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University of Nevada, Reno

**“Ummm... I don’t know:”
A case study of a first grade student’s literacy development
during one-on-one tutoring**

A thesis submitted in partial fulfillment of the requirements
for the degree of Bachelor of Science in
Elementary and Special Education and the Honors Program

By

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May, 2010

UNIVERSITY
OF NEVADA,
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THE HONORS PROGRAM

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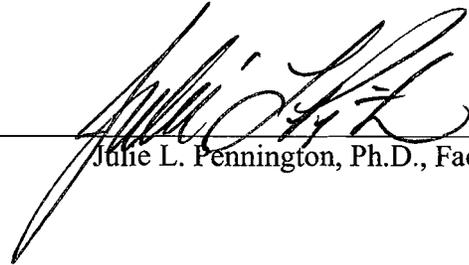
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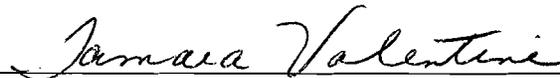
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Julie L. Pennington, Ph.D., Faculty Advisor



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Abstract

The acquisition and development of literacy is a complex and constant process. There are many components of reading, and effective readers follow the reading process, and draw on several skills and strategies in order to read. The purpose of this study is to examine the development of literacy in a young child and the way a future teacher (pre-service) learns to adapt instruction to meet a student's needs. In order to gather data, I taught thirty-minute, one-on-one tutoring sessions with Jose (pseudonym) twice weekly for two months. Sessions were held at Jose's elementary school. These sessions focused on utilizing research-based teaching methods to provide individualized instruction, while collecting data on the student's progress as well as my own progress, as a pre-service teacher myself. At the time data was collected, Jose was seven years old, in first grade, and reading at a first grade level. The results of this study reveal the specific difficulties a student may have with understanding what he or she reads. The results also highlight certain pitfalls pre-service teachers may experience as they tailor instruction to meet the needs of individual students.

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Introduction

The No Child Left Behind Act of 2002 set reading and writing expectations high for U.S. elementary students and teachers (U.S. Department of Education, 2006a).

Students are expected to read on or above grade level while teachers are expected to be highly qualified in the teaching of reading and writing. Many students in high poverty schools struggle with meeting expectations (Gerstl-Pepin & Woodside-Jiron, 2005). In response to student needs, qualitative teacher research has become a crucial tool for mitigating variables related to reading difficulties in elementary students (Assaf, 2006).

This qualitative case study of one first grade student follows and analyzes Jose's (pseudonym) literacy development, and presents several themes related to his reading development. The study follows the development of a future teacher's (pre-service) literacy teaching methods. In order to collect data, the pre-service teacher taught thirty-minute tutoring sessions twice weekly during Fall 2009, and qualitative data was collected during these sessions. The data were compared and regarded in the context of current research in the areas of literacy instruction and pre-service teacher education.

The research questions are centered on how literacy development occurs during one-on-one tutoring sessions, and how pre-service teacher instruction develops. The research questions are:

- How does a child's literacy develop during one-on-one tutoring sessions when he or she receives research-based instruction?
- How does a pre-service teacher apply research-based teaching methods to provide instruction to a student during one-on-one tutoring?

The themes I found in answer to these questions contribute to the research about early literacy development and pre-service teacher education. The data collection portion of this study also provided one elementary school student with one-on-one tutoring. One-on-one literacy tutoring is a focus area of research in the teaching of reading to struggling readers (Morrow & Walker, 1997; Walker, 1996).

The results of this study reveal how a young student's literacy develops over time, when he is given targeted, one-on-one instruction using research-based teaching methods. The results also reveal areas of strength and areas of need for this student. This study provides insight into how a pre-service teacher is able to select and adapt instruction in order to meet a particular student's needs. Most teacher research is conducted by in-service teachers; there are very few studies conducted by pre-service teachers. Therefore, this project presents a unique approach to literacy research.

Review of the Literature

Reading process

Reading is a complex process involving the use of cueing systems, the reading process, and the broader context in which reading occurs (Brock, 2009; Lapp, Flood, Brock, & Fisher, 2007). The cueing systems used during reading are syntax, graphophonics, and semantics. Syntax involves the grammar of the language. Languages have grammatical rules, or rules which dictate how words should be connected. Readers draw upon syntax to help form meaning. Graphophonics are symbol to sound relationships. Readers associate certain sounds to certain letters or combinations of letters. Graphophonics is another cue readers rely upon to help form meaning. The last cueing system is semantics, which refers directly to the meaning of a text. Syntax, graphophonics, and semantics all work together to form meaning, which is the reason for reading.

The reading process describes the steps one goes through in order to read (Brock, 2009; Lapp et al., 2007). The first step in the process is to sample the text; readers get a feel for the format, subject, genre, and other features of the text. The second step is to form predictions about the text, based on the sampling; readers have an idea about what is going to happen next in the text based upon what has happened earlier. The third step is to check these predictions; readers read more, keeping their hypotheses in mind. The fourth step is to confirm or disconfirm predictions based on what actually happens in the text. This cycle continues as readers continue reading. In order for this process to happen, the three cueing systems must also be working for the reader (Brock, 2009; Lapp et al., 2007). The reading process may be condensed into a cycle of predicting, reading, and

confirming (Bear & Barone, 1998). Good readers unknowingly repeat this cycle many times as they read.

The cueing systems and reading process are utilized within the greater social/cultural context (Brock, 2009; Lapp et al., 2007). The background knowledge readers bring with them affects how they move through the reading process, as well as how they use the cueing systems to form meaning. Background knowledge includes knowledge of text structures, syntax, word knowledge, semantics, and graphophonics. Readers' social/cultural backgrounds shape their understanding of texts. Therefore, teachers activate and/or build students' background knowledge before asking them to read a text. Activating students' background knowledge sets them up to succeed, because it prepares them to use their life knowledge, reading process skills, and cueing systems to form meaning (Brock, 2009; Lapp et al., 2007).

Use of the reading process and cueing systems lead to comprehension, the main goal of reading. Readers move through the process and rely on reading strategies and skills to build meaning as they read. Readers draw upon five essential components of reading to make sense of text. These five components work together with the reading process to help students read and understand text.

Definition of reading components

The No Child Left Behind Act of 2002 designates five essential components of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension (U.S. Department of Education, 2006b). Teachers are required to teach strategies for improving students' performance in all five areas (U.S. Department of Education, 2006b). Lapp, Flood, Brock, and Fisher (2007) discuss important elements of a balanced literacy

curriculum, as well as introduce research-based strategies to help students improve their phonemic awareness, phonics, fluency, vocabulary, and comprehension.

Phonemic awareness

Phonemic awareness involves using individual sounds, or phonemes, to create words spoken aloud (U.S. Department of Education, 2006; Lapp et al., 2007). Phonemic awareness is an entirely oral skill, and children are taught to isolate the individual sounds in words. An effective way to help children isolate sounds is to provide scaffolding (McGee & Ukrainetz, 2009). This strategy involves the teacher emphasizing a part of the word when he or she says it aloud, modeling the sound in its isolated form, and asking students to repeat the sound (McGee & Ukrainetz, 2009).

Phonics

Phonics instruction involves teaching letter to sound relationships (Lapp et al., 2007). Alphabet and word knowledge describe a reader's ability to identify words and letters by using his or her background knowledge, past experience, knowledge of print, and knowledge of illustrations (Strickland, 1998). In order to read, children learn to discriminate between letters, and match letter names and symbols to sounds. Instruction in phonics helps children match print to sounds. Phonics instruction is essentially instruction in strategies to help children decode and encode; it is "a means to an end, not the end itself" (Strickland, 1998, p. 25). Direct phonics instruction benefits struggling readers whether they receive individualized, targeted instruction, or whole-class instruction (Shapiro & Solity, 2008).

Fluency

Fluency refers to “rapidly accessing meaning and applying it to the text” (Fountas and Pinnell, 1996, p.150). When readers read aloud, fluency is heard as the reading pace, intonation, and phrasing of the text. These factors are assumed to be the same when readers read to themselves. Good readers are flexible in their pacing, and read easier texts at a faster pace, and difficult texts more slowly (Fountas and Pinnell, 1996). Oral language helps students ascertain whether or not a text makes sense, and it helps students at first if the text they read resembles their spoken language. Fluency is closely connected with comprehension, and thus teachers teach fluency strategies to children. In addition, fluency is connected to the child’s background knowledge of the topic, as well as his or her visual processing speed. Automatic sound-letter associations also enhance fluency (Lapp et al., 2007).

