**Todd**

**Interview Summary:**

When Todd comes to something he doesn’t know in a text he skips it, tries to figure out the meaning from context (which he defined as the sentence before and after the text, and sometimes bigger sections of before and after), and sometimes he will write the word down to look up later. Although, he rarely looks it up later, because he can usually derive the meaning from the rest of the text. Todd thinks Sherry (his teacher) is a good reader and that she does the same thing as he does when she comes to something she doesn’t know. He thinks she is a good reader because she has a strong presence, and he has heard her read orally to the class. If someone was having trouble reading he would offer the same strategies he uses to them. He doesn’t really remember how he learned to read, and to be a better reader he would just like to read more.

**Analysis:**

Overall, Todd allows meaning to drive his reading, as evidenced by his responses that he will skip it, use context, or derive meaning from the rest of the text. He uses semantics appropriately by skipping vocabulary he doesn’t know, and deriving meaning by the syntax of the sentence before and after as well as sampling the semantics of larger portions of text. He allows himself to not stop his process by underlining or writing down words he doesn’t know, which shows engagement in the confirmation process. He is not hung up on knowing every word, which shows a maturity in reading ability by not letting graphophonics get in the way of meaning construction. Integration, any indication of him making connections to prior knowledge or things he already knows, is not evident. Nor is there any evidence of him changing strategies based on the purposes of reading, so no pragmatics.

**Suggested Strategies:**

**As evidenced by his use of semantics and syntax to allow meaning to drive his reading,** Todd is a fluent reader, and does not need any remedial help. He indicated he wanted to read more. Therefore, I would encourage him to start a log of books and interests he has for reading, and to do some goal setting for his reading agenda. **Because he does not show much use of pragmatics or integration**, I would also have a further conversation with him about how he monitors his reading strategies for different types of reading (i.e., fiction, non fiction, magazine articles, and internet) to gauge his ability to use appropriate strategies for varied types of reading.