter. The student will identify two places where she could implement a think-aloud, effectively demonstrating her ability to conduct a think-aloud.

Before the next session, the student will read chapter 2 in *The Rottenest Angel*. The student will use post-it notes to record where they implemented a “good reader” strategy.

Lesson 1 Reflection

Before the lesson started, the reader was very excited and happy to begin working with the researcher. The researcher was very thankful to have such a happy and willing student to work with for the first intervention session. The researcher found an empty conference room in the school office to conduct the intervention session.

The student eagerly began the lesson by reading the first chapter of *The Rottenest Angel* for the researcher. As the student was reading, the student struggled slightly with a few words. Overall, the student read fluently and with expression. The researcher was very pleased with how fluently the student read the chapter, but was wondering how much she actually comprehended. To check the student’s comprehension, the researcher asked the student several questions about the passage. The student was able to answer several lower-level questions, but struggled with higher-level questions. Overall, the researcher was pleased with how well the student answered the questions.

When the researcher modeled the think-aloud for the student, it was very apparent that the researcher chose the right area of focus. When the research would stop to think aloud and
make a connection or prediction, the student was very lost and confused. She had never heard of a think-aloud, and did not seem to understand the purpose or concept of a think-aloud. The researcher calmly explained the term metacognition to the student and repeated the think-aloud again for the student. After the student was able to see the think-aloud again, the student became more comfortable and was better to understand the purpose of a think-aloud.

When discussing the characteristics of good readers, the student was able to tell the researcher several characteristics without assistance from the researcher. The student immediately understood that good readers are fluent, reread text if they do not understand something, create pictures in their head, and read fluently. The researcher was very surprised that the student knew so many characteristics of good readers. The researcher hopes to utilize the student’s knowledge of good readers throughout the remaining lessons.

Overall, the research was very satisfied with the progress that was made during the lesson. The researcher was very pleased that the student could answer some comprehension questions. The researcher was also very pleased that the student knew the characteristics of good readers. The researcher believes that the student has shown the ability and motivation to progress during the rest of the intervention sessions.
Graphic Organizer for Lesson 1

Topic
Good Readers

Read
Good readers read what is going to happen.

They make pictures in their head or draw it out.

Try to answer what do you see in the story?

Read aloud
Good readers read aloud.

They summarise what they read.

Use context clues

They make inferences based on context clues.

Try to answer what do you think will happen next?

Find out what the story is about.

Try to answer what it is about.
Lesson 2

- The researcher will begin the session by reviewing what good readers do with the student. The student will share the post-it note markings she made over chapter 2 with the researcher. The student will share with the research the strategy she used while reading chapter 2.

- The researcher will read chapter 2 out loud, modeling a think-aloud for the student. After the think-aloud, the researcher will summarize the events of the chapter. The researcher will explain to the student that summarizing, also known as retelling, is an important skill to learn because it helps check for understanding and allows us to communicate what is important in the text.

- The student will fill out the Kidspiration storyboard graphic organizer over chapter two. The student will write down the characters, setting, important happenings, and big ideas from the chapters. This will help the student see what is important in the chapter.

- After reading both chapters, the student will verbally summarize events from chapter 2 to demonstrate her ability to summarize events. The researcher will then explain again that summarizing or retelling is a very important skill that aids in comprehension.

- For homework, the researcher will have the student read chapter 3 in *The Rottenest Angel*. The student should still use post-it notes to document thinking. The student should also write down important events and happenings in the story.

Lesson 2 Reflection

The student was again very excited and willing to work with the researcher. On the way to find a quiet area to conduct the intervention session, however, the researcher noted that the student was more talkative and active than normal. The researcher was worried that the student would not be able to focus on the lesson.

As the student was reading *The Rottenest Angel*, the researcher was pleased to see that the student was able to make a personal connection with an event in the story. In the story, the character was forced to share a room, and the student also shares a room with a sibling. This
confirmed to the researcher that the student is beginning to understand and better comprehend the material.

When the student was completing the graphic organizer, the student was able to correctly identify the characters, setting, and events in the chapter. However, the student struggled to find the main idea. The researcher had to help the student find the main idea by redirecting the student to the events in the story.