Vocabulary

Vocabulary instruction helps children form deep word knowledge, which in turn helps improve comprehension (Lapp et al., 2007). Children come to school with widely varying vocabularies based on their experiences outside of school. Vocabulary development comes naturally from reading widely, but many students whose vocabularies need further development struggle with reading (Lapp et al., 2007). In addition, widely-used methods such as having children look up and copy definitions do not constitute meaningful vocabulary instruction, nor do these methods facilitate vocabulary development (Phillips, Foote, & Harper, 2008). Instead, it is important for teachers to provide direct instruction on words students encounter in text, teach strategies for learning new words, and maintain a vocabulary-rich classroom to benefit all students (Baumann, Ware, & Edwards, 2007).

Comprehension

Comprehension refers to “constructing meanings from transactions with printed materials” (Lapp et al., 2007, p.194). There is no reading without comprehending—if a student is not making sense of the words in a text, he or she is not reading at all.

Comprehension is the main goal of reading, whether a student is reading for enjoyment, information, or any other purpose: he or she reads to get something out of the text. It is important for teachers to model and teach comprehension strategies to students, and to allow them to practice these strategies while reading real texts (Block, Parris, Reed, Whiteley, & Cleveland, 2009). There are many strategies teachers use to help students increase their reading comprehension. One idea is for teachers to model the use of a comprehension checklist, so that students can use it on their own to help them self-monitor (Massey, 2003).

Illustrations do not necessarily help beginning readers increase comprehension of a text (Filippatou & Pumfrey, 1996). Pictures do not always correspond directly to a text. This lack of agreement can confuse children who rely on illustrations to facilitate comprehension. In addition, children who are able to read the text accurately may over-rely on the pictures, thus actually decreasing their reading comprehension of the text. Therefore, how children respond and use illustrations is monitored by teachers (Filippatou & Pumfrey, 1996).

It is critical to students’ comprehension of texts that they identify and understand the main ideas (Van den Broek, Lynch, & Naslund, 2003). Identifying the main ideas of a text is not simple. Identifying main ideas involves connecting isolated information from the text to form a cohesive whole. This complicated process can be

very difficult for young readers. Because finding the main idea is so crucial to comprehension, however, it is a skill that must be taught and practiced.

Pre-service teachers' instructional knowledge

According to the International Reading Association (2004), pre-service teachers should be able to “use a variety of assessment tools and practices to plan and evaluate effective reading instruction” upon graduating from their teacher preparation program (p. 10). Pre-service teachers are expected to be able to select appropriate assessments, give them at appropriate times and for meaningful reasons, and use the results of assessments to plan instruction. Linking assessments to instruction is a complex process, and teachers must understand how to give the assessment, what the results mean, and how to use those results to effectively teach children.

The University of Nevada, Reno strives to prepare pre-service teachers to meet this challenging standard. I, as a pre-service teacher, was required to take an assessment class, which focused on administering and developing informal and formal assessments. In several other classes, I gave assessments to students and planned instruction based on the results of those assessments. These experiences provided me and will provide pre-service teachers with valuable practice administering and scoring assessments, and planning instruction based on the results of those assessments. However, pre-service teachers do not have very much practice at all in the area of choosing which assessments to use to plan instruction; pre-service teachers are almost always told which assessments to give and how to use them. The lack of practice in the area of choosing which assessments to administer can lead to future difficulties with choosing appropriate assessments and making use of them in classrooms.

Instructional Methodology

In order to provide instruction during the tutoring sessions, I utilized many instructional methods. The research-based instructional methods I utilized to teach reading to Jose drew on the five components of reading, as well as the reading process. Instructional methods used in this study were based on these important components of reading so that Jose learned skills and strategies for improving his phonemic awareness, phonics, fluency, vocabulary, and comprehension while reading. I wrote a lesson plan for each tutoring session that included the instructional methods planned for that session (Appendix A).

Assessment

I used many assessment measures in order to plan instruction and collect data on Jose's progress during the tutoring sessions. Assessment results were utilized to determine which instructional methods to use for Jose. Jose's assessment results also assisted me in finding appropriate materials and books to use each tutoring session.

An Informal Reading Inventory (IRI) is an assessment which helps teachers identify a student's independent, instructional, and frustrational reading level (Walpole & McKenna, 2006). The *Analytical Reading Inventory* that I utilized during the tutoring sessions is an example of an IRI (Woods & Moe, 2007). During an IRI, the student reads a passage. The teacher marks the miscues, or errors, the child makes while reading to determine his or her overall accuracy rate on the passage. The student answers comprehension questions and retells the story to determine his or her level of comprehension. The teacher also uses a fluency rating scale to indicate the student's level

of fluency. The IRI is used to make instructional decisions based on a student's abilities and needs (Lapp et al., 2007).

The *Analytical Reading Inventory* includes questions which pertain to four types of comprehension (Woods & Moe, 2007). RIF comprehension, or "retells in fact" comprehension, refers to literal comprehension, or facts pulled straight from the text (Woods & Moe, 2007, p. 29). PIT comprehension occurs when readers put information together by combining facts from the text to generate meaning. PIT comprehension is also known as inferential comprehension (Brock, 2009). CAR comprehension occurs when readers connect the author and reader (Woods & Moe, 2007). Readers apply prior knowledge to interpret the text, as with critical comprehension (Brock, 2009). EAS comprehension involves the reader "evaluating and substantiating" ideas from the text (Woods & Moe, 2007, p. 29). EAS comprehension is also referred to as creative comprehension, and it occurs when readers have emotional responses or create personal interpretations of text (Woods & Moe, 2007; Brock, 2009).

Another method of assessment I used throughout the tutoring sessions includes running records. Running records are measures of reading accuracy wherein teachers use a copy of the same passage the student is reading to mark miscues, or student errors (Ross, 2004; Lapp et al., 2007). These miscues are then analyzed to determine the types of errors the student is making. Running records are used as formative assessment because they allow teachers to target instruction to improve students' reading (Ross, 2004).

Running records taken during the administrations of the *Analytical Reading Inventory* and guided reading were used to determine Jose's reading level on various

texts. A student's accuracy and comprehension on a text determine the level at which the student is reading. The text is at a student's independent reading level when he or she reads it with 99 to 100 percent accuracy (Lapp et al., 2007). Accuracy refers to reading and understanding words correctly as they are used in a text (Fountas & Pinnell, 1996). A student should also comprehend 90 to 100 percent of the text for it to be considered at his or her independent reading level (Lapp et al., 2007). The student should be able to read the text easily, and should be familiar with most of the vocabulary and text structure.

When a student reads the text with 95 to 98 percent accuracy, it is at his or her instructional reading level based on accuracy (Lapp et al., 2007). If the student comprehends between 70 and 90 percent of the text, it is at his or her instructional level based on comprehension (Lapp et al., 2007). Instructional texts are mostly readable for students, but should contain some elements which require support, such as new vocabulary or complicated story structure. The areas which require support from the teacher make instructional texts ideal for guided reading instruction.

When a student's accuracy is below 94 percent or comprehension is below 70 percent, the text is at the student's frustrational reading level (Lapp et al., 2007). Students are not asked to read books at their frustrational level because it is discouraging for them, and they do not receive any benefit from reading if they do not comprehend the text. Frustrational books can be read aloud to students to provide them access to books they otherwise could not read (Lapp et al., 2007).

Other methods of assessment I made use of throughout the tutoring sessions include anecdotal notes, fluency rating scales, and questioning. Anecdotal notes are observational notes taken while a student engages in reading or writing (Boyd-Batstone,

2004; Lapp et al., 2007). Anecdotal notes allow the observer to record student behaviors, student speech, and other points of interest while the student engages in an authentic literacy experience. Like running records, anecdotal notes can be formative assessments that allow teachers to target instruction to a student's needs (Boyd-Batstone, 2004). I took anecdotal notes throughout the tutoring sessions by recording interesting things Jose said and did in the designated space on my lesson plans (Appendix A).

A fluency rating scale is a qualitative measurement that an observer fills out based on a student's reading fluency (Woods & Moe, 2007). Fluency rating scales involve checking off leveled boxes based on the student's rate and prosody while reading a given text. Fluency rating scales are used to track fluency progress over time, and across various texts. I used fluency rating scales often during guided reading to record Jose's rate and prosody as he read the text.

