

An Analysis of the Reading Strategies Used by Deaf and Hearing Adults:
Similarities and Differences in Phonological Processing and Metacognition

Julia A. Silvestri

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ABSTRACT

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This study is a mixed methods analysis of reading processes and language experiences of deaf and hearing readers. The sample includes four groups each with fifteen adults—identified as: deaf/high-achieving readers, deaf/struggling/non-academic readers, hearing/high-achieving readers, and hearing/non-academic readers. The purpose of this study is to identify factors related to reading achievement and to explore themes that emerge in the language experience and reading behaviors. The quantitative measures of the study are: a background demographics form, reading comprehension assessment, phonological skills assessment, metacognition assessment and think-aloud discussion with a reading strategy checklist where readers are guided through the process of decoding and interpreting the scene from a play. Scores from the reading comprehension assessment are correlated with other assessments and demographic statistics to identify factors of achievement. Similarities and differences between groups of readers are tested with one-way ANOVAs to identify mean differences in scores according to achievement level (skilled/struggling) and hearing status (deaf/hearing). Qualitative data are measured by collecting, reviewing and identifying shared themes in the transcripts of reading background interview and think-aloud discussions (open coding), relating codes and categories (axial coding), and determining a central theme (selective category). Results shows that deaf high-achieving readers perform at similar levels as hearing high-achieving readers, and that for all participants, phonology and metacognition are related

to reading achievement; there are similarities and differences in their conceptualization of language; and access to varied instructional strategies and meaningful language experiences is an overarching theme in effective reading.

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DEDICATION

I dedicate this dissertation to my family—who has always been there for me. My parents ensured that I had an accessible education, a strong identity as a deaf person, and high expectations of myself. My mother, as my first teacher and deaf role model, inspired me to believe in myself and the beauty of our community. She showed me that deaf people can do anything. My father, one of my greatest advocates, inspired in me a love of language and the greater world we lived in. My brother and sister taught me that there is no one way to be deaf, and that we become stronger when we accept each other and work together. Along with my aunts, uncles, cousins, and friends—they never stopped encouraging me through this journey and validating that the most meaningful language experience of all is the act of communicating with love.

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Chapter 1: Introduction

Deaf Education

1.1. Background

Thomas Gallaudet, the co-founder of the first school for the deaf in the United States, believed that deaf people could learn to master English literacy using a natural language of signs. He argued that the use of sign language allowed for the fluid development of abstract thinking necessary for social learning and academic instruction, “to conduct this process, the teacher needs a language, common to him and the child, having graphical, delineating, and descriptive powers, capable of particularizing thought, of giving to it a ‘local habitation and a name’” (Gallaudet, 1848/1997, p. 3). Gallaudet himself learned sign language from a deaf man, the first teacher and co-founder of his school, Laurent Clerc. Like Clerc, deaf people have existed and achieved throughout human history.

Deaf people today continue to use sign language and to represent an interesting component of humanity’s capacity for symbolic thought and language development. The deaf experience is commonly defined in terms of deficiency—because reading alphabetic text requires recognizing the meaning of words coded with the alphabet of a spoken language and deaf people do not have the same access to the spoken languages that inspire alphabetic text. They are often reported to demonstrate reading deficiencies in comparison with the hearing population (McAnnally, Rose, & Quigley, 1994; Moores, 2001; Trezek, Wang, & Paul, 2010). Much like hearing people, however, the reading achievement of deaf people is relative to their language experience.

The deaf experience is very diverse. The typical human experience includes a hearing sensitivity level of 0-15 dB (e.g., leaves falling). Hard of hearing, or partially hearing people are able to detect sounds between 20-80 dB. Profoundly deaf people do not detect sounds softer than 85 or 90 dB (e.g., lawn mower). Some deaf people do not detect any sounds that cannot be felt. While some deaf individuals are born deaf or become deaf before learning language—*prelingual*, some become deaf after learning language—*postlingual*, and others become deaf later in life—*late deafened* (Moore, 2001).

Access to communication and language development is critical for the mastery of reading and writing. Gallaudet encouraged parents, teachers and family members to learn sign language, so that they would have an accessible means with which to communicate with deaf children. He suggested that the use of sign language would not only benefit deaf children, but “if...employed in the early training of children and youth in our families, schools, and other seminaries of learning, we should find its happy results in all the processes of education” (Gallaudet, 1848/1997, p. 2). He believed that sign languages allowed both hearing and deaf people to expand both their expressive abilities and abstract thinking skills (Gallaudet, 1848/1997). Gallaudet was advocating for the development of metacognition, or the act of thinking about thinking. Higher order thinking is a skill employed by effective readers (National Reading Panel, 2000).

Awareness of both small textual patterns and broader thinking patterns are components of effective reading (National Reading Panel, 2000). Gallaudet advocated for the use of naturally developed sign language to develop awareness of the higher patterns and facilitate English literacy instruction. Others argued against the use of sign

language—suggesting that the visual-spatial modality of sign language interfered with acquisition of the smaller patterns of spoken language that form the basis of alphabetic text, and that explicit instruction in the patterns of spoken language were necessary to develop mastery of written English (Bell, 1883; 1884). The means for teaching deaf students on the auditory patterns of language have been a source of much debate (Moore, 2001). Alexander Graham Bell, an advocate for spoken language development in deaf children, argued that explicit instruction in sounds and speech patterns was a more effective approach to teaching English literacy (Bell, 1884). He described the process of learning to read as, “while the mouth is being brought under control by the use of the visible speech symbols, the mind is to be educated by ordinary letters. The pupil must learn to read and write” (Bell, 1883, p. 126). Bell was advocating for a focus on phonology, or the systematic organization of sounds in a language. Awareness of phonological patterns is a skill employed by effective readers (National Reading Panel, 2000).

The opposing viewpoints of Gallaudet and Bell reflect a similar debate in general reading education. A traditional approach to teaching reading begins by teaching speech patterns in a sequential and systematic way. The rationale of this approach is that the smaller parts of language—sounds, letters and syllables—are the building blocks of words. By teaching students to sound out words, they will then be able to identify their meaning in a fluid process. This is known as a bottom-up approach (McAnally et al., 1994) and is similar to the method employed by Bell. A whole language approach to reading focuses more on overall comprehension and constructing meaning from within the reader’s own experiences. This approach to literacy instruction emphasizes teaching

background knowledge and the broader structure of written texts. The premise of this model is that developing awareness of the broader patterns in language will naturally lead to skill in decoding the smaller patterns of a text, such as words and sentences. This is known as a top-down approach (McAnnally et al., 1994) and is similar to the method advocated by Gallaudet. An interactive approach considers that readers employ both top-down and bottom-up processes during reading (McAnnally et al., 1994). Interactive reading instruction would thus include both phonology and metacognition—teaching students about the increasing scale of language patterns—developing overall language skills, and instructing students on different methods for integrating the information in a written text with their own knowledge and social experiences to develop comprehension.

Research has shown that effective readers employ an interactive approach, simultaneously processing both the small and large patterns of a written language. In 2000, the U.S. Congress asked a National Reading Panel to evaluate the breadth of research on literacy skills and reading instruction to determine which strategies were shown to be effective. The study found that teaching both sound-based alphabetic structures and higher order comprehension strategies were related to effective reading (National Reading Panel, 2000). A follow-up study (Schirmer & McCough, 2005) that reviewed the research on reading instruction for deaf people found that the reading process for deaf people was relatively similar. Deaf, like hearing readers are shown to use a variety of strategies for effective reading—decoding and analyzing the small and large patterns found in language. Deaf readers are shown to use sound-based information while reading, but the relation is inconsistent. More information is needed on how deaf readers effectively process written text.

1.2. Problem

In the field of deaf education, deaf readers are often portrayed in a pathological framework with an emphasis on deficiency. There are persistent concerns that deaf people generally do not achieve their potential (Babbidge, 1966; Commission on Education of the Deaf, 1988; Scott, 2011) and they are reported to perform at a substandard reading level (Qi & Mitchell, 2011; Traxler, 2000). Educators have suggested most delays are due to the lack of appropriate educational opportunities and communication access. Without an accessible language experience, deaf students may face barriers in acquiring phonological information and developing background knowledge (Moore, 2001). The majority of research on deaf readers emphasizes these perceived deficiencies and very little is known about aspects of their achievement (Banner & Wang, 2011; Luckner & Stewart, 2003).

Parental communication is a significant contributor to language development (Calderon, 2000; Luckner & Muir, 2001), and more than 90% of deaf children are born to hearing parents (Gallaudet Research Institute, 2013) who may not be aware of how to communicate with them. Without the ability to communicate with parents, deaf children will face barriers in acquiring vocabulary, background knowledge and overall language structures. Lack of access and delayed exposure to language and literature of varying forms prevents deaf children from developing awareness of literary structures. Content-based writing forms may be foreign to those without exposure to the topic or English structure (Schirmer & McCough, 2005).

Deaf readers do not have the same access to the sound-based codes of spoken language that are used in printed text. Without access to the codes of written language,

deaf students may not have a strong foundation on which to base decoding skills (Wang, Trezek, Luckner, & Paul, 2008). Effective reading includes multiple levels of processing and purposeful awareness of these processes. The parallel process of reading words and constructing meaning integrates both text and background knowledge. Readers construct mental representations, store them in memory and work with the memory to comprehend and evaluate meaning. Successful readers are aware of their cognitive/mental processes. These readers activate prior knowledge, skim texts for information relevant to their goals and monitor their own reading process. Readers without a developed English word vocabulary may exhaust their mental effort and working memory capacity to try and identify word meanings, leaving little room left to engage with the text in a meaningful way (Trezek et al., 2010).

There is considerable discussion on how to provide literacy instruction that adequately addresses the bottom-up and top-down processes of reading. The role of phonology in the reading process of both deaf and hearing readers is not clearly understood (Miller et al., 2011). Bypassing phonological instruction in deaf education because of hearing differences may result in students struggling with lower-level skills and facing barriers in the development of higher order cognitive strategies (Paul, Wang, Trezek, & Luckner, 2009), but over-emphasizing sound-based instructional practices may detract from other critical language learning practices (Mayberry, Guidice, & Lieberman, 2009). Furthermore, many deaf students may not be taught or encouraged to become independent readers, instead relying on teachers to mediate texts for them (Strassman, 1995).

Achievement levels of deaf students have not increased in the past few decades. It was suggested that the Stanford Achievement Test, used to assess DHH students since 1969, might not be the most valid and reliable tool for assessment with DHH students (Qi & Mitchell, 2012). This test does not consider students' proficiencies, including sign language abilities and overall language skills. Although student knowledge and achievement may be higher than reported, there is limited evidence available to validate their skills.

The research in deaf education has emphasized achievement deficiencies and lacked insight into effective reading processes used by deaf people (Banner & Wang, 2011; Easterbrooks & Beal-Alvarez, 2012; Strassman, 1997). Examining the perceived deficiencies in deaf readers has not impacted achievement records. Standardized testing scores have stayed consistent over the past few decades (Qi & Mitchell, 2012). We know very little about how to provide effective reading models and assessments for deaf children, and very few studies have explored the reading achievement of deaf adults.

1.3. Purpose

This study focuses on phonological processing skills and metacognitive strategies in relation to the reading processes of deaf adults. The purpose of the study is to explore successful readers' skills and learning experiences while identifying patterns and factors related to achievement. This study compares high-achieving deaf adult readers with a profound and prelingual deaf experience against three other groups: hearing high-achieving readers, hearing non-academic readers, and deaf struggling/non-academic readers. The goal of the comparison is to identify similarities and differences among deaf and hearing, high and low readers.

The quantitative measures of the study are: a background demographics form, reading comprehension assessment, phonological skills assessment, metacognition assessment and think-aloud discussion with a reading strategy checklist where readers were guided through the process of decoding and interpreting the scene from a play. Data are analyzed quantitatively by correlating reading comprehension scores with other assessments and demographic statistics to identify factors of achievement. Similarities and differences between groups of readers are tested with two-way ANOVAs to identify mean differences in scores according to achievement level (high/low) and hearing status (deaf/hearing). The purpose of this measure is to identify significant relationships between reading achievement and phonological skills, metacognition, and personal factors; and similarities and differences between deaf and hearing readers in achievement, phonological processing, and metacognition.

Qualitative measures include coding and describing patterns and behaviors that emerge during a reading background interview and think-aloud discussion. While the purpose of the quantitative measures is to identify significant relationships between reading achievement and other measures, as well as the similarities and differences between deaf and hearing readers; the purpose of the qualitative measures is to provide additional information about the conditions, which facilitate effective reading.

The predictions are that skilled deaf and hearing readers are similar, with greater differences between struggling deaf and hearing readers; that phonology, metacognition, and personal factors relate to reading achievement; that phonological processes are different for deaf and hearing readers; and that deaf readers demonstrate more use of visual-spatial decoding and comprehension strategies.

1.4. Significance

The findings from this study may demonstrate that deaf people read at similar levels as hearing people, and clarify the role of phonology and metacognition in effective reading processes for deaf readers. By assessing the reading comprehension of high-achieving deaf adults, the information gathered may provide evidence for the premise that deaf people are equally capable of reading achievement as their hearing peers. By analyzing the relationship of phonological processes to reading achievement, this study will provide both quantitative and qualitative information about the role of sound-based information in the reading process of profoundly deaf individuals. The findings may show how verbal text can be processed without the use of sound, as well as clarifying the specifics of *how* these phonological units are processed, and how the relevant skills are developed. By examining the relationship of metacognition to reading achievement, the findings may demonstrate that deaf people are comparable to hearing peers in reading achievement, and clarify how they develop and use higher order processes while reading. The descriptive information gained during interviews and observations will provide insight into the workings of the deaf mind, conditions that led to their reading achievements, and possibly lead to additional research on the use of visual-spatial language and media to teach reading to profoundly deaf children.

I expect that the results will challenge some beliefs about deficiencies in reading achievement by promoting the idea that deaf people are capable and consistently achieving. Experience as a deaf adult has shown me that we can excel in positions that require the highest mastery of the English language, and also in navigating a wide range of environments without the use of sound or spoken English. In addition, I have learned

that deaf people are diverse—and while residual hearing and auditory technology can be useful, they have not been beneficial to everyone. This study will provide insight into the strategic processes of deaf minds that navigate the world without the use of auditory information, and the conditions in which enable their reading achievements. The results of the study may motivate a more positive perspective on the deaf experience, and clarify some appropriate instructional practices that can be used with deaf children.

As a teacher of the deaf, this study will direct my practices in the areas of phonological coding and metacognitive strategy application—by clarifying their relationship to reading achievement—and provide description about how these skills were taught to successful readers. Once completed, the information gathered by this inquiry will be shared with other professionals and community members, contributing to the genre of literature on deaf people—in the area of assessment, language experience, and reading behaviors of high-achieving deaf adults.

1.4. Research Questions

1. What factors relate to reading achievement?
 - 1.1. Do phonological skills relate with reading achievement?
 - 1.2. Does metacognition relate to reading achievement?
 - 1.3. What personal factors are related to reading achievement?
2. What similarities and differences are found between deaf and hearing readers?
 - 2.1. What similarities and differences are found in reading achievement scores?
 - 2.2. What similarities and differences are found in phonological processes?
 - 2.3. What similarities and differences are found in metacognition?
 - 2.4. What themes emerge in a dialogue about reading?

Chapter 2: Literature Review

Reading Achievement

2.1. Overview

This chapter includes a review of the literature related to reading achievement in deaf education. The chapter is divided into five sections: achievement records, factors of achievement, phonological awareness, metacognition, and conclusion. Each section includes four subsections: background, measurements, intervention and conclusions.

2.2. Achievement Records

2.2.1. Background

Approximately 5% of people in the United States are estimated to be deaf or hard of hearing, with the majority of these people being partially hearing, late deafened, and over the age of 65. Less than 1% of children under 5 years old are reported to be deaf or hard of hearing (U.S. Census, 2013). The Gallaudet Research Institute (GRI) reported that from a sample of 23,731 school-aged deaf and hard of hearing children, more than 25% of them are profoundly deaf. Approximately 40% of deaf and hard of hearing (partially hearing) students are reported having at least one additional disability (GRI, 2013), which is a significantly greater percentage than 2% of the general population (National Center for Educational Statistics, 2013). Despite misunderstandings, barriers and concerns about their achievement, prelingually/profoundly deaf people and the diverse population of deaf people have a rich and complex history of remarkable cultural and academic achievements.

Records of deaf people and their signed languages have been found through most of human history. The records of deaf education as we know it in the Western world

began in Europe during the Enlightenment era. Spanish monks who communicated using gestures began to teach deaf students and to write about the experience. There are records advocating for the use of sign language to instruct deaf children how to read and write, with others outlining methods in teaching spoken language (Eriksson, 1998). Some philosophers and educators argued that profoundly deaf people were incapable of language and literate thought, but deaf people have consistently demonstrated otherwise. The Deaf culture, built on the principles of sign language access and deaf-centered spaces—was formally recognized by the Federal government long before the standardization of public schools. Formalized education for school-aged deaf children began in the United States in 1817, when Thomas Gallaudet established a school in Hartford along with Laurent Clerc, a deaf teacher from a Paris school for the deaf. Clerc was a fluent reader in French and later in English. While learning the English language, he taught other teachers and deaf students at the school in his sign language from France. This language, combined with the signs used by the students, evolved into what we know as American Sign Language (ASL). ASL and the several deaf schools established by Gallaudet and Clerc became the center of Deaf culture (Eriksson, 1999; Moores, 2001).

Cultural views on deafness coincide in a society where the majority of people use spoken language and phonetic codes for writing. The philosophy of teaching English literacy by using sign language and deaf teachers was challenged by educators such as Alexander Graham Bell—who argued that spoken language skills afforded deaf children with more abilities and opportunities than sign languages, which should be avoided. This viewpoint considered deafness to be a barrier to the hearing and spoken language channels, which allowed for greater language development and subsequent academic and

social achievement (Bell, 1884). A cultural viewpoint considers that misunderstandings regarding the deaf experience and the restricted exposure to sign language are the barrier for deaf people in society (Lane, 2001). Recent surveys have suggested that more than 50% of deaf children in the United States in the 21st century are instructed without using sign language and that more than 70% of parents do not sign regularly in the home (GRI, 2012). While there is no evidence to suggest that sign language impedes language and literacy development, it is not standardized in deaf education. Lack of access to sign language may be the cause for struggles in reading proficiency, particularly for profoundly deaf children (Lane, 2001).

Concerns on reading proficiency, however, are also applicable to the general population. The National Assessment of Educational Progress (NAEP) collects data from standardized assessment scores of representative samples in each state and combines the results to provide estimates of the overall performance of students across the country. The Nation's Report Card in 2013 reported that only 38% of 12th grade students in the United States demonstrate proficiency in reading achievement. The number of students reported to perform at proficient levels has declined since 1992 (NAEP, 2013). These data indicate that while literacy achievement may be a notable concern among the population of deaf people, it is also a broader concern among the general population.

Although deaf education in the United States is among the first schooling initiatives to receive Federal support, it has also been notably marked by persistent achievement concerns. Federal evaluations have related these concerns more strongly to educational models and the language learning process than to the abilities of deaf people themselves—suggesting that barriers to achievement included the lack of a collaborative

approach to deaf education, delayed or insufficient access to language and misunderstandings about language (Babbidge, 1965; Commission on Education of the Deaf, 1988; Scott, 2011).

2.2.2. *Measurement*

The majority of tools used to assess deaf student achievement have been standardized assessments. A study that collected data on the use of formal and informal assessment instruments and processes found in deaf education indicated that statewide annual assessments are the most frequently used measures, followed by the *Stanford Achievement Test (SAT)* and the *Woodcock-Johnson III Test of Achievement* (Luckner & Bowen, 2006). In 1964, the United States government appointed an advisory committee (Babbidge, 1965) to define problems facing the education and achievement of deaf people. The report raised concern that more than half of deaf children were not receiving an early education, graduating from high school without excelling in education, and going on to perform poorly in college and/or being overrepresented in manual labor positions. The Babbidge report surveyed data from a *SAT* in 1964 to measure the academic achievement of 920 deaf residential school students and pinpointed that the median achievement level for all students was consistently under a 7th grade level. Similar concerns are repeated in a subsequent government accountability reports (Commission on Education of the Deaf, Scott, 2011). Standardized assessments have highlighted achievement concerns, but may not be comprehensive measures of ability.

Deaf people are reported to read at lower levels than hearing norms. A repeated measure of deaf student reading achievement through several decades has been their performance on the SAT. In 1974, the Gallaudet Research Institute (GRI) began

conducting norming studies for each edition of the *SAT*. This process included administering the test to a national sample of several thousand deaf and hard of hearing students and then comparing group results with norms for the hearing population (Traxler, 2000). A study that reviewed the *SAT* scores on five different norming samples of deaf people found that the median scaled scores in reading comprehension were consistently below a fourth grade level without any significant gain from 1974 to 2003 (Qi & Mitchell, 2011). These achievement concerns have been persistent, but not all deaf readers are reported to struggle.

Many deaf readers have also been reported to achieve comparably to hearing peers. A selected sample of deaf students reported by their teachers to perform at grade level was compared with hearing peers to measure proficiency in performance standards on the *SAT*. The results showed that these deaf readers outperformed hearing peers in measures of reading comprehension (Traxler, 2000). In another study on standardized assessment records, Easterbrooks and Beal-Alvarez (2012) reviewed the reading outcomes for deaf and hard of hearing students in 7 different states during 2006-2009 and found that many deaf and hard of hearing students were reading above the 4th grade level. A significant number of these students were either meeting or exceeding grade level expectations. The average number of students who met proficiency standards in their grade level ranged from 35.7% to 81.4% across the different states. These studies and reports indicate that while deaf people are likely to face significant barriers in their academic experiences, they are also capable of demonstrating advanced reading proficiency and may not be as far behind the general population as thought to be.

Some researchers have suggested that standardized assessments may not be a valid tool for measuring the comprehensive ability of deaf readers. Test taking strategies and skills may be different for deaf and hearing students. In a review of literature related to test-taking strategies of deaf students, LaSasso (1999) found that deaf readers were likely to depend on visual processes, such as matching—and guessing—demonstrating a more limited range of test taking strategies. Easterbrooks and Huston (2001) and Gilbertson and Ferre (2008) both suggested that additional information, beyond a standardized assessment, was necessary in order to properly evaluate deaf students' reading comprehension abilities and survey the comprehension skills they have mastered. This additional information, which can include observation checklists, allows teachers to observe and assess students' stages of ASL/English proficiency and literacy development (Easterbrooks & Huston, 2001). Expanding assessments to include alternate measures may provide more insight on the reading process for deaf people.

Deaf students' attitudes toward academics and assessments are also related to their achievement records, which suggest that they are less motivated to demonstrate achievement. A 2011 study by Albertini, Kelly and Matchett addressed the issue of retention of deaf students in college by comparing standardized assessment scores and first quarter grade point averages (GPA) with personal inventories and study scales of 437 deaf incoming college students at the National Technical Institute for the Deaf (NTID). The study used two surveys designed to measure academic motivation, coping skills, self-regulation and perceived performance. Survey data were compared with several standardized assessment scores and analyzed to determine the relationship to students' first GPA as the measure of achievement. The study found that students' self-

assessments of academic skills on the inventories were related to their initial GPA. Several regression analyses related motivation, self-discipline and willingness to work hard to initial GPA. The scores also showed that a significant number of deaf students were relatively weak in academic motivation and general coping skills when compared with normative data. Only 6.4% reported a strong motivation to complete college. Less than 5% reported a strong attitude and interest in academic subjects. These results indicate that a lack of motivation to demonstrate academic abilities may also limit the validity of achievement records.

2.2.3. Intervention

Standardized assessments themselves have also begun to focus on a broader range of abilities, but improvement is not yet apparent. The No Child Left Behind Act (NCLB) of 2001 increased accountability measures and use of accommodations for students with disabilities on standardized assessments (Gilbertson & Ferre, 2008; Qi & Mitchell, 2011). The Individuals with Disabilities Education Act (IDEA) was reauthorized in 2004 and required that any special assessment needs of students with disabilities were to be met “with appropriate accommodations and alternate assessments where necessary” (IDEA 2004, Title I, Part B, Section 612.a.16A, 2004). For deaf and hard of hearing students, the most common accommodations have included small group testing, interpreting directions and extended time. Common alternate assessment measures include portfolios and checklists (Cawthon, 2008). Despite these adjustments, the use of accommodations for standardized assessments has yet been shown to produce higher scores (Qi & Mitchell, 2011).

Additional measures of literacy achievement have been developed in order to evaluate readers based on their demonstrated abilities. One example is the literacy portfolio, an outgrowth of the whole language movement. A literacy portfolio may include video/audiotapes, logs, work samples, reports, checklists, evaluations, observations, tests, notes, and photographs (Easterbrooke & Huston, 2001). The purpose of these measures is to evaluate students' growth and progress, rather than simply diagnosing a deficiency. The information from these progress reports can then be used to identify the effectiveness of instruction. In a review of the literature on these progress-monitoring measures, Rose (2007) found that the assessments were promising, but underdeveloped. Subsequent studies using language ability assessments, reading strategy checklists and semi-structured interviews have also presented informative data on the reading abilities of deaf students. A 2011 study by Banner and Wang used semi-structured interviews and a reading strategy checklist to assess the reading abilities of deaf students and adults. This study demonstrated that high-achieving deaf adults used a wide range of reading strategies, and all students and adults demonstrated the use of reading strategies (Banner & Wang, 2011).

2.2.4. Conclusions

Deaf people have a long educational history, and like hearing people, have both struggled and achieved. The population of deaf people is diverse among a range of hearing levels, ages of onset, communication modalities and educational placements. Standardized assessments, the most widely used tool for evaluating reading proficiency in the United States, suggest that deaf people perform at significantly lower levels in comparison to hearing peers—but that the general population also struggles significantly

with demonstrating proficiency in reading. These assessments may not be a valid tool for measuring comprehensive abilities, but accommodating standardized tests has not yet resulted in improved achievement records. Additional measures of literacy achievement, such as observations, portfolios and checklists have been developed in order to evaluate deaf readers based on their demonstrated abilities—and thus far provided promising results.

2.3. Factors of Achievement

2.3.1. Background

Awareness of the patterns of language is a significant factor of literacy achievement. In 2000, Congress asked a National Reading Panel to evaluate the breadth of research on literacy skills and reading instruction to determine which strategies were shown to be effective. The panel was charged with surveying the status of research-based knowledge to provide a report that informed current instruction and guided future research. After a series of regional hearings, several questions were developed to focus the research on the topics of phonemic awareness, phonics instruction, guided reading, vocabulary instruction, comprehension instruction, and independent reading and teacher education. The study found that explicitly teaching students on language patterns and reading strategies was related to gains in reading achievement (National Reading Panel, 2000). This report indicates that communicating about the different patterns of language and reading is a critical part of the process of learning to read.

Children first learn to communicate with their parents, and the degree of family involvement in schooling is also related to achievement. In hearing children, parental involvement has been significantly linked to performance in language and literacy

learning. For example, the demographic statistics collected from 2013 standardized assessments indicate that parental education is a significant factor in reading proficiency scores. Of the 12th graders who scored above the 75th percentile, 69% had one or more parents who graduated from college. The more education a parent receives, the more likely a student is to demonstrate reading achievement (National Assessment of Educational Progress, 2013). For deaf children, the ability to communicate with parents becomes a significant issue. More than 90% of deaf children are born to hearing parents (Gallaudet Research Institute, 2013), who may have very little knowledge about the deaf experience. Deaf children of deaf parents are reported to be statistically more likely to achieve (Miller et al., 2011; Stuckless & Birch, 1966), which may be due to increased communication and acceptance.

2.3.2. Measurement

Factors related to reading achievement in deaf people have been measured using standardized assessments, demographic information and personal information. Some studies have focused mainly on standardized assessments in relation to demographic data; some have explored the perceptions of deaf people and their communities; and others have included both standardized and personal data. Family involvement, language ability and motivation have been consistently identified as factors of academic and literary success using a variety of measurement designs and tools.

Parental involvement is consistently related to achievement. Parental involvement can be measured by support for school behaviors and communication access. Using standardized assessment data as the measure of achievement, Kluwin & Gaustad (1991) conducted a study comparing self-reported experiences with school records of SAT

scores. The study included 364 deaf public school adolescents and their families. Participants were asked questions about educational expectations, family resources and special adaptations to deafness. Data were compared with *SAT* records. Checking student's homework was found to be the largest predictor of achievement, followed by high expectations. Higher levels of maternal education were more related to mothers using sign language with a profoundly deaf child. Parental involvement often relates with other social factors, such as motivation.

Parental involvement and motivation are often identified together as factors of achievement. Luckner and Stewart (2003) interviewed fourteen successful deaf adults to identify patterns of success and present recommendations for parents, educators, administrators, and psychologists. The sample was recruited based on nominations considering five variables of success: education, income, employment, social skills and self-confidence. The data collection process included semi-structured interviews, which were videotaped, transcribed and then analyzed. The participants were asked questions on their self-perception, contributors of success and recommendations for supporting deaf children. Nearly every participant identified family support and hard work as a reason for their success. Many participants indicated that reading as much as possible was important for their success. All respondents emphasized the importance of parents communicating with their children. An earlier study by Luckner and Muir (2001) used a similar procedure with a group of 20 teacher-nominated deaf students in public schools. All students met the criteria of severe/profound deaf experience, age appropriate academic skills in most areas, relationships with friends and positive self-perceptions. These students also identified hard work as the primary reason for their success, with many

citing family support and relationships with peers as important factors. This study also included interviews with parents, teachers, and service providers. Recurring themes across interview groups also included family involvement and self-determination (Luckner & Muir, 2001).

A 2008 study by Reed et al. used similar interview procedures and included standardized measures of academic achievement, including the *SAT* and *Colorado Student Assessment Program (CSAP)*. This study included 20 teacher-nominated deaf students in public schools who met the criteria of severe/profound hearing loss, age appropriate academic skills in most areas, relationships with friends and positive self-perceptions. The *Academic Competence Scale*, a tool for teachers to rate students was used and found to correlate with standardized assessment scores for reading and language. Observations and interviews with students, parents, teachers and service providers revealed that family involvement, motivation and collaborative early intervention were self-perceived factors of success. Motivation was identified as a facilitating factor for 15 of the 25 students (60%). High parental involvement was perceived as a facilitating factor for 64% of students. High parental expectations were cited for 52% of students. High teacher expectations were also identified as a facilitating factor for 80% of students. In this study, only 40% of students were severe/profoundly deaf and only 26% used sign language. Profoundly deaf students were overrepresented in the below average category for academic achievement.

Language ability is also consistently related to achievement and facilitated by parental communication access. A study by Calderon (2000) on the impact of school-based, teacher-rated parental involvement on language development, early reading skills

and social-emotional development found that language ability was the most significant predictor of early reading skills, more so than parental involvement. The study used the *Preschool Language Scale-3 (PLS-3)* and *Test of Early Reading Ability- Deaf/Hard of Hearing (TERA-D/HH)* to measure language ability and reading skill in a group of 28 deaf students. Additional measures included maternal communication skill and maternal education level, both of which were highly related to both language ability and early reading ability. Hearing level was found to have a significant relation to language ability. Multiple regression analyses showed that hearing level was less significant when other variables were factored in, such as parental involvement and communication skill. Maternal communication skill was related to teacher-rated involvement, but also a more significant predictor of language and reading ability.

Sign language ability is also related to reading achievement. Freel et al. (2011) used a sample of 55 deaf participants from Gallaudet University and the D.C. area to measure the relationship of ASL proficiency, reading skills and family characteristics. The participants were given a background questionnaire, an *ASL Sentence Reproduction Test (ASL-SRT)*, and a *Woodcock-Johnson III Passage Comprehension* test. The data showed that the average reading level was a 5.8 grade level, with a range of 1.7 grade level to post-collegiate. A Pearson correlation showed a significant relationship between achievement on the *ASL-SRT* with passage comprehension scores. A *t*-test showed that native exposure to ASL was highly related to bilingual abilities. Maternal education levels were also related to proficiency in bilingual skills.

2.3.3. *Intervention*

In previous generations, deaf students were often not identified until older in age. In the late 20th century, the development of newer technology allowed professionals to measure hearing responses at a much younger age. All 50 states and the District of Columbia have established policies/laws on Universal Hearing Screenings for babies born in the United States. Infants who did not pass the New Born Hearing Screening are referred to follow-up testing and eligible for intervention services (Center for Disease Control, 2015). The United States Congress enacted funding of early intervention programs for infants and toddlers with disabilities in 1986 during the reauthorization of *Public Law 94-142, The Education of the Handicapped Act*. It included a provision for early intervention programs from birth to age three (Scott, 2011). Early intervention and school-aged services include auditory habilitation, sign language instruction and multi-media curriculum accommodation.

The most common approach to intervention is auditory habilitation. Auditory habilitation includes amplification, surgery and speech therapy. The Gallaudet Research Institute (GRI) demographic studies report that over 50% of deaf and hard of hearing students use audiology services and speech therapy. Amplification options include hearing aids and other sound systems. Around 58% of deaf students use hearing aids during instruction (GRI, 2013). While amplification can provide greater access to sound, relying on it for communication access is impacted by consistency of use. The 2008 study by Luckner and Muir classified the inconsistent use of amplification as the most significant detracting factor of achievement, identified in 7 out of 20 students (Luckner & Muir, 2008). Auditory habilitation has a positive, but variable relation with achievement.

Another method of auditory habilitation is the surgical option of a cochlear implant. Approximately 17% of school-aged deaf students have had a cochlear implant, approximately 10% of which no longer use the implant, and less than 1% of students have two implants (GRI, 2013). Marscharck, Rhoten and Fabich (2007) reviewed the literature on literacy and achievement among children with cochlear implants and found that there were benefits in using cochlear implants, but that the results were variable. The benefits to cochlear implantation include greater speech intelligibility and earlier reading achievement than students without cochlear implants. Differences in reading achievement among older students with cochlear implants were not as significant. These results suggest that the increased access to sound may support the development of phonological awareness and early language/reading skills- while a greater number of variables are related to advanced language skills and reading comprehension (Marsharck et al., 2007).

Sign languages and visual-spatial methods of coding spoken language are also used in deaf education. Approximately 27% of deaf and hard of hearing students are reported to use signed language only (GRI, 2013). Although there is little known about the breadth and depth of ASL interventions, approximately 14% of deaf students are reported to receive instruction in sign language. Approximately ½ of students have some exposure to signing. ASL is regularly used in 9% of homes with deaf students (GRI, 2012). Visual-spatial languages and modalities are positively related with language development. Marsharck (2001) reviewed the literature on language development in children who are deaf and suggested that early use of sign language was often a strong predictor of early language development and later academic achievement-- but that the

process of using sign language as a bridge for English literacy skills was not clearly defined by research (Marsharck, 2001).

Since that time, studies have emerged that demonstrate how graphic media and sign language can be used to develop English literacy skills with deaf children. A small case study by Hoffman and Wang (2010) showed that attaching graphic representations of signs for English words onto the pages of a book prompted two seven-year-old students to interact more with the English text. Observations over a period of four weeks concluded that students were demonstrating new behaviors, such as signing the text in classroom activities and during homework assignments (Hoffman & Wang, 2010). A larger study by van Staden (2013) included 64 severe/profoundly deaf South African children between 6-11 years old and used a pre/post test and control group comparison to evaluate how the use of a whole language approach impacted scores on standardized and clinically developed reading assessments. The experimental group was taught new vocabulary using print-language mapping, which involved reinforcing new words with graphic representations and sign language. The results showed that the treatment group significantly outperformed the control group in measures of sight word reading, word recognition, vocabulary knowledge, and reading comprehension (van Staden, 2013). Although additional variables were at play in that experiment—including instruction in comprehension strategies, the results indicate that graphic media and sign language can be used as a link to printed text in a process of developing literacy skills in deaf children.

The use of graphic media accommodations is also shown to relate to gains in literacy achievement for deaf adults. Berent, Kelly, Schmitz and Kenney (2008) measured the impact of using graphic cues and visual input enhancement on grammatical

knowledge of 34 college-aged deaf students taking a remedial English course. Students were given interventional instruction that included graphic prompting such as highlighting, bolding and various-sized fonts to emphasize targeted grammatical structures. The students were assessed before and after a ten-week period of instruction, and the essays were coded and scored based on production of targeted grammatical structures. Students in the treatment group demonstrated significantly more improvement in production of targeted grammar between tests (from 61.5% to 85.1% accuracy) compared to students in control groups (73.6%- 74.9%). The results from this study indicate that graphic media can be used with deaf students to support the acquisition of structural patterns and knowledge.

2.3.4. Conclusions

Communication on different structural patterns of language and reading is a critical part of the process of learning to read. Since communication begins with parents, it is not surprising that parental education and involvement in school is related to literary achievement for both hearing and deaf students. For deaf students, communication access is also a significant issue. While having deaf parents is related to greater achievement, overall language ability and motivation have also been consistently related with achievement.

More than ½ of deaf students are reported to use audiology services and speech therapy, which is related to benefits in phonological awareness and early spoken language skills, but not advanced comprehension. The early use of sign language is related to greater reading achievement, but the process of using visual language to develop written literacy skills is still being researched. Emerging studies show that the

use of sign language instruction and graphic media with young children can support the acquisition of early literacy skills. Studies with deaf adults show that adding visual input to linear text can support acquiring the structural patterns of language.

2.4. Phonological Awareness

2.4.1. Background

In the general population, phonological awareness skills are reported to be a significant predictor of reading achievement. The National Reading Panel (2000) defines *phonemes* as the smallest units of spoken language, which combine to form syllables and words. *Phonemic awareness* is defined as the ability to attend to and manipulate phonemes-- by identifying, isolating, categorizing, blending, segmenting and deleting the sounds during reading and writing tasks. *Phonics* is defined as using phoneme/grapheme correspondence to decode and spell words. The *decoding process* involves transforming graphemes into phonemes and blending words to form recognizable meanings. *Graphemes* are defined as units of written language that symbolize phonemes. *Phonological awareness* encompasses both phonemic awareness and phonics, and includes larger spoken units such as syllables and rhyming words. Tasks requiring phonological awareness are said to be simpler than phonemic awareness. The panel found that among 52 studies, teaching phonemic awareness led to gains in reading outcomes with an overall effect size of .56 and that gains were more significant at the pre-K age. The effect size was stronger for word recognition than reading comprehension. Phonics instruction was found to be more effective when taught before first grade. The panel recommended more research on effective components of phonics instruction,

motivational factors and the impact of phonological awareness instruction on students with disabilities (National Reading Panel, 2000).

2.4.2. Measurements

The research on phonological awareness skills in deaf students varies tremendously in both method and conclusion. Methods of study include assessments of attending to phonemes, phonemic awareness, syllable awareness, and rhyme awareness (Mayberry et al. 2011). A number of studies begin and conclude with the idea that hearing readers are at an advantage on the basis of their ability to access the temporal stream of sound and the language of the world around them (Koo et al., 2008; Miller et al., 2011). While there is evidence that deaf people do demonstrate phonological processing skills and that these skills can be predictors of reading ability (Schirmer & McCough, 2005; Wang et al., 2008), the measurements are varied and the results are inconsistent (Mayberry et al., 2011).

Phonological skills have also been related to reading achievement with deaf students. Colin, Magnan, Ecalle and Leybaert (2007) did a study on a group of 21 six-year-old deaf pre-readers and a group of 21 hearing peers, using measurements of rhyme decision and generation tasks in French. These tests were designed to measure their sensitivity to phonological patterns. They were assessed a year later and presented with other phonological tasks (rhyme decision and common unit identification). Students were shown three pictures (a model above and two test pictures below) and told to choose which rhymed with the model. During rhyme generation, they were shown four pictures of objects ending with the same phoneme and asked to produce as many rhymes as possible. Other tasks included a written word-choice test of identifying a word spelled

correctly, a pseudohomophone, a visually similar pseudoword, a pseudoword sharing the initial letters and a nonword with an impossible letter sequence. A *pseudohomophone* is a misspelled word that sounds like an actual word. The assumption is that pseudohomophones will take longer to identify as misspelled or false words among readers who use the sound-based phonological processes. These tasks were designed to measure readers' ability to identify and manipulate phonological patterns. The results showed that phonological skills measured before learning to read predicted the written word recognition score the following year for both hearing and deaf participants. Hearing students achieved a higher degree of accuracy on word recognition tasks (Colin et al., 2007). The results from this study suggest that sound-based phonological skills are an important part of the reading process.

Deaf people demonstrate the ability to process sound-based phonological patterns, but not in the same way as hearing readers. A study (Koo et al., 2008) on the effect of sensory experience, early language experience and communication mode on the phonological awareness skills and serial recall of 51 subjects showed that although phonemic awareness (PA) skills were correlated with passage comprehension, deaf signers who were skilled readers did not perform as well on a phonemic awareness test-- suggesting that their reading skills were facilitated by other abilities. The study included four groups: 1) deaf native users of ASL, and 2) deaf users of Cued Speech (visual cues for spoken language), 3) deaf oral users of English, 4) hearing native users of ASL, and 5) hearing native speakers of English. All deaf subjects were profoundly and prelingually deaf. Subjects were given tests of IQ, word identification fluency, reading comprehension, phoneme detection, spatial memory span, verbal digit span and visual

version of the digit span. They were recruited from Gallaudet and Georgetown Universities and had at least 12 years of education. The *Test of Silent Word Reading Fluency (TSWRF)* was given to assess word identification fluency. The Passage Comprehension subtest of the *Woodcock-Johnson III* test was given to measure silent reading comprehension. The *Phoneme Detection Test (PDT)* was given to measure phonological awareness. The *Spatial Memory Span (SS)* was given to measure the ability to hold a visual-spatial sequence of events in working memory. The *Verbal Digit Span* was given to measure recall of linear sequences presented in English/CS/ASL. An adapted visual version also presented linear sequences on a screen. To estimate the relationship between phonemic awareness skills and reading ability- correlation analysis was performed among *PDT* accuracy scores and performance on the *TSWRF* fluency and *WJ-III* Passage Comprehension scores. A positive relation was found between PA skills and reading comprehension. Digital memory recall performance was also related to reading comprehension. The performance of the hearing nonsigning group was significantly higher on reading comprehension than the deaf signing and oral groups but not the hearing signers or deaf Cued Speech users. All five groups were comparable on the spatial span tests, but deaf groups showed shorter digit retention when compared to the hearing groups. The findings indicate that the use of the visual-spatial modality to receive and hold linguistic items in working memory presents a greater processing load and results in a lower item recall (Koo et al., 2008). This information suggests that deaf readers may be processing patterns differently.

Phonological coding and awareness skills (PCA) have not been shown to consistently and highly relate to reading achievement in deaf students. Phonemic

awareness deals with the single unit of a sound, while PCA involves recognizing and manipulating blended sounds, such as syllables and parts of words. *Phonological coding* is an inferential construct of retaining phonological information memory. In a review of the literature on phonological processes and deaf readers, Mayberry, Giudice and Lieberman (2010) found that studies measuring phonemic awareness skills used a variety of phonological tasks and reading assessment measures. The phonological tasks varied widely in respect to both cognitive demands and spelling-sound relationships. Among the 57 articles measuring PCA skills- the researchers found that half of the studies showed significant evidence to relate PCA skills to reading ability with deaf participants and half did not. The effect sizes were found to vary across a wide range, suggesting the influence of other factors on reading ability. Factors influencing effect sizes include the PCA task itself, the cognitive requirements and the spelling-sound relationship. Out of 25 studies found to show a significant effect size between PCA and reading ability, 8 studies were found show a much greater effect between PCA and overall language ability.

Phonological processing skills may be less related to reading achievement than other factors (Mayberry et al., 2011).

Overall language ability is a more consistent predictor of reading ability-- indicating that phonological patterning skills may be relevant, but not clearly understood. In a study of 213 6th-10th graders from different language backgrounds (English, Arabic, Hebrew and German) with prelingual deafness and different reading levels, Miller, Kargin, Guildenoglu and others (2011) used a word processing experiment to measure students' ability to identify pseudohomophonic words. The measurement assumed that differences in processing pseudohomophones were indicative of different phonological

processing skills. No significant relationship was found between phonological processing skills and reader profile or language background. Better readers were more accurate on phonological processing tasks, but also slower. The findings indicated that deficiencies of struggling deaf readers are more common in the areas of structural (syntactic) knowledge than phonological processing (Miller et al., 2011).

2.4.3. Interventions

A meta-review of phonological studies on deaf people in the 20th century suggested that the research on phonemic awareness mainly focused on how deaf readers cognitively coded printed words and that the research on intervention and instruction was too limited to draw conclusions (Schirmer & McCough, 2005). Since that time, a number of studies were performed to measure the impact of phonemic awareness instruction on phonemic awareness skills and reading comprehension. The results have indicated that deaf students can be taught to develop phonological awareness skills and apply them to gains in reading achievement, independent of auditory input.

There are several methods for teaching English phonology using gestural cues that represent spoken phonemes, including Cued Speech and Visual Phonics. In a study of 13 deaf and hard of hearing students, Trezek and Wang (2006) assessed the impact of using Visual Phonics with the *Direct Instruction Reading Mastery I*, a phonics curriculum designed to teach beginning reading skills to children in kindergarten and first grade, on gains in reading skills as measured by standardized assessments of word reading, pseudoword decoding and reading comprehension. The results showed that nearly all students demonstrated gains in achievement after the intervention. A closer analysis of the students in groups showed that they were able to correctly identify letter-

sound correspondences they were explicitly taught, but not those that had yet to be taught. Students also demonstrated the ability to correctly identify pseudowords that contained sound/spelling patterns that had been explicitly taught, but not those that contained patterns that had yet to be taught. The results of the study indicate that sound-based information can be effectively taught to young deaf students and applied by them in decoding tasks (Trezek & Wang, 2006). In another study that followed a similar design using 20 participants over a one-year period, Trezek, Wang, Woods, Gampp and Paul (2007) found that most students demonstrated significant gains in their ability to manipulate phonemes during reading tasks. These studies show that students who are deaf and hard of hearing can effectively be taught to utilize phonological information in beginning reading tasks (Trezek et al., 2007).

In a study on the impact of Cued Speech instruction on rhyme-generation ability of 20 severe-profoundly deaf participants and 10 hearing participants, LaSasso, Crain and Leybaert (2003) found that deaf users of Cued Speech performed similarly to hearing participants in accurate generation of rhymes—both orthographically similar and dissimilar. When generating rhymes that were orthographically similar, hearing participants demonstrated 34.8% accuracy, deaf Cued Speech users demonstrated 35.6% accuracy and deaf non-cuers demonstrated 33.7% accuracy. When generating rhymes that were orthographically different, hearing participants demonstrated 62.5% accuracy, deaf Cued Speech users demonstrated 56.9% accuracy and deaf non-cuers demonstrated 33.7% accuracy. All participants were reading at high school level or above. These results indicate both that the use of Cued Speech is related to increased skill in

phonological processing tasks and can be used to support the development of reading skills.

2.4.4. Conclusions

Deaf people demonstrate the ability to process sound-based phonological patterns, but not in the same way as hearing readers. In hearing children, phonological awareness skills are reported to be a significant predictor of reading achievement. The research on phonological awareness skills in deaf students is more varied in approach and conclusion. Phonological awareness skills can be taught to profoundly deaf readers, but findings suggest that the use of the visual-spatial modality to receive and hold linguistic items may result in a different working memory process. Phonological coding and awareness skills (PCA) have not always been highly related to reading achievement in deaf students, and are less consistently related to reading ability than language ability and other, higher order skills such as metacognition.

2.5. Metacognition

2.5.1. Background

Metacognition, or the act of being aware of one's thought processes, is a skill demonstrated by developed readers. It includes being aware of one's comprehension and how to improve it. This skill is a component of an effective reading experience. Effective readers use multiple comprehension strategies with parallel processing of small and large patterns, and are purposefully aware of these processes. The use of comprehension strategies, such as recall, answering and generating questions, and summarization of text, shows general gains on standardized tests. Eight methods shown to be effective for teaching students how to use these strategies include comprehension monitoring,

cooperative learning, graphic and semantic organizers, story deconstruction, question answering, question generating, and summarization (National Reading Panel, 2000). The National Reading Panel (2000) found that explicitly teaching students on comprehension strategies was related to gains in vocabulary and text comprehension, with more than 85-90% success rates as measured by experimental groups. The Panel (2000) concluded that more information is needed on the effective methods of strategy instruction, particularly among younger readers and students with disabilities. A note was made on using metacognitive instruction to facilitate motivation and independence in reading for students with disabilities.

2.5.2. Measurements

Previous studies have shown that metacognitive instructional practices are often underdeveloped in deaf education. Strassmann (1995) conducted a qualitative review of the literature on metacognition and reading in children who are deaf and identified three patterns: current instructional practices used to teach reading for deaf children may hinder their development of mature metacognitive strategies; skilled deaf readers resemble skilled hearing readers; and deaf students can benefit from metacognitive strategy instruction. The reviewed descriptive research suggested that teachers were focusing on simply teaching students to read, without teaching them why or encouraging independent thinking/learning strategies. Meanwhile, the reviewed correlational research concluded that deaf students performed successfully less often than hearing readers, but that skilled deaf readers were similar to hearing readers. Last, the reviewed intervention research showed that teaching strategies could result in increased achievement (Strassman, 1995).

Studies demonstrated that deaf students used a passive approach to reading, relying heavily on teacher mediation and school-related definitions of the reading process. Strassman (1992) conducted interviews with 29 pre-lingually deaf adolescents and found that very few students defined reading as a meaningful experience. Most of them referred to grades and not comprehension as signs of reading achievement. Most could not identify features of a good reader and were dependent on teachers as mediators in comprehension of text (Strassman, 1992; 1995). The 2011 study by Albertini et al. found that while deaf students were fairly even distributed among percentiles in the area of information processing, reasoning and acquired knowledge -- they reported significantly more weakness in the ability to identify important information and apply test taking strategies, with nearly 75% of students reporting relative weakness in both areas. While self-reported skill in information processing and reasoning was found to be significant in relation to GPA, self-perceptions on ability to identify important information and apply test-taking strategies were not. The most frequently self-reported weakness among all academic skill areas was in attitudes and interest in academic subjects (87%) with the most frequently reported strength in the use of support strategies (55%), indicating that deaf students may have not been taught to value and apply independent learning strategies.

Some studies measured metacognition by comparing deaf readers to hearing readers. Deaf readers were shown to demonstrate relatively weaker comprehension monitoring, or metacognition, skills. Andrews and Mason (1991) compared deaf and hearing readers of various skill levels. The sample included three groups of 5 people. One group was 5 profoundly, prelingually deaf adolescents reading at a 2nd, 3rd, 4th, 5th and 6th

grade level- respectively. One control group included five hearing elementary students at similar levels. The second control group included 5 hearing adolescents with learning disabilities. The participants were asked to identify the possible meaning of deleted words in a passage. From the discussion, 6 strategies emerged: use of background knowledge, rereading, looking back, looking ahead, identifying contextual cues, and identifying cues from the title. All three groups used background knowledge, rereading and looking back. Deaf students used 3.8 different strategies on average, while hearing readers used 4.7 different strategies. Less skilled readers were more likely to reread and use background knowledge (Andrews & Mason, 1991). Brown and Brewer (1996) conducted a study of 40 deaf and 80 hearing college students to compare their processes of drawing inferences in texts. The study found that there were differences between skilled and unskilled readers, but that skilled deaf readers achieved similarly to hearing readers. Less skilled readers were slower and made more errors. Skilled deaf readers were faster than hearing readers on lexical decision tasks (Brown & Brewer, 1996).

Additional studies have also shown that deaf readers effectively use multiple reading strategies. Banner and Wang (2010) compared a group of 6 deaf adult readers with a group of 5 deaf student readers. Participants were interviewed on their reading and language experiences and then asked questions regarding their thinking strategies during readings of narrative, expository and periodical texts. Reading strategies were organized into three categories: “constructing meaning”, “monitoring and improving comprehension” and “evaluating comprehension”. The findings demonstrated that: skilled deaf readers used multiple reading strategies proficiently; adult readers demonstrated more strategy use than student readers; the most significant difference was

in evaluating text; the readers who demonstrated the most use of strategies reported early exposure to language; all deaf readers demonstrated several reading strategies; the more strategies a participant reported they used, the more strategies they demonstrated during think-aloud discussions. The adult readers were more active and able to pinpoint areas of confusion, and skilled readers demonstrated metacognitive behaviors such as identifying idioms/sarcasm and avoiding literal interpretations, identifying relevant information, generating questions and seeking answer, and evaluating text. Less skilled readers used one strategy at a time, did not have a system for checking accuracy, did not generate questions and did not evaluate texts-- but all readers demonstrated some use of reading strategies, including visualizing, summarizing and using prior knowledge.

2.5.3. Interventions

Using metacognitive strategy instruction can have an impact on motivational factors. In an action research study on the use of metacognitive teaching to enhance English language literacy of deaf and hard of hearing adult learners, Anthony (1999) used reading pre/post test scores to measure the impact of teaching students to use their knowledge and apply it to new learning or tasks. The study included five students enrolled in adult education classes and reported to have negative views on their ability to succeed. The results showed that student's growth on the *Test of Adult Basic Education (TABE)* was not statistically significant over the one-year period, but that qualitative observations provided more information about the impact. Students' negative talk about their abilities decreased, their independence in seeking reading materials increased, and they demonstrated emerging skill with using ASL to understand English, which they had previously not been taught. The results indicate that metacognitive strategy instruction

may impact deaf students' attitudes about learning, and should be paired with additional skills instruction (Anthony, 1999).

Metacognitive strategy instruction can be used to increase students' ability to apply skills among a range of academic tasks. In another action research study of five middle school students, Brigham and Hartman (2010) taught a unit on making predictions and used qualitative observation to collect data before and after the intervention. Using a large time-line in social studies class, students were asked to predict what happened next in a time period. Then they were taught the meaning of prediction, using both English and ASL. After both instructional periods, students were probed for predictions on a variety of academic concepts and activities, such as during science experiments and story readings. In the last part of the intervention, students were asked to make connections from their lives to the events in history as a strategic path toward making predictions on what may have happened in history. The results showed that visual models and prompting were effective tools, helping students understand the idea of prediction. By the end of the unit, all students showed their understanding by correctly answering the prediction questions (Brigham & Hartman, 2010).

Metacognitive strategy instruction in conjunction with a balanced skill curriculum has been shown to have a positive effect. As discussed previously, the 2013 South African study by van Staden used a "whole language" intervention approach, which included both print-language mapping exercises and guided storybook reading in South African Sign Language. The books were signed and pictures/text were presented parallel to the signing. During reading activities, students were guided in the use of comprehension strategies- such as predicting, questioning, visualizing, summarizing and

retelling stories. The control group was not guided through the use of multi-sensory codes or taught the principles of print-language mapping. They used the same reading series as the treatment group, but did not have access to researcher-developed workbooks and were not guided in the application of reading comprehension strategies. Although little detail is given about the specifics of teaching comprehension strategies, the intervention as a whole appeared to have a positive impact on literacy achievement. The pre-tests showed no significant differences between the groups, but after the period of intervention, the treatment group demonstrated improvement in diagnostic sight word reading, standardized word recognition, vocabulary knowledge and reading comprehension compared to their pre-test and the post-test of the control group. Their average accuracy changed from less than 5% to more than 65%. Less than 1/3 of students in the control group performed above this average, while most of the students in the experimental group did. The results suggest that merely knowing sign language is not as effective in developing literacy skills as actively connecting it to the printed elements of English (van Staden, 2013). The study supports the recommendation of the National Reading Panel—to use multiple reading strategies.

2.5.4. Conclusions

Successful readers employ metacognitive strategies- by being aware of their cognitive/mental processes. These readers activate prior knowledge, skim texts for information relevant to their goals and monitor their own reading process. Previous studies have shown that metacognitive instructional practices are underdeveloped in deaf education, and that deaf readers may not be commonly taught to value and apply independent reading -- but that skilled deaf readers are comparable to skilled hearing

readers. Teaching metacognitive strategies to deaf readers may increase both motivation and comprehension abilities.

2.6. Conclusion

Deaf people have been widely reported to perform at significantly lower reading comprehension levels in comparison to hearing peers—but have also demonstrated proficiency in reading. Standardized assessments are common measurements, but may be limited without qualitative tools to further evaluate the strengths and abilities of deaf readers. Parental involvement, motivation, and overall language ability are related to reading achievement. The early use of sign language is related to greater achievement, but the process of using visual language to develop written literacy skills is still being researched. Studies have shown that visual-spatial methods of presenting and reviewing text may lead to gains in reading achievement. More research is needed on the process of teaching profoundly deaf students to become effective readers.

In hearing children, phonological awareness and metacognitive skills are reported to be a valid predictor of reading achievement. The research on phonological awareness skills in deaf students varies, but deaf people do demonstrate the ability to process sound-based phonological patterns. Studies show that metacognitive strategies may not be commonly taught to deaf students, but that skilled deaf readers employ these strategies effectively. Teaching independent reading strategies to deaf readers may increase both motivation and comprehension abilities. More research is needed on how deaf readers develop and apply phonological coding and metacognitive skills.

In response to the need for further inquiry, the current study will examine the role of phonological processing skills and metacognitive strategies in the reading processes of

deaf adults. The findings may provide information on how phonological skills and metacognition are related to reading achievement for deaf readers, and clarify effective readers develop and use higher order processes while reading, using a mixed method analysis to examine the relationships of phonology, metacognition, and reading achievement, and to explore the conditions that facilitate development and application of effective reading skills.

Chapter 3: Methodology

Mixed-Methods Analysis

3.1. Overview

This study uses a mixed method analysis of reading processes and experiences of deaf and hearing skilled and struggling readers-- using background interviews, standardized assessments and think-aloud discussions. This chapter includes 3 sections: participants, instruments and procedures, and data analysis.

3.2. Participants

3.2.1. Sample

The sample includes 60 adults, split into four groups of 15 participants each.

Table 3.1. Participant Groupings

	Educational Experience	Hearing Sensitivity	Hearing Experience
Group 1: High Deaf Readers	Graduate level college degree	85 dB or above (profoundly deaf)	Deaf since 3 years old or younger. Little to no use of amplification.
Group 2: Low Deaf Readers	Some high school or college experience.		
Group 3: High Hearing Readers	Graduate level college degree	20 dB or below (typical hearing)	Hearing since birth
Group 4: Low Hearing Readers	Some high school or college experience.		

In order to reduce/eliminate the confounding variable of diverse auditory input, all deaf participants are profoundly deaf from birth to three years of age, with little use of auditory technology. The majority of deaf participants were born deaf. The purpose of the selection is to gain insight into reading processes that develop without the use of sound.

3.2.2. Recruitment Procedures

The study uses convenience probability sampling. For each target group (high-achieving deaf readers, low/non-academic deaf readers, high-achieving hearing readers, and low/non-academic hearing readers), 15 participants were recruited through personal and academic networks based on their availability and willingness to participate. All participants signed a consent form. Recruitment for Groups 1 and 3 targeted individuals involved in academic professions-- and included teachers, administrators, professors, lawyers, and counselors. Recruitment for Groups 2 and 4 targeted individuals with limited involvement in professions requiring academic reading—and included artists, musicians, service professionals, and those involved in manual trades. The majority of participants who met the group requirements were recruited directly through word of mouth, e-mail, or digital messages.

3.3. Instruments and Procedure

All sessions began with the participants filling out the demographic form, and then a background interview, followed by a think-aloud discussion. The interview and discussion were recorded using film and then transcribed into written English. After the interview, a phonological skills assessment, reading achievement assessment and metalinguistics assessment were administered. The study concluded with a think-aloud discussion.

Table 3.2. Research Questions, Hypotheses, and Instruments

Quantitative Measures	Qualitative Measures
Question 1: What factors relate to reading achievement?	
<ol style="list-style-type: none"> 1. <i>Woodcock-Johnson III Test of Achievement</i> (WJ III) Passage Comprehension Subtest 2. <i>Phoneme Detection Test</i> (PDT) 3. <i>Clinical Evaluation of Language Fundamentals, 5th Edition</i> (CELF-5) Making Inferences Subtest 4. Think-Aloud Discussion Reading Strategies Checklist 5. Demographics Form 	Background Interview Thematic Coding
Hypotheses: Phonological skills will positively relate to reading achievement. Metacognition will positively relate to reading achievement. Parental involvement and motivation will positively relate to reading achievement.	
Question 2: What similarities and differences are found between deaf and hearing readers?	
<ol style="list-style-type: none"> 1. <i>Woodcock-Johnson III Test of Achievement</i> (WJ III) Passage Comprehension Subtest 2. <i>Phoneme Detection Test</i> (PDT) 3. <i>Clinical Evaluation of Language Fundamentals, 5th Edition</i> (CELF-5) Making Inferences Subtest 4. Think-Aloud Discussion: Reading Strategies Checklist 	Think-Aloud Discussion Thematic Coding
Hypotheses: No significant difference will be found in reading achievement of deaf and hearing readers, but differences between high and low deaf readers will be greater than between high and low hearing readers. A significant difference will be found in phonological processing scores of deaf and hearing readers. No significant difference will be found in metacognition of deaf and hearing readers. Deaf readers will demonstrate visual-spatial translation strategies, and a theme of meaningful instructional experiences will emerge among high-achieving readers.	

3.3.1. Background Form and Interview

A demographic form and a video-recorded background interview following the model designed by Banner and Wang were used in the study (2011). The purposes of the demographic form and background interview were to gather background information, obtain the perspectives of participants as readers, and build rapport between participants and the researcher. The demographic form (see Appendix A) asked general background questions regarding onset of deaf experience, educational experience, language experience and family communication. The background interview (see Appendix B) inquired how participants learned to read, how they viewed themselves as a reader, and what strategies they tended to use during reading (Banner & Wang, 2011). The demographic form and background interview included in the study as a quantitative and qualitative measurement of personal factors related to achievement. The demographic form provided quantitative, or numerical data, and the background interview was reviewed using qualitative, or exploratory measures.

Some adjustments were made to the interview format to fit the parameters of this study. The study by Banner and Wang included two groups of deaf participants (student and adult), no hearing participants, and a separate list of questions for student participants (Banner & Wang, 2011). This study eliminated the student questions and excluded questions about the deaf experience in interviews with hearing participants. Five additional questions were included to gain more information about the extent of parental involvement in schooling and reading activities, types of experience with reading instruction, and interest in literature that employs phonemic devices (poetic and lyrical

verses). The purpose of the additional questions was to identify themes in reading achievement related to parental involvement and meaningful language experiences.

This study also adjusted the modality of some of the information exchange by replacing the demographic section of the interview in Banner and Wang (2011) with a paper form. Before the start of the interview, participants completed the demographic form, in which the questions were presented in multiple-choice format. The purpose of using the form was to streamline the data collection process for the demographic information to be measured numerically. The reading background interview was recorded using film, and then translated and transcribed into written English. The signed films were translated and transcribed by a native deaf signer and reading teacher, then double-checked by a deaf education graduate student assistant and fluent signer. Graduate student assistants specializing in reading instruction transcribed the spoken interviews. The film and transcript of the interview was used to explore themes that emerged in the participants' reading experiences.

3.3.2. Reading Comprehension Assessment

The *Woodcock-Johnson III Test of Achievement* (WJ III) test is a standardized measurement that weights students' abilities and achievement according to norming levels. The test is designed to measure basic skills, fluency and application of academic abilities-- and includes a wide range of sub-tests in reading, writing, vocabulary, math and general academic skills. This study used the passage comprehension subtest of the WJ III test, which measures a reader's understanding of written text. The assessment includes asking readers to silently read a sentence or paragraph with omitted words, and then supply the missing word. All participants wrote their answers. This task requires readers

to integrate an understanding of sentence structure with overall representation of a passage in order to identify the meaning of an omitted word. The passage comprehension subtest has a median reliability of 88% (Mather & Woodcock, 2001). This tool is used in the study to measure the independent variable of reading achievement.

3.3.3. Phonological Skills Assessment

The *Phoneme Detection Test (PDT)* was developed to measure phonemic awareness skills in deaf readers—because other measures of phonological awareness, which require spoken responses, were not as suitable for deaf populations. The *PDT* used visual stimuli and nonverbal responses. The *PDT* measured phonological coding skills by asking readers to detect a single phoneme (/k/, /s/, /ch/, /g/ and /j/) in individual, visually presented words. The test included 150 high-frequency words with a variety of letters to represent each phoneme (such as c and s for /s/ and g and j for /j/). The correct number of responses for each phoneme is tabulated and then totaled for an overall number. This assessment is included in the study to measure phonological processing skills—assuming that the reader will use sound-based phonological information to consistently accurately identify target phonemes in words (Koo et al., 2008). The *PDT* is used in this study as a measurement of phonological processing skills.

Koo, Crain, LaSasso and Eden (2008) first used the *PDT* along with the *WJ-III* Passage Comprehension assessment to measure the effect of sensory experience, early language experience and communication mode on the phonological awareness skills and serial recall of deaf students. Although Koo and colleagues also included measures of spatial recall to assess memory and the *Test of Silent Word Reading Fluency (TSWRF)* to

measure word identification fluency— the current study will examine metacognition instead of fluency, in order to examine broader patterns in the reading process.

3.3.4. Metalinguistic Assessment

The *Clinical Evaluation of Language Fundamentals, Fifth Edition Metalinguistics* (*CELF-5 Metalinguistics*) is a standardized assessment used to measure higher-level language skills. The purpose of the assessment is to quantitatively evaluate readers' abilities to think about and use language. The *CELF-5 Metalinguistics* includes four sub-tests that assess inferential skills, conversational skills, knowledge of multiple meanings and ability to use figurative language. This study used the making inferences sub-test, which measures readers' ability to make logical predictions while reading. The test consists of 12 scenarios in which a reader must select two possible reasons that something may have happened from a multiple choice list, and then offer an additional inference of their own. The making inferences subtest has a median reliability of 81% (Wiig & Wayne, 2015). This tool is used in this study as a quantitative measurement of metacognition.

3.3.5. Think-Aloud Discussion/Reading Strategy Checklist

This study used a think-aloud discussion, replicating the model designed by Banner and Wang (2011). A checklist accompanied the think-aloud reading session. The think-aloud discussion questions (see Appendix C), which are used in this study with some modifications, were originally designed to evaluate the readers' use of comprehension strategies during the reading of three different passages (narrative, periodical, and expository), and modified for this study to also include phonological processing and translation strategies. The think-aloud questions are semi-structured and addressed different aspects of the cognitive processes during reading. The researcher

checked off specific strategies on the checklist (see Appendix D) reviewing videos and transcripts. The checklist modified for the current study was scored by three examiners, including the primary researcher, a graduate student in deaf education studies, and a doctor of education and instructor in the deaf education program. The interrater reliability was calculated to be 77%. The think-aloud discussion was used in the present study as a tool to collect data on both metacognition and phonological processing. A reading strategies checklist was used to quantitatively measure metacognitive reading behaviors. Open coding of discussion transcripts was used to qualitatively identify shared themes in reading behavior related to phonological processing and strategy use.

The reading strategies are organized into four categories: “constructing meaning”, “monitoring and improving comprehension,” “evaluating comprehension,” and “translation”. The translation section was added to the previously designed checklist and included strategies used when coding and translating phonological elements and character dialogue-- such as the use of repeat handshapes to demonstrate rhyme, movement to demonstrate rhythm, and body-shifting to demonstrate character dialogue. Three additional strategies in the checklist included use of manually coded English, attachment of gestural figuration, and identification of other phonemic devices.

Additional adjustments were made to the model designed by Banner and Wang in order to gain more information about how deaf readers navigate the structure of English text. Instead of a story and an article--a single excerpt from Shakespeare’s *Macbeth* (See Appendix E), with several stanzas of phonologically dense rhyming verse in Old English, was included. The verses were written in trochaic tetrameter, a rapid meter of four units with one stressed syllable followed by one unstressed syllable. The purpose of this

modification was to gain more information on how deaf and hearing readers conceptualize written dialogue, how they code and translate sophisticated phonological patterns, and how they approach unfamiliar text.

Following the original model—during the reading of a text, participants were instructed to read passages at their preferred pace, stopping at the end of a section marked with a symbol. At this point, the researcher began to ask the discussion questions. The first two questions, “Explain what you were just thinking while reading this part,” and “Describe what’s going on inside your mind,” were asked in order to call attention to the readers’ thought processes and reveal the language and modality in which their thoughts were framed—such as inner speech, sign language, telepathic dialogue, and/or mental imagery. The next question, “What did this story make you think of?” was designed to identify the use of prior knowledge.

The reader was then asked about how they attempted to decode unknown words or confusing sections. After reading the passage, comprehension was assessed by asking participants to summarize the text, make a prediction; and identify key elements, including the main character, theme, and the author’s intention (Banner & Wang, 2011). Additional questions added to this study included asking readers to describe how they read the lines of a text—more specifically if it was in a linear or a spatial format. The purpose of this question was to identify any potential differences in the reading format of deaf and hearing participants. A final probe prompted readers to identify and describe the phonemic devices used in a passage, such as rhythm and rhyme, in order to call attention to the strategies used when coding and processing phonological information.

While the *CELF-5 Metalinguistics* was used as a standardized measurement of metacognitive skill, a think-aloud discussion is also included in this study for a more in-depth analysis of the reading process than would be possible with standardized assessment alone. The purpose of a checklist is to gain quantitative information about the breadth of metacognitive strategies used. The think-aloud discussions were filmed and then translated and transcribed into written English to be coded for qualitative analyses regarding themes in processing and comprehending text. The ASL to English transcriptions were reviewed by a second viewer to ensure accuracy in translation. Spoken English transcriptions were typed by hearing assistants. All research assistants signed a confidentiality agreement.

3.4. Data Analysis

3.4.1. Factors Associated with Reading Achievement

Question 1. What factors relate to reading achievement?

The first question of the study asks what factors are related to reading achievement. To begin answering this question, a Pearson correlation analysis was used to identify the relationships between variables. Scores on the *WJ-III* passage comprehension subtest were used to measure reading achievement. Scores on the *PDT* were used to measure phonological skills. Scores on both the *CELF-5 Metalinguistics* making inferences subtest and number of strategies used during a think-aloud discussion were used to measure metacognition. The personal factors were measured by use of a demographic form.

Subquestion 1.1. Do phonological skills relate with reading achievement?

The first subquestion asked whether phonological skills are related with reading achievement. This question was tested by conducting a correlation analysis between

scores on the *WJ-III* reading comprehension subtest with scores on the *PDT* test. The hypothesis was that a significantly positive relationship would be found between the measurements of reading achievement and phonological processing skills.

Subquestion 1.2. Does metacognition relate to reading achievement?

The second subquestion asked whether metacognition is related with reading achievement. Conducting two separate Pearson correlation analyses tests this question. One analysis measured the relationship between scores on the *WJ-III* reading comprehension subtest with scores on the *CELF-5 Metalinguistics* making inferences test. The second analysis measured the relationship between scores on the *WJ-III* with number of reading strategies used during read-aloud. The hypothesis was that a significantly positive relationship would be found between the measurements of reading achievement and both measurements of metacognition.

Subquestion 1.3. What personal factors relate to reading achievement?

The third subquestion asked what personal factors are related to reading achievement. Personal factors were measured at ordinal levels, and a Pearson correlation was conducted between scores on the *WJ-III* reading comprehension subtest with personal factors. The hypothesis was that a significantly positive relationship would be found between scores on the *WJ-III* reading comprehension subtest and levels of parental involvement and motivational levels.

3.4.2. Deaf and Hearing Readers: Similarities and Differences

Question 2. What similarities and differences are found between deaf and hearing readers?

The second question of the study asked what similarities and differences are found among readers. This question was tested by using two-way ANOVAs as a quantitative analysis of mean differences in scores among the four groups of participants. The groups were classified according to two independent variables: reading achievement level (high and low) and hearing status (deaf and hearing). The dependent variables of the analysis included scores on the *WJ-III* reading comprehension subtest, *PDT*, *CELF-5 Metalinguistics* making inferences test, and reading strategy checklist. An ANCOVA assessment was used for the reading comprehension subtest to control for personal factors.

Subquestion 2.1. What similarities and differences are found in the reading achievement scores of deaf and hearing people?

Reading achievement was compared between groups with the use of a ANCOVA to identify mean differences between groups on *WJ-III* reading comprehension scores, controlling for parental involvement and motivational levels. The hypothesis was that there would be a main effect of achievement level on *WJ-III* reading comprehension subtest scores. High-achieving readers were predicted to have higher scores.

Reading achievement among deaf and hearing readers was compared with the use of an ANCOVA test to identify main differences between groups. No main effect was hypothesized with respect to hearing status, but an interaction effect between hearing status and achievement level was predicted. Differences between the groups of high and low readers were predicted to be greater among deaf readers.

Subquestion 2.2. What similarities and differences are found in the phonological processes of deaf and hearing people?

This question was answered by using a two-way ANOVA to identify mean differences between groups on *PDT* scores. A main effect of achievement level was hypothesized on *PDT* scores. High-achieving readers were predicted to have higher *PDT* scores than low/non-academic readers. A main effect of hearing status was hypothesized on *PDT* scores. Hearing readers were predicted to have higher scores on the *PDT*. An interaction effect between two independent variables of hearing status and achievement level on the *PDT* scores was hypothesized. Differences between the *PDT* scores of high and low readers were predicted to be greater among deaf readers.

Subquestion 2.3. What similarities and differences are found in the metacognition of deaf and hearing people?

Using a two-way ANOVA to identify mean differences between groups on both *CELF-5 Metalinguistics* and reading strategy checklist scores answered this question. A main effect of achievement level was hypothesized on both scores. High readers were predicted to have higher *CELF-5 Metalinguistics* scores and demonstrate a higher use of reading strategies than low readers. No main effect of hearing status was hypothesized on either measure of metacognition scores, but an interaction effect between hearing status and achievement level was hypothesized. Differences between the *CELF-5 Metalinguistics* and reading strategies scores of high and low readers were predicted to be greater among deaf readers.

Subquestion 2.4. What themes emerge in a dialogue about reading?

Qualitative measures were used to code the data from the background interview and think-aloud discussion using a grounded theory approach. The goal of a grounded theory approach is to uncover relevant conditions and determine how individuals respond

to these conditions (Corbin & Strauss, 1990). The reading checklist was used to track and mark specific experiences and behavior—focusing on the conditions of literacy development. Data were analyzed using Strauss and Corbin’s (1990) systematic model to collect, review, and identify shared themes (open coding). Then the themes were reviewed and categorized among groups (axial coding), and finally a central connecting theme was identified (selective category). Identification of open themes was done both before and after data collection.

Etic codes, or specific themes identified before data collection (Cresswell, 2008) included topics covered in the background interview questions and the reading strategies outlined on the checklist. An additional two columns on the checklist included “instruction” and “behavior”. For the “instruction” column, the researcher checked off each row of strategy listed if the subject reported previously learning or applying the strategy. In the “behavior” column, specific information was given regarding how the strategies were applied. The etic codes included language background, and reading behaviors. *Emic codes*, or specific themes identified after collection (Creswell, 2008) were identified using a method described by Luckner and Stewart (2003)—highlighting meaningful words, phrases and incidents shared during discussions to develop concepts and categories. This data were coded by identifying the characteristics of the categories.

Axial coding was used to relate categories and concepts to each other by asking what conditions influenced the developing and applying of effective reading strategies in the context of literacy development, what the consequences of these actions/interactions were, and what variances were found among language and reading experiences of deaf and hearing readers. A selective category was identified as the central reason for specific

actions/interactions. These theorized relationships and central cause were verified through the data of participants' transcribed narratives.

The purpose of this analysis was to provide descriptive information about the reading background and behaviors of effective readers. The predictions were that deaf readers would demonstrate visual-spatial strategies, and that a theme of meaningful instructional experiences would emerge among high-achieving readers.

Chapter Four: Results

Reading Processes

4.1. Overview

This chapter provides a description of the data analysis procedures and results. First, analyses were conducted to examine the relationship between reading achievement and phonological skills, metacognition, and personal factors such as educational level, parental involvement, and motivation. Next, analyses were conducted to examine mean differences among groups in reading achievement, phonological skills, and metacognition scores.

Then, qualitative transcripts were reviewed and themes that emerged in the background experience and reading behaviors of participants during interviews and discussions were identified. The themes were characterized and categorized among groups. The connecting themes were reduced to interconnecting themes, and then causal conditions and relationships among categories were defined. Finally, a facilitating central theme was selected and the results were presented.

4.2. Research Question #1: What Factors Relate to Reading Achievement

4.2.1. Phonological Skills and Reading Achievement

Sub Question 1.1. Do phonological skills relate to reading achievement?

The *Woodcock-Johnson III Test of Achievement (WJ-III)* passage comprehension test was used as a measure of reading achievement. Scores were calculated by percentage of accurate scores (i.e., number of accurate answers divided by total possible answers). The *Phoneme Detection Test (PDT)* was used as a measure of phoneme detection skills. Scores on this test were also calculated by degree of accuracy. See Table 4.1.

Using a Pearson correlation analysis, a strongly significant positive relationship between *WJ-III* and *PDT* scores was found, $r(57) = .603, p < .001$. To be sure this relation was also relevant to deaf readers, a separate analysis was conducted for deaf readers alone. A slightly less, but still significant relationship between *WJ-III* and *PDT* scores was also found. See Table 4.2.

4.2.2. Metacognition and Reading Achievement

Sub Question 1.2. Does metacognition relate to reading achievement?

The *Clinical Evaluation of Language Fundamentals, Fifth Edition Metalinguistics (CELF-5 Metalinguistics)* making inferences test was used as a measure of metacognition. These scores were calculated by degree of accuracy. A think-aloud discussion accompanied by a reading strategies checklist was used as another measure of metacognition. This assessment was calculated by total number of strategies used. There were 55 strategies on the checklist.

Using a Pearson correlation analysis, a strongly significant positive relationship between *WJ-III* and *CELF-5* scores was found, $r(57) = .808, p < .001$. A smaller, but still significant relationship between *WJ-III* and reading checklist scores was also found, $r(57) = .462, p < .001$. See Table 4.1.

A separate analysis was conducted among deaf readers, in which a positive relationship was also found between *WJ-III* and *CELF-5* scores, $r(57) = .709, p < .001$. The relationship between *WJ-III* and reading checklist scores was also found. See Table 4.2.

4.2.3. Personal Factors and Reading Achievement

Sub Question 1.3. What personal factors relate to reading achievement?

Personal factors included levels of education, parental involvement, and motivation, measured numerically using a demographic form. Using a Pearson correlation analysis, no significant relationship was found between *WJ-III* scores and educational level, parental involvement, or motivation. There was a significant relationship found between motivation and reading strategies checklist scores for all readers, $r(57) = .277, p < .04$, and also between parental involvement and checklist scores, $r(57) = .372, p < .005$. See Table 4.1.

For deaf readers, a Pearson correlation analysis found a very strong relationship between *WJ-III* scores and educational level, $r(27) = .843, p < .001$. Educational level was also related to *PDT* scores, $r(27) = .378, p < .05$, *CELF* scores, $r(27) = .746, p < .001$, and checklist scores, $r(27) = .519, p < .005$.

Although there was no significant relationship with *WJ-III* scores to either parental involvement or motivation for deaf readers, there was a significant positive relationship found *between* parental involvement and motivation, $r(27) = .398, p < .05$, and also between parental involvement and checklist scores, $r(27) = .430, p < .05$. There was no significant relationship between checklist scores and motivation for deaf readers. See Table 4.2.

Table 4.1. Correlations Between Reading Achievement, Phonological Processing, Metacognition, and Personal Factors for all Readers

	1.	2.	3.	4.	5.	6.	7.
1. WJ-III	--						
2. PDT	.603**	--					
3. CELF-5	.808**	.569**	--				
4. CHECKLIST	.462**	.184	.313*	--			
5. EDUCATION	.218	.135	.251	.221	--		
6. PARENTINVOLV	.237	.114	.054	.372**	-.089	--	
7. MOTIVATION	-.083	-.197	-.198	.277*	.009	.246	--

**correlation is significant at the .01 level

*correlation is significant at the .05 level

Table 4.2. Correlations Between Reading Achievement, Phonological Processing, Metacognition, and Personal Factors for Deaf Readers

	1.	2.	3.	4.	5.	6.	7.
1. WJ-III	--						
2. PDT	.582**	--					
3. CELF-5	.709**	.377*	--				
4. CHECKLIST	.599**	.370*	.463*	--			
5. EDUCATION	.843**	.378*	.746**	.519**	--		
6. PARENTINVOLV	.342	.319	.240	.430*	.298	--	
7. MOTIVATION	.071	.329	-.071	-.071	-.012	.398*	--

**correlation is significant at the .01 level

*correlation is significant at the .05 level

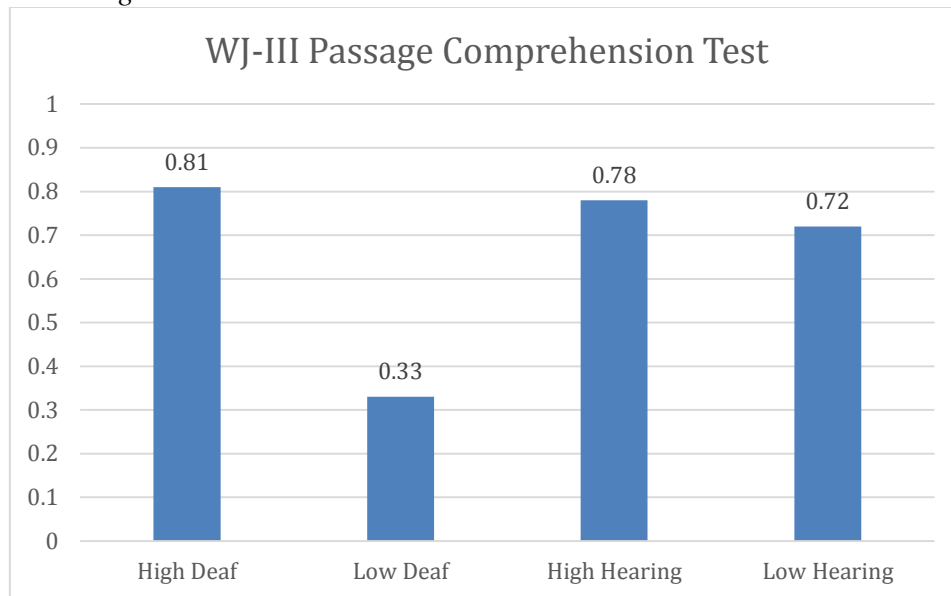
4.3. Research Question 2: What Similarities and Differences are Found Between Deaf and Hearing Readers?

4.3.1. Reading Achievement

Sub Question 2.1. What similarities and differences are found in reading achievement scores of deaf and hearing readers?

The highest possible score on the *WJ-III* passage comprehension test was 1. Mean scores among groups ranged from .33 to .81. See Figure 4.1

Figure 4.1. *WJ-III* Mean Scores



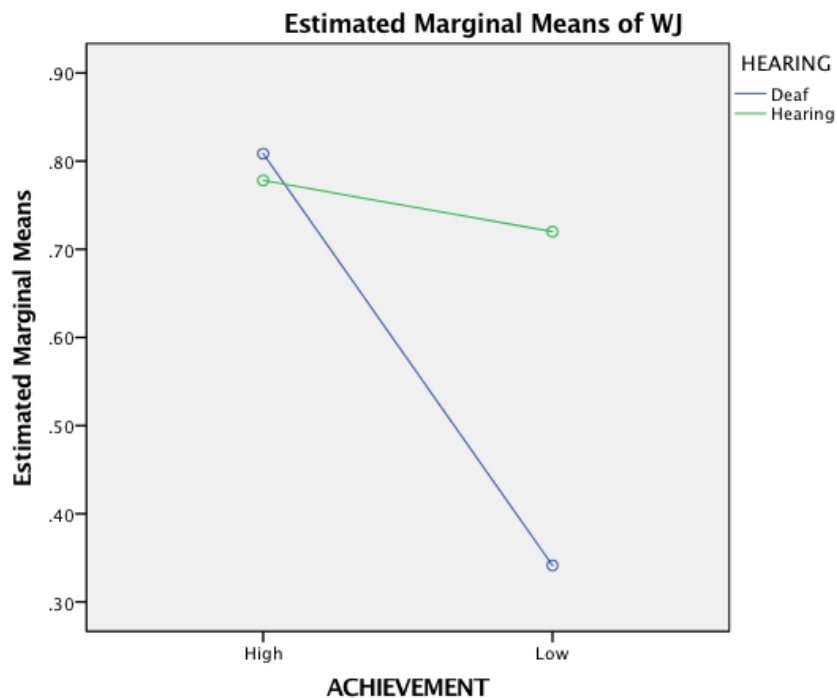
A 2x2 ANCOVA was conducted to test the effect of hearing status (deaf/hearing) and reading achievement level (high/low) on *WJ-III* passage comprehension scores, controlling for educational level, parental involvement, and motivation. Results revealed a main effect of hearing status, $F(1, 54) = 19.34, p < .001$, showing that hearing participants had significantly higher *WJ-III* scores ($M = .567, SD = .119$) than deaf participants ($M = .567, SD = .301$). A main effect of achievement level was also found, $F(1, 54) = 45.40, p < .001$. High-achieving readers had higher *WJ-III* scores ($M = .798, SD = .141$) than low achieving readers ($M = .525, SD = .248$). See Table 4.3.

Finally, the analysis showed a significant interaction between hearing status and achievement level, $F(1, 54) = 26.74, p < .001$. See Table 4.8. There was not a significant difference between deaf and hearing readers at the high-achieving level ($p = .573$) but for lower readers, the difference was significant ($p < .001$).