After conducting a second intervention session, the researcher believes that adequate progress is being made. The student now shows that she is capable of making connections to the text. The student is also able to identify important events in a text, which is critical to comprehending the story. The researcher will continue to work with the student on the concept of main ideas.

![Graphic Organizer for Lesson 2]
Progress Monitoring Assessment

The researcher conducted a progress monitoring assessment after the second intervention session. This assessment will determine the effectiveness of the intervention sessions so far. For this assessment, the researcher administered a Comprehensive Reading Inventory, or CRI in a quiet room away from distractions. The passage selected for this assessment was written at a fourth grade reading level. The main goal of this assessment was to see how well the student can comprehend a reading passage.
FORM A: Pretest  Part 2/Level 4 (166 Words)

Background Knowledge Assessment: Rosa Parks played a very important part in the Civil Rights Movement. What can you tell me about Rosa Parks or the Civil Rights Movement?

TIRED OF GIVING IN

It was warm that December afternoon in Montgomery, Alabama. Rosa Parks was waiting for her city bus. She was tired from a long day of work – sewing.

When her bus came, Rosa took an empty seat in the “colored” section. In 1955, blacks could not sit in the front of the bus. However, they had to give up their seats in the middle to any white left standing.

Soon the front of the bus filled up. The white driver ordered Rosa to give up her seat to a white man. She didn’t move. The driver called the police. Rosa was arrested.

Almost all of Montgomery’s blacks, and some whites, staged a year-long boycott of the bus system to protest Rosa’s arrest. The boycott was led by Martin Luther King, Jr. It ended when the Supreme Court ruled all bus segregation illegal.

Years later, Rosa Parks said, “I didn’t give up my seat because I was tired. The only tired I was, was tired of giving in.”

Comprehension Check

(F) 1. Why was Rosa Parks arrested? (She wouldn’t give up her seat)

(V) 2. What does the word “illegal” mean? (Against the law, not legal)

(F) 3. Who led the boycott of the bus system? (Martin Luther King, Jr.)

(I) 4. What do you think Rosa Parks meant when she said, “I was tired of giving in.”?

(I) 5. Where do you think Rosa was going when she got on the bus? (Any reasonable answer; e.g., home, to visit a friend)

Scoring Guide

<table>
<thead>
<tr>
<th>SIG WR Errors</th>
<th>Fourth</th>
<th>COMP Errors</th>
</tr>
</thead>
<tbody>
<tr>
<td>IND</td>
<td>3</td>
<td>IND 0–1</td>
</tr>
<tr>
<td>INST</td>
<td>8</td>
<td>INST 1½–2</td>
</tr>
<tr>
<td>FRUST</td>
<td>16</td>
<td>FRUST 2½+</td>
</tr>
</tbody>
</table>

Time: 1:55

Inventory Records for Teachers, FORM A: Pretest
The researcher was very pleased with the results of the Comprehensive Reading Inventory. The student was able to answer all of the questions accurately. The researcher was especially pleased that the student answered the higher-level questions correctly. The results of this assessment confirmed to the researcher that the intervention sessions are working and the student is making adequate progress in the area of comprehension. After the progress monitoring assessment, the researcher decided to continue with the interventions as scheduled.

Lesson 3

- The lesson will begin with the student and the researcher reviewing what has happened in the first two chapters of *The Rottenest Angel*. The student will then summarize what occurred in chapter 3, which was read for homework.

- The researcher will have the student reread chapter three in *The Rottenest Angel* using a think aloud. When the researcher finds a good spot to make a prediction, the researcher will stop the student and make a prediction based on events that occur in the text. The researcher will say their prediction out loud, saying “I think________ is going to happen because________.” The researcher will then have the student make a prediction. The researcher will explain to the student that making predictions can help readers focus on what they are reading, helps readers make connections with what they already know, and helps readers get excited about what is going to happen next in the story. The researcher will give the student a graphic organizer to write down predictions. The graphic organizer will have a space for the student to write down their prediction, as well as a space to write down what actually happened.