Questioning is a mental process experienced readers undergo when they read texts (Parker & Hurry, 2007; Block et al., 2009). Questioning involves generating questions about the text as a student reads, and it allows readers to comprehend what they are reading. Beginning readers often do not yet engage in this strategy, so teachers help them learn about and use questioning (Parker & Hurry, 2007). By asking the student questions about the text as it is read by the teacher or student, the teacher helps the student comprehend the text. Questioning is also useful as an assessment tool for the teacher, who can observe and make note of what the student thinks and understands. I used questioning during read-alouds, guided reading, and other literacy activities to help focus Jose on the text and to gauge his level of comprehension.

In this study, assessments were used to determine which books were at Jose's independent, instructional, and frustrational reading level. By determining at what level Jose read certain books, I was able to select books that were likely to be appropriate for Jose in terms of his reading abilities and needs. In order to do guided reading with Jose each tutoring session, I selected books that were likely to be at his instructional reading level.

Guided reading

Guided reading is the core of early literacy programs because it allows students to read texts that are slightly above their independent reading level with guidance and support from the teacher (Iaquinta, 2006). I used guided reading with Jose as part of every tutoring session. Guided reading usually involves working with small groups of students who read at approximately the same level and who have similar literacy needs. The teacher provides each group with reading materials that are at the students' instructional reading level, so that there is room for instruction. The teacher does an in-depth introduction of the book and goes over any new vocabulary before the students read it to themselves (Fountas & Pinnell, 1996). While students read, the teacher provides prompts when necessary, beginning with minimum support and slowly moving towards maximum support, or teacher demonstration (Iaquinta, 2006). After reading, the group discusses the story. Discussing the story checks and strengthens students' comprehension. The teacher may then provide targeted instruction based on the group's literacy needs (Fountas & Pinnell, 1996).

Guided reading is one process by which teachers teach students to read (Fountas & Pinnell, 1996). It allows teachers to tailor their instruction for students based on

students' specific needs. It provides a flexible, literature-based way for children to learn how to read. Guided reading also encourages students to try and succeed because they have a support system in place to set them up for success and to get them back on track if they need help (Fawson & Reutzel, 2000). Guided reading provides students with a variety of strategies they can draw upon to help them read (Iaquinta, 2006). The goal of guided reading is for students to use reading strategies independently to help themselves succeed (Fountas & Pinnell, 1996).

It is important to incorporate informational text into the guided reading program, in addition to narrative text (Yopp & Yopp, 2000). I used narrative stories and information texts with Jose during tutoring. In the primary grades, narrative texts tend to be used much more than informational texts. Students must practice reading informational texts; otherwise, this skill is difficult for them to learn in the future (Yopp & Yopp, 2000). In addition to being used during guided reading, informational texts can be read aloud to students, paired with stories, used along with textbooks, and available in the classroom library. By making use of informational texts in the guided reading program and throughout the curriculum, teachers expose students to varied forms of literature while preparing them for nonfiction reading in the future (Yopp & Yopp, 2000).

In addition to guided reading, I used many other teaching strategies to tutor Jose. These strategies included choral reading, K-W-L charts, language experience approach, reading logs, minilessons, shared reading, and story retelling.

Additional literacy activities

Tompkins (2009) provided research-based and classroom-tested literacy teaching methods. Tompkins (2009) gave step-by-step directions on how to properly implement

the strategies, as well as explained for what grade level they are appropriate, and what literacy domains they cover. Tompkins (2009) did research in kindergarten through eighth grade classrooms, as well as used current research in the field of literacy to ensure that the practices covered are researched-based and classroom-tested. Herrell and Jordan (2006) provided research-based teaching practices designed to improve vocabulary, comprehension, and fluency. The authors emphasized active student involvement. Reading is comprehending; if a student does not understand what he or she reads, he or she is essentially not reading. Therefore, Herrell and Jordan (2006) focused on improving comprehension, as well as improving vocabulary and fluency, which both bolster comprehension. I used many additional teaching strategies with Jose, including choral reading, K-W-L charts, language experience approach, reading logs, minilessons, shared reading, and story retelling (Tompkins, 2009; Herrell & Jordan, 2006).

Interactive read-alouds

Interactive read-alouds were another instructional method I used while tutoring Jose. Interactive read-alouds occur when a teacher or tutor reads a book aloud to a student or group of students and poses questions throughout the process (Bear & Barone, 1998; Lapp et al., 2007). Read-alouds allow students to experience books that they would otherwise not be able to read on their own, to hear examples of fluent reading, and to enjoy the reading experience. For students struggling with comprehension, interactive read-alouds offer a time for the teacher to model reading strategies by sharing his or her thought process as he or she reads texts aloud. They also allow the teacher to teach pre-reading, during-reading, and post-reading strategies (Bear & Barone, 1998; Lapp et al., 2007).

Due to research-based instructional methods, the one-on-one tutoring method was chosen as the format for data collection. Many methods, including guided reading, work well in small groups or one-on-one settings due to their individualized nature (Fountas & Pinnell, 1996). Students in a classroom vary greatly in reading levels; therefore, it is necessary to group them into homogenous groups based on reading levels. Small group and one-on-one instructional methods are very effective ways to teach children (Wasik, 1998; Morrow & Walker, 1997).

Rationale for tutoring format

According to Wasik (1998), one-on-one tutoring is one of the most effective ways to teach children, and was chosen as the format for data collection. Many teaching methods work well in small groups or one-on-one settings due to their individualized nature (Fountas & Pinnell, 1996). In order for one-on-one tutoring to be successful, tutors must be trained in research-based tutoring practices. In addition, a tutor should model literacy techniques to the student. It is important to establish a routine, and to be consistent (Wasik, 1998).

Rapport, motivation, and instructional scaffolding are three important components of the one-on-one tutoring process (Schmid, Miodrag, & Di Francesco, 2008). In order for tutoring to be effective, the tutor must establish a good rapport with the student. Establishing rapport involves ensuring that the student is comfortable with the tutor and the instructional material and methods. Motivation of the student is another component teachers consider when engaging in one-on-one tutoring. In order for students to feel motivated to learn and complete tasks, tutors must work to create student-driven learning environments that encourage children to be excited about learning. It is also

important to scaffold instruction in order to give students enough support to succeed while still having them engage in challenging learning experiences (Schmid et al., 2008).

When performing one-on-one tutoring, tutors show interest in the student's life and ideas, and build a warm relationship with the student (Morrow & Walker, 1997). A tutor should bring his or her favorite books to read or talk about, because this helps the child see that the tutor values reading in his or her own life. It is important to give the student opportunities to read and write with varying levels of support, and to create an environment where it is acceptable to make mistakes (Morrow & Walker, 1997).

Research Methodology

In developing a methodological framework for conducting my case study, I took the following steps. First, I decided on the methods of data collection I would use. This was determined in part from my own experience working with and assessing students, although my data collection methods were also informed by my review of the literature. I then collected my data. Finally, I analyzed the data using the constant comparative analysis technique (Hewitt-Taylor, 2001). Each of these steps toward developing my methodology was informed by my research questions:

- How does a child's literacy develop during one-on-one tutoring sessions when he or she receives research-based instruction?
- How does a pre-service teacher apply research-based teaching methods to provide instruction to a student during one-on-one tutoring?

Jose (pseudonym) is the child I tutored in order to collect data for this study. At the time data were collected in September and October 2009, Jose was a seven-year-old first grade student at Dover Elementary School (pseudonym). Jose is Latino, and according to him, he and his family speak Spanish at home. Jose has an energetic and positive personality, and enjoyed working during the tutoring sessions. Jose's reading is at grade level.

Dover Elementary School has a high poverty rate and high number of students learning English as a second language (Washoe County School District, 2009). Dover Elementary School has approximately 457 students, 100 percent of whom receive Free or Reduced Lunch (FRL). In addition, 68.5 percent are designated as students with Limited English Proficiency (LEP). Dover Elementary School also has a transiency rate of 41

percent. Dover Elementary School did not meet Annual Yearly Progress for the 2008-2009 school year, and was designated as a school in need of improvement (Washoe County School District, 2009). This designation indicates that Dover did not meet the criteria established by No Child Left Behind (U.S. Department of Education, 2006a).

