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Inner Dialogue Reading Behaviors and Student Comprehension of Texts

by

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A thesis submitted to the Department of Education and Human Development of

The College at Brockport, State University of New York, in partial fulfillment of the

requirements for the degree of Master of Science in Education.

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Abstract

This study examines the use of inner dialogue reading behaviors by third grade students who achieve high scores on commercial reading assessments. The study looks at one class of third grade students in Western New York, and comparatively analyzes their self-reported use of reading behaviors in relation to their achieved scores on the Next Step in Guided Reading (GRA) commercial reading assessment. The researcher collected qualitative data from the participants using results from the administered GRA assessment, structured verbal interviews, and participants' written responses in their weekly Independent Reading Logs. Conclusions for participants who scored highly on commercial reading assessments include the following: 1. High scoring participants use a variety of reading behaviors as part of a focused and on-going inner dialogue that takes place during the reading process; 2. High scoring participants understand that comprehending text requires cognitive processing beyond decoding words accurately; and 3. High scoring participants understand reading to be a process of gathering and conveying information and ideas. In effect, they view reading as being disintermediated from the physical medium of the printed text itself. For them, reading is a process of making meaning and understanding an author's perspective or intent. This is different from participants who did not score as highly on commercial reading assessments, who viewed decoding accuracy as the primary function of reading. Implications of this research include the need for equal focus on both decoding and comprehension reading instruction in the classroom; and explicit instruction on the successful use of inner dialogue reading behaviors to support and enhance reading comprehension.

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Inner Dialogue Reading Behaviors and Student Comprehension of Texts

Chapter 1: Introduction

NOTE: All names are pseudonyms.

"So what have we learned as readers," I ask a group of my third grade students during guided reading instruction.

"The grandfather likes to collect things, like my mom does with plates that have pictures on them," says John. "And [the grandfather] puts the lamps in the basement."

Sue adds her thinking. "That her grandpa, who she calls 'Gampy,' started collecting lamps. He has a big collection that he stores in his daughter's storage area, because he lives with her in her apartment. Sometimes the main character, who is his granddaughter, goes to buy the old lamps with Gampy."

I turn and look at Billy. "So what have we learned as readers?"

"I'm not sure," he responds.

He looks down at the cover of the book to jog his memory, and shrugs his shoulders.

"I did read it," he assures me, and turns back to reread a few pages.

~

Problem Statement

"So what have we learned as readers?" I often ask this question to my third grade students. Some of them respond with detailed knowledge of the text, and compare it to something they have read in the past. Others respond by predicting what will happen next. Yet,

there seems to be a few that stop for a moment and look at me before responding, "I'm not sure." In that moment, these readers are demonstrating that they have not comprehended the meaning of the words they have decoded from the written page.

As a teacher, I am responsible for the learning outcomes of all of my students. Yet, I have experienced inconsistent achievement on commercial reading assessments across the academic spectrum of my third grade classes each year.

In order to learn more about what is going on in my students' minds while reading, I examined learners' inner dialogue reading behaviors and compared these behaviors with reading assessment scores. Additionally, I sought to identify information about students' use of specific inner dialogue reading behaviors that consistently support reading comprehension in the general education elementary classroom.

Rationale

A major problem facing teachers is students' inconsistent achievement on commercial reading assessments following the independent reading of short passages (Combrinck, Van Staden, & Roux, 2014; Jackson, 2016; Papatga & Ersoy, 2016; Wang, 2016). While some students are able to score highly and demonstrate a great deal of comprehension, other students demonstrate challenges in putting the pieces together of what they have just read (Combrinck et al., 2014; Kragler, Martin, & Schreier, 2015; Papatga & Ersoy, 2016; Sari, 2015; Tomczak, 2014). Yet all readers need to comprehend texts to meaningfully engage with them.

Hypothesis

I theorize these inconsistencies are caused, in part, by variations in students' self-directed reading behaviors during the reading process. Not all students use the same reading behaviors, and some do not use any (Gutiérrez-Braojos et al., 2014; Kragler et al., 2015). I believe that teachers need to know what reading behaviors can be, and are being, successfully used by students to support their comprehension of texts. I aim to furnish this information to educators to help them design more effective literacy instruction, and lead to greater rates of student success.

Purpose and Originality

The purpose of this study was to identify specific reading behaviors used by students who demonstrated high levels of achievement on commercial reading assessments. This purpose was similar to the work that has been conducted by other researchers (Combrinck et al., 2014; Gutiérrez-Braojos, Rodríguez Fernández, & Salmerón-Vílchez, 2014; Kragler et al., 2015; Tomczak, 2014; Wang, 2016). However, this study was unique in that it looked closely at students from a single general education elementary classroom, and collected data in ways I had not seen used in my review of the literature (Combrinck et al., 2014; Kragler et al., 2015; Tomczak, 2014; Wang, 2016).