Table 4.3. WJ-III Descriptive Statistics

Hearing Status	Achievement Level	Mean	Std. Deviation	N
DEAF	HIGH	.8148	.15814	14
	LOW	.3349	.19599	15
	TOTAL	.5666	.30064	29
HEARING	HIGH	.7827	.12623	15
	LOW	.7160	.10514	15
	TOTAL	.7493	.11907	30
TOTAL	HIGH	.7982	.14087	29
	LOW	.5254	.24789	30
	TOTAL	.6595	.24334	59

Figure 4.2. Interaction Effect of Hearing Status and Achievement Level on WJ-III Scores



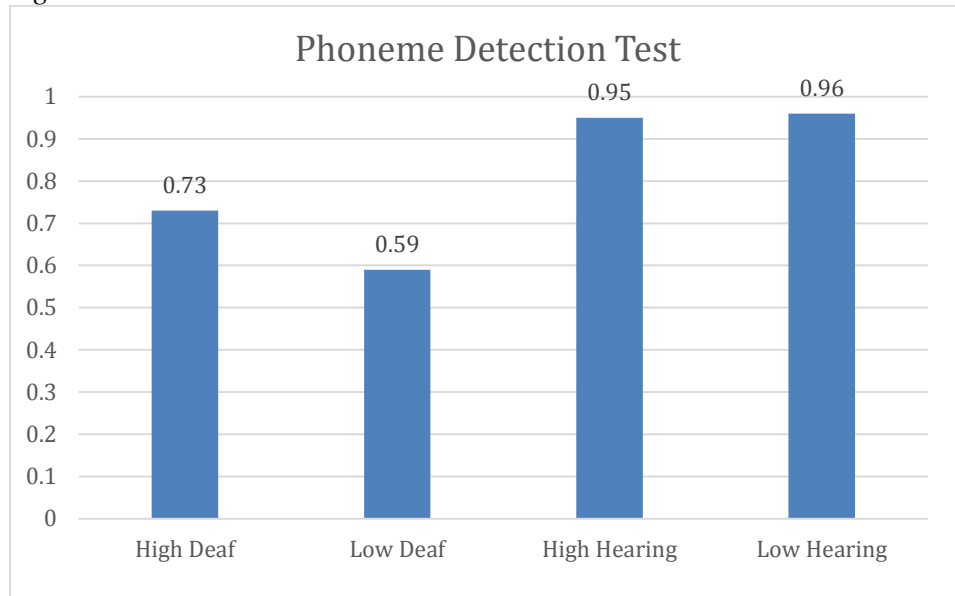
Covariates appearing in the model are evaluated at the following values: PARENTINVOL = 3.6271, MOTIVATION = 3.7288

4.3.2. Phonological Processing

Sub Question 2.2. What similarities and differences are found in the phonological processes of deaf and hearing people?

The highest possible score on the *Phoneme Detection Test* was 1. The mean score among groups ranged from .59 to .96. Figure 4.3.

Figure 4.3. *PDT Mean Scores.*



A 2x2 ANOVA was conducted to test the effect of hearing status (deaf/hearing) and reading achievement level (high/low) on *Phoneme Detection Test* scores. Results revealed a main effect of hearing status, $F(1, 55) = 120.25, p < .001$, showing that hearing participants had significantly higher *PDT* scores ($M = .957, SD = .028$) than deaf participants ($M = .659, SD = .159$). A main effect of achievement level was also found, $F(1, 55) = 5.88, p < .02$. High-achieving readers had higher *PDT* scores ($M = .846, SD = .161$) than low achieving readers ($M = .776, SD = .207$). See Table 4.4.

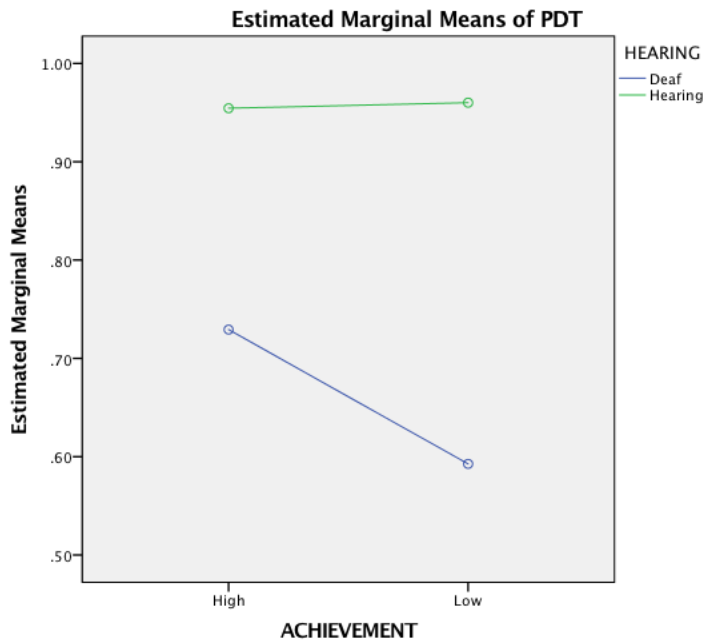
Finally, the analysis showed a significant interaction between hearing status and achievement level, $F(1, 55) = 6.93, p < .02$. See Table 4.11. There was a significant

difference of *PDT* scores for high and low deaf readers ($p = .001$) but no significant difference of achievement level for hearing readers ($p = .883$). See Figure 4.4.

Table 4.4. PDT Descriptive Statistics

Hearing Status	Achievement Level	Mean	Std. Deviation	N
DEAF	HIGH	.7293	.16326	14
	LOW	.5927	.12629	15
	TOTAL	.6586	.15867	29
HEARING	HIGH	.9545	.02669	15
	LOW	.9601	.02926	15
	TOTAL	.9573	.02766	30
TOTAL	HIGH	.8458	.16076	29
	LOW	.7764	.20742	30
	TOTAL	.8105	.18765	59

Figure 4.4. Interaction Effect of Hearing Status and Achievement Level on PDT Scores

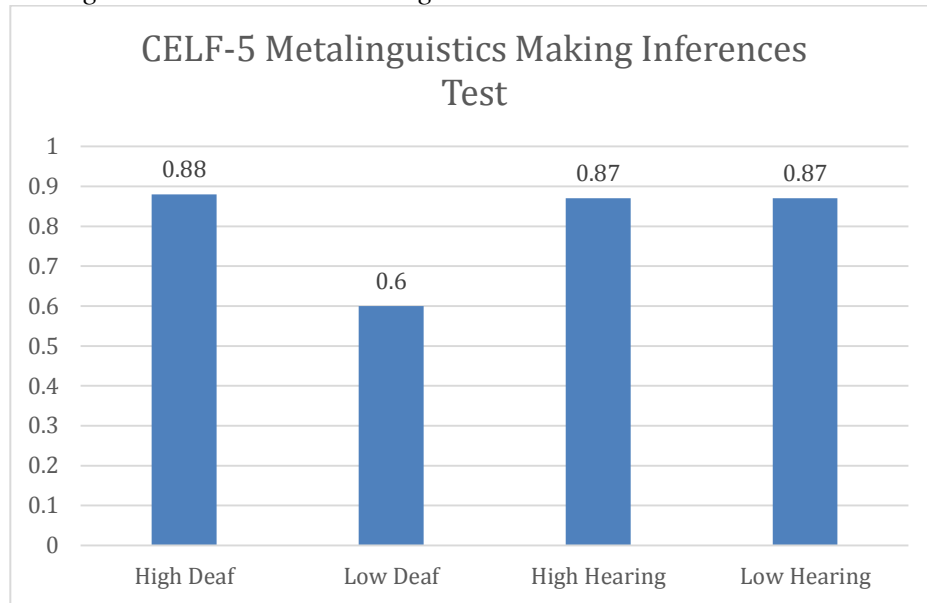


4.3.3. Metacognition

Sub Question 2.3. What similarities and differences are found in the metacognition of deaf and hearing people?

The highest possible score on the *CELF-5 Metalinguistics* making inferences subtest was 1. The mean scores between groups ranged from .60 to .88. See Figure 4.5.

Figure 4.5. *CELF-5 Metalinguistics Mean Scores*



A 2x2 ANOVA was conducted to test the effect of hearing status (deaf/hearing) and reading achievement level (high/low) on *CELF-5* scores. Results revealed a main effect of hearing status, $F(1, 55) = 14.285$, $p < .001$, showing that hearing participants had significantly higher *CELF-5* scores ($M = .870$, $SD = .096$) than deaf participants ($M = .739$, $SD = .209$). A main effect of achievement level was also found, $F(1, 55) = 19.669$, $p < .001$. High-achieving readers had higher *CELF-5* scores ($M = .881$, $SD = .106$) than lower readers ($M = .773$, $SD = .195$). See Table 4.5.

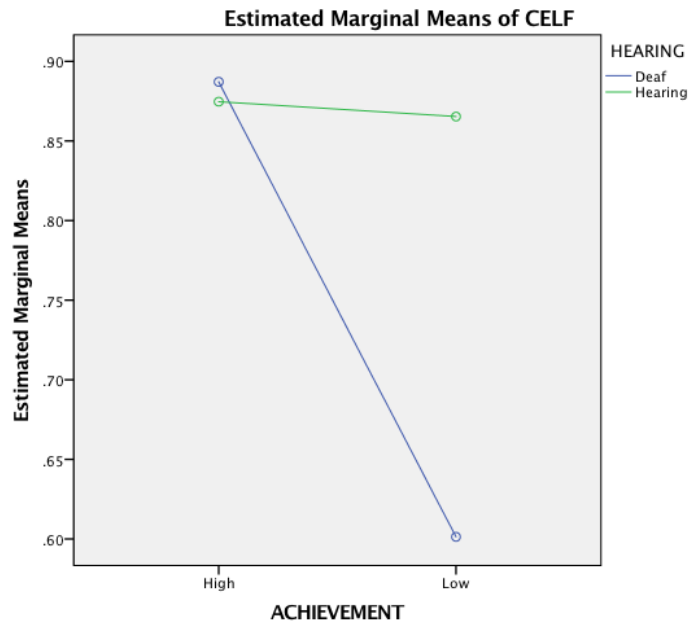
Finally, the analysis showed a significant interaction between hearing status and achievement level, $F(1, 55) = 17.26$, $p < .001$. See Table 4.11. For high level readers,

there was not a significant difference between deaf and hearing readers, ($p = .794$) but for lower readers, the difference was significant ($p < .001$). See Figure 4.6.

Table 4.5. CELF-5 Descriptive Statistics

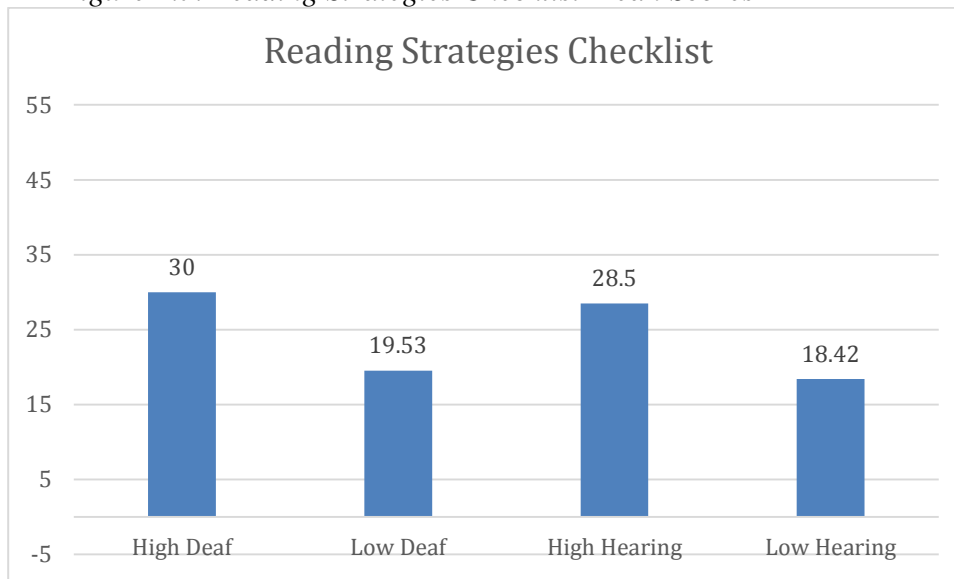
Hearing Status	Achievement Level	Mean	Std. Deviation	N
DEAF	HIGH	.8871	.09619	14
	LOW	.6013	.19082	15
	TOTAL	.7393	.20887	29
HEARING	HIGH	.8747	.11710	15
	LOW	.8653	.07337	15
	TOTAL	.8700	.09613	30
TOTAL	HIGH	.8807	.10579	29
	LOW	.7333	.19545	30
	TOTAL	.8058	.17328	59

Figure 4.6. Interaction Effect of Hearing Status and Achievement Level on CELF-5 Scores



The highest possible score on the reading strategies checklist was 55. The mean number of strategies used among groups ranged from 18.42 to 30. See Figure 4.7.

Figure 4.7. Reading Strategies Checklist Mean Scores

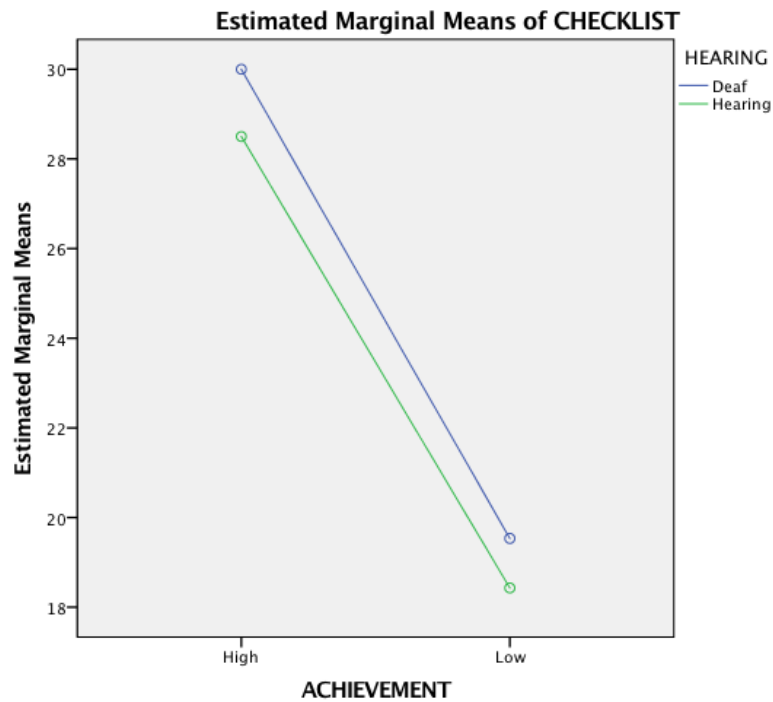


A 2x2 ANCOVA was also conducted to test the effect of hearing status (deaf/hearing) and reading achievement level (high/low) on reading strategy checklist scores, controlling for educational level, parental involvement, and motivation. Results showed no main effect of hearing status, ($p = .769$). A main effect of achievement level was found, $F(1, 51) = 31.828$, $p < .001$. High-achieving readers had higher checklist scores ($M = 29.04$, $SD = 5.796$) than low achieving readers ($M = 19$, $SD = .539$). See Table 4.6. No significant interaction between hearing status and achievement level was found, ($p = .931$). Deaf and hearing readers were nearly identical along the achievement trajectory. See Figure 4.8.

Table 4.6. Reading Strategies Checklist Descriptive Statistics

Hearing Status	Achievement Level	Mean	Std. Deviation	N
DEAF	HIGH	29.57	7.408	14
	LOW	19.53	4.926	15
	TOTAL	24.38	7.979	29
HEARING	HIGH	28.50	3.777	14
	LOW	18.43	5.983	14
	TOTAL	23.46	7.100	28
TOTAL	HIGH	29.04	5.796	28
	LOW	19.00	5.392	29
	TOTAL	23.93	7.507	57

Figure 4.8. Interaction Effect of Hearing Status and Achievement Level on Checklist Scores



4.3.4. Language Experience and Reading Behaviors

Sub Question 2.4. What themes emerge in a dialogue about reading?

4.3.4.1. Open Coding

Transcripts from the background interview and reading discussion were reviewed and the following thematic categories were established: *instructional experience*, *language background*, *conceptualization*, and *comprehension strategies*. Before data collection began—instructional experience, language background, and comprehension strategies were identified by the topics covered in the interview process and read-aloud discussion. The focus on these themes was solidified during the data collection process based on participants’ depth of responses in these areas. Questions related to conceptualization were included in both the interview and discussion, and this theme was chosen as a focus area based on both depth of participant’s responses, and differences between hearing and deaf readers.

After data collection was complete, two additional spreadsheets were used to code and categorize information from every participant, along with the reading strategies checklist. One sheet included four columns: *instruction*, *language*, *conceptualization*, and *strategies*. In every row, participants’ responses in these areas were noted. Repetitive responses were highlighted and coded as characteristics for each area. Variance in responses among groups was noted by tabulating and comparing number of repeated responses. A second sheet included five columns: four columns for assessment scores, and one column for transcript summaries. The highest scores on each assessment were highlighted, and repetition among those participants’ responses was noted. These

participants' transcripts were reviewed, and direct quotes were presented to provide additional descriptive detail.

Instructional Experiences

During the background interview, participants were asked how they learned to read, and what activities were parts of their reading instruction. Although more than 15 participants report having little memory of these experiences, nearly all subjects were able to share some information about their education. The characteristics of instructional experiences included learning how to decode and identify words, and how to make connections between text and concepts. Participants reported instructional experiences in a variety of settings—including deaf schools, public schools, private schools, parochial schools, deaf programs in public schools, and in the home. Variance in the characteristics of instructional experiences included educational settings and methods of instruction. The majority of hearing readers attended public school (more than ½), and the majority of deaf readers (26 out of 30) attended deaf schools for at least part of their schooling.

Instructional methods reported included top-down, bottom-up and interactive approaches—using phonics, vocabulary work, basal readers, grammar activities, leveled groupings, read-alouds, storytelling, reader's theatre, group discussions, connecting pictures with text and/or signs, and ASL literature activities. Among hearing readers, phonics-based instruction, grammar instruction, use of basal readers, and group reading were reported by at least 5 participants. More than 10 hearing participants reported use of phonics. Deaf readers commonly reported matching words to pictures and signs, sign language read-aloud sessions, discussing texts in sign language, practicing grammar, role play, reader's theatre, group discussions, and use of ASL. Several deaf readers mentioned

lessons in phonics or phonologically-oriented activities. Several hearing readers also mentioned readers' theatre.

Whether word recognition was related to phonics, or by linking pictures and/or signs to text—it was often described as a process of making connections with text and building meaning. See Table 4.7.

Several of the highest-achieving readers described variety of activities in their instructional experiences. The quotes below are from two of the highest achieving deaf readers.

*There was a lot of grammar. Homework assignments to read and identify what things were, like “what is an adverb” and etc. I remember they really emphasized that. A lot of pictures and building sentence structure...a lot of vocabulary. Drawing pictures about reading or vice versa. Some acting from the story. Retelling what was read. I was big on this as a kid...reading stories in ASL. Even by myself I would sit and sign stories to myself. I think it helped get the story. A lot of retell involved in class. And critical thinking (Subject 8)
(WJ, 89; PDT, 76; CELF, 1; Checklist, 31).*

*At the time I was in school, the bi-bi philosophy was new, so there was no standardization. They were shifting from Signed English to ASL. Well from more English signed to bi-bi, using ASL to teach. We did plays. A lot of vocabulary testing. Vocabulary was important, because we needed to know it to build the language. So there was a lot of emphasis on learning vocabulary. Spelling. There were a lot of spelling tests too...reading and signing to myself to show what it means...when we were young, looking at pictures. Like reading something and then drawing a picture to match what it said. A lot of discussion and answering questions (Subject 9)
(WJ, 1; PDT, .47; CELF, 1; Checklist, 27)*

Table 4.7. Characteristics of Participants' Instructional Experiences

Open Code	Characteristics	Participants Words
Instructional Experience	<p>Learning word parts</p> <p>Learning words</p> <p>Making connections between text and concepts</p> <p>Varies from bottom-up (phonics/grammar/leveled reading) to top down (whole language) and includes interactive approaches</p>	<p>Connections</p> <p>Phonics</p> <p>Grammar</p> <p>Basals</p> <p>Leveled readers</p> <p>Picture books</p> <p>Dick and Jane</p> <p>Dr. Seuss</p> <p>Workbooks</p> <p>Worksheets</p> <p>Reading groups</p> <p>Reading with teacher</p> <p>Read-alouds</p> <p>Pointing to words</p> <p>Spelling</p> <p>Memorization</p> <p>Storytelling</p> <p>Discussion</p> <p>Recognition</p> <p>Meaning</p> <p>Collaborating</p> <p>Interpreting</p>
	Hearing (and a few deaf) used phonics-based models.	<p>Sounding out words</p> <p>Putting vowels together</p> <p>Matching letters and sounds</p> <p>Letter sounds</p> <p>Letter combinations</p> <p>Forming words</p> <p>Connecting pieces of words</p> <p>Rhyming patterns</p> <p>Rhythmic things to learn spelling</p>
	<p>Deaf readers used pictures and signs to make connections to text.</p> <p>Some hearing readers also connected pictures and text.</p> <p>Deaf, and some hearing readers, used embodied language and activities</p>	<p>Translating text into concepts</p> <p>Signing and pointing to book</p> <p>Acting it out</p> <p>Triad of connections</p> <p>Pantomime</p> <p>Gesture</p> <p>Readers theatre</p> <p>Rhythmic ASL</p>

Language Background

The theme of language background focuses on the participants' communication experiences. During the background interview—participants were asked about early reading experiences, including reading with parents. From their responses, a focus on the area of language identified the characteristics of language background to include communicating with parents and peers, having sensory access to the language used in the environment, and having access to reading material. Variances in characteristics included modality of language used and degree of access to language. Participants reported learned a variety of languages, primarily English, followed by ASL and Spanish. Additional communication modalities experienced by deaf subjects included Signing Exact English, Cued Speech, and Simultaneous Communication (speaking and signing at the same time). Every hearing person interviewed had access to the oral language in their environment. Among deaf participants there were reports of communication barriers, delayed access to language, and inadequate language models. Nearly all deaf people reported using a form of gesture, manually coded English, or ASL from a young age. In the group of high-achieving deaf readers, all subjects experienced early use of a visual language, with more than ½ specifying that language was ASL. Of the group of lower deaf readers, 11 participants reported delayed access to ASL.

Many participants reported reading with parents, sharing activities such as music and library visits, and working with specialized language teachers. Some deaf readers also mentioned use of interpreters, speech teachers, and technology such as closed captioning. Early language experience was commonly associated with household libraries, community activities, and favored literature. See Table 4.8.

Among the highest achieving deaf readers were reports of early language access, ASL in the environment, and frequent literary interaction with family members. The quotes below are from some of these readers.

*My family was very invested in language acquisition. When they found out I was deaf, the number one goal was language acquisition. All the people in my family are hearing, and they all learned sign language (Subject 10).
(WJ, .89; PDT, .66; CELF, .72; Checklist, 24)*

*My parents...when they would learn a sign, they would teach me. So there was a lot of exposure to my parents teaching me, and also a signing teacher who would come to the house (Subject 7).
(WJ, .96; PDT, .95; CELF, .94; Checklist, 39)*

*We had hearing parents, but either one or both of all those parents signed. They did that when they learned that we were deaf. So not only did my mom sign, but my group of peers also had signing and access to information and communication at home (Subject 11).
(WJ, .82; PDT, .73; CELF, .89; Checklist, 28)*

*My grandmother, she would sign stories to me every night, pointing at the book. I started school at two, and remember looking around the classroom and seeing letters and pictures of animals. Name tags. English words. A lot of signing (Subject 10).
(WJ, .89; PDT, .66; CELF, .72; Checklist, 24)*

Table 4.8. Characteristics of Participants' Language Backgrounds

Open Code	Characteristics	Participants Words
Language Background	Communicating with parents Communicating with peers Having sensory access to the environment and language used Having access to reading material	Going to library Going to bookstore Signing with parents Reading with parents Learning signs Access to information Making stories accessible Listening to music Daily oral language Reading the Bible Sharing recipes Sharing stories Discussing stories Spanish Italian
	Deaf readers used visual languages and modalities	ASL Interpreters Closed captions Labels around the house Labels around the classroom Signed stories Signed English Cued Speech Sign language teacher Signing teacher Signing babysitter
	High-achieving readers had access to reading material and experiences reading with parents	Bedtime stories Bookshelves full of books Different kinds of books Reading through books together Taking out books every night Reading every night Sign stories to me every night

Conceptualization

During the background interview, participants were asked how their thought processes were structured. During the read-aloud discussion, they were asked what was

happening in their mind. Due to the depth of their responses and differences between deaf and hearing readers, the theme of conceptualization was chosen as a focus area and defined here as a means of framing thoughts. From participants' responses, the characteristics of conceptualization include processing words and texts, and storing and retrieving knowledge. Participants reported conceptualizing their ideas and written text in visual, auditory, and telepathic means. A few subjects also reported conceptualizing additional sensory experiences such as smell. Visualization included seeing pictures and/or a mental movie, seeing sign language, and in lesser amounts—written text or mental subtitles. Auditory experiences included hearing inner speech, character dialogue, and environmental sounds. Variance in conceptualization among groups included language of thought and shape of thought. Many readers, deaf and hearing alike, reported visualizing as a means of processing their thoughts. These readers also described visualizing the scene and characters during the read-aloud discussion. A few deaf readers reported processing language with sound-based mechanisms, such as quoted below.

I definitely, while reading, hear a phonetically based voice. I will think out the full phrase like "what are you doing," word for word. That doesn't help me understand a word like "what," but I will still be thinking in English. At the same time, I will be thinking about what was in the meaning, doing as what is happening. So I think there are two separate things happening at the same time (Subject 1).

(WJ, .96; PDT, .85; CELF, .89; Checklist, 37)

Hearing readers also reported dual mechanisms of conceptualizing thought, using both sound and mental imagery.

Well I definitely do hear words in my mind. Some words I cannot hear in my head/pronounce and reading it feels different. If it's a really big word, like a name that I can't pronounce, then I just kind of skip it. It's a different process of hearing in my mind. At the same time, there's also an image of a whole story playing in my head (Subject 34).

(WJ, .93; PDT, .97; CELF, .92; Checklist, 29)

*When I'm reading, in my mind, there are voices and everything. When I'm reading a book, I picture a character with their body, their language and their speech (Subject 42).
(WJ, .89; PDT, .97; CELF, 1; Checklist, 25).*

While most readers reported visualizing ideas, hearing readers were more likely to also think in sound. Out of 30 hearing readers, 25 reported either hearing their own thoughts, the text, or character dialogue. This was not common among deaf readers, who instead often mentioned processing character dialogue telepathically. *Telepathic processing* is defined here as effectively communicating an idea or message without seeing or hearing language. This included seeing characters speak without hearing their words, and imagining characters communicating ideas without speaking or signing. Out of 30 deaf readers, 17 mentioned some form of telepathic processing. Three hearing readers also mentioned thinking this way. The following quotes are from deaf readers.

*I don't realize visualize people signing, but I don't see them speaking either. If the character is deaf, I may see them signing. If a character is hearing, I may see them speaking. But that's not really what I visualize about a story...it just happens. The meaning, its just there (Subject 7).
(WJ, .96; PDT, .95; CELF, .94; Checklist, 39).*

*The odd thing is that I don't think in language, but in actions. When something is being said...I sign it. Once in a while, I get an odd set of subtitles, but I'm not sure why I get that. But I tend, in that way, to think more organically. No forced language is included. Everything is accessible. Everything, signing, etc., works out the way we need it in the visual environment (Subject 14).
(WJ, .86; PDT, 56; CELF, 94; Checklist, 38)*

*In person I won't understand, but in the mind it's like a telepathic communication. It's wonderful. Most of the time, when I dream, when people are signing or talking—I know what they mean, like mindreading (Subject 22).
(WJ, .14; PDT, .51; CELF, .36; Checklist, 20)*

In addition to conceptualizing ideas visually, deaf readers also commonly described the format of the text visually. More than 10 deaf readers described the text using spatial terms, while only two hearing readers did. See Table 4.9.

Table 4.9. Characteristics of Participants' Conceptualizations

Open Code	Characteristics	Participants Words
Conceptualization	Processing words and texts Storing/retrieving knowledge	Visualization Action I see it happening Picturing it Mental picture Mental imagery
	Varies from visual to auditory, telepathic and multimodal	Movie playing in my head Sign in my head
	Seeing pictures, movies, text, sign	
	Hearing (and some deaf) readers also consistently report inner auditory processes	Hearing phonetically based voices Natural flow of speech Sounding out Talking in my head Hear words in my head
	Deaf (and some hearing) readers report conceptualizing language telepathically.	Back and forth, like a silent mind The meaning, its just there Mindreading It just happens Just the message Sense of the meaning
Deaf readers frequently report processing text according to spatial structure	As a whole Length of sentences Margins Blocks of text The whole of text as a picture Review of a picture A spatial experience Top to bottom to get the idea	

Comprehension Strategies

During the background interview, participants were asked what comprehension strategies they use during reading, and what they do when they come across a word they aren't familiar with. Then during the read-aloud discussion, participants were asked a

series of questions about the text. From participants' responses, the characteristics of comprehension strategies include deciphering words and constructing meaning from texts, gathering information, and using resources. Variance in comprehension strategy use included extent of strategies used, and motivation to persevere independently. The most common comprehension strategies both reported and demonstrated were visualizing and using context to understand the meaning of a text. During the background interview, a little more than ½ of participants reported using visualization and context cues as reading strategies. The following quotes are from deaf readers.

Using the context helps me decide what the writer means. I tend to read, pause, visualize and think about what's happening, then go back and read more (Subject 6).
(WJ, .86; PDT, .77; CELF, .94; Checklist, 39)

I will refer to contextual cues, looking back and ahead in the text to gain meaning (Subject 1).
(WJ, .96; PDT, .85; CELF, .89; Checklist, 37)

I skim the material and then go back and read it, visualizing an idea of what the story is about (Subject 2).
(WJ, .86; PDT, .85; CELF, .94; Checklist, 30)

More than 50 participants reported visualizing the text during the read-aloud discussion, and over 40 participants reported using context cues while reading the passage. Additional strategies reported by at least 10 participants included making predictions, using background knowledge, sounding out words, translating text, looking up words, and asking for help. More than 5 of the highest achieving readers used complex and abstract strategies—such as analyzing the effectiveness of the message, and engaging with the text by asking questions, and making connections with the text to personal experience, other books, and social issues. The highest readers described being confident

and self-directed when approaching text comprehension. The quotes below are from both deaf and hearing readers. Subjects 1 to 30 were deaf, and subjects 31 to 60 were hearing.

I enjoy reading, and sometimes I won't know what something means, but will continue reading through until I understand—just diving through it (Subject 10).

(WJ, .89; PDT, .66; CELF, .72; Checklist, 24)

I try to gain a sense of audience with the text, with what the writing is saying. I feel that it helps me understand where they are coming from—what their goal is, whether or not they accomplished the goal. I try to identify when I am thrown off and make logical connections with different parts of the text (Subject 8).

(WJ, .89; PDT, .76; CELF, 1; Checklist, 31)

If I read something with complicated or abstract concepts, I will think about it and try to interpret what it is saying and what the author means. I can agree or disagree. I can read to learn (Subject 9)

(WJ, 1; PDT, .47; CELF, 1; Checklist, 27)

A lot of predicting about what will happen. A lot of filling in. Just like my strategy in the hearing world. I apply that to my reading. That skill from my environment. It applies to reading too (Subject 7).

(WJ, .96; PDT, .95; CELF, .94; Checklist, 39)

I'm always making connections. To other books, to movies, to myself, to the world, making a lot of connections. Using mental imagery, I'm always visualizing when I read. Sometimes when I'm reading, if I misread one word in my mental picture, it won't make sense and so I will go back and read again (Subject 33).

(WJ, .89; PDT, .95; CELF, 1; Checklist 33)

A lot of making connections. Trying to think what it reminds me of. And I would say visualizing...as a teacher myself, I know a lot of reading strategies, so I visualize, question, re-read again and again (Subject 42).

(WJ, .89; PDT, .97; CELF, 1; Checklist, 25)

Among readers with the lowest comprehension scores were reports of less confidence and motivation with applying reading strategies. These readers described reading as a less engaging process, and some were quick to give up on building comprehension. The following quotes are from both deaf and hearing readers.

I read slowly and carefully. Sometimes it's a little bit over my head. But I will go look at pictures. If there's no pictures, then I'm out (Subject 17). (WJ, .21; PDT, .49; CELF, .31; Checklist, 18)

I will like to ask someone to discuss it with me. I'd rather this than being the only one thinking about it. It's hard to visualize. Sometimes I visualize wrong, or right. Sometimes I will make assumptions (Subject 24). (WJ, .39; PDT, .50; CELF, .72; Checklist, 21)

When I read, like after I'm done reading, it's gone. That's why I don't read. (Subject 47). (WJ, .54; PDT, .98; CELF, .86; Checklist, 12)

I actually look at the sentence and I try and then I just kind of fill in the blank because...yeah I don't look it up. Usually it's not that important—the things I'm reading anyway (Subject 49). (WJ, .68; PDT, .94; CELF, .94; Checklist, 14)

Although it was not an option during the read-aloud discussion, looking up the meaning of an unknown word using a dictionary or Internet source was a strategy reported by many participants. Several participants indicated that use of this strategy was increasing because of the technology available when reading on their phones or digital devices. See Table 4.10.

If not for the technology, I would probably skip through those words and try to make a meaning for it by guessing what it meant (Subject 2). (WJ, .86; PDT, .85; CELF, .94; Checklist, 30)

I think when I was little, I would stop...and kind of reread again and see if I could figure it out, read a little bit further, but now I just kinda, "oh I don't know what it means? Ok, Google" (Subject 56). (WJ, .82; PDT, .97; CELF, .83; Checklist, 15)

Table 4.10. Characteristics of Participants' Comprehension Strategies

Open Code	Characteristics	Participants Words
Comprehension Strategies	Deciphering words Constructing meaning from texts Gathering information Use of resources	Visualizing Making connections Skimming Scanning Text structure Bolted words Figuring it out Think about what's happening Picking out words I know Pause Go back Re-reading Dictionary Look it up Google Research Click on word on iPhone/Kindle
	Most common strategies are visualization and use of context cues	Play around with it Filling in Predicting Next sentence will tell me Make up the meaning and link it to the word Logical connections with different parts of the text
	High-achieving readers more complex and abstract strategies	Gaining a sense of audience Like my strategy in the hearing world, I apply that to my reading Look over the complexity Translate into ASL Text-to-self, text-to world
	High-achieving readers are confident and self-directed	Up to me Evolved on my own Confident I read fast I remember what I read I can read to learn I enjoy reading Will continue reading until I understand I use language to continue learning I'm always reading I can read and understand I constantly read I read a variety of things I can read anything you give me

4.3.4.2. Axial Coding

After the interconnecting themes of instructional experiences, language background, conceptualization, and comprehension strategies were coded and categorized, they were reduced during axial coding to the connecting themes of *visual-spatial conceptualization* and *multiple strategy development and application*, and then verified by reviewing of participants' responses in alignment with both high and low reading achievement scores. The connecting themes were identified by asking what language background and instructional experiences facilitated effective reading skills for deaf people, and how these skills were processed. The highest achieving readers reported varied instructional experiences, and nearly every deaf reader described processing their thoughts in a visual manner—so the next stage of the analysis focused on visual-spatial decoding strategies, and the development and application of these strategies in processing the linear text of an oral language.

Visual-Spatial Conceptualization

As established during open coding analysis, a visual-spatial orientation among deaf readers emerged as a theme in their reading process. When approaching texts, more than ½ of hearing readers described reading the words in a linear fashion, compared to less than 10 deaf readers. Of these deaf readers, 6 were struggling readers. Several stronger deaf readers reported surveying the text spatially. The following quotes are from deaf readers about their approach to a text.

When I read, I tend to look at the whole of the text as a picture (sweeping circle V-handshape over a 5-handshape paper). When I make a mental picture, I try to remember what happened, who was involved, different details and ideas that I can remember was on the page. Like I know it's up here (points to top of page) and not down here

(points to bottom). So I will look for the section or part of the page. As a whole, it's a very spatial experience (Subject 7). (WJ, .96; PDT, .95; CELF, .94; Checklist, 39)

First I just looked it over as a whole, top to bottom to get the idea—and then went back over to read what they said (Subject 8). (WJ, .89; PDT, .76; CELF, 1; Checklist, 31)

No, I don't look at each individual word. I just scanned around the page (circular motion V-handshape)...I just read through the text as a whole, looking for big ideas and words, what the main ideas and things were in each line (Subject 10). (WJ, .89; PDT, .66; CELF, .72; Checklist, 24)

I looked and read two lines at a time. Because of how the text was structured, I was able to read two lines at a time. The verses were short and the margins were wide, so it was easy to read them at the same time (Subject 11). (WJ, .82; PDT, .73; CELF, .89; Checklist, 28)

Several deaf readers commented on the size and shape of page margins and line breaks, read multiple lines simultaneously, and translated the text into a visual format—indicating a visual-spatial manner of framing thoughts and decoding the patterns and meaning of text. For some readers, the use of ASL translation as a reading strategy facilitated text comprehension by re-structuring the content to align with the shape of their thoughts. Stronger deaf readers, who experienced instruction in visual-spatial languages, described how having a developed visual language allowed them to comprehend and communicate about English in a more spatial manner.

Spatializing (the English) helps me conceptualize all my ideas, so when I'm involved in class discussions, I tend to both speak and use spatial language to show people what I am conceptualizing—the structure of my thinking (Subject 7). (WJ, .96; PDT, .95; CELF, .94; Checklist, 39)

When it comes to Shakespeare, I think much more in sign language to be honest. It really helps me understand Shakespeare.. I look at it, and then think of the sign and I understand the meaning instantly (Subject 1). (WJ, .96; PDT, .85; CELF, .89; Checklist, 37)

The use of ASL translation during the read-aloud discussion revealed how some deaf readers were able to process phonological units. When asked to describe the rhythm and rhyme patterns during the read-aloud discussion, several detailed them in a spatial manner.

At first, the rhythm was more laid back (uses movement to demonstrate light throwing) and now its more intense, the rhythm becomes more and more apparent (uses movement and bared teeth to demonstrate intense throwing) Like...this and THAT, this and THAT (uses body shift to demonstrate two parts of the rhythm). So expanding on that rhythm, we see a lot of that pattern going back and forth (Subject 1). (WJ, .96; PDT, .85; CELF, .89; Checklist, 37)

Yes, sometimes I would look and notice a rhythmic pattern, like from left to right: this and THAT, this and THAT (Subject 23). (WJ, .50; PDT, .62; CELF, .83; Checklist, 26)

Now I am paying attention to the couplets, to the 2 line patterns. I find myself moving in a pattern to match the rhythm of the words. Like (V-Handshape) look look LOOK, look look LOOK (Subject 11). (WJ, .82; PDT, 73; CELF, .89; Checklist, 28)

During the discussion, deaf readers demonstrated additional visual-spatial conceptions of the phonological patterns. More than ten deaf readers used repeat handshapes when translating rhyming verse, and more than 20 deaf readers used rhythmic movements to code the beat of a translated verse. Under the conditions of a developed visual-spatial language, the deaf readers quoted above demonstrate how both conceptual and phonological patterns of a linear text can be identified and translated into a visual-spatial format as a strategy for comprehending texts.

Multiple Strategy Development and Application

The development of these strategies was facilitated by access to language and varied instruction. Deaf readers described learning about both phonological patterns and

metacognitive strategies using separate, yet simultaneous methods. Visual-spatial approaches to learning about different forms of phonology were described, with some mention of Cued Speech, speech therapy, speechreading and written phonics. Several deaf readers emphasized ASL as a method for teaching English phonology.

In understanding how to read, phonology helped. First you need to understand the basic reasoning of it. For deaf people, phonology...the teacher has to explain in sign language until you understand (Subject 3). (WJ, .57; PDT, .83; CELF, .69; Checklist, 34)

My dad always sang/signed, taught us new words through spelling, and shared language patterns through singing in sign language. Through the patterns, I recognized and internalized the music and language (Subject 12). (WJ, X; PDT, X; CELF, X; Checklist, 36)

When translating lines of text during the read-aloud, deaf readers demonstrated different techniques for representing phonemic patterns, including fingerspelling, repeated handshapes and structured movements. Of particular note was the chorus verse, written in 4 feet (units) of 2 beat (syllable) meters.

Double, double toil and trouble;
Fire burn, and cauldron bubble.

It was frequently translated using the 2, 5, and/or 5-Claw handshapes to represent a repeating rhyme, in 2 movement meters to represent the beat of the rhythm. Some examples:

(5-Handshape, 2 beat movement)
SWARM SWARM
BOIL BOIL
BUBBLE BUBBLE
CLAW GROUND
(2-Handshape, 2 beat movement)
LOOK AROUND (Subject 12)
(WJ, X; PDT, X; CELF, X; Checklist, 36)

(2-Handshape, 2 beat movement)
DOUBLE DOUBLE
(5-Handshape)
WORK TROUBLE
FIRE BURN
POT BUBBLE (Subject 14)
(WJ, .86; PDT, .56; CELF, .94; Checklist, 38)

(5-Claw Handshape, 2 beat movement)
GAIN GAIN
CHAOS STORM
BOWL BOIL BOIL
SPILL OVER (Subject 8)
(WJ, .89; PDT, .76; CELF, 1; Checklist, 31)

Recognition and representation of these phonological patterns were more common among confident and high-achieving deaf readers. These readers also described applying phonological knowledge in the writing process.

I had a class where we had to play with the rules and structure of English rhythms. We had to play with it, not just read it. For me, I didn't get too much more into it than that, because I went into other things-- but I did enjoy it the rhythmic knowledge and play of both ASL and English (Subject 12).
(WJ, X; PDT, X; CELF, X; Checklist, 36)

Phonics, related with spelling, it helped me to understand large vocabulary words. Like agreement, disagreement. Phonology helped with those kinds of words. How to write well and sound smooth? Well, it helped, but it helped me understand how to use vocabulary (Subject 3). (WJ, .57; PDT, .83; CELF, .69; Checklist, 34)

In addition to phonological coding, stronger readers maintained use of varied comprehension strategies in both guided and independent experiences. These experiences resulted in metacognitive awareness and willingness to continue building comprehension independently. Applying strategies to build meaning was a self-directed process among confident and high-achieving readers. Several of the high-achieving deaf readers with

graduate degrees who had lower passage comprehension scores described reading as a process of persevering to build meaning.

I tend to try and figure it out before I look it up in a dictionary. That's how I became a good reader, trying to figure it out. By looking at the meaning before the word, and trying to think what it could be (Subject 4). (WJ, .57; PDT, .68; CELF, .81; Checklist, 28)

Before, I used dictionaries all the time to look up words, but then found that the more you read, the more you are able to develop comprehension. So when I reach vocabulary that I don't know the meaning of, I can connect it with another part of the text that clarifies what it is referring to. Just persevering and continuing to read allows you to develop comprehension. You have to do it, being deaf and not being able to hear, you have to persevere with reading. You have no other choice. Look at the text, play around with it. Just do that (Subject 3). (WJ, .57; PDT, .83; CELF, .69; Checklist, 34)

Although several deaf readers advocated actively engaging with text to build comprehension before using resources, the use of external resources was also a component of effective reader's strategy repertoire. These readers did not simply look up unfamiliar words, but used external resources to explore unfamiliar content. They explained that doing research on a particular topic or discussing the content with peers was helpful when processing the specific meaning of the content. A deaf law clerk described using abridged notes and discussions with colleagues when trying to decipher the meaning of archaic legal texts. Another deaf participant shared that as a child, he asked for the meaning of words so often, he was told to go read a dictionary, which he proceeded to do.

They told me to, so I did it. It was thick, but it kind of taught me what words mean. If they made a book for that, it meant that obviously words were important. Really important. So I became comfortable using resources to look things up (Subject 14). (WJ, .86; PDT, .56; CELF, .94; Checklist, 38)

These readers learned that external resources were helpful strategies when processing unfamiliar text, but that building comprehension was still an active and internal

process. Other deaf readers described learning about reading to be a passive, teacher-directed experience without opportunity to develop and engage independent strategies.

The teachers approach was to give us the answer, not challenge us to find the answer or identify the important part or point of the passage. Her approach was just to give us the answer (Subject 13). (WJ, .64; PDT, .56; CELF, .86; Checklist, 24)

Teachers would sign stories to use. I would watch in interest. I think that was the problem, because it didn't give me a chance to read by myself (Subject 23). (WJ, .50; PDT, .62; CELF, .83; Checklist, 26)

For these readers, approaching reading comprehension was often dependent on external support. Effective readers used a greater range of strategies, while struggling readers were more likely to look up a word right away or ask for help. Non-academic hearing readers were also more likely to look up a word right away, but struggling deaf readers gave more information about relying on other people to process the text for them.

If I read and don't understand, I ask someone to sign it for me. Then I understand the purpose of that and can go from there (Subject 18). (WJ, .07; PDT, .49; CELF, .47; Checklist, 19)

If I still don't understand, I will have to ask someone who knows what it means. Sometimes I'll have to wait for a month to ask someone who understands to explain it to me (Subject 16). (WJ, .14; PDT, .53; CELF, .42; Checklist, 19)

I always ask a hearing person what it means, for them to explain it to me. Or if I don't want to embarrass myself, and it's a really easy word, I will go and look it up on my phone (Subject 22). (WJ, .14; PDT, .51; CELF, .36; Checklist, 20)

Whether or not reading was an active and effective experience, deaf participants were able to adapt to their environments in various ways. Even readers who reported struggling with English text managed to develop and apply independent strategies to seek, understand, and share information in the world around them. Technology and social media

were common tools. Deaf and hearing readers alike expressed that technology had a great impact on their reading processes. Deaf readers in particular described ways that technological advances had increased access to the language of the hearing world.

After graduation, what I would do was watch the closed captions on the television and read the spelling of the English sentences—changing my mind to push aside the ASL and become more concise in English, almost close to what English is (Subject 22). (WJ, .14; PDT, .51; CELF, .36; Checklist, 20)

Today, I feel like when I'm waking up, I'm reading. There are many things available on technology, like Twitter, Newsfeeds, AOL access and Facebook, lots of things available today that I can access and read about what is going on and what to do. Before, it was more limited. Like we could only use the TTY, text on the phone, watch the news on TV. It was very limited. Our favorite shows might not have had closed captioning. Nowadays, it is very accessible for deaf people to see what they want to do (Subject 29). (WJ, .61; PDT, .79; CELF, .75; Checklist, 28)

Some readers were able to develop and apply comprehension strategies with accessible instruction and language experiences. Other readers used the facilitating conditions of technology and media to re-format language, and bypass inaccessible or inadequate language experiences to access information—thereby building more effective comprehension skills. For all readers, the development of strategies was facilitated by accessible and meaningful language experiences.

4.3.4.3. Selective Category

Access to varied and meaningful language experiences emerged as an overarching theme for effective reading among participant responses. *Meaningful language experiences* are defined here as having access to communication, making connections, and actively engaging with language. This core category was chosen by asking which concept was related to all other experiences in the context of literacy development among deaf

readers. Effective deaf readers reported having access to language-- whether through language models, home libraries, school libraries and bookstores, or instructional experiences. These readers were able to make connections between texts and knowledge, develop and apply effective reading strategies, and use reading to gain knowledge. The development and use of varied strategies emerged as a connecting theme among participants as a condition of effective reading. Application of effective strategies was facilitated through accessible instruction and opportunities to apply skills independently. High-achieving readers described these experiences as meaningful and engaging-- motivating them to continue developing their reading skills.

*Every night --my parents, who were big readers, would have a night full, like an hour or half an hour, of reading through books together...then I was just addicted to consuming books, reading new books every week. My weekly allowance went toward the bookstore and new reading material every week (Subject 8).
(WJ, .89; PDT, .76; CELF, 1; Checklist, 31)*

*My dad would tell me bedtime stories every night when I was in preschool and kindergarten. I started reading by myself when I was...around 1st grade. My parents had a big bookshelf in the basement with lots of different kinds of books, ranging from children's books to fantasy novels. We had encyclopedias, dictionaries, everything. I would just look through and read all the different books (Subject 6).
(WJ, .86; PDT, .77; CELF, .94; Checklist, 34)*

*It was just internalizing the idea of the story. Using pictures and acting out the story, she would relate it to the print. I would be curious about what the word meant, and then picking it up from there (Subject 2).
(WJ, .86; PDT, .97; CELF, .94; Checklist, 30)*

Struggling readers reported greater barriers in language access-- including inaccessible language models and limiting instructional experiences.

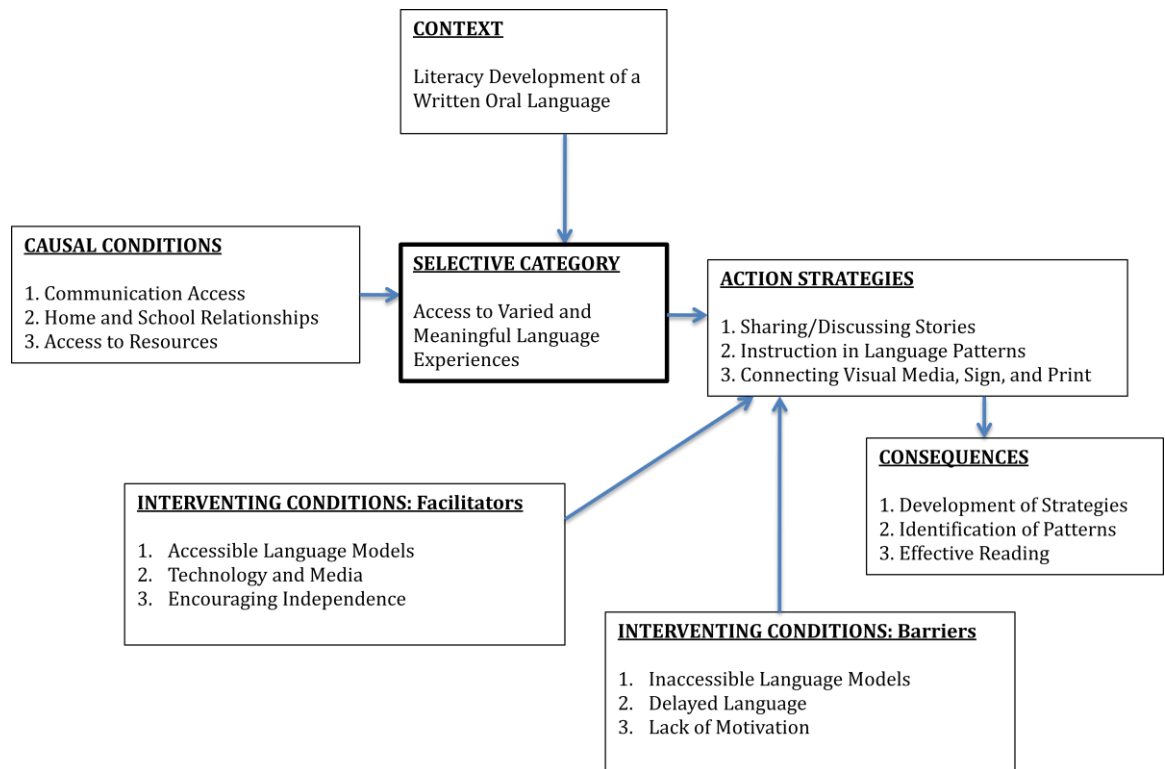
*To tell the truth, I did not understand. It was just mouths moving like blah blah and I did not get it (Subject 16).
(WJ, .14; PDT, .53; CELF, .42; Checklist, 19)*

*They were annoyed by my use of ASL and taught me how to switch the grammar and move it around—again and again, they drilled it in. It really bothered me as they tried to change me (Subject 22).
(WJ, .14; PDT, .51; CELF, .36; Checklist, 20)*

*They didn't teach me to read books. One gave me a textbook. The teacher gave directions and said read the book. I didn't know what else to do. Give me an example (Subject 30).
(WJ, .54; PDT, .59; CELF, .75; Checklist, 17)*

The casual conditions for early access to visual language included communication access, home and school relationships, and access to resources. Accessible communication included early and ongoing exposure to ASL and/or other forms of visual language, reading with parents, sign language read-aloud sessions, and access to a variety of high interest texts. An interactive model of reading instruction was prevalent in the background of high-achieving readers—and included explanations of phonological patterns; different techniques of connecting pictures, sign, and print; and sharing and discussing stories. These experiences were facilitated by accessible language models, technology and media, and opportunities to apply strategies independently. Early access to visual language, interactive reading experiences, and varied instructional methods allowed deaf readers to develop and apply effective comprehension strategies. See Figure 4.9.

Figure 4.9. Selective Category Framework



4.4. Conclusion

This chapter provided a description of the data analysis procedures and results.

Research Question #1: What factors relate to reading achievement?

The analyses showed a significant positive relationship between reading achievement, phonological skills, and metacognition among deaf and hearing readers. No significant relationship was found between reading achievement and levels of education, motivation and parental involvement for hearing readers, but a relationship was found between checklist scores with both motivation and parental involvement. For deaf readers, there was also a relationship between checklist scores and motivation, and also between parental involvement and motivation. A relationship between education and reading

achievement was also found among deaf readers. The conclusion is that phonological processing and metacognition are related to reading achievement.

Research Question #2: What differences are found between deaf and hearing readers?

This question was answered using quantitative comparisons and qualitative explorations. When comparing scores between groups, a main effect of hearing status was found on 3 out of 4 measures—reading achievement, phonological processing, and one metacognitive scale. On the measure of reading achievement, hearing readers had significantly higher scores than deaf readers, and high-achieving readers had higher scores than lower readers. An interaction effect was also found, revealing no significant difference between deaf and hearing readers at the high-achieving level. On measures of phonological skills, hearing readers had higher scores than deaf readers, and high-achieving readers had higher scores than lower readers. An interaction effect was found, revealing no difference between high and low achieving hearing readers. These results showed that deaf and hearing readers were significantly different in the area of phonological processing at both levels, but similar in reading achievement at the high level.

In the area of metacognition, one measure showed a difference between deaf and hearing readers, while the other measure found no difference. On the first measure of metacognition, hearing readers had significantly higher scores than deaf readers, and high-achieving readers had lower scores than deaf readers. Similar to the reading achievement analysis, an interaction effect found no difference between deaf and hearing readers at the high-achieving level. On the second measure of metacognition, a reading strategies

checklist, high-achieving readers had higher scores than lower readers—but no differences were found between deaf and hearing readers at either level. The conclusion for the quantitative analyses of similarities and differences is that deaf and hearing readers are similar in reading achievement and metacognition, but different in phonological processing.

The qualitative analysis of the background interviews and reading dialogues showed language access to be a key factor distinguishing between deaf and hearing, high and low achieving readers. Four themes related to reading were identified: *instructional experiences, language background, conceptualization, and reading strategies*. From these themes emerged two categories related to effective reading and the deaf experience: *visual-spatial conceptualization, and multiple strategy development and application*. Deaf readers were found to commonly frame concepts and process texts in a visual-spatial manner, and to apply different strategies when identifying and representing the phonological patterns of written text. Effective readers were able to apply these strategies during read-aloud discussions, and described building comprehension as an internal and self-directed experience, while struggling readers reported relying on external resources to process meaning. The use of technology and media to bypass comprehension barriers and access information was reported by both deaf and hearing, high-achieving and struggling readers.

The prominent facilitating variable that led to effective reading was having *access to varied and meaningful language experiences*, which included early visual communication, an interactive approach to reading instruction, and access to a variety of instructional media. Under these conditions, readers were able to develop and apply

independent reading strategies. Struggling readers reported greater barriers in language access—including inaccessible language models and limited instructional experiences. High-achieving readers experienced more accessible, varied, and meaningful language experiences—which developed into effective, self-directed reading strategies. The conclusion of the qualitative portion of the analysis is that deaf and hearing readers conceptualize language differently, but with accessible language and instructional experiences—deaf and hearing readers are able to achieve at similar levels.

Chapter Five: Discussion

Reading Achievement

5.1. Overview

This chapter summarizes the findings of the study and provides an interpretation of the results. After a summary of the study and the limitations, there are four sections focusing on achievement records, factors of achievement, phonology, and metacognition. Each of these four sections is divided into a brief review of the background—followed by a report of the study results—and concluded with an interpretation of the results. The chapter concludes with a synthesis of the results, and a final section of recommendations for instruction and further research.

5.2. Summary of Study

Deaf education is a field marked by debates on appropriate methods for literacy and language development (Moore, 2001). Some educators believed that deaf people should first be taught abstract concepts in sign language in order to develop the cognitive skills necessary for reading (Gallaudet, 1848/1997). Others argued that deaf people should first be taught sound phonology in order to acquire literacy skills, and that sign language interfered with this approach (Bell, 1883; 1884). These debates have continued for hundreds of years and reflect opposing theories in general education on whether to approach literacy instruction by building up skills in sounds, letters, and syllables—or to focus more on overall comprehension and background knowledge (McAnally et al., 1994). Research has shown that effective readers employ an interactive approach, by simultaneously processing the small units of language and the broader ideas of texts (National Reading Panel, 2000). These findings are similar among deaf readers, but

more information is needed on how deaf readers effectively develop and apply phonological processing skills and metacognitive strategies (Schirmer & McCough, 2005). Within the context of instructional debates, research has also shown that deaf children face barriers in language development and frequently perform at substandard reading levels (Qi & Mitchell, 2011; Traxler, 2000).

In response to persistent concerns that deaf people do not achieve to their academic potential (Babbidge, 1966; Scott, 2011) with very little known about aspects of their achievement (Banner & Wang, 2011; Luckner & Stewart, 2003), the purpose of this study was to explore successful readers' skills and learning experiences by identifying factors and themes related to their achievement. The study focused on profoundly, prelingually deaf adults—who did not have sensory access to the oral language used in printed text. The study compared high-achieving deaf adults with three other groups: hearing high-achieving readers, deaf struggling readers, and hearing struggling/non-academic readers. The purpose of the comparison was to identify similarities and differences among deaf and hearing, high and low readers. Using a demographics form, background interview, reading comprehension assessment, phonological skills assessment, metacognition assessment, and think-aloud discussion of a reading passage accompanied by a reading strategies checklist, data were collected and analyzed using a mixed methods design.

To identify factors related to reading achievement, reading comprehension scores were related with phonological assessment scores, metacognitive assessment scores, and personal factors. Results showed that both phonological skills and metacognition were significantly related to reading achievement for both deaf and hearing readers. No

relationship was found between reading achievement and the levels of education, motivation, and parental involvement for hearing readers—but educational level was found to be related to reading achievement among deaf readers. These results indicate that phonology and metacognition are related to metacognition, but that the quantitative analysis for personal factors may be inconclusive.

To identify similarities and differences between deaf and hearing readers, data were analyzed using both quantitative and qualitative measurements. Hearing readers were found to have higher reading comprehension, phonological skills, and metacognitive assessment scores. Higher achieving readers were also found to have higher scores. There was no difference between deaf and hearing readers at the high-achieving level on reading comprehension or metacognition scores. On the phonological skills assessment, there was a difference between deaf and hearing readers at both levels. On the reading strategy measure of metacognition, there was no difference between deaf and hearing readers at either level. These results indicate that deaf and hearing readers are similar in reading achievement and metacognition, but different in phonological processing.

Similarities and differences between deaf and hearing readers were also analyzed qualitatively by coding, categorizing, and relating themes found in background interviews and read-aloud discussions. *Instructional experiences*, *language background*, *conceptualization*, and *reading strategies* were the four areas of focus. The two themes relating these categories to effective reading processes for deaf readers were *visual-spatial conceptualization*, and *multiple strategy development and application*. Deaf readers commonly reported conceptualizing their thoughts in a visual-spatial manner,

and high-achieving readers described reading as a self-directed process using multiple strategies. The causal condition that facilitated effective reading was found to be *access to varied and meaningful language experiences*. These results showed that profoundly deaf readers sometimes conceptualized language differently than hearing readers, but were able to achieve at similar levels with access to visual-spatial language, instruction, and engaging reading experiences.

5.3. Limitations

The limitations of the study include the design of the tool to measure personal factors, a translation factor, the sample of non-academic hearing readers, and three missing pieces of data. First, the levels of parental involvement and motivation were analyzed using a singular measurement: an ordinal scale on the background demographics form. This did not account for discrepancies between participants' perceptions of what motivation was and their lived experiences of motivated behavior—or in differences between motivation and parental involvement through different levels of schooling. The second limitation of the study was that the interviews and discussions in ASL were translated into written English for the analysis—limiting the scope of sign language analysis. The third limitation was the sample of non-academic hearing readers, who were chosen based on occupation and educational level—but most of whom identified as average or above average readers. This sample limited the quality of comparison to the group of deaf participants who identified as struggling readers. The final limitation of the study was that several pieces of data were missing. One participant completed the interview and discussion portion of the study, but did not complete the tests. Only 59 samples of the reading assessment tests were analyzed. In addition, two

videos for the reading discussion portion of the study were lost during the uploading process. Only 58 reading discussion transcripts were analyzed. No other data were missing.

5.4. Achievement Records

5.4.1. Background

Deaf people are commonly reported to perform at a significantly lower reading level than hearing peers—but have also demonstrated proficiency in reading. Standardized assessments are the most widely used measurements for proficiency (Luckner & Bowen, 2006) and show that deaf people perform at lower standards than hearing peers (Qi & Mitchell, 2011; Traxler, 2000). These records are persistent, but may be misleading, because the general population is also reported to struggle with reading proficiency (National Assessment of Educational Progress, 2013). In addition, deaf and hard of hearing people have also been shown to perform comparably to hearing peers (Easterbrooks & Beal-Alvarez, 2012; Traxler, 2000). Additional measures of literacy achievement—such as observations, portfolios, and checklists have evaluated deaf readers based on their demonstrated abilities, and show promising results (Banner & Wang, 2011; Easterbooks & Huston, 2001). Deaf people are capable of reading proficiency, but achievement records often reach conclusions of deficiency.

5.4.2. Results

This study used both standardized assessments and reading checklists to evaluate the comprehension skills of deaf readers. The results showed that deaf and hearing readers achieved at similar levels in the areas of reading comprehension and metacognition, but that hearing readers scored at higher levels in phonological

assessments. There was also a difference between deaf and hearing readers at the lower level. On the reading strategy checklist however, no difference was found between deaf and hearing readers at either level.

5.4.3. Interpretation

These results suggest that deaf and hearing readers are more similar than different when it comes to overall reading abilities. The group of high-achieving profoundly deaf readers were comparable to hearing readers in every measure except for phonological processing, suggesting that reading comprehension is not related to hearing ability. These findings contrast the persistent concerns on literacy achievement among deaf individuals, and indicate that even profoundly deaf individuals are capable of reading at level with hearing people.

In the measure of reading strategies, all deaf readers were comparable to hearing peers. These findings support the notion that additional whole language assessments may be more valid representations of the abilities of deaf readers (Banner & Wang, 2011; Easterbooks & Huston, 2001). While the group of struggling deaf readers performed at lower levels in every other assessment, their scores on the reading strategies checklist revealed abilities that were at level with their hearing peers. For struggling deaf readers, the additional assessment shifted some of the focus from deficiencies in comparison with other readers, toward a more comprehensive evaluation of their abilities.

5.5. Factors of Achievement

5.5.1. Background

Both personal and linguistic factors have been found to be related to achievement. Explicitly teaching students phonology and reading strategies has been related to gains in reading (National Reading Panel, 2000). Other factors consistently related to reading achievement include motivation (Albertini et al., 2011; Reed et al., 2008), parental involvement (Kluwin & Gaustad, 1991; Luckner & Muir, 2001; Luckner & Stewart, 2003; Reed, 2008), and overall language ability (Calderon, 2000; Freel et al., 2011). Sign language ability is also related to reading achievement (Freel et al., 2011). The use of sign language instruction and graphic media with young children has also been shown to support the acquisition of early literacy skills (Hoffman & Wang, 2010; van Staden, 2013). Overall language ability, motivation, and parental involvement are common factors of achievement.

5.5.2. Results

This study analyzed the relationship of phonology, metacognition and personal factors to reading achievement. Phonology and metacognition were found to be related to reading comprehension scores for both deaf and hearing readers. Educational level was related to reading achievement for deaf readers, but not for hearing readers. No relationship was found with the other personal factors, including motivation and parental involvement. Motivation and parental involvement were related to reading strategy use, and motivation was related to parental involvement among deaf readers.

The background interview and read-aloud discussion offered more information on the language background and personal factors of high-achieving readers. High-

achieving deaf readers reported early and meaningful access to language, and varied instructional experiences. High-achieving readers also described reading as a self-directed and independent process.

5.5.3. Interpretation

The results show that overall language ability is related to reading achievement. Since both phonology and metacognition were found to be related to reading achievement, effective reading seems to include proficiency with the smaller patterns of language as well as the broader structure of written passages. These findings, and the reports of varied instructional experience among high-achieving readers, suggest that an interactive approach to literacy instruction can facilitate effective reading skills.

The limitations in the study design prevent drawing a quantitative conclusion on the relationship of motivation and parental involvement to achievement, but the qualitative analysis indicate that high-achieving readers engaged in meaningful reading experiences with parents, and were motivated to engage with texts. The results indicate that the reading achievement of deaf people is relative to their language experiences.

5.6. Phonology

5.6.1. Background

Phonological skills are reported to be a significant predictor of reading achievement. Effective readers process phonological information to decode the meaning of words and identify patterns such as rhythm and rhyme (National Reading Panel, 2000). Phonological skills have also been related to reading achievement for deaf readers (Colin et al. 2007; LaSasso et al., 2003) but the relationship is not always recognized (Mayberry et al., 2011). Deaf people have demonstrated the ability to process sound-

based phonological patterns, but not in the same way as hearing readers, who are shown to be quicker and more accurate at phonological tasks (Koo et al., 2008). Phonological awareness skills can be taught to profoundly deaf readers using visual techniques (Trezek & Wang, 2006; Trezek et al., 2007; LaSasso et al., 2003).

5.6.2. Results

Phonemic identification skills were found to be related to reading achievement for both deaf and hearing readers. Hearing readers had higher scores on the phonemic identification assessment. During the read-aloud discussion, both deaf and hearing readers identified rhythmic patterns in poetic verses. Deaf readers used visual-spatial coding strategies while translating verses, including the use of repeated handshapes for rhyme patterns and rhythmic movements for rhyme patterns. During the background interview, hearing participants more commonly reported experiencing phonics-based instruction. Deaf readers reported experiencing different instructional strategies to learn phonology—including speech therapy, Visual Phonics, Cued Speech, written representations, and ASL phonology.

5.6.3. Interpretation

The results indicate that phonology is relevant to the reading process for both deaf and hearing individuals. While this relationship is similar for deaf and hearing readers, the phonological processing experience is different. Hearing readers demonstrated greater accuracy in identifying phonemes, and deaf readers used visual-spatial strategies for decoding and translating phonologically sophisticated poetic verse. Instruction in phonological skills appears to also be relevant to reading processes, but the specifics of how these phonological skills are developed remain unclear. Although many

hearing readers reported phonics-based instruction, and a number of deaf readers also reported different methods of learning about phonology—there is insufficient evidence to determine whether phonological skills prompted the development of effective reading, or were a result of overall comprehension. Due to reports of varied instructional models among high-achieving readers—it seems mostly likely that phonological processing skills developed simultaneously along with other methods of approaching text—in interactive models of literacy instruction.

The differences between deaf and hearing readers may first appear to be quantitatively dismal, because hearing readers achieved at higher levels on the phonemic detection task than deaf signers. These results were similar to findings by Koo and colleagues (2008), who concluded that processing linguistic information in the visual channel might create a burden on the short term memory capacity, and that deaf subjects' reading skills were facilitated by other abilities. This conclusion was supported by two separate studies using functional magnetic resonance imaging (fMRI) of brain activity during phonological processing tasks—which found that the area of the brain involved in articulatory-motor representations of speech demonstrated higher activation levels in deaf people than a hearing comparison group (Aparicio et al., 2007; Emmorey et al., 2013). Although the phonological assessment demonstrated that deaf readers perform at lower levels than hearing readers, there was no difference in reading achievement among high readers—indicating that deaf readers use other abilities to effectively process text.

The qualitative portion of the study offers insight into strategies deaf readers use to process phonological information in ways that may relieve the stress on articulatory

processes in the working memory. While processing the phonological patterns of the text, many deaf readers used visual-spatial representations—such as describing the shape and function of the rhythm, using repeated handshapes to demonstrate rhyme, and using movement to demonstrate the rhythm of metered verses. This translation analysis is mainly descriptive, but suggests that deaf people can spatialize phonological patterns, which may serve to facilitate more effective processing of text.

5.7. Metacognition

5.7.1. Background

Metacognition is a skill demonstrated by effective readers. These readers use multiple comprehension strategies, and are purposefully aware of these processes. Teaching students to use comprehension strategies has been related to gains in achievement. More information is needed about teaching effective strategies, particularly to students with disabilities (National Reading Panel, 2000). Skilled deaf readers have been found to be comparable to hearing readers in the area of metacognition (Andrews & Mason, 1991; Brown & Brewer, 1996) but studies have also shown that deaf readers can apply a passive approach to reading, relying on teachers to mediate texts (Strassman, 1992; 1995). Metacognition is related to reading achievement, but deaf students may not be taught to develop and apply these skills independently.

5.7.2. Results

Metacognition was found to be related to reading achievement in both measurements. No difference was found between high-achieving deaf and hearing readers on the making inferences assessment, and no differences were found between deaf and hearing readers on both levels in the number of reading strategies used.

Deaf and hearing readers were found to be both similar and different in their manner of conceptualizing thought. The majority of readers, both deaf and hearing, report thinking in pictures and actions. Both deaf and hearing readers reported hearing words while thinking or reading. A few deaf readers reported hearing some words and sounds, while most hearing readers reported heard extended dialogue. Deaf readers were commonly found to frame concepts and process text in a visual-spatial manner. Some deaf readers, and a few hearing readers, also reported conceptualizing dialogue between characters telepathically—by communicating meaning without the use of spoken or signed language—such as reading meaning through pictures, actions, and facial expressions.

High-achieving readers described using more abstract strategies and being aware of their comprehension process. A number of struggling deaf readers report asking someone to explain a word or text as their primary reading strategy. Several of these readers expressed that their instructional experience included teachers who explained texts to them and did not push or give them a chance to find meaning independently. Some readers also reported using technology and media to bypass comprehension barriers and access information.

5.7.3. Interpretation

The results indicate that metacognitive ability is related to reading achievement, and that higher achieving readers are more likely to have developed and applied complex strategies. These readers appear to be more independent and confident regarding their abilities, suggesting that motivation is relevant to reading achievement. The reliance of struggling deaf readers on external support for comprehending texts supports the

findings of Strassman (1995; 1998) that they may not be taught to value and use strategies independently. With accessible instruction in multiple strategy use, and opportunities to apply these strategies independently—deaf readers were able to develop a range of strategies for effective comprehension of texts.

The visual-spatial orientation of many deaf readers when describing their thoughts and approach to text indicates that deaf readers can process language somewhat differently than hearing readers. The recently mentioned brain activity studies using fMRIs have provided evidence that there are many similarities, but some cognitive differences between deaf and hearing readers during reading tasks, specifically in the areas that process auditory language (Aparicio et al., 2007; Emmorey et al., 2013). No studies could be found on the specifics of how deaf people conceptualize extended passages. Surprisingly, the current study found that thinking in sign language was not as common among deaf readers as thinking in speech was in hearing readers. The reports from deaf readers showed that they did not imagine characters signing as much as they imagined setting, action, and non-linguistic communication. Even though they removed linguistic information from the mental imagery, they maintained comprehension of the dialogue being communicated—suggesting perhaps that they were re-arranging their mental efforts in a way that relieved the burden on articulatory processes.

High-achieving deaf readers provided detailed explanations of how they conceptualize ideas and language patterns—indicating that they are more aware of their cognition and how it can be applied to text comprehension. Several high-achieving deaf readers described a process of spatializing English passages, which allowed them to re-arrange the structure of verbal text in a way that worked for them. These readers

described developing these skills through accessible instruction and media. The results indicate, again, that the reading achievement of deaf people is more relative to their language experience than their hearing status.

5.8. Synthesis

The results of the study show that deaf and hearing readers are similar in reading achievement and metacognition, but different in phonological processing and manner of conceptualizing thoughts. Another significant difference between deaf and hearing readers was degree of access to language. Hearing readers consistently reported access to language in the environment, while many deaf readers reported language barriers. In the context of accessible language models, varied instructional experiences, and opportunities to engage meaningfully with text—deaf readers were able to develop effective reading skills comparable to hearing peers.

The differences between deaf and hearing readers are found in the areas of phonology and communication modality. Hearing readers used spoken English, and the majority of deaf readers communicated primarily in ASL. These differences had no bearing on the reading achievement and metacognition levels of high-achieving readers, but even high-achieving deaf readers demonstrated less proficiency in phonological tasks. In addition, deaf readers often conceptualized their ideas in a different format than hearing readers—who relied more on auditory information. These differences were less of a barrier to high-achieving readers, who were aware of their thought processes and able to effectively apply strategies that accommodated their way of thinking.

Despite their differences, deaf and hearing readers were very similar at the high-achieving level, and at both levels in number of reading strategies used. High-achieving

readers demonstrated greater phonological processing, metacognition, and comprehension skills. These readers used a greater number of strategies while reading. The majority of readers used visualization and context cues to build meaning from text—indicating that instruction in these strategies may be beneficial for both deaf and hearing readers. High-achieving readers also reported early access to language, varied instructional experiences, and reading frequently with parents. These readers developed confidence, motivation, and skill with navigating text independently.

The central theme that emerged among high-achieving deaf readers was meaningful access to language and instruction. Hearing readers had access to auditory language in the environment, while deaf readers relied on visual-spatial language. High-achieving readers had earlier and richer access to sign language at home and school. The Visual Language and Visual Learning Lab (VL2) at Gallaudet University, a neuroscience research center, has identified three themes related to visual-spatial learning: differences in early visual-sensory experiences can change the structure of the brain and cognitive processes in positive ways; earlier exposure to bimodal bilingualism is related to achievement; and ASL/visually-based phonology facilitates literacy development (VL2, 2016). The findings from the current study align with these themes, showing that profoundly deaf signers are able to achieve at level with hearing peers with adequate access to language.

Deaf readers achieved at similar levels as hearing readers, and both phonology and metacognition were found to be related to reading comprehension. Hearing status was not a significant factor in reading achievement or metacognition for high-achieving deaf adults. The differences in phonological processing and conceptualization between

deaf and hearing readers did not impact deaf readers' overall comprehension abilities. With accessible language experience and interactive instruction—deaf people are able to develop effective reading skills and achieve to a same level as hearing people.

5.9. Recommendations

The findings from the study indicate that both phonology and metacognition are related to reading achievement—supporting the use of varied instruction that explicitly teaches both phonological and metacognitive skills. Methods of teaching phonology include using visual means—including Cued Speech, Visual Phonics, and ASL phonology. Further research is recommended on the specifics of which method of phonological skill development is most effective.

In the area of metacognition, the results of the study support the instruction and use of strategies that accommodate a visual-spatial conceptualization—such as visualization, knowledge of text structure, use of graphic organizers, ASL translation, and role-play. In addition, it may be beneficial to provide deaf students with access to a multimedia library containing a variety of high interest texts and instructional media in an accessible format—including picture books, books with sign language representations, graphic novels, captioned films, and interactive media platforms. These strategies and resources may provide deaf students with greater opportunities to develop and apply effective reading strategies. A relevant note is that all readers in this study were sighted, which means that visualization strategies may be accessible for them—but further research is needed on how the DeafBlind population can benefit from spatialized language and instructional media.

Finally, findings of the study support early and engaging access to both visual-spatial language and written text. Methods of developing literacy skills in children includes connecting words with signs, pictures, role-play, and video—and using reading as a shared language experience—building meaningful connections between language, print, and real life.

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APPENDIXES

Appendix A: *Individual Scores*

ID	GROUP	WJ-III	PDT	CELF-5	CHECKLIST	EDUC	MOTIV	PARENT INVOL
1	HIGH DEAF	0.96	0.85	0.89	37	5	5	5
2		0.857	0.97	0.94	30	5	5	5
3		0.57	0.83	0.69	34	5	5	5
4		0.57	0.68	0.81	28	5	5	5
5		0.57	0.51	0.97	10	5	1	1
6		0.86	0.77	0.94	34	5	5	5
7		0.96	0.95	0.94	39	4	5	5
8		0.89	0.76	1	31	6	5	5
9		1	0.47	1	27	6	5	5
10		0.89	0.66	0.72	24	6	5	3
11		0.82	0.73	0.89	28	5	4	3
12		X	X	X	36	5	X	X
13		0.64	0.56	0.86	24	6	5	5
14		0.86	0.56	0.94	38	5	2	3
15		0.96	0.91	0.83	30	5	4	4

ID	GROUP	WJ-III	PDT	CELF-5	CHECKLIST	EDUC	MOTIV	PARENT INVOL
16	LOW DEAF	0.14	0.53	0.42	19	1	5	5
17		0.21	0.49	0.31	18	2	5	5
18		0.07	0.5	0.47	19	2	4	4
19		0.54	0.55	0.69	15	2	5	5
20		0.32	0.62	0.53	14	3	4	4
21		0.32	0.42	0.61	24	2	3	3
22		0.14	0.51	0.36	20	1	5	5
23		0.5	0.62	0.83	26	4	4	4
24		0.39	0.5	0.72	21	4	2	2
25		0.46	0.66	0.63	21	2	3	3
26		0.178	0.77	0.72	8	1	5	5
27		0.57	0.85	0.89	22	4	4	4
28		0.035	0.49	0.31	21	3	4	4
29		0.61	0.79	0.78	28	2	5	5
30		0.54	0.59	0.75	19	1	5	5

ID	GROUP	WJ-III	PDT	CELF-5	CHECKLIST	EDUC	MOTIV	PARENT INVOL
31	HIGH HEARING	0.82	0.89	0.94	27	5	5	5
32		0.61	0.81	0.91	31	5	3	4
33		0.89	1	0.95	33	5	1	5
34		0.93	0.92	0.97	29	5	5	1
35		0.93	0.92	0.97	28	5	4	5
36		0.64	0.94	0.96	32	5	3	3
37		0.75	0.83	0.97	X	5	3	3
38		0.56	0.78	0.987	35	5	5	5
39		0.86	0.75	0.94	25	5	5	5
40		0.71	0.94	0.91	27	5	5	4
41		0.82	1	0.97	32	5	4	2
42		0.89	1	0.97	25	5	5	5
43		0.61	0.56	0.91	28	6	5	5
44		0.86	0.86	0.98	21	5	4	5
45		0.86	0.92	0.98	26	5	5	4

ID	GROUP	WJ-III	PDT	CELF-5	CHECKLIST	EDUC	MOTIV	PARENT INVOL
46	LOW HEARING	0.57	0.92	0.81	12	1	1	4
47		0.54	0.98	0.86	12	1	3	4
48		0.75	0.97	0.92	20	4	5	2
49		0.68	0.94	0.94	14	2	1	5
50		0.64	0.97	0.94	19	0	2	4
51		0.71	0.92	0.89	14	2	2	0
52		0.71	0.92	0.94	19	3	2	3
53		0.6	0.9	0.67	X	4	3	4
54		0.79	0.97	0.86	21	2	3	4
55		0.82	0.98	0.83	18	2	3	3
56		0.82	0.97	0.83	15	4	3	3
57		0.86	0.97	0.89	18	1	2	3
58		0.89	0.98	0.78	36	2	1	5
59		0.68	0.97	0.92	18	4	4	5
60		0.68	0.98	0.92	22	2	2	1

Appendix B: *Background Form*

Name _____ Occupation _____

1. How old are you? _____
2. How old were you when you first became deaf? _____
3. Are any of your parents/siblings/family members d/Deaf?
Deaf Parents 0 1 2
4. What is your level of hearing? _____
a. Hearing b. Hard of hearing
c. Severely Deaf d. Profoundly Deaf
5. What type of elementary and high school did you attend?
a. Public School/Full Inclusion b. Public School/Cluster Program
c. Private School d. School for the Deaf
e. Other _____
6. What languages and communication modalities were used in your school?
a. ASL b. English c. Signed English
d. Cued Speech e. SimCom f. Other _____
7. What is your level of schooling?
a. High School graduate b. Some College c. Associates Degree
b. Bachelors Degree c. Graduate Degree d. Doctorate
8. What do you consider to be your first language?
a. ASL b. English c. Other _____
9. Do any of your family members know sign language? _____
How fluent are they, with 0 being not at all and 5 being highly fluent
0 1 2 3 4 5
10. How involved were your parents in your schooling? with 0 being not at all involved and 5 being very involved?

0 1 2 3 4 5
11. How motivated were you in school? with 0 being not at all motivated and 5 being very motivated?

0 1 2 3 4 5

Appendix C: *Reading Background Interview:*

1. When did you first begin reading? What is your earliest memory related to reading?
2. How did you learn to read?
3. How do you see yourself as a reader? Do you feel you are a good reader? Why or why not?
4. What reading strategies do you use during reading?
 - a. [Such as: rereading, creating imagery in your mind, making predictions, making connections, summarizing, recognizing breakdowns, using contextual support, etc.]
5. What reading activities did you experience growing up? (Phonemic/phonics, instruction, grammar instruction, cooperative learning, theatre, film, ASL instruction)
6. Did your parents read to you often? Did they sing or share rhymes with you?
7. Do you enjoy reading poetry or musical lyrics?
8. [Do you think in sign language, pictures, do you hear your voice?]
9. When you are reading and you come to something you do not know, what reading strategies do you use to try to figure it out?

Appendix D: *Think-Aloud Discussion Questions:*

1. Explain what you were just thinking when reading this part?
2. Describe what's going on inside your mind; what does your thinking look like?
(If participant needs scaffolding, give examples):
 - a. Visualize/picture people or events in the story
 - b. Translate words into signs and think in signs
 - c. Translate words into fingerspelling
 - d. Hear an inner voice or mouth movements of the words or your thoughts
3. What did this story/scene/article make you think of?
(If participant need scaffolding, say "Maybe you read a sentence that made you think of something else or you remembered something from your past.")
4. Were there any words or parts that were confusing to you?
If yes, can you show me the word or describe the part?
What did you do to try to figure it out?
5. If participant does not self identify unknown words, interviewer will select word(s) and ask for their meaning and how he/she deciphered it.
6. If participant has not yet addressed metacognitive strategies, interviewer will list them explicitly:
At any time did you find yourself using metacognitive strategies such as:
 - a. identifying the important parts
 - b. predicting
 - c. summarizing
 - d. checking whether or not you understand the meaning and if not using strategies such as rereading the text or considering the context to improve comprehension.
7. Describe the process of reading the lines. Did you read in order or jump around the paragraph or page?
8. How would you describe the rhythm? Rhyme? Any other poetic devices?
(alliteration, assonance, consonance, onomatopoeia)

Comprehension Questions (asked at the end of each story):

1. Can you summarize what you just read?
2. What is this story about?
3. Who is this story about (main character(s))? How do you know?
4. What is the main idea(s) or main point of the story/article?
How do you know?
5. What do you think will happen next if this story were to continue?
6. What is the author's intention for writing this story/article?
How do you know that?

Appendix E: *Reading Strategies Checklist*

I. Comprehension: Constructing Meaning

Level I: At the word or phrase level

Level II: Beyond the word or phrase level

Translation

Using repeat handshapes to demonstrate rhyme			
Using rhythmic movements to demonstrate beat			
Use of role-shift in ASL to demonstrate character dialogue			
Use of Signed English, Cued Speech or Visual Phonics			
Attachment of figuration (i.e. the sign fire in accompaniment to anger)			
Identification of other phonemic devices (alliteration, assonance, consonance, onomateopia)			

Rereading

Skimming text to find specific information			
Reading and/or signing text word-for-word			

Activating Prior Knowledge

Passage-specific: knowledge of story structure, genre or writing style			
Topic-specific: general background knowledge about a particular topic			
Relating to personal experience			
Constructing analogy or association (such as with another passage or film)			

Predicting

Predicting based on what was read in the text (context clues)			
Predicting based on prior knowledge			
Constructing alternative predictions simultaneously			
Confirming or revising one's prediction			

Constructing and Reconstructing

Distinguishing important from less important information			
Visualizing/use of mental imagery			
Replacing or modifying mental imagery			
Identifying the main idea			

Modifying the main idea			
Generating graphic and/or semantic organizers			
Constructing alternative meanings or interpretations and evaluating their viability (Level I: re: multiple meaning words/phrases/Level II: re: concepts or themes)			
Empathizing with characters/situations/emotions (imagining yourself in the story)			
Translating text into sign language			
Substituting familiar signs/words/phrases for unfamiliar words/phrases			
Eliminating information to simplify text			
Summarizing or paraphrasing parts of text			
Referring to text structure to identify the function of statements			

Inferring

Inferring meanings of words or phrases based on context clues			
Constructing explanations based on information in the text (level I) or Based on prior knowledge (level II)			
Constructing alternative inferences simultaneously			
Confirming or revising inferences based on further information in text			
Inferring character's feelings, intent, assumptions, beliefs			
Inferring author's intent, assumptions, beliefs			
Generating elaborations (adding events/thoughts/feelings/details not found in text)			

II. Metacognition: Monitoring and Repairing Comprehension

Level I: at the word or phrase level

Level II: beyond the word or phrase level

Monitoring Processing of Text

Deciding what to skim or skip and what to read carefully			
Identifying what one does or does not understand (Level I: words/phrases; Level II: concepts, details, events, or themes)			
Recognizing source of comprehension problems Such as lack of background knowledge, unfamiliar terms, or Conflict between previous interpretation and new information			

Repairing comprehension breakdowns

Evaluating importance of comprehension breakdown to overall understanding			
Generating questions (Level I: questioning the meaning or relevance of a word/phrase; Level II: questioning details/character/events/themes/concepts)			
Seeking and identifying answers in the text to self-generated questions			
Summing up what is known so far to figure out information from the context			
Developing alternative meanings for words (level I) or interpretations for aspects of text (level II) and inferring which one makes the most sense in context			
Continuing to read to gather more context (hold off on making conclusions)			
Carefully analyzing information presented in text thus far			
Thinking of an analogy or association to make the meaning clearer			
Identifying areas of interest or digression			

III. Evaluation:

Judgment of quality of writing: Is it good or bad?			
Awareness of author's bias			
Approval/disapproval of the content of text: Is it important/interesting/plausible?			
Approval/disapproval of characters, places, circumstances			
Approval/disapproval of rhythm and rhyme scheme			
Overt affective reactions to text			
Relation of theme to broader social ideas			

MACBETH
William Shakespeare

Act 4. SCENE I.