I am an undergraduate student at the University of Nevada, Reno. I am majoring in Dual Elementary and Special Education, and am graduating with my Bachelor of Science in May 2010. I have had practice tutoring one-on-one and in small groups both in my course work and extracurricular experiences. The majority of my tutoring experiences have been in literacy courses. In one such course, I used a lesson plan format very similar to the one I used for this study, and several shared instructional practices. I was able to refine both my lesson planning and lesson delivery through practice before beginning this study.

Data collection

Qualitative data were gathered during tutoring sessions. Data included anecdotal notes, running records, fluency rating scales, information on comprehension, transcriptions from audio taping, results of assessments, and student work. The data were used both to understand the way Jose learns, as well as to document how a pre-service teacher learns to adapt instruction. Data were gathered as I tutored Jose twice weekly, for 30 minutes each time. Tutoring continued throughout September and October 2009. These sessions included guided reading, shared reading, literacy assessments, writing instruction and practice, read alouds, and other research-based literacy activities (Lapp et al., 2007; Fountas & Pinnell, 1996). Appendix A is an example lesson plan I used to tutor Jose, and it includes the order of literacy activities for one tutoring session.

Analytical Reading Inventory is a specific series of assessments I used to gather data about Jose's fluency, accuracy, and level of comprehension on certain texts (Woods & Moe, 2007). Woods and Moe (2007) explained how to determine a student's reading level. In order to teach Jose using guided reading, I first had to determine his instructional reading level, or which books will be readable for him while still presenting several teachable areas. The *Analytical Reading Inventory* helped me determine Jose's reading level, as well as allowed me to collect data on Jose (Woods & Moe, 2007). I used this assessment tool at various times throughout my tutoring sessions to help me understand and record Jose's starting point and growth.

In addition, the literature I reviewed guided my methodology. Literature on reading components and processes informed my instruction during tutoring (Fountas & Pinnell, 1996; Lapp et al., 2007; Strickland, 1998; Phillips et al., 2008; Baumann et al., 2007). Literature on research-based teaching methods helped me write my lesson plan for each tutoring session so that each session included high quality instructional techniques (Tompkins, 2009; Herrell & Jordan, 2006; Fountas & Pinnell, 1996). In addition, literature on assessment procedures was used to develop the format of my assessments (Woods & Moe, 2007; Walpole & McKenna, 2006; Lapp et al., 2007). Literature on one-on-one tutoring was used to justify tutoring as data collection (Morrow & Walker, 1997; Walker, 1996).

Data analysis

Once collected, these data were analyzed in the context of current research in the area of literacy instruction. The literature on how students learn to read was used to explain how Jose learns in the context of how students have been found to learn in prior

research (Fountas & Pinnell, 1996; Filippatou & Pumfrey, 1996; Bear & Barone, 1998).

The literature on the reading components, reading process, and pre-service teachers' instructional knowledge was used to analyze the insights I gained, as a pre-service teacher, into the process of teaching reading (Brock, 2009; U.S. Department of Education, 2006b; Lapp et al., 2007; International Reading Association, 2004).

The data gathered during tutoring sessions were analyzed using the constant comparative analysis technique. Constant comparative analysis is a technique for analyzing qualitative data (Hewitt-Taylor, 2001). The technique involves coding qualitative data in order to find themes across all the varied data. This method allows the researcher to organize the data and to meaningfully present the results as themes or patterns (Hewitt-Taylor, 2001).

After reading through all of the data I collected, including anecdotal notes, running records, fluency rating scales, information on comprehension, transcriptions from audio taping, results of assessments, and student work several times, I noticed and developed three themes in answer to my first research question about how Jose's reading develops, and two themes in answer to my second research question about my development as a pre-service teacher. The three themes which answer my first research question are 1) Despite high reading accuracy and a sound ability to decode, the student drew on illustrations in ways that confused his readings of the text; 2) The student appeared to be afraid to make mistakes, and drew predictions and answers straight from the text, illustrations, or our discussion thereof, and 3) The student had difficulty finding the main idea of text, and tended to notice details instead. These themes were selected based on the frequency that evidence appeared, as well as the knowledge I have about

comprehension. The student frequently exhibited three difficulties with comprehension, which research shows can confuse a student's reading of texts, including over-relying upon illustrations, difficulty forming predictions, and missing the main idea (Filippatou & Pumfrey, 1996; Van den Broek, Lynch, & Naslund, 2003). Due to the frequency that this occurred and the research in the area of comprehension, I decided to examine these three themes in detail.

The two themes I found in answer to my second research question are 1) Despite doing extensive reading and having access to materials providing research-based teaching methods, I struggled with finding materials at the student's developmental and interest level, and 2) I learned to use carefully chosen literature to help the student work toward an important, overarching reading goal. These themes were selected based on the frequency that evidence appeared in my notes, as well as the common difficulties pre-service teachers have with tailoring instruction to meet an individual student's needs. These themes were also selected based on the standards established for pre-service teachers (International Reading Association, 2004).

In order to organize and examine data as it pertains to these themes, I used the constant comparative analysis technique (Hewitt-Taylor, 2001). I wrote the themes down and assigned them each a color. I read through the data again in order to revise and confirm my themes. I read through the data again several times, highlighting data in the color to which it corresponds. In order to write my results, I used my themes as headings, then grouped data together under these headings to form paragraphs.

Results

After a two-month long study of Jose's literacy development, I began to construct my own understandings related to my original research questions:

- How does a child's literacy develop during one-on-one tutoring sessions when he or she receives research-based instruction?
- How does a pre-service teacher apply research-based teaching methods to provide instruction to a student during one-on-one tutoring?

Keeping in mind that my case study was meant to examine a young student's literacy development, I analyzed data to pick out recurring themes that would help me understand Jose's literacy abilities and needs. In analyzing the data in the form of anecdotal notes, running records, fluency rating scales, answers to comprehension questions, transcriptions from audio taping, results of assessments, and student work, I began to construct several themes for each of my research questions. In this chapter, I will share these findings by presenting the evidence of each theme as a subheading of each question.

Question #1: How does a child's literacy develop during one-on-one tutoring sessions when he or she receives research-based instruction?

There were three themes I constructed during my data analysis in regards to how a young child's literacy develops during one-on-one tutoring sessions. The three themes were 1) Despite high reading accuracy and a sound ability to decode, the student drew on illustrations in ways that confused his readings of the text; 2) The student appeared to be afraid to make mistakes, and drew predictions and answers straight from the text,

illustrations, or our discussion thereof, and 3) The student had difficulty finding the main idea of text, and tended to notice details instead.

Question #1/ Theme 1: Despite high reading accuracy and a sound ability to decode, the student drew on illustrations in ways that confused his readings of the text.

As a student's ability to decode words becomes stronger, his or her reliance on illustrations will usually decrease (Filippatou & Pumfrey, 1996). Reliance on illustrations decreases because students are able to rely more heavily on the text, and do not need the pictures to guide their understanding so much anymore. Throughout the tutoring sessions Jose consistently read grade level texts with 94 percent accuracy or higher, with an average of 98 percent accuracy (Table I). This high average reveals that most texts read by Jose were at his instructional reading level, which is ideal for guided reading (Fountas & Pinnell, 1996). Despite his high level of reading accuracy on guided reading texts, Jose tended to use illustrations to guide his predictions and understandings of texts.

Jose's predictions about what would come next in a book were often based on illustrations. The book introduction part of guided reading occurs before reading. During the book introduction, I looked through the book with Jose, pointed out and discussed difficult or new vocabulary, and examined illustrations (Fountas & Pinnell, 1996). From the book introduction, Jose was able to formulate detailed ideas about the story based on the illustrations alone. For example, on September 9, he was able to correctly predict what the whole book would be about after looking at several illustrations. He said, "Hatty and Tatty will go in the sea. There's a crab. They let it go." Using illustrations to increase comprehension is a valuable skill, but can cause problems if relied upon overmuch (Filippatou & Pumfrey, 1996). For example, if the illustration does not directly

correspond with the text, the student's comprehension will be decreased by relying on the picture.