- The student and the researcher will continue going through the rest of the chapter, with the student reading the chapter out loud. Both the student and the researcher will continue stopping and making predictions when appropriate. The student will continue writing down predictions on the graphic organizer.
For the next lesson, have the student read chapter 4 in *The Rottenest Angel*. Have the student continue to use post-it notes to document thinking, and also have the student write down important event and predictions on a piece of paper as they go through the story.

Lesson 3 Reflection

When the student and the researcher got to the room where the intervention sessions typically take place they found that the room was occupied. The student and the researcher had to find another quiet room that was much smaller. The researcher was worried that the change in the room was going to negatively affect the student, but it did not seem to affect the student at all. The researcher was very thankful that the student was cooperative and flexible.

When conducting the intervention session, the researcher discovered that the student could identify a prediction. However, the student did not seem to realize that predictions need to be based on evidence. The researcher worked on the student on developing predictions based on evidence. The researcher had the student make several predictions by saying “I prediction that_______will occur because______”. This seemed to help, and after several predictions, the student seemed to understand that predictions are based on evidence.

The student also completed a graphic organizer during this lesson. The graphic organizer helped the student organizer her predictions, and also allowed the student to record whether or not her prediction actually happened or not. This caused the student to want to dig deeper in the story and find out if her prediction was true or not.

Overall, the researcher was very pleased with the progress made in this lesson. The student was able to effectively make predictions based on evidence. The student even became more interested in the story because of her predictions. The researcher has noticed that the student is making adequate progress in her comprehension skills, especially in the area of making connections.
<table>
<thead>
<tr>
<th>What might happen?</th>
<th>Clues</th>
<th>What happened?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beinie might lose his room. Angle will take over everything of Beinies.</td>
<td>Because Angle was grinning at Beinie and not at the teacher. He put his own poster up and ripped Peinies off.</td>
<td>Angle was taking stuff like the drawer and deleting his homework.</td>
</tr>
</tbody>
</table>
Lesson 4

- To begin the lesson, the researcher and the student will review all of the homework completed by the student, including post-it notes, summaries, and predictions made when reading chapter 4 of *The Rottenest Angel* independently.

- Have the student read chapter 4 out loud using think aloud strategies taught in previous lessons. The student should use several strategies during the think aloud, including making connections, summarizing, and predicting.

- After the student has read chapter 4 out loud, have the student summarize the reading. As the student is summarizing the chapter, the researcher will write down the events mentioned by the student in the summary. The researcher will then verbally analyze the events from the chapter to find the main idea. During the analysis, the researcher will use several stems, such as “This happened, so therefore ________”, and “This is an important event because______”. After the researcher has analyzed all of events from the chapter, the researcher will then explain to the student that the big events or a theme from a story is called the main idea, and the little events are called the details. The researcher will then write down the main idea and the details of the chapter for the student to use as reference.

- The student will then practice the skill of finding main ideas and details by reading chapter 5. The student will read chapter 5 of *The Rottenest Angel* out loud. After the student has finished reading, she will verbally summarize the events in the chapter. The researcher will then give the student a graphic organizer that focuses on main ideas and details. The student will then out the appropriate sections of the graphic organizer. The researcher will offer guidance and support to the student as she is filling out the graphic organizer.
• For homework the student will read chapter 6 in *The Rottenest Angel*. The student will continue to document thinking, making predictions, rereading, finding main ideas and details, summarizing, and making predictions.

Lesson 4 Reflection

After having to move to a different area for the last intervention, the student and the researcher were able to use the room where the interventions typically take place. This allowed the student to relax and feel more comfortable.

During the think aloud, the student showed a high level of understanding of the information in the text. The reader often made personal connections with the events in the story, even stating that she could relate to one of the characters in the book after he essentially lost his room because her father had recently moved and did not have a room set up at his house.

The student had struggled with finding main ideas in previous lessons, so the researcher expected that the student would struggle during this lesson. The student continued to pick out several details, but continued to struggle with making ideas. To help the student focus on the main idea, the researcher used a graphic organizer. The main idea was written in a big box on the right side of the page, and the details were written to the left. The researcher helped the student identify the main idea of the chapter by first finding the details. The student wrote the details in the appropriate boxes. The student then worked with the details to find the main idea.