*A cavern.
In the middle, a boiling cauldron.*

Thunder. Enter the three Witches

First Witch

Thrice the brinded cat hath mew'd.

Second Witch

Thrice and once the hedge-pig whined.

Third Witch

Harpier cries 'Tis time, 'tis time.

First Witch

Round about the cauldron go;
In the poison'd entrails throw.
Toad, that under cold stone
Days and nights has thirty-one
Swelter'd venom sleeping got,
Boil thou first i' the charmed pot.

ALL

Double, double toil and trouble;
Fire burn, and cauldron bubble.



Second Witch

Fillet of a fenny snake,
In the cauldron boil and bake;
Eye of newt and toe of frog,
Wool of bat and tongue of dog,
Adder's fork and blind-worm's sting,
Lizard's leg and owlet's wing,
For a charm of powerful trouble,
Like a hell-broth boil and bubble.

ALL

Double, double toil and trouble;
Fire burn and cauldron bubble.

Third Witch

Scale of dragon, tooth of wolf,
Witches' mummy, maw and gulf
Of the ravin'd salt-sea shark,
Root of hemlock digg'd i' the dark,
Liver of blaspheming Jew,
Gall of goat, and slips of yew
Silver'd in the moon's eclipse,
Nose of Turk and Tartar's lips,
Finger of birth-strangled babe
Ditch-deliver'd by a drab,
Make the gruel thick and slab:
Add thereto a tiger's chaudron,
For the ingredients of our cauldron.

ALL

Double, double toil and trouble;
Fire burn and cauldron bubble.



Enter HECATE to the other three Witches

HECATE

O well done! I commend your pains;
And every one shall share the gains;
And now about the cauldron sing,
Live elves and fairies in a ring,
Enchanting all that you put in.

HECATE retires

Second Witch

By the pricking of my thumbs,
Something wicked this way comes.

Open, locks,
Whoever knocks!

Enter MACBETH

MACBETH

I conjure you, by that which you profess,
However you come to know it, answer me:

Though you untie the winds and let them fight against the churches;
Though the yesty waves confound and swallow navigation up;
Though bladed corn be lodged and trees blown down;
Though castles topple on their warders' heads;
Though palaces and pyramids do slope
Their heads to their foundations;

Though the treasure of nature's germens tumble all together,

Even till destruction sicken;
Answer me to what I ask you.

First Witch
Speak.

Second Witch
Demand.

Third Witch
We'll answer.

ID #1

Reading Background Interview:

1. When did you first begin reading? What is your earliest memory related to reading?

I started to read when I was around 4 or 5. I remember. No not at that age, no. I remember reading "Jane jumped" books at school. I remember later, around 8 or 9 reading with my dad by signing. That's the earliest memory, but I do remember reading before that.

2. How did you learn to read?

My parents... I imagine my parents read with me at home. I don't really remember, but we went to the New York League of HOH or New York Society of the Deaf. Something like that. There was a woman who taught me how to read. I have a video of that somewhere, showing parts of it. I read the three bears story, and we discussed expanding on the meaning. What I could see...I saw a picture of walking. I don't remember it but I saw it on the video. I think it was Goldilocks and the Three Bears. I was discussing the story and its meaning, using sign language. I was around 3 or 4.

Was there speech involved?

Uh...I know she did use simultaneous communication. I guess at some point, I could/did verbalize. I was already deaf, but still had some vocalization. But I was mainly signing. Like a phrase... "bad bear" or something like it, I was signing it and what happened in the story.

3. How do you see yourself as a reader? Do you feel you are a good reader? Why or why not?

Yes, I view myself as a strong reader. I'm confident. I feel that I am a good reader, who enjoys it and loves reading. Why? Its just very enjoyable, I find myself becoming engrossed in stories, ideas and learning things. I just really enjoy reading.

4. What reading strategies do you use during reading?
[Such as: visualizing, making predictions, etc.]

That's a little bit hard, to step back and think about how I read. I often visualize. Another thing I do often is to translate into ASL. I don't think that really helps me with reading, but that's how language use is expressed in sign language. This sign often creates a visualization.

What reading activities did you experience growing up?
(Phonemic/phonics, instruction, grammar instruction, cooperative learning, theatre, film, ASL instruction)

Phonemic instruction and phonics? I don't think I experienced that, unless I was exposed to it before I became deaf at the age of 3. But there's nothing I can remember about that. My parents gave me a workbook on idioms, which I would enjoy working on. At school, we did standard public school program stuff, like reading, vocabulary workbooks and so on. I did a lot of theatre, so I guess through theatre, there was a lot of translating text into concepts that could be shown. I think that really helped me understand things more. Like how to express...especially having to do with poetry. I would look at poetry but I really did not like it. Then in one play I did, I translated many poems into sign language or non-verbal pantomime. Through that process, I really appreciated poetry a lot more. Not so much about noticing the little parts (of a poem), but the whole of it. The meaning...and you know it can be subjective too, but that's okay. There's no penalty for being wrong.

Did your parents read to you often? Did they sing or share rhymes with you?

Yes. Yeah, I think so. I'm not recalling right now, but I'm sure they did. There were always books at home. We had big bookshelves full of books. And now I'm remembering, an early reading memory...I would read the cereal boxes in the mornings before school, I would read everything I could see.

And singing or sharing rhymes? No, I don't think so.

Do you enjoy reading poetry or musical lyrics?

Yes, I really do enjoy that. I think that...often because it's a really great opportunity to translate into sign language. It helps see the idea and show a different way of expressing it. Maybe it adds another tier to it, like an infusion of meaning.

Only for d/Deaf participants: Do you think in sign language, pictures, do you hear your voice?

I definitely, while reading, hear a phonetically based voice. I will think out the full phrase like “what are you doing” word by word. That doesn’t help me understand a word like “what”, but I will still be thinking in English. At the same time, I will be thinking about what as in the meaning, doing as what is happening. So I think there are two separate things happening at the same time.

It’s going back and forth?

Yes, back and forth. But so quickly overlapping. Thinking about it, I really do strategize with some of the speech.

Do you find the speech (thought) is more apparent if its poetry?

No, not really. It’s the same.

When you are reading and you come to something you do not know, what reading strategies do you use to try to figure it out?

I will refer to contextual cues, looking back and ahead in the text to gain meaning. And yeah, some times I will look it up if I really don’t know it. Yeah, I will look it up if I don’t know it, but most of the time I can figure out the meaning.

Think-Aloud Discussion Questions Part 1:

1. Explain what you were just thinking when reading this part?

In my head, I’m thinking about Bewitched and a witch hat, stirring a pot (acting it out) and throwing different things into it, like frogs.

2. Describe what’s going on inside your mind; what does your thinking look like? Are you visualizing, signing, thinking in pictures?

When it comes to Shakespeare, I think much more in sign language to be honest. It really helps me understand Shakespeare.

So you’re thinking in sign language?

Yes, that’s right. I look at it, and then think of the sign and I understand the meaning instantly. Even more so than with typical English, when thinking in sign language doesn’t really help me understand the meaning as much as just visualize the idea.

3. You mentioned before about Bewitched. Other than that, what did this story/scene/article make you think of?

Witches. Cat meowing (acting out). Just visualizing that.

4. Were there any words or parts that were confusing to you?

(Points to “Hedgepig”)

(Fingerspells Hedgepig) I look at that, I feel like...a specific meaning...to explain it, I would need to know what it means. Looking at it like... ”what is my interpretation?”

(Points to “Harpier”)

It’s a witch’s name.

How did you figure that out?

Because someone’s screaming, “its time, its time”, so I imagined a person saying that.

7. Describe the process of reading the lines. Did you read in order or jump around the paragraph or page?

I read the lines left to right, but I definitely looked up.

Looked where?

Looked up to the previous lines. Because especially with Shakespeare, I think it is like written in ASL to be honest, the set up. So looking down and back up, switching it to fit together, or sometimes not switching but connecting...it comes together. Like for example, “round about the cauldron go, in the poison entrails throw,” the point is really about throwing things into a pot (demonstrates). Really, its going back and forth...but you have to look up and down with the lines. I guess that might be how other people read too, but looking back and forth is how to develop a mental picture. What goes in the cauldron? Looking back up will connect (the image).

8. How would you describe the rhythm? Rhyme? Any other poetic devices?

It has the rhythm of the rhyme. I think rhyme is a kind of rhythm in a way. And rhythm in terms of syllables, I wouldn’t count it, but I can feel it. (Nods head while point to lines). That line is famous.

Can you try to sign it?

Wow (8-HS, 1 beat) Work/Work (S-HS, 2 beats) Fire (5-HS, 2 beats) Boil up (5-HS, 2 beats)

But I definitely wouldn't be satisfied with that translation. That's what it means, but it wouldn't truly reflect the language of Shakespeare. I would want the signs to reflect his language and rhythm.

There is go/throw, got/pot (fingerspelled). And there is also like a shift of intensity. At the end it is very strong. (uses movement of signs to show boom BOOM).

1. Explain what you were just thinking when reading this part?

They're adding more things to it. Throwing in there everything they can think of. And it has a lot to do with people too. I think that what happened during that time was they picked like "nose of Turk" or "blaspheming Jew"...like that's people too they're throwing in there. I feel like this is getting more and more intense. At first, the rhythm was more laid back (uses movement to demonstrate light throwing) and now its more intense, the rhythm becomes more and more apparent (uses movement and bared teeth to demonstrate intense throwing). Like... this and THAT, this and THAT (uses body shift to demonstrate two parts of the rhythm). So expanding on that rhythm, we see a lot of that pattern going back and forth.

2. What did this story/scene/article make you think of?

Well, I don't know the story of Macbeth, but they made that potion, obviously to cause some trouble. (points) "For a charm of powerful trouble". It's not making a love potion or anything, its something oppositional. That tends to be found in Shakespeare, an opposition, drama or conflict. A lot of negativity, killing going around from two sides.

3. Were there any words or parts that were confusing to you?

Some, I feel are context specific. Like here (points to Tartar), which group of people? It's obviously a group of people. Like Jews, Turks and Tartars. And I feel like theres part of the body, but which part? I have to think about it.

(Points to Adder's Fork)

At first, I was thinking of like a kind of person, holding a pitchfork. But then I thought about a forked tongue. I feel that not knowing some of these words does not really impact comprehension. They're little details. Maybe I'm wrong, but

that's my feeling. Like those are things I might look up when reading Shakespeare to figure out, but its still fine. They don't prevent my enjoyment of the story. It's not like reading a science journal with field-specific jargon where I'm completely lost and don't enjoy it. I could imagine how Shakespeare might be confusing, but I don't feel that way.

Comprehension Questions (asked at the end of passage):

1. Can you summarize what you just read?

Ok, so...there are three witches throwing things into a pot. (acts out) and then Hecate comes in (signed coming in from side), surveys the scene and says "good job, I will honor this. You will profit in exchange. Good job."

Then he/she leaves (signed to side of scene) and the witches (mischief expression) get ready to wrap up the spell. They hear a knock on the door (knock signed from side of scene). Its Macbeth. He says "alright you've been causing disruptions. I have one question for you, when I ask you, please tell me." They say fine.

2. What is this story about? Or this scene.

Well this scene is about Hecate and Macbeth obviously knowing about the witches' plans, because Hecate gives approval and Macbeth knows about the witches' power. The witches have caused winds, knocked down castles and all this other stuff. So they are planning something.

3. Who is this story about (main character[s])? How do you know?

The main characters are the witches. Well no, actually the title says Macbeth so I am assuming he must be the main character, but this particular scene is centered around the witches.

4. What do you think will happen next if this story were to continue?

Maybe Macbeth will continue with this and the witches will respond. Maybe not necessarily a question, but a command... like "I want this, answer me!" I don't know, something like that. And whatever is boiling up is going to be used.

5. What is the author's intention for writing this story/article? How about his use of people?

There's something about the witches, associated with a group, like a community—and then another group, like the churches. Because the witches have been wrecking havoc on the churches. They're not respecting or honoring them, it's not cooperative. And different negative views of people, like Jews, Turks and Tartans are shunned. Kind of like gentrification.

Interesting. What is Shakespeare trying to do with that?

He's talking about the power of nature, saying that man can't really control nature. Like, "castles topple on their warders' heads," which is I guess warders who are authorities in churches trying to control nature and they're unable to do that. Nature will dominate them.

Wow. Anything to add?

This is the most analysis I've ever done with Shakespeare, outside of work and translation for plays. It was cool.

ID # 2

Reading Background Interview:

10. When did you first begin reading? What is your earliest memory related to reading?

Really honestly, I don't remember learning to read. My mom told me that she has a picture of me reading the newspaper when I was around two or three, and playing house. It was in a kid's cardboard house she had the picture of me reading the newspaper, holding it open and looking at it in that house. I have no memory of being pre or post literate though.

11. Do you remember how did you learn to read?

No, I don't. It just came to be. I always remember reading. I knew I arrived to school already literate, so it was before I was four or so. My mother was an avid reader, reading lots of books and also sitting down with me for signtime, no I mean storytime. We would often look at picture books. My mom was strong about reading with me often, but explicitly teaching me how to read aloud? No, not really. It was just internalizing the idea of the story. Using pictures and acting out the story, she would relate it to the print. I would be curious about what the word meant, and then picking it up from there.

12. How do you see yourself as a reader? Do you feel you are a good reader? Why or why not?

Good. I don't struggle with reading. I have a high vocabulary level. Sometimes what I struggle with is academic specific vocabulary. For example, academic specific vocabulary. My cousin has a PhD in astrophysics and she gave me her dissertation to read and it was completely over my head. I understood the words I was reading, but I couldn't make sense of them. It gave me an idea of what it is like to struggle with reading, because I couldn't understand the content. But generally, I have no struggle with reading.

13. What reading strategies do you use during reading?

- a. [Such as: rereading, creating imagery in your mind, making predictions, making connections, summarizing, recognizing breakdowns, using contextual support, etc.]

I use two general strategies: I skim the material and then go back and read it, visualizing an idea of what the story is about. I will read the back of the book and look at the picture on the cover to know what the story is about. I look at chapter titles, headings, subheadings and so forth.

The structure?

Right, the structure. Especially in nonfiction. I really like nonfiction, fiction—not as much. That’s interesting, that I don’t read a lot of fiction. Another strategy is going back and rereading the text if I don’t understand it. Fiction is a bit more difficult. If there are many, many characters. That’s why I don’t like science fiction, or any of those kinds of books. If many, many characters keep popping up, I can’t keep up. Reading through it, I will lose interest and motivation in the text. Even with movies or television, I tend to watch nonfiction material like news, documentaries and informational shows. Once in a while, a good story will hook me—but for the most part I am generally not interested.

14. What reading activities did you experience growing up?
(Phonemic/phonics, instruction, grammar instruction, cooperative learning, theatre, film, ASL instruction)

I did not grow up signing. My mother did sign a bit in English, and I would go to a resource room once or maybe twice a week where they used signed English—but it was all strongly set in English, Signing Exact English (SEE), to be specific.

I grew up using basal readers with a scaffolded content. Now, they are not very popular in current educational models—but for me, I found it helpful because it was very scaffolded, simple and explicit for a deaf person. I remember in kindergarten, we used a series called “Beginnings.” Every week we would focus on one letter and learn words that started with that letter, talk about the sound the letter made and so forth. So it was very letter-based. Also, in speech we would tend to focus on phonemes—less for reading than for articulation in speech.

15. You said your parents read to you often. Did they sing or share rhymes with you?

Yes, my father played rock music. He would sing to me and practice his music for his band. Sometimes albums would have papers with the lyrics printed out, and my father would sometimes point out the lines to show me where he was in the music. So he would do that.

16. Do you enjoy reading poetry or musical lyrics?

No.

17. Do you think in sign language, pictures, do you hear your voice?

For character dialogue, I feel a visualization of talking but I don’t hear it.

Are their mouths moving?

Yes, they are moving their mouths, but it’s quiet. There is no signing. I don’t translate to ASL in my head. I did not grow up with ASL. It is not my first learned language, so I don’t use it for that, I don’t translate back to ASL.

Are the mouths saying the words or just moving?

No (not saying words). Its like the natural flow of speech. I don't really read like they are being mouthed or said. I read faster than I can talk, so the articulation would slow me down.

18. When you are reading and you come to something you do not know, what reading strategies do you use to try to figure it out?

Go back. Sometimes I skip and move on, if I'm tired or something, but I tend to go back and look again. Now with the tablets, it is really nice because I can click on a word and look up the definition. On my iPhone I love learning new vocabulary words like when I'm reading on the train and can just click on the word. I am expanding my vocabulary that way. When I learn a new word, I try to use it at least three times that week. It helps me to secure my understanding. I do that often, looking up definitions on my phone. If not for the technology, I would probably skip through those words and try to make a meaning for it by guessing what it meant.

Anything to add?

No, thanks.

Think-Aloud Discussion Questions (asked at the end of sections marked with stars):

9. Explain what you were just thinking when reading this part?

Three witches, in the dark woods, around a boiling pot of "soup" or something. They are squirming a bit, suspensefully and talking about different animals and what they're throwing in, while moving around, starting to cooperate and sing together.

10. Describe what's going on inside your mind; what does your thinking look like?

(If participant needs scaffolding, give examples):

- a. Visualize/picture people or events in the story
- b. Translate words into signs and think in signs
- c. Translate words into fingerspelling
- d. Hear an inner voice or mouth movements of the words or your thoughts

I visualized action, a scene.

You said singing, did you see mouths moving?

(thinks)...Interesting...because I did see that show years ago, but I'm trying to remember if I saw mouths moving while I read this text....no, I didn't.

11. What did this story/scene/article make you think of?

(If participant need scaffolding, say “Maybe you read a sentence that made you think of something else or you remembered something from your past.”)

The show I saw, Macbeth. I must have been a junior in high school. Our class went to see it at the University of Kansas. We studied the show before the production. I remember that scene very clearly. There was a purple background, black trees and very dim lighting. So I visualized the day I saw that show. I went back to it like it was yesterday.

12. Were there any words or parts that were confusing to you?

Points to words and traces line. (reads in signed English) “toad under cold stone, night and day 31”. So what is the 31? What is 31 related to? I visualized what it could mean, 31. The rest of it, I understood clearly. The line about cats, “brindled” is about the hair/fur and how it feels. Yelling out three times. (taps paper) Pig yelling out. “Harpier” I think it is like a harp player. Yelling out that it is time, it is time. And moving around, throwing things in there. So looking back, I think it might mean 31 days and nights.

What do you mean by that sign like moving around?

It’s my translation for “round about the cauldron go”.

13. Describe the process of reading the lines. Did you read in order or jump around the paragraph or page?

I read word for word, left to right.

14. How would you describe the rhythm? Rhyme?

Yes. (holds paper with one hand and points with other, moving back and forth across lines) Go/throw, got/pot, trouble/bubble. I see those three rhymes.

How would you sign this (chorus lines)

Double, triple, quadruple, work/work, trouble, worry (2 beats), fire burn, inside bubble (2 beats).

Any other poetic devices?

Like I said before, round and round, picking up and throw, throw. Throw in from the right, throw in (poison) from the left. Boiling up in the middle.

Think-Aloud Discussion Questions Part 2:

1. Explain what you were just thinking when reading this part?

They are adding and throwing in more ingredients to their bubbling pot. They threw in part of a snake, eye of a newt, frogs toes, bat’s wings/elbow(?), dogs tongue, adder’s

forked tongue, (making a list by hand digits) stingworm, lizard's leg cut up and thrown in, owl's wing cut up and thrown in.

The next part (dropping section), will cause it to raise up and do something bad to another person, like poison. They are stirring and want to use that to release vengeance on another person.

Here (points to top and bottom of page) in the chorus, they all sing in a rhythm together and then again, add and throw in things. And then again, the three of them sing together.

2. Describe what's going on inside your mind; what does your thinking look like?

The same as from the first scene, except that in the first page there was one witch speaking and now another witch is speaking. The third one speaks by themselves, with the chorus, like a song.

3. What did this story/scene/article make you think of?

Nothing new, just they are really making a potion to poison or harm someone that they are angry with or want to revenge. They are just singing together and enjoying throwing everything in there.

4. Were there any words or parts that were confusing to you?

Yes. (bends over paper holding it in place with one hand and tracing through the lines with the other). "Maw" and "gulf". "Maw"...well I grew up on a farm and that meant hay we would stock up in the barn shelf. Could that be related to this meaning? I'm not sure. The phrase (fingerspelled) "ditch delivered by a drab," I figured out means a stillborn baby was tossed aside there, but I'm still not clear about the meaning of "drab." After that, I understood everything clearly.

5. Did you read it the same way?

Yes, line by line. With a little bit of rhythm or beat. (holds paper and taps it to the beat while mouthing several words) The syllables are alternating, with light and strong emphasis, so after reading along I got the rhythm and could feel that. (taps page again) It didn't occur to me in the first part, but then I noticed it is in written in the poetry form of iambic pentameter—meaning the rhythm is stressed/unstressed, stressed/unstressed.

Comprehension Questions (asked at the end of passage):

3. Can you summarize what you just read?

It opened with three witches who are making a potion. Standing around in a circle and throwing things in while chanting together. One will say a line and then the three will

chant together. Then a bold knock and Macbeth enters the room, saying that “many other factors are irrelevant, and I don’t care how you feel—answer me.

4. What is this story about?

It’s about Macbeth and the witches. I’m not sure if they are collaborating or opposing, its not clear to me. I’m not sure if he caught them doing something they aren’t supposed to, or if they are doing for him—to help him with revenge on someone else. That’s not clear to me, because I don’t remember the whole story. And the three witches, are they conspiring with each other or opposing each other. That’s not clear to me.

7. Who is this story about (main character[s])? How do you know?

Macbeth, because of the way the story changes when he enters. The witches just lead up to his dramatic entrance.

8. What is the main idea(s) or main point of the story/article?

Well it sets the stage for what has yet to come. It gives the reader the mood of the story, the setting, the scene and the tone. Its very gloomy, very dark, almost angry—wanting revenge on someone, trying to cause evil. I think its really to set the mood for the reader, or the viewer of the play.

9. What do you think will happen next if this story were to continue?

The witches will explain to Macbeth what they’re doing. I’m not sure if he will like it or not. Like I said before, I’m not sure if they are collaborating or opposing each other.

10. What is the author’s intention for writing this story/article?

I’ve read a few of Shakespeare’s works. Tragedy. This is clearly a tragedy, a dramatic pattern with a protagonist and antagonist, and a lot of characters that pop up in the story. But the witches, they really move the plot along. Shakespeare obviously set Macbeth as the main character, but the witches help move the plot. I think that was his intention of including the witches.

Any opinions on that? Do you think it is effective?

I do. I like Shakespeare a lot.

ID #3

Reading Background Interview:

1. When did you first begin reading? What is your earliest memory related to reading?

I remember a Winnie the Pooh red flap book, with big printed words. I would read and recognize the words. There was level 1, level 2...and the words would get bigger. The more you read, the more words you pick up. The first words I understood were those my parents gestured. Like the word hospital (gesture for head bandage), when driving to the hospital, "that's the hospital". I saw a person with a white head bandage and my mother pointed and connected the person with the gesture. I understood and made the connection between word, picture and real life. Like with milk...I have a young memory, of age two maybe. Gesture for drink, milk, saying "no more bottle, cup". (Gesturing) "the bottle on top, no more. Now you drink cup". It was language, making connections for me. My mother did use her voice to talk to me, and was communicating that I couldn't drink use that (bottle) to drink milk anymore, but now from the cup. I caught the words, not full phrases but words. I understood that everything was connected and developed language.

Going into school, it was easy for me to learn because of the language at home. I would look at a word, like cup, with a picture and sign, and know what it was. At that time, we used Cued Speech. And a picture. The picture and word would match and I would understand. That's how I first recognized words.

2. How did you learn to read? Was that the process? Was it phonetic, or what?

Let me try to remember. That process went on, with a list of vocabulary. Vocabulary... the teachers would pick a list of vocabulary that I would read. So there would be a list of vocabulary that I didn't know. They would explain what the vocabulary means, with the picture. I remember, in around 2nd grade. I would make the connections. Phonetic stuff, I'll explain later. That was more about the pieces inside of the word itself. I would look at rows of pictures with words, making connections. Nouns, verbs and so forth, one by one. I remember now, looking at words in order. Like "The girl is playing with her friends". Playing ball with her friends, or something. A sentence like that. I would read it, and then everyone would go around and read. That's how I practiced. And then they would ask if we understood what it said. And then we would sign, in Signed English of course. "A girl likes to play with her friends". Then asking what it meant and describing it more. Like it meant that the girl was playing right now. Or played, that would mean she played before. That's an example of sentence meaning from what I remember doing. And on with the process. We started with vocabulary first, and then using vocabulary in a sentence, developing comprehension of what it meant. That's how I learned, like that.

3. How do you see yourself as a reader? Do you feel you are a good reader? Why or why not?

Really, it was up to me. Honestly, it was up to me. I knew that I was a good reader, but I did not want to read. It was up to me. I read books that I liked, not boring ones that the teacher gave to me. Like Winnie the Pooh, that was something that interested me, or Walt Disney, that interested me, something I read well, something I liked. If its something I like or don't like, it's up to me. I know the language, how to read. I'm good, but its up to me. How do I know I'm good? Based on the tests, they told me I was good. But really, it was up to me. After all the language exposure, and making the connections, it was up to me.

4. What reading strategies do you use during reading?

Really, what helps is the picture itself. Looking at the action of the picture and then comparing it to the text to see if it matches. I re-read a lot to understand the text. Hearing people hear streams of words and develop comprehension that way. It takes a hearing person 50 times to understand a word, and it takes a deaf person 100 times to understand a word. So I know it would take me a long time to understand a word. Looking at words with or without pictures. At that time, I learned using imagination, which was interesting. I'll explain more. I understood it was background, describing the background first. Like a tree, sun, etc. And connected it with the text description. And then there was character description, like their clothes, blonde hair, and so forth. How they behaved, how they communicated. What he said, what she said, the dialogue back and forth. I would follow it and figure it out. A long time ago, TVs had no captions, so obviously I would look and memorize what that word meant, then checking for comprehension by asking someone. Of course, pictures were limited and text explained more about what the pictures meant. That's how I understood why they were there.

Later, reading books without pictures, I saw there is more description. Without pictures, there has to be more text descriptions, so you have to use your imagination to figure out what they are talking about. Like first, there is when/where/what happened. You know they will set the background, and then set up characters and dialogue and on from there to the plot and sequence of events. And its broken up into chapters that talk about different topics/events. I visualize it all into a mental picture.

How do I figure out the vocabulary if I don't understand it? I spot the word I don't understand, then scan the text until I find something that connects to the meaning. Some texts use different words to mean the same thing. Someone explained that tendency to me. Before, I used dictionaries all the time to look up words, but then found that the more you read, the more you are able to develop comprehension. So when I reach vocabulary that I don't know the meaning of, I can connect it with another part of the text that clarifies what it is referring to. Just perservering and continuing to read allows you to develop comprehension. You have to do it, being deaf and not being able to hear, you have to persevere with reading. You have no other choice. Look at the text, play around with it. Just do that.

And you have to practice writing. You can't just read, move on, and understand things easily, then write well. You have to practice, to make up for the hearing.

5. What reading activities did you experience growing up? (Phonemic/phonics, instruction, grammar instruction, cooperative learning, theatre, film, ASL instruction)

I remember a lot of roleplay, and script reading. Reading scripts with dialogue and going back and forth. Again, we always started with vocabulary. So we could apply it to what was going on. Let me think, what else. Phonics, related with spelling, it helped me to understand large vocabulary words. Like agreement, disagreement. Phonology helped with those kinds of words. How to write well and sound smooth? Well, it helped, but it helped me understand how to use vocabulary. Cued Speech. It helped with speech, speaking more smoothly. Really, its difficult if you're deaf. Maybe it's easier for those who are hard of hearing, but for me it was really tough. In understanding how to read, phonology helped. First, you need to understand the basic reasoning of it. It has to be clearly explained to understand its purpose, and then it is easier to learn. For deaf people, phonology...well... to learn how to figure out reading, the teacher has to explain in sign language until you understand. ASL seems to help if you still don't understand. I don't really remember how I picked it up, but it was natural. I understood quickly. I'm not sure why. Maybe I'm lucky. I guess language development was already there, so I could figure it out the meaning and reasoning to understand what was going on. It was up to me to develop it or neglect it. For people who don't get it? I don't know... I guess I'm natural at it.

6. Did your parents read to you often? Did they sing or share rhymes with you?

No, because it was a different language. They spoke Spanish. They couldn't read and write English, even though they spoke it well. At that time, they were still learning, so someone else would read to me. Most of the time, it was at school where people read to me. Then once I understood, I was on my own. I liked to read and I was interested in it, so I read a lot on my own. It was my hobby. It was my thing. I was just into reading.

My deaf son, I read to him because I know English. I could read to him. So I enjoyed that, and he was receptive to the stories. But me, no one read to me, so I had to do that on my own.

7. Only for d/Deaf participants: Do you think in sign language, pictures, do you hear your voice?

I think in sign language. When I read, I sign in my head what is happening. It's like a movie. When I read, there is a movie playing in my head. Not so much signing, but just the message. Sometimes when I think about what hearing people are trying to explain and their dialogue, I think about it like that. It depends you know...just thinking, imagining. Like it's a movie.

You hear speech?

That's a good question. I'm not sure about that. I don't think so...no, not really. But they do speak, and they're talking. It's going back and forth, like a silent mind.

You mean like telepathy?

Maybe, yeah.

8. When you are reading and you come to something you do not know, what reading strategies do you use to try to figure it out?

That's a good question. If I don't understand something, I'll look it up in a dictionary. If I can't figure it out by reading the text over, I'll give up and go look in a dictionary to get the meaning. Most of the time, I figure it out by reading the text of the story. Sometimes I won't get it, and the reason I will want to be sure is because I will have to write something about it, so it is necessary for me to look in a dictionary in order to know how to write with the word.

Before, when I was younger, I remember struggling with vocabulary. The reason I struggled with vocabulary was because of writing. I wasn't sure how to apply the word in writing, when the usage didn't make sense to me. It was frustrating for me. I struggled because I couldn't hear, and other people could use their hearing to gain information from their environment to use in writing. While I didn't have that access until someone taught me the words and then I tried to connect to them in reading and use them in writing, where my usage would be questioned. I would ask if it was used often, or becoming new or what, depending on the context. That's where I learned that I have to read and write. I backed up and evaluate how I should be using the word in writing to show what people were saying in English. That's how I learned to start evaluating word meaning. Like the word "whether" or other words that I don't know, I learned that way. I refused to just jot down a word I didn't master yet. I wouldn't do that. If you don't understand it now, you won't use it right later. If you can't get it, you won't be able to write it. That's my opinion. It's more comfortable this way (knowing the correct usage), having the confidence and being sure of yourself.

Anything to add?

I do it everyday, writing. For example, hearing people will instantly be caught up with certain phrases like the term "cheat sheet", which means instructions. People have to think about it in an ironic kind of way. Invented phrases like that, you have to watch out, they will trick you. Like double negative questions, you have to watch out for those. That kind of thing, you have to watch out for to catch the meaning. It will throw you. I kind of need to pay attention because I don't hear while all the chattering is going on. I fall behind, having to ask questions to make sure and clarify meanings because I get lost. I realized I fall behind because they're already using the words in conversation and I don't know what's up until they share the information and I catch up. Then new information will come up and I'll have to catch up with that. I feel like I'm always catching up to stay on top of information. It's the same idea with reading. Like when you see the AOL news

ticker, there is always new information, changing headlines and news. You have to keep up with reading it. Like the weather, there are many new words to keep on top of related to the weather. Like the names of the hurricanes, got to keep tracking it and following. That kind of thing is how you learn. It's the same idea. Its important that you understand, because if you don't, then it becomes too complicated and you will be lost.

Think-Aloud Discussion Questions Part 1:

(Signing text and mouthing words)

Toad. Cold stone. Days and nights. Have 31...

I don't know the sign for that. Venom, (fs venom) ...like poison. In the venomous sleep, like boiling. First...really it's a big pot, throwing things in there. Really, in ASL (stops mouthing words) BIG POT, WITCHES 3, throwing things in there, making it all up and throwing it in there. First, a cat. Then, a pig. Meowing and crying. Third, Harpier cried out. It's time. First, stir it up. In the middle...toad stone...day and night. 31...in the venomous sleep. Fire, burning, boiling. Double, double, trouble. Fire, BURN UP, cauldron, BUBBLE OVER.

1. Explain what you were just thinking when reading this part?

The witch made something to poison... people. No, no...they made a poison soup.

2. Describe what's going on inside your mind; what does your thinking look like? (If participant needs scaffolding, give examples):

- a. Visualize/picture people or events in the story
- b. Translate words into signs and think in signs
- c. Translate words into fingerspelling
- d. Hear an inner voice or mouth movements of the words or your thoughts

Screaming and yelling. Not signs, just seeing things. Not coming from (the text) just more of seeing action. Like how the action of a witches behavior is. Laughing like its funny, them just throwing it in there like that. The hissing, the crying, the screaming. 1st (on right) is witch who threw in the cat. 2nd witch (in middle) threw in the pig, who cried. 3rd witch said it was time. Then the 1st witch stirred it and threw more in there. For 31days and nights, the poison developed.

Double, double, trouble. Fire, BURN UP, cauldron, BUBBLE OVER. Boiling on and on and on.

You see, its not thinking about the words they say, but the behavior, of what they're doing.

3. What did this story/scene/article make you think of?

Like the other movie, what's the name of it? I connected to that... Gretel and Hansel. With a boy and his sister and candy house and hiking, that one, I connected to that. (She) tried to have those two in the house, in her poison pot. She wanted to kill them to eat them. To make poison. I visualized that fast. The moment I read the story, I thought about Gretel and Hansel. That pot though, is different than Snow White. In that was an apple. This is more like Gretel and Hansel. I can't think of another one like that. That's what I see. Why? That's one of my favorite stories so I can't forget it.

4. Were there any words or parts that were confusing to you?
If yes, can you show me the word or describe the part?
What did you do to try to figure it out?

Common sense. Like pig screaming, so like cat screaming. And it said "round" so obviously (cauldron) is something being stirred. I guess. Throwing things in it. Reading through it, using common sense I guess. That goes on for 30 days.

5. Describe the process of reading the lines. Did you read in order or jump around the paragraph or page?

No, I just read all the lines from the beginning to the end, left to right. Read word by word. Like the beginning, the word "cavern...in the middle...a boiling pot". And then thunder and the three witches entering. I didn't jump around the page. I looked at the English. I read it same as it is, never jumping around. If I jumped around, I'd lose the understanding. After reading it, I'm able to visualize. Like the main idea, what it's about. When you first gave it to me, the first thing I thought was it was like Hansel and Gretel. I had a perfect picture. Not exactly, but the idea was there. A chaos and then dissolving as it boils. It boiled on and on and on.

(side discussion)

6. How would you describe the rhythm? Rhyme? Any other poetic devices?

They're all talking together. Oh, now I see.

Think-Aloud Discussion Part 2:

Oh please...they're wildly coming up with different things to add. Animals, those poor animals, snakes...what is that? It's really gross. Why did you pick that one?

The 2nd witch. Or the first. Wait..(turns pages). Oh the beginning. Okay, I get it. The 2nd witch throws in a snake, an eye of newt, toe of frog, wool of bat, tongue of dog, adder's fork, blind worm's sting. Lizard's leg, an owlet's wing. They think it's nice, the powerful trouble, it's nice. They think it's cool, like it's funny. Its boiling like a hell boil. You know chicken broth? Its like hell broth. Boiling over in the crockpot. Ugh...

All together, I'm not sure how to sign it...in ASL. They're all talking, not acting. Saying Double Double, toil and trouble, fire burn and cauldron bubble. (4/4/4/4 rhythm pattern in sign movements, 5-claw handshape rhyme for burn and bubble). They talk together around the pot.

The third witch throws in dragon, tooth of wolf, witch's mummy, maw and gulf (fingerspelled). Really just coming up with things. Salt sea shark (fingerspelled), shark. Hemlock dark, liver of Jew (fingerspelled). Gall of goat, yew...what? Really just coming up with things, with everything they can throw in there. My god.

6. Were there any words or parts that were confusing to you?
If yes, can you show me the word or describe the part?
What did you do to try to figure it out?

The Shakespeare words. Like..(mumbling signs). Oh ok, "blaspheming"...and well I kind of got it "eclipse". And "Tartar's lips" like black lips. And from, oh that's gross..."birth strangled babe ditch delivered by a drab." Drab I don't know, and slab. Most of this is animals, but some are human, right? I'm not sure of it. And things...

So, they throw all those ingredients in the pot. And I'm not sure if they're singing or talking together, but "double double toil and trouble, fire burn and cauldron bubble".

7. How would you describe the rhythm? Rhyme? Any other poetic devices?

Yeah, let me see. Five, six, 1,2,3,4...1,2,3,4,5,6...1,2,3,4...yeah its 6/4/6/4. What do you call that? It starts with an H. What is it called? You know, the rhyme. The numbers. Its really supposed to be 7/4/7? I can tell...(counts again)...no...

(turns pages back to beginning) oh acting...start with scene one and then go on. Really just coming up with different things to throw in there, like a snake, a different kind of lizard. The word is different but it's the same sign. Eye of newt (signed as lizard), toe of frog...how do you sign it clearly? Bat, wool, dog (turning 10 degrees while listing each item). Throwing it all in there. Adder's fork, blind worm..its sting? Throwing it in there. Lizard's leg. Owl's wing throw it in. A nice bit of trouble. Just boiling it until hell boils up. And then they sing and talk together, double double toil and trouble. Dragon scale, wolf tooth, witch's maw, gulf, a salt sea shark. Just coming up with things and throwing them in. (reads next few lines). So all of them are in. Everything is in there.

Comprehension Questions (asked at the end of passage):

"Hecate to the other three witches." Hecate? (fingerspells). I don't know. "Wow, good job. GAIN (4 beats), everyone should share GAIN (4 beats). And now the BIG POT sings. Live elves and fairies in a ring. All that you in." (shakes head). It reminds me of "enchanted"...I don't know. Its almost like Gretel and Hansel. Gretel and Hansel was all about the same thing.

(reading) ...retiring, second witch wickeds out, all witches come wickeding in. Open, whos knocking? In comes Macbeth.

(long silence)... Macbeth destroys all the witches. DESTROYS. It ends with their heads on the ground. Answer me to what I ask you. (turns/tilts head and shoulders) First Witch; Speak, (tilt head) Second Witch; Demand, (tilt head) Third Witch; We'll answer.

5. What is this story about?

It's all about the pot. All about the food to create poison. To try and change people, if anyone's in their way. That's what they'll do. The purpose is to protect themselves from anyone who comes in. When Macbeth comes in... I don't know. Then someone knocks. They're talking about the pot to create the poison soup. A soup I guess.

1. Who is this story about (main character[s])?

The witches and Macbeth.

How do you know?

(turns paper to front) The witches, three of them. Its all about them, and then Macbeth walks in. Macbeth comes in and reams them out. He is a powerful person threatening to destroy them.

2. What is the main idea(s) or main point of the story/article?

I don't know. Let me figure it out... I should research it on my phone. Well, I understand it. I understand it clearly. I think they're making a poison soup. What its for? I don't know, that's not clear. I'm trying to think what the main idea is. I think they're making a poison soup, but for what? I don't know. Its not clear.

3. What do you think will happen next if this story were to continue?

What happens next? It looks like Macbeth ...release the wind wind...make church...waves...corn cut down. Tree, down....castle (fingerspells and then signs)...fall. Heads...their heads...all heads...house, well roof peak falling down. Foundation...together...I have to look up that word...Answer me what I ask you. Ask you? It looks like he's asking the witch a question about a relative occurrence.

4. What is the author's intention for writing this story/article?

I have no idea. I don't get it. (pause) I'm trying to think and visualize the story of Gretel and Hansel. It is similar, but (Gretel and Hansel) has a purpose... a family history of witches, a heritage that they don't want people to know about. The bad witch ruined it and told their secret or something.

The father was protecting the two children, because their mother was a witch, a good witch. They went in the woods, hungry and suffering while looking for food. They saw the candy house. She knew that the good witch had children. They went in and ate the candy. The bad witch heard them enter and grabbed them. She wanted to kill them to make herself look young.

This line here “live elves and fairies” and how they change to angels or something young and pretty...is like the medicine to help them stay young. That one I understand, but this one I don’t know. That story, I can understand what it is about. But this one, why he wanted to make up the story? They wanted to make the poison soup to protect themselves from the outside? They didn’t want anyone else to come in? I need to know the prior context of the story. What is called? The prologue. There’s none of that. We just started at this point in the story.

He’s asking a question and wants to teach them a lesson or something. “If you know the answer, answer me”. I don’t know. It looks like a question. “Answer me what I ask of you. If you know or understand the question, answer to me.” But what all this means? I don’t, it’s totally different than what’s happening here. I don’t know. It looks like it all applies to where the animals come from. Where the witches got the animals. Just making it up.

It looks like, they’re making it up.

ID # 4

Reading Background Interview:

1. When did you first begin reading? What is your earliest memory related to reading?

Honestly, I'm not sure about the exact age, but I remember reading with a teacher in maybe kindergarten or 1st grade. So I remember reading with the teacher, but when I started to read before that, I don't remember. It is vague to me.

2. How did you learn to read?

Around 2nd or 3rd grade, I remember the teacher assigning reading books that I would read through. It's vague. I remember more of a discussion, about setting...characters, characters names and so forth. Plot, explaining it. Spelling, memorizing spelling. Connecting that to reading. Connecting the terminology. Projects...that's a little vague. Learning how to read, that is vague, but I love to read. I grew up loving it and reading many books.

3. How do you see yourself as a reader? Do you feel you are a good reader? Why or why not?

I'm a good reader, yes. I love to read books. I was always excited to go to the library or the bookstore. I used to love the series "Sweet Valley Twins." I loved that series. My friend, on a playdate, was reading one of the books and I asked her what it was. She told me about the story and twins and I fell into it from there. Everytime I got a good grade, or my parents went to the bookstore, they would get me one. It was important I got a good grade. I remember I just loved reading books.

4. What reading strategies do you use during reading?
 - a. [Such as: rereading, creating imagery in your mind, making predictions, making connections, summarizing, recognizing breakdowns, using contextual support, etc.]

Younger or now?

Both

I look through content. If I don't know what something is...what was the question again? Oh strategies. Okay yea, what was my point? Really, if I don't know a word I will go and reread, looking at the word again. Looking around it until I can figure out what the meaning of the word is. To make sure if it is right, I will look in a dictionary to make sure it matches up. I tend to try and figure it out before I look it up in a dictionary. That's how I became a good reader, trying to figure it out. By looking at the meaning before the word, and trying to think what it could be. For example, "asking me and talking to me, he made me feel ____." If asking me could mean that if someone was asking me something,

what could I feel? It could be anger. So that is an example of looking around the word for the meaning. I look at prefixes too, the parts of a word. I wish I took a Latin class. It would help a lot, because many of the morphemes are from Latin. The root words, prefixes and suffixes that build the words. Latin helps a lot with knowing these, but I didn't take that class. Through high school there was more emphasis on the parts of a word, but I don't remember any of that in elementary school, just in high school. That is how I figured out word meanings.

I have to admit, that sometimes I get frustrated, as a deaf person, with unfamiliar vocabulary—because I sign and don't always realize that a (written) word is the same as the word I know in sign language, until I make the connection for the first time. Hearing people hear the words frequently, but deaf people don't. And so I become frustrated with unfamiliar words.

5. What reading activities did you experience growing up? (Phonemic/phonics, instruction, grammar instruction, cooperative learning, theatre, film, ASL instruction)

One thing I loved about my reading teacher is that he/she gave us reading projects to create. Like making dioramas of story settings, and making summaries. I liked that kind of thing. That teacher was good. Other teachers, not so much. They did not make reading fun. Reading at school felt dull, but reading on my own was enjoyable and I loved it.

6. Did your parents read to you often?

Yes. My dad, no, he would be working, but my mom did.

Did they sing or share rhymes with you?

That part, I don't remember, but I doubt it. It was more of storybook reading. My parents weren't strong with English. They spoke Korean and English was their second language, so they were not familiar with children's rhymes and such.

Now, I have two hearing daughters and I expose them a lot to that, like "bear jump bed" etc those kinds of rhymes. But my parents didn't really expose me because they weren't born here. If they were born here, they might be more familiar with it and share them. So I really doubt they read those rhymes with me.

7. Do you enjoy reading poetry or musical lyrics?

In high school, I loved that, but now I kind of lost interest. I don't know why, it's an interesting change.

8. Do you think in sign language, pictures, do you hear your voice?

When I read, I tend to visualize. I see an environment kind of like a movie. If a character I am reading about is angry, I visualize an angry expression on the person (in the mental movie) and other things I'm reading, like if someone was shot, or something awful happened, I see it happening. I don't really think and wonder why something happened, I just read and enjoy the story. I picture it and keep reading.

How about character dialogue?

That's a good question, I never thought about that. I see it when I read, and I don't know if the character said it, or signed it, it's just that the person says that. Like if the person says "I'm going to the store," I read that they are going to the store and that's it. It is not the phrase used. Do they say it? I don't know, it's a good question.

9. When you are reading and you come to something you do not know, what reading strategies do you use to try to figure it out?

I just look and figure it out. I look at the morphemes and figure it out from the root, prefix and suffix. If I can't figure it out, I'll use a dictionary. Once in a while, I will just skip it and keep reading.

Anything to add?

Growing up, I was always great with reading. I always loved reading books. I read through one book after another. My parents drilled it in me to read a lot of books and practice my writing. I wrote a lot in a diary. I have a whole stack of diaries, over ten of them. So I wrote a lot, making connections with reading and writing. I hope I pass that on to my children now, that they become readers. So I encourage them with that.

Think-Aloud Discussion Questions (asked at the end of sections marked with stars):

7. Explain what you were just thinking when reading this part?

I pictured three witches, putting a spell on someone. A cat and a pig, some kind of magic, putting a spell on something.

8. Describe what's going on inside your mind; what does your thinking look like?

Visualizing, having to work hard to figure out words and what they really mean. Looking at a word and figuring it out, going to the next one, and figuring them out. Picturing a long nosed witch with a hat already. I imagined it because witches tend to look like that.

1. Were there any words or parts that were confusing to you?

If I didn't know what a word meant, I figured it out. "Mew'd" means meowed.

How did you figure it out?

The word before it was cat, and it looks like meowed, so it could be a contraction for that word and I pictured meowed. I noticed it tends to have a contraction 'd, like "poison'd," which should be poisoned, so it is just eliminating the e. So I saw that and connected it to the 'd in mew'd to figure that it meant meowed.

Harpier...it could be a name. I'm not sure. Looking around the page, I think that's it.

2. What did this story/scene/article make you think of?
(If participant need scaffolding, say "Maybe you read a sentence that made you think of something else or you remembered something from your past.")

Halloween, haunted house and scary movie type of thing. But connected to this text, nothing really. I pictured like a Halloween scene, with witches and all that.

3. Describe the process of reading the lines. Did you read in order or jump around the paragraph or page?

I feel like I read the lines, not quickly, but read through carefully. I wanted to make sure I understood, so I read slowly. If I didn't understand, I would read it again. I didn't jump below, I read each line. Reading, jumping back a bit to re-read, reading. If I lost interest or didn't understand a part, I would kind of skim through it.

4. How would you describe the rhythm? Rhyme? Any other poetic devices?

Like I said, I noticed that (pattern) with the 'd. I noticed the text is in equal margins. There are a few rhymes, like got/pot, trouble/bubble...I'm not sure, it seems like there are not really full sentences, but more like short lines. More like a poem.

Rhythm?

I don't know. I looked more at the length of the sentences themselves, with the identical margins. I didn't notice anything else.

Think-Aloud Discussion Questions Part 2:

8. Explain what you were just thinking when reading this part?

I pictured like different parts of animals, a pot, throwing it all in the pot. Adding it all to become a spell. Adding more in the next part. I'm not sure why it says "ALL." Does it mean that all witches recite that part together? Or does it mean that's something they were doing together? That part, I am not sure about. That's what I visualized.

9. Describe what's going on inside your mind; what does your thinking look like?

Just visualizing. There is a good description here too, so I'm thinking about what frog toes look like and what dog's tongues look like, making a mental picture and thinking about that.

10. Were there any words or parts that were confusing to you?

Again with the 'd. There are a lot of contractions with 'd. And "I'." I don't know that one. I've never seen it before. The 'd I can figure out, but the "I'" I don't know. I'. I don't know. It's strange.

11. Did you read the lines the same way?

Yes, the same. Looking carefully left to right and building a mental picture.

12. How would you describe the rhythm? Rhyme? Any other poetic devices?

I noticed the pattern is in lines of two. (Fingerspelling) Snake/bake, frog/dog, sting/wing, trouble/bubble, at the end of the lines.

How would you sign this part?

Trouble, trouble, (stressed) trouble. Burn burn, bubble up (starting with 5 handshape, becoming more bent for each line).

Comprehension Questions (asked at the end of passage):

1. Can you summarize what you just read?

Everything that was said up to this point, this part is different from. It is a separate situation. Looking at it is confusing. It looks like a hostage situation, or I don't know. A ring and elves and fairies, suffering and pain. A group/ring. It looks like a lock up.

Going down it, I read it, then went back and read again. The next part was talking about wind and church and a struggle, but I'm confused about the connection and the two different parts. Somebody asks a question and says they have to answer it. Something like a "you need to suffer" kind of thing. And then at the end, it says talk, and we will answer. So going down it, I don't know what that is. It looks like three different parts. Connecting one part to the next, it's confusing.

2. What is this story about?

Like I said, a hostage situation. Elves and fairies and making magic spells. And "you need to answer me," is about some kind of question.

3. Who is this story about (main character[s])? How do you know?

It's about the witches and Macbeth. Macbeth could be the main character.

How do you know?

The way he said it. (straightening up shoulders) "However you come to know it, answer me." He has some kind of authority. And the winds and churches and so forth and then again "answer me." It looks like he is an authority, moving the crowd about when he comes in. So that.

4. What is the main idea(s) or main point of the story/article?

Like I said, I'm not skilled with Shakespeare and his old English language. I have to work hard to figure it out. In high school. I did read a lot of Shakespeare. But the point? It looks like he's trying what witches always do, a spell on something. Is he throwing the elves and fairies in there in the ring? Like a hostage, because they have information he wants to know. Something, throwing things in there until it boils up and puts a spell on elves and fairies to say something I think.

5. What do you think will happen next if this story were to continue?

(looks at the last line) I think they will say okay and give him the information. I don't know.

6. What is the author's intention for writing this story/article?

Not letting them hide but forcing them to tell the information. To tell the truth.

Do you have an opinion about it?

I don't like Shakespeare. Some of it, I enjoy watch it, but reading...in high school I did read it and it was over my head. I didn't enjoy reading it because I didn't get it. If I were to study Shakespeare and his language use and patterns, visualizing and figuring out his style of writing, I would enjoy it. But I haven't read Shakespeare in a while, and I never liked it, so I'm just turned off by it. No further comments.

ID # 5

Reading Background Interview:

1. When did you first begin reading? What is your earliest memory related to reading?

I don't remember. I would guess around 5 years old, I'm not sure. Around 4 or 5, I'm not sure. It was a long time ago, really I honestly don't remember.

2. How did you learn to read?

I guess in school, we would sign in class and they would teach us to read. Did my parents teach me to read? I think it was more likely in school, yeah.

3. How do you see yourself as a reader? Do you feel you are a good reader? Why or why not?

I don't feel like I am a good reader, no. It's possible that I have a diagnosis of dyslexia. Meaning I don't read through the text, it's a scattered kind of reading. But I struggle with reading, because I can't visualize in ASL. It's all in English. English and ASL is different.

4. Do you think in sign language, pictures, do you hear your voice?

ASL...that's a good question, I never thought about that. Do I read and think in sign language? If I know that the person themselves signs, I will visualize them signing. But generally I don't think about people signing.

Is the communication telepathic? How do you know what they are saying?

I'm not sure. Do I read and then translate it into ASL? It's visual, you're right it's more like a visualization. Like if it is about a room, I will think about a room I know, visualize that place and set up (the story) in there.

5. What reading strategies do you use during reading?
 - a. [Such as: rereading, creating imagery in your mind, making predictions, making connections, summarizing, recognizing breakdowns, using contextual support, etc.]

It depends on what kind of reading it is. For example, on the Internet, they have bulleted text, sometimes it has the topic which can catch my interest. Usually, I look at the beginning and stop reading before the ending. I will already have a good idea of the text from the beginning. But other than that, if I don't understand something, I will reread it. Most of the time, I just dismiss it. Or if I know someone who knows what it's talking about, I will ask them. If I am really curious, I will do more work looking into it, researching it more carefully, trying to figure out word meanings, looking into it more deeply.

6. What reading activities did you experience growing up? (Phonemic/phonics, instruction, grammar instruction, cooperative learning, theatre, film, ASL instruction)

I don't really remember. I went through several different mainstream programs. I was in a deaf class in a hearing mainstream program, but I don't remember how they taught me. Then I went over to hearing mainstream by myself with an interpreter, and there was a lot of reading. In the hearing classroom, everyone read on their own. I read by myself, yea.

Did you do anything with phonology?

No, in speech therapy...I remember practicing speech was not effective. But we didn't connect reading with speech, no.

7. Did your parents read to you often? Did they sing or share rhymes with you?

Not really, but they hired a babysitter who was a child of a deaf adult, and she would sign and read me books. I was very interested in that, because she signed in ASL. I remember that book was Chocolate something. A Judy Blume book. Chocolate something. I can't really remember. It was so long ago, but I remember being interested in her signing. I liked that, but I didn't have the advantage of my parents being involved and signing stories with me after that.

8. Do you enjoy reading poetry or musical lyrics?

No.

You said before you jump through a text. How do you tend to read through the lines of a text?

I jump all around. I don't read word by word. I read fast. I talked to my doctor and he said I'm intellectual and that's why I read fast. But I disagree a bit, because I think its reading dyslexia, meaning it can be easily misunderstood. For myself, its switching the idea or thought around. It's not switching it up so much, as the concept that I don't understand. There is dyslexia for math, but also reading dyslexia too.

9. When you are reading and you come to something you do not know, what reading strategies do you use to try to figure it out?

I will find that vocabulary, click on it and define it to figure it out. You know, the iPhone has outstanding technology and you can just click on a word to define it. It isn't like back in the day, when I might just dismiss it. Now we have more technology and it is more accessible to me and easier to read through.

Anything to add?

Sometimes, if I am reading, like in graduate school where all my classes were online and I had to read like 500 pages on the computer, I had the advantage of being able to search for keywords. I could type it in and search for it in the text, allowing me to zoom and focus on specific words and concepts. Then reading through it, I would understand and connect it to develop understanding of the content.

Think-Aloud Discussion Questions Part 1:

1. Explain what you were just thinking when reading this part?

About a cave. A cave. A spell, witches. I don't understand what it says. (fingerspelled) "Thrice, the brinded cat meowed." I guess that's meowed. Further down, (signed) "pigs whined." "Crying, Harpier..." Harpier, I guess...I don't know.

2. Describe what's going on inside your mind; what does your thinking look like? Are you visualizing, signing, thinking in pictures?

A little bit, a little bit. I visualized a cavern, a lightning bolt and boom, the three witches doing a spell. But I don't understand what they're talking about, jumping to the second witch and back to the first one again.

3. You said you tend to jump around the page. Describe the process of reading the lines. Did you read in order or jump around the paragraph or page?

I looked down and around, reading the lines and then again jumped back up and re-read again and again.

So you jumped around?

This part was easy to read, so I read through that quickly and then returned and re-read several times.

So did you look at the text as a whole?

Yes, I looked at the whole thing (holds up text), skimming and scanning to get the idea, and then read it from top to bottom.

9. How would you describe the rhyme?

I notice thrice/brice, in the past, meowed, whined. In the top,

Rhythm?

With that first witch, that? go/throw, trouble/bubble at the end. That's rhythm?

Think-Aloud Discussion Questions Part 2:

1. Explain what you were just thinking when reading this part?

Really, there are a lot of words and I am lost. I am not following the story.

Do you have a mental picture?

No, not really.

Comprehension broke down?

Yes, it broke down.

2. Were there any words or parts that were confusing to you?

When I started with a sentence and didn't understand the first part, I kind of was lost for the rest of it. (fingerspells) "fillet of the Fenny snake," I don't know what that means. And next, "in the cauldron boil and bake," I don't know what that means. "Eye of newt." I don't know it. A lot of words I don't know.

I noticed a repetition in the endings of a lot of words. (fingerspells) Snake/bake, frog/dog, sting/wing. I noticed a lot. Gulf...all the way down the word endings. In patterns of 2, is that right?

3. Did you read the texts in the same way, or a different way?

I read through it, but didn't really have the patience for it, because the text was thicker and it was harder to read. The other section, I could read a line at a time and really think about it, but these blocks of texts are longer, so I am lost.

How would you sign this part?

...double, (fingerspells) toil and I don't know what that is, trouble, some type of trouble. Fire, burn up. (fingerspells) Cauldron, bubble. I don't know what cauldron means.

Comprehension Questions (asked at the end of passage):

1. Can you summarize what you just read?

I don't know. The story? I have no idea.

What is the story about?

It says the first witch speaks, commands, answer me what I ask you.

2. How did you read the lines?

It was easy to read the block of sections. I noticed a repetitive pattern "through, through, through." (the word is though).

It was easier to read than the previous section. (Points to paper, frames the margins of sections using thumb and forefinger.)

3. Who is this story about (main character[s])? How do you know?

Witches. It says the first, second and third witch.

4. What do you think will happen next if this story were to continue?

(laughing) I have no idea. The problem is that I am a little bit lost in what they are talking about, so I really can't figure out what will happen next.

Before this section, you understood the story more?

Yes, somewhat. I always have a hard time understanding Shakespeare. I don't know what's up with that.

5. What is the author's intention for writing this story/article? How about his use of people?

He's trying to explain that the characters have different personalities. Personalities? I don't know... I notice that he uses different animals, like frogs and such.

Anything to add?

Nope. Sorry.

ID # 6

Reading Background Interview:

1. When did you first begin reading? What is your earliest memory related to reading?

The first time I read, I can't remember exactly when, but I know it was at a young age. My parents would sit with me and read to me. My dad would tell me bedtime stories every night when I was in preschool and kindergarten. I started reading by myself when I was, as best as I can remember, around 1st grade. My parents had a big bookshelf in the basement with lots of different kinds of books, ranging from children's books to fantasy novels. We had encyclopedias, dictionaries, everything. I would just look through and read all the different books. So I started reading at a really young age. When I really fell into reading was during third grade when the Harry Potter books were released. At that time, I fell into it and after that I became an avid reader.

2. How did you learn to read?

Practice. I remember I would read something, and if I didn't understand a word or know what it meant, I would ignore it and go on reading until I was able to visualize what the writer was trying to say. I was able to make up gaps on my own. The more I read, the more words came to life.

I also got a (cochlear) implant when I was ten. At that time, I tried audio on tape. I would listen and read along with the book, connecting the story. But my brain still always visualized the story first before I heard it. So my brain already developed visualization and didn't rely on the use of sound for words.

So you didn't learn phonetically?

No, not much. Maybe in speech therapy. I did learn phonology, but my reading process I think my parents just really let me read a lot on my own to the point where I was able to evolve as a reader on my own, in a way that was the best for myself—instead of a system forcing on me a way that may not have worked for me.

3. How do you see yourself as a reader? Do you feel you are a good reader? Why or why not?

If you asked me that question four years ago, compared to now, I would have two different answers. I don't know, I feel like I've read a lot of books growing up. My reading comprehension is good, but maybe coming from me as a deaf person...I feel that hearing people will always be better writers, will always be better readers, because they hear, they have access to English all the time, while I don't. I only have access to English through print, so I guess I sometimes feel like they are better—but really I am equal to them, or maybe better.

4. What reading strategies do you use during reading?

When I was younger, I read a lot of fiction novels. I think these are much easier to read of course, they are more enjoyable so the text is easier. So I would dive into the story and not really have to go back and check my comprehension or go back and read again. I would just continue on reading the story.

If there was a word I didn't know, like for example in Harry Potter, I'd read the first few chapters and maybe encounter a few words I was not familiar with, by continuing to read, I became more familiar with how the words were used then I could create meaning of the words. Using the context helps me decide what the writer means. I tend to read, pause, visualize and think about what's happening, then go back and read more, then pause again and go back and forth like this.

Now, I notice that I tend to go back into the text more. In academic texts for example, I tend to go back more frequently to check because its more detailed/specific. So the reading process for both (texts) is different.

5. What reading activities did you experience growing up? (Phonemic/phonics, instruction, grammar instruction, cooperative learning, theatre, film, ASL instruction)

I was exposed to many different things. I learned phonology through speech therapy. I would read books to the speech therapist, who would listen and then correct my speech, explaining why I had mispronounced something and what the phonology behind that was. For example, S and Z, sometimes S sounds like Z in specific words. That kind of thing, I learned the rules. I didn't struggle too much with it. I was able to pick it up.

At home. I tended to read to myself. My parents weren't really readers. When I was young, they would sit and read to me, but they weren't really readers themselves. So I developed reading motivation on my own. I will fly through a lot of books.

At school—in elementary school, I remember the teacher would sign stories to us. But in mainstream school, the teacher would talk so I would visually read the story on my own. Like if the teacher announced that she would be reading page 1-5 aloud, I would read it silently on my own. The other students would listen to the teacher, or take turns reading aloud, but I would be reading silently to myself. So I think a lot of my reading was self-dependent, mainly because of the environment I was put in.

Did I grow up with someone fluent in ASL who could translate stories from English into ASL? No, I didn't experience that until going to Gallaudet.

6. You said your parents read to you often. Did they sing or share rhymes with you?

I can't remember... I know for sure we had some communication issues growing up. I was their first deaf child so they were learning how to sign and interact. They tried different approaches and strategies to get my attention and interact. And also, I was a wild kid, so my parents were quite busy trying to handle me. It was hard to keep my attention at bay sometimes. I would say that they tended to let me go be on my own and absorb information my own way at my own pace to develop my own meaning.

I had many friends I would go out and interact with. I read a lot on my own. My parents never had to tell me I had to do something, I just knew on my own what I had to do. They treated me like I was normal, not different than anyone else.

7. Do you like reading poetry or song lyrics?

When I got an implant, I started listening to music. That was a big reason why I got an implant, because I was curious about music. Hearing aids didn't help very much, but without an implant I don't hear anything. So when I got the implant, I started listening to music and reading the lyrics and memorizing them. Then, when hearing the song on the radio, I would be able to follow because I knew the words. So I do enjoy reading music. I enjoy reading fiction stories, religious drama, spiritual novels, that kind of thing. Magic... that kind of thing. Academic text, if its related to language or deaf education, I also enjoy that, but it depends on the research itself.

*But Shakespeare and such? I can't tolerate it. I think that's normal for a lot of people. I think its based on how a teacher taught. My teacher made it boring, so I didn't like it. I had one teacher in high school who taught British Lit, and we read books like *The Canterbury Tales*, *Shangri La*, and others...hmm..it was around 9th or 10th grade. He was British himself, and moved here from London, so he had that background, energy and vibes that made reading those kinds of books with Old English fun.*

*Dante's *Inferno*, *Crime and Punishment*, *Siddartha*...really it was a whole range of books on my high school reading list. It was good, but in middle school my English teacher wasn't that great. It was boring. She had low standards for us and thought we couldn't meet high standards. So when entering high school, I said I wanted to be fully mainstreamed, because I knew (the other program) would not challenge me or meet my needs. So full mainstreaming was better for me. I progressed quickly that way.*

8. Only for d/Deaf participants: Do you think in sign language, pictures, do you hear your voice?

I alternate between many! I think because I was exposed to so many modalities growing up, that mind became so used to alternating. It depends on the story itself too. If its fiction, its easy to visualize like a movie with pictures and sign language. If its an academic text, I think in lines of English text. So its different for those two kinds of text. So most of the time, I tend to visualize a mental movie.

How about dialogue?

Dialogue is interesting. If I read a text with a main character, I tend to become the main character. In my visualization, I become the character that the story is talking about. So when the character is talking to other people in the story, I imagine that I am talking to them. It goes back and forth between talking and signing. The same thing happens in my dreams. Sometimes I find myself signing, sometimes I find myself talking. Its never just one or the other. I would say that's how my life flows anyway.

Think-Aloud Discussion Questions Part 1:

1. Explain what you were just thinking when reading this part?

It's talking about three witches brewing, making a potion or something in a cave. They're throwing in different ingredients needed to make that potion.

2. Describe what's going on inside your mind; what does your thinking look like?
Are you visualizing? Seeing signs?

Seeing and kind of smelling too. Seeing a dark cave, way out yonder in the mountains or an isolated place, into a cave and seeing witches. Old, with bent and wobbly heads, throwing things in and stirring the boiling black pot. Inside is green, with an odd aroma drifting up.

3. Were there any words or parts that were confusing to you?
If yes, can you show me the word or describe the part? What did you do to try and figure it out?

The word "thrice" I didn't know, but I assumed it meant three. "Brinded" I didn't know, But now I see a hedge-pig that is making that noise, like a whining/crying. "Mew'd" looks close to "meow". I know most of this.

4. What did this story/scene/article make you think of?

The first thing I visualized when reading this was the movie "Hocus Pocus", the beginning where they are stirring the pot because of their practice. That exact scene I related to this.

Also, "Sabrina the Teenage Witch". I used to watch that growing up, and this reminded me of that too.

5. Describe the process of reading the lines. Did you read in order or jump around the paragraph or page?

I read through smoothly line by line. I tried not to get caught up or stuck on a specific line or word, so I just kept reading through. If I didn't know a word up here in the text,

another word down there might help me fill in the meaning up there. It would be an interchangeable meaning. I use context to help me get the full picture of the whole story.

6. How would you describe the rhythm? Rhyme? Any other poetic devices?

“Thrice brinded, thrice whined”. That brinded/whined. (Uses slight movement and stress of movement to show a 2x2 rhymn pattern). Its time, its time (2x2 movement). It has a rhythm. “Double double, toil and trouble, fire burn and cauldron bubble”. (Uses repeat handshape 5 for trouble, boil and bubble and 2 beat movement of signs). I visualized ASL when I read this part. “like double, double (2 beat movement), FIRE FIRE, BURN BURN (5-HS). Like a phonetic movement in the rhythm.

Think-Aloud Discussion Questions Part 2:

1. Explain what you were just thinking when reading this part?

Obviously, they are adding a lot more ingredients to the potion. A lot more rhythm. I notice the pattern is coming in blocks of 2: Snake/bake, frog/dog, sting/wing, trouble/bubble, wolf/gulf, shark/dark, Jew/yew, eclipse/lips. The pattern is every two lines, so obviously the pattern is set up in twos.

I thought of “Harry Potter”, where they have rows of ingredients to use while brewing a potion.

2. Were there any words or parts that were confusing to you?

No, I understood it all. I am familiar with all of the words.

Comprehension Questions (asked at the end of passage):

1. Can you summarize what you just read?

Obviously Hecate was praising them because she said “good work”. And Macbeth? He redirects the action, or the story action really gets started with him.

I’m just looking at the design of this, and when Macbeth is talking, his lines start off long and then become shorter and shorter. I feel like he is starting with a broad idea and then narrowing down to focus on the point he wants to make.

2. What is this story about?

I know I read Macbeth, but that was a long time ago so I’m not sure. Obviously, they are doing something with the potion they are brewing, and its obviously not for something good. Like this line says “something wicked this way comes” so we get the tone that the intentions behind their actions are not for something good.

3. What is the main idea(s) or main point of the story/article?
How do you know?

I'm not sure about the point. The feeling I get from this is that Macbeth suspects something is going on. He knows the witches are planning something, but their plan may not necessarily be for the good, as I said before, not with the best intentions. But they are still challenging other people's way of thinking. It is out of the norm, different. Times are changing and so is people's thinking. Kind of like "out with the old, in with the new", because here he is talking about wind, waves, trees falling down, so I feel like he is talking about death and the end of things. And with that always comes new beginnings.

3. Who is this story about (main character[s])? How do you know?

Macbeth. Macbeth seems like he is making a deal with them. Some kind of agreement.

4. What is the author's intention for writing this story/article?

I think most writers write to challenge people's thinking. To challenge current politics and social beliefs in the society. For sure, I notice some political undertones. So I feel like his point was twofold: to reflect society's beliefs and how you can break that, and not everyone appears to be as they are. There is always an intention behind their actions, and always a choice, a rationale for our actions, even if we don't say it directly to someone else. So I feel like this is kind of a look into the inner process of how people think.

Is it good or bad?

Do we have morality? Do we know right from wrong? Do we know good from bad? Is good better than bad? Is bad better than good? Is it equal? Why do we need to have good to have bad? I feel like it lays out all the cards and its up to us to decide what it means.

ID # 7

Reading Background Interview:

1. When did you first begin reading? What is your earliest memory related to reading?

My first memory? Hard one. It feels like it was at the same time as learning signed English and reading, etc. So pictures...looking at words and seeing what they look like, relating it to what things are and the signs for them. Making a triad of connections in that way. Visualizing.

Do you remember how old?

Yes, my parents told me I went deaf when I was 2 1/2. I started signing around that time, and started reading around 3 or 4. When I turned to reading, I started reading quickly and went from there. My mom would sign books to me when I was around...a young age. She would turn and sign the books and show the text to read it. Then after that, I would just take the book myself to read through it because it was faster than watching and looking, watching and looking at the book. So I just focused on the reading. I feel that was around 5 or 6 years old. One thing I liked was reading and labeling (unintelligible) seeing things like cup and knowing the word for things around the house.

Another thing I remember that my parents told me about was when they learned a sign, they would teach me. So there was a lot of exposure to my parents teaching me, and also a signing teacher who would come to the house. She would ask my parents what I knew and then (unintelligible video frozen)

2. How do you see yourself as a reader? Do you feel you are a good reader? Why or why not?

Yes. I am confident. I read fast, because I look at the words like pictures...underlying vocalization. Many of my hearing friends comment about how I write really long sentences. Its because when I read, I can look over the text really quick. My hearing friends get annoyed because they have to read line by line and are just exhausted by it. But I read the text as a whole really fast. So that's one difference between us that I noticed. And its easy for me to visualize/ develop a mental picture.

3. What reading strategies do you use during reading?
 - a. [Such as: rereading, creating imagery in your mind, making predictions, making connections, summarizing, recognizing breakdowns, using contextual support, etc.]

A lot of predicting about what will happen. A lot of filling in. Just like my strategy in the hearing world, I apply that to my reading. That skill from my environment, it applies to reading too. When I read, I tend to look at the whole of the text as a picture. (sweeping

circle V handshape over a 5 handshape paper). When I make a mental picture, I try to remember what happened, who was involved, different details and ideas that I can remember where it was on the page. Like I know its up here (points to top of signed page) and not down here (points to bottom). So I will look for that section or part of the page. As a whole, it's a very spatial experience.

4. What reading activities did you experience growing up? (Phonemic/phonics, instruction, grammar instruction, cooperative learning, theatre, film, ASL instruction)

Pretty much everything that you just said. All of that. A lot with my parents, who loved to read and would read a lot with me—sitting down and reading with me. Or signing to me, or just giving me books and different ideas. I read a lot of books and practiced reading. I remember some phonology reading as a kid, but that was mostly connected with speech therapy and, I don't remember all this very well, but I don't think phonology was connected with reading—just with speech therapy stuff which may have overlapped with reading but my reading was more visual anyways, so it wasn't really important. But now I speak English sometimes, and I will notice that I have a hard time speaking while reading, because I can't really think over the text while speaking, so I have to set that aside and just focus on reading without listening or speaking. I have to.

5. Did your parents read to you often? Did they sing or share rhymes with you?

They did sing, but not really signing a lot with ASL rhymes or anything. When I was at a deaf school, until 6, there was some rhythmic ASL, around pre-school. But around kindergarten and 1st grade, not so much. I'm trying to remember...in kindergarten my teachers were good, but in 1st grade not so much. So kindergarten was really focused on teaching and learning, very interactive. A lot of reading and signing, connected together.

6. Do you enjoy reading poetry or musical lyrics?

I like poetry a lot now. I feel like I'm a bit attached to it, because when I was a mainstreamed student, I had a teacher who implied, not as much directly told me—but the message I got was that poetry was a hearing thing, something that you heard. But later, I started to realize that she was wrong. But I still have a bit of that feeling of unsettlement. Yes, it is a complex genre, so there are a lot of hearing experiences included within it. ASL poetry is a different concept, but I like it all.

Musical lyrics—I do read them, but it's not equivalent to a musical experience for me. Hearing poetry, its like reading a text—and that is interesting too, but the experiences are different.

7. Do you think in sign language, pictures, do you hear your voice?

Good question. It depends on what I'm looking at. Most of the time, I think in a very spatial way. So abstract concepts, everything is outlined in a very spatial set up—like

the application of ASL for example. But it's hard to describe in sign how everything is set up there around me in my consciousness. So when I read, I tend to develop a mental picture of what is happening. But with dialogue, it can go either way. I don't really visualize people signing, but I don't see them speaking either. It depends on the character. If a character is deaf, I may see them signing. If the character is hearing, I see them speaking. But that is not a really big part of what I visualize about a story. Really, its just about what's happening.

When I dream, sometimes I clearly notice it, but other times its ambiguous.

Is it mostly telepathic?

Well yea. It just happens. The meaning, its just there. (unitelligible screen frozen) Its spatial really. When I read essays for school, and have to analyze the main ideas, that's where signing really comes in. As part of the abstract thinking for school, not as my dominant language—higher education is English so its hard for me to link that into my reading process. Spatializing (the English) helps me conceptualize all my ideas, so when I'm involved in class discussions I tend to both speak and use spatial language to show people what I am conceptualizing—the structure of my thinking. It fits both.

8. When you are reading and you come to something you do not know, what reading strategies do you use to try to figure it out?

If I read through a text and see something I don't understand, I tend to look around it and figure it out depending on the context. Or sometimes I will just not understand it so I will go look it up in a dictionary or wait until its time to discuss it with others and I can find out what it means. But most of the time, its context cues. If one sentence has a word that I don't understand, then the next sentence will reflect some other information that will help me determine what the first sentence is about. If I don't understand the whole thing, then I will have to re-read it slowly, line by line, and think about it to see if I understand or not and then go from there. Sometimes the text is just hard, so you need help from others to discuss and go over it. So that's why class is good.

Anything to add?

I think what I said before was important—about reading through the text as a whole picture, and approaching reading as a review of the picture. That helps make it easier. And the way that I write is interesting. I write long sentences, and it doesn't matter to me, but hearing people can't process that much at one time. That's a little bit odd, its weird.

Think-Aloud Discussion Questions (asked at the end of sections marked with stars):

1. Explain what you were just thinking when reading this part?

A play. Three witches. Scheming together and joining in. Like things one at a time. A cat, meow. (body shift) a pig doing their thing, and then READY! Excited, stirring the pot and singing together.

2. Describe what's going on inside your mind; what does your thinking look like?
(If participant needs scaffolding, give examples):

A play. Well, I visualize it as a play. I saw the play before, so I connected it to that. I could see either signing or speaking. I saw the three dancing around the circle. If you want to set it on stage, you need to create an image of the scene. That is called dramaturgy.

Oh yes, right. Long time since I saw that word. I forgot about it.

3. What did this story/scene/article make you think of?
(If participant need scaffolding, say "Maybe you read a sentence that made you think of something else or you remembered something from your past.")

Well, I know Macbeth. I know that play very well. So when I read it, I visualized the rest of the play and remembered how I set it up before with a group of friends. And I imagined the suspense, the buildup. I thought about other witches, from movies, making connections from different scenes and different times—where I might see something like that happening. Sorry I'm a little boring.

4. Were there any words or parts that were confusing to you?
If yes, can you show me the word or describe the part?
What did you do to try to figure it out?

A few, but if I looked closely, I got it. Just reading through quickly, I noticed something I didn't get and looked more closely. "Brinded," I looked at it twice and got it. I saw that it was like "brindled" and that is like a kind of marking on a cat. I pictured that. If that's really the meaning, I am not sure, but it was good enough to move on. It helps to make up the meaning and link it to the word. Most of the time, I am right. And if I'm wrong, oh well.

Any other words?

No, I'm good.

5. Describe the process of reading the lines. Did you read in order or jump around the paragraph or page?

I just looked it down. (2 hand shape scanning straight down a page).

Like the whole thing at once?

Straight down. Really, its easy because it is a play with short and even lines of text. So it is easy to just zoom right down vertically. If it were a more condensed text with longer lines, I might have to read more horizontally as well. But I don't tend to read line by line that much. If I have to read it twice, I may read the lines more closely. (unintelligible video freeze)

If there were more condensed and abstract text, I might have to read the lines more carefully, or just zoom through and skip parts, returning to them later. Sometimes twice, sometimes thrice.

Do you read multiple lines at the same time?

A little bit. I read the lines sequentially, not really splitting the attention in different parts of the text. All together, quickly because the lines are short. Each line at a time.

6. How would you describe the rhythm? Rhyme? Any other poetic devices?

Two line patterns throughout evenly short lines of text. It was very easy to visualize, with three parts—the first part had no real pattern, but the witches' verses were in couplets. You can see that the ends of the lines have rhymes. The rhyming scheme is auditory, at the end of every line. It is an English pattern, and I don't visualize it in sign language. Visually, it's like a code. At the end of lines, there will be a repeated sound. Like double, bubble. I feel like some codes are hard in English.

Think-Aloud Discussion Questions (asked at the end of sections marked with stars):

1. Explain what you were just thinking when reading this part?

They're running through a list of different things that they put in the cauldron. There were a lot of words that aren't really relevant today, and I didn't know all of them. Like what is a "fenny snake?" I just pictured some kind of animal, like a snake. With words that really old and not used anymore, we didn't really have to understand every single word to get a good idea of the whole thing—all sorts of gross things that they put in the pot.

2. Describe what's going on inside your mind; what does your thinking look like?

Gross things.

3. What did this story/scene/article make you think of?

Other things? Well I went off on a few tangents through my knowledge, thinking about what something was like, but I didn't really make connections with other things, because this is a scene that I know well and it was fun, so I dove into that.

4. Were there any words or parts that were confusing to you?

Yes, many. Again, it's the same idea. If I read the text closely, I would get it. Like "maw" and "gulf." "Ravin'd salt sea shark." So I looked it over and figured out that "maw" was like a mouth and "gulf" like fingers. "Ravin'd" means hungry, I pictured that, like the word "ravith..." I am not sure. I think it means desperate. I made up that meaning, but I think it makes sense. Its most likely I am right. I looked over the lines, because the line breaks were different. I saw "maw" and "gulf" and the phrase "maw and gulf" seemed unrelated and the visualization didn't make sense, so I looked back and oh, I got what it meant.

5. Describe the process of reading the lines. Did you read in order or jump around the paragraph or page?

I did slow down a little, because there were more lines. The first page just had a few lines. So it was a little slower, but mostly the same with zooming down the text. I started to notice the rhythm more, so I was reading along with the beat a bit.

6. How would you describe the rhythm?

Because every line has two parts, like "fillet...of a fenny snake," splitting that up into (fingerspells) fillet.....fenny snake. So in the cauldron, that's the first part, and then what happens. That structure all through the lines. I like reciting it, "eye...(rhythmic role shift)...toad, wool....tongue, adder's fork...blindworm's sting" I didn't know what "blindworm" was, but I thought of adder as a kind of snake and that it must be an equivalent concept, just a little bit different. Those two were paired up in the line, the same as the rest of the verse. So that was the rhythm.

Can you sign the chorus?

I would do something with repeat handshapes, like boiling up (5-claw handshape facing up, 2 beats), doing doing (5-claw handshape facing down, 2 beats). Like that. That would relate to a visual rhyme, but that rhyme would have to change for every part. So that's not perfect, but like that- BOIL BOIL, DO DO.

Comprehension Questions (asked at the end of passage):

1. Can you summarize what you just read?

3 witches, cackling about and doing their thing. And then Hecate shows up. I know who Hecate is, but I wouldn't expect most people to. Hecate is a god of night, darkness, witches, etc. That is her essence. She tells the witches they are doing a good job. And then Macbeth comes in. He tells them they have a lot of power and has a question for them (2 person role-shift) and the witches say okay, lets hear it. That's it.

2. What is this story about?

All of Macbeth? Well I don't have to, but I know the play so its easy for me to conceptualize the whole story about him. It starts with the witches who are waiting for him to show up and tell them what he wants, whether or not he will become king. Then he goes home and tells his wife. His wife encourages him and it goes from there. He ends up killing the king and becoming king himself, but grows paranoid over time and then people find out he wasn't a good man and killed the king, so that ends the story. That's a very short summary, but this scene is about the witches who force nature and he doesn't really understand the gross part of what they do, but just knows that they know what to expect and see how things will happen. And he doesn't really understand and know how to carry the weight all the time. He doesn't understand what is happen but takes it on him to become king, but that really involves him doing a lot of things.

And the witches, sorry this is a little bit in depth, the witches, they are forces of nature, but they do trigger things to happen. So we see here an example of them playing with things like pigs parts and animal lives. And they are proof of a higher power. Hecate comes down to compliment their work. Then Macbeth shows up and he can see evidence of their power. He comments about that, saying "you untie the winds and blow away the churches," "though the treasure of nature's germens." By that, he really means the same idea as the cauldron, bubbling up to destruction. He knows that they can destruct but still wants to know what they can tell him.

3. What is the author's intention for writing this story/article?

Really, it's about the nature of humankind and what kind of power we all have inside of us. Both what we do to destruct/kill, and what we deny of our own capabilities. And trying to cling fast to hopes. Macbeth seems like a really good case study, of someone on the fence between his desires and his discomfort inside.

Do you like it?

It's good stuff. It's fun. I love Shakespeare. I love English. I hope I didn't overanalyze it.

ID # 8

Reading Background Interview:

1. When did you first begin reading? What is your earliest memory related to reading?

I don't remember reading. I know I learned to read around 2 or very early, but I don't remember it.

What do you remember first?

Goodnight Moon. When I was little, around 3 or so, reading every night. Other things I would read. Sometime with ducks...a duck book. I can't remember the name.

The one about Boston?

No, but that one too! Another book about ducks. And the third one...oh I know! Are You My Mother?

2. How did you learn to read?

Everynight—my parents, who were big readers, would have a night full—like an hour or a half an hour, of reading through books together. The same ones again and again. So I would remember what the next page would say and be able to read through it on my own. So that started it. And I remember being an independent reader around 6 or 7, with the Anastasia books. We would go back and forth with reading. A chapter at a time. Or maybe a page at a time. Then I was just addicted to consuming books, reading new books every week. My weekly allowance went toward the bookstore and new reading material every week.

3. How do you see yourself as a reader? Do you feel you are a good reader? Why or why not?

Because I still love reading. I can remember what I read. With narratives, I can remember it well and how the story goes. With law school I can't remember everything I read. But I feel I am a good reader. I enjoy reading, I like reading.

4. What reading strategies do you use during reading?
 - a. [Such as: rereading, creating imagery in your mind, making predictions, making connections, summarizing, recognizing breakdowns, using contextual support, etc.]

I'm not sure if I'm conscious about it. But I do tend to look back in the text. When I'm reading a book, I will go back to the section that I started the day before and look it over by rereading a few pages before going ahead with the new section. I will (unitelligible screen frozen).

I try to gain a sense of audience with the text, with what the writer is saying. I feel that it helps me understand where they are coming from—what their goal is, whether or not they accomplished the goal.

I try to identify when I am thrown off and make logical connections with different parts of the text. I try to check out words I don't know and figure it out from the text. I'm a big dictionary user. I will go and look it up to figure it out.

5. What reading activities did you experience growing up? (Phonemic/phonics, instruction, grammar instruction, cooperative learning, theatre, film, ASL instruction)

No film or ASL...maybe when I was around 12 but that wasn't related to reading, that was just creative ASL poetry, separate from reading.

Around 8 or 9, I had independent reading class, separate from the others, 1:1 with a teacher, because my IEP stated that they felt I needed more...more...reading. More to move forward. So for that, I would read a lot of books and maybe make something related to the book. So the activities really related reading to life, I don't know how to explain it... conceptualizing.

There was a lot of grammar. Homework assignments to read and identify what things were, like "what is an adverb" and etc. I remember they really emphasized that. A lot of pictures and building sentence structure. "The boy is biking to the store". A lot of vocabulary. Drawing pictures about reading or vice versa. Some acting from the story. Retelling what was read. I was big on this as a kid...reading stories in ASL. Even by myself I would sit and sign stories to myself. I think it helped get the story. A lot of retell involved in class. And critical thinking.

6. Did your parents read to you often? Did they sing or share rhymes with you?

Reading, yes. Singing, I don't think so. Neither of them are singers, but reading—yes. Books with rhymes. A lot of poetry, like Shel Silverstein. I strongly like rhythm. So through the poem. I would get the rhythm.

7. Do you enjoy reading poetry or musical lyrics?

Yes, it stuck with me. I like lyrics like poems, with the stanzas and everything.

8. Do you think in sign language, pictures, do you hear your voice?

Not so much of speech and signing, but more of things just happening. Opinions not so much in words, but in emotions. Interactions occurring emotionally. Not like thinking in sign or English or anything like that, more visual.

9. When you are reading and you come to something you do not know, what reading strategies do you use to try to figure it out?

Look it up online. Do some research. If I think I need more context, then I'll research. My willingness to pursue a text depends on the writer. If I don't know the writer or book, I might just drop it. If it's a well known writer or a recommended book, I will be more willing to do the research about why they wrote that way, and then go back to the text. I will use cliff notes for certain texts. Like old legal documents with old English. I won't understand it, and I'm not alone. Even hearing people will feel lost with it. But using the summaries will help me make sense of what they are trying to say. I will finally get it. Its like a cheat sheet.

