

Nyazia's reading of *The Stories Huey Tells* indicates that she is a highly proficient reader. In about 380 words, she made only a few errors. Some of her errors were insertions that fit the syntax and probably can be attributed to rushing. While we might want her to slow down slightly for a more expressive oral reading, we would not want her to self-correct these minor errors, because the result would be a loss of efficiency.

Some errors (for example, *fasted* for *fastened* and *sometime* for *something*) were probably pronunciation errors, and it may even be that she was reading so quickly that the teacher coding the record could not be sure of what Nyazia actually said. In a lengthy record like this one with very few errors, it is not necessary to make the student slow down for accurate coding.

When Nyazia made an error that did not make sense, she tended to notice the mismatch and correct it. For example, she corrected her substitution of *when* for *why* on page 33 and *thought* for *told* on page 35 at the point of error, indicating efficient processing.

Nyazia occasionally repeated one or two words, perhaps to confirm her reading or more likely to capture phrases. As a reader, Nyazia does need to become more conscious of phrase units in order to make her oral reading reflect the meaning of the text. Several times in the reading Nyazia appeared not to notice or use punctuation; for example, she did not pause to recognize the dash on page 33 and ignored several periods. She read a little too fast, possibly because

she was nervous about being assessed. She may think "the faster the better!" Participation in readers theater would help her understand oral interpretation of text.

Our hypothesis is that it would take only a brief intervention to help this very proficient reader use more expression and phrasing as she reads aloud. There is ample evidence that Nyazia is fully able to notice punctuation and use phrase units. For example:

- She became much more expressive when she was reading dialogue, which shows that she can use appropriate word stress and intonation and is noticing punctuation (quotation marks).
- On page 35 she ignored the period after *together*, going right on to read *Julian thought*. She paused and began the sentence again to make it reflect more appropriate intonation and phrasing.

The teacher's conversation with Nyazia indicates that she had good literal understanding of this simple story and was thinking about the two characters—Julian and Huey. She said that Huey was a very funny little boy and predicted that Mom would not like banana spaghetti.

Text level N is easy for Nyazia. On a more difficult text, she would show more "reading work." For reading instruction, she could probably read levels O or P with teacher support and without losing the efficient strategies she has learned to use.