After working with the student on main ideas and details, the researcher decided that the student needed more practice with finding main ideas within text. After this lesson, the student could still not adequately find the main idea. The researcher plans to work more on main ideas with the student during the final lesson.
Topic: Taking Notes: Main Idea and Supporting Details

Important Idea/Picture | Details
---|---
Angle was trying to take Bernie's room and Bernie's friends. | Angle was acting like he was hurt really bad.

Bernie's friends are taking care of Angle.

Everybody is starting to like Angle because he's cute.

J. Matuga

5/03 R
Lesson 5

- For the final lesson, begin by review what has been completed by the student for homework. Review with the student the post-it note markings, predictions, and main ideas discovered in the chapter.

- After a quick review, have the student read chapter 6 out loud using a think aloud. During the think aloud, the student will stop at at least 3 spots where it is appropriate to make a prediction. After each chapter, the student will summarize the events of the chapter, citing the main idea and details found in the chapter. As the student is doing this, the researcher will make anecdotal notes to record whether the student has effectively used each of the comprehension strategies.

Lesson 5 Reflection

For the final lesson, the researcher provided the student with an opportunity to practice everything she had learned during the intervention sessions. The student was very anxious and unfocused during the lessons because she was getting ready to go on break. The researcher was frustrated with the situation, but remained calm and tried to reduce distractions for the student.

To help the student review, the researcher first had the student orally describe each strategy and concept taught during the interventions. During this review, the student could accurately describe all of the terms and concepts when asked. The researcher then had the student demonstrate all of their knowledge through a think-aloud. The researcher wanted to see how well the student could apply all of the information learned. During the think aloud, the student made very good connections, again talking about her experience sharing a room with siblings. She also made very good predictions, and used the phrase “I think ________ is going to happen because____” . After the think aloud, the student quickly gave a summary of the chapter. After the student summarized the chapter, the researcher then asked the student to
state the main idea, which she was unable to do. Because this was the greatest weakness the researcher has seen in the student, the researcher expected that the student would still need some extra assistance. To help the student with main ideas, the researcher helped the student verbally review main idea.

Overall, the research feel like the student has made adequate progress during the intervention sessions. The student demonstrated that she can effectively implement a variety of comprehension strategies. The researcher is confident that the skills the student learned during the intervention sessions will help the student better comprehend all text, which will not only help her in reading, but in other subjects as well.

Outcome-Based

After conducting five intervention lessons to help the student develop their comprehension skills, the researcher conducted a final outcome-based assessment. The assessment was the same type of assessment given during the screening assessment, but a different passage was used. After conducting the outcome-based assessment, the researcher concluded that the reader’s retell word count and words read per minute greatly improved. The quality of the student’s retell also improved, this time scoring a 3. The researcher was very pleased with the results of the interventions, and is confident that the student can apply the strategies learned in the future.

Reader Case Study-Phase IV

Narrative of Improvement

At the beginning of this case study, the researcher worked with the student’s teacher to discuss which area of focus would be appropriate. Both the student’s teacher and the researcher determined that comprehension would be an appropriate area of focus for this student.
Comprehension is the ultimate goal of reading, and helping this student develop their comprehension skills will help the student in all subject areas.

To get a baseline score on the student, the researcher conducted a Dibels Oral Reading Fluency and Retelling Fluency (DORF/RTF) assessment. This assessment gave the researcher words read per minute, accuracy percentage, how many words were said during retell, as well as the quality of the retell. This assessment was chosen because it gives information on a student’s fluency, reading level, and comprehension. After conducting the screening assessment, the researcher concluded that the student struggled the most with comprehension, scoring a 1 out of 4 on the quality of the retell.

After consulting with the student’s teacher, the researcher developed five intervention sessions to help improve the student’s comprehension. Each lesson was focuses on a specific comprehension concept or strategy. The areas of focus included: What good readers do, retelling, predicting, and main ideas and details. This curriculum was designed to help teach the student the most important comprehension strategies when reading text. Comprehending text is a very important skill to be successful, so teaching the student how to use specific comprehension strategies is essential. Most of the lessons utilize a graphic organizer to help organize the information presented for the student. To help engage the student in the lessons, the researcher allowed the student to choose the book that would be used during the lesson.