Anything to add?

I really don't do it enough. Part of what happens is that reading is split into two kinds—work and enjoyment. I'll read all day long at work, so when I come home—reading books may be too much after looking at printed words all day long. So I would like to read more for my own enjoyment, which is really the better kind of reading. So I would like to read more, but.. (video cut off)

Think-Aloud Discussion Questions (asked at the end of sections marked with stars):

1. Explain what you were just thinking when reading this part?

Visualizing a play. I kind of have to. When I read through and saw the first sentence, the first line, the first witch said, "thrice..." I was like whoa, hold on, you know? And then I started to really picture what was happening when the narration started. And I started to be able to see things like the screaming, the pig's entrails, all thrown into the pot boiling up. I could see it. I have to picture the characters to make sense of everything. Its not something I'm used to, you know.

2. Describe what's going on inside your mind; what does your thinking look like?
(If participant needs scaffolding, give examples):

I hear and see figures standing in a circle, cackling and scheming. Body language, facial expression—as if I were watching it on a stage. Not really on a stage, but picturing it.

3. What did this story/scene/article make you think of?

Other than the visualization of what was happening, the only other thing I thought of was a flashback to English class in high school, the last time I read that type of thing. Some of these writings, they have meaning that takes getting used to before you can understand it. So the function of looking back on a high school memory was more for reassurance, to remind me that I can make sense of this kind of writing, because I did it before. So making that connection reminded me of my ability.

4. Were there any words or parts that were confusing to you?

If yes, can you show me the word or describe the part?

Yeah. I thought about Harpier that I had a sense of what the meaning was, but I didn't know for sure the exact meaning. And another line, I had an idea but not sure of the meaning, "swelter'd venom sleeping got". I wasn't so sure, but I thought it related to some kind of poison. Just what I came up with.

5. Describe the process of reading the lines. Did you read in order or jump around the paragraph or page?

I read it top to bottom once, lightly—to get the pace, kind of, like the pulse or feel of what was happening. I didn't go deeply into what was being said in the conversation. Then I went back up and read it again more slowly, line by line. But first I just looked it over as a whole, top to bottom to get the idea—and then went back over to read what they said. Does that make sense?

6. How would you describe the rhythm? Rhyme? Any other poetic devices?

I feel like it is rhythmic. I feel like you can, how do I explain it, I feel the rhythm buh boom boom (clapping), the energy overlapping. I don't know the rhyme, I feel more in tune with the beat than the rhyme.

Think-Aloud Discussion Questions Part 2:

1. Explain what you were just thinking when reading this part?

I made a face because I did remember the part about Jews, which caught me off guard. But in this second page, I was more conscious of the rhyme, more conscious of the speed. It was more chaotic. (oh excuse me, my dog is barking) Its more offbeat, I think it is to make you feel a bit off. There is more intense drama, the intensity is rising. I felt the energy. I did not read and then go back up and re-read like with the first page. I looked at it and had already conscious established that there were three witches in a circle and continued with that.

2. Were there any words or parts that were confusing to you?

Yes, some things I was not aware of the meaning—like "chaudron," I have no idea what that is. Reading on, "adder," I don't know what that is. And truthfully, oh and "ditched delivered," I don't know it. "Thereto." I can guess what it looks like from what they are communicating. From my mental picture, if I don't understand something, it can't fit in my mental picture of what is being thrown in, so I just eliminate it. But just reading it over, I got the idea of them throwing a bunch of things in. Exactly what they are, I'm not sure.

3. How would you describe the rhythm? Rhyme?

It is escalating. It feels faster. To me anyway. I feel like the rhythm is stronger. I don't know if its because I'm thinking more about what's happening and the drama around the pot, but I feel the rhythm more than on the first page.

How would you sign the chorus?

GAIN GAIN (2x), CHAOS, STORM (5 claw-CL), BOWL, BOIL BOIL (2x), SPILL OVER (5 claw-CL)

One note—while reading I was thinking it was more of an auditory read, to be spoken more than signed. I felt that if I were to sign it, I would have to sit down and really translate each unit. It didn't lend itself naturally to signing.

Comprehension Questions (asked at the end of passage):

1. Can you summarize what you just read?

After they did those things, someone came in and told them good job. And now the things they did will be shared, so good job. Then Macbeth comes in and tells them that even though they are destructive, he will continue a conversation with them. It seems like he is saying that it needs to happen?

2. What is this story about?

(re-reading) Hecate and the three witches trying to control events. I'm not sure what Macbeths connection is from that alone.

3. Who is this story about (main character[s])? How do you know?

Even though most of the text is from the witches, it's really about Macbeth who has his own power, his own expectations and a relationship to the witches. Because he says, "even when destruction hits, answer me what I ask of you." From that part, it seems like he is above, not below or irrelevant.

4. What is the main idea(s) or main point of the story/article?
How do you know?

(re-reading) um, struggle, tension. I think the main idea is about a power struggle. I don't know.

5. What do you think will happen next if this story were to continue?

Honestly, I remember nothing about Macbeth. I think the witches will have to concede to Macbeth, with something related to the chaos they created. Help him maybe.

6. What is the author's intention for writing this story/article?

(re-reading) To show that there will be people who try and manipulate situations and that is a challenge. And there will be people who stubbornly try to take advantage and manipulate, but that's how it will be. Something like that.

How do you know?

I know that Shakespeare wrote for kings and queens. But I'm not sure who this would be for, who would be impacted by the message.

Anything to add?

No, except that this makes me want to read Shakespeare again. Oh wait, I remember that when I was a kid—well no that was more pleasure reading. More in law school, when I struggled with a concept, I would process the understanding by signing it. If I couldn't understand it, I couldn't sign it. I did that in school, a bit as a kid with theatre. This reminded me of that, because I had to sign to process my understanding.

ID # 9

Reading Background Interview:

1. When did you first begin reading? What is your earliest memory related to reading?

I remember when I was in school—at that time, the system wasn't by grades, but by levels. So I think by 5 or 6. I remember sitting and reading words, defining them by pictures and letters. And plays, acting it out. That's all I can remember.

2. How did you learn to read?

It was very visual. The philosophy of the school, bi-bi, was very visual. So by things we could see...letters and words, and then matching them with pictures. Signs matched with words, a little bit. A lot of practicing reading. My grandmother was very encouraging about practicing reading, so that's how I remember it. Sitting with grandmother reading and discussing what it meant and how sentences work.

3. How do you see yourself as a reader? Do you feel you are a good reader? Why or why not?

Yes. Reading is a big part of my job. If I didn't read, I wouldn't do a good job. But yeah, I can read and comprehend almost anything. If I read something with complicated or abstract concepts, I will think about it and try to interpret what it is saying and what the author means. I can agree or disagree. I can read to learn.

4. What reading strategies do you use during reading?
 - a. [Such as: rereading, creating imagery in your mind, making predictions, making connections, summarizing, recognizing breakdowns, using contextual support, etc.]

You mean to understand? Many! When I read, I do think in text. But when I read what a deaf person has written, I think how they would sign that. Even if the deaf person is fluent in English, I still translate. Maybe keeping a bit of text.

Other strategies.. I think about what the author is trying to say and what their background is like. Or if it's a scientific article, I might research a bit about the topic online. Read a lot about a topic until I get it. That's about it.

5. What reading activities did you experience growing up? (Phonemic/phonics, instruction, grammar instruction, cooperative learning, theatre, film, ASL instruction)

At the time I was in school, the bi-bi philosophy was new, so there was no standardization. They were shifting from Signed English to ASL. Well from more English signing to bi-bi, using ASL to teach. We did plays. A lot of vocabulary testing.

Vocabulary was important, we needed to know it to build the language. So there was a lot of emphasis on learning vocabulary. Spelling. There were a lot of spelling tests too. Phonemics and phonics, no. That would've gone right over my head. Reading and signing to myself to show what it says. When we were young—looking at pictures. Like reading something and then drawing a picture to match what it said. A lot of discussion and answering questions. At the high school level—of course there were more papers and reports. Well we had them as kids too, but the depth and quality was greater in HS.

In high school there was one project where we had to develop a curriculum, the topic was I think...McCarthyism...the blacklisting issues during that time. Our group had to read books and develop lessons to teach that topic. It was interesting.

6. Did your parents read to you often? Did they sing or share rhymes with you?

Yes when I was really little. (rhymes) no. Maybe now with my kids but not before. They didn't sing. They wouldn't try anything auditory.

7. Do you enjoy reading poetry or musical lyrics?

I don't like poetry, no. Musical lyrics, I do like some of them.

8. Do you think in sign language, pictures, do you hear your voice?

It depends. Sometimes signing, of course. If its something deaf involved, I will think in signing. But I do think in action and movies, with characters moving around. With abstract concepts its impossible, but a little bit of text. Not really any speaking. Maybe a bit of telepathy.

9. When you are reading and you come to something you do not know, what reading strategies do you use to try to figure it out?

Many things. I will ask people who I think might be more knowledgeable about a topic. Dictionary, Wikipedia. Look it up online. Read it again.

Think-Aloud Discussion Questions (asked at the end of sections marked with stars):

1. Explain what you were just thinking when reading this part?

Three witches around a big black brewing pot—talking and adding things to the pot.

2. Describe what's going on inside your mind; what does your thinking look like? Are you visualizing, signing, thinking in pictures?

Yes, visualizing.

And the dialogue?

I visualized them talking.

Telepathy?

Oh hmmm...I just imagined acting, focused on the talking as comments. I do get an idea of the witches as different characters.

3. Do you see any words you don't understand or aren't familiar with?

Yes. "Brinded" and "Harpier."

What did you do to try and figure it out?

Looked at the context.

4. You said you tend to jump around the page. Describe the process of reading the lines. Did you read in order or jump around the paragraph or page?

I looked over the text to get a general idea, then read the lines closely to make connections and fill in the details.

How did you jump around?

Looked at words I knew, then closely at words I didn't know.

10. How would you describe the rhythm or rhyme?

Yes in the beginning verse, there is a rhythm—(mouthing/fingerspelling) "go/throw," "stone/one," "got, pot" (moving back and forth) in lines of twos.

Read-aloud Discussion Questions Section 2

1. Explain what you were just thinking when reading this part?

They each threw in different things for their part of the pot, like snakes and tongues, eyes and wings—all that stuff thrown into there. Mixing it up to raise a poisonous energy. I don't know.

Are you visualizing the same way?

Yes the same.

2. Were there any words or parts that were confusing to you?

Yes, "fenny" and "adder." "Maw and gulf," I am not sure if that is from the witches or not. "Ravined"

3. How did you try to figure them out?

In the same way, by looking at the text around it, which I needed to help me try to figure out meaning. But it didn't really help. Like "fenny snake," there was nothing around to help me figure it out. Really it's just disgusting things being thrown in. Did it help? Not really.

4. Did you read the texts in the same way, or a different way?

I did look over the whole thing and then re-read it carefully again.

5. Notice rhythm or rhyme?

Yes, the same thing. Each big verse has two lines of a rhythm/rhyme. And then a chorus of double double toil and trouble.

Comprehension Questions (asked at the end of passage):

1. Can you summarize what you just read?

They say "good job." Macbeth comes in, and I can see that the margins of the text text is are shaped like an inverted triangle. He is talking about all things coming together, and mentions a pyramid, but the text itself is shaped like a pyramid. I don't know if that's related. He is talking to the witches and commands them to answer him.

2. What is this story about?

Macbeth?

Whatever you can get so far of this?

From the beginning?

Sure

(re-reads, looks closer) um...I'm not certain. I think the witches are creating something destructive, and then Hecate gives them approval and support. And then they say something wicked is coming, and then in comes Macbeth, the king or whatever. And he says you are causing a ruckus, tell me whats up.

3. What is the main idea(s) or main point of the story/article? How do you know?

Chaos, you know. All these things are happening and Macbeth wants the witches to answer.

5. What do you think will happen next?

Oh I don't know. Hmm...I think maybe he will ask the witches for help solving something.

6. What is the author's intention for writing this story/article?

I think he is talking about some power that can't be described. People are looking for power, for control, for answers. But things are variable and this is chaotic.

ID # 10

Reading Background Interview:

1. When did you first begin reading? What is your earliest memory related to reading?

Um, well...not my memory, but my mother's—she said that when I was 2 or 3, I would open up books and look through the pages. I wasn't actually reading, but I was mimicking the reading behavior I observed from others. That was around 2-3 years old.

2. How did you learn to read?

I don't remember. My grandmother, she would sign stories to me every night, pointing at the book. I started school at 2, and remember looking around the classroom and seeing letters and pictures of animals. Name tags. English words. A lot of signing. That was how.

3. How do you see yourself as a reader? Do you feel you are a good reader? Why or why not?

Yes, I'm a good reader. I read a lot. I enjoy reading. I read a lot for myself, for knowledge of the world, current events, a lot for my work and research, for teaching—a lot of different reasons.

4. What reading strategies do you use during reading?
 - a. [Such as: rereading, creating imagery in your mind, making predictions, making connections, summarizing, recognizing breakdowns, using contextual support, etc.]

For academic reading—I tend to just read the first section and the conclusion, getting an idea of the topic and the objective, then skim through the content to see what information is used to support the points. If I see a word I don't know, I will wait a bit and read through some more until I understand and can go back to figure out the meaning of the word. Now, with new technology, it is easier to click on the word and look up the meaning with the digital dictionary. Sometimes I read through the English words and don't know the meaning, so I have to read through more to get the picture of what it means.

I enjoy reading, and sometimes I won't know what something means, but will continue reading through until I understand—just diving through it.

5. What reading activities did you experience growing up? (Phonemic/phonics, instruction, grammar instruction, cooperative learning, theatre, film, ASL instruction)

My education was a little...fucked up so to speak. By the time I was in third grade, I was already reading at a 6th grade level—so I had surpassed the class and they didn't really do anything with me, just focused on the other students. I would usually sit in the corner with books they gave me and enjoy reading through them on my own. I was fine with, but there wasn't a real structure to the lessons. I did practice working on writing, but for reading there wasn't much to work on.

6. Did your parents read to you often?

Yes, everyone in my family was big on reading. They all loved to read.

Did they sing or share rhymes with you?

No, just speaking and signing.

7. Do you enjoy reading poetry or musical lyrics?

No, not really. Sometimes I see a poem that inspires me, but for the most part not really.

8. Do you think in sign language, pictures, do you hear your voice?

It depends. If I am thinking about the research I do for my writing—I think in English, the same as the text. But if I am thinking of regular life, and feelings or what I would say in ASL, I think that way.

Thinking in English means you see the words in your head, you hear some, or telepathic thinking?

Signs

Meaning you see the English in signs? What does the English look like?

A combination of pictures, words and signs—all in one.

Anything to add?

My family was very invested in language acquisition. When they found out I was deaf, the number one goal was language acquisition. All the people in my family are hearing, and they all learned sign language.

I went to a school for the deaf when I was two, and they all emphasized reading. When I was a child, I didn't get a weekly allowance, but I would get a weekly fund for the bookstore, and would go buy 1-2 books-- anything that I wanted. There were a lot of

rewards that had to do with reading to encourage my literacy. That was very important to my family.

Think-Aloud Discussion Questions Section 1:

1. Explain what you were just thinking when reading this part?

I have to create a picture of the English words in the sentences. I just visualized an opening scene. I had to re-read some of the words I didn't understand, like "brinded." I figured it meant bound(?).

How did you figure out the word meaning?

I visualized a pot with things being thrown into it, and one of them was a cat so it must be bound, ready to be thrown in. That is my guess.

15. Describe what's going on inside your mind; what does your thinking look like? (If participant needs scaffolding, give examples):

No, just visualizing the people and things in the story—setting the scene.

16. What did this story/scene/article make you think of?

I thought about that movie Hocus Pocus. That came to mind.

17. Any other words besides "brinded" confusing to you?

No, just that one.

18. Describe the process of reading the lines. Did you read in order or jump around the paragraph or page?

No, I don't look at each individual word. I just scanned around the page (circular motion).

How did your eyes scan the page?

I eliminate words like a/the/are—articles, and look for big words, subjects, what they are talking about and so forth.

19. How would you describe the rhythm? Rhyme? Any other poetic devices?

No, I didn't pay attention to that.

Think-Aloud Discussion Questions (Part 2):

1. Explain what you were just thinking when reading this part?

I visualized a list of different things being added to the pot.

2. Describe what's going on inside your mind; what does your thinking look like?

More like ASL with the action, like the action and doing of things.

What did the character dialogue look like in your mind?

You mentioned before about the rhythm. I noted not so much the sound, but the word. Like Turk/Tartar (side to side head movement). A similar kind of word, like Jew/Yew.

3. Did this story/scene/article make you think of anything else?

No, not really.

4. Were there any words or parts that were confusing to you?

No, I just looked through and got a good enough idea.

Do you know "chaudron"?

I imagined it like a big hot pot.

The same as the other word?

Yes.

5. How did you read through the lines?

I just read through the text as a whole, looking for big ideas and words, what the main ideas and things were in each line—like an animal, or a kid, or a Jew. That kind of thing.

Comprehension Questions (asked at the end of passage):

1. Can you summarize what you just read?

Hecate came in and commended the witches for their hard work, which would lead to gains. The witches needed to unlock the door because someone came in. Then Macbeth came in and I don't know what he said.

2. What is this story about?

I don't know, I don't like Shakespeare.

Roughly, what might it be about? Do you have a picture?

Macbeth wants the witches to do something for him. To tell a secret, or hurt someone, or give him power.

3. Who is this story about (main character[s])? How do you know?

Macbeth, because the story is named after him.

4. What is the main idea(s) or main point of the story/article?

The witches are working hard to make the king happy or him happy.

How do you know?

How do I know? The action. "your pains, your gains."

5. What do you think will happen next if this story were to continue?

Most likely they will have some kind of disappointment, frustration or challenge. A confrontation.

6. What is the author's intention for writing this story/article?

To entertain. To make money. At the time, he may have had a political message, but I'm not familiar with the history of England in the 1600s. So I'm not sure what the political message would be.

Anything to add?

I was never really fond of reading things that have a lot of rhythm or rhyme. I used strongly visual imagery to set the scene.

ID #11

Reading Background Interview:

1. When did you first begin reading? What is your earliest memory related to reading?

Looking back, I would say my first experience that I remember with reading was around late 8 to 9 years old. I remember what I was reading. That was around 8 or 9.

What were you reading?

James and the Peach.

Oh yes, Roald Dahl.

Yes, Roald Dahl. And then I started to become more of an independent reader. I would say that was around the point where I first got it and went on from there.

2. Do you remember how you learned to read? What was involved with it?

I lived at a deaf school, so every night I would always go and take out books. My preferred books were nonfiction, with pictures of animals or pictures of people—I'd pick out these factual sort of books. And then in class—my teacher would sign, not too fluently, but they'd sign stories. Then I would become interested in the stories. Like "Little House on the Prairie" by Laura Ingalls Wilder. My teacher started signing it, and the next thing I knew, I had read all the books in the series. I think a lot of it had to do with making stories accessible.

3. That's cool. And how do you see yourself as a reader now? Do you feel you are a good reader? Why or why not?

Yes. I am confident. I can read a variety of texts. I'm not limited to fiction alone. I can read non-fiction, biographies, autobiographies—a range of different genres.

4. What reading strategies do you use during reading?
[Such as: visualizing, making predictions, etc.]

That's funny, because right now I am reading Jane Eyre—and I am more attentive to the language use, like how the author is writing, how they choose the words and explain different things that happen in the story. Before, I would not look at that. I would just visualize the story, the plot, and the action just like as if I was watching a movie with characters moving around. No text or anything, as if the book had already spoken it. Most of the time I visualize it like a movie with characters moving around. But lately, I have become more attentive to writing style.

Like the author's way with words, what does that mean?

Like for example, just this morning I showed my partner how Charlotte Bronte had explained a non-living thing or idea like an entity. Like the thing had come to life, living and breathing. Almost like personification. For example, she had said, "the mouth is delighted to take a role in the task of communication." Yes, the mouth has a role in communication use, but she made it seem like it was delighted and really alive for it's small part. So maybe that's how people wrote back then—stepping outside of the perspective or assigning qualities like parts of a personality.

5. What reading activities did you experience growing up?
(Phonemic/phonics, instruction, grammar instruction, cooperative learning, theatre, film, ASL instruction)

There were two mainly. Small group reading. A lot of reading to ourselves and discussing it as a group. Guided discussions with the teacher, to develop our understanding and check in. I remember at some point in my childhood, I had basal readers, levelled readers. Most of the experience I remember with reading was in collaborative groups, learning from peers who were all reading the same book and contributing their own perspectives and different interpretations. The teacher also broke it down into sections of difficult concepts, maybe not just by the meaning of the word but at a literary level, that has an underlying, rich literary meaning, like a metaphor, or something we would overlook—the teacher would model.

I really liked having a deaf English teacher in middle school. I would have to say that started my interaction and understanding. And in high school, I had a deaf English teacher. And that really helped me a lot, because we interacted and were engaged. Even though maybe we didn't really understand 100% of what we were reading, but we were catching onto and acquiring it.

Where did you go to school?

The Austine School.

Oh wow. In Vermont?

*Yeah Vermont. Sad. (*school is now closed)*

(side convo about snow)

Wow, I didn't realize you had that language background, that Austine had that.

Well, really, we had a good group. And even though all our family members were hearing, they all signed. At the Austine School, there were a group of four of us, and we had hearing parents, but either one or both of all those parents signed. They did that when they learned that we were deaf. So not only did my mom sign, but my group of peers also had signing and access to information and communication at home.

6. Did your parents read to you often? Did they sing or share rhymes with you?

No they did not read to me often. No, they were not exactly very literate. But my father liked to read war novels. Like Tom Clancy, those kinds of books. I remember seeing him read that. My sister read a lot during the puberty stage. She was not exactly a happy person, so she would read a lot. Me—I would not really read with the family. I went to the deaf school and stay at the dorm during the week, and went home during the weekend—so it wasn't like I really had a time or opportunity to read with the family.

And singing or sharing rhymes? No, I don't think so.

7. Do you enjoy reading poetry or musical lyrics?

Yes, I love it. I do not discriminate. Sometimes I will struggle with it, but I try. Sometimes I can't continue with it though.

8. When you are reading and you come to something you do not know, what reading strategies do you use to try to figure it out?

I would re-read. Sometimes I would ask a friend or someone who already read it, discussing it with them what exactly was going on during the story. Bust mostly now I tend to just re-read. Go back and read it more slowly and carefully. Maybe I get the wrong idea, but that's what I'll try.

Anything to add?

I think that for me, reading is not natural. I learned by seeing other people reading and that started me to read. It's like a workout. Sometimes I will binge read, sometimes I will slack with reading. Some people are avid readers, I am what would you say, a seasonal avid reader at certain times. Sometimes I will read a lot, and sometimes I won't read at all. Kind of like working out—sometimes I will work out intensely and sometimes I won't work out at all.

Think-Aloud Discussion Questions (asked at the end of sections marked with stars):

1. Explain what you were just thinking when reading this part?

I'm thinking about three witches, stirring a pot and throwing things in like animal parts and stirring it up.

2. Describe what's going on inside your mind; what does your thinking look like? Are you visualizing, signing, thinking in pictures?

You know that line “double double (2x) toil (fingerspell) and trouble”? That's a famous passage, so I did follow the rhythm of that last two lines, the chant. And then I looked over and when the animals made the noises, like “mew'd”, or “whined”, I did conceptualize, not exactly hear, but visualize it. The barking or pig noise. I did conceptualize the sound, if that's what sound is like.

So you're thinking about the energy of the sound, like the motion?

Yes, the expressions, the movement of the mouths, etc.

3. Did this story make you think about anything else?

I did look at “brinded” and tried to figure out exactly what it meant. But other than that, not really. I just read through it, my mind didn't take me anywhere else.

4. You said you looked to the bottom for the last part. How did you read through the text? Line by line or jumping around?

I read it line by line. During the line “thrice the brinded cat,” Does it mean three times or three? I had to go back and re-read to determine it meant three times.

Looked three times to see it meant three times. ☺

“have,” “hath” I looked at those words and said them to myself and came to the conclusion that it wasn’t three, but three times.

5. How would you describe the rhythm? Rhyme?

Now, looking again, I realize that the first witch, soon before all the rest which has a rhythm pattern that repeats throughout the rest. I did not realize that until now when you mentioned that. And the line “double double toil and trouble (2x2 beat movements) fire burn and cauldron bubble” has a rhythm throughout it. Because I know this saying, I expected that, but all the rest I didn’t realize the rhythm until just you mentioned it and now I can point it out.

Read Aloud Discussion Questions Part 2

1. Explain what you were just thinking when reading this part?

Now I am paying attention to the couplets, to the 2 line patterns. I will also read the lines word by word too. Sometimes I find myself moving in a pattern to match the rhythm of the words. Like (V-handshape) look look LOOK, look look LOOK. Last time I didn’t, but just now I did.

You feel its like your body or your head moving?

Yes.

2. Is the same thing happening in your mind? Are you seeing pictures like a movie, seeing the sounds a little bit?

I think that for me, Shakespeare is something I have to read a few times to actually be able to see the movie. You know what I mean? The language is so very wordy and must be read word for word and really study the words. If I knew and read the language many times, I would see a movie, like I do with “chick lit” books, you know? Like “Message in a Bottle,” a Nicholas Sparks kind of book. I read the lines word for word.

Are you seeing the characters talking? Are they signing? Or is it just happening?

I only saw the three witches together. I didn't really pay attention to who said what. They went in order—1st, 2nd and 3rd, but I didn't really establish that order. It was just whatever.

3. Were there any words or parts that were confusing to you? How did you try to figure it out?

One... "maw and gulf," and kind of "sea salt shark, swimming around." I visualized "turk and tartar" as like a Turkish moor, wearing a turban. And the part "there to," I had to figure out to mean there. I read around, figuring it meant animals and their parts, and plants.

Comprehension Questions (asked at the end of passage):

1. Can you summarize what you just read?

Ok so the witches convene and brew in the pot, and then Hecate leaves (off left) and then they say something will soon happen, and sure enough—Macbeth enters and asks them why they have anything to say or ask of him, since they should already know what's up. I feel like Macbeth is questioning the witches' reliability, like are they really witches? Do they really have power? The witches challenge him to go ahead and they will answer to his wishes. But Macbeth wants to see the future, see what is ahead.

2. What is this story about?

Well I know that Macbeth wants to seize the position of king. He wants, or (?), and there is warring. He is wondering if he will legitimately become the king of Scotland, or if someone else will. And someone does, Duncan becomes king. And maybe Macbeth will just die like everyone else, I don't know. And his wife...Lady Macbeth. She did something, cheating or something. She did something to make Macbeth not trust her. I forget, I have to reread the story.

3. What is the main idea of this part?

I think that Macbeth wants the witches to reveal his fate. So he is trying to challenge them, by suggesting that maybe they don't really know and asking them to share what they know about his fate.

4. Who is this story about (main character[s])? How do you know?

Macbeth... that's the title of the story.

5. What is the author's intention for writing this story/article? How about his use of people?

I think overall, this part is just a figment of Macbeth's imagination, like the voices in his head. I think that Macbeth is essentially having a conversation with himself. He is visualizing the witches in his head. I remember that Lady Macbeth talked to the witches as well—its like a figment of imagination, voices in their heads...if I read it correctly.

Interesting. Anything to add?

It's funny, because I am trying to remember what I did discuss, because I read Macbeth a while back and am trying to remember what we discussed and what we understood. They are brewing, and something will happen...something.

ID # 12

Reading Background Interview:

1. When did you first begin reading? What is your earliest memory related to reading?

Coming from a deaf family, I can remember reading since I was a baby. My memory starts around 3, but I know I read before then even though I can't recall those memories of course. What I remember is my father signing the stories with the book, and chaining together the book with the signing.

2. How do you see yourself as a reader? Do you feel you are a good reader? Why or why not?

Yes. I consider myself bilingual in both languages—ASL and English, and feel strong in both. Reading is easy for me, yes.

3. What reading strategies do you use during reading?

1. [Such as: rereading, creating imagery in your mind, making predictions, making connections, summarizing, recognizing breakdowns, using contextual support, etc.]

Good question. For me, I really look at content. Like for example, if I am reading a memoir, I clearly visualize a mental picture and follow that. If I am reading legal writing, bylaws or something very dry and complex, which I may have a hard time understanding because its twisty, then I will look over the complexity and translate it into ASL. Signing helps me conceptualize the idea better. If I'm reading something scientific like physics, which can be very complicated, then I translate it to ASL to understand it better. If its something related to social justice, I can just read it straight and not have to translate it, I can just visualize it easily. So I think content influences whether I need to translate it into another language.

4. What reading activities did you experience growing up? (Phonemic/phonics, instruction, grammar instruction, cooperative learning, theatre, film, ASL instruction)

All different things. I went to a deaf school—MSD in Fredericks. They had a good curriculum with a lot to offer—such as English literature, AP chemistry, psychology, art, photography, a lot of subjects where the content took us deep into English. ASL was used equally along with English to deliver information. They were used parallel to each other to deliver information. We would share and discuss information in ASL, then read, write and take tests in English.

Any phonology?

I remember as a kid they would teach us English phonemes visually, like “moo” and “boo” to show us similarities and how to notice them in reading then use them in writing.

Any cueing?

No, only writing. Seeing the concept visually to understand it and then writing with it. For me everything was visual and manual. No sound or cueing.

5. Did your parents read to you often? Did they sing or share rhymes with you?

Yes my dad always sing/signed, taught us new words through spelling, and shared language patterns through singing in sign language. Through the patterns, I recognized and internalized the music and language. To me and my two brothers, he always introduced language that way. That was his avenue.

6. Do you enjoy reading poetry or musical lyrics?

Yes, I love it. I had a class where we had to play with the rules and structure of English rhythms. We had to play with it, not just read it. For me, I didn't get too much more into it than that, because I went into other things-- but I did enjoy it the rhythmic knowledge and play of both ASL and English.

7. Do you think in sign language, pictures, do you hear your voice?

It really depends. Sometimes I see words, sometimes I feel an understanding of the concept. Sometimes I visualize clearly. It varies.

When there is dialogue, is it speaking or signing or telepathy?

Talking? More like signing or mindreading.

8. When you are reading and you come to something you do not know, what reading strategies do you use to try to figure it out?

I establish the content, looking it over to try and figure it out. If I don't understand it, then I'll use a dictionary to look up the meaning. If I don't have access to a dictionary or the internet, I'll usually use the content to figure it out.

Anything to add?

For me, I admit that reading is so smooth and enjoyable because I have a strong background in ASL. Having ASL, I am able to enjoy the reading without feeling confused or overwhelmed. For me, having ASL is key to my reading success.

Think-Aloud Discussion Questions Part 1:

1. Explain what you were just thinking when reading this part?

You mean what I'm envisioning? I see a boiling cauldron, three witches coming in and throwing in things—like a screaming cat and other animals (Dramatic expressions). The witches announce its time to begin, and they all come together, after 31 days and its time to start the potion.

2. Describe what's going on inside your mind; what does your thinking look like? Is it a movie, words, signing?

No, its like a movie—very cinematic. It's telepathic.

3. What did this story/scene/article make you think of?
(If participant need scaffolding, say “Maybe you read a sentence that made you think of something else or you remembered something from your past.”)

Yes, it made me think of an abode I entered when in Africa for three months. Its funny how the boiling cauldron struck the memory I had from that mud abode, which was covered with hay, and when I entered—had a boiling pot. I don't know if that's related though.

4. Were there any words or parts that were confusing to you?

Yes, “mew'd”. I felt like that was based on sound, and some of the words were based on sound—but because of the content and my experience observing the actions of a cat when it opens its mouth, I relied on the content. What exactly does “mew'd” mean? I don't know, but the cat is opening its mouth and baring its teeth.

5. Describe the process of reading the lines. Did you read in order or jump around the paragraph or page?

I looked and read two lines at a time. Because of how the text was structured, I was able to read two lines at the same time. The verses were short and the margins were wide, so it was easy to read them at the same time.

6. How would you describe the rhythm? Rhyme?

Yes, definitely. Like again in English. Hmm...like the “sleeping got/charmed pot” (fingerspelling rhymes, rocking slightly back and forth and moving hands right to left) in two line bits at the end of the lines. Another one is go/throw. I feel like in English, there is a lot of reliance on sound. So reading an English verse like this—you have to rely on writing the phonetic part manually for the most part, but it's hard because it relies on sound.

Think-Aloud Discussion Questions Part 2:

1. Explain what you were just thinking when reading this part?

In that one, I was picturing the witches' actions of throwing things into the pot, like a snake, adding them and watching it boil up. Cutting off a frog's toe and throwing it in, cutting off a dog's (fingerspelled) tongue. I was picturing both the toe and tongue of the frog and dog being cut off, while in other parts I was just imagining the simple objects being thrown in.

2. Were there any words or parts that were confusing to you?

Before, the text was smaller. This one had a lot more vocabulary involved, which was more to take in. But, once I understood the pattern and overall concept, I could review the condensed old English style and take it in that way.

Did you know the word "chaudron"?

A pot. Right?

Not cauldron, chaudron.

Wait (re-reads). I missed that one. No I don't know what it means.

So you skipped it because it wasn't important?

Right, I looked over the lines of text as a whole, the blocks were shorter before and longer now. And I feel like it was a novel with full sentences, it would be easier to read. But as poetry with shorter lines and longer blocks, it required a different reading style and way of taking it in.

How would you sign the last lines?

Really there are different ways to sign it, but in ASL, I would do (5-HS, 2 beat feet) SWARM, BOIL, BUBBLE, CLAW GROUND, (2-HS) LOOK AROUND.

Comprehension Questions (asked at the end of passage):

6. Can you summarize what you just read?

Yes, the scene is set with them adding ingredients to the pot, then Hecate shows up and commends their work, ensuring that there will be good things with elves and such coming together. Then she departs. They are figuring out what to do when Macbeth shows up. (tilting body slightly to show different character perspectives). Then he tells them he wants to make sure about something and there are different parts about woods and pyramids (fingerspelled) and sloping buildings coming down, going against the churches,

and different imagery (blurry video). And the three witches were there, after casting the spell. Hecate came to notify them, but when Macbeth entered, they said they were at his service.

7. What is this story about?

What do you mean?

Like the topic or the theme?

Well the theme, from my perspective, is a two way street relationship between the demand of the witches' and their spell (blurry video). Like they cast the spell and then Macbeth enters and makes demands of them. I feel like it is a two way street, as if they are both at each others service, and both making demands of each other. That's my opinion.

11. What is the main idea(s) or main point of the story/article?

It's like life in general. Like if we have a boss and work hard for them, they will compliment us and be happy with us. The boss will want to work for us too. We will want to know each others needs and how to provide the services. I feel like that applies to life, in areas of work, relationship and so forth. There will always be a situation of feeling like we are at each others service, and that's fine.

12. What do you think will happen next if this story were to continue?

My vision of what will happen next is that the tension will increase, because I know that the plot of a story generally has a climax—and this one has yet to reach that level. So something dramatic will happen and the witches will be involved.

13. What is the author's intention for writing this story/article?

His reason for writing that? I'm not sure. Shakespeare wrote that to describe an edge, in how people treat each other, how they make demands, have an agenda (blurry video), their terms, the consequences.

ID #13

Reading Background Interview:

1. When did you first begin reading? What is your earliest memory related to reading?

You mean when did I start reading?

Any kind of memory related to reading as a kid?

I can't remember, can't pull up a memory?

Whats the first thing you think of?

Maybe when I was around 3 or 4, at the Learning Center. I went to school there. I think it was maybe 3 or 4, they told me stories but I can't really remember.

2. Do you remember how you learned to read? What was involved with it?

I can't really remember, because it wasn't ASL. They used SEE, signing English. So my guess is that the teacher would sign exactly what the text said, like "a boy is going to..." (signing word for word). That kind of thing.

3. And how do you see yourself as a reader now? Do you feel you are a good reader? Why or why not?

Yes. I enjoy reading. It's funny that when I was at TLC from elementary to 10th grade—I went to public school in 11th grade, my English was okay. It was at around a 3rd or 4th grade level. I did not enjoy reading. When I went to public school, there was a different approach to writing and reading. They forced me to read a lot. There were a lot of books to read and a lot of writing to do. That is when I changed and started to really enjoy and understand reading a lot more than before.

4. Very interesting. What reading strategies do you use during reading?
[Such as: visualizing, summarizing, making connections, predictions, etc.]

I didn't think about that. Meaning today? Hmm... my tendency is to read very slowly to get all the information clearly. I read slowly, taking my time to comprehend. I read the lines to understand and go through the pages. When I am

finished with a passage, I think to myself what the author is trying to say, what the point is, and then connect that to my understanding. That's about it.

What reading activities did you experience growing up?
(Phonemic/phonics, instruction, grammar instruction, cooperative learning, theatre, film, ASL instruction)

Sat to say, but TLC was not very good with that. I remember in HS, they assigned us reading and say we had to read chapters for homework, which we did. They would ask us questions about the chapter. At that time my comprehension level was around a 3rd or 4th grade level, so I wouldn't understand and know the answer. The teacher's approach was to give us the answer, not challenge us to find the answer or identify the important part or point of the passage. Her approach was just to give the answer. But growing up, I don't really remember what reading instruction looked like.

Do you remember any phonics instruction?

I just remember reading and signing. Not like them giving me a text and telling me to read and explain it.

Did you have any speech classes?

Yes, when I was very young. A few years of training that's all.

5. Did your parents read to you often? Did they sing or share rhymes with you?

No, nothing.

6. Do you enjoy reading poetry or musical lyrics?

Nope. Not really. It depends. Some poems, I like them if I can understand them.

7. Do you think in sign language, pictures, words? Do you hear your voice?

No...hmm... I don't think like that, no.

Pictures or videos?

It depends. Sometimes like if I see words I know, I won't see words or pictures—I'll just know the word. But if it's a new word or concept from research, I won't

see anything. But if I'm translating, I will see signing in my head. If I'm not translating, I won't see it.

(later after recording stopped, he added that he will visualize narratives like novels or biographies, but not academic or expository texts)

8. When you are reading and you come to something you do not know, what reading strategies do you use to try to figure it out?

I will try to figure it out first by reading the sentence and text to figure out what it means. If it doesn't match up, then I will use a dictionary.

Anything to add?

Nope.

Think-Aloud Discussion Questions (asked at the end of sections marked with stars):

1. Explain what you were just thinking when reading this part?

I'm thinking of witches stirring a boiling pot and wow throwing a lot of things into it.

2. Describe what's going on inside your mind; what does your thinking look like? Are you visualizing, signing, thinking in pictures?

I'm visualizing a black pot, boiling up, with two witches stirring it.

Are they talking, signing, mindreading?

Yeah, all of that.

3. Nice. Did this story make you think about anything else?

No.

4. Were there any words or parts you weren't familiar with?

Hmm...I know them. But...(rereads) I think I figured it out, by the context. If they were putting things into a pot, what could be in there. Figuring it out that way.

5. How did you read through the text? Line by line or jumping around?

I read it line by line.

6. How would you describe the rhythm? Rhyme?

Yeah at the end. Double, Trouble (2x2) had a rhythm but I don't know what that means.

Read Aloud Discussion Questions Part :

1. Explain what you were just thinking when reading this part?

Throwing in a lot of different animals, different (fingerspelled, unintelligible) and stirring it up enthusiastically. I visualized the witches with hooked noses, enthusiastic and excited about making something happen. The double double, toil and trouble—that chant, I imagined them speaking it at the same time waiting for something to happen, or having to say something to make it happen.

Do you see it, or hearing the voices, or seeing the mouths move, or telepathy?

Seeing the mouths move.

2. Were there any words or parts that were confusing to you? How did you try to figure it out?

Some of the animal names I wasn't sure about. "Fenny snake," I know is a snake but...I made guesses. "Digg'd" I didn't know.

Did you try to figure them out or dismiss them?

I ignored them, assuming it was something that goes into the pot.

So you identified that the process was important and dismissed them?

Yes, right. (rereading) Adding to the tiger's pot, chaudron. I don't know...

3. Did you read the lines the same way?

Yes.

4. Did you make any connections? Like something you may have seen or read before?

Oh...yeah. Well...I can't think of anything. But some of the things, I could visualize what they looked like. Like dragons and so forth. Like a cauldron, I could visualize that, etc.

5. Did you notice any rhythm or rhyme?

No. Rhythm I don't.

How would you sign the last two lines?

Double double, trouble, fire, burn, bubble, steam up (5CL) stir, steam up

Comprehension Questions (asked at the end of passage):

1. Can you summarize what you just read?

Three witches convene and stir a pot, throwing different things into it. They want something to happen and chant together to make it happen. Then in comes Hecate (from front) and says wonderful work. Then the witches swarm about and in comes Macbeth, announcing that they made something. At the end, the verse with the narrowing lines of text, I'm not sure what its about. Then Macbeth says to answer his question, "Speak" "Demand" "We'll Answer" (tilting side to side with alternating lines).

2. What is this story about?

Hmmm...well...I think....they want to make something...envisioning...I need to read it again to figure it out.

What do you get from it so far?

The three witches are making something evil. Evil? Hmm..maybe having power? Having control? Blaming something evil.

3. Who is the story about?

It seems like Macbeth. Its named "Macbeth".

4. If the story were to continue, what do you think would happen?

I need to read it again to get an idea. Can I read it again?

Yes, do what you want.

My guess is that the brew is an evil to control the world, destructing everything, vanquishing the world.

5. What is the author's intention for writing this story/article? How about his use of people?

During Shakespeare's time, kings were ruling England. I think at that time it was Henry VII. Around that time, England was detaching from the Catholic church and controlling the world. So maybe the story was about how that was evil, they were creating that. I don't know...

Anything to add?

No.

ID #14

Reading Background Interview:

1. When did you first begin reading? What is your earliest memory related to reading?

I remember my mother telling me that I started reading around 3 years old. I became deaf around 1 ½ so it was pretty early after that. Sitting with my mother and working on the alphabet, signing too. Strangely, I don't really remember reading, but I remember it always being around. My family always had books, like handbooks and user books that were always around. Its almost as if I don't remember actually reading, I just remember having access.

2. Do you remember how you learned to read? What was involved with it?

I vaguely remember, around 1st or 2nd grade, a lot of posters up on the wall of the classroom. I remember a lot of repetition, like for example—being shown a ball, asked to identify it, expand on it, give more information about it. Giving information like “orange, black lines” and then getting the ball. Or being given a shoe and having to fingerspell the word shoe. A lot of ongoing reinforcement. I may be a little biased because I've been teaching kids for a year or so now, but I find myself reinforcing a lot of signs. I do remember a lot of encouragement to talk to each other—different students in different grade levels, to have discussions about topics and pick up new signs. I also remember a lot of spelling tests, but they weren't associated with word length or parts or anything like that. I'm not sure what else I can remember.

3. I know its hard, it was a long time ago. And how do you see yourself as a reader now? Do you feel you are a good reader? Why or why not?

Yes, my job requires it—so I am reading all of the time, either related to work or for my own enjoyment. I do sometimes catch myself misunderstanding things, well...not exactly misunderstanding but questioning my use of a word and whether or not it was spelled correctly. I guess that is a strategy. Like earlier today I was writing a thank you note and I wrote “entirery” and looked at it, knowing it wasn't right, the last “r” was supposed to be a “t”. I notice words and things like that all the time, but yea—I guess I'm always reading.

4. What reading strategies do you use during reading?

[Such as: visualizing, making predictions, making connections, using context, signing to yourself, etc.]

Hmm..I tend to read by pictures. If I'm reading something boring or dull like a shopping report, I try to picture what the end goal is. Am I trying to get the point to help me associate that? It's not really direct but it helps me. Another thing, is when something is more interesting—I will visualize, trying to picture what someone looks like or the description so I can almost include that language. Umm..you know how some people write in really long sentences and its easy to get lost? Instead of reading that and just thinking about it, I will go back and fill in the gaps. Like, you know Gabriel Garcia Marquez, the writer of "One Hundred Years of Solitude"? He tends to write really long sentences, like pages long. So I have to try and piece together an understanding, then go back and read it again to understand more clearly, then move on from there. I can't think of other things right now.

5. I'm sure it will come up later when we read the passage. What reading activities did you experience growing up? (Phonemic/phonics, instruction, grammar instruction, cooperative learning, theatre, film, ASL instruction)

When I was a kid, I would ask a lot of questions, "whats this, whats this, whats this?" again and again. One funny story, I kept asking what things meant so someone told me to go read the dictionary, and I actually went and read the dictionary. They told me to, so I did it. It was thick, but it kind of taught me what words mean. If they made a book for that, it meant that obviously words were important. Really important. So I became comfortable using resources to look things up. Obviously this was before Google. To visualize, I tend to re-frame things in simple words. You know the saying, "if you can't explain it simply enough, you don't understand it." The same attitude applies, with signing too. Students who are losing their hearing, or even hearing students, come up to me to learn signs and can't understand something—I ask them what they imagine would apply. Like "run" (on feet sign) does it mean running a machine, or does it mean (motor running sign). I want to show them word families and associations, instead of assuming one thing applies to all. Do you know what I mean?

Yes, that teaching students about groups of words helps them expand their knowledge of vocabulary and language.

Yes, you're the teacher, I'm just dropping in my thought.

6. Did your parents read to you often? Did they sing or share rhymes with you?

When I was growing up, maybe 5 or 6 to 8, but not after that. That was more on my own. That had pros and cons. The positive was that I was more engaged and curious.. The negative aspect was that I couldn't really relate to others—I was kind of alone without anyone to discuss the reading with. I would read something and go off on a tangent with it, wanting to discuss it—but there was no one to discuss it with. People would say they didn't understand, or it was odd, or just not want to get engaged with it. I felt almost isolated. I know this really comes up in deaf schools, that many people struggle with reading. So as someone who read well, I couldn't really share that information. So it was easy to feel like I had a limited choice: ignore reading or continue and endure the experience.

Why did you continue?

I guess I liked it.

You said they read to you. Did people sing or share rhymes with you too?

No, not really. Outside of typical childrens' books, no.

The children's books sometimes have rhyme and rhythm.

Was there much of that?

Well I remember not sitting face to face, but sitting on someone's lap with the book open while they signed. I would see the book and the words signed at the same time. Seeing the signs, I would know what the words meant. That was at home. At the deaf school, we would sit face to face. That was more of an open book, facing me, with someone signing and pointing to the pages of the book. The signing at home was English signing with the book, while at school it was ASL with the book. I realized that they were similar, but how they were presented was a little bit different.

7. Do you enjoy reading poetry or musical lyrics?

Yes I like reading poetry. There is one on my board right now. But I notice that I like a specific kind of poem, not dependent on rhythm or rhyme—but more

dependent on building imagery. If you give me, say maybe Longfellow, I might be bored. But if you gave me Keats, or Hughes, where the imagery is explained really strongly, I'll get really into it. It doesn't use rhythm in a traditional way, but inside the sentence or playing around with it. Its nice to be able to visualize/imagine the words of the text.

8. What happens when you are thinking? Do you see/hear words? See pictures/movies?

The odd thing is that I don't think in language, but in actions. When something is being said... (thinks) I sign it. Once in a while, I get an odd set of subtitles, but I'm not sure why I get that. But I tend, in that way, to think more organically. No forced language is included. Everything is accessible. Everything, signing, etc, works out the way we need it in the visual environment.

9. When you are reading and you come to something you do not know, what reading strategies do you use to try to figure it out?

Look at the content, re-read the section—not the sentence but the section, obviously look it up, and sometimes I will continue reading. Sometimes I will notice how people write, like if they are really knowledgeable about a topic that is not well known in general, they will include references and continue on to explain the concept they are referring to. So I read, re-read, and if I continue and still cannot make sense of it, I will look it up. I know that for some specific concepts, you can't just look for the standard definition. Sometimes I will sit down with someone and ask them what something means—getting examples, their opinion, and seeing what makes sense to a third person.

Anything to add?

I honestly think that reading for deaf and hard of hearing kids can be enjoyable, but it is often more approached as “work”. In school—they are prompted to read as part of their work. And so I think if you don't introduce reading as something you do for fun, then it doesn't matter how skilled of a reader they are—they will feel like it's another job to do. I think that's a reason that I enjoy reading, because it wasn't introduced as a responsibility, but something fun. It was introduced like as if it was cooking—“go make something delicious.” But many people might look at cooking as something they have to do, that requires work like washing dishes and so forth—while cooking should be enjoyable.

Think-Aloud Discussion Questions (asked at the end of sections marked with stars):

(signing passage in ASL)

Act 4 Scene 1. Cave (signed and fingerspelled), in center pot boiling. Said three times. Cat screaming. Three times, once pig yelling. Boiling. Time time now. They said around the cauldron throw things in. Entrails, throw in. Frog, throw in. That they found under a cold stone, threw it in. Days and nights with 21. Boiling up, venom for sleep. Boiling and left to be poison. Double double (2x2 beat) toil/trouble (2x2 beat) fire burn, pot bubble (5 HS, 2x2 beat)

1. Explain what you were just thinking when reading this part?

It's Shakespeare. Obviously they are talking about animals. Having to call/invoke a procedure. Obviously making some kind of poison.

2. Describe what's going on inside your mind; what does your thinking look like? Are you visualizing, signing, thinking in pictures?

Hmm..really...some words threw me off. I had to really think about it—like the word “brinded” I had to talk to myself and visualize what that meant. Cat, I knew the word cat, so okay fine I went with that.

But I visualized a dark, cold cave, with people inside scheming on events. I thought it was cold, with three witches—obviously not a good sign. (re-reading) throwing it up, making a potion, adding things into it. But then they had mentioned before “tis time tis time” so what does that mean? Something after this will happen and that's a key element—something happening that will involve the poison. That was my impression.

Did you see the characters talking, signing, mindreading? Any communication?

True, hmm... (re-reading). I picture the three witches talking, but they are referring to things in the room. Like the first witch uses a cat, then looks and I see a cat meowing, the next a pig, making noises, then I'm assuming something with Harpier, I'm assuming, says its time its time. They have a responsibility to watch for the signs and then start on the signal by adding ingredients. So I'm visualizing, yes.

3. Other than “brinded” were there any words or parts you weren't familiar with? If so, what did you do to try and figure it out?

(re-reads) Again, looked at the content. “Brinded” I wasn't sure of, but it was talking about a cat, and mentioned “meowed”. That was like the sound it makes. So I connected that and figured it was a cat in some kind of situation—pregnant or

sick or something like that. (re-reading) “Hedgepig” I wasn’t sure about, but imagined was a hedgehog? But I can’t make that assumption, so maybe it really is, or isn’t? The word “Harpier” based on the word...harp...was like a chicken? The line says she mentioned “tis time tis time” so I assume it’s a person who is talking.

4. How did you read the lines?

I started reading line by line because its not typical modern English, so its easier to assume a wrong definition. So I read the lines cautiously and got an idea to understand it—then scanned through the whole thing as I signed it.

Explain what the scanning looks like

Reading line by line and then scanning down to get a mental picture of the whole thing.

What did your eyes do exactly in the scanning? Jump between lines?

Looked down quickly.

You mean just more fast?

Yes.

You read the whole line at a time?

Yes—looking and I see “cavern”, then line down “middle”. One line said cave, and the pot is in the middle. Next line—witches enter. Then the witches connect, second and third witches are there and do their thing, at the same time. Talking about cat whining, pig, time time, that passage is the things they throw in and so on.

5. How would you describe the rhythm? Rhyme?

I see repetition. Numbers are important. “Thrice”, “double”, once and 31. That’s emphasized—its important. There is also repetition in some sentences, like “time time, double double”. Also I see some repetition not when the witch speaks, but internally in the sentence and at the end—like trouble and cauldron, referring back to previous parts. Double double and bubble is referring to each other. Also there’s some kind of rhythm. Something I know but I’m not sure about it right now.

Read Aloud Discussion Questions Part 2

(reads, skims, begins to sign in ASL)

ok...figure in center...meat of snake fen, throw in, boil up, eye newt, toe frog, bat wool, tongue dog, throw in, snake forked tongue, blind worm’s sting...I don’t know what that is. Lizard leg, owl wing, for a charm like trouble, boil up bubble. Double, work work, fire boil. Figure off center says...skin dragon, tooth wolf, witch mummy (fingerspelled), mouth...gulf? Hemlock root, dig dark, gossiping

Jew, goat and stick wood, cut up at night, nose Turk, Tartar (fingerspelled) lips, finger baby born ditch delivered by drab? (fingerspelled) make thick, add tiger's chaudron? (fingerspelled) add bowl. Figures around in a circle, double work work trouble, fire burn bubble. That's' everything. I'm wondering if they still use those words today?

1. Explain what you were just thinking when reading this part?

Hurts to read this. Umm...clearly everything they refer to has a reason to be referred to—but some of it I just don't get. The only reason I know the word "fenny" is because I went to Boston, in the Fenway. If I didn't go there, I would have no idea what fenny was. "Adder's Fork," I assume is a snake's tongue. I am assuming. "Blindworm," I have no idea. But clearly from the first section, whatever they put in there is potent. The witches comment, but for everything they say—I am not exactly sure how it is relevant. Witch's mummy, could it mean like a mother, or a dried up mummy, or a charm—a gris-gris kind of thing. I don't know how to explain that one. I know a maw is a mouth, but gulf? I don't know how to interpret that one. What else? I know they are making bible references. At the same time referring to old story about hemlock, digged in the day time. That content I understood, but just reading it would not make sense. Talking about someone's nose and lips obviously has something to do with their background. Tiger's chaudron, I have no idea. Something to do with the cauldron.

It's the guts. I had to look that one up because I was wondering about it.

A lot of rhythm throughout. I'm under the impression its an ending rhyme. This one, I had to read it more line by line. I tried to zoom read and I couldn't do it. The reading was a struggle so I had to stop and do it again—reading through it line by line.

2. Is the same thing happening in your mind? Are you seeing pictures like a movie, seeing the sounds a little bit?

I'm seeing like a garbage bin, being dumped into there. Someone pointing, "in there."

Are the characters talking? Do you see them talking?

(re-reading) when there is only one person talking, I see them doing it. I see them taking the snake, cutting it and throwing it in. Eye, throwing it in. Toe, throwing it in. I see them throwing it all in. But when they are standing in a circle, I see them all talking—but each person has a role. One person throws stuff in, then the next person throws stuff in, then they all talk. For me, they're all doing something. It's not like in Hamlet, where someone is giving a speech about struggle and letting feelings out. This is different. I guess I mean I can tell the actions by what they are saying, instead of them talking and expressing themselves.

Comprehension Questions (asked at the end of passage):

(reading, using finger to trace the lines while re-reading) hmm..ok...ok...figures around a boiling pot, throwing things in as it brews and boils up. Figure comes in from off stage, Hecate, says wow good job, I commend your endurance, you will share profits, earn things, so forth, now you brew and bubble up, elves fairies all together bless enchant (fingerspell) your brew. Figure exit. One figure, poke thumb, bleed, "someone come". Locked, go ahead open yourself. "Who's there? Come in". Macbeth comes in, calls them about their work, "what you know, you know how, come on tell me. Doesn't matter you let go wind, hit church. Doesn't matter waves flow ship sink. Chaos navigation. Doesn't matter bladed corn (fingerspelled) stuck, trees fall down." With an axe? Sounds like an axe... "Doesn't matter pillars topple warden's (fingerspelled) heads. Doesn't matter palaces pyramids heads" (stops reading, re-reads) ...huh? Wait let me read that again. Fancy building, head top, foundation bottom. "Doesn't matter treasure chaos together. Even destruction spread sick, tell me I ask you." First figure says talk, next figure says demand, next figure "let you know".

1. Can you summarize what you just read?

Ok Hecate, in my understanding, is asking for the witches' involvement—because she comes in thanking the witches for their patience. It seems that she is asking them to proceed with making the poison. It seems that she just comes in and out quickly—which means something. Macbeth shows up and its clear that the three witches are expecting someone to show up—that is something related to their work. Macbeth shows up, and he seems pissed off, saying "you know something, I want to know now." They say, "fine, go ahead and ask us, we're willing to explain." Macbeth seems to think that they are responsible for the head of the action, with supernatural tendencies. (re-reading) controlling wind and water, how things happen. How to cause things to happen. Most of the time, things fall

apart. Later. I guess Macbeth feels that the witches are a symbol of the end. I'm thinking of the Greek story of the string, that one person gathers up, another stretches, and another cuts it. I'm visualizing this as a parallel.

6. I think you're right. What is this story about?

It's about three witches making a poison for some reason. Someone asked them to make a poison. It seems they are making it for a gain. What is that gain? I don't know, but clearly these witches endure through it, gather it up and suffer in one way or another. Whoever asked them to do it seems to have a vested interest, but what it is I don't know. Brewing, and it seems Macbeth has been harmed and asks them to tell him what happened. He's upset. That's my understanding.

7. Who is the main character?

The three witches. Most of the action and dialogue is centered around them. Macbeth is the name of the story, yes, but he doesn't show up until the end. Clearly, whatever the witches are doing directly affects Macbeth and Hecate. So I would say for the scene, yes, for the rest of it, I'm not sure.

8. What is the main idea of this part?

I'll try to condense it. The pivotal key is that clearly they are making something to harm, and it seems they are targeting Macbeth. Something is related to him. My assumption is that the witches do not have a typical instinct. By throwing in bodies of animals and different things, my guess is that their actions show they are vile. Something to consider, yeah.

9. If this story were to continue, what do you think would happen next?

I've never read the story. Hmm..my guess is that the witches oblige to describe what happened and Macbeth identifies the causes of what has happened and who is responsible and maybe punishes the witches and who is at fault. I'm assuming in that situation, it is Hecate. I guess that whatever is in that cauldron will be used in some way or another.

10. What is the author's intention for writing this story/article?

In literary terms?

Whichever, to describe his purpose.

I think his purpose is to show how powerful these witches really are, how power doesn't necessarily show up in the most obvious places. It's not always where you expect it will be. If I remember correctly, Macbeth is like a prince or something. He already has a lot of power, but he's going there looking for trouble, in a cave during what seems to be a storm. He's going to a really nasty place—which tells me that he may have power, but they have more. It's almost like an allegory—power isn't where you think it is. Also it's a bit of a warning that he is human and there is something beyond his reach. All the witches seem supernatural and Macbeth said that they seem able to release wind and cause the waves—causing things to fall apart. That's something you can't really control without a lot of involvement. Obviously we can't control the waves—not yet. You know?

Interesting. Anything to add?

Um, obviously I have to look up some words.

ID # 15

Reading Background Interview:

1. When did you first begin reading? What is your earliest memory related to reading?

The first time I remember reading, I was in around pre-school. My teacher tended to have things labeled around the classroom. I saw a label and thought it must be her name. I would see the labels and connect them to the names of things. That's the first time I remember reading something. I was around four I think.

2. Do you remember how did you learn to read?

Not really, no. I think for me it was learning the ABCs first. I think all kids start with ABCS and being able to read the letters and read them in order. Then it was days of the week. I understood that there was a meaning behind days of the week, but I don't remember anyone pointing to them and saying, "do you understand these are the days of the week and there is a meaning behind them?" I just remember picking it up I guess.

3. How do you see yourself as a reader? Do you feel you are a good reader? Why or why not?

Yes. I read many things. I have a graduate degree. I teach many subjects here. Pretty much anything you put in front of me, I can read and understand it.

4. What reading strategies do you use during reading?

Most of the time, when I read fiction—I will visualize a movie in my head. I feel more it's more interesting if I have an idea of what is going on. For non-fiction—I tend to visualize less, except if I'm reading step by step instructions, which I will try to visualize the process. If I don't understand something, I will definitely go back and re-read the paragraph. Sometimes I will slow down and read more complicated text sentence by sentence to make sure that I understand. Sometimes it helps me to write down on a computer notepad what was being said. Or a list. Or asking myself a question if I don't understand. That rarely happens. Most of the time I understand, but if it's a really tough text or something.

5. What reading activities did you experience growing up?

I don't remember much about reading class back in elementary school. I know my school didn't use phonics. They thought it didn't benefit deaf students to have phonics instruction. I think I remember maybe someone signing a book to me as I looked back and forth between them and the pages. I don't remember much else. For me—I was always an independent reader. Even in mainstreamed classes in junior high school and high school, when the teacher read aloud from the book I would ignore it and read to

myself. Sometimes I would read ahead of the class because I would be so interested in the text that I wouldn't want to wait for the class.

6. Did your parents read to you often? Did they sing or share rhymes with you?

I can't remember, but I don't think so. No. Maybe a few things I would show my mom who would discuss it with me but that's it.

7. Do you enjoy reading poetry or musical lyrics?

Yes, music, eh. Poetry I like but I don't go out of my way to read it. I just like reading from different genre. I know that deaf people in general may not be a big fan of poetry, but I like it and can understand the meaning behind it to discuss it.

8. Do you think in sign language, pictures, do you hear your voice?

So when I'm thinking about language itself, what happens in my mind? Hmm..

Yes, concepts you think about.

What concepts?

Thinking in general.

I tend to think in English, because English is my first language.

You see the words?

That's a good question. I never really thought about that. I think its twofold—I have my own internalization of what sound is like, and sometimes I think of how a word sounds phonetically. For example, if I was reading poetry or looking at something that was clearly a sound joke, I don't think I would visualize the words. I think my body just somehow developed a way to process it as fast as possible.

It's like a sound?

Maybe it was because I became deaf at the age of three, that I have a very vague memory of actually hearing. I know from that time, that when my brain was hearing a sound, it was interpreting what it meant. So when I think in English, it is the same result. My mind doesn't picture the text, it just processes the meaning.

9. When you are reading and you come to something you do not know, what reading strategies do you use to try to figure it out?

I would say that around 70% of the time, I will use context cues. Reading the whole sentence will give me a good idea of what the word means. Its funny, those words...right now I teach an on level English class at the high school. The kids are at level with hearing peers in vocabulary. So when I look up what they wrote (or lists of words?) I realize that I was a little off in my own interpretation, but not totally wrong. I think that to save time, a lot of people just keep reading. Because honestly I think its hard to read if you have to check the dictionary for every sentence. But other parts of the time, I use the internet, phone, physical dictionaries to look up the word. Especially if I see a word again and again and really want to know what it means. Or if it's a subject I am really interested in, and want to absorb that vocabulary.

Anything to add?

Hmm. I think that the hardest part of teaching English, and I used to teach lit in high school—I think that it is hard for me to remember that people are different. Some ways worked for me, but maybe other students came from a strong deaf family and used ASL so they have different strategies for reading. And some of their parents don't sign at all, so they have real delays in their language. And some grow up with a phonics approach. So while I use the bi-bi philosophy when I teach, I try to use a form of total communication to connect with reading. For example, when my students see something in English and don't understand why it has that particular rule, I will explain that English is an oral language and that hearing people did things in a certain way for a particular reason.

One last thing to add is that I went to speech class 3x a week growing up, and I feel that really helped my English. I didn't like it when I was growing up, and I still don't have great speech because I cannot hear myself talk, but my speech teacher helped me to break down words and understand how they sounded—which really benefitted me as a reader.

One last thing, again, sorry. I took a Latin class in high school, which really killed me it was so hard. I barely got by with a C most of the time. But because I see a lot of Latin-derived words in the English language, I am often able to identify an English word from the Latin roots. So when people want to improve their English, I often encourage them to learn another language, because a lot of English vocabulary is borrowed from other languages.

Think-Aloud Discussion Questions Part 1:

Can I look up any words I don't know?

No, just read the text and try.

1. Explain what you were just thinking when reading this part?

I read Macbeth before, so I am familiar with the story. I can't remember what happened in that section because my memory of the story is a little vague. And there were a few

words I wanted to look up because I wasn't sure what they meant and wanted to know the exact meaning. But I have a basic idea of what they are talking about. I didn't understand it 100% but mostly.

2. Describe what's going on inside your mind; what does your thinking look like?

For me, I actually picture it as a play because it has character names in order and I actually visualize less when I can see the characters names. What helped me was that it had the setting. I know it was bad weather, and there were three witches. I knew there was a cauldron in the middle, and they were throwing things in there.

3. Were there any words or parts you weren't familiar with?

Yes quite a few. Should I list them? There was "brinded". I could tell by looking at it that it was an adjective, because it was placed right next to a noun in the sentence. I didn't know if it was good or bad. It seems that in the sentence, the cat was making a sound, but I don't know more than that. Another word was "Harpier". I am assuming that he was trying to spell "harpy". I am 90% sure. Shakespeare wasn't the best speller. And harpy means someone making noise.

4. What did this story/scene/article make you think of?

I used my background knowledge, knowing that witches tend to throw things into a pot. That background knowledge helped me to understand this better. I think that if someone were to read this without knowing what witches tend to do, they wouldn't understand this very well.

5. How would you describe the rhythm? Rhyme? Any other poetic devices?

Yes, you can see the verses with the first witch and second witch all end with the same sound. The lines tend to rhyme at the end, and the part at the end is used commonly in Macbeth.

Think-Aloud Discussion Questions Part 2:

1. Explain what you were just thinking when reading this part?

That this page was more interesting, because they were throwing all sorts of random things into the pot—so that was fun to read. The third witch specifically mentioned things that were impacted by other things—kind of to give viewers an impression that there was more potency. So that was funny to read.

2. Did you see the witches talking? Mindreading? What did their dialogue look like?

I'm used to seeing characters in my head talking. I would say 90% of the characters I read talk, so I see them talking in my head. I see their mouths moving.

Is it telepathic when their mouths are moving?

Yes, you're right. I know they are definitely moving, and the other witches can definitely hear her. For me its telepathic, but for the characters it is auditory.

Can you sign the last part?

Double, double (2x STRESSED unstressed), burn (3x), boil (3x), pot bubble up.

Comprehension Questions (asked at the end of passage):

1. Can you summarize what you just read?

The leader, Hecate, complimented the other three witches for their good work. Then she left. After she left, another witch said she had a feeling that something awful would happen. That line, "something wicked this way comes." And then Macbeth shows up. He says that he knows they are causing a lot of evil things to happen in the world. (re-reads) And he wants them to answer him about something. The witches tell him that whatever he wants, to go ahead.

2. What is this story about?

From what I read, it seems that there are three witches adding ingredients into a pot. It doesn't say why. Then the lead character shows up, and he honors their power and says he wants an answer from them.

3. Who is this story about (main character[s])?

This is interesting because the main character is Macbeth but in this scene it seems to be the witches because they command the stage and he just shows up for a bit later.

4. What is the main idea(s) or main point of the story/article?

In application to the real world, it seems like these witches are causing problems and have a really specific way of doing so. They gather things, add things, and have a supervisor who commends them for doing things. So there is another character, who is a witch, that knows their power and treats them with respect, fear and awe.

5. What do you think will happen next if this story were to continue?

I would imagine...well I already read the story, but from just reading this section I would imagine that they want to know something. About something dangerous or evil that will happen. And the witches will tell him. And based on all the evil and gross things they were adding in there, they will not have something good to tell him. It is an omen that awful news will happen later.

6. What is the author's intention for writing this story/article?

For this play or his style?

For Macbeth.

To show that people have a limited view of witches. People think that witches are crazy or have otherworldly magical power. But he is showing that witches don't work alone. They have a team that works together. They have a science behind them, with specific things that affect others and result in a causal effect. And they have people who are brave enough to approach them and seek their counsel, who aren't paranoid or afraid of witches. So it is interesting.

Anything to add?

This isn't my favorite play, no. I like Shakespeare's other plays. But I can see why you picked this one, because it was challenging. The vocabulary and content wasn't very difficult, but Shakespeare's way of writing sentences was different. The way he played with sentences was different, so I found it interesting that you picked this for reading. Even though I already saw the play and know the story, it was still interesting for me to read this.

ID #16

Reading Background Interview:

1. When did you first begin reading? What is your earliest memory related to reading?

I think about like...indians and bears...that's all. I grew up being taught books and reading.

Where?

From Deaf school, first with ASL.

2. How did you learn to read?

Really, growing up...mostly with pictures, not words. Just with pictures and signs, that was it.

When did you start reading?

Teenager..from ASD (American School for the Deaf). Taught me how to read. Yeah, wow, started late.

3. How do you see yourself as a reader? Do you feel you are a good reader? Why or why not?

When I read by myself I feel a little embarrassed, not sure if I'm good or not. I'm not sure if I understand. I re-read again and again, awkwardly. I continue to struggle until I understand, while other people read more smoothly. I'm puzzled as to how they can do that, to understand so clearly. I can't do it like that. I rely on signing. Its like that.

4. What reading strategies do you use during reading?

Yes, that's one tough challenge. To start reading, but not yet comprehending, and feeling frustrated. Yeah...teachers taught about how to start by reading sentences, line by line and then building understanding gradually. Sometimes you don't understand the full picture at first, you just keep building the mental picture and it expands and becomes more clear. I notice a common thing in books—there are three people in one. I will be reading along with that. When there are four or five, it throws off my mental picture and I struggle to visualize the idea.

You mean characters?

Yes. That's first, required right at the open. And then whats the point, where, when...a long time ago...or sometimes a book doesn't tell you the year. Or sometimes it's a fictional story, or a true story. For me, mostly history. When reading and trying to figure

it out, I mostly depend on pictures to get a clear idea. Sometimes, the teacher, when struggling. When tests came, I would get around a C grade. I asked if I could add pictures. They (teacher) said it was allowed. So I would put that down. Making connections was tough though. Did I understand clearly? No, not really.

You mean you used pictures to understand the story, or to show your understanding?

When I wrote, I would add pictures.

5. What reading activities did you experience growing up?
(Phonemic/phonics, instruction, grammar instruction, cooperative learning, theatre, film, ASL instruction)

Ah wow. One way teachers would show was speech therapy. That was in public school. Whoa, it was tough. To tell the truth, I did not understand. It was just mouths moving like blah blah and I did not get it. Speech...ah..it was more like signing. Wait, what was it (looks at the list of questions) More like acting, participating in that. Usually that meant memorizing, signing. Signing, that was visual. Reading, that was hard. With signing, it went into my head and I knew what to do, where to move, etc. The directions.

6. Did your parents read to you often?

My parents spoke the Spanish language, not English. English was like their second language. I used ASL and written English. My parents, not much. Only acting, like gestures and role-play. Like home signs. It was a bit basic but happy, good. They would rely on church to help pull people who could sign to watch and communicate with me. My parents didn't. It was a little frustrating. They would show pictures, funny pictures, act it out, try to get me involved in different ways. They didn't show me books, not really. It was mostly chatting.

Did they sing or share rhymes with you?

Yes, I remember in public school. One hearing teacher. Her name, I'm trying to remember. I would sit in the front. She heard I used the FM device. The kids would be engaged in the rhythm and I would not really be understanding or fully paying attention. Most of it was over my head. I could only feel vibrations, like drums. I could feel that you know, like deaf people tend to. Then when I left public school to go to ASD and there was a lot of drumming beats, loud yelling/shouting, booming. I didn't really understand, it was more like a spirit thing.

7. Do you enjoy reading poetry or musical lyrics?

Not, not really. Really, sometimes my own music expression, that's all

8. Only for d/Deaf participants: Do you think in sign language, pictures, do you hear your voice?

Mostly pictures, Thinking about pictures, actions. There's no words going around my head. Well actually, sometimes. Like a quote or a word here and there, like, "happy". You know, something that can be applied around. You know, like emotion or spirit, positivity, relying on it. Nothing deeper than that. Mostly just imagination, that's all.

9. When you are reading and you come to something you do not know, what reading strategies do you use to try to figure it out?

Sometimes I don't understand, I have to rely on google look it up. Sometimes I go to an ASL dictionary, but there isn't much signs there. Not a long list. So I will go back and re-read. If I still don't understand, I will have to ask someone who knows what it means. Sometimes I'll have to hold and wait for a month to ask someone who understands to explain to me. My parents don't understand much English, Spanish of course. So it has to be me working to find the meaning. Slowly, like a year, little by little, finding which is important.

Anything else you want to add about your past experience with reading?

In my opinion...at public school, then ASL at ASD... we had signing, but not really reading. Not that into it. Some have deaf people at different levels of understanding the point. Watching instruction in ASL, and then trying to connect to the book, I wouldn't get it, even after going again and again, I still would not understand. That was an area of weakness for me. But with pictures of things I saw before, I would understand and be able to discuss freely. Sometimes others were ahead of me. I would fall behind and need repetition. I was a delayed learner. I was frustrated and would ask for help. Some would be willing to tutor and make time for me, teaching until I understood. I was able to improve a bit with reading comprehension. That helped me, catch up. It took time. At public school, other hearing students weren't willing to help me. The interpreter...eh...wasn't their job. Teachers didn't really have time. Then school would be finished at 3:15. That was it. I would go home and there would be no more learning. That was one drawback. But at the deaf school, it was really cool. At ASD, there would be more time in the day and afternoon for help and tutoring. They had many things, and we were the same. Public school didn't have that.

Think-Aloud Discussion Questions (asked at the end of sections marked with stars):

1. Explain what you were just thinking when reading this part?

It looks like sound. Each have with one witch. A cat, sound meow it looks like. A second witch has a pig with a whining voice or something, I don't know. A third, I'm not sure...Harpier? Crying, time, tears or something. And the first witch said something

about medicine. Threw a frog under a cold stone. All day, overnight, for 30 days left it there. A snake, boiling in the pot, being cooked. That.

2. Describe what's going on inside your mind; what does your thinking look like?

I'm visualizing witches with animals and sounds. I'm thinking about what the witches are doing with things. A mental picture.

3. What did this story/scene/article make you think of? Did this make you think of something that was the same?

Yes, Salem. I noticed, I already knew about that history. I connected it to this story and knew clearly about witches right away.

4. Were there any words or parts that were confusing to you?
If yes, can you show me the word or describe the part?
What did you do to try to figure it out?

Yes there were some words I didn't know. I would have to look it up in a dictionary or ask someone who knows sign to talk about it to me then I would understand. I read it first, about the things and the sounds...okay. And then again I would need to ask someone who knows ASL to teach and connect the words to my mental picture, expanding my understanding until it is clear.

Which words?

Thrice. I don't know that one. That's new to me. "Mew'd" that looks to me like meow.

How'd you figure it out?

I looked at the word next to it, cat.

You connected it to the word before it?

Yes, I connected it to the word before, that's right.

Any other things you did not understand and then tried to figure out?

Yes, I looked at 1st, 2nd, 3rd, 4th, witch, all, I looked down (vertical sequence jumps) and followed that number order.

5. Describe the process of reading the lines. Did you read in order or jump around the paragraph or page?

I read the lines left to right. Sometimes I would go and look back, or jump forward and look down or jump around. And build the mental picture/understanding gradually.

6. How would you describe the rhythm? Rhyme? Any other poetic devices?

I'm incompetent with that, so you know. I'm deaf (smiling).

Do you see any patterns?

Double, double, toil and trouble (slight shift back and forth with body) First burn and cauldron bubble.

7. Explain what you were just thinking when reading this part?

Throwing things in the pot. What kind of things? Well, frogs, dogs, worms, snakes. Throw them in...like hell-boil, bubbling up and thickening. The rhythm? Again, double double, cauldron bubble line like before. The third witch is weird. Yes, very weird. Image of dragon, teeth of wolf, witch's mummy, and salt sea shark, going into it. I don't know...and dark. And goat, I don't know what kind, "yew"? And a silver moon eclipsed. And nose and teeth. I don't know what "turk" and "tartar's lips" is. And baby born with fingers. I don't know? "Drab" I don't know. And "make the gruel thick and slab" I don't know and add to a tiger's chaudron (fingerspelled) and for the cauldron (fingerspelled). That's a lot. I will have to go look up the words. The rhythm? It looks the same.

8. Describe what's going on inside your mind; what does your thinking look like?

It's a very confused mental picture. The point isn't clear yet. And it seems like sentences first. Words like moon, (snake? Other word?) here and there but not coming together.

Tell me more

For example, the first line is saying snakes are being baked in the fire, and then eye and toe of frog being thrown in. It didn't say "thrown in" but I could picture how a witch would tend to stir a pot, even though it didn't say it.

So what were you saying before about words in your head?

The details and layout of ingredients.

9. What did this story/scene/article make you think of?

How one witch's preference and another witch's preference were different—in what they threw in.

10. Were there any words or parts that were confusing to you?

Yeah, a little bit confusing because I didn't know words like "slip" and "yew" and the moon's eclipse, and eyes and noses, the connection didn't fit.

What did you do to try to figure it out? Or do you still feel frustrated?

I still feel frustrated.

Did you read this the same way as the other section?

No, not really the same. But the pattern/rhythm is the same (points to double double toil and trouble refrain).

Ah, yes. Right How do you know what is the important part?

Important is "boil and toil"

How did you know?

I know that witches tend to stir pots like that.

Good. Anything to add?

No. If I don't understand while reading, I tend to ask someone what it means, or look it up in a dictionary. Without pictures, it's a tough one.

Comprehension Questions (asked at the end of passage):

1. Can you summarize what you just read?

(reading lines) well..first, they are stirring the cauldron...three witches. One has a cat meowing. Another has a pig thing. Third witch is crying. The first witch throws frogs under a cold rock. One day, through the night. Altogether about a day. They're talking about stirring a pot. Adding different things into it, accidentally bursting. Sounds like sky as teeth, fierce. Smoke going up into the sky. Swirling around, a moon in the picture. And, really, music with elves and fairies...and telling that they need to fight against the church and castles and trees falling on the ground and (corn?) around, cleared up. That's it. That's all.

2. What is this story about?

Talking about witches, and magic.

3. Who is this story about (main character[s])?

Witches.

How do you know?

I saw pictures a long time ago in a story. I already knew that before... Salem, famous witches.

You made connections with Salem?

Yes.

4. What is the main idea(s) or main point of the story/article? How do you know?

Witches doing magic, adding things to the mix, like frogs and such. That's it.

5. What do you think will happen next if this story were to continue?

Throw some bad energy? I don't know.

6. What is the author's intention for writing this story/article?

To show magic and spells? I don't know, to show that.

Do you think this shows something good about witches? What is your opinion about this message?

I feel like its bad. Witches are bad.

Do you agree or disagree?

I don't really agree...(laughing). There are bad witches but also... really good. Its hard to explain the perspectives.

So when you read how do you agree or disagree with the text?

Well I look and I'm not sure by myself. So I ask someone else to explain it to me and I understand it clearly.

Anything else?

No, I'm done.

ID # 17

Reading Background Interview:

1. When did you first begin reading? What is your earliest memory related to reading?

When I was small, maybe around three years old. I hadn't really been opening books, but started to open them and look at them. Not at the words, just look at the pages. But when I got other books and started to read, I think I was around five years old.

2. How did you learn to read?

How? By reading words? No, by looking at pictures, with facial expressions, like (shouting/yelling face, grumpy face, smiley face). I would look at the pictures, and just turn the pages, but not really look at the lines. I wasn't ready for that, I was too small. Pictures were better and easier.

- Through what process did you learn to read the words and lines?

In a classroom, with a teacher standing with students around her. The teacher would open and show and book, reading aloud every word by signing it to us. We would sit and watch, that was it. That's how I started to understand, from the teacher.

3. How do you see yourself as a reader? Do you feel you are a good reader? Why or why not?

I would say I think I am a good reader, but I can't handle too many lengthy words. I'm deaf, comparing myself with hearing people who read and understand words easily, deaf people take a longer time with handling the words. When I see the words in a sentence, I understand them better. A word in isolation? Nope.

4. What reading strategies do you use during reading?
 - a. [Such as: rereading, creating imagery in your mind, making predictions, making connections, summarizing, recognizing breakdowns, using contextual support, etc.]

I think I read slowly. I don't jump quickly through the text. I read slowly and carefully. Sometimes it's a little bit over my head. But I will go look at pictures. If there's no pictures, then I'm out. I read through each page one at a time. It seems I don't understand 100% what its talking about. I'm not a big book reader.

5. What reading activities did you experience growing up? (Phonemic/phonics, instruction, grammar instruction, cooperative learning, theatre, film, ASL instruction)

In my childhood, I would say that reading and math were not my favorite. I wasn't crazy about reading and math. I liked English better. It was more interesting because there were a lot of stories shared. A lot of storytelling. I was fascinated by that.

Any phonics instruction? Grammar instruction?

Good question. Not grammar...I was always interested in storytelling because of the teacher's facial expressions and body language. I attended and was fascinated by it.

6. Did your parents read to you often? Did they sing or share rhymes with you?

My answer is no, my parents did not read books to me. My parents didn't know what to do, because I was deaf. It was hard for them to understand while they were raising me. When I grew up, it was still so-so. They were not born here. They were born in Italy and moved here, kind of old fashioned. It wasn't their nature to read to me. I read by myself.

7. Do you enjoy reading poetry or musical lyrics?

Music? Haha. Music? I don't understand music. I'm not a music person, but I like putting the radio on in my car, that's all.

8. Only for d/Deaf participants: Do you think in sign language, pictures, do you hear your voice?

I like to hear. During my childhood, I used a hearing aid. You know, during the old times they were two earmolds attached to a body worn box with a battery. I would carry it with me to classrooms, but after time I think my hearing aid is a better fit with what I hear. Like the feedback, rhythm and so forth. I'm not that crazy about music, but I feel good hearing the music, just not the words. Music isn't my type, no. The words don't make an impression on me. If someone stood sharing music, its... you know... (shrugs).

Do you think in sounds, signs or pictures?

Sign and pictures you mean? No. Pictures, yes. For deaf people its easy to look at pictures. It's easy. You see the face and it's easy.

9. When you are reading and you come to something you do not know, what reading strategies do you use to try to figure it out?

If I look at the word and don't know it, what do I do? I go to my Webster's dictionary. But Webster's dictionary sometimes doesn't explain enough. There are too many symbols in there. Like listing 1-10. How do we know which to choose, to attach with the meaning of the word? Many deaf people don't look at dictionaries, trying is over their head. Not me. I look and make sure that it's a word that I understand and go back and forth with the text until I got it.

Anything to add?

Right now, I don't read a lot. I have no patience to sit. I want to move around. I can't sit down, I'm not lazy. I have to get up and move around all day. At night, I sit down. I hope I can find a good book to read.

Think-Aloud Discussion Questions (asked at the end of sections marked with stars):

(Reading): Thunder. Enter the three witches. Round about the cauldron (FS) go. In the poison entrails throw. Toad (FS) that under cold stone, days and nights has 31. Sweltered (FS) venom (FS) sleeping got (FS) got (signed). Boil thou (FS) first in the charmed (signed, then FS) pot (signed, then FS). Double, double, toil (FS) and trouble. Fire burn and cauldron (FS) bubble.

1. Explain what you were just thinking when reading this part?

That witches stereotype, you know, like they have this huge pot they're stirring with the fire under it in the shed, they're mean – (facial expression of dislike, disgust).

2. Describe what's going on inside your mind; what does your thinking look like?

(If participant needs scaffolding, give examples):

- a. Visualize/picture people or events in the story
- b. Translate words into signs and think in signs
- c. Translate words into fingerspelling
- d. Hear an inner voice or mouth movements of the words or your thoughts

No, I saw the picture clearly, very clearly. I used to watch Hocus [Pocus], I love that show. They have a new one coming soon, I think, part 2 or 3. It's a great movie, it really is, with the three children. With the three witches, I love Bette Midler. With Sarah Parker, and that woman, Kathryn [?], oh, she's funny, when she's in Sister Act? [Julia says something] Yeah! [laughs]

3. What did this story/scene/article make you think of?

(If participant need scaffolding, say “Maybe you read a sentence that made you think of something else or you remembered something from your past.”)

4. Were there any words or parts that were confusing to you?

If yes, can you show me the word or describe the part?

What did you do to try to figure it out?

**points to words on page* *shrugs* I don't know most of the story. I'm lost. That's your preference.*

I want to know from A to Z, that story...I know what the witches are doing, they're stirring the pot, they want to grab all the children, they're hungry.

5. Describe the process of reading the lines. Did you read in order or jump around the paragraph or page?

I usually jump a bit [from top to bottom – V handshape “jumping” from line to line, top to bottom] to see if I can get the point with sign, but, I don't know. [points out different words, shrugs] There's a lot of words I don't know here.

6. How would you describe the rhythm? Rhyme? Any other poetic devices?

[re-reads] Nope. [shrugs, unsure] It's a story.

Think-Aloud Discussion Questions (asked at the end of sections marked with stars):

1. Explain what you were just thinking when reading this part?

I try to hold on [to the information], but I forget it. Shakespeare's stories, forget it. I don't read Shakespeare. Sorry. [re-reads] To me, it's a lot of blood. I would say that witches like to stir big pots and add lots of things.

2. Describe what's going on inside your mind; what does your thinking look like?

You mean, in the pot?

[Julia clarifies/asks a question]

I – no. See? No. No, no, no. I don't believe in [I can't figure this out – witches?]

3. What did this story/scene/article make you think of?
(If participant need scaffolding, say “Maybe you read a sentence that made you think of something else or you remembered something from your past.”)

[reads] It looks to me like each witch is talking about something different that they see. Three, one, two, three, three witches. I know three witches will not get along, they fight, I've seen it in Hocus [Pocus], they won't get along, and for what? One witch wants that, the other two want that, too? That's just me.

4. Were there any words or parts that were confusing to you?
If yes, can you show me the word or describe the part?
What did you do to try to figure it out?

No. [12-hand jumps from top of page to bottom of page] [V-hand scans page in circles] I guess some, I move on.

[re-reads the page] I know some words, but there are some words I never saw. [points to word on page, shrugs]. Salt-sea [FS] shark, okay. [points at different word, shrugs] No. Suppose I brought this to ASD? No. No, you know?

5. How would you describe the rhythm? Rhyme? Any other poetic devices?

A poem? [re-reads] [bounces head from side to side in rhythm] I know it's a poem, but why do I have to read about the witches? [Julia says something] Okay. [turns page]

Comprehension Questions (asked at the end of passage):

1. Can you summarize what you just read?

It looks like there are two people now. One knocks, the other one locks the door. They're on either side of the door. One is knocking, the other one locks the door. But they can't see each other? The one who's locking the door can't see the person knocking. In my house, when somebody knocks, the door is locked, you know? But I have a [peep] hole.