Table I: Reading Accuracy

Date	% Accuracy	Reading Level	Text Level/ Word Count	Type of text
10-23-09	98	Instructional	Level I/ 227 words	Fiction
10-22-09	98	Instructional	Level H/ 217 Words	Fiction
10-16-09	100	Independent	Level G/ 169 Words	Fiction
10-08-09	97	Instructional	Level I/ 218 Words	Fiction
10-02-09	94	Frustrational	Level I/ 218 Words	Fiction
<i>10-01-09</i>	<i>97</i>	<i>Instructional</i>	<i>Level I/ 132 Words</i>	<i>Fiction</i>
<i>09-25-09</i>	<i>99</i>	<i>Independent</i>	<i>Level I/ 132 Words</i>	<i>Fiction</i>
09-24-09	95	Instructional	Level H/ 192 Words	Nonfiction
09-18-09	99	Independent	Level G/ 235 Words	Fiction
09-18-09	99	Independent	Level G/ 106 Words	Nonfiction
09-17-09	100	Independent	Level I/ 252 Words	Fiction
09-11-09	94	Frustrational	Level I/ 154 Words	Nonfiction
09-10-09	98	Instructional	Level I/ 199 Words	Fiction
Average	98	Independent	Level G-I	Both

* Rows in italics indicate that this data is for the same book.

Jose occasionally ignored the text, choosing instead to comment and draw information from the illustrations alone. For example, on September 24, I was reading a text about frogs aloud to Jose when he commented, “Hey look—Lilly pads. Hey look—this one is drowning?” (Appendix B). Jose’s comments had nothing to do with the text of the book, but came directly from the picture. Throughout the book Jose ignored the text, and made unconnected comments about the pictures.

Even when Jose did not ignore the text, the illustrations tended to confuse him. For example, on September 25, Jose looked at an illustration of a frog. The same frog was shown on both pages of the book opening, causing Jose to comment, “This one is Betsy and this one is Ben” (Appendix A). The text on both pages was about Betsy, but the fact that Jose could see two frogs on the page caused him to understand that there

were two separate frogs shown. This over reliance on illustrations, and accompanying under reliance on text, caused Jose's comprehension of this book to plummet because he did not know who the main character was and he invented a character that did not exist. Overall, Jose tended to over-rely on illustrations, which caused his comprehension of the text to decrease, despite his high reading accuracy and strong use of decoding strategies.

Question #1/ Theme 2: The student appeared to be afraid to make mistakes, and therefore drew predictions and answers straight from the text, illustrations, or our discussion thereof. It is important to have students work through the predict-read-confirm cycle when working on reading and listening comprehension with them (Bear & Barone, 1998). Readers use text to form ideas and expectations for what will come next. After forming predictions, readers read some text, and then confirm or disconfirm their predictions. Students who are concerned primarily with finding right answers may struggle with this cycle because their predictions may or may not be confirmed after reading (Bear & Barone, 1998).

Throughout the tutoring sessions, Jose struggled with forming predictions and ideas of his own based on the text. He tended to quote the text and our discussions thereof verbatim, or summarize what he saw happening in the illustration. For example, on October 1, I asked Jose to draw and write about what happened in the beginning of the guided reading book. He used the illustration in the book to draw a frog, and wrote, "Betsy said here they come." "Betsy said, 'Here they come.'" is a direct quotation from the beginning of *Hop Jump* (Walsh, 1993, p. 1). Instead of summarizing what happened in the beginning of the book, Jose repeated verbatim what was written in the book. On September 24, I showed Jose a book entitled *Frogs*. We did an in-depth book

introduction, including talking about the cover and title, previewing several pictures, and discussing new vocabulary (Fountas & Pinnell, 1996). After the book introduction, I asked Jose what he thought the book would be about. He replied, “Frogs.” I prompted him to explain more, but he stared at the book and remained silent.

Jose’s predictions often repeated events that had happened already in the text. On September 25, I asked Jose to write and draw his predictions about the read-aloud book as I read it. He wrote, “He’s gun’a eat two cookies.” This was a very safe prediction, because this had already happened in the text. On September 4, Jose continually used prior events as his predictions. He said, “He will not like the green eggs and ham.” This response had already happened several times in the text. While Jose remembered what had happened earlier in the book, he did not thoroughly understand it; repeating something verbatim does not indicate in-depth understanding (Lapp et al., 2007).

Jose avoided questions for which he was not sure of the answers. On September 24, he answered three of my questions with “I don’t know” (Appendix B). Of course, when one is predicting what comes next, he or she does not know for sure; however, Jose was not willing to take the risk of being wrong. On September 25, Jose ignored my questions when he was not sure of the answer. I asked, “Do you think Frog and Toad will be able to stop eating cookies?” Jose looked at me while I spoke, paused, and then pointed out something in the picture—effectively evading my question (Appendix A). Overall, Jose appeared to be afraid to make mistakes, and he therefore drew predictions straight from the text, illustrations, or our discussion.

Question #1/ Theme 3: Despite high reading accuracy, the student had difficulty finding the main idea of text, and tended to notice details instead. Overall, Jose exhibited

the ability to read grade level texts accurately but consistently struggled with comprehension, especially with recognizing the main idea of texts. Table 1 contains Jose's reading accuracy data on guided reading texts. Identifying the main ideas of texts is crucial because "the ability to identify main ideas is central to reading comprehension" (Van den Broek, Lynch, & Naslund, 2003). Jose's detail-oriented reading style allowed him to point out specific events that happened, but he was rarely able to give the main idea of any given text.

Despite his overall high level of reading accuracy, Jose struggled with comprehension. For example, on October 1 I asked Jose, "Why was Betsy different from the other frogs?" He replied, "Two blue frogs came." This reveals that Jose did not grasp the main idea of the story, since this question related directly to the main idea of the story. A more appropriate answer would have been, "Because Betsy liked to dance instead of hop." Instead, he avoided the question by providing a nonsensical answer. Despite having trouble understanding the main idea of the story, Jose read the text with 97 percent accuracy (Table I). This percentage puts the text at his instructional reading level. These data reveal a significant gap between reading accuracy and comprehension for Jose.

Jose was able to grasp the details of most stories, but had trouble locating and remembering the main idea. On September 4, he repeated many of the phrases from the book I read aloud, but even with prompting could not tell me what the main idea was. I asked, "What was the story about?" He replied by quoting several lines from the text. On October 22, Jose wrote that the important thing about the story was, "He got foot in the paint jar." This is one isolated event which occurred in the story, but not the important

thing or main idea. On October 15, Jose said that the important thing about the story was, “He was going to go to the farm when he was sad and alone in the city” (Appendix C).

This is a summary of the beginning of the story, but not the main idea.

Jose was able to comprehend texts on some levels, but struggled with certain types of comprehension. On the ARI assessments I gave Jose, he tended to do well in the area of RIF comprehension; he was usually able to retell the facts straight from the story (Woods & Moe, 2007). This finding is aligned with his performance in guided reading sessions and during read aloud sessions. For example, on September 4 and 17, he got two out of two RIF comprehension questions correct. Jose was occasionally able to answer PIT comprehension questions, or questions dealing with putting information together. On September 17, Jose answered one out of one PIT comprehension questions correctly. However, on September 4, he got one out of two PIT questions right. Jose struggled with CAR comprehension, or connecting the author and reader, and EAS comprehension, or evaluating the text. On September 4 and September 17, he did not get any of the CAR or EAS comprehension questions correct. Overall, Jose struggled with finding the main idea of texts, and tended to focus on details instead.

Although Jose was able to read grade-level texts with high accuracy, he struggled with comprehension. He tended to over-rely on illustrations to the point that they could confuse his comprehension of the text. In addition, he struggled with predicting what would come next in stories based on the text he already read. Jose tended to give very safe answers, which were often straight from the text. Lastly, Jose struggled with finding the main idea of texts. He often focused on isolated details and struggled to distinguish what was important from what was not.

Question #2: How does a pre-service teacher apply research-based teaching methods to provide instruction to a student during one-on-one tutoring?

There were two themes I constructed during my data analysis in regards to how a pre-service teacher applies research-based teaching methods to provide instruction to a student during one-on-one tutoring. The two themes were 1) Despite doing extensive reading and having access to materials providing research-based teaching methods, I struggled with finding materials at the student's developmental and interest level, and 2) I learned to use carefully chosen literature to help the student work toward an important, overarching reading goal.