After the second lesson, the researcher conducted a progress monitoring assessment to determine the effectiveness of the intervention sessions. After reviewing the results of the progress monitoring assessment, the researcher determined that the student was making adequate progress in the area of comprehension. The researcher continued with the interventions as planned.
After all of the interventions were complete, the researcher conducted an outcome based assessment. This assessment was a recreation of the screening assessment, but a different reading passage was used. The reader improved in all areas of the assessment, but the most dramatic improvement was seen in comprehension. After five intervention sessions. The student’s retell word count went from 12 to 66, and the student’s quality of retell score improved from 1 to 3.

---

![Image of the reading passage](image-url)
The bar graph above shows the retell quality score for both the screening assessment and outcome based assessment. This graph clearly shows that the student has made a drastic improvement in the area of comprehension.

After reviewing the results of the outcome-based assessment, the researcher is satisfied with the progressed the student has made in several areas. First of all, the student had demonstrated mastery in making predictions based on evidence. Throughout the interventions, the student was able to make logical predictions based on events that have already occurred. The student was effectively able to verbalize her predictions by using the stem “I predict that _______ is going to happen because_______”. The researcher was also pleased with the student’s progress in using think-alouds. At the very beginning of the interventions, the student did not even know what think alouds were. As the interventions progressed, the student was able to do think-alouds independently. The think-aloud strategy helped the reader verbalize her
thinking, which in turn helps her monitor her comprehension. The researcher was also delighted that the student was able to find details within the text. Finding details within a text will help build a foundation for determining the main idea of the passage. Details also help with summarizing and determining what is important.

The researcher also discovered that the student needed additional work in some areas. Throughout the lessons, the student struggled with finding main ideas within in a text. In several lessons, the student struggled with finding the main idea within the text. In each lesson, the researcher had to help the students find the main idea based on the details and events found in the text. Often times, the student would try to read very fast and forget what she was reading. The researchers believes that if the student would slow down and focus on what she is reading, her understanding of finding the main idea could be improved. The researcher also discovered that the student struggled with spelling while she was completing the graphic organizers. This lead the student to believe that this student might need additional help in phonics.

Impact on Researcher

This experience not only helped the student grow, it also helped the researcher grow as well. The researcher had never created a series of lessons based on the weakness of one student before. Even though these lessons were relatively minor, it helped teach the research how to create lessons based on weaknesses. Realizing the weakness of students and knowing how to improve student’s weakness is a necessary skill teachers must have, and this case study helped teach the research that lessons need to be planned around the needs of students, not specific standards that need to be met.

The researcher has also gained experience with working with assessments. Assessments are a necessary part of teaching, and knowing which assessment to give students is critical.
Throughout this case study, the research got the opportunity to work with several different assessments. Working with these assessments helped show the researcher that choosing the right assessment to give students is critical. If a teacher does not give a student the right assessment, they will not have the appropriate data they need.

Working and interpreting assessments in this case study also showed the researcher that using and interpreting data correctly is very important. The purpose of an assessment is to help drive future instruction. If an assessment cannot be interpreted and used correctly, it is worthless. The researcher had the opportunity to use and interpret the data collected from three different assessments during this study. For every assessment, the researcher analyzed the data collected to help drive future instruction. The experience of collecting and analyzing data is very valuable, and the researcher plans to interpret data as much as possible in order to gain more experience.

The researcher would also like to use this study to set more professional goals for herself. The first goal would be to gain more experience with analyzing data. With the vast amount of assessments used, it is imperative that assessment can be read and used correctly. The research also plans to consider more of her student’s needs when developing lesson plans. The researcher has become so focused on meeting standards that she often forgets about her student’s needs. By putting students first, she can better reach and help students grow. The last goal the researcher has for herself is to make a clear connection between assessment and instruction. All instruction should be based on assessments. The researcher learned through this case study that the relationship between assessment and instruction should be clearly evident. If assessment and instruction are clearly connected, it would benefit both the student and the resercher.
Resources