2. What is this story about?

I don't read Shakespeare. I don't buy or focus on Shakespeare.

[Julia says or asks something]
Is Shakespeare nonfiction? [Julia responds] Oh, I thought it was fiction [reassuringly]. Right. I make sure I find out if it's nonfiction or fiction. I won't follow up. I won't follow up on this, this isn't an interesting topic. Sorry.

3. Who is this story about (main character[s])?

Character of the story? Macbeth.

How do you know?

Because it's the title of the story!

4. What is the main idea(s) or main point of the story/article?

How do you know?

They have three witches, the first, second, and third witch, they're all different.

5. What do you think will happen next if this story were to continue?

They die. The witches. Witches die easily. They blow up or something. Witches die easily.

[Julia says something]

Throw holy water. [laughs]

6. What is the author's intention for writing this story/article?

You mean Macbeth? Why did Shakespeare write that? Maybe it's to show people about witches, what they do, where they live, that's where they come from.

ID # 18

Reading Background Interview:

1. When did you first begin reading? What is your earliest memory related to reading?

I grew up reading, basic learning, gradually learning the meaning of words and then progressing from that. Some words and things, I don't know, but I keep on learning through reading all different kinds of things.

A memory?

I remember that I love fish, was fascinated with fish—all different kinds of fish and animal pictures, generally looking at different things like that.

2. How did you learn to read?

Learning by finding out what a word means, matching the picture to the word, figuring if it was the same, seeing the word as a concept in a sentence, matching words to meaning and then understanding the connection.

3. How do you see yourself as a reader? Do you feel you are a good reader? Why or why not?

When I read, I ask people what the meaning is. When it is signed, I understand. If I don't understand the dictionary, I can gain the understanding seeing it signed. If I struggle with writing, I ask someone what it means, and develop clear comprehension that way. It takes time.

So you feel reading is more interaction with those around you?

I feel confident, not cold, but warming up to it, ready to clearly process the material now.

4. What reading strategies do you use during reading?
 - a. [Such as: rereading, creating imagery in your mind, making predictions, making connections, summarizing, recognizing breakdowns, using contextual support, etc.]

I look, use common sense, read the lines, re-read, find a way to the right sentence, then go back to the reading and then start to understand it. Sometimes I'm not sure and will ask someone to explain, then I will understand. Seeing the text signed, I understand it clearly. Reading the text, I struggle and easily misunderstand, but signing is clear to me.

5. What reading activities did you experience growing up?
(Phonemic/phonics, instruction, grammar instruction, cooperative learning, theatre, film, ASL instruction)

Most things related with reading, I watched people signing, stories and etc—and when I understood, would connect the concept with the reading. The concept is the same. What I didn't understand from reading, I understood from sign language and could make the connection. If there was a word I never heard before, I would pick up the meaning by asking about it using sign.

6. Did your parents read to you often?

Honestly, when I read, I struggled and my mom would sign it. Then I would understand. It has been hard for me to understand so far. Basic books and stories, I understand. Then with tougher material to process, I would struggle. I wouldn't give up, I would keep going and think positively.

Did they sing or share rhymes with you?

Honestly, my family knew I was deaf and wouldn't understand. I would feel, feel vibrations on surfaces. They would show me that way. I'm deaf so I feel it, I learned that way.

7. Do you enjoy reading poetry or musical lyrics?

Really, I like signing poetry, standing up in front, using ASL. Making jokes, comedy, anything really. That kind of performance, it can smoothly match audience's fear or humor or anything like that.

8. Do you think in sign language, pictures, do you hear your voice?

I always visualize what a word means, visualizing an idea of what the point is. Like, depending on the word. For example, "fish", what does the word mean? If I never heard the word before, I would visualize it and expand on the concept.

Like the word "f-i-s-h" or a picture, or movie, or what?

I would see pictures, of different animals.

Connecting to the words?

Yes, the concepts.

9. When you are reading and you come to something you do not know, what reading strategies do you use to try to figure it out?

If I read and don't understand, I ask someone to sign it for me. Then I understand the purpose of that and can go from there. I don't want to feel awkward, I want to feel confident with it. So I will call on a friend or someone to teamwork with me.

If no other person around, what do you do?

Think positively. If there is no other person, I will ask family or find someone. A friend, someone I can trust.

Anything to add?

Really...different kinds of books, some are tough books, some are easy to understand. Nothing is perfect, just

Think-Aloud Discussion Questions (asked at the end of sections marked with stars):

1. Explain what you were just thinking when reading this part?

Well, reading... the topic looks like a word, about witches. The sentences look poetic, like a list form of smooth poetry. That's what it looks like.

2. Describe what's going on inside your mind; what does your thinking look like?
(If participant needs scaffolding, give examples):

- a. Visualize/picture people or events in the story
- b. Translate words into signs and think in signs
- c. Translate words into fingerspelling
- d. Hear an inner voice or mouth movements of the words or your thoughts

That topic changed into visualizing a picture. The words, changed into concepts, simply like that.

What do the concepts look like?

Like stars, hearts, shapes, different pictures, ideas shooting toward each other. Different things, to the point.

3. What did this story/scene/article make you think of?

That relates to concepts, matching words with the same concepts. Like the word star, relates to the concept. It's the same. I'm not sure...that's what it looks like. I'm not sure.

Did reading this it make you think of something else?

Reading the word "witch" made me think about witches, the same way "stars" did.

4. Were there any words or parts that were confusing to you?

The more complicated language. Some of it, I understood. Some sentences, I was unsure about.

Can you show me the words? What did you do to try to figure it out?

Well... "cold" it looked like "cold stone", "cold" and throwing away something. That concept or something.

5. If participant has not yet addressed metacognitive strategies, interviewer will list them explicitly:
At any time did you find yourself using metacognitive strategies such as:
 - a. identifying the important parts
 - b. predicting
 - c. summarizing
 - d. checking whether or not you understand the meaning and if not using strategies such as rereading the text or considering the context to improve comprehension.

Well really? I mean, that was complicated. What the cat was about? I'm not sure.

6. Describe the process of reading the lines. Did you read in order or jump around the paragraph or page?

I read through the lines. Some, I didn't know for sure, with words I never heard before. I didn't know the meaning of the sentences. I wasn't sure and needed to ask someone to sign it for me and explain the point.

Did you read the lines left from right or around in a circle?

I read top to bottom, slowly to make sure it was clear. I wasn't sure, but I did my best. If I didn't get it? I tried my best and if I didn't get it, to ask someone to sign and I would understand clearly.

7. How would you describe the rhythm? Rhyme? Any other poetic devices?

I'm not sure.

You said before it's a poem, how do you know that?

You mean a poem? Well a poem, its clearly identified by the lines, top to bottom (signs in rhythmic movement demonstrating the blocks of line pattern). The list, in black (bolded?), 1st, 2nd, 3rd and 4th, each with different points, a different concept. I can see that it looks like a poem.

Think-Aloud Discussion Questions (asked at the end of sections marked with stars):

1. Explain what you were just thinking when reading this part?

Really, to summarize...eyes, feet, frogs, baking, different things in a list. Words...like "blind worm", I don't know what that is, the name "Lex", basic (knots?). Then the next part, "double". Further down, "teeth", "wolf", "witch's mummy". It's a list. "Goat",

“Nose” (Using signs to indicate reading down further on each line of text). Different things, “Turk”, like that.

2. Describe what’s going on inside your mind; what does your thinking look like?

I’m visualizing. It looks like trouble, related to power, then going down to different things. I’m really unsure about it.

3. What did this story/scene/article make you think of?

I connected to dog, frog, baking, snake, many different things. I didn’t connect to much else, it was hard to understand.

4. Were there any words or parts that were confusing to you?

Some words. Some. (looks down through text). That’s a name.

What did you do to try to figure it out?

I have to read really slowly until its clear. If I don’t understand, I have to ask someone to sign it, and then I will understand.

5. What did you think was important?

I’m not sure what is important. I’m really not sure.

What did you think about while you were reading?

Really, those sentences? I just don’t understand the meaning at all. The words look really tough. .

Comprehension Questions (asked at the end of passage):

1. Can you summarize what you just read?

To summarize the topic? I never saw some of these words. Some like “witches” I caught. (Mumbling signs)...wind...negative....really I’m not sure.

2. What is this story about?

It looks like its about trees, and listing different things.

What’s happening?

It looks like cutting off body parts or something, negativity, fighting and such.

3. Who is this story about (main character[s])? How do you know?

Character? The character person...I'm not sure.(points to Macbeth, then spells the name).

How do you know?

It's the name of the person. Follow the concept, look and catch it.

4. What is the main idea(s) or main point of the story/article?

The point is related to fighting/violence and woods. Different negative things.

5. What do you think will happen next if this story were to continue?

Something will be messed up.

6. What is the author's intention for writing this story/article?

To create...the point of this concept. The author? I'm not sure.

What is he trying to say?

Means he has to explain that point. Some will understand and some won't. The point is related to violence and negativity. Just trying to say it.

ID # 19

Reading Background Interview:

1. When did you first begin reading? What is your earliest memory related to reading?

When I was a baby, well a kid, and I was reading Sesame Street, with the signing. I was reading and copying it with my mom and my friends and the teacher of the deaf, who was teaching us sign language too.

2. How did you learn to read?

By looking up new words in the dictionary, matching it up and then reading with those new words.

So by word after word?

Yes.

3. How do you see yourself as a reader? Do you feel you are a good reader? Why or why not?

It depends on what I am reading. If I read something about sports, then its guaranteed I will read through it. Or about cars. But if its something like a story or a novel, I don't view myself as a reader because I don't feel the connection with it.

4. What reading strategies do you use during reading?
 - a. [Such as: rereading, creating imagery in your mind, making predictions, making connections, summarizing, recognizing breakdowns, using contextual support, etc.]

When I am reading, I will think in my head with a voice, thinking and predicting what is ahead and what to do next.

5. What reading activities did you experience growing up? (Phonemic/phonics, instruction, grammar instruction, cooperative learning, theatre, film, ASL instruction)

With groups, discussing about what reading is. It was cooperative, moving on from there.

Phonics or speech?

No.

Grammar?

Yes, grammar too. For sounds, I wouldn't be getting it. (with hearing aids?) it was static all the way, just to hear the main sounds like the bell, or a fire alarm. That kind of thing.

6. Did your parents read to you often?

Yes they read to me. I remember reading and signing. If my mom came to a word I didn't know and she didn't know the sign, she would explain it until I understood it and was able to move on from there.

Did they sing or share rhymes with you?

Yes, talking. When they didn't know the signs. They would hold me and sing. My grandmother too, always singing. I was deaf though.

You don't remember it?

No, I was a baby.

7. Do you enjoy reading poetry or musical lyrics?

No, nothing.

8. Do you think in sign language, pictures, do you hear your voice?

Now, I will read with a picture in my mind about what is going on.

9. When you are reading and you come to something you do not know, what reading strategies do you use to try to figure it out?

I will skip it and look at what is next. And then I might get the meaning and go back to it. If not, I'll just move on and keep going.

Anything to add?

No.

Think-Aloud Discussion Questions (asked at the end of sections marked with stars):

1. Explain what you were just thinking when reading this part?

I'm thinking about witches in a group (body shift right) and animals (body shift left). Animals are coming in (to the center). There is a threat of what will happen to them. Whoa, whoa, wait. I think I made a mistake. (laughing) Do you mind deleting that part?

No, we should leave it. Mistakes are part of your process of thinking.

Ok fine. I didn't realize that. (reads) ...eh...I'm lost right now.

You feel shaky with it?

Yes, I'm lost.

2. Describe what's going on inside your mind; what does your thinking look like? Are you visualizing, signing, thinking in pictures?

My mental concept is blocked right now. I'm trying to figure it out, but eh...

Your mind is blank?

Yes, its blank.

3. Are you making any connections with the text?

No, not really.

4. Are any words or parts confusing to you? Can you show me?

The word "thrice." I don't it but I think maybe its three.

Any other confusing parts?

I think just that one.

1. Describe the process of reading the lines. Did you read in order or jump around the paragraph or page?

I started by looking from top to bottom to get the idea. Then I read the lines left to right. Then, I went back and read again, section by section.

11. How would you describe the rhyme or rhythm?

Rhyme is...?

Repetition.

Right, repetition. I can tell by the sound and thoughts. The thinking. The sounds of what is happening. Like "thrice," it sounds like three, but really it isn't three.

Can you identify any poetic devices?

No.

4. Explain what you were just thinking when reading this part?

Okay, now I am thinking that they are having a witch's soup, with all those odd things thrown in there, but they're singing "double, double (fingerspells) toil and trouble." (2x3 pattern, unstressed/stressed rhythm). They are singing that.

Do you have a mental picture now?

Yes, I am imagining two separate bowls of soup (set up on right and left). Two witches, well and three witches.

Like a picture or a movie?

A picture.

Do you see any words, signs or actions in the picture?

I see words in the text, related to the actions.

5. Were there any words or parts that were confusing to you?

No, I knew them all.

6. Did you connect the text to something else? Like a movie or something that happened to you?

Yeah, I thought about the witch movie. You know? O...the witch movie...

Hocus Pocus?

Yes, Hocus Pocus. I visualized that clearly.

Did you read the text the same way?

Yes, I read it the same way, moving through it. It's more clear to me right now than at the beginning, because it's starting to share more information.

You said there was singing. How would you explain what that means?

It says they are all singing.

Comprehension Questions (asked at the end of passage):

1. Can you summarize what you just read?

From the beginning?

Yes.

Okay. We found that there are three. There is like a competition, and it is not going as followed. They are bustling about and killing animals, recreationally. And the people go to address it, asking where they got that stuff from, and if there is no answer, they have to really start negotiating to get the answer.

2. What is the story about?

It is about Hecate. She wanted to explore for the witches and try to catch them.

Catch the witches?

Right.

3. Who is this story about (main character[s])? How do you know?

Witches. It repeatedly says witches.

4. What do you think will happen next if this story were to continue?

I can't discuss, because it hasn't really ended. So what the consequence will be, there is nothing about it. So the beginning has nothing, the middle has some and then the ending will have it.

So what might come next after this part?

I think they won't get the answer.

5. What is the author's intention for writing this story/article? How about his use of people?

I don't really read Shakespeare so I'm not really sure what is his point for writing this.

Anything to add?

No there is nothing on my mind right now.

Do you have any thoughts or opinions about it?

It is different and odd, with a different kind of language.

ID #20

Background Interview:

1. When did you learn to read? What is your first memory related to reading?

I don't remember. I was just a kid growing up. First book...I don't know.

What is your first memory of reading as a kid?

I think the story about the Christmas grinder, ginder....

The Grinch?

Yes, the green monster. The Grinch. The teacher was reading it. It was new.

2. How did you learn to read?

Talking, writing, reading pictures and the alphabet. Talking, words, words, reading the words.

3. Do you consider yourself a good reader? Why or why not?

Reading is important to learn and gain knowledge.

4. What strategies do you use while reading?

When I read, I predict what will happen in the future. What's going to happen ahead.

5. What reading activities did you experience growing up?

I used Cued Speech, which stayed at home. I went to an oral school, where we spoke all the time. I learned sign language when I met a deaf girl as a teenager and picked it up from there. I had different approaches to communication access.

What kind of activities at school?

The teacher taught grammar, history, phonology, different subjects like science, history and math.

6. Did your parents read to you?

My parents read, yes. They used cued speech when reading to me. They used cued speech all the time.

Did they sing or read rhymes to you?

Probably when I was a baby and didn't know I was deaf.

7. Do you like to read poetry or musical lyrics now?

I'm not really a big fan of music. Not a big fan.

8. What happens in your head when you think? Sign language, CS, telepathy?

Telepathy, CS, sign language, stuff like that. It doesn't happen often when I sleep.

Do you see words, hear speech or see pictures?

No, mostly just signing and CS, that's all.

9. If you are reading and come to something you don't understand, what do you do?

Use a dictionary. Or google it on the laptop.

Think-Aloud Discussion Questions (asked at the end of sections marked with stars):

It's just music...

1. Explain what you were just thinking when reading this part?

It's weird. They're talking about cats and pigs and such. It is boring and I'm not motivated for that, to be honest.

2. Describe what's going on inside your mind; what does your thinking look like?

(If participant needs scaffolding, give examples):

3. Visualize/picture people or events in the story
4. Translate words into signs and think in signs
5. Translate words into fingerspelling
6. Hear an inner voice or mouth movements of the words or your thoughts

Talking about cats fussing and pigs being noisy.

Are you hearing the noise?

Just the sound of the pigs and cats, that's all.

3. What did this story/scene/article make you think of?

I think the cat and pig have a connection.

Think of anything from your own experience?

No.

4. Were there any words or parts that were confusing to you?

No, I understood it all. (looks at paper, points and fingerspells) "cauldron". It means a person who is ready to go. A person talking about a person.

5. If participant has not yet addressed metacognitive strategies, interviewer will list them explicitly:
At any time did you find yourself using metacognitive strategies such as:
 - a. identifying the important parts
 - b. predicting
 - c. summarizing
 - d. checking whether or not you understand the meaning and if not using strategies such as rereading the text or considering the context to improve comprehension.

No. No..forget it. It's not my favorite thing. I don't have the motivation for that.

6. Describe the process of reading the lines. Did you read in order or jump around the paragraph or page?

Left to right, line by line. If I didn't like something, I skipped a part.

7. How would you describe the rhythm? Rhyme? Any other poetic devices?

Rhyme? (looks down at paper, points) No..rhyme?

Repeat sounded

Double double.

Think-Aloud Discussion Questions Part 2:

I hear the cat in this first part. And then the words.

1. Explain what you were just thinking when reading this part?

They are boiling something. Really, it's the people, not me. Because I am not a part of that scene or religion, you know?

2. Describe what's going on inside your mind; what does your thinking look like?

I'm picturing a fire and someone cooking something.

3. Were there any words or parts that were confusing to you?

I understood everything clearly. I think they are boiling meat or whatever, throwing it in there. (unintelligible comment then points and fingerspells) "liver"... whatever. (interviewer points to maw). Its like a saw...

You skipped it?

Yeah, I skipped.

If yes, can you show me the word or describe the part?

What did you do to try to figure it out?

I have nothing to say to that.

4. Describe the process of reading the lines. Did you read in order or jump around the paragraph or page?

Line by line.

Can you sign this part?

Double, double, fire burn, boil up.

See any rhymes or rhythm?

No.

Comprehension Questions (asked at the end of passage):

1. Can you summarize what you just read?

Hecate is on the point, blah blah. They put in a ring. The second part, thumbs, come, unlock, knock knock (2 beat rhythm in signing). Macbeth says "I know, answer me". Wind, church, bubble bubble, "answer what I ask of you".

2. What is this story about?

Its like the movie "Lord of the Rings" its like the same thing. Its about which...who knows about a promise, you know?

3. Who is this story about (main character[s])?

Hecate and the three witches.

How do you know?

They have 1st, 2nd, 3rd listed and then Hecate, a person's name. It's there.

4. What is the main idea(s) or main point of the story/article?

(shakes head) destroys a person.

5. What do you think will happen next if this story were to continue?

I can't predict the future....the three witches will die.

6. What is the author's intention for writing this story/article?

I don't...it's a strange story with complex things. I don't know. It's what he likes to write.

Anything to add?

No comment.

ID # 21

Reading Background Interview:

1. When did you first begin reading?

When I was a young kid.

- What is your earliest memory related to reading?

When I was around 3 or 4. I remember the White Christmas. Wow...that was a long time ago. I think the book about bears, looking for gifts. That made me really think and I wanted something like that.

2. How did you learn to read?

I learned in school. I didn't really know English very well. In my country, Trinidad, they did not really teach me very well. When I flew and moved to America, I learned at a deaf elementary school in Brooklyn. It was nice.

3. How do you see yourself as a reader? Do you feel you are a good reader? Why or why not?

To me? I admit, I am a lazy reader. But I do have to read. In school, I was motivated to read. After that, it was less but I do read the newspaper sometimes. I like reading the newspaper and anything related to sports.

4. What reading strategies do you use during reading?
 - a. [Such as: rereading, creating imagery in your mind, making predictions, making connections, summarizing, recognizing breakdowns, using contextual support, etc.]

I like analyzing. First, I will read it. Then I will take time to think about it, and how it goes from the beginning to the end. And sometimes they talk about things like idioms and something that's off the point and you have to return back to the point. Or flashbacks. Sometimes I notice I will have to look and think back before returning to a place I am.

5. What reading activities did you experience growing up?
(Phonemic/phonics, instruction, grammar instruction, cooperative learning, theatre, film, ASL instruction)

I did learn grammar. I learned about subjects and verbs and all that. I learned that in English class in high school. We read chapter books in class.

No theatre or ASL?

Not really, no. In school they taught English. They didn't teach ASL. Most teachers did not use ASL.

6. Did your parents read to you often?

Sometimes. They taught reading, used TV to show what things looked like, comparing TC with reading. For example, Harry Potter. There are similarities in the movie and book, although it's a little bit different. The movie has more action and the book is longer. But the concept. She did take me to the Harry movie. Wow. That was the first movie. A long time ago.

Did they sing or share rhymes with you?

No, not really.

7. Do you enjoy reading poetry or musical lyrics?

When I transferred to MSSD, I learned a lot about Deaf culture, wow. There are a lot of deaf jokes, deaf poems. It's really interesting. I learned about different things. I still remember some of those jokes.

Like the train, but?

Yes, exactly, That.

8. Do you think in sign language, pictures, do you hear your voice?

Sometimes, sentences I will think about them telepathically, Like sentences, I will use my mind and sign it.

You think in sign language?

Yes.

So if you read a scene with character dialogue, you will translate it in your mind?

Yes.

9. When you are reading and you come to something you do not know, what reading strategies do you use to try to figure it out?

I use google or a dictionary. My old fashioned dictionary book. I will look it up. If I still don't get it, I will use a thesaurus. If I still don't get it, I will go ahead and use the internet.

Anything to add?

Or I can ask my mom for help. She is good at English.

Think-Aloud Discussion Part 1:

1. Explain what you were just thinking when reading this part?

(Reading) A book, a passage, William Shakespeare. Act IV, Scene 1. In the middle, a cauldron, bubbling up. A cauldron (fingerspelled). A witch, doing what? Stirring the pot. The second witch brings in a pig. The third witch cries. I don't know. The first witch says, "round about the poison, we throw it in." Days and nights, 31. Sweltered (fingerspells) vampire bites. The charm (fingerspells) pot boiling up. Double double (2 beat) (moving mouth), trouble, burn up, wow, POP POP.

Enjoy that?

Eh.

2. Describe what's going on inside your mind; what does your thinking look like? Do you hear words? See pictures? Any sound? What's happening?

Well honestly, I looked it over and wasn't familiar with some of the words—but I can visualize three witches deviously stirring and adding ingredients to a pot, like a magic poison. Kind of like the 7 Dwarves and Sleeping Beauty. You know where the witch gives her the apple and she bites into it and then passes out. This is the same concept as that.

3. Were there any words or parts that were confusing to you? How did you try to figure it out?

The word "venom." The sentence says poison, describing clearly describing it.

4. Are there any other words you aren't familiar with? (points to "brinded")

"Brinded", "cauldron". I don't know those, and honestly I don't care.

So they're not very important?

What's important is that I visualize (what's happening) more than the words.

5. Did the story make you think of anything else? Any connections?

The book or movie Seven Dwarves and Sleeping Beauty.

6. Describe the process of reading the lines. Did you read in order or jump around the paragraph or page?

I read one line, and the next line, to get an idea, and then continued reading the text as a whole, then you can visualize the whole thing from start to end.

7. How would you describe the rhythm? Rhyme?

I see repetition in how William wrote. (re-reads) the thunder, the first witch part, the second witch part—it all starts with “T”. (re-reads) and as for rhyme, when it starts describing and shows how you do it.

Think-Aloud Discussion Questions Part 2:

1. Explain what you were just thinking when reading this part?

I notice that the first page and the second page are almost the same in the repetition and rhyme. I already read what the 1st witch said, and now for the 2nd and 3rd witches.

2. In your mind, are you seeing things, words, what does your thinking look like?

I see the second witch with more action, like the snake. The first witch, not much going on. The second witch part was more visual and the third witch too.

3. What did this story/scene/article make you think of?

It made me think of scary things, of strange things. Throwing them into there. Adding all that, I don't know. It was bizarre.

4. Were there any words or parts that were confusing to you? What did you do to try and figure it out.

“Blaspheming Jew” I don't know what that is. “Thereto”. I figured it out by looking to the word next to it, like “tiger” would be obvious. (re-reading) The word “blaspheming” was next to the word “liver” so I'm guessing its like a liver.

5. Describe the process of reading the lines. Did you read in order or jump around the paragraph or page?

I read the lines and then go back and re-read them to get a good idea of what's happening.

6. How would you describe the rhythm? Rhyme?

“Double” “In cauldron” “Double” again. I'm guessing.

Comprehension Questions (asked at the end of passage):

1. Can you summarize what you just read?

Let me read again. (re-reads). I tell your pains...singing...knocking...drinking, or....I'm trying to figure this out. I'm not sure what they're talking about.

2. What is this story about?

Macbeth is against something. He is demanding or something.

3. Who is this story about (main character[s])? How do you know?

Ok. I think the three witches. And Macbeth. You can tell in the rhyme, when each witch talks—1,2,3 and Macbeth.

4. What is the main idea(s) or main point of the story/article?

They are trying to revenge on Macbeth I guess.

5. What do you think will happen next if this story were to continue?

I guess the witches would try to poison Macbeth and he will resist. I don't know. I think Macbeth will win.

6. What is the author's intention for writing this story/article?

I know he is famous for writing, "Macbeth", "Othello", something with a captain and a boat, I can't remember. But I know this play is about fighting. Evil versus good.

Anything to add?

In my opinion, the witches are evil, trying to defeat him. My guess is that Macbeth is trying to protect his home, or his village.

ID #22

Reading Background Interview:

1. When did you first begin reading? What is your earliest memory related to reading?

I'm not a wonderful reader, mostly like newspapers, sports, magazines, that's it. I'm not an avid reader who reads deeply through big books with a lot of text. I do quick reading, that's it—like looking at newspapers and articles to learn about current events and such.

What do you remember about reading as a kid?

I spent all my time playing, not reading.

2. Do you remember how you learned to read? What was involved with it?

How I learned? That was at school when I transferred to ASD, they gave me books and I learned to read them over. I would try to translate them to ASL but they told me "no, that's wrong, it must be English." So I learned, you see I have a habit of writing in ASL, and I had to learn to write in English. It wasn't easy.

So you didn't learn to separate and value the two languages?

Not two distinct languages. I had/have a habit of writing in ASL and many hearing people don't understand that, which made me realize and later I finally changed to put aside the ASL and focus on English.

3. What reading strategies do you use during reading?

[Such as: visualizing, summarizing, making connections, predictions, etc.]

A lot of fingerspelling, looking things up in a dictionary. Getting the idea, spelling words out, building up comprehension of an idea over time and adding to it to retain the idea in English.

4. What reading activities did you experience growing up?

(Phonemic/phonics, instruction, grammar instruction, cooperative learning, theatre, film, ASL instruction)

Hmm...mostly like acting and signing. Grammar was strict, yes. They were annoyed by my use of ASL and taught me how to switch the grammar and move it around—again and again, they drilled it in. It really bothered me as they tried to change me. As I was close to graduating and going out into the world—they all reminded me that I needed to master the English. I was really frustrated and tried

to change it, but it was still not that great. After graduation, what I would do was watch the closed captions on the television and read the spelling of the English sentences, taking it all in and then later using it in writing to work and all work related sentences—changing my mind to push aside the ASL and become more concise in English, almost close to what English is.

5. Did your parents read to you often? Did they sing or share rhymes with you?

No, not much.

6. Do you enjoy reading poetry or musical lyrics?

No, I'm not interested.

7. Do you think in sign language, pictures, words? Do you hear your voice?

Hmm... Words... like if I see a poster and it has words... it's hard to explain. If I see something, I won't notice what it is and will visualize a words meaning by actions and expression and seeing something, then maybe looking it up to check and continuing to visualize. Hmm..I'm not sure. Like seeing a picture, I will change it mentally into an action or something. Maybe its not really in my head.

How do you see dialogue in your head?

I see people's actions, not their words. Signing, talking, I can talk too. In person I won't understand, but in the mind it's like a telepathic communication. It's wonderful. Most of the time, when I dream, when people are signing or talking—I know what they mean, like mind reading.

8. When you are reading and you come to something you do not know, what reading strategies do you use to try to figure it out?

I always ask a hearing person what it means, for them to explain it to me. Or if I don't want to embarrass myself, and it's a really easy word, I will go and look it up on my phone. You know Wikipedia? If I don't want to embarrass myself, I'll do that. If it's a really big word, I'll ask a hearing person to explain to me what it means. I won't worry about being embarrassed, I'll ask for help.

Anything to add?

About reading specifically? Hmm...there was something that was new to me. Not writing or reading...hmm.. Oh I know! What is new to me, is like you know how at McDonalds or Starbucks you order by writing, pointing or trying to gesture? The new technology we have is the phone. Just showing it, that's new to me. Forget about writing it, I'll just use my phone. You know how you write sentences on your phone, the phone will autocorrect? That is a relief to me. The phone helps change my English, that might look funny or not make sense, and then replace it with the correct word that I can use to show someone so I don't embarrass myself. It will help if miss words like "is" or "are" and sentences that might look funny, before I show it to someone. But when I write, it can be embarrassing because I might cross out something before showing someone and on the phone, you can't see what I do before the final text. The phone always corrects the spelling and makes me feel like I match the language properly when conversing with someone, more than writing.

Think-Aloud Discussion Questions (asked at the end of sections marked with stars):

1. Explain what you were just thinking when reading this part?

This is really complicated. I don't understand it. It seems like a pig has been made sad, and I'm visualizing it walking along in sadness. Someone has been picking on it and its walking alone. That is my guess.

2. Are there any words or parts confusing to you?

Yes... "sweltered venom" I don't know what that is. And another one, "cauldron".

3. Did this story make you think about anything else?

I connected it to the movie, you know with the web and the pig walking away sadly saying goodbye. That's what I envisioned.

4. How did you read through the text? Line by line or jumping around?

I admit that I read through it with what I understood, skipping anything I didn't understand—until I came to the vision of a sad pig. I felt connected to that.

5. How would you describe the rhythm? Rhyme?

Yes, the word (points to cauldron) repeated. I noticed it repeated but I didn't know what it meant. What does it mean? Its poisoned, warmed, including frogs, I'm really studying it.

Read Aloud Discussion Questions Part 2

You want me to sign it?

Whatever you want to do.

1. Explain what you were just thinking when reading this part?

While reading it, it sounds like a dragon blasting chaos, leaving a smoky trail. Fire burning. It feels like dragon's fire burning, some kind of trouble. I'm not sure. Really, I didn't mean to read, just what came to me.

2. Were there any words or parts that were confusing to you?

I keep seeing that same word, "cauldron". And then there is "hemlock", "blaspheming" which is next to Jew, so maybe it's a kind of meat? Because it says "liver of a blaspheming Jew." So it has to be related to meat. I don't know...

3. Notice any rhythm or rhyme?

"Cauldron" repeats a lot.

How would you sign the last part?

Double, trouble. You know this makes me think of a dragon blasting, a double blast, boom boom. I'm just making it up.

Comprehension Questions (asked at the end of passage):

Now this is making me think of three witches, fighting against the church and destroying it, making fire and houses and trees crumble. I'm guessing, but my reading isn't wonderful.

1. What is this story about?

The point is about witches, and animals. Those two. The point is witches. You know those three women in Massachusetts? Salem? I thought about that. You know what was the name of that movie about the three witches?

Hocus Pocus?

Yes, Hoc....hard to spell...that.

2. What do you think will happen next?

They will go out of this world. I don't know, I'm guessing. They'll go out of this world because the witches will die and their souls will fly out.

3. What is the author's intention for writing this story/article?

Good question. The point is about witches, dragons, the church, all tied together a long time ago in a castle. There is a point about a castle. Maybe 1800s, a castle—all tied together. That's Shakespeare. I don't know. I'm not great at reading.

Anything to add?

Oh a farm...a toad. Another connection. There is a king involved—because of the toad and the double double part. They're creating something and its coming together. I don't know...I'm not sure.

ID # 23

Reading Background Interview:

1. When did you first begin reading? What is your earliest memory related to reading?

I think maybe the first thing I started reading was my name. Reading my name was really emphasized. And reading books? I think the caterpillar story. That was reading basic words and colors.

2. How did you learn to read?

I remember reading and thinking about what words meant, but reading the story and not understanding anything. And then I remember, between 4-8, going on trips and having to write about whatever we saw and writing that down. But reading, I still wouldn't understand. I was slow, but then when I was older I remember my sister reading and watching "Goosebumps" and I was interested in that so she gave me the books and I read through them, but I still didn't really understand. She would ask me what it was about and I would give the wrong answers. Then when I was maybe 10 or 11, I started to really understand what I was reading. It started in kind of a baby way, reading a little bit and understanding, then reading deeper things and getting lost. And then reading in high school, I started to understand more and improve. We had grammar and English class in high school. At St. Francis, they didn't teach us English, but in high school I had English class and learned different ways of reading. It wasn't all the same way. In social studies, we had to know the story and different ideas. Then I progressed and improved from then on.

3. How do you see yourself as a reader? Do you feel you are a good reader? Why or why not?

It depends. If a teacher gives me a book to read, sometimes I won't understand it. But most of the time I do understand. If I don't understand, I will read it again and force myself to really understand in different ways. For example, if someone gives me a text, I will read it a little bit slow to make sure I understand, and read it over. For example, if I read something about computers, I will understand it being familiar with technology words and can get the concept I already know easily. If its simple words, I can read it fast and get it. It depends.

4. What other reading strategies do you use during reading? Such as visualizing, making predictions, making connections to other stories, or?

I noticed that I have a bit of a tendency to have no patience. Like if I read a book or watch TV, I will want it to speed up. Like if I read a book and can already predict what will happen, I will give it up and not want to read anymore. Sometimes I read through and lose interest fast. If I was forced to in school, I would read through it all, yes. If I was reading something lke a magazine, I would look at a word like "chip" and maybe skip through other parts. What else? Ask for help. Before, I would always ask my sister what something meant. Some things that I didn't understand, I would ignore and read on, then I would get it and make the connection to what I didn't understand.

5. What reading activities did you experience growing up? (Phonemic/phonics, instruction, grammar instruction, or what?)

Growing up, we would always go to the library, and teachers would sign stories to us. I would watch in interest. I think that was the problem, because it didn't give me a chance to read by myself.

Dependant?

I would have to rely on them to ask what it was. Yeah, that.

No phonics or speech?

No.

6. Did your parents read to you often? Did they sing or share rhymes with you?

No.

7. Do you enjoy reading poetry or musical lyrics?

Poems, I don't really like reading that much. I will read things I might be interested in about business. Or I always read the news.

8. Do you think in sign language, pictures, do you hear your voice?

Hmm..let me think about an example from the past. When I would read a word I didn't understand, I would look it up in the dictionary and still feel unsure about it. Maybe I would know what it meant or was not sure what it meant. But compared with hearing, like when I would ask my sister to look and see if she understood what it meant, she would understand it clearly. I would ask her if she knew what it meant and could describe it, and she would say of course. That was different, because I couldn't describe it. If someone asked me what it meant, I couldn't tell them. So I noticed that difference. So I would look and look again and ask for explanations and maybe later I would finally get it. But if I saw someone who signed and they signed it, I would get it and visualize it immediately. Signing will help.

So you see signing in your head?

No but if someone signs what it means, like "it means push" I will visualize it and understand.

So you see pictures?

No, not really.

9. When you are reading and you come to something you do not know, what reading strategies do you use to try to figure it out?

Anything to add?

Think-Aloud Discussion Questions Part 1:

1. Explain what you were just thinking when reading this part?

(re-reading) There are three witches, two come in (from right). Talking about a cat. A (hedgepig?)..not sure what it is. An animal. Poison. It seems like they are coming in (from both sides) and stirring a pot, adding things into it.

2. Describe what's going on inside your mind; what does your thinking look like? Are you hearing or seeing words? Visualizing?

Well, first I looked it over and didn't understand, with all the old English. And then I read it again—looking for the easy words I could understand, using that to build a mental picture, albeit somewhat limited, in which I saw what they were describing.

3. What did this story/scene/article make you think of? Another story or something?

Yeah, this looks like old children's stories, the old stories that talk about witches.

4. Were there any words or parts that were confusing to you?

(re-reading, fingerspelling) "Thrice," "cauldron," and also the "tis" and (?) which I kind of knew.

What did you do to figure it out?

If I looked over and didn't know, I would check a dictionary.

How about right now?

I looked it over and tried to connect it (to the text).

5. Describe the process of reading the lines. Did you read in order or jump around the paragraph or page?

Well, I looked and noticed it was old English, so I read it in a typical way.

6. How would you describe the rhythm? Rhyme? Any other poetic devices?

Yes, sometimes I would look and notice a rhythmic pattern, like from left to right: this and THAT, this and THAT (pointing fingers and moving). All down the page.

Think-Aloud Discussion Questions Part 2:

1. Explain what you were just thinking when reading this part?

If I understand what they are saying...first one goes in (using I-HS as stick figures moving around a center area) and the second goes in (from opposite). One of them is reciting while the other puts things in (?). I'm not sure.... (re-reads) different things like a snake, frog, stirring it, starting it and boiling it up. One of the witches describes it altogether in more depth.

2. Describe what's going on inside your mind; what does your thinking look like? Are you seeing or hearing words? Visualizing?

In my mind I'm visualizing, seeing it play out. I thought there were three witches around the pot stirring it, but now I see cabinets and moving around. I don't know. But are they each doing it, or doing different things? I don't know...

Are the characters talking to each other? Telepathic communication?

They are communicating with each other, but I don't see them talking, just actions.

3. Were there any words or parts that were confusing to you?

Hmm..no...they are just describing.

Can you sign the last two lines?

It says double (one beat) toil (fingerspelled) like stirring, work (s handshape)...bowl, lid (5 claw handshape).

Comprehension Questions (asked at the end of passage):

1. Can you summarize what you just read?

Well, in comes Hecate, who is I guess a person—some kind of boss. She tells them they did a good job completing the work, and then the second witch comes in and says that someone is coming and Macbeth comes in. He asks them what they are doing, telling them that they are destructive and making a mess. They step back and that's it.

2. What is this story about?

The witches.

3. Who is this story about (main character[s])? How do you know?

The witches. They are mentioned again and again.

4. What is the main idea(s) or main point of the story/article?

To hurt others.

5. What do you think will happen next if this story were to continue?

They will spread the poison.

6. What is the author's intention for writing this story/article?

It's hard to see from a short piece. Back then, women may have had hidden intentions(?) He is saying that? Trying to figure out enemies (?)

Anything to add?

I'm trying to figure out what the ending might be.

ID # 24

Reading Background Interview:

1. When did you first begin reading? What is your earliest memory related to reading?

I remember I first read when I was in around 2nd grade, around 7 or 8 years old. I started reading, and was really fascinated with pictures, more so than words—I didn't care much for words, I loved pictures and would flip through the pages.

2. How did you learn to read?

At first I would just look through the pictures, and my teacher would correct me, asking me to go back and look at the vocabulary. I looked at key words, like a person's name, dog, or any person or animal's name—sometimes at what happened, but I wasn't very interested in that. Other things, like verb tense, place—I wasn't interested in that. It took a while, with the teacher really forcing me to read basic and easy books. Sometimes, they would give me advanced books, but I would dismiss them and preferred baby books, which were easier to read through and understand.

3. How do you see yourself as a reader? Do you feel you are a good reader? Why or why not?

Yes, reading really helps me to understand concepts about what's going on and sometimes helps me build my vocabulary and (rules?) and other things. It helps me to grow my conceptual understanding of stories and it's important for me to know in my future, like if I have to sign a paper for a car or a house or whatever, I know to read and that's really important to read agreements before I make a mistake.

4. What reading strategies do you use during reading?
 - a. [Such as: creating imagery in your mind, making predictions, making connections, summarizing, fingerspelling, using contextual support, etc.]

When I read through a text, I have some ways of thinking about it. Like how, what to do...sometimes I will like to ask someone to discuss it with me. I'd rather this than being the only one thinking about it. It's hard to visualize. Sometimes I visualize wrong, or right. Sometimes I will make assumptions.

5. What reading activities did you experience growing up? (Phonemic/phonics, instruction, grammar instruction, cooperative learning, theatre, film, ASL instruction)

When I grew up reading, an example of what I did was with the play "Cinderella," with the magic dress. After we read it as a group, we had to practice and memorize the lines. We really had to practice. It took me maybe one or two months of practicing before I was

ready to perform. Wow...looking back I did a really good job reading and knowing what was going on in the story and then acting with my peers.

Neat, who was your character?

The king. Or the prince.

6. Did your parents read to you often? Did they sing or share rhymes with you?

My mother read the bible with me often, for/at church. The bible, but not much else.

7. Do you enjoy reading poetry or musical lyrics?

It depends. If it's a lot of text, I won't be interested in it. But if its one or two pages, I will enjoy reading it. If I'm curious about what happens, I read more closely.

8. Do you think in sign language, pictures, do you hear your voice?

If I see any vocabulary, sometimes when watching TV or movies or on the internet, sometimes a picture will come up and there will be signing related to the vocabulary or phrases imprinted on the screen—I am able to make connections with the vocabulary and signing. I can think about that and learn something new. So with sign language or a movie together with the captions—it helps me to learn new concepts. Without a movie or signing, I struggle to understand the concepts and visualize what it looks like.

9. When you are reading and you come to something you do not know, what reading strategies do you use to try to figure it out?

If I don't know, I will pull it up on my phone and look it up, or look it up in the dictionary.

Anything to add?

Think-Aloud Discussion Questions Part 1:

1. Explain what you were just thinking when reading this part?

It sounds like poetry, but it's a little bit related to old English. It's talking about three witches, and animals. I'm picturing them going in a cave and the witches seeing, using different kinds of magic. Lighting up the pot, and then it becomes a magic brew. I don't know.

2. Describe what's going on inside your mind; what does your thinking look like? Are you seeing the words, hearing them? Seeing pictures?

I'm seeing certain words. Picking up a word here and there and seeing it. But what they are saying, "me me," "meow," the crying.

Are you visualizing?

Yes

Are the characters talking to each other?

Hmm..no

Just acting?

Yes, acting.

Any mindreading/telepathy?

No.

3. What did this story/scene/article make you think of?

When I first looked at it, I it related to a play, acting—but it seems different.

4. Were there any words or parts that were confusing to you?

Any words I don't know? Hmm...(scanning, fingerspelling) "cauldron". I don't know what that is.

What did you do to try and figure it out?

(re-reading) I read how it said cauldron and next to it, "bubbling". Meaning maybe a cauldron can be something strong, or a hot and strong bubbling up.

5. Describe the process of reading the lines. Did you read in order or jump around the paragraph or page?

I read every line slowly, and when it became more complex I read more carefully for the vocabulary—thinking about it and then going back and reading it again.

6. You said this was a poem, so how would you identify rhythm? Rhyme?

(scanning) Repetition...I see "thrice". Related to "cauldron," I see that multiple times.

Think-Aloud Discussion Questions Part 2:

1. Explain what you were just thinking when reading this part?

It sounds like the witches are using a boiling pot. All sorts of different strange animals, like bats, (re-reading) frogs, lizard's legs, eyes, a wolf's tooth like fangs—they're excitedly throwing them in. Imaginary things, it says dragon...wolf...(fingerspells) liver,

goat..throwing it all in here in the big bowl, stirring it up. Making it thicker and thicker with different ingredients for our hot, “double, boiling up, burn, bubble.”

2. Describe what’s going on inside your mind; what does your thinking look like? Seeing/hearing words? Pictures? Actions?

Half vocabulary and thinking. It says all the words, and I am thinking of the words, depending on the vocabulary. It says, “fire burn” and I am thinking of a pot boiling up. All the different animals things—leg, eye, and so forth, it sounds like they are imagining and throwing things in there. Parts of the animal into the bowl.

3. Did the story make you think of anything else?

No.

4. Did you read the lines in the same way?

Yes, first I read slowly. Sometimes I went back and looked at the lines again.

5. Were there any words or parts that were confusing to you?

(scanning) Blaspheming (fingerspelled) Jew. I don’t know what that means.

What did you do to try to figure it out? Did you ignore it or something else?

I looked that it said (signed English) “liver of a blaspheming Jew” and it sounds like they killed a Jew. But “blaspheming,” maybe ashamed, or innocent, maybe. I guess that meaning.

6. How would you describe the rhythm? Rhyme?

It sounds like repetition. Like trouble (3 fast beats) bubble (3 fast beats), points to page, here and here.

How would you sign this part?

Double, double, toil (fingerspelled), I don’t know, and trouble, fire, burn, hot, bubble.

Comprehension Questions (asked at the end of passage):

1. Can you summarize what you just read?

I think this was a little bit different than the previous part. (rereading)This is talking about (fingerspelled) elves and fairy. By the poking of my thumb...door knocks...who’s there...it says fighting against the churches, winds and trees falling, pyramids...it seems like this is a little bit different. Like..I feel like...speak up! Demand! Answer!

2. What is this story about?

The witches. Their imagination.

3. Who is this story about (main character[s])? How do you know?

The witches. It's talking about the witches and their imagination. It says "wicked" like crazy things.

4. What is the main idea(s) or main point of the story/article?

They are saying "speak, demand, answer" and I'm not sure.

5. What do you think will happen next if this story were to continue?

It will continue and one of the witches will continue until they die.

6. What is the author's intention for writing this story/article?

I think Shakespeare's use of English lit concepts.

What is he trying to show?

He is trying to show imagination, build fascination into his story.

ID # 25

Reading Background Interview:

1. When did you first begin reading? What is your earliest memory related to reading?

Growing up, I wasn't really a reader. I looked at words, but didn't really understand them, until I was old enough to conceptualize the reading.

2. How did you learn to read?

English sentences. I didn't really understand them, but with repetition, until I could really understand what they meant. Did I visualize a story? No, just explaining the concept. Like the 3 bears, explaining that concept. But did I understand the story, no.

Did pictures help?

Yes, pictures helped too. I could understand and visualize, then I was able to read and understand without pictures.

3. How do you see yourself as a reader? Do you feel you are a good reader? Why or why not?

Yes, I'm not a big reader, but I do read by need. In the library, I will read through 4 or 5 magazines for good information.

4. What reading strategies do you use during reading?
 - a. [Such as: rereading, creating imagery in your mind, making predictions, making connections, summarizing, recognizing breakdowns, using contextual support, etc.]

What I am fascinated about, for good information. Or things that are not fascinating but interesting and I will read about just for good information. I like to learn new things everyday. And in the future could improve my life, relevant to life everyday.

5. What reading activities did you experience growing up? (Phonemic/phonics, instruction, grammar instruction, cooperative learning, theatre, film, ASL instruction)

In class, we would mostly read stories and take turns reading. Then if there was something we didn't understand, they would teach and explain it to help build comprehension about it. First they would explain, then we would take turns talking about it. We would go through one section and then they would explain the next section and what the story was about so we could understand—then go through it section by section. That's what we learned in class.

Where was that?

At ASD, the American School for the Deaf. Growing up in the Phillipines, I learned their native language and the English language, with more focus on the English language because it was easier to learn. So when I moved, I already knew some of the English language, so it was easy to learn and move on from there.

6. Did your parents read to you often? Did they sing or share rhymes with you?

Not really, mostly my sister would help me with writing letters or something like that, when I was younger. They didn't sing or anything though. Now my girlfriend sings, but before that, never. When I was younger and involved with the Filipino school, there were some songs and I would sing them to myself, but not really. Until now, my girlfriend will sing to me.

7. Do you enjoy reading poetry or musical lyrics?

When I'm in the mood. Not everyday no, but if I'm bored I might look it up.

8. Do you think in sign language, pictures, do you hear your voice?

Good point. Signing? Hmm, I never thought about that. Whether it's signing or speaking when people talk. Hmm, that's right.

Is it telepathic?

Right, I guess its telepathic, without noticing general use of language or hearing status, it just moves along. Not normal or whatever, just moving along. Interesting one, I never thought of that.

9. When you are reading and you come to something you do not know, what reading strategies do you use to try to figure it out?

I will look at the sentence and try to associate it with the meaning. If I can't figure it out, I guess I have to look it up in a dictionary. That's the last thing.

Think-Aloud Discussion Questions Part 1:

(laughing) I'm lost.

1. Explain what you were just thinking when reading this part?

Well I read the first three or four lines and then I was lost. I don't know. About animals and different things. I don't know.

2. Describe what's going on inside your mind; what does your thinking look like? Seeing/hearing words? Pictures? Actions?

It wasn't words I didn't understand, I just didn't get what they were talking about. I read through it and just got lost. I read it down, but I didn't get a visual/mental picture of what they were talking about. I didn't get it. I guess maybe at the beginning, well really all of it. (skimming) I'm guessing like branded or something. I'm trying to make sense of what the words they are saying mean. Not so much the words themselves, but what they are saying.

So you identified what was important? Like animals?

Right, what's important, the animals. But how the sentences are written and you kind of get it, but don't get it.

3. Were there any words or parts that were confusing to you? What did you do to try to figure it out?

(re-reading) I just guessed really.

Think-Aloud Discussion Questions Part 2:

1. Explain what you were just thinking when reading this part?

My guess is that they are focusing on the animals and baking...stirring up, I guess for a witch thing. Magic.

2. Describe what's going on inside your mind; what does your thinking look like? Hearing/seeing words? Visualizing? Actions?

Throwing in the pot. A list of things I didn't really understand what they were talking about, just throwing it in. I imagined/visualized that clearly.

Were the characters speaking? Signing?

I guess they were mindreading, again. Hmm..

So you were seeing the actions?

Yeah. Just moving around throwing things in. Right. But talking or signing, I am not sure. I guess mindreading again. Hmm.

3. What did this story/scene/article make you think of? Another story or a movie?

Yes, some old movies I can think of. It sounds like the old movie, "Clash of the Titans". You know, with the three witches, I associated it with that because they were witches too. But I don't remember anything about animals.

4. Were there any words or parts that were confusing to you?

Yes, sure. There were some I wasn't familiar with (skims briefly). I just imagined what they were and then later I might go look it up. Depending on what the sentence was. I would look at the words around it to get an idea of what it meant.

5. Describe the process of reading the lines. Did you read in order or jump around the paragraph or page?

Line by line.

6. How would you describe the rhythm? Rhyme? Any other poetic devices?

I didn't focus on the rhythm or anything. I just read through it.

How would you sign this part?

Double double, toil (fingerspelled) and trouble, fire burn (fingerspelled) (emphasis in beat on trouble and burn) I don't know what that is, I guess a magic thing, and bubble.

Comprehension Questions (asked at the end of passage):

1. Can you summarize what you just read?

I guess the three witches know something. That one person, Macbeth, comes in wanting something. But he says, and I'm guessing, that there is outside chaos. And then the last part says speak, demand and we'll answer. I guess they have to say something to make him appreciate it and then answer.

2. What is this story about?

Witches, animals, sacrifice-- well not sacrifice, but sacrificing animals, and gambling—Macbeth.

3. Who is this story about (main character[s])? How do you know?

I'm not sure, I didn't focus on it—but I'm guessing the three witches. I'm guessing the witches because it focuses on the witches and their thing. That's the focus. I don't know about the main characters but that's the focus.

4. What is the main idea(s) or main point of the story/article?

Altogether? I'm guessing...connecting...I guess the witches are trying a bad thing, and he is demanding a stop. I don't know.

5. What do you think will happen next if this story were to continue?

Some kind of irony. Getting an answer. I guess working with the three witches until they leave him alone (?)

6. What is the author's intention for writing this story/article?

What he's trying to say? I guess why write the story? I guess you can say in a different language—instead of boring English, this is more dramatic I guess.

ID # 26

Reading Background Interview:

1. When did you first begin reading? What is your earliest memory related to reading?

I first early reading, well, not. It was late. I would say not until age 8 or 9 because I learned speech skills first. When I was 5. And then speech therapy I learned that skill but I was really trailing in the process. Thought I was mentally retarded but I wasn't. I just took a long time to process. Until I entered school when I was 7.

2. How did you learn to read?

I started the reading skill basically I remember Jackel something sentences were really hard for me because I didn't start school until age seven. I got in, got going, started to process. Taught me speech. The speech therapist taught me it was difficult at that time. I'd say around age 8 or 9 I really started to understand the words. Someone would tell me the meaning of the words and grammar and then I got along okay.

3. How do you see yourself as a reader? Do you feel you are a good reader? Why or why not?

Oh yeah, I read newspapers, magazines yes, yes. Captions are so important they help. Tat captions help are good. Good thing for children to look at the screen and read the captions. I would read and understand, yes yes. I'm 61 I read a lot of course.

4. What reading strategies do you use during reading?
 - a. [Such as: rereading, creating imagery in your mind, making predictions, making connections, summarizing, recognizing breakdowns, using contextual support, etc.]

i. I visualize. Anything that's interesting like history. I like anything yeah.

ii. I like to, when I read, sometimes when I read I'll sign it. I, right, I can connection because of group reading I would look up at the people signing and then I would get it. Me read and now I'm just used to signing it to myself so I can understand it. Understand? I think that's the best way for me to understand better.

5. What reading activities did you experience growing up? (Phonemic/phonics, instruction, grammar instruction, cooperative learning, theatre, film, ASL instruction)

Oh, group work. I remember a lot of that. I remember grammar was kind of hard. Grammar for that time was hard. Group reading was very cool. Share with people who what they said with sentences. I would read and learn it was better. That was better, group reading. It got easy to understand what they said when they were reading. If they signed when they read or read when they signed that was better. I could look up while I was reading along to see what was signed and then it made sense. I would understand. So much I still like to read a lot but signing is better.

6. Did your parents read to you often? Did they sing or share rhymes with you?

Hear, can't hear. What do you mean? I can't hear. They never read to me. I can't hear nothing. I had to read myself. Sometimes my sister, older sister, would read and tried to teach me but I didn't understand so I just ignored her. I didn't want to be bothered. I'd rather me, myself, shuffle through a book and understand myself.

7. Do you enjoy reading poetry or musical lyrics?

No, music. It's a hearing thing, I miss a lot but I would say no I'm okay. I mean I feel vibrations, but understand, no I just feel the vibrations.

8. Do you think in sign language, pictures, do you hear your voice?

Do you mean in movies? Books, yes. The characters are telepathic. Yeah, yeah.

9. When you are reading and you come to something you do not know, what reading strategies do you use to try to figure it out?

I look it up in the dictionary. Google tells you the answer. Look up the word or ask my son or my daughter. What does this mean? Describe this to me and they know I'm deaf so I have enough. Word skills are behind. If it's a new word to me and I don't know what it means, for example at the doctors I'll ask what does this mean and my daughter's a nurse so that's fine I ask what does that mean. Always ask or look up, Google, the dictionary. It's simple it's right there

Anything to add?

No, I'm satisfied. Perfect. Okay.

Think-Aloud Discussion Questions (asked at the end of sections marked with stars):

1. Explain what you were just thinking when reading this part?

I'm not really familiar about this Shakespeare. I don't know.

2. Describe what's going on inside your mind; what does your thinking look like?

(If participant needs scaffolding, give examples):

- a. Visualize/picture people or events in the story

I know what you mean with Shakespeare people can visualize his stories but me, no. Only like if I'm reading something that I understand I can visualize the sentences. But Shakespeare, DD, fantasy, know what I mean, if you read fantasy what they say is written. Fairytale, you know that, you can clearly visualize it in your mind. Me, no. It's really sad.

- b. Translate words into signs and think in signs

THUNDER, ENTER, WITCH, CAT, TROUBLE, PIG, WHINE (CRY), THROW, DAY, NIGHT, SLEEP, SNAKE, BAKE, FROG, WING, BUBBLE (BOIL), FIRST, SECOND, THIRD, ALL, DARK, PAIN, OPEN, KNOCK, WE, ANSWER.

- c. Translate words into fingerspelling

Majority of read words fingerspelled.

- a. checking whether or not you understand the meaning and if not using strategies such as rereading the text or considering the context to improve comprehension.

No, no connections. With Shakespeare no.

3. Describe the process of reading the lines. Did you read in order or jump around the paragraph or page?

I'm reading in order. Continuing to read the page I'm not jumping around.

Other Thoughts:

Shakespeare is really good. Very popular. But for me it's hard to understand. If I'm reading and to say what it means, his is old. It's an old language. It's time appropriate. Shakespeare was a long time ago. I only need to learn what was really important, need to know. Is when you read language, words, that's important. Needed to know that growing up. But reading, I mean I'm a reading person. Books, I enjoy reading, fairytale, whatever.

Thick books, some books I'm a book worm. I enjoy history, anything, history yes, but know I'm done, I learned that through school. Something like that in school you didn't

learn ,trust me, but understand that a long time ago, history, didn't need to learn at that time. Hearing, at their school yes but deaf school it wasn't important. History, maybe not history but other interests, science, know what I mean? They thought we needed to learn that. Stories at that time no. We missed out. I remember Shakespeare, but never been taught it. I didn't think it was real important. Now I don't know. Do you teach it? To deaf?

ID # 27

Reading Background Interview:

1. When did you first begin reading? What is your earliest memory related to reading?

I started reading I think when I was an infant, right after my parents found out that I was deaf. They would to an early intervention audiology program which would teach them how to read. They would write words and show them on display. Like “light” “on/off”. Pictures with words—clear, big words. This helped me learn to read at an early age.

2. How did you learn to read?

No not really. I think it was actually the closed captioning on TV when I was around 4 or 5. That’s when I started reading. I think that’s when my reading skills developed.

3. How do you see yourself as a reader? Do you feel you are a good reader? Why or why not?

Yes. I am a good reader, although reading is not my favorite subject. I like to skim and get the points I need to know.

4. What reading strategies do you use during reading?
 - a. [Such as: rereading, creating imagery in your mind, making predictions, making connections, summarizing, recognizing breakdowns, using contextual support, etc.]

Good question. I remember in my early years I would read and when I didn’t understand a word, a teacher would give me a dictionary and I would look up the word to understand the meaning of the word. Then I would understand what the word was about. And we would have reading and assigned questions. So, does that answer your question?

5. What reading activities did you experience growing up?
(Phonemic/phonics, instruction, grammar instruction?)

Creative writing—like after the book was finished, visualizing what happened to the character and writing a report about that. I would go to plays and I would review the history of what happened at that time period and things around the characters.

Any phonics?

Some philosophy, but not until middle school or high school.

Not philosophy, phonics.

Oh, um. I don't think reading helped me with phonics. What helped me with phonics was Cued Speech.

6. Did your parents read to you often? Did they sing or share rhymes with you?

When I was a younger, a little bit. Not much, not really. When my parents found out there was closed captioning on TV, they figured they didn't need to read. When I was younger they would (sing) as I got older I was embarrassed and told them to stop.

7. Do you think in sign language, pictures, do you hear your voice?

I usually see words, but I don't hear words, no. If I need clarification, I can ask for a sign language translation, Cued Speech, or look it up in the dictionary to see what it means.

8. If you see a word you don't know, you look it up in the dictionary. What else do you do?

I will ask.

Anything to add?

Ask friends. Well, that was before computers. Ask friends, class mates, re-read the sentence again and see if I figure it out. Guess, then look it up in the dictionary.

Think-Aloud Discussion Questions Part 1:

1. Explain what you were just thinking when reading this part?

Actually, I'm very lucky because I remember during my school days, one other class had a play on Macbeth so that helps with the reading. I know what I saw: three witches in a dark place and they had a big bowl, a cauldron. And they wanted to put things into the pot. (rereading) A cat and a pig and make a poison. That's my interpretation of the reading. The poison looks like a venom (re-reading) "sleeping got..." And then they are starting to chant and the potion is boiling up. They are excited about that. That's my interpretation from the reading.

2. Describe what's going on inside your mind; what does your thinking look like? Can you see it like a movie, hear the voices?

I visualized three really really ugly witches with warts all over the place, scaring the shit out of people.

3. Did you see any words or phrases you were not familiar with?

No, not really. I don't think so.

4. What did this story/scene/article make you think of? Something you've seen or read before?

Thinking of anything else? It made me think of the movie "Hocus Pocus". Soit made me think of other stories of Halloween and witches. That's it.

5. Describe the process of reading the lines. Did you read in order or jump around the paragraph or page?

Oh, um (re-reading) Reading the words in order, then seeing what the scene is about—which I understood well, the first witch speaking about the cat she put in, the second witch talking about the pig she put in the bowl and then something about its time for boiling. They're talking about curses and things like that. They're making a potion, a venom. They're talking like drunk witches. (unitelligible)

6. How would you describe the rhythm? Rhyme? Any other poetic devices?

Um. Well, double double (2x1 beat) toil (fingerspell) trouble (2 beat) has a rhythm. "Tis time, tis time" has a rhythm. When they start chanting together at the end it sounds like a rhyme, but I don't know.

Think-Aloud Discussion Questions Part 2:

1. Explain what you were just thinking when reading this part?

They're starting to add things into the bowl. More things. And just like your last question, I see phonics—rhymes. For example—snake in the first line, and then bake in the next. Frog/dog, sting/wing, trouble/bubble. The rhythm is similar. But its different when the third witch is talking, like wolf/gulf, shark/dark, Jew...I have to admit I laughed, because who would put a liver of a Jew into that to boil...yew, eclipse/lips, babe...nothing with babe. Drab/slab, chaudron/cauldron. And then they do the chant, "double double, toil and trouble." It sounds similar. So basically, they are just adding things into the pot.

2. Describe what's going on inside your mind; what does your thinking look like? Are you hearing or seeing?

Oh, well I started reading the second page thinking about your question and realized I should read more carefully. That's probably what I paid attention to.

3. Were there any words or parts that you didn't know?

(re-reads) umm...all the words I know, but one word I didn't know "adders fork." "Adders.."? I think its some kind of animal and I think the fork has to do with...an animal part but specifically what, I didn't know.

Comprehension Questions (asked at the end of passage):

1. Can you summarize what you just read?

Okay, a man comes in and sees what the three witches are doing. He is very proud about their work and praises them. And then he leaves and one of the witches, the second witch, says someone is coming and its Macbeth and he's really angry. He knows the witches were up to something. He wants to know the answer as to what the witches did and what the spell worked on.

2. What is this story about? The topic?

The whole story or just this?

What you get so far?

I think the story is about revenge.

3. Who is this story about (main character[s])?

I think Macbeth, because that's the title.

4. What is the main idea(s) or main point of the story/article? The message?

The point of this story? Umm...some kind of madness and revenge.

5. What do you think will happen next if this story were to continue?

I think maybe the wife will kill Macbeth, or Macbeth kills himself, or his wife kills him and then himself. I think that will happen in the story.

6. What is the author's intention for writing this story/article?

Shakespeare is famous for (pause in video to adjust camera) Shakespeare liked to write comedies and tragedies.(They are pretty easy to read?) And I think this story is a tragedy, so I think something bad will happen.

Anything to add?

There will probably be blood.

ID # 28

Reading Background Interview:

1. When did you first begin reading? What is your earliest memory related to reading?

I started reading when I was around 8—like “The Babysitter’s Club” books. I read about their ways of doing things, their actions and feelings and got really into those stories. I think I did read all of them.

2. Do you remember how you learned to read? What was involved with it?

I know my mom taught me to read—to read carefully and understand the concept. Not just to read, but to understand what it was about. By reading paragraphs and discussing/understanding what they meant, I started to develop an appreciation of their words and the learning. I studied more.

3. Do you feel like you are a good reader?

When I was younger, I read a lot—but then I stopped. There was no time, with college and sports. I kind of stopped. With college, there was a lot of reading—newspapers and articles, discussing what they were talking about. Book clubs where you had to study a lot—developing a future consciousness of what books were about and what was being said.

4. What reading strategies do you use during reading?
[Such as: visualizing, making predictions, connections, signing etc.]

I try to conceptualize what their meaning is—what they are talking about. Sometimes I am not sure, so I will go to the computer, look it up, and read it again until I understand it. Then I can continue reading with a mental picture through the rest of the text, understanding the meaning and the actions that happen.

5. What reading activities did you experience growing up?
(Phonemic/phonics, instruction, grammar instruction, cooperative learning, theatre, film, ASL instruction)

In the classroom, we did a lot with story plotting—mapping out the beginning, middle and ending of a story. Later there was a lot of acting out of stories. That was one group. In another group, we would read books and the teacher would sign and we would discuss what it was about, feeling motivated to keep reading.

Any phonics or speech work?

No, I don't think so. I don't think they did that at my school at the time. They might do sound work now now, but I don't think they did it at my time.

6. Did your parents read to you often?

Yes, when I was really young, but stopped when I went into middle school. When I was young and excited about it they would. (missed?) but they would read a lot of books.

And singing or sharing rhymes?

Yes they would, but not so much with me and my deaf brother. With the rhymes—you know we couldn't hear...

7. Do you enjoy reading poetry or musical lyrics?

Yes, I really like poems. Music, not so much.

8. What happens in your mind when you are thinking? Do you hear/see words? See pictures/movies?

A mental picture. Words or no words, I will have a picture. It's like watching a movie. I will watch it to get the idea of what they are talking about.

9. When you are reading and you come to something you do not know, what reading strategies do you use to try to figure it out?

I will look at the word parts, or look it up in a dictionary or (a thesaurus with similar words?). I will go back and read it again with an understanding of what the word means.

Anything to add?

Think-Aloud Discussion Questions (asked at the end of sections marked with stars):

1. Explain what you were just thinking when reading this part?

Three witches and a cat in a circle, a pig, it's time...I guess they are excited about being in the circle. I am not sure. I had to read it, and re-read it. There are some words I don't know.

2. Describe what's going on inside your mind; what does your thinking look like? Are you visualizing, signing, thinking in pictures?

I was seeing a picture with the witches, but I didn't picture the words that I didn't know the meaning of. I only pictured the words I knew the meaning of.

Did you see the witches talking to each other? Or just action?

I saw action, and a little bit of signing.

3. Did this story make you think about anything else?

I never read this, so I wasn't really picturing it, but maybe picturing something like a campfire and people sitting around discussing.

4. Any words or parts you were not familiar with?

(re-reading) "Thrice," "brinded" I don't know that, and "cauldron". Those three words I didn't know. Hedgehog.

What did you do to try and figure it out?

I will ask my mom, or I will look it up in a dictionary, or I will look at it later and go back to figure out what they are talking about. I would first prefer to try and figure it out myself, and if I can't—ask someone.

5. . How did you read through the text? Line by line or jumping around?

I read it line by line. I looked at characters and scanned down. Then I read through and stopped at words I didn't know and looked back.

6. How would you describe the rhythm? Rhyme?

Rhythm, Rhyme, really I saw one or two rhymes but I am not sure.

Read Aloud Discussion Questions Part 2

1. Explain what you were just thinking when reading this part?

There are a lot of things that I don't know what they mean, sorry. I think there are a lot of things, like a list, being added into a soup. A broth boiled up. Really, it

looks like the witches are adding snakes, and animals and more pieces of things on the list I guess. Cat, bird, nose, disgusting.

2. Is the same thing happening in your mind? Are you seeing pictures like a movie, seeing the sounds a little bit?

I'm seeing a picture. Cat, and (?) animal parts and all. No people talking? Just action, throwing things in there, making a soup. It's part of the movie, with them throwing that in there, doing magic.

3. Were there any words or parts that were confusing to you? How did you try to figure it out?

One thing at the beginning of the paragraph, "cauldron," which I pictured as a witch thing I guess. And that's it, that one. I pictured a soup thing.

4. How did you read the lines?

I read it, then re-read it twice, going back to look at the first words. I tried to relate the words and get what the point was about.

5. Did you notice any rhythm or rhyme?

No, I don't think so.

Can you sign the last two lines?

Double, double (2x2) trouble, fire burn, something blow up

Comprehension Questions (asked at the end of passage):

1. Can you summarize what you just read?

Interesting. (re-reading) So I guess they do it and get pain and gains-- and elves and fairies, I picture them flying around the trees I guess. (can't make out...seems to be paraphrasing lines). Their imagery has strange animals. One woman says speak and we will answer you. I don't know if that's true, but I'm picturing the animals, etc (?)

2. What is this story about?

It's about the witches and their soup. Their pains and feelings. It's not easy. And all the action and what they're talking about I guess.

3. Who is this story about? How do you know?

The witches. It's talking about the witches again and again.

4. What is the main idea of this part?

It's about the witches and their problem, their solution and their animal parts. And doom, something is coming I guess.

5. What do you think would happen if this story were to continue?

Would have no answer for what's to happen next. They would keep doing it.

6. What is the author's intention for writing this story/article? How about his use of people?

I'm not sure about reading Shakespeare, but about Macbeth and the witches, his process of relating from the beginning of the chapter when he talks about the witches and the animals. I'm not sure, I don't remember Shakespeare's way.

Anything to add?

It's really interesting. It has a different way, its like a poem and a story.

ID #29

Reading Background Interview:

1. When did you first begin reading? What is your earliest memory related to reading?

I remember reading about basketball, about sports, about Michael Jordan and his life. Did you know he was really good at math? I was very interested in those concepts and it helped me to understand. Then at school, I started reading magazine, and newspapers—which were very confusing. I preferred magazines which were easier to understand. People who wrote the magazines were more clear and it was easier to understand than the newspapers, which were more dull. Some topics I would read and understand more clearly. Like baseball, sure. Basketball, sure. Anything related with sports, I can talk about. For example, basketball—(two sports specific signs, unsure their meaning) I would understand. It was the same all through school and college. Like in baseball, they talked about steroids for example. It was related to sports, so I could explain it. I felt like I could understand the writing and understand about why baseball players use steroids and drugs and such.

2. Do you remember how you learned to read? What was involved with it?

Yes. My mom would show me basic things and ask me what it was about. Like the bears story, remember that? My mom would show me and I'd visualize. The bear needed a father, and where was the mother? So I would visualize that, and that's how my mom started me reading. It was basic things and I remember that first.

3. You said you read some things well and not others. Do you feel like you are a good reader?

Today, I feel like when I wake up, I'm reading. There are many things available on technology, like Twitter, Newsfeeds, AOL access and the newsfeed, Facebook, lots of things available today that I can access and read about what is going on and what to do. Before, it was more limited. Like we could only use the TTY, text on the phone, watch the news on TV. It was very limited. Our favorite shows might not have had closed captioning. Nowadays, it is very accessible for deaf people to see what they want to do.

4. What reading strategies do you use during reading?
[Such as: visualizing, making predictions, etc.]

Look and visualize what it means and what they might be doing. For example—if its basketball, I'll visualize that. Baseball—fine, I'll do that. And what are they doing? For example, a foul or other such things. So I will read, visualize and understand. With these concepts, I can understand. I can understand and teach these things to children. I can teach them strategies related to basketball and baseball. But other general newspaper and politic topics—I cannot. Because politics is very complicated.

So what do you do while you're reading it?

What do I do? You know political comedy? That uses political humor? In that form, I can understand it. But in the newspaper, I cannot understand it. So that's my way of strategizing with visualization.

5. What reading activities did you experience growing up?
(Phonemic/phonics, instruction, grammar instruction, cooperative learning, theatre, film, ASL instruction)

Growing up, I used signed language. We had poetry class. My teacher was really into poetry. She would give us odd and challenging assignments—like I had to describe a rose, what did it do and so forth. Then later, when I was older, what I did was have to translate into ASL the poem. I would have to explain the rose. But sometimes my expression was a little difficult to understand. I would have to use ASL so I could understand.

6. Did your parents read to you often? Did they sing or share rhymes with you?

Yes, my mom read to me. She loved reading. And she was good at math. My father not so much, he was more hands on and not so much into academics. Growing up, my mother showed me how to learn cooking—like the ingredients and how to

make things like bacon and eggs. I grew up that way, my mother forced me to read. My mom signed a little bit, but I could read her lips. She really pushed me to learn reading and follow grammar.

And singing or sharing rhymes?

Not really. They would just play music, like the cassettes that were very old— 1950's and such. They would dance and have a little bit of the lines/lyrics, that's all. It was a little bit what it was about, not very deep. Unless I wanted to go and google to find the meaning of the lyrics.

7. Do you enjoy reading poetry or musical lyrics?

Yes, it depends on the kind but I like reading it.

8. Do you think in pictures, words, sounds or text?

When I read lyrics, I think of how music uses rhythm and metaphor. It's difficult kinds of words, and it really challenges my thinking. I have a good friend who is deaf and he is really good at writing lyrics, using metaphor to help understand the words. I am good at writing poetry, which is easy, but lyrics are hard. For example, I really like reading Dr. Dre who is very easy to understand, compared to 50 Cent for example who is more challenging to follow. But I'm not really in that class of deep analysis. I can understand a lighter verse like Dr. Dre produces.

9. When you are reading and you come to something you do not know, what reading strategies do you use to try to figure it out?

I tend to read and see the simple words I understand, then read through the challenging words, and depending on the sentence, may be able to figure it out. If I can't figure it out, then I have to stop, look at the vocabulary related to the meaning of the word and go back to look at the word in a sentence. Then I could change English to ASL, applying the linguistics. Changing words to ASL and back to English-- the standard of the hearing world, can make sense through reading to help me increase my language and understanding. But changing it to ASL helps to

build comprehension. I am not good at adapting, and understanding people who communicate heavily in English or with fingerspelling. I don't adapt to lipreading or heavy English. I prefer both ASL and English together.

Anything to add?

I think that reading newspapers with political discussion is confusing. Like watching Obama's speeches can be confusing. I would rather put aside politics.

(side conversation)

Think-Aloud Discussion Questions (asked at the end of sections marked with stars):

That William, I am familiar with him—but this text I'm not sure about.

You read Shakespeare?

Yes, but I don't know about this one. It's hard to read what the witches are talking about. (re-reading) This is really interesting—they're talking about magic(?), witches. The first witch comes in (figure handshape) and says ? and the second witch comes in and says "its time its time". The second witch says, "poison under cold stone, 31 days and nights". This is really interesting. I can read it yea, I can read it again.

1. Describe what's going on inside your mind; what does your thinking look like? Are you visualizing, signing, thinking in pictures?

Interesting. (re-reading) Yes, I saw thunder/lighting. And also the part that says the pig "whined" (fingerspelled). Harpier (fingerspelled) shrieks out "its time its time". "The toad sleep under the cold stone, days and nights 31." It looks like 31 days and nights I think. I never heard of "30 days". "Venom sleeping got,"

venom I know, and the last “double double, toil trouble,” that’s all burning. Hmm..it’s really imaginative/visual.

2. Did this story make you think about anything else?

It made me think of a dark night and thunder...more like “eerie”. With the witches making the poison and that’s what it sounds like. That’s my perception on it, that’s all.

3. Did you see any words or parts you weren’t familiar with?

“Cauldron” I was not familiar with. “Entrails,” I don’t know that word. “Thrice” and “brinded” I didn’t know. “Brinded” was describing, it was describing but I don’t know the word.

What did you do to try and figure it out?

Kept reading to the next sentence and went back.

Did you skip it?

Skip it?

Like the word “cauldron” what did you do with it?

Look it up now? You want me to skip it, look it up and explain it?

What would you do with it right now?

I would keep reading and look it up, then go back and keep doing that until I was satisfied with it.

4. How did you read through the text? Line by line or jumping around?

Right, I read the lines until I got stuck, then just kept reading until I got to the end and knew what they were talking about—then went back and tried to connect it to the end, the part about the boiling where I could visualize it and knew what they were doing.

5. How would you describe the rhythm? Rhyme?

There was not rhythm or rhyme. It was more like they were explaining continuously, that was all. That was it. If they were repeating, it would say that, but they didn't repeat.

Read Aloud Discussion Questions Part 2

(mouthing words to self) Interesting. The witches say the same line, (re-reading) "double double, trouble trouble, fire," talking about snake tongue, wool of bat, eye and frog, and the witches are talking about dragon's tooth and wolf, witch, mummy, gulf. And the lines about double double, trouble trouble are repeated. It's a little bit of repetition. They're talking about a Jew? A liver of a Jew? Eating it? That's really disgusting.

1. Are you seeing pictures like a movie, seeing the sounds a little bit?

Yes. They are talking about dragon's tooth, wolf, mummy, Jew something, shark, eating it. Ew..

Are you seeing the characters talking or just acting?

There is no action, they are just talking, that's all. Describing. Yes, talking in person it seems.

Did you see talking, signing, or telepathy?

Mindreading it seems, because they are talking about something like wolf and snake and they're just talking but there's no sound.

2. Did it make you think about anything else?

Yes, it was a little bit tricky—so it was giving me clues to figure it out.

Comprehension Questions (asked at the end of passage):

This is really interesting. It's twisting my mind.

1. Can you summarize what you just read?

I will try. I will look for clues to summarize what I just read. Do you want me to type a summary or sign it?

Sign it.

The first sentence opens and introduces, and then the witches come in and another witch comes in and then in the second part, they talk about snakes and talk to each other, and in the third part, I'm not sure but it seems like they are more singing, "oh well done" and then someone knocks and interrupts and says "you know, answer me" and then he is talking about churches and chaos—trees falling and castles collapsing. It's more about places being destroyed and that's it.

2. What is this story about?

I think maybe...I'm not 100% sure, but I think it reminds me a little bit of the Bible—because its talking about snakes and evil and destruction. And when he comes in, he calls them out about the churches. It talks about pain, like maybe they are suffering pain. Nothing is out of the box, its all inside the box. Its all ? until

someone knocks and they ask who are you. I'm not sure what the witches are thinking. It's very interesting.

3. Who are the main characters?

I think its talking about the witches. It's focused on the witches and their struggles and competitions with each other. Who is going to win? Who is right and wrong? That's what I think.

4. What is the main idea of this part?

Hmm..(re-reading) Its about three thing: trying to kill each other, they're really bad enemies.

5. What do you think would happen next if the story were to continue?

They will destroy everything. See here they are talking about the pyramids and everything being destroyed. They have a lot of power and are controlling everything. So next they will destroy everything, I don't know.

6. What is the author's intention for writing this story/article?

This writer, he is very famous for poetry and things. I think he is trying to be positive. He is showing all the witches and their imagination and how it can be transformed into positive. That's what I'm envisioning.

Anything to add?

I want to add that one thing I remember with this is having to read what he says and then go back and read it again. I have a hard time understanding his world.

ID # 30

Reading Background Interview:

1. When did you first begin reading? What is your earliest memory related to reading?

I started to get interested in reading through my friend, a peer. She loved reading books. She was a natural reader. She liked tales and children's stories. Finally I went to her house, we sat down and she told me a story. I said "wow, that's a story" and she said, "yeah it's from a book." So I decided to take the book and began reading it. I started to apply her signs to what was written in the story. I started to notice the sentences from her signing. At first I wasn't sure what I was doing but then I started to pick it up myself. She helped me clearly visualize the story and I would look at the words and make connections. So I became more motivated, I needed to read, I really fell in love with it. I'd pick up one book and then move onto the next. I love stories, like mischievous stories.

2. How did you learn to read?

At Lexington School, I learned English but we did not read a lot. No no they didn't teach me to read books. One gave me a textbook. The teacher gave directions and said read the book. I don't know what else to do, give me an example. I'm not sure. How I learned sentences; I would think in nouns, verbs, adjectives, the rules for language and put the sentence together. I studied those over and over again.

3. How do you see yourself as a reader? Do you feel you are a good reader? Why or why not?

I'm always reading. I can read something and then all of a sudden a picture comes into my mind. The more I read, the more I can visualize the story. I don't know how to explain it. As I read, I just keep reading the sentences and pictures come into my mind. How I visualize the story, I just keeping reading and applying the vocabulary. Later I found sign language. English had all those rules and grammar. With sign I was able to understand better. I can visualize more. Yes, yes I enjoy it. I push time aside to read, there are a lot of good stories. There are a lot out there; like the news, newspapers, TV, the captions, I'll read books. With books I like anything, I take it all in.

4. What reading strategies do you use during reading?
 - a. [Such as: rereading, creating imagery in your mind, making predictions, making connections, summarizing, recognizing breakdowns, using contextual support, etc.]

I look at the title and try to visualize how it will connect with whatever I'm going to read. I've heard a lot, so I know more in depth.

I relate past experiences too. I'll be reading and something will pop up that will remind me of my past. Exactly. Like I'll be reading something and then I remember, oh yeah I learned that before. Right, that's the reason it helps with added support.

5. Did your parents read to you often? Did they sing or share rhymes with you?

No, my older sister didn't read often but the two of us liked to read comics. We had comic books and really liked to read those. "Archie" that was one we liked. But I really started to read when I was 17 years old. 15-17 I really started to get into reading. I was enthusiastic about it. I enjoyed it more, I don't know why, but I could just start to visualize the story. Not all, I picked out the ones I liked most and passed over the ones I couldn't picture so much. I enjoyed reading books. Magazines I wasn't great at reading. I read different ones. I'd look at the words and start to notice which words were most common or I'd look up in the dictionary. But I really learned to read myself.

6. Do you think in sign language, pictures, do you hear your voice?

All telepathic. It's a little bit like a movie; there's action and a scene going on in the background but everyone is not speaking and only communicating through their minds telepathically.

7. When you are reading and you come to something you do not know, what reading strategies do you use to try to figure it out?

Again I will just read and make connections as I go on. That's how I figure things out. If I read a little further and don't understand something I backtrack and try to make a connection. It really depends on the sentences. If they all somehow connect in sequence I will back track. And sometimes if I don't know, sometimes I'll just drop it, maybe skip and move on.

Think-Aloud Discussion Questions (asked at the end of sections marked with stars):

1. Explain what you were just thinking when reading this part?

There's a cat and he/she doesn't like the cat. Second doesn't care for pigs.

2. Describe what's going on inside your mind; what does your thinking look like? (If participant needs scaffolding, give examples):

- a. Visualize/picture people or events in the story

*I visualize the witches. That's all. That's it.
The first one complained, then the next was fed up and complaining.
The third one is talking about time.
Leave it, keep stirring and it won't be ready for 30 days.
Bubbling
The story is like a movie with events happening.*

3. Were there any words or parts that were confusing to you?
If yes, can you show me the word or describe the part?

"Hath", "thrice", "hamper"

Think-Aloud Discussion Questions Part 2:

1. Explain what you were just thinking when reading this part?

They're dumping things into the pot; like a snake, cutting up things and putting them in, a frog, dog tongue, a bunch of weird things they're tossing in and it's bubbling over.

2. Describe what's going on inside your mind; what does your thinking look like?
(If participant needs scaffolding, give examples):

- a. Visualize/picture people or events in the story

A person throwing things into a pot.

3. Were there any words or parts that were confusing to you?
If yes, can you show me the word or describe the part?

"Toil", "cauldron"

What did you do to try to figure it out?

I ignore them.

4. If participant has not yet addressed metacognitive strategies, interviewer will list them explicitly:
At any time did you find yourself using metacognitive strategies such as:
 - a. predicting

The boiling is becoming worse and worse until it bubbles over and overflows.

5. Explain what you were just thinking when reading this part?

They're talking, or laughing something like that. I think conjuring spirits.

Comprehension Questions (asked at the end of passage):

1. Can you summarize what you just read?

I don't understand it. There are 3 witches. It's like a myth.

2. What is this story about?

Trying to spite all the witches and get rid of all of them. They want to destroyed all of them.

3. What is the main idea(s) or main point of the story/article?

The three witches are bad and they want to get rid of other witches?

***Other Thoughts:**

I never experienced Shakespeare. I don't know. I know he's hearing and he's Latin? I'm clueless when it comes to poetry or other kinds of expressive intricate writings.

ID # 31

Reading Background Interview:

1. When did you first begin reading? What is your earliest memory related to reading?

Um I think I really learned to read in kindergarten and that's probably my earliest memory of reading I remember reading like rebus books the ones with like the little pictures for some of the words and then filling in the words um I probably knew something about reading before that but that's when I really remember learning to read

2. How did you learn to read?

Um like the specifics of how I learned to read? Um I remember doing like sight words with the little key ring and like the flash cards and then having the rebus books so the books where the words you didn't know were like little pictures and you gradually worked to more and more words and less pictures um that's what I remember and then doing like letters at home and things like that

Julia: And that was in school?

Yeah we started that in school I had done like letters I know at home and then I worked on those I had the books at home I know we had copies of them at home so I would practice at home and read them with my parents and if I didn't know a word or whatever I know I learned words at home from asking questions and things

3. How do you see yourself as a reader? Do you feel you are a good reader? Why or why not?

Um I think I'm an all right reader. I read kind of slow but otherwise all right. Yeah I mean I can break down words and decode and comprehend and all that but I'm not like a super fast reader I know that

4. What reading strategies do you use during reading?
 - a. [Such as: rereading, creating imagery in your mind, making predictions, making connections, summarizing, recognizing breakdowns, using contextual support, etc.]

I guess it depends on what I'm reading. Um so if I'm reading a novel or something then reading rereading if I need to, make predictions those sorts of things. If I'm reading something academic or for work or something then it might be more context and you know, skimming and rereading and looking for clues and things like that

5. What reading activities did you experience growing up?
(Phonemic/phonics, instruction, grammar instruction, cooperative learning, theatre, film, ASL instruction)

I know we had phonics books when I was in school so I know we did that for at least through 2nd grade or something like that, had the little rings, we read at home um so I know I would read with my parents and they would read with me. Um I'm trying to think. That was probably most of it, I don't know, I didn't do theater or anything fun like that no mainly just reading and being read to and reading back.

6. Did your parents read to you often? Did they sing or share rhymes with you?

Yeah when I was really little they read to me every night before I went to bed and then, you know, over time that grew out or I would read, you know, we'd read back and forth or something like that but yeah reading was big

Julia: How about singing or sharing rhymes with you?

My mom sang um, maybe? Yeah I mean I'm trying to remember context. Music was big in my household but in terms of like songs to learn to read? Or just songs, are you saying? Just whatever?

Julia: Rhythmic kind of

Yeah probably more for spelling than for reading like rhythmic things to learn the spelling of the word or something like that yeah

7. Do you enjoy reading poetry or musical lyrics?

Uh yeah I do

8. Do you think in sign language, pictures, do you hear your voice?

For just thinking?