Question #2/ Theme 1: Despite doing extensive reading and having access to materials providing research-based teaching methods, I struggled with finding materials at the student's developmental and interest level. There is no prescribed formula for selecting appropriate materials for students to read (Lapp et al., 2007; Bear & Barone, 1998). Even after assessing a student to find his or her reading level, I found that it can be difficult to match him or her with appropriate books. For guided reading, appropriate reading materials are books at the student's instructional reading level, meaning that the student can read them with 95 to 98 percent accuracy (Lapp et al., 2007). Books at the same level can range quite a bit in difficulty and length. For example, Jose read a Level I book with 132 words, and at another time read a Level I book with 252 words. In addition, finding books at the student's reading level which will also interest the student is challenging. Children are often able to read books that interest them with higher accuracy, fluency, and comprehension than books that do not pique their interest (Bear & Barone, 1998). Therefore, I learned the importance for teachers and tutors to work to

achieve a balance between interest level and reading level, and to ensure that students have access to a substantial amount of books.

Throughout the tutoring sessions, and especially in the beginning, I struggled to find developmentally appropriate books for Jose that would also interest him. For example, on September 11, the guided reading book was at Jose's frustrational level; he read it at 94 percent accuracy (Table I). I noted that this book may have been at his frustrational level because of his apparent lack of interest in the nonfiction book. Concerned that the book may have been too difficult for him due to his relatively low accuracy, I decided to choose books at a lower level for the next couple tutoring sessions.

After Jose struggled with reading a Level I book during guided reading, I selected easier books for him to read during guided reading. On September 17, I selected a fictional Level I book with a repetitive story structure. This book was at Jose's independent reading level, and was therefore not ideal for guided reading. For guided reading, it is ideal for books to be at the student's instructional reading level so that there are skills and strategies to teach during the activity (Fountas & Pinnell, 1996). Jose's ability to read this fictional text with ease as compared to the nonfiction text at the same level led me to believe that he needed easier nonfiction texts.

In order to ascertain Jose's instructional reading level with nonfiction texts, I tried several different levels of books. On September 18, I chose a nonfiction Level G book for Jose to read, which is two levels below the books he read previously. Jose read this nonfiction Level G book with 99 percent accuracy, putting it at his independent reading level. Jose's accuracy revealed that nonfiction Level G books were not challenging enough for Jose to read during guided reading. Therefore, on September 24, Jose read a

nonfiction Level H book, which is only one level below his instructional reading level for fictional books. Jose read the nonfiction Level H book with 95 percent accuracy, putting it at his instructional level. Only after going through the process of trial and error repeatedly was I able to find his instructional reading level for nonfiction books, which varied from his instructional reading level for fictional books. Overall, the process of selecting appropriate materials Jose was challenging, due to the necessity of considering Jose's developmental level and level of interest in various texts.

Question #2/ Theme 2: I learned to use carefully chosen literature to help the student work toward an important, overarching reading goal. It is often beneficial to use literature itself to help teach important concepts such as main idea, sequence of events, and story structure to children (Bear & Barone, 1998). Literature can provide the structure and support students need to learn how to respond to the texts they read. In addition, it can provide a context, and help students understand what teachers are asking them to do. When teachers teach students skills and strategies in isolated ways, such as through worksheets, students do not learn skills by applying them in authentic reading experiences (Lapp et al., 2007). By using books to teach skills and strategies, students learn to read in the authentic context provided by literature.

It was difficult for Jose to find the main idea of texts. He tended to focus on details, and struggled to sort through the details to find the main idea of the text. It was difficult for me to even help him understand what the concept of main idea was. For example, on September 10, I asked Jose to retell the story he had just read, which was *Hatty and Tatty and the Deep Blue Sea* (Cowley, 2004). He dictated his story retelling to me, and I wrote it down for him:

They had cheesecakes for dinner. They saw a mussel and a sea horse and a sea urchin. They just saw two different fishes floating by. The crab grabbed his tail. They just tied a knot on his tail.

While these are all accurate details from the story, Jose recounted them without any order or sequence. He placed equal emphasis on each detail. When I asked what the main idea of the story was, he said, “Ummm... I don’t know.” I tried to guide him towards the main idea through questioning. I said, “The main idea is the focus of the story. What do you think the focus of the story was?” Jose responded with a shrug.

In order to help Jose find the main idea of texts, I used *The Important Book* (Brown, 1949). I realized that my previous descriptions of main idea were incomprehensible to Jose, so I took a different approach. On October 9, I read *The Important Book* aloud to Jose (Brown, 1949). I then used the format given in the book to help Jose find the main ideas of texts. We started out using the structure from the book to find the important thing or main idea of things Jose knows well, such as himself and his favorite toy. Later, I began applying this format to poems and stories. Instead of using the term “main idea,” I used the term “most important thing.” This made a huge difference for Jose, because he then knew what to look for as we read. For example, on October 16, Jose used *The Important Book* structure to write about a poem he read (Brown, 1949). The part in bold was provided for Jose, and spelling was corrected for ease of reading:

The important thing about the boa constrictor **is that** it ate me. **It eats up to his toe and his knee, and also his head. But the important thing about** the boa constrictor **is that** it ate him.

This structure gave Jose a way to focus his attention on the main idea of texts. It provided him space to record the details he so enjoys, but it kept the focus on the main idea. Jose also enjoyed using this format because he enjoyed *The Important Book* and liked mimicking its structure (Brown, 1949). Overall, I learned that carefully chosen literature can provide the structure and guidance Jose needed to work toward overarching goals.

Despite the training I have received so far as a pre-service teacher, applying this knowledge to a real student and his needs was challenging. I struggled to find books at Jose's instructional reading level, even after assessing him and choosing books which matched his assessment results. This process required a fair amount of trial and error. In addition, I learned that books themselves can be used to teach important concepts, such as main idea. Talking to Jose about main idea did not help him understand it. By using literature to provide both an explanation and format, he was able to grasp the concept and begin applying it to his reading.

Discussion

The findings of this study have several implications for Jose, including revealing his literacy strengths and needs. Jose's strengths include accuracy and fluency when reading grade-level texts. Jose's needs include being able to comprehend grade-level texts, including finding the main idea, not over-relying on picture clues, and making predictions based on the text. In addition, examining Jose's strengths and needs has allowed me to develop several recommendations for his further literacy instruction.

Jose was able to read grade-level texts with high accuracy and fluency. Level G guided reading books are designed for students in the middle of first grade, and these books were consistently at Jose's independent reading level. Level H and I guided reading books are designed for students in middle to late first grade, and Jose read these books with an average of 97 percent accuracy, which put them at his instructional reading level. In addition, Jose was able to read grade-level texts with good fluency. According to the fluency scales I used during the *Analytical Reading Inventory* and during several guided reading sessions, Jose read with intonation, using tone and pitch to convey meaning. He often read with a reasonable pace, neither reading too fast nor too slow.

Jose struggled with comprehending grade-level texts. He had trouble discerning the main idea of texts, tended to over-rely on illustrations, and struggled with making predictions based on his reading. Comprehension is the goal of reading; therefore, Jose's struggles are a legitimate concern. Students with high accuracy and fluency can often get by in school, because teachers tend to have difficulty recognizing their problems with comprehension; outwardly, they appear to be excellent readers (Lapp et al., 2007). Comprehension is harder to detect and measure, but it is the most important component

of reading (Lapp et al., 2007; Block et al., 2009). Jose's difficulties comprehending texts may cause him to misunderstand what he reads, or to understand only parts of what he reads. Later on, this could cause him to struggle in school due to the necessity of reading and understanding literature and text books.

There are several instructional methods that I believe will benefit Jose in the area of reading comprehension, including guided reading, interactive read-alouds, and comprehension checklists. Guided reading addresses comprehension by teaching students to use the reading cycle of predict, read, and confirm as they read (Fountas & Pinnell, 1996; Bear & Barone, 1998). It also provides discussion before and after reading, which allows the student to talk about the book. This will reveal the student's level of comprehension, and will provide the teacher with an opening for teaching relevant reading skills and strategies for strengthening comprehension. Interactive read-alouds give students insight into how a good reader reads. The questions posed by the teacher help students stay focused, and help them learn how to predict what comes next based on the text (Lapp et al., 2007; Bear & Barone, 1998). Comprehension checklists allow students to monitor their own comprehension and help themselves when they get confused (Massey, 2003). By using a comprehension checklist independently, students can go through the list of comprehension strategies and use ones which work for them.