Julia: Yeah what happens in your head?

Probably a combination of pictures and words like a little movie or like I'm talking to myself depending on what it is. If I'm trying to think something through or make a plan for something, then it's probably like more like talking in my head, um or out loud sometimes

Julia: Like a voice you hear?

Yeah um but if I'm like imagining something happening then it's probably more like a movie or something. If I'm dreaming it's more like some kind of movie or something but in first person, like I'm in the movie.

9. When you are reading and you come to something you do not know, what reading strategies do you use to try to figure it out?

If I don't know a word? (Julia: nods) Um (mumbling to self: what strategies do I use?) well so like from decoding or like vocabulary?

Julia: Both (and then restating question) Not just decoding but really understand it

Um like understand what's going on? Rereading a lot um try to figure out the context of what's going on so like especially if it's a phrase that I didn't get or something looks wrong trying to see if I missed something, or zoned out and missed something important or read something wrong. Um if I really if there's a phrase that's like an idiom or something that I don't understand, I might look it up and say like that's definitely something and I don't know what it is and I'll look it up to figure it out. Probably first rereading and trying to use the context of what's going on to see if I can figure out what it means.

Anything to add?

I don't think so.

Think-Aloud Discussion Questions (asked at the end of sections marked with stars):

1. Explain what you were just thinking when reading this part?

What was I thinking? Um I was thinking of witches making a potion. Yeah like in a creepy kind of a space.

2. Describe what's going on inside your mind; what does your thinking look like?

(If participant needs scaffolding, give examples):

- a. Visualize/picture people or events in the story
- b. Translate words into signs and think in signs
- c. Translate words into fingerspelling
- d. Hear an inner voice or mouth movements of the words or your thoughts

Uh I guess kind of like a movie um because I don't read in iambic pentameter well so it didn't come off like a play but I guess like a movie, you know, three witches kind of dark, foggy

Julia: So you saw it?

Yeah

Julia: well you read it out loud so did you hear voices?

Did I hear voices? Yeah I heard different voices than I was reading but I didn't want to do voices, but yeah like cackle-y kind of voices

3. What did this story/scene/article make you think of?
(If participant need scaffolding, say "Maybe you read a sentence that made you think of something else or you remembered something from your past.")

What do you mean?

Julia: like maybe like a connection something happened in your life or a memory or something you saw

Um well since it was just Halloween, it reminded me of, well I know it's Macbeth but it reminded me of Hocus Pocus, the movie.

4. Were there any words or parts that were confusing to you?
If yes, can you show me the word or describe the part?
What did you do to try to figure it out?

Uh well it's Shakespeare so it's written very odd but I think I understood

Julia: Can you show me what part?

Well, like I don't know what a hedge-pig is

Julia: what would you do to try to figure it out?

Well I kind of got the context what they were talking about, like their um, their, I know they're talking about like animals making sounds and that's their cue to do whatever they're gonna do so I can use that for context, but yeah

Um I kind of glanced at it before you turned the camera on

Julia: what was that like?

Like kind of scanning a little bit around, so there's three people going back and forth, there's stage direction, not really stage direction, but um you know, setting the scene. So the italics are, you know, aren't dialogue, they're saying where it all is, and then there's dialogue um following and just the gist of what it was.

5. How would you describe the rhythm? Rhyme? Any other poetic devices?

Well I didn't read, I know how it's supposed to sound but I didn't read the rhythm correct when I was reading it just cause it's easier to read without doing the rhythm, but I do know how it's supposed to go. It's interesting rhyme cause it's not like all rhymes, like 'stone' and 'one' are kind of slant rhymes um so I mean it's got all the little apostrophe words like 'mew'd' and 'poinson'd' and 'i' for in and those kids of things so that it fits the structure which is interesting. But overall, I think I mean it would have some sense of kind of a flow a little bit

Think-Aloud Discussion Questions (asked at the end of sections marked with stars):

1. Explain what you were just thinking when reading this part?

Kind of a continuation I guess I was, this time I was thinking more of doing the rhythm of it, so I was being less visual, um kind of thinking of the individual things they were throwing in than like the scene, so you know like the lizard's leg or an owl's wing or um, so more like literal and less about the scene itself

Julia: So that's what you were visual- that's what was happening in your head?

Yeah, I guess. Yeah so like kind of I guess a little bit of the scene more like the things they're talking about putting in

2. Describe what's going on inside your mind; what does your thinking look like?

Uh the individual things they were putting into the caldron um so like the same kind of thing I guess, just like adding to a potion

3. Were there any words or parts that were confusing to you?
If yes, can you show me the word or describe the part?
What did you do to try to figure it out?

Well I misread a couple words, but I think I know- well I don't actually know what that word is that I misread – chaudron. And then I got tripped up on the rhyme here, cause that doesn't rhyme

Julia: what did you do to try to figure it out?

Um reread and went back and tried to catch everything um cause I had noticed at points that I was not rhyming yeah so reread in context

4. Describe the process of reading the lines. Did you read in order or jump around the paragraph or page?

Well this time when you handed it to me, I had a little more time so this time I was kind of, I scanned it quickly again but then I kind of scanned each line before I read it. I was also thinking about it this time so um so noticing that, so kind of you know a little scan and then I read it out loud.

5. How would you describe the rhythm? Rhyme? Any other poetic devices?

Um there was, I feel like the rhymes, I mean it it's similar, it's pretty, you know, I think the rhythm's a little better just because it's longer phrases. The rhymes were, except for right here where it screwed me up because you go from babe to drab to slab and there's like an extra line which stood out

Julia: threw it in there

Yeah one that just kind of stands out as being odd. Cause the rest of it's pretty like you know, ABCC, just rhyme rhyme rhyme rhyme and then one line that stands out, being weird. And then that one I noticed I read wrong because I realized that caldron was down there and so it wouldn't have rhymed if it was the same word

Comprehension Questions (asked at the end of passage):

1. Can you summarize what you just read?

Can I summarize what I just read? Um so the whole play? Um so it, the witches decided it was time they have to make a potion and started making a potion and then this person, Hecate, or whatever, um comes in and commends them and then leaves. And then the second witch um kind of predicts Macbeth is coming and tells Macbeth to enter. And Macbeth asks them to answer um the question for him in a very elaborate way (laughing)

2. What is this story about?

Macbeth, because it's called Macbeth (laughs). Um what's it about? Uh well just this part is about witches and someone coming to them to ask them something but then we don't really know what happens past that.

3. Who is this story about (main character[s])? How do you know?

Like this part of it or the whole story? Cause like it's called Macbeth so

Julia: Yeah

So we know that right but in terms of this scene? I mean I don't know that there is a main character in this scene other than the fact that they're obviously expecting Macbeth and when he enters, it's important so I guess he would still be the main character but it's kind of about the witches in what we've been reading.

4. What is the main idea(s) or main point of the story/article?

How do you know?

Um I guess um I think the main point of it is showing the witches as being kind of magical and mystical and showing that Macbeth um wants something from them and thinks he can obtain something from them, um looking for knowledge from them or

5. What do you think will happen next if this story were to continue?

Well I haven't read Macbeth so that's a good question. Uh well he's gonna ask them something and then they're witches and the second witch said "by the pricking of my thumb something wicked this way comes" so I think bad things are going to happen for Macbeth, whether they're going to trick him or warn him about something, but yeah.

6. What is the author's intention for writing this story/article?

Um his purpose? So Macbeth is a tragedy right? It's one of his tragedies?

Julia: Right

So his purpose was probably to point out some kind of flaw in Macbeth or something cause that's generally what he would do there like possibly going to witches – not being a good idea. And kind of showing kind of um you know something about them being creepy and weird. I don't know if that makes sense.

ID # 32

Reading Background Interview:

1. When did you first begin reading? What is your earliest memory related to reading?

I think my first time reading I was 4, 4-years old. At least attempting to.

What was your first memory of reading? The first memory that just pops up.

Actually no, 5, when I was first learning to actually read. When I was 5 in first grade. So 5-years old to 6-years old, that's when I started – first really started to learn how to read. It was hard for me at the time.

2. How did you learn to read?

Children's books. The first start was the alphabet, learning the alphabet, and then learning, you know, the vowels of the alphabet and then putting those vowels together and forming words and trying to understand what that meant. But umm, I think my first problem was actually the word "the." I didn't know how to read that, so I would say t-h-e was a "t." I used to think "the" was "tee"

You thought what was a "t?"

The

The?

Yeah, so

That's tough

Yeah

So you had some difficulty processing the sounds and the symbols?

Only because I was using t-h-e, I wasn't connecting the t-h as "th." And I was just looking at it like t-h-e: "e" makes the "e" sound, "t" makes the "t" sound, "h" makes a /h/, so t-he, tee. So that's what I got from it. Not "the." English is hard. Actually, I really started really appreciating English when I lived in Japan. When they told me English is actually one of the hardest languages, they said, because some words don't- some letters are silent in words. Like, a good example is colonel. Colonel is spelled c-o-l-o-n-e-l, but how do you get /k/ur/nel/? But it's colonel, c-o-l-o-n-e-l. So that's tricky, you know, you have to learn- umm, what is it? The fundamentals of English, no it's umm...grammar? Phonics! Phonics, yeah. My parents were very repetitious on phonics. Learn your phonics.

So you did a lot of phonics?

I guess, yeah, because I hated it.

3. How do you see yourself as a reader? Do you feel you are a good reader? Why or why not?

Well, when I read to myself, I'm okay. I don't think I'm that- It's funny. I have a Masters degree and I read slow, so I think I read slowly. Only because, maybe I never was tested for umm... I was never tested for-what is it?

Dyslexia?

Yeah, I was never tested for dyslexia. I don't think I have it, but sometimes when I read I might stumble on simple words, like 'you' or 'the' or 'with.' And I might stay there and look at that letter, look at that word for like, a few seconds and then move on. And when I read out loud, I get nervous, because I'm always wondering, trying to, umm, read fast to try to get the information out. I don't slow down, I don't concentrate. So I trip over myself, I eat my words. So I don't think I read that great out loud. So I get, yeah, that's what it is.

4. What reading strategies do you use during reading?
 - a. [Such as: rereading, creating imagery in your mind, making predictions, making connections, summarizing, recognizing breakdowns, using contextual support, etc.]

Umm, yeah yeah, actually all of those when I read. When I'm reading a newspaper I summarize. I just look at the first paragraph and then I make predictions about what's going on, because the first paragraph in a newspaper or magazine article usually tells you what, you know, what the rest is about, and everything else is just details. So... ummm... yeah. I mean, yeah that's pretty much how I read. And yeah, making connections as a story goes along, yeah you can make connections to the story. But I sometimes, especially if you're reading – when I'm reading like, you know, say something that to me I don't find interesting at all, I'll read it but it's like I'm just reading, going through the motions. I'm not understanding. I'm not really taking in the information. I'm just reading the words and it doesn't... At the end I'm like "What did I read?" you know?

Does that happen often?

Sometimes. But like I said only stuff I'm not interested in, that's uh... that's how it goes.

5. What reading activities did you experience growing up? (Phonemic/phonics, instruction, grammar instruction, cooperative learning, theatre, film, ASL instruction)

Umm...so my mom, even today, she's always bugging me about grammar - grammar grammar grammar grammar. And she's correct because I feel, in this generation, you know, with online multimedia, texting, umm emails, and social media, umm... people kinda throw grammar out the window. They don't umm...they kinda like abbreviate words or they uh, words aren't, aren't spelled correctly, used correctly. Umm I try to keep my grammar up to point, so I think grammar is very very important, umm 'cause it really does-it's embarrassing when you read somebody else's work and take things out of context or uh use words that that that are just wrong, like no that's not what that's used for. And what else...uh how I practice? Uh what's the question?

Yeah, like activities growing up at school, home...

Umm I read a lot of comic books.

Oh yeah?

And honestly that's the reason why I kinda started reading. 'Cause I hated reading and the truth is, I – you know, it had pictures, it had a small little thing. I'd read it and then I'm like "Yes, I get it." And then the more I did that, you know, the better I started reading. And umm, funny enough it was actually the video games and comic books

Say again?

Video games and comic books. Because the video games I was playing, I was playing this game called umm King's Quest. It's an adventure game and you walk around and you have to type like "pick up key" or "unlock door with key," "grab magic wand" you know you have to type everything in. And that, well, helped me type, but it also helped me to read too 'cause there was a lot of reading in that. And umm, so yeah I never like was into reading lots and lots of books, you know? Some people can pick up a book and read the whole thing in one day. It takes me, on average, maybe a week or two to read a book so – I don't read as much as I should, I'm sorry.

It's alright.

Alright.

6. Did your parents read to you often? Did they sing or share rhymes with you?

Yeah, my mom did a lot and my dad sometimes.

Did they sing or share rhymes with you?

My mom did! My dad was like nah.

No?

Yeah.

7. Do you enjoy reading poetry or musical lyrics?

Hmm no.

No?

No, sorry.

Songs or no? Just listening, or not really?

Well you know, umm, I noticed uh, that's a big thing because umm... I was hanging out with my friend and we were listening to lyrics and he was saying to me that, he was breaking some songs down. I can't remember which songs or artists they were but he was describing to me like "Oh yeah, this song's about suicide" or "This song is about how he's in love with his dog" and I was just like "I didn't really get that, really? You listen to lyrics really carefully."

Oh you mean like interpreting?

Yeah.

8. Do you think in sign language, pictures, do you hear your voice?

Speech.

Hmm?

When I think, it's speech, it's auditory.

Yeah, limited pictures or no?

Umm, no. I know what you're saying. It's hard for me to explain the way I think, because you just revealed something to me that I didn't really think about. The way I think is just very auditory, so when I'm talking to myself I hear myself. Words – when I'm thinking I hear words. I don't visualize.

Not comic books? No?

No, not really honestly. Only if, umm... no no it's very auditory, yeah.

9. When you are reading and you come to something you do not know, what reading strategies do you use to try to figure it out?

Well umm, skip the word, move onto the rest of the sentence, and then you can figure out what that word is. That's always, that's how I've been taught. You know, so if you come to a word that umm, you either can't pronounce or don't understand the meaning of it, just go on to the rest of the sentence and it should, you know, reveal to itself what that word was or what it means.

Context cues?

Yes, yes context clues.

Is that pretty much... Is that what works for you?

Yeah, all the time.

Think-Aloud Discussion Questions (asked at the end of sections marked with stars):

1. Explain what you were just thinking when reading this part?

I have to explain what's going on?

What you were thinking.

Umm three witches, they have a cauldron and they're making a spell. So they're throwing stuff into the cauldron. Like –

Is your hand in there? You can do things with your hands.

So they have- they're boiling a cauldron and they're throwing uhh toads, poison entrails, all sorts of stuff into the cauldron. And they're chanting "Double double toil and trouble."

2. Describe what's going on inside your mind; what does your thinking look like?
(If participant needs scaffolding, give examples):

- a. Visualize/picture people or events in the story
- b. Translate words into signs and think in signs
- c. Translate words into fingerspelling
- d. Hear an inner voice or mouth movements of the words or your thoughts

Umm I visualized the witches.

Hmm?

I visualized three witches, standing around the cauldron making a brew, making a brew.

Did you hear an inner voice?

Yeah, so when I see certain things like “Tis time, tis time” I think of, you know, I think of somebody saying “Tis time! Tis time!”

How about this one? Did that one, like come to your head, like do you hear that out or no?

“Round about cauldron in the- round about the cauldron go, in the poisoned entrails throw, toad the under cold stone, days and nights hast thirsty one, sweltered venom, sleeping got. Boil thou first eye, the charmed pot.”

Did you hear it in your head when you first read it?

Yeah, I had to read it to myself over again just to make connections. So it didn't, it didn't, when I first read it, it didn't pop, you know? I didn't make any connections until the second time.

3. What did this story/scene/article make you think of?
(If participant need scaffolding, say “Maybe you read a sentence that made you think of something else or you remembered something from your past.”)

Well, witches. I mean, obviously.

Anything, like, maybe something in your past? Like uh, what kinds of things did you think?

Well umm, I've read Macbeth many times. It's one of my favorite-

Oh really?

Yeah, 'cause actually Scarface, the movie, was actually- is Macbeth.

Hmm?

Scarface is Macbeth

Oh okay, wow!

And a lot of other stories, are umm you know, have the same premise. It's also said that, what is it? Uh, Shakespeare wrote all the plays, so... So when I think of this, umm, I just see the scene. Like you know, the scene: Three witches, making broth, all surrounded the cauldron, chanting. That's all I see.

4. Were there any words or parts that were confusing to you?
If yes, can you show me the word or describe the part?
What did you do to try to figure it out?

Yeah, when it says "round about the cauldron go, poisoned entrails throw." So I had to read that twice.

Oh just rereading?

Yeah, 'cause it didn't, to me it just doesn't make sense at first. 'Cause, uhh, I guess I'm just reading very, very... What's the word I'm looking for? Just straight, you know like, cat opens, cat goes in the house, goes to bed... But this like, is metaphorical sort of. It's not really a metaphor it's pretty straightforward actually. "The poisoned entrails throw," so they're throwing the... How could I say this? It's the act-

Do you know what entrails means?

Yeah, guts.

Okay.

Umm, cauldron, umm...

What about that one?

"Sweltered venom and sleeping got." So... I don't know what that is, but I'm assuming it's just part of the broth or the brew that they're making, so umm...

5. Describe the process of reading the lines. Did you read in order or jump around the paragraph or page?

So I read, I first read it straight down

Like this way? Or this way?

Yeah, from left to right.

Okay. Every line?

So I read from left- every line from left to right. But when I got to- so sometimes when I read, I'll read it and then be like, "Wait, what?" And then I'll read it again. So umm... like for instance "Harpier cries" I'm thinking of a harpy. A harpy is a mythical creature, ehh it's like a witch. No, they're like sirens. They're like witches that have "Ahh!!" Greek mythology... harpies are bad, so...

(points) Harpier

“Harpier cries, ‘Tis time! Tis time!’” Here’s the one thing... I thought that the third witch, all she’s saying is “Tis time! Tis time!” And Harpier cries-

6. How would you describe the rhythm? Rhyme? Any other poetic devices?

Uhh, because the words are umm... They’re synonyms, so they sound the same. So uh, in the middle “The boiling cauldron, thunder enter the three witch-“ no no that’s the description haha “Thrice the brinded cat hath mewed. Thrice, and once the hedge-pig whined.” No, that doesn’t rhyme either. I don’t know!

What about this one right here?

This rhymes, yeah. Uh, “Round about the cauldron go, in the poison entrails throw.” So yeah, you’re umm... using synonyms and they’re rhyming.

Do you see a pattern?

Yeah, I see a pattern. So I’m looking at, uh... go, throw, toad... cold stone... Hold on. Alright so go and throw... “toad the under cold stone, days and night have thirty-one...” Stone and one... “Sweltered venom sleeping got...” Got and pot, so yeah. There’s definitely a pattern here. So that’s what I’m saying. I’m connecting, so when I connect these two patterns like go and throw-

How would you describe it?

To me it’s a rhyme. To me, knowledge is the fact that yeah, they’re singing. They’re singing as they’re stewing the pot.

Any other poetic devices?

Umm... The... see my grammar is bad, man... adverbs? The umm, the verbage.

The what?

The verbs, the verbage. In other words, umm, “thrice the brinded cat hath mewed,” hath mewed, brinded cat? So I guess uh they’re boiling a cat three times. “Thrice, and once the hedge-pig whined,” so the pig is [squealing noise]”

Oh so the sounds of the animal?

Yeah yeah so, to me right off the bat- well I know the story that’s the thing. I know that they’re singing, and I can already picture what they’re doing ‘cause I know the story. I guess if I read this the first time, I think it would be very confusing to me at first, for the first time.

Was it? Yeah?

Yeah, if I never read Macbeth before or even heard of it, and I read this the first time, it would take me twice as long to figure out what's going on.

Okay.

'Cause I'd have to read again and maybe, possibly, again, and then start making connections like "Oh okay, now they're singing," because I wouldn't notice that until... until this part, until the first witch starts singing. 'Cause all this doesn't make any sense, if you think about it. It says in the middle "the boiling cauldron, thunder, enter the three witches." Okay so you have three witches coming in. But when it says, "Thrice the brindling cat hath mewed, thrice and once the hedge-pig whined, Harpier cries 'Tis time! 'Tis time!'" It doesn't make any sense.

Think-Aloud Discussion Questions (asked at the end of sections marked with stars):

1. Explain what you were just thinking when reading this part?

They're changing.

Hmm?

The witches are chanting.

They're chanting?

Yeah

2. Describe what's going on inside your mind; what does your thinking look like?

Umm... So, I'm taking what they're saying, they're making a list. Going down the list, they're saying "boil bake frog" newt of the- "eye of the newt," "toe of a frog," "wool of a bat" and "tongue of a dog" so just making a list going down. And you can tell like, okay so because of this description, you obviously know they're just throwing stuff into the cauldron. And uh, and they're chanting it at the same time, "double double toil and trouble, fire burning, cauldron bubble."

Alright so, you're hearing that? You're hearing it in your head? Talking to you.

Yeah, yeah. And because of uh, because of this list...

What about the imagery?

Well that's what I'm saying. Like-

Were you able to process all of that imagery or does it kind of blend in together?

And that's what I'm trying to explain, is that, umm, because of the list and all of the weird stuff that they're doing, I'm not really, uh... I don't read the whole thing, because you know already from the very top that they're putting stuff into, umm... making a list, putting stuff into the cauldron. So that's how I'm making my connections in my brain that like, okay we have all these things going into the cauldron. And then they all say- they all chant, and then again more objects go into the cauldron, and then another chant. So it's a pattern. So that's why I'm like- when I read sometimes, when I see patterns like this, you know what the thing is. So this becomes kind of irrelevant, what's in the pot. It's all about umm... structure.

So provocative imagery? Not necessarily meaningful ones.

Right, right.

3. Were there any words or parts that were confusing to you?

If yes, can you show me the word or describe the part?

What did you do to try to figure it out?

Were there any words or parts that were confusing to you? Because there are words in there that are pretty old. (points) Do you know what that is?

Fenny? "Fillet of a fenny snake." No, I don't know what that is, never heard of it.

(points) How about this?

Tatter? Yeah I know what that is.

(points)

"Maw and gulf." Gulf, gulf of water? I mean-

You just kind of dismissed it for the larger meaning, is that what you're saying? *Yeah I don't know what that means. And maw, I don't know what that means either. But that's what I'm saying. Sometimes, with lists like this, the meaning of the words become irrelevant to me. They become irrelevant because that's not the focus.*

Chaudron?

"Add thereto a tiger's chaudron." I don't know.

What did you picture? Did you think about it at all?

No. Maybe that could've been, is that a typo?

A what?

"Add there- " See I don't even know what that is.

You're reading the words next to it to try to figure it out?

"Add thereto a tiger's chaudron." Right yes I am looking at the word next to it to try to figure it out. "Add thereto..." Add there to... Oh right, add there too or add there also. Okay, "a tiger's chaudron..." I don't know what chaudron is. So, it could be anything.

4. Describe the process of reading the lines. Did you read in order or jump around the paragraph or page?

Alright, so did you read these the same way? Line by line, row by row?

Yeah.

5. How would you describe the rhythm? Rhyme? Any other poetic devices?

Right, uh, when it comes to the rhythm, it goes list and then it goes chant. List, chant. So that's the rhythm, that's the pattern.

So you just did a rhythm pattern. What did you do? Do that again.

So I see a list-

Use your hands.

So I see a list, so I see a list and then I see a pattern. No! No, I'm sorry.

(pointing) So you do this, and this, and this.

Right, I see- I see the list and then I see the chant. List, chant, list, chant. So in, out, in, out, in, out.

Right so there's more intensity in that part?

Right, 'cause this right here says, this is the most important part. This is why, for me, the information about what the list is, is not important. It's the fact that they're chanting about it. So they're making a list, and then at the end of the list they say, "double double toil and trouble, fire burning cauldron bubble." So that's more important. That tells me, this tells me everything. This information, this one line says to me that this is the whole pattern. So list, chant, list, chant.

6. Were there any words or parts that were confusing to you?

If yes, can you show me the word or describe the part?

What did you do to try to figure it out?

What is he asking? He keeps saying "Answer me to what I ask you." Uh...

You're using your hand to follow.

Yeah. So when I read, for me, I read word by word. I mean, I don't know if that's the right way of reading.

There is no right or wrong way. I've seen other people do the same thing.

I try not to move my mouth when I read.

Oh you do?

Yeah, it's- I was told that, umm, reading with your mouth open... It says, you have... It's trying to condition me to read better, because sounding out, uhh... Do you know what I mean? People who can read better don't read with their lips, you know? They just read silently into their head. It's practice, and I think- they say it makes you a better reader, so, I mean, I try.

Comprehension Questions (asked at the end of passage):

1. Can you summarize what you just read?

Can you summarize the whole thing? The scene?

So, from what I gather is, you have three witches in a cave and they're boiling a broth. Enters Macbeth, umm, enters Macbeth and he's demanding for answers. He's asking witches for guidance, I guess. Like, tell me the future, what is my fate, what is my destiny pretty much. And umm, that's all I got from that.

2. Who is this story about (main character[s])? How do you know?

It's Macbeth.

How do you know?

Well, because I've read it before.

Do you remember when you first read it what happened? Did someone tell you or did you figure it out yourself?

Well, the first chapters are about him. He's in a battle, and he's fighting this war, and he wins. And right there you automatically know it's about him. This book, this story is about him. And this, when we get to the witches, that's another scene. It even says Scene One Act Four. So there are three more acts before that. Umm, so that's my assumption. That's the thing, I've read this before, so...

3. What is the main idea(s) or main point of the story/article?
How do you know?

The whole story?

No just this.

Umm... I think it's just to introduce the witches who are going to prophesize Macbeth's fate. And we can see, I guess like the opening is like, shows the audience that these are witches. Shows the audience that these... You know it's introduction, introduction. It shows the audience that these witches are practicing magic and uh, they're pretty serious about it too.

What?

I said they're pretty serious about they're magic too. 'Cause umm, they're making a spell of somewhat.

4. What do you think will happen next if this story were to continue?

So he is demanding "What is my fate?" So he's saying "Thou bladed corn be lodged and trees blown down, thou castles topple on their warders' heads, thou palaces and pyramids do slope, their heads to their foundations, though the treasure of nature's germens tumble all together, even till destruction sicken, answer me to what I ask you." So this, this is hard man. It took me a long time when- Still to this day, like I know 'cause I read the book, but even this sentence... It says a lot, but I'm still confused as to like, what are you trying to say? You know? 'Cause it's very abstract.

5. What is the author's intention for writing this story/article?

How do you know that?

Umm... To introduce the sense of mysticism in the book.

What do you think about how he depicted witches?

Very vile, like they were vile hags, you know, living in a cave. That's what I got.

And what do you think about that?

I mean he, the way they... It's crazy because they don't tell you what they look like. They only tell you what they're doing. So they could be a bunch of blonde girls, you know, like "Hey! What's going on!" in bikinis, they don't say that. They don't say. There's no visualization or description as to what witches look like. You can only make a depiction of what they look like based on what their actions are. So based on what they're doing, they're making uh, they're making a spell, with all these disgusting ingredients like toads, and tigers.

What opinion do you have of that disgusting aspect?

So because of that, it makes me think that these are frail looking, ugly, you know, witches. The term witch is sorceress I guess?

Hmm?

The term witch, I guess, is a sorceress? Like, a woman who practices magic. But it's always had a bad notation about what they look like. You know, in other words, what I depict of a witch, I'm always thinking of a crooked nose, funny hat, and "He he he he," broom and... So it's interesting 'cause this story doesn't describe what any of the witches look like. You have to make that own assumption. You think they look bad and evil because they're putting, you know, "gall of goat," and "silvered moon eclipse," whatever the hell that is, and "ditch delivered by drab" I don't know. So they're putting all this stuff in a cauldron, so it makes, it gives you your own depiction of what they might look like. And what they might look like, based on the stuff that they're putting in the cauldron, makes me think that they're ugly.

Any other thoughts? Or anything to add?

Umm, it's very unclear as to what Macbeth is trying to ask. It's very abstract. But I mean, maybe it's very clear. I mean I... "Thou you untie the winds and let them fight against the churches. Thou yeasty waves confound and swallow navigation up. Thou bladed corn be lodged and trees blown down, thou castles topple on their warders' heads," Warders' heads? That's an interesting word, I don't know it. "Thou palaces and pyramids do slope, and their heads to their foundations." See that's very vague to me, I don't even know what he's trying to ask. So yeah, if I read this for the first time... Macbeth is very unclear.

It's very what?

Unclear. I understand what these women are right from the beginning, but even though they don't describe them to you, what they look like, you have a mental depiction that they're all ugly.

Right.

Which is pretty interesting, because that's just my assumption, you know? Maybe Shakespeare had a bunch of, maybe, I don't know... Maybe they're beautiful girls making spells, we don't know.

ID # 33

Reading Background Interview:

1. When did you first begin reading? What is your earliest memory related to reading?

I'm trying to think how to respond. To sign or speak, I'm not sure. (Continues signing) I think my first memory is with my mom. My mom loved books and reading herself. We read the book, "The Velveteen Rabbit". Do you know it? I remember she read the story and its clear to me, because she started to tear up and cry at the end of the story. It made me realize that books could really have an impact on people. I understood the depth of reading at that point. I remember that experience, when I was about 4 or so. I wasn't reading on my own yet. The first time I read on my own?

Do you remember, or no?

My mom was a teacher, so we had a lot of books. When I was around 5, we would read at home together. The "Dick and Jane" kind of books. You know, the basal readers? We would read those together, every single day. She had packets with books, a lot of them. I remember, sitting on her lap and reading every night. I was around 5. And then when I started reading and understanding, I would read everything in the library at school. Everything, just reading it all.

Do you remember how old you were when you started?

Around 5. It was mid-kindergarten. I just picked it up from there.

2. How did you learn to read?

I don't know how. I'm sure it was phonological, attaching sounds to letters and so forth. I am assuming.

3. How do you see yourself as a reader? Do you feel you are a good reader? Why or why not?

I am a good reader. I read a lot. See all these books here? I have many, I love books.

4. What reading strategies do you use during reading? [Such as: visualizing, making predictions, making connections, etc.]

I'm always making connections. To other books, to movies, to myself, to the world, making a lot of connections. Using mental imagery, I'm always visualizing when I read. Sometimes when I'm reading, if I misread one word—in my mental picture, it won't make sense and so I will go back and read again.

Sometimes I will be reading poetry and I may read it more slowly and re-read it. I tend to read quickly otherwise. Sometimes if I misread a word, it will throw off my imagery so I will go back and re-read it.

5. What reading activities did you experience growing up?
(Phonemic/phonics, instruction, grammar instruction, cooperative learning, theatre, film, ASL instruction)

I don't remember very well. I remember writing a lot. I remember we had plays during class. I enjoyed participating. I think there was a textbook, and there would always be a play in it. I really looked forward to that. I remember that I was lucky. Other kids would struggle with reading, and we would have to go around and take turns reading passages/paragraphs. I always looked forward to my turn, because I was a good reader and could read aloud fluently. Other people, I could see them struggle and not wanting to. They would get nervous, you know. How we were taught to read? I don't know. I was always in the top group of good readers. Other than that? I don't remember specifics of lessons.

6. Did your parents read to you often? Did they sing or share rhymes with you?

My mother read, not my dad. I remember listening to records at home and nursery rhymes. The records would have books that accompanied them. You would hear a "ding" and know to turn the pages at that cue. I loved that. My mom and I would go to the library and borrow one. I would put on headphones and listen at the library while turning the pages of the book. I followed along with the book before I could read very well by myself. So I could read books that were more advanced.

7. Do you enjoy reading poetry or musical lyrics?

Yes, very much.

8. Only for d/Deaf participants: Do you think in sign language, pictures, do you hear your voice?

I mostly visualize, more than inner speech. I think both honestly.

I wonder if that's similar for others who don't sign.

Well I definitely do hear words in my mind. Some words I cannot hear in my head/pronounce and reading it feels different, you know what I mean? If it's a really big word, like a name that I can't pronounce then I just kind of skip it. It's a different process of hearing in my mind. At the same time, there's also an image of whole story playing in my mind

9. You said you go back and read again. When you are reading and you come to something you do not know, what other reading strategies do you use to try to figure it out?

Once in a while, I will look at a dictionary to try and figure it out, but not often. If its pleasure read, then I don't want to interrupt my flow, stop and go look at a dictionary. If it's for school or something, if I have to, then I'll go to my phone and look up the meaning. Other repair strategies? I don't know, I'm not sure. I can't think of any others.

Anything else you want to add?

I think that for different ways of reading. If it's a non-fiction story or book, maybe giving instructions about something, that's different than if it's a poem or something. I just feel there are different ways to go about reading.

Think-Aloud Discussion Questions Part 1:

1. Explain what you were just thinking when reading this part?

Well I know the play...so...I was visualizing three witches standing around stirring a pot and making a stew. They are throwing things in there making something awful, sacrificing animals. Meaning the results of the effect will happen later. There is a foreshadowing plan.

2. Describe what's going on inside your mind; what does your thinking look like? Are you visualizing? Hearing?

Yes, visualizing. Yes, I hear women's voices talking. And those two lines, "double double, toil and trouble" (re-reading, signing English) are famous you know. I can picture them saying that. A big pot, with green boiling up, fire underneath it. Its dark, nighttime. Three women with black hats on, typical witches.

3. What did this story/scene/article make you think of?

It's hard, I'm not sure. Because I already know the play, so I can picture and see the show. Shakespeare in the Park, a while ago. I have a mental picture of that section, with them singing the song at the beginning.

3. Were there any words or parts that were confusing to you?

(scanning, fingerspelling) Harpier...the descriptions of animals... "brinded," "hedgepig" imagining the hedge definition. Really, not so much the words, but the grammar of them. They are talking in the old English language. That's it.

What did you do to try and figure it out?

I read, then re-read it again. (re-reading) I read it again to try and like...re-arrange the words to myself to understand better. Because this is different than current English. I changed the order so it wasn't as dramatic.

4. How did you read the lines? Did you read in order or jump around the paragraph or page?

Because there were three characters, witches who took turns talking—I kind of paused at each turn to kind of shift my consciousness about who was talking and be aware of that. I otherwise read it regularly, but paused on the character shifting to be aware. Does that make sense?

5. How would you describe the rhythm? Rhyme? Any other poetic devices?

Um...I took a course on Shakespeare, so I know a lot about his rhythm and rhyme. So I could identify it quickly and see how it flows and leads the text along more smoothly you know...more lightly....more pretty...you know?

Think-Aloud Discussion Questions Part 2:

1. Explain what you were just thinking when reading this part?

It's gross. I'm visualizing something gross and awful. Body parts...and I'm wondering if its his purpose to set that mood, like it's the devil. Whew, its really awful. Like that baby died? That part was really gross and hit me hard.

2. Were there any words or parts that were confusing to you?

"Adder's Fork?" (fingerspelled). "Chauldron" I don't know it. I think that's it.

What did you do to try and figure it out?

Well I looked and saw the word before it. Like “adder’s fork” must be the name of a body part because its been associated with animals (in the text). Oh another one, “fenny snake” I don’t know what that means. And “ravin’d” I don’t know that one. I’m guessing it means like “ravined” but I could be wrong. I wish when reading Shakespeare, I had the footnotes with the definitions. Do you know what I mean?

I ignored it. Well I didn’t ignore it, but I knew it meant something, just not specific to the something, just a vague idea what it meant.

3. How would you describe the rhythm? Rhyme?

The same. I think its iambic pentameter. I think. (counting beats) (unintelligible) It just helps to create more suspense and fear you know.

Comprehension Questions (asked at the end of passage):

...I want to know what. I’m curious what they want to know.

1. Can you summarize what you just read?

Hecate, who I’m assuming is the head witch, I can’t really remember I’m just assuming, comes in and sees the brewing. She says good job, keep going, with what they were making, the magic potion. Then she leaves. The second witch says by the blood of her thumb, the trouble will come, from the stew. When that is done, it means something bad will happen, and in comes Macbeth. He says, “I ask of you,” with all the ruckus and chaos and destruction, like a sunken ship, towers collapsing, all the destruction. The witches say ask us and we’ll answer. But what he asks, I don’t know. Obviously you know, Macbeth is doomed. He comes in while they are making that and talking about the awful things that happen, but he has no fear, the nerve of him. He’s really tough, I don’t know. What he asks, I want to know. After this, will you tell me?

2. Who is this story about (main character[s])? How do you know?

Macbeth. The witches really do a lot, they set up a pot, add ingredients, mix it up, discussing what will happen, causing problems and causing trouble. And then who enters? Macbeth, showing that he is on the receiving end of the bad curse or whatever. It will be thrown on him.

3. What is the main idea(s) or main point of the story/article?

It’s not a full story, I don’t know.

Well, this part.

(re-reading) The story is about three witches who make a poison, I’m not sure exactly what it is, but creating a powerful force to the man Macbeth, who may not get his turn (?)

but the environment is negative and with bad spirits and smoke and evil. To enter that environment is a risk. Who is the bad? I don't know.

4. What do you think the author's intention is for writing this?

It's like a warning. You don't walk into an evil environment like that. The character of Macbeth is arrogant. He needs to learn caution, not to enter with arrogant ignorance. He should be cautious and aware and he's not.

ID # 34

Reading Background Interview:

1. When did you first begin reading? What is your earliest memory related to reading?

I think I remember starting to read in first grade. And I went to Catholic school, so I think I have a memory of the nuns, with sticks...pointing to words. And I remember having a basal reader book, with stories and then having to answer questions about the stories. And I remember going to the library a lot with my dad and taking out picture books.

2. How did you learn to read?

Not exactly, but I think it was very phonetic-based. I remember learning about letters. Actually, I do remember... every night we were given a letter and then we had to go home and find pictures from magazines of objects that began with that letter. And so I think we started with letter-names and sounds, matching them. I would think, you know, as it was the 1960s, it was a more phonetic approach to teaching reading.

3. How do you see yourself as a reader? Do you feel you are a good reader? Why or why not?

Yes, I would say a big part of my identity is as a reader. I grew up loving reading, reading a lot. I feel my world was deeply opened by reading.

4. What reading strategies do you use during reading? [Such as: visualizing, making predictions, making connections, etc.]

Hmm. I guess that growing up, when reading something, I would become familiar with the characters and I felt like I knew them as people. So I guess... what is it called? Text self connections? Text to self connections. It's a reading idea that comes up in reading instruction, but looking back I would say that I always read things about situations and tried to relate to.

Other strategies? I would say I read dictionaries for words I don't know. I use context cues. I use them a lot.

5. What reading activities did you experience growing up?
(Phonemic/phonics, instruction, grammar instruction, cooperative learning, theatre, film, ASL instruction)

6. Did your parents read to you often? Did they sing or share rhymes with you?

Okay, growing up my education was very standardized. It was 1960s so at Catholic school, we used textbooks and workbooks. We learned grammar. We learned phonics. There was no cooperative learning. Never. We sat at our desks in rows. It was very teacher-directed instruction. It was all on the blackboard, copying things down, a lot of memorization. Give us that for the test, answering questions. Very rote learning. Spelling, workbook, grammar.

No plays?

Nope.

7. Only for d/Deaf participants: Do you think in sign language, pictures, do you hear your voice?

I have to say that maybe I'm a little bit more aware of it, because I think about reading a lot, like you. But I hear my own voice when I read, yeah.

Do you think in pictures?

Yes, definitely. Because I remember when reading novels, I would be thinking I knew what people looked like. I was definitely making a picture and scenes in my head. Definitely. And I used that a lot when teaching reading to kids, telling them "you have to make a movie in your head"

8. You said a little bit before. When you are reading and you come to something you do not know, what other reading strategies do you use to try to figure it out?

Yeah, I remember skipping words, but I guess I had enough meaning around the context that there wasn't a breakdown in meaning. I guess I never really read things that were so advanced that I couldn't understand. I mean, maybe in college I would have to read some science articles I didn't understand, but I didn't care.

How about now?

Yeah, now I read slowly if its difficult to understand. I will look up words now. I will leave (the reading) and go see what the word means. Reading slower. Looking up words in other sources. Trying to make connections to what the new

information is with something I already know. I will stop and think, “where have I heard that before?”

Anything to add?

I think that a lot of my writing, or the style of my writing is influenced by my reading. So people who I notice are my favorite authors, I can kind of see their language in my writing.

Think-Aloud Discussion Questions (asked at the end of sections marked with stars):

1. Explain what you were just thinking when reading this part?

I was thinking that there were three witches, inside a room with a cauldron, with a fire burning under it. I thought they were probably making a spell or something.

2. Describe what’s going on inside your mind; what does your thinking look like?

I was thinking that there was an old room, with a cauldron in the middle, boiling. And there were three witches coming to it and talking their lines.

You could hear it?

Yes.

3. What did this story/scene/article make you think of?

Um...a medieval story, or a Harry Potter type of something.

Were there any words or parts that were confusing to you?

Yeah. I don’t know the word, “brinded”.

What did you do to try to figure it out?

I read it a few times, and thought, “I don’t know exactly, but its connected to the word ‘cat’ so its some kind of cat or something happened to the cat”. Other examples? I don’t know what “hedgepig” is. A kind of pig I guess. I don’t know who Harpier is. I’m guessing a person.

4. Describe the process of reading the lines. Did you read in order or jump around the paragraph or page?

Line by line. I noticed that the bolded words tell me who is talking. Very much in order.

Did you look around a little bit?

No...if there was something I wanted to make sure I understood, I went back. And then started down again.

5. How would you describe the rhythm? Rhyme?

...I would say I've heard Shakespeare before, so I imposed that kind of speech and dialogue on it, but...do you want me to describe?

The rhythm, rhyme or any other poetic devices.

Yeah, there is some rhyme. Want me to expand?

What kind of rhyme?

"Go" and "throw". "Stone" and "thirty-one" don't... maybe they're supposed to... "got" and "pot" rhyme. "trouble" and "bubble".

What would you call the pattern, or how would you describe it?

Rhyme/RHYME, new rhyme/RHYME, rhyme/rhyme. 2/2/2/2.

I noticed you used movements to show rhythm of the rhyme. Good. Anything else?

I don't really know the literary devices. I don't know about that.

Just say what you know/see. Anything else?

Yeah. This one (points to double, double) is a famous line.

- a. Explain what you were just thinking when reading this part?

Its interesting, a list of weird things. I'm thinking it's a list of all the things that are going into the cauldron. A comment listing all the things and a comment that its "like a hell-broth" and boiling.

- b. Describe what's going on inside your mind; are you hearing or seeing?

I'm hearing, yes. I'm thinking more about the rhyme. I'm noticing more rhymes: snake/bake, frog/dog, sting/wing.

Does the rhyme do anything for you?

I guess if I am noticing the pattern, then I am expecting it.

Really, I notice that most of my effort in comprehension is put toward figuring out some of the words and how they are used.

Which words do you not understand?

"Adder's Fork" and "Blind-worm's" sting. I mean, I guess I understand "blind-worm", but what's its sting? Its some part of it? And this (points to Adder's Fork).

I think that's a tongue.

From a worm?

Snake I think, snake's tongue.

Yeah, its confusing to me. "Maw"?

Different word for mother maybe.

(Points to "gulf")? I don't get it.

Does it influence your overall comprehension?

A little bit, because some of the terms that I recognize, I could imagine what's getting thrown into the pot, but I can't imagine what that means, what they're throwing in. I guess that overall, even though I don't understand everything, still have a basic comprehension of what's happening.

Comprehension Questions (asked at the end of passage):

1. Can you summarize what you just read?

It's very confusing. Ok. I don't know who Hecate is, but he came in (from rear of scene) and said that everything was fine. And then he opened the door, and Macbeth came in and said a whole bunch of stuff, and said "you have to talk to me".

2. What is this story about?

I don't really remember Macbeth.

How about the scene itself?

There are three witches, making something. And they're finished. And this happened (points to text) and I don't know what they're supposed to do with the potion.

3. Who is this story about (main character[s])?

Who? Not sure. Well, I know... Macbeth is the character.

How do you know? Macbeth is the main character?

Well that's the name of the story, right?

4. What is the main idea(s) or main point of the story/article?

Some witches were making a potion and they were using it to get something they wanted/needed, or whatever he wanted (points to text).

5. What do you think will happen next if this story were to continue?

The three witches will say something to Macbeth.

6. What is the author's intention for this scene in this play?

When they were making the potion, they were insulting a lot of different groups of people. So I guess it's to make people feel disgusted. Because all those people in the society were looked down on and they're in there.

What did you think or feel about that?

It's noticeable that there were three specific groups that were insulted. It was a very interesting sign of the times.

Anything to add?

I never really liked Shakespeare, because I never really understood him well.

You seemed to understand pretty well. Did you like the rhythm/rhyme and patterns?

Yeah, but it wasn't clear what it means. I understand that "whatever happens, you have to tell me", but I don't get it though. "Yesty waves"? It just doesn't appeal to me. I didn't understand.

ID # 35

Reading Background Interview:

1. When did you first begin reading? What is your earliest memory related to reading?

Umm... Probably kindergarten? And my earliest memory would be my dad reading umm "Hangdog" to me.

Reading what?

"Hangdog." Have you ever read that book?

I don't think so.

It's a good book, yeah.

2. How did you learn to read?

I actually have no memory of actually learning. I would say probably my, my mom because she would stay at home with me. So, I would say it started with her and then pre-school, maybe?

You were reading when you went to school?

I want to say yes, but I'm not sure. Yeah.

Yeah, most people seem to not remember.

I have no – I don't remember when I... I know that we read a lot growing up. My parents read a lot, I read, they read to me, but I don't remember learning.

3. How do you see yourself as a reader? Do you feel you are a good reader? Why or why not?

Well I love to read. Umm...

Do you think you're a good reader?

I have trouble with harder words, I have to say. Umm, like technical language I'm not good with... Non-fiction I'm not really strong in. I do read a lot, I like to read, so I would say I'm an okay reader. Yeah.

4. What reading strategies do you use during reading?

- a. [Such as: rereading, creating imagery in your mind, making predictions, making connections, summarizing, recognizing breakdowns, using contextual support, etc.]

Umm, rereading. I reread, yeah. That's probably it, yeah.

5. What reading activities did you experience growing up? (Phonemic/phonics, instruction, grammar instruction, cooperative learning, theatre, film, ASL instruction)

No grammar.

No?

I don't remember learning grammar at all. Probably phonics was how I learned, you know, letter sounds, letter combinations. Umm and just repeated reading. That's probably it. Basal reading, yeah.

No reader's theatre or anything?

I remember in fifth grade, doing readers theatre-

But other than that, no.

6. Did your parents read to you often? Did they sing or share rhymes with you? And you said your parents read to you a lot?

Mhmm, yes.

Did they sing or share rhymes with you?

No.

No?

Nope.

7. Do you enjoy reading poetry or musical lyrics?

I enjoy reading poetry, yeah. And I enjoy listening to lyrics but I don't really read them very often.

No?

No.

8. Do you think in sign language, pictures, do you hear your voice?

When you think – this is mostly for Deaf people – but when you think, do you think like, uhh... In words – like visual words? Do you hear words? Or pictures? Or like, videos?

Probably...

Like when reading, or dreaming, or imagining?

When I'm reading... When I'm dreaming it's images. When I'm reading, it's words.

You hear them?

I don't, I don't- Yeah, yes, I hear them. I don't visualize pictures when I'm reading.

You hear the words.

Yeah.

9. When you are reading and you come to something you do not know, what reading strategies do you use to try to figure it out?

Either Google it haha or skip it, and do context clues is what I do.

Anything to add?

No, I'm good.

Think-Aloud Discussion Questions (asked at the end of sections marked with stars):

1. Explain what you were just thinking when reading this part?

I'm seeing three witches around a cauldron, throwing things in.

So you were visualizing a picture?

Now I am. While I was reading it I was just seeing the words.

Seeing them or hearing them?

Hearing them, hearing them.

Okay.

2. What did this story/scene/article make you think of?

"Hocus Pocus," the movie.

3. Were there any words or parts that were confusing to you?
If yes, can you show me the word or describe the part?
What did you do to try to figure it out?

Umm, this "Boil thou first i' the charmed pot." That made me think. And the "Harpier cries 'Tis time, 'tis time." Those two lines.

What did you do to try to figure it out?

Just thought of what made sense

What made-

Like what would sound right.

So the way that was pronounced, you mean?

Mhmm.

Okay, what about the meaning? Did you just move past it? Or did you try to-

Move past it, and kind of use what's going on to allow me to figure it out. So I knew what the scene looked like, so I kinda guessed what was going on.

Yeah.

4. Describe the process of reading the lines. Did you read in order or jump around the paragraph or page?

Before I started, I kinda looked at the whole picture.

How did you do that? Like, in what way?

Like I just quickly scanned through each line. Umm, and then as I was reading I was just going left to right all the way down.

When you scanned what did you notice?

I was looking for hard words that I wasn't sure I would be able to pronounce. So kinda just looking at them quickly, that's it.

Things you didn't know?

Hmm?

Things you didn't know?

Yeah.

Okay.

5. How would you describe the rhythm? Rhyme? Any other poetic devices?

I thought, hmm... The first, when the first witch spoke the second time, I thought of it more as a sing-songy rhyme. The other ones, I thought of it as umm, just like them just calling things out. So it was kind of like they were just throwing things. And then the first witch was- the first witch, when they spoke the second time, was kinda more of a poetic part, I guess? And then all of them chanting at the end together.

Any other poetic devices, or...

Umm... the rhyming, the end of the lines. And... I think that's it.

Good.

Think-Aloud Discussion Questions (asked at the end of sections marked with stars):

1. Explain what you were just thinking when reading this part?

Umm... The same thing, just hearing the words and, I was more focused on the words. More than what was actually happening in the story.

Yeah?

Yeah.

Did you see anything?

When I got to the end I did. The same kinda picture as before just night, woods, three witches. Classic looking witches, throwing these things into the cauldron, kind of just chanting.

2. What did this story/scene/article make you think of?
(If participant need scaffolding, say "Maybe you read a sentence that made you think of something else or you remembered something from your past.")

Not really.

No?

No.

Okay.

3. Were there any words or parts that were confusing to you?
If yes, can you show me the word or describe the part?
What did you do to try to figure it out?

The second to last line for the third witch. I don't know what that word is. I figured it rhymed with cauldron... The chaudron?

I don't know.

I don't know. Umm... And, I mean there are words in here that I don't fully know, but like I said I was just using what the rest, everything else I knew to kinda like pull me through the words that I was unsure of, so yeah. And the rhyming pattern to figure out the words I didn't know.

What kind of patterns did you see?

Wolf, gulf, shark, dark, Jew, yew, eclipse, lips, babe, drab. Well that one doesn't rhyme. Drab, slab, and then these two. Trouble, bubble, so...

What about the rhythm?

Mhmm?

The rhythm.

Umm, let's see... I was more sing-songy this part than the first time, I think because I'm kind of getting with the rhythm of the pieces and using the punctuation to figure out the beats of the passage.

4. Describe the process of reading the lines. Did you read in order or jump around the paragraph or page?

No, I didn't scan it this time. I just read line by line and went through.

Did you go back up or down at all?

Umm... Which part... I think when I got to this part, where I didn't know how to pronounce the word. And the babe, drab, and slab part, I had to kinda look back on because the babe didn't follow the rhyme. At least, I didn't think it did, so it kind of like, stuck out to me. So like, those last four lines kind of threw me a little bit.

Hmm, like the sound of it?

Yeah.

Comprehension Questions (asked at the end of passage):

1. Can you summarize what you just read?

The whole thing or just this one page?

The whole thing.

Umm okay so, three witches, and they're doing some sort of spell. Some sort of potion. And then someone else, I don't know how to say... Hecate? Hecate?

I don't know.

Umm comes in, and it sounds like it was positive? Something good happened. So the elves and fairies come in. Umm, and kind of bring to life whatever they were creating. And the second witch says something wicked's coming and Macbeth enters. And umm... [inaudible – seems to be rereading to self] This part's confusing to me, so I'm guessing... They're saying the winds are untied, I'm guessing it's a chaotic scene. Umm... the waves seem rough, the corn and trees are blowing, castles are falling... So all this destruction happened which kinda goes against what I thought back here when it said good things were happening but destruction happens and umm... They tell him to ask whatever he needs to ask and they'll answer him. So that's what happened, I don't know!

Yeah, pretty much! Yeah, it's weird.

Sometimes like I don't know, anyways...

2. What is this story about? What do you get from this scene?

Umm, the witches were doing some sort of spell and bad things happened, and so... Then Macbeth comes and says, even though all this bad things happened can you answer me these questions, so he's coming to them for something I guess.

3. Who is this story about (main character[s])? How do you know?

Hmm, let me think about that. I want to say it's Macbeth, just because that's the title, but this whole scene was about the witches. So I'm gonna say the witches, it's about the witches.

4. What is the main idea(s) or main point of the story/article?

How do you know?

Umm okay. That whatever they created, there was some sort of... Chaos and destruction was- came from it. So, I'm not sure if that's what they intended, but there's some sort of destruction, right?

How do you know?

How do I know? I, from the last part, with Macbeth talking about the kind of the result of whatever they're, whatever they're umm spell. Whatever they're spell they created, all this destruction happened, so...

5. What do you think will happen next if this story were to continue? Like the next scene...

Well the next scene is gonna be, I would think, Macbeth asking whatever questions he has. I'm not sure what that question is, but it's- I think it would be him asking them to do something for him.

6. What is the author's intention for writing this story/article?

Well I can't say I've read much Shakespeare, so, that's always been difficult for me. Umm, I would say he wrote it... I mean it really does create a scene in your head, and I don't really visualize but I can visualize what's going on, so umm... Repeat the question?

Hmm?

What was the question again?

So his intention, the author's intention.

Hmm... I don't know what his deep intention was but it was to create a scene in which chaos was created.

It did show that.

Yeah.

That was the last one. Do you have anything to add?

No.

No?

It was good though!

ID # 36

Reading Background Interview:

1. When did you first begin reading? What is your earliest memory related to reading?

It was early, probably...my mom read to me, since birth I think. Reading together with small books, and then reading by myself in maybe first grade I think. I would say around 7 or 8.

A memory?

I know I remember reading a lot of Dr. Seuss, because I like rhyming patterns. And the pictures. I remember enjoying that with mom. I myself read the lines "red fish blue fish," and now looking back, I can remember doing that. Dr. Seuss had the greatest impact I think.

2. How did you learn to read?

I remember mostly sound strong. I remember teachers, and also my parents, would say "it sounds like what? C./k/..c..c..cat," connecting the pieces of the word. And I thought to myself, oh okay "cat" and identifying it with pictures too. So I used pictures to help me, and the sound too, and then gradually just picked it up. Everything connected, but I strongly relied on sound. I still do it now, phonetically.

3. How do you see yourself as a reader? Do you feel you are a good reader?

I'm a strong reader. I can read whatever is presented to me. In English I can, in other languages I would be clueless. But I think I'm a good reader.

Why?

I have a good background knowledge. And if I don't know the background knowledge, I tend to use the English way of learning. So if you say something I am not familiar with, I will use reading to figure it out. So I feel like I can use language to continue my learning. It's a good way to continue learning. Once you do it, you don't stop. It's like a tool. For example, the news...I tend not to watch the news, I will just read it. I feel like I develop my own opinion, and not a biased one.

4. What reading strategies do you use during reading?
 - a. [Such as: rereading, creating imagery in your mind, making predictions, making connections, summarizing, recognizing breakdowns, using contextual support, etc.]

It depends on what the reading is. A history book, I don't use prediction because in history you know what's going to happen anyways. Compared to like, a novel, a romance or whatever, you might predict what's going to happen. I use that a lot. Summarizing? Not as much. A breakdown? Well it depends on what you're asking me to read. Is it for someone else, to help? Like am I reading for teaching? Is it to help students, or read for my own enjoyment? So it depends a lot on what I am reading.

5. What reading activities did you experience growing up? (Phonemic/phonics, instruction, grammar instruction, cooperative learning, theatre, film, ASL instruction)

No, there was no ASL. I grew up in a hearing family. There was no theatre. My school had no musicals, no theatre. I was mostly into sports. So that was a tool that teachers used with me. To give me motivation, I could read about a hockey player, or something like that. If I had to do forced reading, I wasn't interested. I really fell in love with reading when I was older, in college. In high school, I just didn't want to. I would do my homework, but I just wasn't that into the reading until college age.

I'm trying to think of other strategies I use. I would say that most of my life was forced reading, so I didn't enjoy it. I would read according to due dates and assignments, but not read because I wanted to learn or really enjoyed it.

6. Did your parents read to you often? Did they sing or share rhymes with you?

My parents read to me when I was young, before school started. Music...I have memories of being in the car listening to Rod Stewart. I knew all of his music because my mom frequently listened to it. As I got older, I was really busy, so there was less and less. I have four brothers and sisters too, so there was less and less reading with parents. But in school I always had to keep up grades, so again, it was forced reading.

7. Do you think in sign language, pictures, do you hear your voice?

I was talking about that yesterday, with a coworker. When I'm reading, in my mind, there are voices and everything. When I'm reading a book, I picture a character, with their body, their language and their speech. If I go to the movie theatre, and its different, it will really throw me off, because its not the tone used or the body type I pictured. So its interesting how people can develop different characters just by reading a book, like tone and everything. Using the Hunger Games as an example, one of the characters I saw in the movie, I was really disappointed with, because it wasn't who I had imaged. So I use a lot of pictures, a lot of speech, tone which is key.

Any sign language?

No, no sign language. That's because growing up, there was none. I don't know.

8. When you are reading and you come to something you do not know, what reading strategies do you use to try to figure it out?

If I don't know, I tend to find the answer. Or if I don't understand something, I will google and find the answer. I can't just leave it. It will bother me. I guess I enjoy learning new things too. So I like not knowing something, so I can learn more. But I always tend to use reading, not watch. I always read books first and then watch the movie. I can't do it the other way around. The idea is already developed, so I don't like that.

Think-Aloud Discussion Questions (asked at the end of sections marked with stars):

I hate Shakespeare (laughing). We don't speak the same language. The old English has me like (eyebrows up). I remember Shakespeare class in high school. The memory is seared. Ok fine..

1. Explain what you were just thinking when reading this part?

First thing I noticed was the bold print, labeling the 1st witch, 2nd witch, 3rd witch. I was picturing three people, witches. And then there are words I'm not familiar with, so I'm trying to go back and see if I can match them to see what's going on. I'm still struggling, so I find myself a bit awkward, trying to use background knowledge and realized I don't have any, so...that's not helping (laughing). Other strategies? Picking out the words that I know, that I'm familiar with, and trying to use them to replace other words to make sense, but I really felt like the language is not mine. The old English, it's not me. I'm still struggling. I guess, that part, it's hard because it's not used, only in print. So I'm looking at it like uhhhh. It's throwing me a curveball, you know?

2. Describe what's going on inside your mind; what does your thinking look like?

(If participant needs scaffolding, give examples):

- a. Visualize/picture people or events in the story
- b. Translate words into signs and think in signs
- c. Translate words into fingerspelling
- d. Hear an inner voice or mouth movements of the words or your thoughts

Visualizing. No speech, because again, this kind of speech, I've never heard it, so I can't give the tone, I can't give the word to a person, because I'm not familiar with the language.

3. What did this story/scene/article make you think of?

Nothing really. I'm trying to figure out, because I read it before in high school, so that story from Shakespeare. But otherwise, I have no connection.

4. Were there any words or parts that were confusing to you?
If yes, can you show me the word or describe the part?

"Thrice". I don't know what that means. "Pig" I understand. "Whine" I understand. So that phrase...the pig is bothered, whined out once. Another one (points) I don't know.

What did you do to try to figure it out?

I see again, the first witch used, and then nothing. So I assume it would be next, or again, or and. Exactly what it means though, I don't know.

5. Describe the process of reading the lines. Did you read in order or jump around the paragraph or page?

Starting at the top, I read line by line. And then when I noticed the first witch, the second witch, the third witch, I went back and thought, "okay these are different characters" and thought about how they were related, jumping back and forth.

6. How would you describe the rhythm? Rhyme? Any other poetic devices?

Well they all have a cut off. I'm assuming its for a specific reason, but not sure what. I'm not sure why, but I've noticed that some of the words, I'm not sure if its Old English, if that's the style or what the purpose is—like "tis time". Well? Why would they say that? I don't know.

How would you sign this? (points to double double)

Signs word for word double double, toil and trouble line. Fingerspells "toil" and "burn".

Whats the rhyme?

Trouble and bubble. Double double. 1,2 and 3. (speaks lines to self). It flows. Its hard through sign language.

Read Aloud Discussion, Part 2:

1. Explain what you were just thinking when reading this part?

First part I read, the second witch...I was reading and its very odd. And then I realized its all the parts, in repetition of the first page. I see three witches sitting around a fire in the middle, pouring in things. Adding a variety of things, like animal parts. I felt a little

disgusted inside. So again, the third witch, again, I feel like the three of them are around there putting things in—different, odd animal things. They're making a, what do you call it, a spell, raising up a storm and something is going to happen. I'm not sure what, but yea.

2. Describe what's going on inside your mind; what does your thinking look like?

I have a mental picture now, because now I feel like I'm putting together what's happening. The rhythm is helping... and I guess that I'm using an old movie, like from Halloween time, to see witches sitting around with big noses and black capes, throwing things into a pot. And Salem. I've gone to Salem so I'm picturing old witches with warts on their noses, throwing things in there.

3. Were there any words or parts that were confusing to you?
If yes, can you show me the word or describe the part?

Its not words, I feel like I can... "digg'd" is a word... I'm picturing like digging. I don't know if I'm right or wrong. I'm trying to use like, "salt-sea shark". I'm assuming its talking about a shark piece being thrown in there, but I could be wrong, so I don't know if it's a word that I don't know, but it's odd and I'm still unsure. And the word "adder's" I am assuming is a person's name because its possessive, with "fork", but I could be wrong, so I don't know.

4. Describe the process of reading the lines. Did you do it in the same way?

No, I skipped this one section because its just adding animal things and it's the same pattern.

It's not important?

To me personally, no.

In the text I mean.

Yes, right. If I read the first two lines, it's a rhythm that repeats, so I'm not going to read it all again. I know whats here, I read it in the first page, but not again. So I skimmed down a bit to see it.

5. How would you describe the rhythm? Rhyme? Any other poetic devices?

Like before, some of the words, like dog/frog, drab/slab. Again. Chaudron/cauldron, again. It is odd because if you go up, they don't match. The rhythm is different. The end of the rhyme here and the end of the rhyme here. AA BB CC, but this one is not. I don't know if the second witch is hearing and the third witch is deaf (laughing) I don't know.

Comprehension Questions (asked at the end of passage):

1. Can you summarize what you just read?

Well my thought, which could be off the point, is that three witches are throwing in different animal parts and creating a spell to put on someone. And then in came Hecate, but I don't know his purpose. He leaves, and in comes Macbeth. Macbeth seems like more of the in control person who is explaining what happens next. The witches are under his control I am assuming, creating something for him, and obeying him I guess.

2. What is this story about?

I'm assuming its set in an older time. And Macbeth wants the witches to help him with something about power or control of some sort. I don't know what, or what people or place, but he's using the witches to help for a specific purpose.

3. Who is this story about (main character[s])? How do you know?

Macbeth, because he seems to be a more powerful person.

4. What is the main idea(s) or main point of the story/article?

In the first page, I thought it would be more about the witches, but during the last two pages, I shifted direction to something else, so I would say the point is that Macbeth wants something to be done and the witches are helping him do that.

5. What do you think will happen next if this story were to continue?

Macbeth tries to control something. I don't know if it's a place or person or group of people, or targeted person, but whatever the witches can develop, they use against that something.

6. What is the author's intention for writing this story/article?

What does he want his audience to get from that?

Yeah.

I'm trying to think back to when he lived. The point? Hmm, I don't know.

How did he portray the characters?

I think it was interesting how he used that, giving who is talking, right away splitting it up into turns/blocks, instead of long lines of what they're saying. Its not one person talking the whole time. But honestly, I don't know.

You say you felt disgusted?

Well no, I thought it was relatable, because the whole world is about power, and so we can relate the past to the present. We are still struggling with power, taking power, using other people for a specific purpose. People are using other people everyday, for specific reasons we might not know. So I think it is relatable, but his message and how he writes it, I still think is very confusing. His word choices, I'm sure he has a purpose, but what it is I still don't understand. I find it confusing.

ID # 37

Reading Background Interview:

1. When did you first begin reading? What is your earliest memory related to reading?

When I think of reading, my earliest memory is of my parents reading to me as a baby. You know, one-year-old, two-year-old. But reading myself would be like, first grade.

2. How did you learn to read?

I learned to read with the old fashioned basal readers. You know, See Spot run. So you know, as a teacher I know it was controlled vocabulary, and sight words, and the pictures. You know, a new story each day, that kinda thing.

3. How do you see yourself as a reader? Do you feel you are a good reader? Why or why not?

Umm, as an adult I would say yes, and there's a stack of books this big next to my bed. I love to read for professional material as well as for enjoyment, and that is completely different than when I was in school. I had comprehension problems. So everyone in school, I remember I went to Catholic school and everybody thought I was a great reader, because I could read the words really fast. But when I got to the end of the page, don't ask me what the hell I read, because I wasn't comprehending it. Umm, so when I was younger, even all the way up through high school and into college, I had to read everything ten times, put in all the extra work. Umm... And I don't know what changed, what clicked, it was probably all the way after I was already thirty-years-old, it was like I rediscovered reading, and enjoyed it a lot more, and would choose to do it.

You don't know what happened?

I don't, I don't. I don't know, maybe it was the pressure of not being assigned reading and worried about being judged or tested, and whether or not I was going to understand it. I didn't have to answer to anybody. Umm, I don't know, but I see myself in the kids that I work with that have learning disabilities. Not the dyslexic kids, because I didn't have a problem decoding the text, but other kids with reading disabilities, with comprehension problems, making inferences, and cause and effect, and those kinds of things. I had difficulty kind of putting it all together.

The large patterns?

Yeah, yeah. I think the bigger ideas, which is totally funny because now, if you ask me and my friends I'm the big idea person, and I'm not the detail person. You know another friend will be the detail person and I'm the one that gets what we call the fat questions or

the big idea. So yeah I don't know, I think my brain didn't grow up until I was after thirty.

4. What reading strategies do you use during reading?
 - a. [Such as: rereading, creating imagery in your mind, making predictions, making connections, summarizing, recognizing breakdowns, using contextual support, etc.]

Everything. And teaching reading has made me, over the years - maybe that's what changed - has made me more conscious of my own reading. So, isn't that funny? You asked me that question and the light bulb just went off. I think the years of learning how to teach reading, and then teaching reading in practice, probably improved my own comprehension. 'Cause I do use visualizing, I ask questions, I do go back and reread, umm... In the beginning of a book that has a lot of characters, I even teach kids this - if they introduce a whole lot of names at once in the beginning and I get confused, I draw little stick figures in the beginning. And kind of like a semantic map, I will put the qualities of that person, you know, what I'm learning is connected to that person - an older brother, or plays football - I'll draw little pictures, and I refer to that probably for the first few chapters, until I get the characters straight. So visualizing, questioning, umm going back and rereading, and umm... Sometimes actually just abandoning it for a little while

What?

Abandoning it, stopping reading and putting it aside, and give my brain a chance to just soak in what I've read so far. So not too much all at once. I teach the kids metacognition, so thinking about their own thinking. So meta-comprehension: did I understand what I just read? I wish somebody taught me that when I was a kid. It's so silly to think, "Nobody ever taught me to think about what I was reading," you know? I thought the way they taught us in Catholic school, you know - stand up next to your desk, read to the class - I thought it was all about sounding good. And I laugh to this day and say the teachers never told me it was about meaning. It was about gaining meaning from the text.

5. What reading activities did you experience growing up?
(Phonemic/phonics, instruction, grammar instruction, cooperative learning, theatre, film, ASL instruction)

I don't remember a lot of phonics. In like sixth, seventh, and eighth grade I remember a lot of grammar... Oh what did they call it? You had to dissect the sentences. There were lines and you had to put like the noun, and then I can't remember what they were called. Some kind of sentence diagrams or something like that. Well I had an English teacher in seventh grade that was very strict about grammar, so I think sometimes that it's the teachers' interest, where they put more emphasis on something like that. Younger age it was just like I said before. It was just basal readers, reading the stories, looking at the pictures, talking about the characters, and then adding a few new words each story. But as I got older, lots of grammar. I don't remember a lot of creative writing, or written

responses to what I was reading. I remember the old fashioned reading groups, you know, the blue birds, the red birds, that kinda thing. I don't remember, umm, silent reading in class. And I was in that Catholic school from first all the way through eighth grade. I don't remember a lot of the things I see today, like readers workshop and writers workshop. I don't remember, umm, other than the different groups – but they weren't flexible grouping like now, according to skill. It was just the low group, the medium group, and the high group. Whereas now I'll see a lot more individualization according to instructional reading level.

In Catholic school, did you do a lot of praying and reading of religious texts?

They had religion class every single morning, and there was one book. That's what I remember a lot when I went to school. Instead of a lot of fiction and nonfiction and different genres, I remember one book for religion class, one book. So reading wasn't about all the wonderful possibilities of what's out there to read. Reading was you sit at this table, with this teacher, and those three or four kids, and read out of this book, and that's the next story. So to me, ugh! It was boring! That didn't instill a love of literature or reading. So I think that's why, years later, I discovered- All the way through school it was very much like that. So I had this notion that there was one right, perfect book, and only that book that God sent down from Heaven or that professor said "This is the be all and the end all," and never stopped to think, or to be allowed to go outside those parameters to think, "Well, I wonder what that person says about this" or "I wonder what that person says about this" or "I wonder what other books there are on this topic." It was only that one book that was put in front of you. You're making me think of things that I never really thought of before.

6. Did your parents read to you often? Did they sing or share rhymes with you?

Oh yeah, all the time. And funny thing is, my mom, she just had a high school education. She grew up on a farm, lots of kids, family very poor. And my dad, same thing, but in Czechoslovakia, grew up poor. When he moved to America, he went to night school in New York City to be a barber; so neither one was highly educated. They not only read, but my dad especially told me lots of stories. I loved story telling, I think that instilled a love of stories, more than reading.

7. Do you enjoy reading poetry or musical lyrics?

I like weird poems. Like, I like Shel Silverstein. I like funny poems. I like kid's literature and children's poems. Umm... I tried, like I remember even one Christmas I put on my wish list "poems," and somebody bought me this big anthology of like American poems. I didn't really get into it. So me? Not so much. But I enjoy funny and I enjoy children's.

8. Do you think in sign language, pictures, do you hear your voice?

Pictures and movies, for me. I don't see... "see" words, umm...

So your reading is not, like talking to you? Or the sound of the-

Not really. Not really, but let me think for a minute because I've never stopped to think about it. Let me read something. [reads to self – inaudible] See this doesn't evoke a picture in my mind, so I guess I'm just seeing the words. Umm... I'm hearing my own voice because that gives me feedback, like, when I'm not in public – maybe connected to my poor comprehension history – I will say it out loud or umm whisper it sometimes. It makes me think of some of the kids – I can't remember what it's called but it's like a little tube, you put it to your ear and your mouth, and some kids get that auditory feedback. I can't remember what it's called but somebody marketed it and sells it now. Yeah I think our kindergartens have it. So I'm not sure about that; my first reaction is pictures, stories, movies, but I-

The sound of your own voice?

Yeah, I think – I think a mix. Like that one (points) was purely visual, the words. Yeah, yeah, interesting.

9. When you are reading and you come to something you do not know, what reading strategies do you use to try to figure it out?

Anything to add?

No, I'll probably think of ten things once I'm driving away. But umm... no. I do have fond memories of reading; my parents reading to me and telling stories when I was really little. I think that was huge. Umm... There was a variety of things, like cookbooks and things like that. You know, seeing the family read Readers Digest, and umm... I think that was important – to see reading around the house, in many, you know, useful in many different ways. Umm... And parents being good about homework – I mean that was important. So I guess that was connected to reading. You know, this is important even though they didn't say, "This is important. We need to do this." Umm...

They emphasized it.

Yeah, I mean because of the – the only other thing that's very important, if I was to be totally honest, is I'm 58. To this day, and probably for the rest of my life, I still have an initial reaction, and now it maybe just takes a second, but I still have an initial reaction, "I'm not gonna understand this." And I have to talk myself out of that, and I've worked on it for a long long long long time. But umm that... I've never been able to totally get rid of that. Like if I'm – and it will never stop me. I will read articles and textbooks and anything. I thank God every day that I still have that spark and that I love what I do and I still want to keep learning. Like Carol Dweck's growth mindset. Umm... But that still haunts me to this day, "Am I gonna be able to understand this?"

Wow, you can!

Mhmm

That good?

Yeah!

Think-Aloud Discussion Questions (asked at the end of sections marked with stars):

****MISSING VIDEO****

ID # 38

Reading Background Interview:

1. When did you first begin reading? What is your earliest memory related to reading?

I started reading around 1st grade, but I had a hard time reading when I was growing up. I wonder if it's because I had damage to my ear. Later I had a lot of support, when I was in 4th grade, and from there I took off and improved.

2. How did you learn to read?

Hearing, looking at books, studying vocabulary, practicing a lot. Also, because music helped me. My mom and dad supported me also by drilling it in everyday and I became better. I didn't know that I would become a teacher because I thought that reading was a weakness. But with support, I learned more.

3. How do you see yourself as a reader? Do you feel you are a good reader? Why or why not?

Yes, going back I had my first certification in Deaf Education, and my second certification in remedial reading and language arts. That really helped me with support for vocabulary and communication. Using language with all of my students, because I am working with high school kids, but also pre-school students, who come to school without any language at all. And then I expose them with words written on the board, visual pictures, papers and manipulatives, activities, role playing, and then they get motivated and involved. They understand and you can see them develop from there.

4. What reading strategies do you use during reading?
 - a. [Such as: rereading, creating imagery in your mind, making predictions, making connections, summarizing, recognizing breakdowns, using contextual support, etc.]

Oh yes, all different kinds. Characters, who, where, what happened, when? Right now, I'm working a lot with my daughter who is developing stories herself. I ask who is involved? Where it is? The setting. What's the problem? What's the solution? How does it end?

5. What reading activities did you experience growing up? (Phonemic/phonics, instruction, grammar instruction, cooperative learning, theatre, film, ASL instruction)

Growing up, I had a lot of structure with grammar. Sometimes I see things where people use inappropriate grammar, and I become frustrated. Or I will hear people say things, like "who" when it is really "whom". It depends on the grammar itself, and I don't think

that's supported enough today because we depend so much on the computer to fix it for ourselves.

6. Did your parents read to you often? Did they sing or share rhymes with you?

Yes. My dad would read from a thick book everyday. He always supported me with reading because I had a really hard time when I was growing up, but after that... well, one thing that was interesting was studying at high school and college, if I would re-write the coursebook information in my own language, using different colors and then studying my own notes, I would understand the information. But if I just read the book, I wouldn't understand it. So I found my own way of understanding vocabulary and details and everything.

7. Do you enjoy reading poetry or musical lyrics?

Yes. Sometimes I like reading short stories before bed. But poetry...there are different poets that I really like and enjoy. Different kinds of stories.

8. Do you think in sign language, pictures, do you hear your voice?

I had a hard time when I was young. I think the same as my soon, if I see something, I can visualize pictures and then I understand it. But if there's a word and lines of text, reading it I will sometimes not understand. But if you focus, you can visualize what's happening and get the picture in your mind. But some people can't, and they get frustrated and don't like reading. But if you can really visualize a place, and realize ok it's a forest, and picture that, okay its about a girl with a wolf, and you have a picture in your head, then you can progress on with the story. But if you didn't connect with the words, then the difference I see clearly with only saying it, the difference is comprehension about what's really happening. Fluency is speaking the words, but maybe not understanding what they really mean. So there is a difference.

9. When you are reading and you come to something you do not know, what reading strategies do you use to try to figure it out?

Visualize it, try to connect it to my experience, to understand it better.

Think-Aloud Discussion Questions Part 1:

(reading aloud quietly to self)

1. Explain what you were just thinking when reading this part?

There's three witches, and I know that (can't make out) Round about the cauldron go. And they're in the woods, (can't make out) and there's three witches in there. And I remember this also, round and round (starting to sign) they go. You can almost picture it

as being dark, with trees everywhere and a cauldron. The witches are just communicating with each other. So that's it.

2. Describe what's going on inside your mind; what does your thinking look like?

I'm saying it out loud to myself, because then I can hear it and I can picture it. It helps me if I can read it, hear it, think it and picture it.

3. What did this story/scene/article make you think of?

That it's William Shakespeare, a classic story.

4. Were there any words or parts that were confusing to you?

Um, I can understand that "thrice" means three times. "Brinded" cat, I'm not sure about that one, I don't know what that means. "Mew'd" means that he was meowing.

How did you figure it out?

Well, I didn't figure out "brinded," but I skipped over that because I knew it was just a cat. (re-reading) "Hath" I know means has, but in old fashioned language. "Sweltered venom got" ...things like that I kind of back up and try to put it together, re-reading it again until it makes more sense. But there were some words that sometimes you skip over and still can kind of understand the words. Shakespeare uses a lot of hard words. So sometimes they're not relevant to the time and language, but you can still kind of figure out what they mean.

5. Describe the process of reading the lines. Did you read in order or jump around the paragraph or page?

I read it line by line by line, but I think I went back up and down again, because (pointing to paper) the first witch, second witch, third witch, then I backed it up again because I wanted to remember the first witch had a cat, the second witch had a pig, the third witch said, "its time, time, time." And then they all gathered around...(pointing to paper) toad...I read it really quickly. See, if I had more time to really study, like I told you before, when I tried to learn something, when I was reading it, I might re-write it. So if I was writing down notes, I would get it. I can't read something just one time. I have to kind of study it or visualize it.

6. How would you describe the rhythm? Rhyme? Any other poetic devices?

Yes. Whined and time. Whined and time? Yes. "Round about the cauldron go, in the poisoned entrails throw, toad that under cold stone..." no not that. "Stone" is one. "Got/pot." Some of them rhymed and some of them didn't.

Think-Aloud Discussion Questions (asked at the end of sections marked with stars):

(Reading aloud to self, begins signing at third verse, stops after a few lines and continues speaking)

7. Explain what you were just thinking when reading this part?

What I was thinking while I was reading is that there's other words, some I know and I can picture that the witches are just gathering all of these different things and putting them into the pot. And some of the words I'm not really sure, but can kind of just picture things happening. The first part I understand (re-reading) like lizards and owls. I understand that. Worms. But when they were talking about...you see how it changes words. Like the "i" is small with an apostrophe, so they're not saying "in the dark" its "i' the dark." "Liver of blaspheming Jew," whew I can kind of understand what that is. "Yew" I don't know what that is. "Sliv' red in a moon's eclipse. Nose of Turk and Tartar's lips." I don't know, I can't picture it. I'm not really sure. "Ditch delivered by a drab...make the gruel.." Yes mixing up what they are trying to make, a slab. "Add it to a tiger's cauldron...no that's chaudron (fingerspelling)." That's different than cauldron. I don't know what that means. For the ingredients for our cauldron. That's interesting, because I would have to look up some of these words. I can understand them perfectly clear, what they are doing. But some of those words I have never seen before, though I still have this image of what is happening, even if I don't know each word.

8. How would you describe the rhythm? Rhyme?

Some of it matches and some of it doesn't. We've got "babe" and "drab". "Lips" and "babe," they don't go together. "Wolf" and "gulf" ...ok kind of. Shark/dark, Jew/yew, yea...okay there's eclipse/lips, but then we have "babe" that's just kind of standing there on its own. Then we have drab/slab, but that line has no other match to it. Then we've got "chaudron," whatever that means, and "cauldron".

How would you sign the last line?

Double double (2beat) Fire burn, cauldron bubble (5 claw handshake).

Comprehension Questions (asked at the end of passage):

(Reading aloud and fingerspelling) Hecate...Hecate? Hecate... (reading aloud)... "by that which you profess," (signing) that's which not witch..." ...however you come to know it, answer me..."yesty waves" (stops signing)....you see this is a lot harder.

1. Can you summarize what you just read?

Summarize? It really got way more complicated with the last part. The other one had rhyming and was easier to just flow and picture it. This one was hard for me. It was harder for me...to envision what it was really. And then I read it again. And sometimes if you're reading it out loud, or signing it, actually no I won't sign while I'm reading, but I

will read and be able to understand and envision what's happening. But I think with the rhyming, it was easier to just picture some words I didn't know. It was harder to envision what they were saying.

2. What is this story about?

(looking at text) I'm not quite sure. I mean now I can see that...I don't know who "Hecate" is. If that's one of the witches? It says "retire", she goes. The second witch, and then "enter Macbeth." He talks, but he's not speaking the same way that the witches are. "I conjure you that which--" its not witch, its which! ...profess. However you come to know it, answer me." Um, maybe he's questioning them about what they're doing? Um... "even til destruction sicken (signs both sick and throw up), answer me to what I ask you". So I guess that he caught them doing something, and was questioning them, and then they had the last words. I don't know.

3. Who is this story about (main character[s])? How do you know?

I think Macbeth, even though the witches are doing so much of the conversation and he doesn't come in until the last minute, but he has pretty much the last say. You are setting up the ideas, you are putting things in...and still I would like to re-read this part to really understand what his point was. I couldn't do it instantly, you know? I need to re-read it again, and kind of write it again in my own words and then I think I'll understand what he's talking about. I don't have the full picture right now.

4. What do you think will happen next if this story were to continue?

I think that...the first witch says "speak" the second witch says "demand" the third witch says "we'll answer". So maybe they'll continue the conversation and he'll be interested in what they were doing. Or maybe they feel intimidated and maybe they'll flee and it will be finished. I don't know. Or maybe he'll be curious and ask them some questions.

5. What is the author's intention for writing this story/article?

His intention? His intentions. Hmm...inspiring curiosity in different people, different perspectives. People who see the world in different ways, and then how they address each other.

ID # 39

Reading Background Interview:

1. When did you first begin reading? What is your earliest memory related to reading?

Um when did I first begin reading? Uh probably when I was in preschool. I don't remember exactly when but um my first memory that I have with reading was with my grandparents and when we used to go visit them in Florida, I'd read the letters off of the license plates. I was probably about 2, 3 years old somewhere around there

2. How did you learn to read?

What I learned later on was that it was through the whole language method of reading. So just really learning the word and what the word meant and then from there I was able to take a lot of what I heard in the words and was able to apply them with some guidance from teachers.

3. How do you see yourself as a reader? Do you feel you are a good reader? Why or why not?

I think I'm a good reader and I feel that way because um I can read and understand higher levels of text and really thinking about them, and I really enjoy just sitting down and reading.

4. What reading strategies do you use during reading?
 - a. [Such as: rereading, creating imagery in your mind, making predictions, making connections, summarizing, recognizing breakdowns, using contextual support, etc.]

Yeah I like to create the picture in my mind. I really learned how to do that when I was in 9th grade and that really helped me a lot more with reading. And just being able to sit and imagine it like a TV show or a movie and that's how I like to approach my reading now.

5. What reading activities did you experience growing up? (Phonemic/phonics, instruction, grammar instruction, cooperative learning, theatre, film, ASL instruction)

I do very distinctly remember daily oral language as part of it. That was a big one throughout the elementary school years. That's what I really remember most. That and just learning the different sight words.

Julia: Did you like it or no?

Um I think for me it worked well but years later, going to school and learning more about it, I can see how it works for some people and doesn't really work well for others. So I think its being a teacher is part of just knowing what works well for certain people.

6. Did your parents read to you often? Did they sing or share rhymes with you?

Yes my mother read to me very often. Share rhymes with me? Sometimes, yeah.

7. Do you enjoy reading poetry or musical lyrics?

Um it's all right. I don't feel positive or negative about it. It's there, it's not bad.

8. Do you think in sign language, pictures, do you hear your voice?

I hear them, yeah I imagine that the characters are talking and the narrator is talking um and that's how I imagine it.

Julia: and you hear it too?

In my mind, yeah.

9. When you are reading and you come to something you do not know, what reading strategies do you use to try to figure it out?

I like to, now I like to... when I grew up my teachers were big into using a dictionary. And I still use that for some words that I have no idea what it means but a lot of what I do now is reading around the word and using context clues to help me identify what that word might mean.

Anything to add?

It was really my mother who worked a lot with me in reading. My father, he doesn't really know how to read. He can get by but he really relies on myself or my mother to help him with bigger words and to help him with spelling and things like that. Um but yeah at the time my father had, what we found out later on would be a learning disability, but it wasn't really identified as frequently as it is today, back when he went to school. So he just kind of got by on his own, which I understand and my goal at some point is to teach her to help him more with his reading abilities.

Think-Aloud Discussion Questions (asked at the end of sections marked with stars):

1. Explain what you were just thinking when reading this part?

I was thinking about when I read the boy (?) in 11th grade.

Julia: When you read what?

I read the boy in 11th grade. So it made me think of that.

Julia: So you know the story?

I don't remember the whole story but I remember this part distinctly.

2. Describe what's going on inside your mind; what does your thinking look like?
(If participant needs scaffolding, give examples):

- a. Visualize/picture people or events in the story
- b. Translate words into signs and think in signs
- c. Translate words into fingerspelling
- d. Hear an inner voice or mouth movements of the words or your thoughts

Yeah I just I can imagine the witches all standing around with their pot and throwing everything in there and just letting the movie play out in my head.

3. What did this story/scene/article make you think of?
(If participant need scaffolding, say "Maybe you read a sentence that made you think of something else or you remembered something from your past.")

It made me think of that the witches wanted to do something to Macbeth.

Julia: You were thinking about what *would* happen?

Yeah.

Julia: How about something else like you said it made you think of high school?
Like that class?

Yeah it made me think of 11th grade, this was the big Shakespeare play of the year.

4. Were there any words or parts that were confusing to you?
If yes, can you show me the word or describe the part?
What did you do to try to figure it out?

Um, hedge pig. That's just not a term that you see a lot today. Harpier.

Julia: What did you do to try to figure it out?

I knew what the words, I knew how to sound out the words, but it was just thinking about what exactly it is that they're doing. I thought that hedge pig was a small pig and then a Harpier is someone who is telling people its time to get ready, like a messenger. So I was just trying to use what I think could make sense and plug it in there.

5. Describe the process of reading the lines. Did you read in order or jump around the paragraph or page?

I took a quick look over it

Julia: what did the quick look look like?

So I just took a look at all the dialogue. In fact I actually missed that part on top, the direction part. I just went right to the bullet print I saw all the dialogue and I started reading that.

6. How would you describe the rhythm? Rhyme? Any other poetic devices?

Um there is a rhyme here, it's uh let's see, AB CD AB. I can see that in the first witch um you can see that within the line and then at the all section there's not really a rhyme happening when, in the first time that all the witches are talking.

Think-Aloud Discussion Questions (asked at the end of sections marked with stars):

7. Explain what you were just thinking when reading this part?

I was thinking that there's more important elements going into it. They spend a lot of time with what the second witch is talking about and what the third witch is talking about, whereas in the other one, when the witches all talked for the first time, there wasn't a lot but even with the first witch in the first part, you could see her talking a little bit more about different aspects of what they're doing and you see it continue with the second and third witch.

8. Describe what's going on inside your mind; what does your thinking look like?
(If participant needs scaffolding, give examples):

- a. Visualize/picture people or events in the story
- b. Translate words into signs and think in signs
- c. Translate words into fingerspelling
- d. Hear an inner voice or mouth movements of the words or your thoughts

I thought to myself 'there's a lot of words here.' Words that you don't see every day.

Julia: Did it interfere with the movie that you had playing?

Um a little bit when there was, I think it was in the third witch a lot of words that again, we don't really see everyday so I think for me to um just come in and start reading the play from Shakespeare it's not what I'm used to so that's why it seems a little strange to me.

9. Were there any words or parts that were confusing to you?
If yes, can you show me the word or describe the part?
What did you do to try to figure it out?

Um yeah nose of Turk and Tartar's lips um I thought they were probably talking about some sort of mythological or legend creature. Add to a tiger's caldron or chaudron, I'm not even sure what that word is.

Julia: Did you try to figure it out or did you skip it?

I just I took a look at the next rhyming word and I knew that it had to be very similar, if not the same, so that's why I pronounced it the way that I did.

10. Describe the process of reading the lines. Did you read in order or jump around the paragraph or page?

Yeah I mean there was no direction or narrator part so I just started right at the top and kept going down.

11. How would you describe the rhythm? Rhyme? Any other poetic devices?

There was a lot more of a rhyme here. You can see it really AB AB first one and second one. I'm sorry the second witch with the third witch, you have the same one with an AB rhyme pattern. And then down at the bottom, you had the same one with all before so you can see that same rhyme coming up again. Possibly for some sort of emphasis on that part as well.

Comprehension Questions (asked at the end of passage):

1. Can you summarize what you just read?

So Hectate, which is some sort of leader of the witches but possibly a wizard of some sort, that person is telling the witches that they're doing a good job and then Macbeth comes to the door and since he's the first person that comes to the door, he's the person who's going to be receiving whatever's in the caldron. And then Macbeth, he talks a little bit as well, and then he wants to know what they're doing and then the witches say, 'okay, we'll let you know.'

2. What is this story about?

The story's about...just this section, or the whole play?

Julia: either

Okay, um I don't completely remember the story Macbeth but I believe it was, I believe if I remember correctly it was um he was a warrior and eventually he became king of the country, I don't remember which country. He started to go mad and then eventually he was killed but in this particular part, the witches are doing something to Macbeth and Macbeth finds them and wants to know what's going on.

3. Who is this story about (main character[s])? How do you know?

Macbeth. Because the play was named Macbeth.

4. What is the main idea(s) or main point of the story/article?
How do you know?

Um this section, it's for the audience to find out more about um or the audience to see Macbeth's reaction to everything and learn more about the reasons why the witches are doing what they're doing.

5. What do you think will happen next if this story were to continue?

I think that um Macbeth would uh want to...would tell them a little bit more about what was happening with him and find out what was causing it and why they decided to do this to him.

6. What is the author's intention for writing this story/article?

How do you know that?

To entertain but also to make people think and to think about a moral of the story or a lesson that they could use in their lives.

Julia: What do you think about it?

What do I think about it? Um I remember it being a very interesting play to read, um and uh I thought that it was a very interesting story. I remember thinking that it was a favorite, I thought positively of it in school. If I heard the story and was asked to read it again, I'd be open to it.

Julia: Anything to add?

Um one thing that I did, in this section, was I noticed the narrator's comments so I made sure to add that to my reading this time after forgetting to add it in the first section.

ID # 40

Reading Background Interview:

1. When did you first begin reading? What is your earliest memory related to reading?

Probably started learning... Kindergarten.

Hmm?

Kindergarten. Umm...my first memory... Probably being read to, umm by my parents. Umm... And then even with that trying to follow along, pointing at the words, you know, that kind of a thing. Umm but yeah, my parents reading to me, I always think about, yeah.

2. How did you learn to read?

Hmm... I actually don't- You know I don't remember exactly.

Like, phonics or...

I do believe it was phonics. Umm, I don't think like anything we do today. Umm, but I do remember those early readers, like cat, hat, bat kinds of books, yeah.

Most people don't remember.

3. How do you see yourself as a reader? Do you feel you are a good reader? Why or why not?

Yes, I do. I constantly read. Always, always, always. Umm, I read a variety of things. Umm, and I know I stop and think. Especially if it's nonfiction, I'll Google it if I don't understand it or umm... I love historical fiction and- but sometimes war stuff, like, I don't know. I'll ask my husband, so, I don't think you have to know everything, but it's the strategies to fill in the gaps when you don't know.

4. What reading strategies do you use during reading?
 - a. [Such as: rereading, creating imagery in your mind, making predictions, making connections, summarizing, recognizing breakdowns, using contextual support, etc.]

Umm... I do reread a lot. Umm, I'm very visual too, like I'll stop and think about it. Umm definitely not summary, I'm not- I don't go that far. Umm... but I do non-fiction reading, especially if it's professional, I take a lot of notes. Highlighting, or annotating in the side for myself. Umm just to remember key things. Umm, but definitely fiction, totally visualizing I'm there. And I'll reread, even if I just enjoy it you know, not just because I'm confused. Umm... I do predict a little bit, I try not to because I don't want to be disappointed, or like... I want it to unfold, like I don't want to preconceive what I think.

Umm, but if I do predict I like to be like “Yeah! I got it!” Or actually a lot of times if I’m reading a mystery, I like when I’m wrong. Like, I like when the author really spins it, so I don’t understand. But yeah I think visualizing and rereading are probably my biggest, that I use.

5. What reading activities did you experience growing up? (Phonemic/phonics, instruction, grammar instruction, cooperative learning, theatre, film, ASL instruction)

Hmm... I think it was phonics. I kinda grew up in the mix of phonics and whole language, where we did both. I remember doing- Well actually it’s funny, I remember doing a lot of plays. Even we performed them, it wasn’t just reader’s theater like we do it the class. Like it was actual- Every year, it was funny Jen and I were just talking about this, I remember every year doing a huge performance, umm, so I think that was fun. Umm, I do remember we were grouped by level, like it was still in that age where the blue birds and, you know, that kind of a thing, definitely not mixed up like we do now. I’m trying to think, what else? And it was all very like, whole class, not very individualized, you know. Whatever the teacher said we were doing, that’s what everybody did, except for the early, early ages, where we did get put into those reading groups. And then, I think I remember by maybe 4th, 5th grade, they finally started umm mixing us up. Umm we actually switched for reading and math and stuff, umm, and then we started to get grouped a little bit more, or challenged at our levels, but it wasn’t until I was older. Early levels, I’d say we were all doing kind of the same thing.

6. Did your parents read to you often? Did they sing or share rhymes with you?

All the time. Yes all the time, all the time. My mother’s an avid reader too, so that was something we shared from a very very young age. Umm, and then because I loved to read, I always got books as gifts, even when I was little little, so we’d read them together, over and over and over again. And I’ve actually now passed it on to my kids, so yes. All the time we were reading together, yes.

7. Do you enjoy reading poetry or musical lyrics?

Yes. Yes. I didn’t like it when I was younger, but I like it now. Especially with song lyrics, it took me until I was older to figure out it really is poetry. And then going back and, you know, thinking about it, and I now use it with my students too, not just regular poetry.

8. Do you think in sign language, pictures, do you hear your voice?

Umm, I think it’s all sensory, you know, visuals, sounds, umm... I know I make connections even with like smells, you know, umm... Not very linear, not very wordy, like I don’t attach it that way. It’s definitely a more, like I said, auditory, visual... Umm, and kinda like you said that movie, like I could kinda put myself in that moment. I need to visualize it to figure it out. I’m not good at just hearing it, I need the visual, or I need to stop, and kinda go, “Can I see that? Can I picture it?” And if not, show me the visual.

Do you see the words? Or just hear them?

I think I'd say just hear them, yeah.

9. When you are reading and you come to something you do not know, what reading strategies do you use to try to figure it out?

Umm... If it's a concept, like an idea, I will try to Google it or ask someone. Umm, if it's a word, I'm reading it on my Kindle so I cheat and use the dictionary app. Umm or even if it's a military term or that kinda thing that doesn't pop up, I'll even research it or I'll ask my husband or someone else I know that's knowledgeable. But I don't like, skip it. I don't pass over it. Like I said, usually I'll cheat and use the app or I look it up.

Anything to add?

I don't think so.

Think-Aloud Discussion Questions (asked at the end of sections marked with stars):

1. Explain what you were just thinking when reading this part?

Uh... I actually totally didn't read the title, but as soon as I saw the witches, and- I knew what it was, and then actually, when I got to the double trouble I kinda giggled, 'cause I say that all the time. Umm, but definitely through here, I had to really kinda... It was a little stilted, 'cause you know Shakespeare, the language is different. So I really had to stop and think about the words, umm... Especially with, like Harpier, umm there was something else... I think it was just the cadence, like I had to really stop and think about what I was saying. It's kind of... I was very focused on the words, versus the ideas.

2. Describe what's going on inside your mind; what does your thinking look like?
(If participant needs scaffolding, give examples):
 - a. Visualize/picture people or events in the story
 - b. Translate words into signs and think in signs
 - c. Translate words into fingerspelling
 - d. Hear an inner voice or mouth movements of the words or your thoughts

I think it was just very visual, seeing the words. Just trying to get through the language.

Do you hear yourself?

Yes! Yeah.

3. What did this story/scene/article make you think of?
(If participant need scaffolding, say "Maybe you read a sentence that made you think of something else or you remembered something from your past.")

Umm...

Any connections that popped up?

I guess it made me think of Halloween, just like, witches. And just the whole double trouble, I say it a lot to like, Lindsey, around like Halloween, like Ohhh! Soit made me think of that.

4. Were there any words or parts that were confusing to you?
If yes, can you show me the word or describe the part?
What did you do to try to figure it out?

Umm, I kinda said it twice. I said it one way and then I fixed it. Umm, well actually I think I said it in my head, "Harper," and then I realized it was the "I." So then I knew it wasn't Harper, it was Harpier. Umm... And I actually had to kinda double look here, 'cause it was lower case, instead of- like it didn't stand out. It looked funny to me so I had to think, "Wait no, it's just I." So umm, but I think that was it. Yeah, I think that the I and the Harpier were the two.

5. Describe the process of reading the lines. Did you read in order or jump around the paragraph or page?

Umm, I'd say line by line. Umm, I took a quick scan, kinda seeing that this was more the story text, uhh, getting ready thinking it might be dialogue, so I was trying to get myself ready for the difference of the way I would read it. But definitely I went line by line.

6. How would you describe the rhythm? Rhyme? Any other poetic devices?

Umm... I don't think I really noticed anything until here, 'cause this was kinda line by line, but I just kinda, visually, I saw the lines were about the same, so I knew that the rhythm and the rhymes were probably going to be similar. So after reading through the first two lines, it kinda cued me into how to read the rest of the lines.

Think-Aloud Discussion Questions (asked at the end of sections marked with stars):

1. Explain what you were just thinking when reading this part?

Umm, I think it's very listy, almost like tongue tying. So trying to keep myself, separating the ideas, especially through here. Umm, and again I noticed the lines, but I also noticed here I almost said cauldron, and I had to stop myself and realize that the "L" wasn't there and that it was different. Which was interesting for me to stop and go, "Wait that's not it," to fix it. Umm, and I guess in terms of images and stuff, that typical- again, the witches around the pot, you know, kind of images. And then again it just makes me giggle cos you know, kids always think of the grossest things to put in the pot and those are pretty gross.

2. Describe what's going on inside your mind; what does your thinking look like?
(If participant needs scaffolding, give examples):

- a. Visualize/picture people or events in the story
- b. Translate words into signs and think in signs
- c. Translate words into fingerspelling
- d. Hear an inner voice or mouth movements of the words or your thoughts

No it's the visual. It's like, the witches around the big old cauldron you know, the bubbling and that kind of a thing. Umm, yeah definitely very visual.

3. Were there any words or parts that were confusing to you?
If yes, can you show me the word or describe the part?
What did you do to try to figure it out?

Umm...

Did you know that one?

No, I was just going to say that one definitely caught me. Fenny I had no idea.

So did you use a strategy? Like skipping it, finding the meaning, or-

I was just kinda thinking, with fillet, it's gotta be big enough that you could cut it to pieces. I just thought maybe it was bigger snake. Umm, this I still have no idea. No. Umm... (pointing) that would definitely be something I'd probably be looking up. Umm... I think that fenny and chaudron were the two words I didn't know. Everything else I was fine.

4. Describe the process of reading the lines. Did you read in order or jump around the paragraph or page?

Yes, line by line.

5. How would you describe the rhythm? Rhyme? Any other poetic devices?

Umm, yeah for the most part, umm 'cause with all the commas it helped. And then I kinda, I know here got a little thrown off 'cause there wasn't the comma here, so to continue it was a little weird. Umm...but yeah I tried to keep that rhythm, again seeing the length and the use of the commas.

Comprehension Questions (asked at the end of passage):

1. Can you summarize what you just read?

I think it's dealing with... They're having issues, like there's problems and they're talking about... Being encouraged to share their problems or issues, because if they do they're gonna get an answer, like there'll be maybe a solution. I think. Yeah it seems like there are issues, they're being commended for sharing them, and that they should share them, because if they share they'll answer.

2. What is this story about?

No. I'm not familiar- I know the umm the witches and that little thing, but it's not one of the Shakespeare stories I'm familiar with, no.

3. Who is this story about (main character[s])? How do you know?

Umm... I would guess Macbeth, since he's the title of the piece. It's Macbeth.

4. What is the main idea(s) or main point of the story/article?
How do you know?

To, I guess, express your issues or your problems. I think the witches are the ones bringing everything together, but I think it's, basically if you have issues or problems to say something 'cause you'll get an answer or a solution.

5. What do you think will happen next if this story were to continue?

Umm... I think somewhere thereafter we would hear more about the problems, because we're being told "Demand," "We'll answer," so I think it would continue with the conversation of issues.

6. What is the author's intention for writing this story/article?
How do you know that?

Umm, to get people to speak up. I think a lot of people are afraid to speak up and, even with the word demand, not just kind of say it, but be strong about it. Almost like stand up for yourself otherwise nothing will be done. He's saying if you stand up for yourself, then something can be done.

Anything to add?

Umm, I don't think so.

ID # 41

Reading Background Interview:

1. When did you first begin reading? What is your earliest memory related to reading?

I don't remember the exact age, I do remember reading Hop on Pop repeatedly and Are You My Mother by P. D. Eastman over and over and over again. That's my only memory of it.

2. How did you learn to read?

The only thing I remember school wise is we had Dick and Jane, we had little primers and we read about Dick and Jane everyday in a group. We took turns reading out loud. So first the teacher read it, and then we copied what she said, and then we started to memorize the words, the sight words. That's the only memory I have. It was in the 60s.

3. How do you see yourself as a reader? Do you feel you are a good reader? Why or why not?

I feel I'm a fairly good reader, I read a lot, I read in school, I read for pleasure, um I read all the time it's in every part of my life.

4. What reading strategies do you use during reading?
 - a. [Such as: rereading, creating imagery in your mind, making predictions, making connections, summarizing, recognizing breakdowns, using contextual support, etc.]

A lot of imagery. A lot of rereading, if I don't understand I'll go back. If it's something I'm not particularly interested in, my mind wanders so I have to go back. I also love words, so if I find a new word I'm excited to look it up. So I love my Kindle so that I can just touch on it and the definition comes up.

5. What reading activities did you experience growing up? (Phonemic/phonics, instruction, grammar instruction, cooperative learning, theatre, film, ASL instruction)

All I remember is those Dick and Jane books. I remember something called SRAs which was scholastic reading...I don't know. It was very independent so you'd be in the yellow level so you'd read all of those and you'd correct them yourself, and you'd go to the next color and the next color and I was always at the top of the class with that. It was rather competitive. This one boy, I still remember, we were fighting for the top thing, I don't know. So just elementary school, or middle school?

Julia: I guess high school too.

*Well I remember the first actual chapter book that I remember reading was *The Secret Garden*. I was 10 or 11 and I just loved it. I couldn't believe that I hadn't read a book like this before. My parents weren't big on giving us books or anything, they were readers but I don't think they ever...I was the sixth child out of seven so I think they were done with that kind of thing so um those are my biggest memories.*

6. Did your parents read to you often? Did they sing or share rhymes with you?

No, no. My father was 50 when I was born so he was kind of done with that stuff and my mom is not a real nurturer, she didn't read to us at all. There were books around from my brothers and sisters and I picked them up on my own but no. yeah, yeah independent.

7. Do you think in sign language, pictures, do you hear your voice?

Yeah I love words and I'm constantly spelling, so

Julia: So like seeing them or?

I see the letters and I even find myself writing them on the palm of my hand and not realizing it, so if I'm listening to the news and a new word comes up and I'm like (writes on palm) and I have to figure out how to spell it before I can go on and think to what they're saying next. It's kind of weird. I've always done that. I love spelling and I want spelling to be accurate and I love crossword puzzles and all those kind of things that have to do with words.

8. When you are reading and you come to something you do not know, what reading strategies do you use to try to figure it out?

I definitely try to figure it out by any root words I know or you know, the context and make guesses, but I wanna know for sure that I'm right, so I always look it up.

Anything to add?

I'm constantly reading now. That's my favorite thing to do – read, read, read and I have book clubs with different teachers in the building. You know, Ann and I are always sharing books and it's fun

Julia: fiction mostly?

I think my favorite genre is historical fiction, yeah although lately I've been dabbling in some sort of, um, I don't know what you want to call it, science fictionish historical fiction like time travel and you know witch craft and all this ridiculous stuff but it's fun

Think-Aloud Discussion Questions (asked at the end of sections marked with stars):

1. Explain what you were just thinking when reading this part?

I was picturing the cave, I was picturing the three women around the cauldron. I was picturing them each saying their part of a spell or some sort of chant or something and throwing things into the cauldron.

2. Describe what's going on inside your mind; what does your thinking look like?
(If participant needs scaffolding, give examples):

- a. Visualize/picture people or events in the story
- b. Translate words into signs and think in signs
- c. Translate words into fingerspelling
- d. Hear an inner voice or mouth movements of the words or your thoughts

I'm seeing pictures, I'm thinking about a book I'm reading that has witches in it, I'm thinking that I've heard this so many times 'double double toil and trouble' you know it's part of my childhood you know saying that. I'm thinking gee I never read this play by William Shakespeare.

Julia: And hearing the words?

Definitely. Yeah and thrice is not a word I come across very often, but I like it. I wasn't sure what brinded meant so I was thinking hmm I gotta look that up.

Julia: Did you try to figure it out?

I did but all I could picture was that the cat meowed three times but I still don't know what brinded means so I was thinking about you know um branded I was thinking about cooking in brine. You know, all these different things, but I don't know.

3. Were there any words or parts that were confusing to you?
If yes, can you show me the word or describe the part?
What did you do to try to figure it out?

I stopped with hedge pig thrice and once the hedge pig whined and I was thinking hedgehog, pig, hog, so I thought something porcine. And then harpier, I'm thinking a heartbeat, and then I'm thinking it must be her name because it says harpier cries, so. Um and I read toad that under cold stone and I'm thinking are they putting the toad in the pot or under a stone, or was it under a stone and they're putting it in the pot? And I wasn't sure what sweltered venom meant. Sweltered venom sleeping gut. So some sort of poison that was hot or heated up. Boil thou first in the charmed pot.

Line by line but sometimes I'd go back, you know I'd realize I just read that and I don't even know what it was. You know, I'd go back. And I think I read differently knowing that you're gonna ask me questions. If I was just reading for pleasure, I would have whipped through it and gone on to something else but I knew you'd be asking me questions so I tried to think

4. How would you describe the rhythm? Rhyme? Any other poetic devices?

Um yeah well obviously the rhymes here I noticed, and this but I didn't really notice any here (pointing).

Julia: and how would you describe it?

How would I describe it? The whole thing?

Julia: the rhyme or the rhythm?

Oh the rhythm. Just couplets, you know rhyming at the end, to to to, same here. (pointing)

Think-Aloud Discussion Questions (asked at the end of sections marked with stars):

1. Explain what you were just thinking when reading this part?

I'm thinking that I'm coming across a lot more words that I don't know. I'm trying to picture it but because I don't know some of the words, it's kind of driving me crazy. Also I feel it's getting more violent, I guess because there's more human parts being put in now. Um I you know the same, the rhyme was the same in the couplets. And the refrain. But for me it was like I wanna know what that means, I wanna know what that means. You know?

Julia: Did you try to figure some of them out?

Oh definitely. I was trying to picture it. I didn't skip them I reread them and sound out how it should sound. Like a tartar's lips, first I said tartar and then I said tar tar's lips you know I don't know! I don't know what it is, you know? Um and I pictured a birth strangled babe and uh it kind of stopped me for a minute. Gall of goat, you know I'm thinking it must be a gallbladder. Ditch delivered by a drab, couldn't quite figure that one out. The gruel thick and slab and I don't, I have no idea what a tiger's chaudron is. For the ingredients of our caldron (reading). Frustrating.

Julia: were you hearing it?

Oh yeah, definitely, yeah.

Julia: and seeing it too?

Seeing the words I know, like I'm picturing a goat and a ewe and you know the moon and all but when I get to ones that I don't know, it's a little frustrating, other than the fact that they're human and a nose of a turk but I'm always picturing.

(Julia: Did you read the lines the same way)

Oh yeah I definitely kept going back like I read this and then I read the whole thing again. You know so I'm like hmm wait a minute. I did a lot of rereading. And I had to keep my finger on there because I would lose my place.

Comprehension Questions (asked at the end of passage):

1. Can you summarize what you just read?

Okay so the witches are in the cavern, now Hectate comes in and he's commending them on what they've done, and I was trying to decide if elves and fairies were there or if he's telling them that they should come there, I don't know. Then he leaves. And then the second witch is saying some sort of um spell or incantation and I've heard that so many times in literature, in movies all that. (Reads a line, inaudible) And then Macbeth comes in, and he's just, he's just, he wants them to answer some question and he's giving all of these conditions, even if this happens, even if that happens, you still have to answer me. No matter what happens you have to answer me. 'even till destruction sicken, answer me to what I ask you. Speak, demand, will answer.' So they're willing to answer.

2. What is this story about?

What is the story about. (long pause). Well it's titled Macbeth. I'm just thinking the title's Macbeth so it centers around this character and I'm wondering if maybe he has asked these witches to answer something and they're trying to conjure up something so they have the knowledge to answer. Im guessing. I really don't have any background knowledge on this. Um but, when she says, 'something wicked this way comes,' Macbeth is wicked so I don't know if they're willing to do something for him, you know what I mean? And how does he have this power of them? So I feel some sort of struggle there. And Hectate 'well done I commend your pain everyone shall share the gains.' So is he doing something against Macbeth? Is there something dark going on? Obviously there is. I don't know who's good and who's bad here.

3. What is the main idea(s) or main point of the story/article?
How do you know?

Somebody wants an answer and he's gonna get it no matter what.

4. What do you think will happen next if this story were to continue?

He's gonna get an answer that he doesn't like.

5. What is the author's intention for writing this story/article?

What was his intention?

Julia: yeah what do you think? His point of view?

Hmm. Well to get my interest certainly. To get me interested in reading it. To set a dark scene, to make it, you know, very dark. Um, something wicked. You know they're throwing in all of this horrible violent stuff, how do they come by it, you know everything's very dark you know a lot of commanding 'even till destruction sicken, answer me to what I ask you.' Yeah just setting a whole dark thing and I wanna see what's coming next, yeah I wanna see this wicked thing that comes. Is it Macbeth or is it something else? I have to read it now!

ID # 42

Reading Background Interview:

1. When did you first begin reading? What is your earliest memory related to reading?

I would say first grade I really started reading. I know in kindergarten I learned words, but reading was really in first grade.

2. How did you learn to read?

I don't remember how. I know that a lot of it was memorizing words and putting them together. So it was a whole language approach, and not really phonics.

3. How do you see yourself as a reader? Do you feel you are a good reader? Why or why not?

Yes, now I would say I am a good reader, but when I was growing up I was not a good reader. I was slow. My fluency was really slow. Um, I know I had teachers who worked with me for my reading, but during elementary school, but now I read a lot. All the time for my teaching, for school and so on. I'm always reading.

4. What reading strategies do you use during reading? Visualizing? Making connections? Predictions?

A lot of making connections. Trying to think what it reminds me of. And I would say visualizing. Strategies, yeah. As a teacher myself, I know a lot of reading strategies, so I visualizing, questioning, re-reading again and again. If I don't understand something, going back to read again a lot.

5. What reading activities did you experience growing up?
(Phonemic/phonics, instruction, grammar instruction, cooperative learning, theatre, film, ASL instruction)

Yes, a lot of grammar. And worksheets, and I remember looking around the room and not knowing what to do, because that was not the way that I learned. You know, spelling books and writing worksheets.

6. Did your parents read to you often?

Yes, my mom always read. Every book in elementary school, middle school, and even high school. She would talk about the book with me, because she really loved reading. I remember in middle school, we had to read "Dicey's Song" and my stayed up all night reading the book. She looked the book, and really wanted to talk about it. To discuss.

Did they sing or share rhymes with you?

Yes, all the time. My mom sang while I was growing up, but not...like it was before kindergarten. Rhyming.

7. Do you enjoy reading poetry or musical lyrics?

I love poetry.

8. Do you think in sign language, pictures, do you hear your voice?

I see a film in my mind. When I read, I hear own voices, so I'm still slow at reading, but its my voice I hear in a way.

9. When you are reading and you come to something you do not know, what reading strategies do you use to try to figure it out?

Now, I am a reading teacher, so I know all of the different phonetic types, so now I will break down the word into parts. Phonemes, you know. Which syllable and type.

Anything to add?

I think a good reader really needs both phonics and comprehension strategies. They need phonemic rhythms and visualizing, questioning, going back and re-reading.

Think-Aloud Discussion Questions (asked at the end of sections marked with stars):

1. Explain what you were just thinking when reading this part?

So um, I'm visualizing three witches around a cauldron, um, and..it's nighttime. So nighttime. And they're dressed like witches. With big hats. So I'm really just visualizing that. Um, the thunder.

2. Describe what's going on inside your mind; what does your thinking look like?
(If participant needs scaffolding, give examples):

- a. Visualize/picture people or events in the story
- b. Translate words into signs and think in signs
- c. Translate words into fingerspelling
- d. Hear an inner voice or mouth movements of the words or your thoughts

(signing) VISUALIZE. 3 WITCH AROUND. DARK. NIGHT. HAT. VISUALIZE. 3 DIFFERENT VOICE. WEIRD WITCH VOICE. (fingerspelled) T-H-U-N-D-E-R.

And I heard their voices. Yes, yes. So yeah, three different voices. But in a weird, witchy voice though.

3. What did this story/scene/article make you think of?

It reminded me of a movie I had seen. Um, not Macbeth. But ahhh, probably growing up. Like a kid movie, that I had seen with witches in it so.

4. Were there any words or parts that were confusing to you?
If yes, can you show me the word or describe the part?
What did you do to try to figure it out?

Not familiar with? Um, not really, no.

Maybe “thrice.” Well, it reminds me of the thunder, number three. So possibly, or I just skipped over it. Um, but I think of thrice being like three times. So, making connections to other words that I know.

5. Describe the process of reading the lines. Did you read in order or jump around the paragraph or page?

Um, I just read straight down, but then I would go back because it’s not in English, standard English, um American English. But in a more formal English, formal English.

6. How would you describe the rhythm? Rhyme? Any other poetic devices?

Whined and time. Got, pot. Stone. It does have a rhyme. So “double double, toil and trouble; fire burn and cauldron bubble.” End rhyme.

Think-Aloud Discussion Questions (asked at the end of sections marked with stars):

1. Explain what you were just thinking when reading this part?

Just that they were adding more into the cauldron.

2. Describe what’s going on inside your mind; what does your thinking look like?
(If participant needs scaffolding, give examples):

And I was visualizing all of the different things they had been adding. And I was kind of inside, blah, grossed out.

3. What did this story make you think of?

Um, I had once been to a museum um, it’s called “Grounds for Sculpture” so grounds and a bunch of sculpture and there was a witch there with a big cauldron. So maybe, like, visualize that witch and made me connect like a personal experience that I know I had.

4. Were there any words or parts that were confusing to you?
If yes, can you show me the word or describe the part?
What did you do to try to figure it out?

Um so thankfully since I've read a lot of books about snakes, I know that an "adder" is a snake, so it's probably the adder's tongue, the fork of it. Um, but I was using things that I had read before to connect it. I have taught about newts and all of these animals but, um, I don't necessarily know what a "fenny snake" is. But I'm thinking it's like a thin snake. And um, I don't know what a tiger's chaudron is. But it rhymed with "cauldron" so...

So I read these more carefully because I knew you were going to ask questions so I was like I really need to read but all the parts I read fast because they were repeating.

5. Describe the process of reading the lines. Did you read in order or jump around the paragraph or page?

And then I did skip over like the whole piece. I read over those faster because that was like a repeat of what I read on the page before.

6. How would you describe the rhythm? Rhyme? Any other poetic devices?

Well again, it had the rhyming and there was the rhythm of, um, there's a rhythm of the story, like a cadence and how you read it. And I probably have to read it again to be better at the rhythm. Ahh, because I always read aloud to myself. Especially words that don't necessarily um, that I wouldn't read in a traditional book cause this is written in prose.

Comprehension Questions (asked at the end of passage):

1. Can you summarize what you just read?

Summarize? This whole thing? Okay. So there's three witches who were baking a potion. They added a lot of funny things. Um, then the lead witch came in I would say. And was really proud of what they had done. And then they, ya know like pricked their thumbs and added their blood into the cauldron. And then Macbeth came. And was not happy with what they were adding. And told them to answer some of his questions and they said that they would.

2. What is this story about?

So I think Macbeth was trying to save, stop them from going through with their plan. I don't know anything about Macbeth so this is good. So I'm like I have no prior knowledge of this.

3. Who is this story about (main character[s])? How do you know?

In this piece? Well, I think that like Macbeth is the hero and it's entitled Macbeth so I would think that he was the main character. Although we read a lot about the witches.

4. What is the main idea(s) or main point of the story/article?

Main idea or point? It was mostly about. I would say it was mostly about the witches trying to do, do something evil with their potion. And then Macbeth stopping them but that wasn't the main point. The main thing was them making the potion and then Macbeth came in.

5. What do you think will happen next if the story were to continue?

Um, somehow Macbeth will stop them from going through the plan.

6. What is the author's intention for writing this story?

Well, they are trying to tell a message. Um, I would think that his message is to probably, like the monarchy that was going on back in the day when he was writing this, and his message was kind of the monarchy was the witches and they had control over all the peasants or the lower class and so the people from the lower class need to rise up and stop them from making their cauldron of rules and laws.

ID # 43

Reading Background Interview:

1. When did you first begin reading? What is your earliest memory related to reading?

I remember very early elementary school as early as possibly I'd say 1st grade, and I remember this was probably back in the early 80s and curriculum was a lot different then than it is now, and I just remember the books we used to read were um you know there were a lot of pictures and visuals and there were, each page was about a sentence. I remember the focus was on a few words at a time and phonics and sounding out words. And we had specific programs in elementary school where we really looked at those pieces even before reading together as a whole. I know things have really changed now a days and that is not just from what I remember but from what my parents and siblings have talked about um but that's my best recollection of early elementary school

2. How did you learn to read?

Yeah the pieces, looking at the pieces, sounding out words, um making phrases, taking it that way. To the best of my knowledge, that's what I remember on how to read.

Julia: Most people didn't remember (not sure if this is what was said because he spoke over you)

Yeah

3. How do you see yourself as a reader? Do you feel you are a good reader? Why or why not?

Um honestly, I felt I was a very weak reader. I think I got off to a great start but when I got to middle school age, and with the standardized testing, and I went to catholic school so, there was still testing and everything but I consistently scored low in reading and language arts and I was very very high in math and science. And even in high school when I took the PSATs and SATs, it was the same thing, you know reading...and I was a good reader but my comprehension was really low, I had a very difficult time understanding what I read. But I was very good with vocabulary so that was my strength and weakness. And then when I was 30 years old or so, between 30 and 35, I was in the doctorate program and I really learned to write a lot better than I've ever done. And since that program, I've published 5 articles and I have a blog and you know I'm very active in writing, so it took me a little longer, you know, to really get in that um I don't know if I had enough practice along the way or if I had the best teachers but that was a really slow process for me. And I was a science teacher, biology, for 12 years so that has a lot to do with it too, my strengths were in math and science.

4. What reading strategies do you use during reading?

- a. [Such as: rereading, creating imagery in your mind, making predictions, making connections, summarizing, recognizing breakdowns, using contextual support, etc.]

Right um definitely prereading, um sometimes early on it was just simply using your finger, just word by word or sentence by sentence. Visuals for sure, definitely visuals involved. I'm definitely someone who relies on seeing pictures. A lot of times it was, I remember, looking at the cover of the book and making some predictions and even before you read the book, looking at the cover maybe reading the first paragraph or first sentence of a book and then maybe reading the last and kind of making some predictions and then reading the book and reviewing it. And sometimes there was support, sometimes someone would read to me, obviously in the very early ages. And when I was read to, there might have been some cues or if I couldn't pronounce a word, well you know it rhymes with ___ and then they would give me a word. If the word was dog, it rhymes with fog, etc. you know, all different types of things.

5. Did your parents read to you often? Did they sing or share rhymes with you?

My mother did quite a bit, my father came from Italy and he didn't speak much English. Over time, he started to learn more and more but he can really barely read, really can't read all that well. Um so my mom did a lot of the reading with me before bed, sometimes in the morning, went over my homework with me. My dad helped me with math, um and he couldn't show his work but he said "that's the answer. That's just the answer just because" and I'd say well I have to show my work and so the showing the work piece was my responsibility but he would help me kind of get it right, I'll check it for you kind of thing.

Did they sing or share rhymes with you?

Sharing rhymes, like when reading?

Julia: Like nursery rhymes

Oh yeah yeah absolutely. And sometimes it wasn't just reading but you know, music definitely. There was a lot of visuals and a lot of music involved um in the early ages and today I rely on music and visuals definitely.

6. Do you enjoy reading poetry or musical lyrics?

Yeah sometimes I will either listen to a book on tape instead of reading a blog of being part of a chat on twitter, which I used to do a lot. Now I'm part of a – I use an app called Voxer and what it is, it's a walkie talkie and you push it and you talk and then it goes to your group, and we have a group of 25 educational leaders across the country, and we have a topic and we comment back and forth and we share ideas. And then some will send text messages where you know, we'll read the message. They put links,

like here's my article, and we'll go to the article and read it, so that app I use quite and bit, you know not just for communication but for reading um sometimes they'll be some music involved in it. People will send pictures once in a while, sometimes related to education, sometimes just of their kids and families and everything so that and that's like a more modern technology

Julia: Is that on your phone?

Yeah it's an ipad app, I mean iphone app yeah. (shows on phone) this one here, so yeah like for example lead up now is the group I'm in and um you can see pictures and some reading and you push and um this is from 12:45 today and all the orange I haven't read yet so you just keep going back

Julia: like PLCs almost (not sure, kind of quiet)

Yeah it's like an online virtual kinda...and these are and then you just hit play (voice from phone talking). Yeah so anyway we listen so listening is a big part of my collaboration these days because, when you're in a car driving you can't be reading. And I have you know two boys 3 and 5 years old, so it's very hard to find time to do professional reading or any reading for pleasure, so I do this so I can kind of you know educate myself, professional development and when I'm home I'll read the messages and links to articles and all that. So that's kind of my way of when I don't have time to read

(talking about another app)

7. Do you think in sign language, pictures, do you hear your voice?

Right, yeah when I think I don't think of words, I always think of an example, like a vivid example kind of like, I hate to say dream but I kind of envision what I'm thinking of. So if I envision myself to you know lead a faculty meeting, I see myself doing it. Or if I'm running a marathon, which I have an interest in doing, I think of, I see myself running that marathon. So it's visual I guess

Julia: You don't hear what you will say?

Um not so much, no. there's times when um if I'm in thought, you know driving with no music and none of this Voxel, I'll kind of replay my day and I might hear some of the things I heard during the day replying but I'm more of like a thinking of visuals more than just like text or hearing. But sometimes you know, it's interesting to just try to get a perception of the deaf and you know just kind of zone out and cover your ears and try to do those strategies and you know, its very interesting. You kind of develop... I have a very good friend who is deaf in one ear and his two parents are both deaf, and they just had a child so, and they don't know yet, but there's a chance you know whatever the genetic chance is that, so they're already making preparations. They all

already know how to sign very well and the parents, they drive, you know everything (snaps) like that. I find it like completely amazing. And you know more than I do.

(talking about this for a few more seconds)

8. When you are reading and you come to something you do not know, what reading strategies do you use to try to figure it out?

Well I'll reread it a couple times and then I'll look to see in the context of it being there, I'll look very carefully at how the word's being used. Did you say words or phrases?

Julia: Both

Both? Okay. So if I look and I can't figure out what the word is, and I can't figure it out from the context clues, I'll...then I'll probably look it up on an app, Google, whatever and go to a reliable source and then, you know, pretty much will remember. I don't think I'll every lose it at that point, I'm pretty good about, not having a photographic memory, but having a pretty good memory of learning things like that. When you don't know something, you look it up and now you know it. And usually, you know if I'm reading it, somewhere along the line I'm using it in some way, I'm either applying it or if it's something that I have to read and present on, and I didn't know what it was and I look it up, well I never heard of that word, and then you have to repeat it or you have to write about it, then that really helps the process.

Anything to add?

No I just the one thing with the earlier with reading that you know it was very very difficult for me, um to learn and that was a big weakness spot. It just kind of shows that at like any age you can learn and some learn faster than others and that was kind of...the comprehension was very weak, I think I was really good with phonics and sentence structure, like all of those were good it was just reading the paragraph and then answering questions, I was very weak at and um the understanding what I'm reading and looking at it, and sounding out, that's kind of, talking to yourself, that was a strategy I used and I really think that kind of helped me through the years. I'm trying to think what else I had. That's really it, these questions kind of hit upon, touched upon a lot of different things definitely.

Think-Aloud Discussion Questions (asked at the end of sections marked with stars):

1. Explain what you were just thinking when reading this part?

I was having a difficult time reading because I'm not a big fan of Shakespeare. So it was very difficult for me to kind of draw conclusions about what was going on, but you know, I know there was several different witches, you know making comments about the same kind of idea.

7. Describe what's going on inside your mind; what does your thinking look like?
(If participant needs scaffolding, give examples):

- a. Visualize/picture people or events in the story
- b. Translate words into signs and think in signs
- c. Translate words into fingerspelling
- d. Hear an inner voice or mouth movements of the words or your thoughts

Yeah that time, because it was difficult for me, I was reading it in my head, I was listening to myself read, yeah.

8. What did this story/scene/article make you think of?
(If participant need scaffolding, say "Maybe you read a sentence that made you think of something else or you remembered something from your past.")

Not this time, no, not really no. it was kind of, this is not really my kind of thing. It was kind of boring for me.

9. Were there any words or parts that were confusing to you?
If yes, can you show me the word or describe the part?
What did you do to try to figure it out?

Um...I understood, I knew all the words. But I had a hard time understanding you know them being pieced together and this kind of old English type of reading.

10. If participant does not self identify unknown words, interviewer will select word(s) and ask for their meaning and how he/she deciphered it.

Julia: (points to word) that one?

Uh...so what does that mean? Thrice the brinded cat?

Julia: Yeah (something inaudible because he's talking over)

Um upset cat? Or having difficulties? Something like that.

Julia: So you used the word next to it?

Right I mean I didn't know what it was when I first looked at it, but you know same thing.

11. Describe the process of reading the lines. Did you read in order or jump around the paragraph or page?

Yeah I went from left to right, and I started reading down, and when I came to and then was I went down to, say the third witch, I went back and read from the first witch again, because the very beginning, the first two lines, cavern and thunder, it was very easy for me to understand. But as I read first, second, and third witch, it was difficult, I didn't

really understand it. So I went back and read first, second, third again. And then I read back to the first witch, yeah.

12. How would you describe the rhythm? Rhyme? Any other poetic devices?

Yes, um..the um wined and timed, go throw, got pot, trouble bubble. Yeah so I did notice that. It didn't really flow as much as I wanted to when I was reading it, but I picked up on that.

Think-Aloud Discussion Questions (asked at the end of sections marked with stars):

1. Explain what you were just thinking when reading this part?

Yeah after reading the first page, I kind of understand the framework, picked up more on the story, I understand more about what's happening here, and the witches, and you know the spells that they're chanting and there's a repetition of what all of them say together. It's kind of each of their individual uh...

7. Describe what's going on inside your mind; what does your thinking look like? (If participant needs scaffolding, give examples):

- a. Visualize/picture people or events in the story
- b. Translate words into signs and think in signs
- c. Translate words into fingerspelling
- d. Hear an inner voice or mouth movements of the words or your thoughts

Yeah I'm seeing it, so I see the snake, I see the frog kind of hopping and the newt, the bat, wings, dragon tooth, those I see yeah. Visually I kind of see it, yeah.

Julia: were you hearing them say it, too?

Yeah I was, I heard the word and then I associate it with the picture.

8. Were there any words or parts that were confusing to you?
If yes, can you show me the word or describe the part?
What did you do to try to figure it out?

Yeah fenny snake. Skinny, slithery I'm guessing but I could be wrong.

Julia: (points to another word)

Yeah the cauldron, um...I don't know exactly what it is but context clues tell me it's an overall mixture, where everything is meeting, I don't know how to explain.

Julia: Did you find yourself kind of dismissing things that weren't important?

Um yeah and then when I got to third witch, I started reading and um some of it I was just kind of scanning, it's not really interesting. But at the same time, I kind of had an idea of what was going on so I read a little faster and scanned more towards the end.

9. Describe the process of reading the lines. Did you read in order or jump around the paragraph or page?

Yes this time, I went straight through, I didn't really stop and go back. The first page, I went back and reread. For this one I kind of just went through and if I really had to focus more on it, or not only just hear it but to see it too, like a picture, then I would reread it. But very few times did I reread on this page.

10. How would you describe the rhythm? Rhyme? Any other poetic devices?

Yeah I saw the same, every two words rhymed. I mean snake bake, frog dog, sting, wing, all the way through, yeah.

Comprehension Questions (asked at the end of passage):

1. Can you summarize what you just read?

Yeah it just seems like you know all the witches kind of did their thing, their chants or whatever. Um...I don't know what heck Hecate is? He-cate? (pronouncing differently with more stress on 'cate'). I don't know what that is, but whoever that is or spirit or person, figure, kind of reviews and gives feedback and then um at that point, um, Macbeth comes in and kind of gives his two cents and I don't know. It's not my...but I did notice that the wording was different when it got to Macbeth, you know the rhymes had stopped and um I don't know if this has anything...the first word is through, or though, and all the way through so it was kind of um kind of describing each of these parts. But it's there's some violent language in there, it's kind of graphic, which I guess Macbeth is known for.

7. What is this story about?

Um...if I had to take a guess, I would say that based on whatever the witches or anyone thinks and different point of views, um it was perceived in this way, it was summarized by Macbeth. Um by you know there's various different analogies to what they had said, you know going anywhere from churches, all the way up to castles, it talked about corn and trees and connections that I guess were made to what the witches had said earlier. And (looking back in packet) I don't know, I'm just guessing. This is kind of foreign to me.

8. Who is this story about (main character[s])? How do you know?

Um I...(looking back through papers) I'm hesitant to say. (still looking back) I'd say Macbeth but there wasn't much, that was like the end part after the witches. The first witch...yeah I would say Macbeth because that kind of pulled the whole thing together. It

was the title, obviously, it's Shakespeare's story, he's the main character in probably anything that you would read. Um and I do know that as opposed to just having the title on the front page.

9. What is the main idea(s) or main point of the story/article?
How do you know?

From the section I just read? Um...(long pause) well I'm thinking of a couple things. (pause, rereading) hmm. I don't know. I see a bunch of different things, I can't narrow it down. When you say a main idea do you mean textual like a main word for word or just in general?

Julia: like a theme?

Theme, yeah. Um you know through all these places, um, treasuring nature, I guess, whether it's churches, trees, pyramids, foundations, these are all things that um come together and affect your life, or I kind of see it that way. And then with the witches, kind of speak your words and carry through, carry on with it, that's the best I can explain it.

10. What do you think will happen next if this story were to continue?

Um I think that whatever the answer is, would come next. This all comes through and then um maybe there'd be another dialogue between the witches and then, you know, Macbeth, there'd be an answer again.

11. What is the author's intention for writing this story/article?

Uh...(looking back) well maybe to see the different perspectives of different ideas and how they interact. In this case, it was the three witches and then...can you repeat the question?

Julia: (repeats)

Oh yeah, to make the reader confused (laughs). Um, it's...you know listening to what transpires and then giving feedback and you know, various different ways to connect the text. So and there always seems to be some kind of message behind simple words and that is not easy for me to figure out but I can tell. I mean when you hear 'even till destruction sicken' it means that you should treasure all these things because someday you're gonna die or life's gonna end and Shakespeare's pretty much, that's kind of his writing was um there's a lot of tragedy. In Macbeth, there's tragedy.

Julia: Anything to add? Any opinions?

About this piece?

Julia: Yeah so you don't really like-

Yeah so this is not, I mean, Macbeth and all that was in high school and then I never touched it again, and I didn't have an interest in it so I never really grasped it and it kind of just, I never used it again. But you know, the areas of interest, like biology, I start- I have a career in there I taught, I mean I taught a college level class on it, and um I supervise the science department. So I mean, that had interest and it took me through my life but this was just, you know you're talking one semester of high school, a few months, and that's all I devoted to this. So of course you know, this is like foreign to me.

Julia: A lot of people say the same thing

Yeah I just know Macbeth and Shakespeare and tragedy and all bad and even the way that he wrote and everything. It's interesting because it's just simple words in here but trying to put it all together is difficult, yeah.

ID # 44

Reading Background Interview:

1. When did you first begin reading? What is your earliest memory related to reading?

Probably 5 years old. Um my mother would read to us and encourage us to read at night. So 20 minutes, half hour before bed.

2. Do you remember how you learned to read?

No, not specifically. I think my mother had a hand in teaching me and through school.

3. And now do you feel like you're a good reader? Why or why not?

Yes. I read every day. I read often, it's part of my job. As well as I read for leisure.

4. What kind of strategies do you use while reading? Do you like visualize the text, do you make predictions, do you make connections, use the context?

Basically context. If it's personal reading and I'm reading fiction, I can imagine, create a scene, when it's work related, I'm just paying attention to detail so I don't miss important information.

5. Growing up what kind of reading activities did you experience, like phonics, grammar, group work?

Um, book clubs sometimes, reading summer assignments in school, but again, my mother made sure we read every night- something we had an interest in, often times fiction or fantasy- that was my interest as a child. And then through school, standard assignments. No phonetic work, not necessarily, not phonics. Mostly just reading for fun and learning

6. You said your mother read to you a lot, did she sing or share rhymes with you?

A little. Not so much singing but def—she read a lot.

7. And now do you like reading poetry and musical lyrics?

Yes, absolutely.

8. When you think, do you think in words that you see or words that you hear? Do you see pictures or movies, like what's happening in your mind when you're thinking?

More imagery. Not so much words. I may hear or imagine conversation. I do that a lot, I rehearse conversations in my head. But I don't usually see the words.

Can you hear them?

I can—I often do. (shakes head)

9. When you are reading and you come to something you do not know, what do you do to try to figure it out?

Sound it out. Look for similarities. Or with the internet now a-days I can look it up.

Anything to add?

No.

Think-Aloud Discussion Questions (asked at the end of sections marked with stars):

1. What were you just thinking when you were reading that?

About witches

2. What's happening in your mind? Are you seeing it? Are you hearing them talk or?

Both. I, I, picture the scene as it's being set, I heard the animals, the cat, the pig, the hedgehog, hedge-pig, and the Harpier, and I pictured witches around a cauldron as it described the cauldron. So the words painted the picture for me.

Ok could you hear them talking at all? Were they talking to each other?

Yes, not talk....ing... to each other so much but they were...the...it... it rhymed. Everything came in rhyme.

So you heard the rhyme?

Yes.

Who was saying them?

One witch, until the chance...and I believe it was all...all three.

So you saw their mouths moving and everything?

Yes.

3. And did it make you think of anything? Like something that you've read? Or something that's happened to you?

Um, yes. Most Fairytales.

Hm?

Many other fairytales.

Ok.

4. Were there any words or parts that you weren't familiar with?

No. Uh...Hedgepig...but I took hedgepig to be like hedgehog or some type of animal.

5. How did you read the lines? Did you read them like word by word, line by line, or did you...

I...

...jump around?

I...when I started with the act in the scene, I pictured a movie setting, um, and I just, read them, I read them naturally. So from top to bottom, left to right, read each line and pictured what I was reading.

6. Did you notice any kind of rhythm or rhyme, you said you noticed rhyme, how would you describe it?

Uh...um... more alliteration and consonants uh rhyming words, so its...not like poem...poetry, but like a song.

Hm?

More like a song. Like singing because of the rhyme.

Ok now read from the second star

Ok

Ok so what were you thinking about while reading?

Um, I was picturing the ingredients and all the witches contributing. I noticed I didn't read every line. I breezed down this time, because it was all ingredients.

What was happening in your mind while you were reading?

I'm still in the room with the witches. And watching them throw all the ingredients into the pot.

And you're hearing the lines as if they're saying them?

Yes.

Ok. Um did it make you think of anything else?

Just seems very familiar.

Ok. And any words or parts you weren't familiar with?

(shakes head) no.

(Starts pointing)

Well...

(points to paper at specific word)

*(Starts reading) "thick and slab tiger's chaudron" (looks confused)
I skipped over a lot when I realized they were ingredients. So I figured it would be some strange ingredients I might not recognize. And I didn't recognize that. I took it to be...(shrugs)*

So there were some parts you skipped over then?

Yes

Why?

I could tell they were listing ingredients, I recognized the pattern, and wanted to see, uh...

You figured they weren't important... or irrelevant?

Not....I wouldn't say not relevant or important, I thought it was less familiar, so I didn't expect to recognize everything. As I talk to...As I talk about it now I can picture some different....I see a crow's foot even though that's not there.

A what?

A foot. Like a bird's foot (picks up script)

Bird's foot?

(Starts reading) Never...uhh...(scans paper)

No I don't think there's a bird's foot

No just.... (shakes head)

(points to paper) Frog's toe

Yeah. Like I said familiar as other witches or other maybe images I've seen, and I remember seeing things thrown in.

Oh. Ok. Got it. And you read the lines the same way?

Yeah. Uh, no I skipped a lot on this one. So I started...

When you skim what does that look like?

Kinda running down for anything that's..that looks like more detail. Um. Like I said I wasn't familiar with any of these so I didn't expect to try too hard to picture them, I was looking for more dialogue.

Ok. How would you describe the rhythm? Rhyme? Any other poetic devices?

Similar to the previous page. Uh, a very rhyming, um sing-song-y, almost "diaming" (iambic) pentameter, Uh, like Shakespeare uses.

Good. Ok. Now read it to the end

Ok

Comprehension Questions (asked at the end of passage):

Can you summarize what you just read?

Uh, Macbeth enters...uh...Hecate?...enters the room...or leaves the room, im not sure who that character was, I didn't picture him as a witch. Um, the witches are still in the room, they sense someone coming, and Ham...uh Macbeth enters and I had to read his line twice, uh because he was describing them, the part (flips through pages), I re-read that twice to try to understand. It creates an image um, but I'm not real clear on what he's trying to say. But it all rhymes, it's very...it flows....And words I didn't know. I didn't recognize "germens" or "yee-sty" "yesty"

What do you think the story's about?

Witches.

Who is the main character?

Hamlet.

Hmm?

Oh. Macbeth.

How did you know?

From...

What did you say?

I said Hamlet. Wrong Shakespeare

Yeah people seem to get these mixed up.

Yes

How do you know?

Im familiar. I've read it before.

Oh ok. What would you say is the main idea or point of the story?

The selection that you have?

(nods)

umm, conjuring, it's a spell. And witches have gotten together to conjure.

Ok

I think the message is unclear if it's good or evil. But it is conjuring.

Hmm

It is conjuring it's magic.

If the story were to continue, what do you think would happen next?

Something involving Macbeth.

Ok. I have one last question. Shakespeare, what do you think his intentions were for writing something like that?

Entertainment. He wanted to tell a story that got people's attention and drew them in. and it has my interest.

Anything to add?

No. interesting selection. I like it.

ID # 45

Reading Background Interview:

1. When did you first begin reading? What is your earliest memory related to reading?

I was 4, um and I read a book on the way home from the store that my mom had bought me. It was called "Ella Learns to Roller Skate" um and I was sitting in the passenger seat and my mom was driving and um she was looking over ...shocked that I was reading the words.

2. Do you remember how you learned to read?

No. I think it was just letter, sound, and blending.

Yea most people don't remember.

3. How do you see yourself as a reader? Do you feel you are a good reader? Why or why not?

Yeah. I read a lot. Um, I read a lot for work, I read a lot of children's literature, I read a lot of professional lit...I read a lot. I'm a geek (laughs)

4. What reading strategies do you use during reading?
 - a. [Such as: rereading, creating imagery in your mind, making predictions, making connections, summarizing, recognizing breakdowns, using contextual support, etc.]

umm... most of the reading I read comes pretty easily to me. Um strategies I use when I'm reading technical texts, are probably very similar to the strategies that I teach students to read when I'm reading literature as well, looking for the same types of um literary devices, um author's craft techniques, really more interpretive rather than, obviously, decoding or figuring out unknown words.

5. What reading activities did you experience growing up? (Phonemic/phonics, instruction, grammar instruction, cooperative learning, theatre, film, ASL instruction)

Hmm..not film. Umm..it was probably a phonics approach, I remember in Kindergarten we had the Letter people and we had to learn songs. Mr. F had funny feet, and I was a very verbal kid so I sang a lot, um so probably phonics based. I don't remember learning a lot of grammar growing up but I must have because I remembered how to diagram sentences by the time I got to college.

6. Did your parents read to you often?

Yes. My mother's an English teacher, my uncle's an English teacher, my uncle, uh, my, uh, not only read to me, but my mother encouraged me to write, I would write my uncle letters, he would correct them, send them back to me, it was "ugh" (sticks out tongue).

7. Did they sing or share rhymes with you?

My mom, yeah. Yeah.

8. Do you enjoy reading poetry or musical lyrics?

I do like poetry and music lyrics. I use them to teach a lot, musical lyrics.

9. When you think, do you think in words that you see? Words that you hear?

Definitely see. Words I see. I'm a very visual learner.

Do you see pictures too? Video?

Pictures too. Movies, yeah. Movies in your head.

10. When you are reading and you come to something you do not know, what reading strategies do you use to try to figure it out?

I usually look for root words, pre-fixes, suffixes, chunk it out, um words that are similar, try to figure out if it's a noun or a verb, um break it down that way, substitute in words I do know, substitute words I know that make sense.

Anything to add?

I don't think so.

***Think-Aloud Discussion Questions (asked at the end of sections marked with stars):
*reads aloud****

1. *Explain what you were just thinking when reading this part?*

Umm, I was hearing kind-of a chanting nature of um, just kind-of ominous, creepy,

2. *So in your mind, you were hearing, like you were hearing yourself?*

Yeah.

If you were to read it again without speaking it, would you hear the words?

Hmm, I don't know...it's harder.

Would you hear them speaking to each other or would you see them?

I would have to say it to hear it. I see more than I would hear but then I would be thrown off by words like umm, where was it? "the brinded cat..." (shakes head) um it would have thrown me. Um where when I hear it out loud I can let it go.

Ok. So are you see the scene or is it a picture or a movie or is it mostly the words

It's mostly the words.

3. What did this story/scene/article make you think of?
(If participant need scaffolding, say "Maybe you read a sentence that made you think of something else or you remembered something from your past.")

did it remind me of anything else? Um (laughs) just things my mother used to make me watch. Um, she was very into theater, loves The Sound of Music, that type of thing. It reminds me of my mom.

4. Were there any words or parts that were confusing to you?

Yes. Ummm.... "the brinded cat," umm not sure what a hedgepig is, I kind-of imagined a guinea pig, umm, I think that's about it, yeah. Just really, the brinded cat, or it might be brinded (short "I") don't know.

Yeah. I don't know either. So you read it out loud word for word but if...could you read it silently the same way word by word, line by line, or would you scan it? or did you look it over? How did your eyes scan the page?

When I said it out loud, I didn't always read who was speaking, I just knew the speaker was changing. If I were reading it silently...

So you scanned that verse?

Yeah yeah. In fact I didn't read this (pointing), I didn't read this. I read this and this but I didn't read this or this... Or this.

Okay last question. Um can you identify or describe any kind of rhythm or rhyme or poetic device?

Umm...(starts reading) these two (pointing) have the same rhythm to them, what is it? the iambic pentameter? Right? Umm, the lines here, but this is a play here, like it doesn't rhyme but it's meant to. Um got pot trouble bubble, down here.

Think-Aloud Discussion Questions (asked at the end of sections marked with stars):

1. Explain what you were just thinking when reading this part?

Um, the rhyme it...pleasing to the ear but distracting from making the picture.

So you couldn't get a mental picture?

Harder to get a mental picture here. Umm the rhythms and the left out...the left out letters to maintain the rhythm ummm made it a little more difficult. And I was just distracted by the rhyming words. Ummm and the end punctuation at each of them, I kept waiting for something like this (pointing) where there was no end punctuation so you'd keep reading and that wrecked the rhythm so (laughs) ...blegh.

Were there any words or parts you weren't familiar with?

Um not so much in this one. Umm...

You figured out the...

Chaudron. I did not know what a chaudron was. Which one?

The words that were dropped, you figured them out?

Yeah. Dig-ged in the dark, um yeah that didn't bother me but I have no idea what a chaudron is. Um and an Owllet, I assume that's like a little owl

Did you read the page the same way?

Yeah. Again, I didn't read the speakers ummm just knew that they were changing. And I didn't have a mental image of how the second witch was different from the third witch so it didn't matter to me it was just a different speaker.

So it was mostly hearing?

Mm yeah.

Okay. Want to read to the end?

Sure. (reads last part out loud. Reads stages directions)

Can you summarize?

No! (laughs) umm... where are the Cliff Notes? Umm someone comes in and compliments the witches um then MacBeth comes in and demands answers um for something evil that apparently has happened and the witches say fine, tell us what you want to know and we will tell you.

What do you think the story is about?

Isn't it about a murder?

Mmhmm

Yea.

What do you think the main idea or point of it is?

Ummm..probably covering up ummm I'm just making this up...(laughs) um trying to cover up and uncover, um motives

Who do you think the main character is?

It's Macbeth, right? (laughs)

If the story were to continue, what happens next?

They find the murderer? Do they find the murderer?

I haven't read that...

I remember the blood on the hands

What is the author's intention for writing this story/article?

Drama

It's just a scene from a play so...what?

I think drama and foreboding, um and you know, he loved to play with language, so just using language in a way to create a mood

Anything to add?

No. I don't like Shakespeare!

ID # 46

Reading Background Interview:

1. When did you first begin reading? What is your earliest memory related to reading?

First grade probably.

What was that book with the dogs? It was like a muppy dog. That's probably my first memory.

Julia: a muppy?

It was like a muppy dog, do you remember? Do you know what I'm talking about? No? it was like first grade and the dog was like black and white and it was like a muppy dog, he looked like a mop.

Julia: Did it have little pieces, like words on a page?

Yes! Yeah that's probably my first memory.

2. How did you learn to read?

At school. Definitely school. Slow reading. I always took reading.

Julia: Hmm?

Slow reading. I always had a special reading teacher.

Julia: But do you remember how you learned?

Sounding out

Julia: so you learned the sounds and then

Yeah sounding out with um recognizing what made the sounds. That's pretty much it.

3. How do you see yourself as a reader? Do you feel you are a good reader? Why or why not?

No.

Julia: Why?

A really slow reader. I don't like to read out loud. Its always brought me anxiety. And I still sound things out, as an adult. (laughing) I still do. Yes, spell check is really big in my life.

4. What reading strategies do you use during reading?
 - a. [Such as: rereading, creating imagery in your mind, making predictions, making connections, summarizing, recognizing breakdowns, using contextual support, etc.]

I read over again and usually I know what it is that I'm reading. If not, yeah I would use the words around so I would read the sentence like above it or below it to try to understand the word that's there. That's usually what I do, yeah.

5. What reading activities did you experience growing up? (Phonemic/phonics, instruction, grammar instruction, cooperative learning, theatre, film, ASL instruction)

No. I don't know.

Julia: You said sound, so you had phonics?

Yeah okay yeah. I think that's it really.

Julia: so what activities did you do in reading class?

A lot of reading aloud. Um...there really wasn't much. I think that's probably why I had such a not-why I have no interest in reading. It was not fun. Yeah it was not fun at all. The girls are finding it fun though, so that's good.

6. Did your parents read to you often? Did they sing or share rhymes with you?

My mom, yeah. Yes, my mom. But a lot of it was in Spanish. So it was more difficult for me. Like I read a lot in Spanish, like the Bible. Because we were Jehovah Witnesses so I read the bible a lot, and all that. That was mostly what I would read too, we wouldn't really read in English together at all.

Julia: The bible in Spanish too?

Yeah. That's why I can read in Spanish.

Julia: Did they sing a lot with you?

Uh yeah, yeah.

Julia: In English or Spanish?

Spanish, yeah.

7. Do you enjoy reading poetry or musical lyrics?

Yes. A lot of the time, musical lyrics is because I don't know what they're saying (laughing) so it helps me understand the song better.

8. Do you think in sign language, pictures, do you hear your voice?

Um it depends. So the last book that I read was um the Madea book. It was a Tyler Perry book, and I can hear her voice as I'm reading it. So that is usually how I read, like if I hear, like if I have a text message from you, I can hear your voice as I'm reading it. So especially certain things I say to you, I'm like I can hear you saying that. So I pretty much hear...I don't really think in pictures much. When I'm reading. It's completely- (talking about a chipmunk nearby). But I don't think in pictures, I think that- I mean I think in pictures, but when I'm reading I don't think in pictures. I don't actually put the two together usually. I think that's why it's so hard- why it's not fun for me to read. Because you can imagine yourself in a different place, that's what my mom always said, and I can't. So it's not fun for me. Weird.

Julia: It's all right

Yeah

9. When you are reading and you come to something you do not know, what reading strategies do you use to try to figure it out?

Julia: you said a little bit before, looking around it.

Yeah um, yeah I'll read like the sentence before it or after it, and usually it gives me an idea of what the word actually means. Or I'll just look it up.

Julia: yeah that works!

Google knows everything.

Anything to add?

No, I read because I have to. Not normally out of pleasure. If it's out of pleasure, it's very short. You know.

Julia: Like Madea?

Yeah exactly, like well the Madea is like because I was taking the train? Or why was I reading that book? I don't remember why. But that book was funny, like I like funny books. So because it's easier for me to imagine certain stories, I guess, or to laugh at certain things than it is for me to be deep in something and that requires more thought. That's it, yeah.

Think-Aloud Discussion Questions (asked at the end of sections marked with stars):

(reading silently)

1. Explain what you were just thinking when reading this part?

Um that they're making a spell. That's it.

2. Describe what's going on inside your mind; what does your thinking look like?
(If participant needs scaffolding, give examples):

- a. Visualize/picture people or events in the story
- b. Translate words into signs and think in signs
- c. Translate words into fingerspelling
- d. Hear an inner voice or mouth movements of the words or your thoughts

I'm hearing them. Um how does it look? I was trying to keep everything separate. I was just hearing it.

Julia: you mean like the ingredients?

Like first witch, second witch, third witch. I was trying to keep them separate in my head so it was like different, they were coming (gesturing) it's kind of different.

3. What did this story/scene/article make you think of?
(If participant need scaffolding, say "Maybe you read a sentence that made you think of something else or you remembered something from your past.")

Um Hocus Pocus? (laughing)

Julia: The movie?

Yeah.

Julia: Why?

Cause it's witches.

4. Were there any words or parts that were confusing to you?
If yes, can you show me the word or describe the part?
What did you do to try to figure it out?

Uh (rereading) 'In the poison'd entrails throw, toad, that under cold stone, days and nights has thirty-one'

Julia: How about that word?

Brinded cat hath meowed? (shaking head) I don't know. I don't know what this word is either.

Julia: Swelter'd venom?

Okay. Sleeping got, yeah the whole thing.

Julia: What did you do to try to figure it out?

I completely ignored it.

Julia: did it interfere with your understanding or thought about it?

No.

Julia: How'd you identify what was important? Were you able to figure out?

No.

Julia: What do you think was important about this?

Um...I don't know. Boil thou first in charmed pot. Double double toil and trouble. That would be the important part, I guess.

5. Describe the process of reading the lines. Did you read in order or jump around the paragraph or page?

No, line line left to right.

6. How would you describe the rhythm? Rhyme? Any other poetic devices?

(looking back) Um, I don't know. It was like line, line, line, and then all together. I don't know, I guess that's how.

Julia: How about the rhyme?

Um it's the same words used over and over again so yeah.

Julia: Any other poetic devices?

Um the way that the words are placed and put together? (Julia: nods) I mean they do flow. It's like a flowing. It seems enticing. Like I wanna read more.

Julia: The pattern gets you?

Mhm!

Think-Aloud Discussion Questions (asked at the end of sections marked with stars):

(reading silently) Aww frog! (continues reading silently, quietly saying the words at times)

1. Explain what you were just thinking when reading this part?

Um...lots of words? (laughing) yeah. Um...it just seems like a whole bunch of nasty things all together (laughs) that's what it seems like to me! That's why I was just like ew! Liver of blaspheming Jew? Like that's kind of insulting! That's what I was thinking – I was just like oh god! Finger of birth-strangling babe? Like why? Just nastiness! That's all I was thinking.

2. Describe what's going on inside your mind; what does your thinking look like? (If participant needs scaffolding, give examples):

- a. Visualize/picture people or events in the story
- b. Translate words into signs and think in signs
- c. Translate words into fingerspelling
- d. Hear an inner voice or mouth movements of the words or your thoughts

Um I was just hearing myself read. There's nothing else.

Julia: Were you visualizing it at all?

No.

Julia: Just blacking it out?

Yeah no I don't really...it didn't internalize me at all – I didn't internalize it at all. I kind of lost interest. Because it's not funny! Like so I'm just like...and then it said blaspheming Jew and I was like oh fuck! Just like completely threw me! After that, I was just like I don't even wanna read this!

3. What did this story/scene/article make you think of? (If participant need scaffolding, say “Maybe you read a sentence that made you think of something else or you remembered something from your past.”)

The frog in the pool. (laughing) and um hmm...I mean the only pretty vision that I had was that one 'Silver'd in the moon's eclipse' I was like oh that would be pretty. That's it. Everything else was just kind of gross.

4. Were there any words or parts that were confusing to you? If yes, can you show me the word or describe the part? What did you do to try to figure it out?

Um yeah. Hmm...it's confusing in itself. I don't know. Cause I don't see, like what is going on, for ingredients of the...so it's like all ingredients. I don't know! I'm sure that there was but I pretty much ignored them.

Julia: So from the line at the bottom?

It just all put together what it is that they're doing.

5. If participant does not self identify unknown words, interviewer will select word(s) and ask for their meaning and how he/she deciphered it.

Julia: How about Adder's fork? Do you know what that meant? (shakes head) Did you try to figure it out at all?

Blinded worm - blind-worm's sting. Why?! No! I don't wanna figure it out! Wool of bat and tongue of dog? Lizard's leg and owlet (acts grossed out) No!

Julia: (points) Tartar's. Do you know what a Tartar is?

Um I thought of tartar sauce (laughing). Nose of turk.

6. Describe the process of reading the lines. Did you read in order or jump around the paragraph or page?

Julia: same way?

Mhm.

7. How would you describe the rhythm? Rhyme? Any other poetic devices?

Yeah but like it was, yeah, and it would stop. So I would read the whole thing and it would kind of like come together. But yeah, I did see like some rhyme. Like trouble bubble, you know. This is all just like mushed it seems. But it does have like a rhyme, it does have like a rhythm I mean. Jew you. That's just awful. I'm just upset by it.

Comprehension Questions (asked at the end of passage):

1. Can you summarize what you just read?

Completely confused. Um...uh they're, it's like they're basically saying that there's that like they're going to like enchant everyone. And everyone is welcome to be under their spell, I'm assuming. Right? Um...even till destruction sicken, nswer me to what I ask you. Oy. They're like doing it to everywhere and everything. Right?

Julia: What?

They're like saying it's okay for them to be like to put everyone under their spell. Pretty much, right?

2. What is this story about?

About power?

Julia: How'd you get that?

Cause it's three witches basically asking like different things of the...trying to find different things to gain this power. Right? Seems that way.

3. Who is this story about (main character[s])? How do you know?

Macbeth?

Julia: How'd you know that?

Cause it's the title.

4. What do you think will happen next if this story were to continue?

Um...I don't know. I'm sure we would find out like how and who they bewitched. No? Maybe? Yeah?

5. What is the author's intention for writing this story/article?

I think maybe he...I don't know. I have no idea.

Julia: Well you were saying the scene with the people, insulting the people? What do you think his intention was for doing that?

*Oh! He was just insulting them. I don't know! Different opinions. I don't know.
Hmm...to...I don't know. That's like a serious thought that I have to have (laughs).
Hmm...um....I mean obviously it's about power. So him gaining power through certain things and putting other things together to create a disgusting picture of whatever it is that he's trying...I don't know.*

Julia: What'd you think about that?

I was insulted. Even though I'm not Jewish. And it wasn't like a pretty taste in my mouth, like I didn't get this beautiful paradise taste in my mouth. It was just like ugh sour.

ID # 47

Reading Background Interview:

1. When did you first begin reading? What is your earliest memory related to reading?

I think like first grade, so like 6, I don't remember. No I just remember like identifying letters, I don't remember. I don't remember.

Do you remember how you learned to read like what were the steps?

No, not at all.

Yeah most people don't.

I don't remember a lot from like early school.

2. How do you see yourself as a reader? Do you feel you are a good reader? Why or why not?

Um. I don't think I'm a bad reader, I don't think I'm a great reader- I don't do it a lot. So... when I read to them, sometimes I like choke on my words because I'm just not used to reading a lot.

3. What reading strategies do you use during reading? Do you like visualize or like make predictions or connect to your life?

I guess visualize. Yeah. I picture what I'm reading. Yeah I don't make connections. (chuckles) just read.

4. What reading activities did you experience growing up? (Phonemic/phonics, instruction, grammar instruction, cooperative learning, theatre, film, ASL instruction)

Holy shit...I don't remember! I guess grammar was big. Not really theater. And group reading. Yeah. Reading out loud. (shakes head) I hate that. Yeah I don't know.

5. Did your parents read to you often?

I don't think so.

6. Did they sing or share rhymes with you?

rhymes, yeah. Sing, yeah yup.

7. Do you enjoy reading poetry or musical lyrics?

no.

8. Do you think in sign language, pictures, do you hear your voice?

I guess, I think I think more in pictures. Yeah

Do you ever hear words or like talking in your head?

No.

Just the pictures?

Yeah....maybe in dreams but that's it, not in...like during the day or anything, I don't hear anything in my head.

9. When you are reading and you come to something you do not know, what reading strategies do you use to try to figure it out?

Sound it out. Sound it out, definitely.

Anything to add about reading?

I hate it!

Think-Aloud Discussion Questions (asked at the end of sections marked with stars):

1. Explain what you were just thinking when reading this part?

(laughs) I don't know what they're saying.

2. Describe what's going on inside your mind; what does your thinking look like?

I just saw someone brewing (does motion of stirring a big pot)

You saw like a picture of the pot brewing?

Yeah.

Did it make you think of anything else?

Yeah, Hocus Pocus. (laughs)

3. Were there any words or parts that were confusing to you?
If yes, can you show me the word or describe the part?
What did you do to try to figure it out?

Yeah the whole thing.

Like what?

Thrice.

What'd you do with the word? Did you kind-of dismiss it or?

I dismissed half of what I read.

But you got the pot and the stirring, so how did you get that in your mind?

I don't know. Cuz it said it?

So you figured that was the important part?

I guess.

Mmhm

Im a bad reader.

How did you read it? line by line? Word for word? Jump around the page? How'd your eyes....?

No. word for word. Yeah.

Did you notice any poetry? Rhythm or rhyme? Like what?

Yeah. Little bit. I don't know. A little bit of rhyming maybe?

Good. Can you read the second page?

Think-Aloud Discussion Questions (asked at the end of sections marked with stars):

1. Explain what you were just thinking when reading this part?

Ew.

2. Describe what's going on inside your mind; what does your thinking look like?

Yeah. I like pictured throwing shit in a pot. Nasty stuff.

Did you hear any of the words or hear them talking to each other?

No.

Just seeing the actions?

(nods)

3. Were there any words or parts that were confusing to you?
If yes, can you show me the word or describe the part?
What did you do to try to figure it out?

Yeah. Thereto (pronounced thurr-eh-toe)

Which one?

The...oh...thereto (pronounced there-to)

Mmhm

It just didn't...it looked weird to me.

And what about that one? (points to paper) did you know that one?

No.

What'd you do?

I just thought it was a snake.

Mmhm, part of the snake. What about rhythm or rhyme, did you notice any?

Yeah. Lot. Frog dog ding wing trouble bubble and then this: Double, double toil and trouble; Fire burn and cauldron bubble.

Did it make you think of anything else?

No.

And you read it the same way?

Nods.

Okay.

Different question: can you summarize?

Pshh no.

What do you think the story is about?

witches. Weird witches

and the main character?

Macbeth? (flips through papers)

How do you know?

The title. (laughs)

What do you think is the main idea or point that kinda comes across?

I don't...I have no idea.

If it was to continue, the story, can you continue what might happen?

No when I read, like after im done reading, its gone. That's why I don't read.

Last question: Shakespeare, why do you think he would have written something like that?

(shakes head) I don't know. I don't know anything about Shakespeare.

But why would anyone write something like that?

I don't know. Its weird. I have no idea.

ID # 48

Reading Background Interview:

1. When did you first begin reading? What is your earliest memory related to reading?

I guess five years old. Five or six. That's about all I remember

Do you remember how you learned to read like what was involved?

I don't remember anything. I remember my mom read to me a lot. But I don't remember *actually learning how to read in school. I'm too old!*

2. How do you see yourself as a reader? Do you feel you are a good reader? Why or why not?

I'm pretty good.

How do you know?

How do I know? Well cuz generally I'm smart so I pick up pretty easily. And it's not from a lot of practice cuz I really didn't read a lot when I was little, I hated to read. But now that I'm older, I like reading a lot. So that helps. (shrugs) that's about it.

3. What reading activities did you experience growing up? (Phonemic/phonics, instruction, grammar instruction, cooperative learning, theatre, film, ASL instruction)

I went to catholic school, I don't remember anything in school, I swear I remember nothing.

Workbooks?

Yeah we had workbooks and um sheets, you know. I don't remember. It's too long ago. I'm sorry.

When you're reading what kind of strategies to you use? Do you visualize? Or make predictions?

Yeah. I, I a lot of the times picture it in my head what's going on I do picture a lot. Sometimes I try to predict what's gonna happen next. Yeah. That's basically what I do when I read: picturing and trying to figure out what's going on next.

4. You said your mom read to you a lot? Did she sing or share rhymes?

No I hate rhymes. Im probably the only person in the world that doesn't like Dr. Seuss. Hate him. Hate the rhymes.

You don't like to read poetry?

No. I hate that repetitive. No. I hate anything that repetitive. I just get frustrated, I'm done with that. Lets get on to the next

How about musical lyrics?

Music I like. But not to read it. I like to sing it. I don't like to read it. no.

5. When you think do you think in like words that you hear, sentence that you hear, words that you see, do you think in pictures?

I do more picture than what I hear. More like I picture things more in my head.

6. When you are reading and you come to something you do not know, what reading strategies do you use to try to figure it out?

Well I try to look at the words around it and what it's what is going on in the book to try to figure out what's going on around it. and if...that usually works, you can usually figure it out. Pretty well. You know, not exactly but enough to get the next sentence, get through the next sentences. Yeah.

Anything to add about reading?

Well I don't really have any...the thing is like I said is like growing up, I didn't like to read so I didn't read a lot growing up, I hated it. And now that I got older, I love reading, I feel it relaxing. And I love to read. But growing up, I wasn't a big reader. Didn't like doing it. I was...I liked math, science better than the reading. I didn't really like to read. Bout all I can say. Sorry I can't remember from when I was little its hard. You know I think what it is is that now they make such a big deal about reading and how to read, when we learned years ago, they didn't teach us how to read like they do now: break little piece, this little piece, it wasn't like that. I think today it almost makes them NOT wanna read, makes them such, its such an um. A chore to read, I think it honestly makes them not wanna read. So that's all I have to say about that subject. That's all I have to say.

Think-Aloud Discussion Questions (asked at the end of sections marked with stars):

1. Explain what you were just thinking when reading this part?

Well, what was I was picturing the cauldron (makes circle gesture) and the three witches.

So you had like a mental picture?

Yeah I always do, I make pictures. I was picturing the cauldron and her kinda stirring

Were you hearing the words at all?

Was I hearing the words? No.

They weren't talking? Just acting?

Yeah. I didn't hear anything.

Did it make you think about anything else? Like something you've read before?

Oh uh I'm sure I've read something like this before. Like a Halloween story or something but, no.

Were there any words or parts you weren't familiar with?

Well there are some words you don't really know what they mean you kinda go passed them. What like (reads silently) no I guess there weren't any words I didn't know.

what about that one (points)

Brindle? Brindle cat? I think that's a color of the cat isn't brindle a certain color?

How'd you try to figure that out?

Well I just think I know that brindle is a color of the cat. Isn't it? or am I wrong?

I'm not sure

Yeah it is. I think it's a color the cat has. It's a color, they're a certain color cat. Hath mewed, yeah that's the old fashioned talk, so.

How did you read it? did you read like line for line word by word or did you jump around at all?

No, line by line word by word

Did you notice any rhythm or rhyme patterns?

(rolls eyes) You know my rhythm and rhyme. I didn't really notice it, if I go back I will. But over here there was a little bit more than up there.

Fillet of....I don't know what a fenny snake is.

Think-Aloud Discussion Questions (asked at the end of sections marked with stars):

1. Explain what you were just thinking when reading this part?

This rhymes a bit more. I noticed the rhyming more. And again I just pictured (gestures) like you know like I can picture tongue of dog, blind worm's sting I'm thinking of a blind worm that's probably poisonous I don't know, owl's wings, this is pretty....liver of a blaspheming Jew (laughs) I noticed that. Gall of goat...

Did you hear them speaking? Or hear the words?

No. I can hear a little more of the rhyming pattern. Probably because you mentioned it before. So I was paying attention to the rhyming more.

What did you notice?

Well you know that every line rhymes, every two lines, I don't know what that's called. I know it's called some kind of poetry but I don't know what.

Did you read the lines the same way?

Yeah, I always read, you know, each word, I don't skip around. Sometimes you have to go back and read something because you don't know the word so you gotta try to figure it out.

Were there any words that you didn't know?

Yeah there were a couple. Like I didn't know this snake word: fenny snake. I had no clue what that meant.

Did you skip it or just

I skipped it because I didn't think it made much difference. It's a kind of snake I was figuring. Or a wiggly snake or something. Didn't make a difference to the story, so who cares.

Did it make you think of anything else?

Yeah it makes me think of Dr. Seuss who I don't like. (laughs) I'm kiddin you! I hate the rhyming!

Can you read until the end?

(while reading says "oh this is Macbeth, I shoulda known it, I read this when I was younger)

Comprehension Questions (asked at the end of passage):

1. Can you summarize what you just read?

I gather that Macbeth has these three witches, wanting them to do something. To conjure up some kinda thing to help him or something. And I guess in the end, each witch did one part of it. one spoke, one demanded, then at the end, they answered what he needed. I don't know, I'm just guessing. Do you know what it means?

Mmhmm ill tell you when we're done.

2. What is this story about?

Oh, what do I think it's about? Um, I don't know. Macbeth is trying to get rid of something, make something happen. And he's asking the witches to help him.

3. Who is this story about (main character[s])?

*Macbeth.
(laughs)*

How do you know?

Cuz it's his name on this thing. That's the name of the story. And I took Shakespeare when I was in high school

4. What is the main idea(s) or main point of the story/article?
How do you know?

The main idea? Of the whole thing? I have no clue, I guess there's something he wanted. I don't know. He's trying to get something to happen, I don't know, what's the main idea? He's trying to make something happen. There's something he needs done and he's asking the witches to help him.

5. What do you think will happen next if this story were to continue?

What would happen if it were to continue? I'm hoping what would happen is he got what he wanted, whatever he needed got done. He needed the witches for helped him, but I don't know if that happens. Cuz I don't remember Macbeth. Like I remember how I learned to read.

6. What is the author's intention for writing this story/article?

oh Shakespeare (puts head in hands) Shakespeare Shakespeare Shakespeare. I don't know, he was a brilliant mind that's all I can tell you. Half the stuff I read I don't even understand but some of it you can pick out some of it you cant... (flips through pages) entertainment? Or, some kind of a moral in the end? That's probably why he wrote it. probably wrong both ones, but that's what I think he probably wrote it either to entertain or to teach somebody something, that's normally what they did. I don't know which one it is in Macbeth I don't remember. So am I done?

Anything to add?

Not really.

ID # 49

Reading Background Interview:

1. When did you first begin reading? What is your earliest memory related to reading?

My reading was in school in first grade. And we read Dick and Jane books.

2. How did you learn to read?

It was very phonetically. That's what the whole process was. You had to learn and look at every letter and every syllable. They disbanded that after two years.

3. How do you see yourself as a reader? Do you feel you are a good reader? Why or why not?

I'm not a good reader. I don't like to read. Why? Maybe because it was harder for me to read? And so I just don't do it and I never practiced it?

4. What reading strategies do you use during reading?
 - a. [Such as: rereading, creating imagery in your mind, making predictions, making connections, summarizing, recognizing breakdowns, using contextual support, etc.]

No I just read words. Yeah. Word for word.

Julia: Make connections or something?

Not really, I mean it is...I try but usually I have to go back and read it again so I know what it says.

5. What reading activities did you experience growing up? (Phonemic/phonics, instruction, grammar instruction, cooperative learning, theatre, film, ASL instruction)

Yeah we did we had grammar in school. We had books around the house but I did not read them. My parents like my mom read a nighttime story or whatever when I was growing up, but I never read. If I had to read for school, I just didn't do it. I was bad. But it was...I don't know it was probably because it was hard for me and I didn't want to put in the effort. Even an assignment at school, an assignment read this, I just wouldn't do it. I found out good - I was good at making up the right answers. I guess. I found out like who the main characters were and I read the last page and kind of filled in the blanks.

6. Did your parents read to you often? Did they sing or share rhymes with you?

More singing and rhyming and not as much reading. Like we had books but they were a lot - I mean there were a lot – there were books around but it wasn't about...yeah.

7. Do you think in sign language, pictures, do you hear your voice?

Um it's really interesting because for a long time, I didn't really think in words. And now I do, I think in words. And it probably happened when I was maybe 18 or 19 around there, maybe even 20. Like old. And I didn't really think in words like words. And I didn't realize that people do that and then it shift. But I asked...someone asked me once, we were at a dance like a dance performance in new york city and it was my friend that I went to, said 'what were you thinking?' and then he started saying all these words and like and I was like wow! I got a feeling. And I got like a...an idea, but it wasn't in words, how I felt about the performance and maybe what it meant? Or maybe...but I didn't get like word for word. And I and then I thought about it and I then I said 'but I don't really think about that in word for word anyway.' I could put it in words, because I can speak but I didn't really ever think that way. But I don't know why I transferred. But I know it was because I had that conversation.

Julia: You hear them now or just see them?

No I don't see words, no. No I never see words. No.

8. When you are reading and you come to something you do not know, what reading strategies do you use to try to figure it out?

I don't figure it out.

Julia: you said you looked at the last part?

Yeah I actually I look at the sentence and I try and then I just kind of fill in the blank because...yeah I don't look it up. Usually it's not that important – the things I'm reading anyway.

Anything to add?

Um...no I still don't like it. (laughing) basically. That's all.

Think-Aloud Discussion Questions (asked at the end of sections marked with stars):

(reading silently, mouthing words)

1. Explain what you were just thinking when reading this part?

I was just picturing the um witches around a cauldron, making a potion.

2. Describe what's going on inside your mind; what does your thinking look like?

(If participant needs scaffolding, give examples):

- a. Visualize/picture people or events in the story
- b. Translate words into signs and think in signs
- c. Translate words into fingerspelling
- d. Hear an inner voice or mouth movements of the words or your thoughts

Pictures. Like a picture of it.