The findings of this study have several implications for me as a future teacher, including revealing areas that I would like to further develop, and insights into how students learn. Selecting books for students based on their reading levels and subjects in which they are interested is a skill I would like to practice and further develop. Assessments gave me a general idea of Jose's reading level, but knowledge about his

interests and observation also play an important part. In addition, it is necessary for me to practice teaching skills and strategies so that students can help themselves as they read. By examining the effectiveness of various skills and strategies for different students, I hope to learn when to teach which skills and strategies. In addition, this study taught me that while students can learn isolated bits of information, it is often better to embed new ideas in a context they can understand, such as children's literature.

The findings of this study have several implications for teacher education in general. Pre-service teachers need as many experiences as possible working with students with a variety of strengths and needs. The more experience pre-service teachers have identifying areas of need in students and adapting instruction to meet those needs, the more equipped they will be upon becoming teachers. In addition, pre-service teachers need as many experiences as possible determining a student's reading level and finding books for that student based on his or her level, needs, and interests. Many skills effective teachers possess come from experience; therefore, pre-service teachers need as many diverse experiences working with children as possible.

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Appendix A

Tutoring Lesson Plan September 25, 2009

corrad
teacher

<p><u>Date:</u> September 25, 2009</p> <p><u>Objective(s) for student:</u> Listen and respond to a text read aloud. Read an instructional level text and respond in writing.</p> <p><u>Nevada State Standard(s) covered:</u> Content standard 2.0: Students will use reading process skills and strategies to build comprehension. Content standard 7.0: Students listen to and evaluate oral communications for content, style, speaker's purpose, and audience appropriateness.</p> <p><u>Warm-up Activity:</u> Interactive read-aloud (Tompkins, 2009, p. 50-52) (<i>Frog and Toad—Cookies</i>)</p> <ul style="list-style-type: none"> • What do you think this story is going to be about? • Do you know anything about frogs and toads? • I'm going to be asking you for your predictions about what is going to happen next. <p>○ Stop periodically to draw his predictions</p>	<p><u>Anecdotal Notes:</u></p> <p>See drawn predictions also.</p> <p>→ I think toad is bringing cookies to frog</p> <p>① I think he's going to eat 2 cookies</p> <p>② Used book to spell cookies.</p> <p>③ There see page. - knew how to spell cookies from copying it on UT prediction. could explain it when asked.</p>
<p><u>Reading Activity:</u> Guided reading (Tompkins, 2009, p. 46-47) (<i>Hop Jump</i>, Level I, 132 words)</p> <ul style="list-style-type: none"> • Predict from cover/pictures • After: what did you think of this book? Does it remind you of other things you've read or heard? 	<p>See running record also.</p> <p>"All frogs jumping but the toad can't"</p> <p>"This one is Betsy and this one is Ben."</p> <p>"Tried to float because the leaves float."</p> <p>"But frogs can't float"</p> <p>"Because they are playing leap frog."</p> <p>"No hopping no dancing." "The other frogs hopped away"</p>
<p><u>Writing/Closing Activity:</u> Embedded in interactive read-aloud.</p> <p>Also, reading log (Tompkins, 2009, p. 100-102)</p> <ul style="list-style-type: none"> • What happened in beginning? Middle? End? • At first, one of the frogs was different in this story. Can you draw/write about why she was different? 	<p>See reading log also.</p> <p>"Maybe they're doing frog"</p> <p>"Same things she did."</p> <p>"Hey, this one's hopping."</p> <p>No. me</p> <p>till do</p> <p>will do</p> <p>next session.</p> <p>"All sit."</p> <p>"I think that's Betsy."</p> <p>"Curious mean they were, not watching her dance."</p>

Tutoring III

* Dr. Pennington came.

<p><u>Reflections:</u></p>
<p><u>What did your student do well?</u> The interactive read-aloud and the guided reading.</p>
<p><u>Why?</u> Both were engaging for him. He liked the subject and the fictional story layout. AS always, excellent decoding. His predictions were OK-made sense based on the story, but after only summary (see green log).</p>
<p><u>What did your student enjoy?</u> The read-aloud and guided reading.</p>
<p><u>Why?</u> He enjoys it when he does well. Again, he likes the story format and the subject of frogs.</p>
<p><u>What was difficult for your student?</u> He has trouble answering questions verbally. He tends to have a delay (sounds like a stutter) before answering a question. Sometimes he ignores questions or changes the subject. He doesn't like to not know the answer, so he doesn't answer questions he's not sure why about. Also, he tends to play it safe. His predictions about what might happen next often summarize what he just read. I should push him by asking why he thinks something, and model that his OK not to know the answer.</p>
<p><u>What would you do differently next time?</u> I will continue asking him questions to try and understand his issues with answering them. Could be a language thing-translating from Spanish to Why? English in his head? I also need to model that it is OK to make mistakes or not know the answer.</p>
<p><u>What materials do you need for the following session?</u> See lesson plan IX.</p>

verbal
word

Appendix B

Tutoring Transcription September 24, 2009

RESEARCHER**Student**

I BROUGHT A BUNCH OF BOOKS, AND THEY'RE ALL ABOUT FROGS.

Ohh, I like frogs.

WE'RE GOING TO BE WORKING WITH FROGS THE NEXT COUPLE DAYS.

DOES THAT SOUND FUN?

Yeah.

I THINK SO TOO. SO FIRST I AM GOING TO READ YOU A BOOK ABOUT FROGS, AND AFTERWARD YOU ARE GOING TO READ ME A BOOK ABOUT FROGS.

All about frogs. [Reading the title]

YEAH. I AM GOING TO SHARE WITH YOU THE THOUGHTS I HAVE WHILE I READ THIS BOOK. THESE THOUGHTS HELP ME UNDERSTAND THINGS THAT HAPPEN IN THE BOOK.

There's a lot of frogs. How many frogs are there? [Counts frogs on cover]

YEAH, WHEN I LOOK AT THIS COVER, *ALL ABOUT FROGS* I SEE ALL THESE DIFFERENT TYPES OF FROGS. THEY ALL LOOK DIFFERENT. WHAT I AM THINKING TO MYSELF IS, "I BET THEY ALL DIFFERENT TYPES OF FROGS IN THIS BOOK."

Sometimes there's the same one. This one, this one, this one, they all have dots.

YEAH. BUT SOME OF THEM DON'T. THESE ARE DIFFERENT HUH?

Yeah. Maybe this one has some. Hey, look, he has some. Hey look, this is the Red-Eyed Tree Frog.

WOA! NICE JOB! I DIDN'T EVEN KNOW THAT. MY PREDICTION IS THAT THIS BOOK IS GOING TO HAVE INFORMATION ABOUT LOTS OF DIFFERENT KIDS OF FROGS.

Mine is... maybe the frogs are going to hop somewhere.

OK. LET'S SEE IF OUR PREDICTIONS ARE RIGHT.

Hey look, Lilly pads.

Hey look, this one is drowning?

DO YOU THINK SO?

[READS BOOK THROUGHOUT]

I'M STARTING TO THINK MY PREDICTION WAS RIGHT FROM THE COVER. I PREDICTED THAT IT IS GOING TO HAVE LOTS OF INFORMATION ABOUT LOTS OF DIFFERENT TYPES OF FROGS. AND THAT'S WHAT IT SAID.

Let's answer the questions.

WE'RE GOING TO WHEN WE GO THROUGH AND READ IT.

Oh, good.

[READS ABOUT AMPHIBIANS]

SO I'M GONNA FOCUS ON THIS WORD AMPHIBIANS. THIS IS KIND OF A NEW WORD FOR ME, AND I WANT TO MAKE SURE I UNDERSTAND WHAT IT MEANS. I'M GOING TO RE-READ WHAT IT SAYS ABOUT AMPHIBIANS...

[READS ABOUT AMPHIBIANS]

SO I THINK AMPHIBIANS MUST BE ANIMALS THAT LIVE IN THE WATER AND ON THE LAND. THAT'S WHAT I THINK FROM THAT SENTENCE.

Hey look—a big frog!

YEAH, HE'S LOOKING AT US, HUH?

I don't know if his eyes are looking there or there.

I DON'T KNOW EITHER.

[KEEPS READING. NOW ABOUT WHERE FROGS LIVE]

Hey look—there's a lot of frogs!

THEY'RE ALL A DIFFERENT TYPE.

[KEEPS READING, NOW ABOUT FROG BIOLOGY]

OK, THAT'S WEIRD WHAT IS THAT TALKING ABOUT?

I don't know.