3. What did this story/scene/article make you think of?
(If participant need scaffolding, say “Maybe you read a sentence that made you think of something else or you remembered something from your past.”)

Made me want to do it. (laughing) I wanted to be there. I wanted to be there with them.

Julia: any like thought of something in your past or like connection?

Um well it seemed like that...me because of like I don't know. Kind of. I had a connection to a feeling, nothing in particular.

4. Were there any words or parts that were confusing to you?
If yes, can you show me the word or describe the part?
What did you do to try to figure it out?

Um...(long pause). Not really. I guess. (points) This one. This. I didn't really care. I didn't really care.

Julia: you didn't care?

No. In the...yeah entrails throw. I don't know what that meant. (pause) (shrugs) It didn't really matter. This whole paragraph did not really matter to me. I just figured that...the only thing that actually in this paragraph that days and nights has 31, I figured it was a month ahead. 31 days. All the rest of it was I thought was just...it didn't matter what it said.

No.

5. Describe the process of reading the lines. Did you read in order or jump around the paragraph or page?

I read all of the words one by one. And I probably read this twice (pointing). I know I did because I went back again. I went back again and read it again. But I kept right down, I didn't go here to here, there to there. Once I went back, then I read it down again. But I might have stopped here and read back again.

6. How would you describe the rhythm? Rhyme? Any other poetic devices?

(shaking head) At first, it was to me like more of like sing songy and then because there was so many words, that went away. (laughing) basically, that's what happened.

Think-Aloud Discussion Questions (asked at the end of sections marked with stars):

1. Explain what you were just thinking when reading this part?

I really didn't, again I really didn't care what all that said.

2. Describe what's going on inside your mind; what does your thinking look like? (If participant needs scaffolding, give examples):
 - a. Visualize/picture people or events in the story
 - b. Translate words into signs and think in signs
 - c. Translate words into fingerspelling
 - d. Hear an inner voice or mouth movements of the words or your thoughts

My...what did it look like? I didn't really have any visualization of this except for I, the what it was was even when I started I was like oh they're just putting all this stuff in and that's their ingredients. And I really didn't care what they were, basically. That's what it was.

3. Were there any words or parts that were confusing to you?
If yes, can you show me the word or describe the part?
What did you do to try to figure it out?

Well I didn't really read all the words.

Julia: That's fine, but can you show what was confusing and what

Um well let me see. There was probably some – there was something. Like this one, I had to read like a Adder's fork and blind-worm's sting? I just read that again because I thought that was all weird words. Then I, again, I didn't really try to decipher it.

4. Describe the process of reading the lines. Did you read in order or jump around the paragraph or page?

Julia: did you read them the same way?

Yeah except I skipped a lot.

Julia: hmm?

I skipped a lot

Julia: Oh so you didn't go back up at all?

Nope I just went down because I was like uhhh all these just like a list. So that's what I did.

5. How would you describe the rhythm? Rhyme? Any other poetic devices?

No.

Comprehension Questions (asked at the end of passage):

1. Can you summarize what you just read?

No absolutely not. I have no idea what it said.

2. What is this story about?

(shaking head) I don't know. These witches made a thing, the potion, and they're putting hex, they're making somebody, they're making it, it's bad. Bad energy! That's all I know. I have no idea what Macbeth had to say, I have no idea. I have no clue. At all.

3. Who is this story about (main character[s])? How do you know?

I don't know. Maybe...I don't know. Maybe this guy? (points) However you say that name. Maybe he wants to put a hex on Macbeth. I don't know.

Julia: Why would you say?

Because he said that they did it good. (laughing) I don't know.

4. What is the main idea(s) or main point of the story/article?
How do you know?

Um...to put a hex on somebody. That's what I'm getting.

Julia: How do you know?

Well it says something wicked this way comes (laughs) because they...yeah.

5. What do you think will happen next if this story were to continue?

I don't know. I don't know who's supposed to be really I, maybe if it's this Macbeth? Then I don't know. I don't think they have to eat it. I think it's just the potion of the energy was made and now bad things are gonna happen.

6. What is the author's intention for writing this story/article?

I don't know. Hmm. I don't know.

Julia: Any opinion to add about the writing?

(pause) Um...no. I don't have any opinion about it.

Julia: anything to add at all?

Um...I just didn't understand it. That's all. Like, yeah. Like this whole Macbeth part...I might have had to...I might...maybe if I had read it over and over and over, I could try to figure out. But IF I saw it in a play or something, maybe because of the situation, I would understand it better. Not because of the words, but because of the situation. Maybe. Yeah and then I would wait to see what happened and be like oh maybe oh that's what he was talking about maybe, I don't know.

ID # 50

Reading Background Interview:

1. When did you first begin reading? What is your earliest memory related to reading?

I don't know, probably second grade reading books with my mom. Yeah, when I was little.

2. How did you learn to read?

Not really. Mostly between my mom and school, when I was really little. Before I remembered a lot.

Yeah, most people seem like they don't remember.

*Yeah, 'cause you're really young. Like **Deoni** probably won't remember.*

Hmm?

Deoni probably won't remember.

Is she learning now?

Yeah.

3. How do you see yourself as a reader? Do you feel you are a good reader? Why or why not?

Uhh, decent. Yeah I don't read a lot. I'm kinda slow, like to take my time. Yeah.

4. What reading strategies do you use during reading?
 - a. [Such as: rereading, creating imagery in your mind, making predictions, making connections, summarizing, recognizing breakdowns, using contextual support, etc.]

Uh a lot of context. Yeah, a lot of paraphrasing. Depends on what I'm reading you know? If I'm interested, I'll focus on everything really. If it's something that I don't want to read, it's just I'll skip through it. And then I'll go back to what I need to.

And read it again?

Yup.

5. What reading activities did you experience growing up? (Phonemic/phonics, instruction, grammar instruction, cooperative learning, theatre, film, ASL instruction)

No, mostly just book work. Writing and reading. Mostly we learned from writing I think. Yeah, that's really it.

Writing words?

Yeah.

Or about the reading?

It's a combination. It's like, I think writing helped me learn how to read faster. Yeah.

Yeah. Applying it, that makes sense.

6. Did your parents read to you often? Did they sing or share rhymes with you?

Yeah, my mom did. My dad used to sometimes too. Maybe rhymes, no singing. No singing. Maybe Rhianon. Rhianon did enough singing.

Huh?

Rhianon did all the singing.

Aww, haha yeah she did.

7. Do you enjoy reading poetry or musical lyrics?

Not really, no.

8. Do you think in sign language, pictures, do you hear your voice?

Pictures.

Yeah?

Yeah. Visual. Always visual.

So people are like, communicating in your dreams? Is it like telepathy?

I see two people talking, yeah. That's what I see.

So do their mouths move? Or do they just kind of like-

Yeah, just kinda a vague text context kinda thing.

The same thing when you're reading?

Yeah, yup.

9. When you are reading and you come to something you do not know, what reading strategies do you use to try to figure it out?

Umm... Context. Or just look it up. Google.

Right, everybody says that. On the phone.

Anything to add?

Umm, not really. I used to read a lot more than I do now. I used to always read.

Really?

Now I just watch movies.

Right, yeah.

I feel like it takes a lot of energy for me to read. It tires me out.

Think-Aloud Discussion Questions (asked at the end of sections marked with stars):

1. Explain what you were just thinking when reading this part?

Umm, they're making something.

Yeah.

2. Describe what's going on inside your mind; what does your thinking look like?
(If participant needs scaffolding, give examples):
- a. Visualize/picture people or events in the story
 - b. Translate words into signs and think in signs
 - c. Translate words into fingerspelling
 - d. Hear an inner voice or mouth movements of the words or your thoughts

Visualizing a creepy room.

Hmm?

A creepy room. With a big pot and witches.

Are you hearing or seeing words? Are they talking?

No. I don't see any people.

No?

No, just the room, the cauldron.

3. What did this story/scene/article make you think of?
(If participant need scaffolding, say “Maybe you read a sentence that made you think of something else or you remembered something from your past.”)

Umm, a movie. Hocus Pocus.

Yeah? Oh that’s a good one, I have to watch it again.

4. Were there any words or parts that were confusing to you?
If yes, can you show me the word or describe the part?
What did you do to try to figure it out?

Umm, not really.

What about that one?

I figured it was just the kind of cat, or what he looked like. I don’t know what it really means though.

How did you figure that?

Umm, ‘cause it just seemed with where it’s placed, like an adjective or something.

How about this? (pointing)

Three times, right? Yeah I know what that means.

5. Describe the process of reading the lines. Did you read in order or jump around the paragraph or page?

Left to right, top to bottom, and then go back to anything that was a little confusing.

6. How would you describe the rhythm? Rhyme? Any other poetic devices?

Umm... Almost nonexistent. Yeah.

Think-Aloud Discussion Questions (asked at the end of sections marked with stars):
(participant reads silently)

1. Explain what you were just thinking when reading this part?

I have no idea what any of this is! None of it.

2. Describe what’s going on inside your mind; what does your thinking look like?

(If participant needs scaffolding, give examples):

- a. Visualize/picture people or events in the story
- b. Translate words into signs and think in signs
- c. Translate words into fingerspelling
- d. Hear an inner voice or mouth movements of the words or your thoughts

Yeah, they're still throwing shit in the pot. But I don't know what any of it is.

So you're seeing it? Like pictures or a movie?

Yeah kinda.

3. What did this story/scene/article make you think of?
(If participant need scaffolding, say "Maybe you read a sentence that made you think of something else or you remembered something from your past.")

Umm, that's what I'm trying to figure out. I don't know what they're making, so trying to see, I don't know. I mean there's all this shit in there and I don't know what any of it is.

Show me one thing that you couldn't figure out.

Umm...

Or that you just didn't know when you looked at it.

Like, for example, "slips of yew," I don't know what that means.

Me neither. So what did you try to do to figure it out?

Nothing, I just imagined-

Skipped it?

-it's some animal part, I don't know. You can only just guess.

Guess?

Yeah.

Any other ones?

Uhh, don't know what "ravin'd" means.

What did you do with it? Skip it? Or-

Skip it.

How did you read it, the same way?

Yeah, but more going back and trying to figure it out. Or stopping and trying to figure it out.

4. How would you describe the rhythm? Rhyme? Any other poetic devices?

None.

No?

It's hard to have a rhythm when you can't figure out what you're reading. Or you don't know what any of it is.

Say again? Oh.

So I have to keep stopping, there is no rhythm.

So you can't feel the flow?

Yeah.

Okay good, now read to the end. There's that page and then like, a quarter.

Comprehension Questions (asked at the end of passage):

1. Can you summarize what you just read?

Umm they used a whole bunch of witchcraft, and they conjured some kind of demon.

They what?

They conjured some kind of demon.

2. What is this story about?

I have no idea.

No?

I don't really understand at all.

3. Who is this story about (main character[s])? How do you know?

No- Macbeth?

Yeah, how'd you know?

Umm... Well 'cause at the end they summon it and it says "Enter Macbeth" so that's who they were trying to get.

4. What is the main idea(s) or main point of the story/article?
How do you know?

Not really. Some type of ritual.

5. What do you think will happen next if this story were to continue?

Destruction. They kinda hinted almost.

Hmm?

They kinda hinted to you at the end almost.

Yeah, what is the hint?

"Even till destruction sicken; answer me to what I ask you." Yeah, it just, it sounds ominous.

Hmm?

It sounds ominous.

Yes, very.

6. What is the author's intention for writing this story/article?

I don't know. He was all kinds of messed up. Umm, try to make people imagine it.

Mhmm.

And see how they think about it. 'Cause it's how he thought about it. How he came up with it.

What'd you think?

It's weird.

Yeah? Why is it weird?

Well, one it's way before our time, so they talked different, so... I don't know. I'm curious to know how it would sound if it was in today's context, you know?

Right.

And what it would be described as. I think you would picture it as something completely different.

Yeah, I wonder if they've made a modern one.

I don't think so.

They should.

The Romeo and Juliet with Leonardo DiCaprio.

Right right, that's a good one. That was my last question, do you have anything to add?

Nope.

ID # 51

Reading Background Interview:

1. When did you first begin reading? What is your earliest memory related to reading?

Um I was pretty young. And I had uh the Disney books. So it would tell stories with Winnie the Pooh and the Disney characters. So there was I think volume one and then every week or so I would get another one. And I think there was 52 volumes. Yeah so all little short stories.

2. How did you learn to read?

No.

3. How do you see yourself as a reader? Do you feel you are a good reader? Why or why not?

I'm a decent reader. If its something I have to obtain, I read it slower. If it's something I just need to read and be like okay, then I just blow right through it because I don't have to remember it.

4. What reading strategies do you use during reading?
 - a. [Such as: rereading, creating imagery in your mind, making predictions, making connections, summarizing, recognizing breakdowns, using contextual support, etc.]

Sometimes I make predictions of what I think might happen. But also, I always change the characters' names. So it's easier to remember and put it into a story I can relate to.

5. What reading activities did you experience growing up? (Phonemic/phonics, instruction, grammar instruction, cooperative learning, theatre, film, ASL instruction)

Probably theater and film? Not a lot of group reading. A lot of solo reading on my own.

Julia: Phonics? Or grammar?

Hmm (shaking head no)

6. Did your parents read to you often? Did they sing or share rhymes with you?

No.

Julia: Did they ever sing or share rhymes with you?

Not really, no.

7. Do you enjoy reading poetry or musical lyrics?

Yeah I like poetry, yeah.

8. Do you think in sign language, pictures, do you hear your voice?

If I'm reading a book, some parts I put into like a mental image in my head. And then other parts, it's just reading. You know, you get the back story on somebody. But then when it's going into the action area, kind of paint a picture in my head of what the story is playing out to what you're reading.

Julia: Do you hear the words?

No. No. And I don't read out loud really at all.

9. When you are reading and you come to something you do not know, what reading strategies do you use to try to figure it out?

Like a word?

Julia: Yeah like a word or a phrase

I keep reading and see if the rest of it puts context into something that I didn't know.

Anything to add?

Think-Aloud Discussion Questions (asked at the end of sections marked with stars):

(reading silently)

1. Explain what you were just thinking when reading this part?

What I was thinking about? Three witches making a brew.

Julia: So are you visualizing it? Were you hearing them speak? Were you seeing the actions, or?

When I was breaking it down at first, what the first witch was doing, the second witch, and the third witch, there was no visual –

Julia: They weren't speaking?

No. I couldn't paint a picture in my head just yet. And then after that, you paint a picture with the last, after the third witch, you kind of start to put a picture together in your head.

Julia: So you're picturing it?

Yeah

2. What did this story/scene/article make you think of?
(If participant need scaffolding, say "Maybe you read a sentence that made you think of something else or you remembered something from your past.")

Halloween.

3. Were there any words or parts that were confusing to you?
If yes, can you show me the word or describe the part?
What did you do to try to figure it out?

No, not really.

4. If participant does not self identify unknown words, interviewer will select word(s) and ask for their meaning and how he/she deciphered it.

Julia: (points) how about that one? You know that one?

Yeah. And I have read this before.

5. If participant has not yet addressed metacognitive strategies, interviewer will list them explicitly:
At any time did you find yourself using metacognitive strategies such as:
 - a. identifying the important parts
 - b. predicting
 - c. summarizing
 - d. checking whether or not you understand the meaning and if not using strategies such as rereading the text or considering the context to improve comprehension.

No. And maybe because it just was familiar to me.

6. Describe the process of reading the lines. Did you read in order or jump around the paragraph or page?

Yeah, line by line.

7. How would you describe the rhythm? Rhyme? Any other poetic devices?

I don't think so.

Think-Aloud Discussion Questions (asked at the end of sections marked with stars):

1. Explain what you were just thinking when reading this part?

Somebody really pissed off these witches.

2. Describe what's going on inside your mind; what does your thinking look like?
(If participant needs scaffolding, give examples):
 - a. Visualize/picture people or events in the story
 - b. Translate words into signs and think in signs
 - c. Translate words into fingerspelling
 - d. Hear an inner voice or mouth movements of the words or your thoughts

Kind of like them in a dingy, dark cave around a boiling cauldron throwing all this stuff in. With scowls on their face.

Julia: do you hear them speaking? Or see their mouths moving?

You can almost hear like a cackle-y witch's voice, you know? Raspy.

3. What did this story/scene/article make you think of?
(If participant need scaffolding, say "Maybe you read a sentence that made you think of something else or you remembered something from your past.")

No, I'll stick with Halloween.

4. Were there any words or parts that were confusing to you?
If yes, can you show me the word or describe the part?
What did you do to try to figure it out?

No but salt sea shark is a little bit of a tongue twister.

5. If participant does not self identify unknown words, interviewer will select word(s) and ask for their meaning and how he/she deciphered it.

Julia: What about fenny snake?

Yeah.

Julia: You know that one?

Mhm.

Julia: And uh chaudron?

I'm not sure what it is, but

Julia: so did you like skip it or try to figure out or what did you do?

I'm just assuming it's part of a tiger.

Julia: So you use the word next to it?

Yeah. I'm not sure if you gave me a diagram of a tiger, I could point it out, no.

Julia: so did you find yourself checking comprehension at all or did it all just kind of flow or...?

It all flowed, yeah.

6. Describe the process of reading the lines. Did you read in order or jump around the paragraph or page?

(same way?)

Yup.

7. How would you describe the rhythm? Rhyme? Any other poetic devices?

Yeah it kind of got a little rhyme to it.

Julia: Like what?

Um kind of like...I don't know how to describe it. It's got a flow and it just (gestures to show the flow) there's some rhyming words and they just flow together.

Comprehension Questions (asked at the end of passage):

1. Can you summarize what you just read?

The witches were making their brew, poison, whatever. Who commissioned them to left, enter Macbeth. And he demand who is having you make this for them. He wants answers for who's behind this. And basically threaten them until they give up what he wanted to know.

2. What is this story about?

Vengeance.

3. Who is this story about (main character[s])? How do you know?

It would probably be Macbeth but I mean...

4. What is the main idea(s) or main point of the story/article?

How do you know?

Well if the story continued, which it does, it's to get rid of Macbeth and he's trying to find out who's against him.

5. What is the author's intention for writing this story/article?

Entertainment. Intrigue. Um the not knowing what's coming next before it comes.

ID # 52

Reading Background Interview:

1. When did you first begin reading? What is your earliest memory related to reading?

Probably when I was about seven or eight with my mom. That's pretty much it.

Julia: What was the memory?

Um like her teaching me how to read. Yeah my parents were divorced young so my mom would always be that person and she would teach me and she, you know, yeah that's all I really remember.

2. How did you learn to read?

Um...no I don't actually. I don't. Um I think in school it was more, you know how to sound out stuff, and go through um phrases and certain um you know sounding out things and learning that way. I think that's how I remember it.

3. How do you see yourself as a reader? Do you feel you are a good reader?

I don't really feel myself...I never really got into reading as much, um I think when I start to read, I get bored easily. And I think that's a problem I've always had, especially in high school. If I read books on...you know being a chef and reading books about chefs and how they started, things like that will really catch me. And even then, I find myself that you know, getting sleepy. I think that's what's always happened when I start reading, I just get really tired and I just get like that lazy eye (clarifies following Julia asking "what did you say") Like when I'm looking at it. And I always find myself wanting to read more um, people say 'oh you would like this book, try it, read it,' and then if I do, I'll read like a chapter or two and then I'll close it up, put it away, and I'll usually never go back to it.

Julia: Just not interested in it?

Just not a big read- yeah

4. What reading strategies do you use during reading?

Um a little all of the above actually. Like if I read something, I'll visualize it in my head, in my mind, and I'll summarize it also and kind of see what's going on and how everything is being portrayed or the history of it, it all depends what you're reading of course, but I find that, you know, I'll take it an extra step further and I'll go off track. I think that's what my issue it, you know?

Julia: so you think about a lot of other things?

Yeah about other, yeah. And then I think I put myself in that situation and it'll go like a certain way, veer off the subject. And I'll try to bring it back. You know? Maybe it's my ADD (laughs).

5. What reading activities did you experience growing up? (Phonemic/phonics, instruction, grammar instruction, cooperative learning, theatre, film, ASL instruction)

Um maybe grammar instruction and theater. Yeah. You know the two things I was interested – I've – I love words. That's one of the things – I'm not a big, big reader but I enjoy vocabulary and learning new words and big words, their meanings and understanding what they are. Um theater? I've always enjoyed theater. I did a little bit of plays in high school and in junior high also so I think that that was a big part of the activities and I learned to – you know it ended up, my experiences I think, helped out in the long run as I got older, you know what I mean?

6. Did your parents read to you often? Did they sing or share rhymes with you?

Um not really. My um, you know my parents were divorced, so it was my mom and she always worked late, so she'd come home and she – she didn't as much. My sister, on occasion, she did. But yeah but um, I don't really have that many memories.

Julia: Did they sing or share rhymes with you at all?

Not really.

7. Do you enjoy reading poetry or musical lyrics?

It's actually – I love music, I love musical lyrics, and I'm actually quite fond of poetry. I've written – I don't know if you even know this, but I have some poetry. A lot of romantic stuff but uh, yeah just you know like from here (points to heart) but that's actually one of my favorite types of literature, is you know, poetry.

8. Do you think in sign language, pictures, do you hear your voice?

It's usually pictures, like a movie. I would say the most detailed would be before I fall asleep. Like I'll plug in a story in my head and I think we all do, and I put a story in my head and go through it, with detail of like what the weather's like, what's going on, what I'm wearing, who I'm with, and take it from there. But I never really...I think it's all pictures, there's never really words or anything like that.

Julia: How about dialogue?

Yes, there is dialogue.

Julia: You hear it? Or you just know what's being said?

I think I know what's being said its not like I hear it hear it, um

Julia: do the mouths move or its more like telepathic?

Yeah its more like telepathy. Like I don't really...and it's weird cause I'm one of those people who don't dream in color. I'm that 15 or 6% whatever. On occasion, but it seems like 90% of the time, its black and white.

9. When you are reading and you come to something you do not know, what reading strategies do you use to try to figure it out?

Google. (laughing). Oh yeah. And then, if I have to, I'll look up through a thesaurus or something like that to find another word with the same meaning or what exactly what it means cause um you know its frustrating to read something and not know what it is, but you wanna know what it is, you know, to keep reading and figure out what's going on and to have that connection with the material. So that's usually what I do.

Anything to add?

I really wish I could get more into it.

Julia: Really? Why?

Cause I just...I know um you know, knowledge is key. And instead of plopping yourself in front of the TV or online, your phone or computer, picking up a book is one of the best ways to you know communicate with people, to have a better mindset about things, to really get the brave (but pointed to his head, maybe meant brain?) and kind of sense of thinking going (not totally sure, was hard to understand). So it's always been like a struggle, like I wanna do it, I wanna do it, I wanna do it. And then when I start it, I'm just like close it up and I'm done but I would like to read more. The benefits are so much richer, you know what I mean?

Think-Aloud Discussion Questions (asked at the end of sections marked with stars):

(reading silently, music playing in the background)

1. Explain what you were just thinking when reading this part?

I was basically picturing the witches in their cave and um around the boiling cauldron and what they're putting all the ingredients in and them singing

2. Describe what's going on inside your mind; what does your thinking look like? (If participant needs scaffolding, give examples):

Mhm (in response to visualizing). I would say just like feeling the words, not really seeing them. More like telepathy like we were saying before.

3. What did this story/scene/article make you think of?

It actually made me think of um an old movie.

Julia: Which one?

The Beastmaster. There's witches that are around a cauldron and they only have one eye between the three of them and they have to pass around the eye to see what's going on. It made me think of that.

4. Were there any words or parts that were confusing to you?
If yes, can you show me the word or describe the part?
What did you do to try to figure it out?

Um...probably this right here, 'thrice the brinded cat hath mew'd' I wasn't sure exactly what they were talking about

Julia: How'd you try to figure it out?

Um...I kind of skipped it. I kind of just went – and skipped it

Julia: Any others?

No that's it pretty much

5. Describe the process of reading the lines. Did you read in order or jump around the paragraph or page?

Top to bottom, left to right and then went one at a time and pictured each witch saying their line.

Julia: well you asked me, 'do you read this or this?' meaning you kind of looked it over first?

Yeah

Julia: And when you look it over, what was that like?

I looked it over so I could see um like how I was gonna start and how I was gonna put it into place in my head. Like knowing that there's more than one person, I wanted to know to kind of set the picture in my mind frame. Make sense?

6. How would you describe the rhythm? Rhyme? Any other poetic devices?

It was flowing, it had a nice flow to it. Yeah, it was like dum ba da dum yeah

Julia: any other poetic devices?

No

Think-Aloud Discussion Questions (asked at the end of sections marked with stars):

1. Explain what you were just thinking when reading this part?

Um kind of had that same scenario in my mind, you know and...visualizing the witches you know looking at each other and talking about what they're putting in and how they're doing it, mixing it, getting it ready. And then when they do the 'all' and they're singing, they're like doing a little dance.

Julia: The witch?

Yeah

Julia: So visualizing mostly?

Yeah visualizing, yeah lots of visualizing.

2. What did this story/scene/article make you think of?
(If participant need scaffolding, say "Maybe you read a sentence that made you think of something else or you remembered something from your past.")

Um no not really, probably the same with the movie, but more detailed cause there's more, you know, items, you know what I mean. Like as they went along with each thing, I kind of see them putting it into the cauldron, in the pot, yeah.

3. Were there any words or parts that were confusing to you?
If yes, can you show me the word or describe the part?
What did you do to try to figure it out?

No, I was pretty good on most of this one. (rereading) Yeah, chaudron.

Julia: Did you know what one?

No, what is that actually?

Julia: You just kind of skipped it?

Yeah. I love tigers but I was like 'what the heck is a chaudron?' so that I would have looked up. Yeah, I would have googled that.

4. Describe the process of reading the lines. Did you read in order or jump around the paragraph or page?

Just like once again, I looked it over, and then I went just top to bottom, left to right.

5. How would you describe the rhythm? Rhyme? Any other poetic devices?

It had more like a song to it, this one more so than the other one. But it was still um...flowing, had a nice flow to it.

Comprehension Questions (asked at the end of passage):

1. Can you summarize what you just read?

That they were finishing up their cauldron and then Macbeth came in and he wanted the answers of what was going on, and um...and then they told them or he told them and asked them uh...you know he demanded what was going on, why things were happening that he didn't understand. I think that's what I got out of it.

2. What is this story about?

Um that these witches uh...put together this brew in a cauldron, a spell, that Macbeth asked them to do to get information.

3. Who is this story about (main character[s])? How do you know?

Um...I think it's about the...the Germans and the war and the fight that Macbeth wants to get answers to.

4. What is the main idea(s) or main point of the story/article?
How do you know?

To have the witches um boil up this concoction and get answers, I think.

Julia: How do you know?

Yeah cause that's the main thing, like it seems like right from the beginning, they were making this um concoction in the cauldron and, the spell I guess you could call it, and then when Macbeth comes in, you know, he asks them questions of what, um like profess to me what you see and what's going on. So I gather that that's what it's about.

5. What do you think will happen next if this story were to continue?

Um I think he would pay them for their services and go about his day.

6. What is the author's intention for writing this story/article?

Um...you know to show that sometimes we need to seek out of our own...you know personal area and space and have to seek answers somewhere else.

Julia: How do you know that?

Just cause it just seems um...that you know if you're in a cave, a cauldron and doing what the witches are doing and do best and then Macbeth comes into there, it seems like he's going there for a reason, and one reason only, and that's to get answers for something. So I pretty much put that together as if they're doing him a service. That he asked them to do it, and he needs information.

ID # 53

Reading Background Interview:

1. When did you first begin reading? What is your earliest memory related to reading?

Umm, I first- Probably young. I don't know what age, but I remember learning to read with a book, Leo the Late Bloomer, at my grandparents', and writing and- But maybe, 4? 5? That's what I remember, I don't know.

2. How did you learn to read?

Hearing from my parents and reading with them, so putting the two together. Alphabet, the repetitiveness of words, sounds. Pretty much it.

3. How do you see yourself as a reader? Do you feel you are a good reader? Why or why not?

I'm an okay reader. I can read fast but don't always process everything. Umm, yeah.

4. What reading strategies do you use during reading?
 - a. [Such as: rereading, creating imagery in your mind, making predictions, making connections, summarizing, recognizing breakdowns, using contextual support, etc.]

Context, uhh some visual. Reading, two- three times. Sometimes four. Yeah, that's it.

5. What reading activities did you experience growing up?
(Phonemic/phonics, instruction, grammar instruction, cooperative learning, theatre, film, ASL instruction)

Cooperative learning?

Uh, like group activities.

Uh, all of the above. All. Definitely listening. I think with school, so that was with the group. My parents read to me all the time, and my grandparents. I would copy books, so look at a book and then write it. Pretty much it.

6. Did your parents read to you often? Did they sing or share rhymes with you?

Rhymes yes. Singing, not so much. They're not good singers. So yes, a lot of rhymes. Um, no I didn't do a lot of musical lyrics as a child. It was more, some music, not a lot. So

then at, I didn't love it growing up, so I never listened. It bores me, poetry bores me too. I like reading stories, that's more of what I like. Yeah.

7. Do you think in sign language, pictures, do you hear your voice?

Umm, I'm visual. I see the shapes and colors. I look at the overall picture. I don't- Can I hear the question again?

Do you hear words?

I hear them, but-

Like in your mind but not actually-

No, I don't at all. I think that I think to myself. So maybe my own words, but not really.

8. When you are reading and you come to something you do not know, what reading strategies do you use to try to figure it out?

Sound it out. So hearing, the sounds that I was taught, the sounds that I know now, and I put that together. Sometimes not well, so I'll ask or Google. But to listen.

Anything to add?

Not right now.

Think-Aloud Discussion Questions (asked at the end of sections marked with stars):

MISSING VIDEO

ID # 54

Reading Background Interview:

1. When did you first begin reading? What is your earliest memory related to reading?

Um I was probably...it was early. I think I was like...two or three, I don't remember. Somewhere around there? Maybe two or three. I remember reading a shell gas station sign, and I read the word shell and that was the first word I ever read and my mom was really excited and I was like, 'I thought that's what that said' and she got really excited and I was nervous about it and I didn't know why she was so excited, so that's the first thing I remember

2. How did you learn to read?

I don't. I remember always, I remember trying a lot and I remember getting frustrated that I couldn't so I would try harder and I just like, I remember just like trying to read books when I was super young, like whatever books we had around the house that were like child books I guess? I don't know?

3. How do you see yourself as a reader? Do you feel you are a good reader? Why or why not?

I feel like I'm a good reader, I like to always been grammatically correct so I try really hard to make sure my grammar's on point and my like my spelling and everything and like I read, I haven't been reading as much as I would like to but I do. I feel like I'm a good reader, like when I want to sit down and read, like it's going down. But yeah, I guess I'm a good reader, I would say I'm a good reader.

4. What reading strategies do you use during reading?
 - a. [Such as: rereading, creating imagery in your mind, making predictions, making connections, summarizing, recognizing breakdowns, using contextual support, etc.]

Probably...there's a lot of visualization like I'm always seeing what I'm reading. I mean obviously depending on what it is, like if I'm reading an instruction manual, that's not, but like for any book really it's usually like a lot of visualization. I don't really even think that I remember any words, just like things that happened. You know what I mean?

5. What reading activities did you experience growing up? (Phonemic/phonics, instruction, grammar instruction, cooperative learning, theatre, film, ASL instruction)

We did a lot of phonics in school. I remember having these extracurricular workbooks that my mom would buy us from like the dollar store just to like keep going with it outside of homework. But, I mean, I guess that would be it, lots of phonics and grammar in school. I remember like all the little symbols we were supposed to write on like sentences but (shrugs)

Julia: Did you do theater?

Theater, no.

6. Did your parents read to you often? Did they sing or share rhymes with you?

I think there was reading, like bed time stories like a long time ago, but no specific event that I remember but I feel like I do remember being read to, it was a very long time ago though.

7. Do you enjoy reading poetry or musical lyrics?

There's a lot of lyrics, I do. I like to know the lyrics of the music I listen to so I do look up lyrics when I'm not a hundred percent and I'm really fuzzy on them and then I have this like crazy lyric memory, so like I know way too many words to way too many songs and like it just kind of like...but I can't remember relevant things, just things like just song lyrics, so yeah, lots of song lyrics.

8. Do you think in sign language, pictures, do you hear your voice?

I feel like I'm a very visual person, so when I'm thinking it's more so like what it actually - as opposed to words, I don't feel like I really think in words too frequently, I feel like it more like thinking in images of what I'm thinking about? If that makes sense, yeah.

9. When you are reading and you come to something you do not know, what reading strategies do you use to try to figure it out?

I mean I'm usually pretty good at taking context clues and trying to figure it out by like what the rest of the sentence means. But if it's like a noun or a verb that im not familiar with, I'll google it. I'm a big googler I google everything that I don't know because I can't stand not knowing things.

Anything to add?

No, I mean reading is fun, yay!

**Think-Aloud Discussion Questions (asked at the end of sections marked with stars):
(reading silently)**

1. Explain what you were just thinking when reading this part?

I was, I mean...not a big Shakespeare fan so I was struggling with how they worded things, a little bit. But I mean it made sense after I thought about it, and then by the time I got to double double toil and trouble obviously, I recognized it. I mean I kind of know it, I recognized it from the beginning but yeah.

2. Describe what's going on inside your mind; what does your thinking look like? (If participant needs scaffolding, give examples):

I mean I was kind of seeing witches so just like ugly women I guess and I was visualizing more than seeing words. Seeing the scene as opposed to the words.

3. What did this story/scene/article make you think of? (If participant need scaffolding, say "Maybe you read a sentence that made you think of something else or you remembered something from your past.")

Mostly just how many times double double toil and trouble in like everything else since this but yeah.

4. Were there any words or parts that were confusing to you?
If yes, can you show me the word or describe the part?
What did you do to try to figure it out?

Um...not really. I mean I don't know what a hedge-pig is, I just assumed it was a kind of pig. I don't really know if it's a specific kind of pig, but I know what a pig is.

Julia: did you try to figure it out, or just figure it wasn't important, or?

I mean I figure it was kind of a kind of pig, so I don't really know different kinds of pigs so I just assumed it was a kind of pig.

5. Describe the process of reading the lines. Did you read in order or jump around the paragraph or page?

Pretty much just like start to finish, top to bottom I guess. I didn't necessarily read which witch was saying it at first and then I realized it kind of would make sense to read.

6. How would you describe the rhythm? Rhyme? Any other poetic devices?

It definitely had like the, it's called iambic pentameter, right? That's how his like beat, his flow that Shakespeare does. I can definitely tell that's how it worked. That's what it's called, iambic pentameter, right?

(discussing iambic pentameter)

Think-Aloud Discussion Questions (asked at the end of sections marked with stars):

1. Explain what you were just thinking when reading this part?

Just envisioning all the weird things they were putting into the cauldron, I guess. Like all the, like the finger of a birth strangled babe, like just thinking of all the crazy weird things that they were putting in here. Like visualizing them dropping them all into a big cauldron I guess, which is kind of gross.

2. Describe what's going on inside your mind; what does your thinking look like? (If participant needs scaffolding, give examples):

Like seeing it, yeah.

Julia: Did you hear it? Or just see

Kind of, I mean they all have kind of voices, I guess. They all have a different voice in my head but yeah it was mostly seeing it happen as opposed to hearing them talk but I guess I heard them talk, too.

3. Were there any words or parts that were confusing to you?

Not really, I feel like I got all of the words mostly.

Julia: what about phrases, maybe?

Yeah there were a couple like I mean, things im sure that he did to keep it into the beat of everything but all the apostrophes are kind of weird to me with like.

Julia: can you show me one?

(pointing) there's like an apostrophe after a lowercase i and I'm not so sure what that is supposed to mean or I'm assuming this digged is like the past form of dug but (shrugs) so I figured that was

Julia: (pointing) what about that one? Did you know that one?

Uh...oh chaudron! No, I didn't know that word.

Julia: did you skip it?

I think I did skip it, I wasn't even paying attention. But yeah I guess I did skip that. Part of a tiger I would assume?

4. Describe the process of reading the lines. Did you read in order or jump around the paragraph or page?

Yeah (same way)

5. How would you describe the rhythm? Rhyme? Any other poetic devices?

I kind of read it with the rhythm after we brought it up the first time so I did kind of like pay a little more attention to the rhythm and it was there, but I didn't, I mean it had been there the whole time I guess

Comprehension Questions (asked at the end of passage):

1. Can you summarize what you just read?

So Hectate, who I don't know who that is, came in and congratulated the witches on what they were doing and then one of the witches said that Macbeth was coming in and then Macbeth basically said that he needed them and he was coming to them for help. And the witches said, tell us what you want.

2. What is this story about?

I mean so far, it's about witches creating something and then Macbeth coming to ask them for help.

3. Who is this story about (main character[s])? How do you know?

Not really. It was a very long time since I've read Macbeth. I don't really remember what the whole premise is. I pretended to read it in high school. Should have actually read it in high school.

4. What is the main idea(s) or main point of the story/article?

I mean probably that Macbeth is going to...I mean they're witches so they can't be like good. So he's desperate for whatever he needs from them so I feel like it's probably set up that this is something that really only witches can help with and witches are evil usually like you probably want it really bad. That's probably what they're setting up for I guess?

5. What do you think will happen next if this story were to continue?

I mean maybe he would ask them to kill somebody, I really should know this, it's Shakespeare um I don't know maybe he asks them to kill somebody, maybe he asks them to tell him the future, I...could be a bunch of different things really, I should know this! But I don't.

6. What is the author's intention for writing this story/article?

Just this part or the whole thing? I feel like this part was to show how desperate Macbeth was for whatever he wants. He must really want it if he's going to a bunch of witches that im imagining to be scary and creepy so he like whatever it's leading up to, it's gonna show that he really, really wants this done, or he needs it done for whatever reason.

ID # 55

Reading Background Interview:

1. When did you first begin reading? What is your earliest memory related to reading?

I first began reading in 1st grade and my earliest memory of reading was when I was given a little book in my first grade class and I just remember uh the words Nan Fran, like rhyming and it was a story about a girl named Nan and that's my first memory of reading. But my mom read to me all when I was a kid yeah

2. How did you learn to read?

Um I think it was just I was a normal, at home when my mother would teach me while she was reading to me, she would teach me. And then when I went to school, you know normally, learning with the rest of the class.

3. How do you see yourself as a reader? Do you feel you are a good reader? Why or why not?

Yes I'm a very good reader. I was an English major – an English literature major in college. So reading and writing is my specialty.

4. What reading strategies do you use during reading?
 - a. [Such as: rereading, creating imagery in your mind, making predictions, making connections, summarizing, recognizing breakdowns, using contextual support, etc.]

What do you mean?

Julia: (gives examples)

I'm a very visual reader, I create imagery. I guess I make predictions. I never really think about reading strategies but yeah now that you say that, I definitely create imagery all the time.

5. What reading activities did you experience growing up? (Phonemic/phonics, instruction, grammar instruction, cooperative learning, theatre, film, ASL instruction)

Let's see...I did a lot of theater, so I was always reading scripts when I was growing up as a kid, the normal reading activities in school, you know when we had homework. And I remember going to the library when I was little and we would do reading circle in the library, which was fun. We, I had toys where they would teach you how to read on the toy, it would speak and you'd read it. That's what I remember.

6. Did your parents read to you often? Did they sing or share rhymes with you?

Yes. Yes, yeah.

7. Do you enjoy reading poetry or musical lyrics?

Yes I love writing music, reading music. I love lyrics.

8. Do you think in sign language, pictures, do you hear your voice?

When I think...Um...I think in words that I see. I think a lot um I sound out words in my head the way that I read them more so than the way that I hear them. But I think it's both. But more so the way that I read it.

9. When you are reading and you come to something you do not know, what reading strategies do you use to try to figure it out?

Google. I mean when I come to a word I don't know? Um I look it up. Immediately I'll look it up because it frustrates me if I don't know a word. I'll worry about it because I wanna know what they mean.

Anything to add?

Think-Aloud Discussion Questions (asked at the end of sections marked with stars):

1. Explain what you were just thinking when reading this part?

I was thinking about the three witches coming in and circling around the cauldron and casting a spell.

2. Describe what's going on inside your mind; what does your thinking look like?
(If participant needs scaffolding, give examples):

I was hearing them and seeing them, yup. But I can hear their voices in my head.

3. What did this story/scene/article make you think of?

Macbeth. I love this play, so I think very much of this particular scene.

4. Were there any words or parts that were confusing to you?

No, no.

5. If participant has not yet addressed metacognitive strategies, interviewer will list them explicitly:

At any time did you find yourself using metacognitive strategies such as:

- a. identifying the important parts
- b. predicting
- c. summarizing
- d. checking whether or not you understand the meaning and if not using strategies such as rereading the text or considering the context to improve comprehension.

Yeah, I read it and I tend to reread if I feel like I'm not paying attention enough but then when I knew what it was I just went through it and then I went straight to the bottom cause I knew exactly what it was.

6. How would you describe the rhythm? Rhyme? Any other poetic devices?

Very lyrical, musical. Like a song.

Julia: Any other poetic thing?

Um poetic things...no they all just sound good together cause there's three witches and they all just make a song, so it's a nice, it's a good scene in that play.

Think-Aloud Discussion Questions (asked at the end of sections marked with stars):

1. Explain what you were just thinking when reading this part?

Of all of the gross things that are going into this potion and all the disgusting ingredients.

2. Describe what's going on inside your mind; what does your thinking look like?
(If participant needs scaffolding, give examples):

Um just seeing this big pot in my head and all these gross things going into it, and I'm hearing them in my head saying...they have very funny voices to me, you know? Creepy, scary voices.

3. What did this story/scene/article make you think of?
(If participant need scaffolding, say "Maybe you read a sentence that made you think of something else or you remembered something from your past.")

Um just, just the scene from the play.

4. Were there any words or parts that were confusing to you?
If yes, can you show me the word or describe the part?
What did you do to try to figure it out?

There are some words that are really old, you know and some references that are made that are just really, really old. But um no, for the most part I get it all.

5. How would you describe the rhythm? Rhyme? Any other poetic devices?

Um again, very rhythmic, very lyrical, very...it fits together well

Comprehension Questions (asked at the end of passage):

1. Can you summarize what you just read?

So they are the witches are preparing a potion, they're trying to conjure Macbeth, right? Or I don't know. I can't really remember this part, but...um so they do, enter Macbeth and I don't know, this part got confusing to me, I don't remember this. So I'm trying to image what's happening there, and I can't really. But I guess the witches have conjured what they were looking for. Am I right? For the most part, yeah?

2. What is this story about?

Macbeth? All together or just this part?

Julia: This part.

It's been a long time since I've read Macbeth or been involved in theater but I probably couldn't tell you anymore, no.

Julia: From what you read though what –

Oh! From what I read? Um...(long pause, rereading) no I probably couldn't get a bigger idea of the story from what I read.

3. Who is this story about (main character[s])? How do you know?

Macbeth, cause it's called Macbeth (laughing)

4. What is the main idea(s) or main point of the story/article?
How do you know?

Um...is Macbeth...I don't know. I don't know why witches would be conjuring Macbeth. Are they conjuring Macbeth? The witches are calling Macbeth? Have you read it?

Julia: Yeah

So you know, right?

Julia: Yeah

Okay. But you're not allowed to tell me?

Julia: I'll tell you –

Okay, you'll tell me when it's over? (laughing) No I couldn't, I couldn't really tell you. I have no recollection of it at all.

5. What do you think will happen next if this story were to continue?

Um Macbeth would tell the witches what to do.

6. What is the author's intention for writing this story/article?

(long pause) Man it's been such a long time. I don't know, some grand moral. I don't know. I never liked Shakespeare; I was American literature (laughing). I don't know.

ID # 56

Reading Background Interview:

1. When did you first begin reading? What is your earliest memory related to reading?

“Probablyyy..end of kindergarten/beginning of first grade. Umm, I just remember my first grade teacher, like, and assignment and saying, like, I did really well on it. Probably.”

2. Do you remember how you learned to read?

“No (laughs) not really. I would assume just, like, cards and different little books, but nothing that I can fully remember.”

3. How do you see yourself as a reader? Do you feel you are a good reader? Why or why not?

“I would say I’m a decent reader. I was always, like, kind of ahead in school but I never put myself to the point where I should keep trying so I don’t read, like, books outside of my, like, I guess, books that I would say are smarter than me” (laughs).

4. What reading strategies do you use during reading?

“Umm, I’d say I reread a lot and I usually go, like, I kind of imagine so I do imagery a lot, like whatever is going on, I kind of see, like what the person would look like or what the situation would look like.”

5. What reading activities did you experience growing up?

“Uhh, I did a little theatre. Umm I listened to a lot of music, so when I would hear a song that I liked, I would go look up the lyrics and, like, immediately, like, break those down. So..that’s what I did.”

6. Did your parents read to you often? Did they sing or share rhymes with you?

“No [they did not read to me often]. Not really. My sister read to me probably more than anything but, umm, usually it was like, I guess, when I was REALLY little my parents used to sing to me, but I don’t remember anything.”

7. Do you enjoy reading poetry or musical lyrics?

“Uhh, yeah. I still, if I hear a song, I look up the lyrics and break it down, but not as much as I used to. I stick with, like, what I already know. I don’t listen to a lot of new music.”

8. Do you think in sign language, pictures, do you hear your voice?

“Umm, when I’m just thinking about a certain situation I’ll usually kind of play it out how I think it would go and, like, see the people or kind of, like, hear things in my head. Dreaming, I usually see a lot of pictures and there’s never really words. like no talking, nothing. There’s just a lot of, like, people in weird situations, places that are familiar.”

9. When you are reading and you come to something you do not know, what reading strategies do you use to try to figure it out?

“Google (laughs). It’s the easiest now, I think when I was little I would stop and, like, kind of reread again and see if I could figure it out, read a little bit further, but now I just kinda, ‘oh I don’t know what that means? Ok google.”

Anything to add?

Think-Aloud Discussion Questions (asked at the end of sections marked with stars):

1. Explain what you were just thinking when reading this part?

“umm, that they were making some sort of potion.”

2. Describe what’s going on inside your mind; what does your thinking look like? (If participant needs scaffolding, give examples):

“Uhh, I saw them, like, gathered around a big cauldron, steaming green gross in it.”

Julia: “Were they moving?”

“No, they were just standing.”

3. What did this story/scene/article make you think of?

“Hocus Pocus” (laughs).

4. Were there any words or parts that were confusing to you?

“No....no.”

5. Describe the process of reading the lines. Did you read in order or jump around the paragraph or page?

“umm, I went word-for-word, line-by-line

6. How would you describe the rhythm? Rhyme? Any other poetic devices?

“Not until, like, the bottom when it started to rhyme.

Julia: “Yeah? What was it like?”

“I kind of sang it in my head almost.”

Think-Aloud Discussion Questions (asked at the end of sections marked with stars):

1. Explain what you were just thinking when reading this part?

“They just keep putting weird things into a pot. Gross things.”

2. Describe what’s going on inside your mind; what does your thinking look like?
(If participant needs scaffolding, give examples):

“No, still just them talking”

Julia: “You heard them talking?”

“Yeah”

Julia: “The voices?”

“Yeah”

3. What did this story/scene/article make you think of?

“No, still thinking ‘Hocus Pocus”

4. Were there any words or parts you weren’t familiar with? Do you know that one?

I think I read it as filet, so I’m thinking of steak, like the way its cut.

Julia: “that one?”

“I don’t know that one”

Julia: “Did you just kind of skip it?”

“Yeah, I guess so.”

5. At any time did you find yourself using metacognitive strategies such as:
 - a. identifying the important parts
 - b. predicting
 - c. summarizing
 - d. checking whether or not you understand the meaning and if not using strategies such as rereading the text or considering the context to improve comprehension.

“A little bit, I would, like, reread, especially here because the way it’s cut. So I would reread to make sure I got it.”

6. Did you read it the same way?

“Yeah”

7. Anything else to say about the rhythm or rhyme?

“No, same thing of just, kind of, hearing it.”

Comprehension Questions (asked at the end of passage):

1. Can you summarize what you just read?

“ummm...no” (laughs).

2. What is this story about?

“They were summoning people and I would assume poison them and... I mean, I had to read a few times because I’m still, like..”

Julia: *“Awkward?”*

“Yeah. I don’t really know what’s happening” (laughs).

3. Who is this story about (main character[s])? How do you know?

“Umm, Macbeth?” (laughs).

4. What is the main idea(s) or main point of the story/article?

“Theyre trying to..kill him, maybe? I don’t know”

5. What do you think will happen next if this story were to continue?

“Hmm, I didn’t think that far ahead. Umm, he’ll do something. They will want him to say something to them obviously.”

6. What is the author’s intention for writing this story/article?

“Suspense, drama.”

ID # 57

Reading Background Interview:

1. When did you first begin reading? What is your earliest memory related to reading?

"I don't know. Like some children's book, it was about a red balloon. Not Dr. Seuss but something like that."

2. How did you learn to read?

"I don't [remember]. I don't have much of a memory of that stuff, it was just one day, I just could read books."

3. How do you see yourself as a reader? Do you feel you are a good reader? Why or why not?

"Um, no. I have to read over and over again, like sentences over and over again, I have a lot of trouble still to this day."

4. What reading strategies do you use during reading?
 - a. [Such as: rereading, creating imagery in your mind, making predictions, making connections, summarizing, recognizing breakdowns, using contextual support, etc.]

"I can't be distracted and I guess that, I just have to read things over and over again. Same paragraph, two or three times, and then it stays. And then I can move on."

5. What reading activities did you experience growing up?

"Um, I mean a reading group at school, so everything we read was just what we had to read for school, and I was in, like, a reading class, I was in like a group of kids that had a little bit of trouble reading."

Julia: "Did you guys do phonics?"

"It sounds familiar, I think so. It was a long time ago."

6. Did your parents read to you often? Did they sing or share rhymes with you?

"Uh, yeah. Yeah, mom and grandpa [would read]. "Grandpa. Not mom [would sing]."

7. Do you enjoy reading poetry or musical lyrics?

"Yes"

8. Do you think in sign language, pictures, do you hear your voice?

"I hear it. Then it translates into writing or whatever. If I'm reading a book, I'm hearing the dialogue inside, you know?"

9. When you are reading and you come to something you do not know, what reading strategies do you use to try to figure it out?

"Look it up (laughs) typically, yeah. Its very easy now because of cell phones. But I have dictionaries that I use, and I got another one too so.."

Anything to add?

"Uh, no. It's ok" (laughs).

Think-Aloud Discussion Questions (asked at the end of sections marked with stars):

1. Explain what you were just thinking when reading this part?

"I was thinking about cartoons, like with the witches and cartoons" (laughs).

2. Describe what's going on inside your mind; what does your thinking look like? (If participant needs scaffolding, give examples):

Julia: "So were you visualizing a little bit?"

"Yeah, yeah, yeah!"

Julia: "Were you hearing it at all? Or seeing?"

"Yeah, absolutely."

Julia: "When you were hearing it and seeing it, do you hear the witches talking to each other?"

"Yeah, very ghoulishly"

Julia: "Oh, you heard their voices?"

"Yeah"

3. What did this story/scene/article make you think of?

"Old fairytales and old cartoons and stuff."

4. Were there any words or parts that were confusing to you?

“Uh, well. Yeah, a little bit.”

Julia: “What did you do, did you just like dismiss them, or try to figure them out, or how did you work them?”

“I mean, nothing really. I mean, there’s nothing really that I didn’t understand except for ‘sleeping got’ I didn’t really get, so I just moved past it. I don’t really know what that is.”

Julia: “So it wasn’t important?”

“I suppose it wasn’t very important, yeah”

5. Describe the process of reading the lines. Did you read in order or jump around the paragraph or page?

“Line by line. And like I said earlier, I had to read everything a couple of times before it registers.”

6. How would you describe the rhythm? Rhyme? Any other poetic devices?

“There’s a distinct rhythm, you know, obvious rhythm. But you’ve heard that a lot in childhood, you’ve hear this excerpt, so you know the rhythm automatically.”

Think-Aloud Discussion Questions (asked at the end of sections marked with stars):

1. Explain what you were just thinking when reading this part?

“There’s a few more things I didn’t understand, you know? Again the same thing, I’m just focused on the rhythm.”

2. Are you still hearing the words?

“Yes”

Julia: “And do you have a mental picture too?”

“Uh, yes. Yeah. A little less than the first page though. Because there’s less- see the first page had more switching back and forth between the characters, you know, so this is more like long passages, so that kind of takes away from seeing them all. But yeah, still hearing it, still hearing the rhythm, still visualizing it.”

1. Did you read it the same way?

“Yes”

Julia: “Read it and then went back and looked at it a little bit?”

Yeah. I might have gone a little faster through it this time. Maybe because I’m just anxious to finish” (laughs).

Julia: “Ok you can go ahead and finish it to the end.”

Comprehension Questions (asked at the end of passage):

1. Can you summarize what you just read?

“The whole thing?”

Julia: Mhm

“From the beginning?”

Julia: “Yup”

“well, you know, you got the classic witches with their bubbling brew, um, and, I mean, then you get, uh, Macbeth coming in wanting to know the answers. ‘Whats going on? Tell me the news. Tell me the straight note.”

2. What is this story about?

“Um, I don’t know. Shakespeare is weird. I don’t know what it’s about. I don’t. I don’t know. I kind of rushed through it at the end too.”

Julia: “Did you get, like, any main idea or message from it?”

“No, not really.”

3. Who is this story about (main character[s])? How do you know?

“Just in this scene?”

Julia: “Who do you think the main character is?”

“Uh, the main character is Macbeth (laughs). but if you’re looking at just from this scene, you might not know that, like, you know, if you hadn’t, like, been exposed to this story so many times.”

4. What do you think will happen next if this story were to continue?

“Uh, well, he would- you’re expecting him to make some sort of demand, and, you know, and then it would go from there. The witches are at his dispose is what you would think.

5. What is the author’s intention for writing this story/article?

“To provide imagery and stage. Mostly. Right? I mean, that’s what I said. His stories were very- the imagery in his stories were kind of like the backdrop for all- for everything that came after it, you know?”

ID # 58

Reading Background Interview:

1. When did you first begin reading? What is your earliest memory related to reading?

I would say that it began in early childhood, umm... It's hard for me to pinpoint the age.

The first thing you remember?

First thing I remember is maybe Goodnight Moon. Or other cardboard paged children's books. Umm... Yeah something along those lines, you know? The Runaway Bunny, you know, children's books. I don't know if that counts as reading, you know, but those were the first books that- You know, Winnie the Pooh. Umm, as far as myself reading a book, I started reading novels when I was in fourth grade or so. Steven King, Charles Dickens, so yeah as far as an actual book with no pictures in it, I started reading seriously around third or fourth grade.

2. How did you learn to read?

Man, that's a good question. Umm... No, I mean I remember I was in kindergarten. Associating shapes with colors and, you know, that's a circle, that's a triangle. Umm...

Pictures?

Pictures obviously, that's a dog, you know? Umm, I think that, in a lot of ways, learning math, shapes, at the same time, had my brain working in a way that could- You know, we had a phonics class, you know, that's how- Which is a, probably something you're going to run into as a major difference, 'cause phonics is how things sound. That was in the second grade, they taught, you had a book and it was phonics. How to speak it, how to hear, you know, sound recognition, so a lot of it is very much based on being able to hear it.

Sounding out words, do you remember doing that?

Yeah. Umm I didn't actually have a phonics class, I remember other kids were in it. I think phonics was like something that if you had to, if a student needed it they would go to phonics. I don't ever remember doing any kind of phonics class, but I remember that that's what that was, the beginning. That was the first step.

3. How do you see yourself as a reader? Do you feel you are a good reader? Why or why not?

Yes, yeah. Umm, I'm not multilingual. But I do have, what I like to think is a relatively deep grasp of the English language. Umm... You know I'm a writer, I read a lot of

different types of things from poetry to philosophy to, you know, pulp horror to whatever. Umm, so I do think I'm a good reader.

4. What reading strategies do you use during reading?
 - a. [Such as: rereading, creating imagery in your mind, making predictions, making connections, summarizing, recognizing breakdowns, using contextual support, etc.]

It depends on what I'm reading. So, lately a lot of the reading I've been doing is manuals.

Is what?

Manuals.

Manuals?

Like learning how to operate a piece of equipment. Umm, or in forums. Online forums. Learning how to do something that I don't know how to do. So that's a very, it's very targeted. You're looking for key words, looking for information. It's analytical, as opposed to reading a poem, where sometimes you have to reread it multiple times before you grasp the point. I started reading a nonfiction book about, you know, big government and bloated laws and bureaucracy, sort of a right wing thing, umm, and that you can just sort of read. It goes by, it's not- it's not difficult language.

5. What reading activities did you experience growing up? (Phonemic/phonics, instruction, grammar instruction, cooperative learning, theatre, film, ASL instruction)

Like I said phonics was one of those things that like- So in first grade, you broke it up into reading groups, based on your ability. So like, I just happened to be in a group that didn't have to do phonics. I remember seeing everyone else do it but I didn't really know that I was in the "good" group. But we would read out of these books, probably published by Scholastic or something like that, of kid's stories. Little silly kid's stories. And they all had or employed different levels of linguistics to see how students would respond to it. And talk about the syntax structures and start learning about metaphors, through reading these little stories and talking about them. I remember that was a part of- that was sort of the way first grade was structured. Umm, when it came time to do language class, language arts as they called it, the class would be broken up into different groups and you'd go and read in the corner and answer questions about the story you just read, about Fuzzy Bunny or Uncle Wiggly or whoever and whatever silly character that they were, you know, whatever silly story. But there were linguistic mechanisms being employed on different levels from group to group. And so that was how they did that in public school, where I went.

6. Did your parents read to you often? Did they sing or share rhymes with you?

Yeah, umm... Definitely. In fact, the beginning of my reading- Excuse me one moment. But umm, Mother Goose. You know, we have a book, I still have it, and it's Mother Goose rhymes. That's how it started.

7. Do you enjoy reading poetry or musical lyrics?

Yeah, yeah. Further back, more classical, renaissance, romantic, big time on the romantic period. And scripture too. Scripture is sort of the hardest stuff to read, so like, the texts that the Vikings used, Vedas? No not the Vedas, I forget what they're called. The Vedas are the Hindu text.

The what?

The Veda? The text that the Hindus used, they're called the Vedas.

Write it? The Vedas, okay. What are they?

Hindu. Umm, and then there's the Nord stuff, I forget what it's called. It's got a weird name. Well the name, I don't remember what it is. You know, those sort of polytheistic cosmologies, where they're explaining everything with their stories.

The cosmic eggs and so forth?

Yeah, I mean that is really crazy to me. It's hard to read. That's the stuff where you're like, you read a whole page and you're like, I don't even know what I just read. So you have to start over. 'Cause it takes them pages and pages and pages to like say one thing, a lot of times, 'cause they're naming people all day, you know? Umm... So, when I don't want to have a lot of fun I'll read that stuff. But it's interesting. If you can actually internalize it and wrap your head around it, it's like, big. And old. It's really big, and really old. Umm, and is the foundation of a huge section of human thought. So that stuff is what I'm ultimately drawn to. I'm ultimately drawn to poets, like William Blake, who have their own- he has his own cosmology that he created to explain why we are the way we are and what everything is, and he made it all up himself. He's a devout Christian, but he created a system to explain the heavens and the Earth, and all that stuff. Umm, I love that stuff.

8. Do you think in sign language, pictures, do you hear your voice?

It's a really good question. I don't speak any other language besides English. I can comprehend some Spanish, I know the mechanics of it, of the romantic languages. I took French in high school. Umm, I can see and understand how, if that was your native language, the way you form ideas in your head would be more influenced by the structure of that language. Umm, I'm a big fan of foreign movies, and foreign film in general, but especially Japanese animated shows. These shows deal with very deep problems. Umm... And I hate listening to it with the English dub over it, it drives me absolutely nuts,

because even though it's the same translation that I'm reading on a page or reading on a subtitle, not hearing the native tongue, not hearing the Japanese and the way they express the lines, something gets lost for me. I don't know why, but I know- I know that the way that form- If you were to equate thought processes to something you could see, it happens differently on the other side of the world, where everything they do with language is like backwards from the way we do it. Umm... I don't know what the rules are.

So you hear a lot of English in your head?

I think I hear- I think I think in English.

Do you see it though? Or hear it?

I see it, no I think visually. That's the fastest way. The fastest way to-

Almost like a computer?

Well, it's like... Visualizing-

Or do you just feel them?

Visualizing is like, not that you're really seeing it, but like-

Are you seeing it the way that English is like?

Sight is the most immediate sense that we have, sight is the most immediate sense that we have. It's right there, we rely on these more than anything. If we have them, you know. So using that notion of, well if I could just see it, if I could just put my hands on it, then I can understand it better. The same thing applies for abstract ideas. That whether you're trying to write them, read about them, fix a problem, being able to visualize the thing and how it works is the fastest way to get to the solution I think. If you're able to do that. You know, things with multiple steps. If you can think about the way it looks, and see it in your head, and you're not thinking about what words they are, you know? It's not about words until it has to be, in my opinion. Does that make sense?

Yeah.

I think once you introduce language as a mechanism for the idea to get across, you start to bog it down a little bit. 'Cause we don't all speak the same language, we don't all know the same words. So it's a hurdle that we get over, because we learn sign language, you learned how to read lips, umm there's a lot of ways to get around it, but if umm... If we can communicate and, or collaborate on an idea, without having to talk about it, that's the fastest way to work. For instance, in my band, we improvise a great deal. Umm, we don't necessarily know what's going to happen from moment to moment. We're not talking about it. We're not like, "Okay, at this point we're going to go to that chord,"

hint at that song, or like do this little trick. It's just like, you feel it and you see it and it happens.

So you think a little bit beyond language, is what you're saying?

Yeah, I think language is a tool to convey ideas. It's not- They don't- The ideas don't like inside the language, I don't think. The ideas live inside us, and we do our best to paint them with words. But- And if you're a poet, and do a good job of that, but umm... Everyone feels deep things and knows deep things that they can't- that they're at a loss for words. You know, which is why we have the writers and the poets to like put it in such a way that we're like "Oh yeah! That's how I felt. I could never come up with those words but like, oh." You know?

9. When you are reading and you come to something you do not know, what reading strategies do you use to try to figure it out?

Initially I'll try to infer what it means based on its context, and if it annoys me enough I'll look it up. If I see it again and it's in a different context, and I was wrong about what I assumed it meant, I'll look it up. I don't like not knowing what a word means.

Anything to add?

Think-Aloud Discussion Questions (asked at the end of sections marked with stars):

1. Explain what you were just thinking when reading this part?

Umm I was thinking about the scene and what was happening. Yeah or, you know, picturing how it would all look on a stage. 'Cause these have directions, they're stage directions for how to make the play happen.

2. Describe what's going on inside your mind; what does your thinking look like? (If participant needs scaffolding, give examples):

- a. Visualize/picture people or events in the story
- b. Translate words into signs and think in signs
- c. Translate words into fingerspelling
- d. Hear an inner voice or mouth movements of the words or your thoughts

Umm no, I didn't hear separate voices. I guess I was reading this from a production standpoint maybe, like this is what's happening, this is what has to happen. That's that person, that's that person, that's that person. You know, where are they standing? What are they wearing? I don't know, I guess I was thinking more in terms of-

3. What did this story/scene/article make you think of? (If participant need scaffolding, say "Maybe you read a sentence that made you think of something else or you remembered something from your past.")

4. Were there any words or parts that were confusing to you?
If yes, can you show me the word or describe the part?
What did you do to try to figure it out?

No, although I don't necessarily know what a hedge-pig is.

Did you try to dismiss it or-

No, I assume that it's a hedge-hog. Instead of a hedge-pig.

Oh got it.

5. Describe the process of reading the lines. Did you read in order or jump around the paragraph or page?

I, because it's written in this format with all the scene information and the action information, as well as the lines themselves, umm, for instance the setting, and then Enter. I sorta scanned the whole thing and then I isolated who is saying what and what was the dialogue going to be and then I go into it.

Okay, so you set it up-

I look at it all at once for a flash, like okay here are the instructions, here are the people, first witch has the most lines, and they all speak at the end, and then I read it line by line.

Did it make you think of anything else?

Besides Macbeth?

Mhmm.

Personally, high school I guess 'cause it's the last time I dealt with Macbeth.

Me too! Well aside from now.

Which was very limited. I think Macbeth was one of those things that in high school I was supposed to read or do and I just didn't. So umm...

So you can read the second page.

6. How would you describe the rhythm? Rhyme? Any other poetic devices?

[reads the first three lines] 1, 2, 3, 4, 5, 6, 7. So it's 7 syllables, umm... "Round about the cauldron go; In the poison'd entrails throw." I don't remember what the term is for that. Meter, it's a meter. It's a classic meter.

Think-Aloud Discussion Questions (asked at the end of sections marked with stars):

1. Explain what you were just thinking when reading this part?

Umm... It's some nasty witch business for sure. "Liver of blaspheming Jew," is a hell of a line.

In what way?

Uhh just sorta the sensitive nature of the Jewish people in a context where they're identified and isolated. Again I don't know- I don't remember enough about the story of Macbeth or even if that has anything to do with the story, but these are all ingredients for some witch's cauldron, and the liver of a blaspheming Jew is one of those ingredients. Why is it a Jew whose liver has to go in there? Why not a blaspheming Muslim or Hindi or whatever?

Or witch?

Well they're already blaspheming. They are blasphemers by definition. Umm... Apparently it's important to have the liver, which is the cleaning element of the human body, of a Jew, which is a very devout type of faith. You take a Jew who is blaspheming, who is not being a good Jew, you take his liver and use it as part of- that's why it's mixed in with dragon scales and all this other stuff. But that line sticks out for me, that's a-

Yeah, me too.

2. Were there any words or parts that were confusing to you?
If yes, can you show me the word or describe the part?
What did you do to try to figure it out?

There's no uh... Fenny. I don't necessarily know what fenny means. Fillet of some kind of snake.

Try to figure it out? Or-

No, it's a descriptive word about the snake and it's not like, that important.

Right.

If it comes up again, like I said. If it comes up again, like "What the hell is fenny?" But no other than that... I don't know what that is. That's a proper noun, apparently, Tartar. A place right? Is Tartar a place?

I think so, yeah.

So the lips of a guy from Turkey and Tartar, I guess? I mean, that's what that is.
[inaudible]

Yeah, yeah. They are whipping up some kinda potion, for sure. Hemlock sticks out to me. Hemlock is poisonous, that's how Socrates died. And, you know, it's Shakespeare. It's poetry. Everything is important.

True.

You can read into every one of these lines and find, you know, snakes and newts and frogs and lizards and owlets and adders, that's a snake, you know, bats and tongue of dog. It's all like, nasty stuff. That's what they're making, what they're mixing up. So that is either keeping with or helping to promote our current concept of what a witch is. You know? Scale of dragon, tooth of wolf, all the bad stuff. Umm...

You think he's saying about witches?

I don't think he's saying anything about witches, he's painting a picture of them doing their deed. And so like that question right there kinda digresses from your quest in this dissertation, because-

Right, before when you were going with that

Right so, like this is Shakespeare, it's poetry, it's big. It's much longer than these two pages. However, he's painting these witches or portraying them to be, it's either a standard or commonly accepted notion from his time that that's what they do, or he's embellishing it a little bit, and wants to paint a picture about these- You know they're obviously heretics. They're doing all this weird stuff, I mean they're not cutting the heads off of chickens and drinking the blood but, "finger of birth-strangled babe," I mean, so you cut the finger off of a babe that is born and then you strangle him? That's an ingredient. It's pretty- That's hardcore. So yeah if he's saying something about these witches it's that they are not messing around. And so there's a Christian component, there's a Christian church component where these people are appealing to a force that is not Yahweh or Jesus. They're appealing to some other earthly power, which is Paganism and Satan. So that's what he's saying about them, that they are serious Pagans.

Comprehension Questions (asked at the end of passage):

[Subject asks if this reading is the same scene or a new scene]

1. Can you summarize what you just read?

Umm... Yeah I mean he enters, he leaves. And this is coming from someone who- I do not know the story of Macbeth. Like I told you I totally spaced that whole thing, but umm... so he's not who they were trying to summon. He commends what they did and everyone is going to be great, that's awesome. He may be some kind of authority or higher up or

someone they were trying to help. He leaves, Macbeth is obviously a wicked thing coming this way. And here he is. And he wants them to do his bidding.

2. What is this story about?

Broadly?

Hmm?

Broadly?

Yeah, like the idea, the main idea.

To be honest I really don't. I mean there's a few Shakespearian plays that I have my head wrapped around but I did not spend very much time or effort reading that stuff. I've probably spent more time reading about the argument as to whether or not he actually wrote it all, you know?

Oh, right.

Him versus Marlowe, and all these other guys. In the meantime, I don't know, I don't know who Macbeth is. I don't know who that character is.

So is that what you got from it?

So this glimpse, and this is in Act 4 Scene 1 so who knows what's going on right now, if you don't already know which I don't, so Macbeth could be some kind of supernatural force. You know from my limited perspective here, I have three witches, who are doing some crazy conjuring cooking in the cauldron, and in general it seems like they are trying to conjure up some bigger entity. This guy shows up and is like oh yes very well done and then he leaves. And then this guy comes around and is like, you are gonna do exactly what I tell you to, no matter what. So Macbeth is some kinda badass apparently. I mean do you know the story of Macbeth?

Yeah.

Am I like off base? Or am I-

Well, I'll tell you when we're done. But no, you're pretty good.

3. What do you think will happen next if this story were to continue?

I think that, if I were to speculate, someone is gonna get screwed royally. Either the people who tried to summon- So probably Hecate or whatever, he asked the witches to bring Macbeth out and then he'll get screwed because he shouldn't have been fooling

with that kind of shit, or maybe the witches get screwed or maybe Macbeth gets screwed. I wouldn't put anything past Shakespeare, it's all tragic and ironic.

4. What is the author's intention for writing this story/article?

To be as poetically ironic and, I mean, you're a Star Wars fan. Harrison Ford. And this is kinda, it's out. It's out, what I'm gonna say, but Harrison Ford, in theory, in my head, I'm putting words in his mouth, yeah I'll do it. I'll come back and I'll carry the whole movie as Han Solo, but I'm gonna get impaled by a lightsaber by my son, and then I'm gonna fall down this infinite Star Wars-casm at the end. And that's how I'm gonna go out. And they're like "Okay we can make that happen."

But maybe he'll come back!

But you know, it's that kind of- that is that "I am your father" that Shakespearian type irony. And so all his plays, especially the tragedies, are based on irony. "E tu, Brute?" In Cesaer, it's like oh God, my best friend! Umm, Romeo and Juliet killing themselves before they realize it wasn't necessary and like ugh! You know so, and Hamlet. Hamlet is just as bad, so... I don't know this story; I'd love to find out how off base I was.

Hmm?

I'd love to find out how off base I was based on my limited interpretation there.

ID # 59

Reading Background Interview:

1. When did you first begin reading? What is your earliest memory related to reading?

"I think I was 5 when I started to read but it was words like 'cat,' 'dog,' and I don't really remember reading much but having my parents reading books to me."

2. How did you learn to read?

"It was learning the letters and recognizing letters and then putting them together and being told what the letter sounded like and then just trial and error, just reading with parents or teacher, pointing out a word, or a teacher pointing out and saying 'what's this word?' until I got it right."

3. How do you see yourself as a reader? Do you feel you are a good reader? Why or why not?

"I- yes, but I don't read a lot. I don't sit down with books. I get distracted very easily, so to sit down and read a whole book now as an adult, I don't really enjoy doing it. I read a lot on the internet. All day. So, yeah I'm a good reader, I just don't use it often."

4. What reading strategies do you use during reading?

"I make predictions if I'm reading something like a mystery or a horror story. I try to come up with a picture in my mind for what's going on in the book, and, kind of, if there's a character, I try to think of what they would look like to me, and then string along that way."

5. What reading activities did you experience growing up?

"There was. Using phonics, we used a program called Hooked on Phonics, which had cartoon characters teaching you how to read. Umm, I'm sorry- what was the question again?"

Julia: "Like what activities like in reading class, what did you do?"

"We would share books with each other that would have cards that had words on them, and we would try to learn the words with each other. Each person had a different reading level so they would pair higher reading kids with kids that had a lower reading strategy type deal. And they would try to help each other out and then we would do group work as a classroom and sometimes people would be taken out of a classroom and go work with a specialist to help them."

6. Did your parents read to you often? Did they sing or share rhymes with you?

“Yes. A lot” “They did [share rhymes and songs], but that was more verbal. I didn’t get to see any words so it got put in my memory through repetition, not through reading it.”

7. Do you enjoy reading poetry or musical lyrics?

“Musical lyrics, some poetry, a lot of Facebook” (laughs).

8. Do you think in sign language, pictures, do you hear your voice?

“When I’m dreaming, I see a lot of people. Like, it’s all visual. When I’m reading, I see words but then I try to make it visual. Like, get a picture in my mind of what the words actually mean or what’s going on. So it’s a little bit of both.”

Julia: *“You don’t hear them then?”*

“Not really, no. I just see them and it’s in my mind. I don’t really hear the words.”

Julia: *“So people are talking in your mind and it’s just like, telepathic, almost?”*

“Um, yeah, more that I just if I see the words, I see the picture in my head, not the actual words. I don’t really hear the words unless it’s like, dialogue.”

Julia: *“That’s interesting, right?”*

“Is that different?”

Julia: *“Yeah.”*

9. When you are reading and you come to something you do not know, what reading strategies do you use to try to figure it out?

“I go to the internet. I Google it, and then I try to see what word comes up with the best definition for that word”

Anything to add?

“No”

Think-Aloud Discussion Questions (asked at the end of sections marked with stars):

1. Explain what you were just thinking when reading this part?

“I was picturing three witches standing around a cauldron, brewing something. I wasn’t really thinking about the words, I was picturing what was going on.”

2. Describe what's going on inside your mind; what does your thinking look like? (If participant needs scaffolding, give examples):

"I hear the sounds of what's going on. Like when it says a boiling cauldron, I can hear bubbling something in a cauldron. I don't hear the words though."

3. Were there any words or parts that were confusing to you?

"Brinded. I don't know what that means."

Julia: "So what did you do with it?"

"I looked it over and looked at the context of how it was used and still didn't come up with an answer for it."

4. Describe the process of reading the lines. Did you read in order or jump around the paragraph or page?

"I read word by word when it was a shorter sentence but when it got to the part where there was more than one line, it kind of rhymed in my head, so I read it a little bit faster."

5. How would you describe the rhythm? Rhyme? Any other poetic devices?

"Just the words at the end rhyming, so when I thought about it, it was more rhythmic than just word by word."

Think-Aloud Discussion Questions (asked at the end of sections marked with stars):

1. Explain what you were just thinking when reading this part?

"It rhymed for me again. Just the way it set up and the way the words are, I kind of heard it more as a song instead of a story."

2. Describe what's going on inside your mind; what does your thinking look like? (If participant needs scaffolding, give examples):

"Again, more imagery. I'm picturing pieces of animals that they're throwing into a cauldron and just picturing three witches. I can see the story in my head and picture it."

3. What did this story/scene/article make you think of?

"No, because I know this one so I can kind of picture it. It reminded me of a time when I had to perform something like this. It wasn't the exact words, we kind of made it easier for kids to understand so I can picture me dressed as a witch onstage doing this."

4. Were there any words or parts that were confusing to you?

“Not on this page”

5. Describe the process of reading the lines. Did you read in order or jump around the paragraph or page?

“The same way I did before when it was more than one line, I read it like a rhyme in my head, kind of like poetry, like a song.”

6. How would you describe the rhythm? Rhyme? Any other poetic devices?

“Yeah, it’s just the words again, so the way it’s going in my head is kind of back and forth, like rhythm, I don’t know how to describe it.”

Comprehension Questions (asked at the end of passage):

1. Can you summarize what you just read?

“OK so the witches were brewing something to go against Macbeth and he bust in and he burst in the room and kind of told them off and said what...he said a bunch of words kind of telling off the witches and then said that he wanted them to tell him what he wanted to know and the witches said ‘ok’ and then it ended.”

2. What is this story about?

“The scene, it’s, I haven’t read Macbeth in a really long time so I don’t really remember the context of it, I just remember it was something about this scene was really big because that was the only scene we ever acted out in school. So I don’t really remember exactly how the story went.”

3. Who is this story about (main character[s])? How do you know?

“Macbeth. It was the name of the book.”

4. What is the main idea(s) or main point of the story/article?

“The point was there were witches conjuring something against Macbeth and he came in and realized what they were doing and put a stop to it.”

5. What do you think will happen next if this story were to continue?

“Trouble. If it was to continue, he would say what he wanted to know and then there would be some more poetry from the witches and he’d find out what he wanted to know.”

6. What is the author’s intention for writing this story/article?

“Ah, Shakespeare. Entertainment. I think it was just his style of writing and telling stories, and they always had hidden meaning behind them, so I think it was really for entertainment and to have someone act it out.”

ID # 60

Reading Background Interview:

1. When did you first begin reading? What is your earliest memory related to reading?

"I- it's not vivid, even to the year that I began reading. I remember it being in elementary school, it was probably, like, starting with, like, letters, like kindergarten and possibly, like, the first time we really got into like stories was end of first grade, second grade. Its funny, when I was in third grade, actually when I was in second grade, I was considered a slower reader. They put me in like- because they broke it up into three different calibers, like strong readers, and they had three different groups you would go to , and then by the time I got to third grade I was pulled out of class to be in the advanced class, so its strange that from one year to the next, so..

2. How did you learn to read?

"Not really. Nothing really registers as far as what helped me put together words and sentences. It just kind of happened."

3. How do you see yourself as a reader? Do you feel you are a good reader? Why or why not?

"I think I'm an above-average reader. I wouldn't say I read especially fast because I know people that can read an entire page to a book in a matter of seconds, whereas I really need to have the sentence and the paragraph and the statement process, rather than just trying to pick key words and trying to whiz through it."

4. What reading strategies do you use during reading?

"I think I'm very visual. When I am reading, everything is in a visualization like a perspective in my head. I'm trying to draw a picture. Even when it's reading something about math or science, I'm visualizing it as a-I can see the numbers on the chalkboard if its math or if its science, I'm visualizing the actual elements that were working with. So I'd say I'm very visual as far as reading. Especially with stories. Usually when there's a movie coming out based on a book, I much prefer to read the book first because the grandeur of what I put together in my own head is always more fascinating than what's on the screen.

5. What reading activities did you experience growing up? (Phonemic/phonics, instruction, grammar instruction, cooperative learning, theatre, film, ASL instruction)

“Yeah, I vaguely remember, you know, working on grammar. I don’t even know what the proper terms are anymore, diction and-

Julia: “Did you do any theatre work?”

No, never any theatre work. I do remember once I got put into the advanced reading classes, we were stepping up into more complicated stuff. They were asking more poignant questions about what we had been reading and for us to pose our own theories as to what the author was trying to portray or trying to say about a certain paragraph or an entire story or an entire short story. As far as tactical reading, I don’t really remember too much from when I first started off. Its been a long time.”

6. Did your parents read to you often? Did they sing or share rhymes with you?

“My mother did [read to me]. We had a whole case of children’s books, like Dr. Seuss and all those kind of books, the Bernstein bears, and yeah. I remember having probably hundreds, a hundred or more of those shorter stories when we were younger and, you know, eventually I started reading them myself, I think I started to take pride in the fact that I was reading them and didn’t need someone to read them to me. I don’t remember how old I was when that happened, I was probably- that probably came earlier than when they really started having us reading in school so it actually just, it now occurs to me that my mother was more involved in my reading than I actually thought.

Yeah” [they would sing and share rhymes].

7. Do you enjoy reading poetry or musical lyrics?

“I do. I don’t do it often, but I do enjoy it. It’s something that’s definitely slipped away from me over the years but when I get into it like- I don’t know about poetry so much, but lyrical things I get into. Music, definitely.”

8. Do you think in sign language, pictures, do you hear your voice?

“Yes [I hear my voice].”

Julia: “So you see both pictures and hear words?”

“Yes”

Julia: “So if there are characters, you can hear them talk?”

“Yes. Like, I’m giving them a voice, usually. If it’s a story, like I said, with when you’re trying to put together a movie in your own head, the characters have a face and they have a voice as well. But as far as words themselves, I see letters. When I first learned to type, I would always see the letters in my head where my fingers were supposed to

be, and for the longest time actually while I was- from the time where I started learning how to type- I didn't really know how to properly type until freshman year of high school- when I would read sentences from just anything, any class I was in, whether it was an English class, a math class, didn't matter, I would be figuring out where my fingers were going as I was following the words."

9. When you are reading and you come to something you do not know, what reading strategies do you use to try to figure it out?

Google. Nowadays. Look at the main parts of the word or just look it up in a dictionary. Most of the time I can come up with a rough idea of what the word- you know, at this point, I think I have a pretty good vocabulary- but when learning words, I think I would find like the root of the word, and try and figure out where the definition came from based on that. And if I just didn't flat out know, I would just look it up. Before I went online, it would be the dictionary, encyclopedia. Now, I can just grab my phone and be like 'oh, that's what that means!'"

Think-Aloud Discussion Questions (asked at the end of sections marked with stars):

1. Explain what you were just thinking when reading this part?

"Umm I was picturing the three witches around a cauldron, singing to each other almost- well, not singing but doing an incantation or mixing up a witch's brew of some sort."

Julia: "So you were seeing it?"

"Yes"

Julia: "Were you hearing it and all?"

"Um, a little bit. You know what? It actually made me think of a kid's movie. I can't remember the name of it but it's a popular kids' movie"

Julia: "*Hocus Pocus?*"

"Yes. I totally pictured the scene from Hocus Pocus. Those were the three witches I saw."

2. Were there any words or parts that were confusing to you?

"No, I mean there were some words that were uncommon. Sweltered, entrails, brinded, brinded cat."

Julia: "What did you do to try to figure it out?"

“Just put myself in the situation that it was Shakespeare, for one, and that it was from that imagery of the witches and they’re using their own words, you know, it’s not like three regular people from today sitting around a cauldron, so those are the types of words you would be using in an incantation, maybe. I don’t know.”

3. Describe the process of reading the lines. Did you read in order or jump around the paragraph or page?

“I didn’t jump around but I read it- I mean, Shakespeare has a flow, so its poetry, so you almost read it like you would read a Dr. Seuss book, it has a flow, it has a rhythm to it.”

4. How would you describe the rhythm??

“Um, I don’t know.”

Julia: “How about the rhyme?”

“You mean whether or not it rhymed?”

Julia: “Sure. How would you describe the rhyme? Does it rhyme?”

“It has some rhyming lines. I don’t think the whole thing rhymes, the last is that iambic pentameter maybe and then the final, where its like every other and then the final two rhyme, um, I’m not even sure if I’m using that term properly.”

Think-Aloud Discussion Questions (asked at the end of sections marked with stars):

1. Explain what you were just thinking when reading this part?

“I’m still just picturing the three witches as they toss in these ingredients and every time something hits the cauldron, a mist comes up in the air and it’s just dark and gloomy but at the same time, they’re having fun with it, you know, this is just something that they’re enjoying.”

Julia: “Did you hear their voices at all?”

“Umm, not really this time, the first time I was kind of picturing Hocus Pocus the movie so I had those voices. In this, I wouldn’t say I hear their voices individually because there’s three of them and in my mind, they’re all saying the same thing at the same time so it’s a collection of voices. So yeah, I guess I hear a uniform style of what a witch’s voice would sound like but collectively, it’s like three of them singing at the same time. And again, it all rhymes as they go through their little incantation.”

2. Were there any words or parts that were confusing to you?

“Uh, not confusing but, again, there’s some fun words. ‘An owl’s wing,’ you know, just the strange things they’re throwing into the brew. There was one word. Tiger’s chaudron? I’m not sure what a tiger’s chaudron is, or if I’m even pronouncing it right.”

Julia: “What did you do? Did you dismiss that?”

“I dismissed that one, yeah.”

Julia: “I had to look it up, but the guts.”

“It’s tiger’s guts? Yeah, yeah, yeah. That one I just went, ‘uhh, it’s something with a tiger? I don’t know’ the rest kind of made sense but...I thought ‘liver of a blaspheming Jew’ was kind of strange as it’s rather racially explicit. But yeah, it all had a rhythm and much more rhyming than the first page. So it was easy to read.”

Comprehension Questions (asked at the end of passage):

1. Can you summarize what you just read?

“Hecate comes in and basically finishes off their enchantment, I guess. And then the three w- the second of the three witches notices someone is coming. Someone knocks. Then Macbeth walks in after Hecate retires before the second witch realizes that someone is approaching and then he comes in and basically gets very, uh, I don’t know, pushy about- he says he’s gonna ask them a question that they must answer him and he gets very, um, I’d say almost- almost remonstrative in the way he details that even though this is- these things are facts in life, you will answer me the question that I’m about to ask you. That you must answer. And then the three witches say ‘Yes. Speak. Demand. We’ll Answer.”

2. What is this story about?

“Um, I can’t say I remember reading Macbeth, actually, in high school, so I’m just speculating. Um, I really don’t know. Black magic? Um, dark, evil forces? Heaven and hell?”

3. Who is this story about (main character[s])? How do you know?

“Macbeth. Because he was the last to enter and because his, uh, the, um, attention. His lines command, I guess.”

4. What is the main idea(s) or main point of the story/article?

“I don’t know. Um. In such a short passage, uh, I don’t know. The main idea that, um, Macbeth is calling upon these three witches so –they’re conjurers- so he must need something from them, um, or that they’ve done something and that he requires and

answer for what they've done already. Or that he wants to know something about Hecate. Yeah, I don't know. I'm speculating."

5. What do you think will happen next if this story were to continue?

"He would ask his question? And they would answer?"

6. What is the author's intention for writing this story/article?
How do you know that?

"Oh, God. I wouldn't dream of speculating Shakespeare's intentions of such a short passage. Shakespeare's intention for just this amount of reading here. Um, to get you- to get the reader or the viewer, say, it was a play, into it. it's rhythmic, it's poetry, it's musical, it's- it's- gets your imagination going, it inspires you, it's just, you know, good storytelling, or good production. It's entertainment. That would be it."