[READS] "THEY ABSORB MOISTURE THROUGH THEIR SKIN" I'M GOING TO RE-READ IT TO FIGURE OUT WHAT IT MEANS. "FOLDS OF SKIN AROUND A FROG'S LIMBS HELP RETAIN THE MOISTURE." OK, IF I LOOK AT HIM, IT LOOKS LIKE IT MEANS THAT HIS SKIN ACTUALLY TAKES IN WATER.

Hey look—a rump!

A RUMP! GOOD READING. [referring to above] THAT'S HARD FOR ME TO UNDERSTAND.

What is a rump anyways?

I THINK IT'S JUST ANOTHER WORD FOR A BUTT.

snickers.

[Keeps reading about frog biology]

DO YOU KNOW WHAT A RIBCAGE IS? I THINK I CAN FEEL MY OWN RIBCAGE. CAN YOU FEEL YOUR OWN RIBCAGE? CAN YOU FEEL THESE BONES OVER HERE? OK, THE FROG DOESN'T HAVE ONE OF THOSE.

Hey look—this one is fat.

WHY DO YOU THINK HE IS FAT?

I don't know.

OKAY. I'M THINKING ABOUT WHAT I JUST READ, "DAMAGED IF SQUEEZED TOO TIGHTLY". SO THAT MEANS IF YOU PICK A FROG UP AND YOU SQUEEZE HIM, HE CAN GET HURT. [KEEPS READING]

SO RIGHT NOW I'M IMAGINGING BEING A FROG. CLOSE YOUR EYES WITH ME. I'M GOING TO IMAGINE THAT I CAN HEAR EVERYTHING, ALL OVER THE PLACE. EVEN TINY SOUNDS LIKE MICE RUNNING IN THE WALL. AND I'M GOING TO IMAGINE THAT I CAN SEE EVERYWHERE—ALL AROUND THE ROOM—JUST BY OPENING MY EYES AND NOT TURNING MY HEAD. IS THAT WHAT IT WOULD BE LIKE TO BE A FROG? HEAR EVERYTHING, SEE EVERYTHING. THAT'S HARD FOR ME TO THINK ABOUT 'CAUSE WE CAN'T DO THAT, HUH? CAN YOU IMAGINE SEEING EVERYTHING AT ONCE, ALL

THE WAY AROUND THE ROOM WITHOUT TURNING YOUR HEAD? CAN YOU IMAGINE?

I can... can... hear the cleaner.

YEAH, WE HEARD THAT. IF WE WERE FROGS THOUGH WEE WOULD HAVE HEARD EVEN MORE THAN THAT. WE WOULD HAVE HEARD PEOPLE TALKING IN THE ROOM OVER THERE. WE WOULD HAVE HEARD ALL OF THE SOUNDS IN THE BUILDING.

Oh, you mean in the office?

YEAH. BY IMAGINING, THAT HELPS ME UNDERSTAND WHAT A FROG IS.

Hey look—his eyes are gone!

[keeps reading.]

OK, I'M GOING TO LOOK AT THE PICTURES FOR HELP ON THIS ONE. I'M GOING TO TRY AND FIGURE OUT WHAT A VOCAL SAC IS. SO IF I LOOK, I THINK THAT'S PROBABLY A VOCAL SAC.

Oh, and even this one, on its armpits.

OH, YEAH. AND THAT ONE. HOW ABOUT THAT ONE OVER THERE?

I don't know.

OK. SO I'M GOING TO USE THE PICTURE TO FIGURE OUT WHAT A VOCAL SAC IS, AND THEN I'M GOING TO R-READ.

[RE-READS]

[PARAPHRASING:] SO THEY TAKE THE AIR IN THEIR SAC, LET IT OUT, AND IT MAKES NOISES. LIKE THIS.

Student reads noises all around page.

[KEEPS READING RE: FROG REPRODUCTION AND BABIES]

Maybe the tadpoles are like these.

I THINK IT'S GOING LEFT TO RIGHT [PICTURES]. SO I THINK THESE MUST BE THE EGGS. THEN IT SAYS THE EGGS HATCH AND TURN INTO TINY TADPOLES. THESE MUST BE THE TINY TADPOLES.

Huh.

AND THEN THEY GO AND GET DIFFERENT AND DIFFERENT AND DIFFERENT [POINTING TO PICTURE] AND THEN THEY'RE FROGS!

Hey look—here.

SEE HOW WE CAN USE THE PICTURES TO HELP US FIGURE OUT WHAT THE TEXT IS TALKING ABOUT?

Yeah.

[READS AND MODELS]

Appendix C

Tutoring Lesson Plan October 15, 2009

<p><u>Date:</u> October 15, 2009</p> <p><u>Objective(s) for student:</u> Find the main idea about an object with which he is familiar. Find the main idea about a text read aloud.</p> <p><u>Nevada State Standard(s) covered:</u> Content standard 2.0: Students will use reading process skills and strategies to build comprehension. Content standard 7.0: Students listen to and evaluate oral communications for content, style, speaker's purpose, and audience appropriateness.</p> <p><u>Warm-up Activity:</u> Review <i>The Important Book</i> by Margaret Wise Brown by reading aloud several pages.</p> <ul style="list-style-type: none"> • Finish <i>The Important Book</i> activity sheet from last week 	<p><u>Anecdotal Notes:</u></p>
<p><u>Reading Activity:</u> <u>Read-aloud: <i>Wolf!</i></u> by Becky Bloom and Pascal Biet</p> <ul style="list-style-type: none"> • Stop at the illustrations on the seventh and tenth opening to discuss the main idea (most important thing) • After, discuss the most important thing about the story. <p><u>Writing Activity:</u> Quick write/ quick draw (adapted from Tompkins, 2009, p.91-93).</p> <ul style="list-style-type: none"> • Draw and write about the most important thing in the story <i>Wolf!</i> 	<p>See <i>The Important Book</i> Activity Sheet dated 10-9-09. • Finish the same as beginning!</p> <p>• prior knowledge: 3 Little Pigs, Yeh-hsin's bad guy. • might be similar to the story from reading so • he can read by himself. He wants to eat the animals. • is still only eating porridge. A newer comp.</p> <p>most important thing? → - "He was going to go to the farm where" - "He was sad and alone in the city" - "He got friends because he was reading his book"</p> <p>See quick write/ quick draw. So well! "cause he was so good that he was doing a lot of reading." NO time</p>
<p><u>Closing Activity:</u> Guided reading (Tompkins, 2009, p. 46-47) (<i>The Fantastic Cake</i>, Level G, 169 words)</p>	<p>See running record (time-permitting) → no time</p>

Tutoring ~~III~~

<p>Reflections:</p>	<p><u>What did your student do well?</u> He completed his important poem from last week very well. He remembered that when you say something is important in the beginning of the poem, that same thing is the important thing at the end of the poem. This was hard for him last week, but he seemed to get it this week.</p> <p><u>Why?</u> The student enjoys the format of the poems, as well as <i>The Important Book</i>. In this format, he understands what is most important, and what is just details because the format outlines that for him.</p>
<p><u>What did your student enjoy?</u> The student enjoyed the review of <i>The Important Book</i> and the completion of the important poem.</p> <p><u>Why?</u> He enjoyed these things for the same reason as above—he is good at them, and has received enough scaffolding to feel confident in this domain.</p>	<p><u>What was difficult for your student?</u> Comprehension during the read-aloud was difficult for the student. He predicted, “Maybe he’s gonna stop the animals from reading so he can read by himself.” When asked what the hungry wolf going is going to do to the farm animals. After a good deal of prompting, he said, “He wants to eat the animals.”</p> <p><u>Why?</u> This seems to reveal that he is drawing on a his imagination and b) the pictures to make predictions about the story. The text does not seem to be a big influencing factor—in fact, I’m not sure he’s drawing on it much at all. As far as the most important thing goes, he said, “He was going to go to the farm when he was sad and alone in the city.” This is a summary of the beginning of the story, but probably not the most important thing. After some prompting, he revised it with, “He got friends because he was reading his book so well.” He could not justify this as the most important thing, however.</p>
<p><u>What would you do differently next time?</u> I feel like my instruction was more on-the-dot this time around. I stretched him to tell me why he thinks things, and provided lots of scaffolding to try and help him comprehend the story. Next time I should pick a more realistic story, because he did not seem to understand this one. Picking materials is something for me to work on.</p>	