I looked to identify correlations between types of reading behaviors and student reading assessment performance through data related to students' self-reported use of reading behaviors in structured interviews, demonstrated comprehension of texts via independent reading log responses, and students' scores on a commercial reading assessment. However, I did not aim to show causation.

Research Questions

My study aimed to answer the following three research questions:

(1) What are some of the reading behaviors that high achieving students use?

(2) What are some of the specific inner dialogue patterns used by readers who score highly on reading comprehension tests?

(3) What are some of the specific inner dialogue patterns used by readers who produce verbal or written reports after reading?

Chapter 2: Theoretical Framework and Literature Review

Introduction

As social beings, humans interact through various forms of communication and construct meaning of their world through symbolic systems (Vygotsky, 1978). One of these systems is constructed through printed text. Text is a code system that requires a mutually agreed upon understanding of rules and patterns. The purpose of reading is to construct meaning from printed text. Therefore, the reader needs to utilize behaviors that will maximize their[1] likelihood of interpreting the text in the way the author intended.

The act of making meaning allows the reader to comprehend an author's message and effectively respond to a variety of academic demands (Gutiérrez-Braojos, Rodríguez Fernández,

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[1] The author is aware of, and well versed in, the constructs of academic English. As such, he recognizes that using a plural pronoun in place of a singular pronoun is grammatically incorrect. However, he has chosen to use plural pronouns to refer to readers in a way that does not identify a reader's specific gender throughout this paper.

& Salmerón-Vílchez, 2014). Without comprehension, reading is an act of futility; akin to singing a song aloud without knowledge of what the assemblage of lyrics mean. This study focused on students' use of inner dialogue reading behaviors to facilitate their own text comprehension. Inner dialogue reading behaviors are readers' conscious internal thought processes, as well as the types and patterns of applying mental strategies as they seek to construct meaning by creating a coherent mental representation of a text.

Vygotsky (1978) outlines interpsychological dialogue as a necessary vehicle for higher-order thinking and reasoning. Examining Vygotskian inner speech from a reading perspective shows it is a vital function to successfully engage in the reading process (Ehrich, 2006). It is therefore necessary to examine and cultivate learner's inner dialogue reading behaviors to provide stronger comprehension abilities. Yet, in order to scaffold learners to this higher order of thinking, teachers must know the types and usage patterns of reading behaviors used by their highest achieving students, as demonstrated by student performance on commercial reading assessments. Specifically, within the confines of this study, this classification of high comprehension is determined by student performance on the commercial Next Step in Guided Reading Assessment (GRA). More broadly, student achievement is reflected in test scores on the New York State Common Core Grade Three English Language Arts Assessment.

As a teacher, I have witnessed that my students who demonstrate higher rates of achievement on commercial and state-mandated standardized reading assessments process texts in a different way than my students who demonstrate lower levels of achievement on the same assessments. I am interested in identifying and clearly articulating these behaviors to inform my instruction to readers who struggle to employ similar behaviors.

I provide a review of contemporary literature on the use of inner dialogue reading behaviors in three distinct sections. The first section, "How Reading Behaviors Support Comprehension," reviews contemporary research on how reading behaviors directly bolster reading comprehension. The second section, "Reading Behavior Instruction," details current research-based practices used by educators to teach learning behaviors that support reading comprehension. The third section, "Reading Behaviors of High-Achieving Students," exposes the specific learning behaviors used by students that demonstrate a great amount of text comprehension.

How Reading Behaviors Support Comprehension

Readers are not immediately bestowed with an accurate understanding of texts simply through the act of decoding the letters and sentence structures on the written page. Rather, comprehension is the result of an active set of mental processes, or behaviors, that the reader engages in concurrently with the process of fluently decoding words (Gutiérrez-Braojos et al., 2014; Maine, 2013). Individual learners' literacy is rooted in the ways in which they address reading and conceptions of knowledge (Street, 2006). As such, it is expected that the personal application of reading behaviors varies from one learner to another.

Reading behaviors are the conscious and deliberate application of strategies that are flexibly adapted by the reader to mentally create a coherent representational construction of a text (Gutiérrez-Braojos et al., 2014). These self-directed strategies allow readers to take control of storing, retrieving, and evaluating prior knowledge and information from the text in order to reach a goal (Wang, 2016). Such goals can include a self-determined goal of enjoyment or an

externally-determined goal of responding to text-dependent questions using formalized writing. Yet, comprehension is necessary for success, no matter the goal. The use of reading behaviors allows for reading comprehension to take place (Wang, 2016).

Reading behaviors vs. reading strategies.

Throughout this study, I will refer to both reading behaviors and reading strategies. However, there can be some confusion as to what each term means independently. I will clarify my use of the two terms here. The term reading strategies refers to specific individual skills that a reader uses to process text. Reading strategies can be learned through explicit instruction or developed by the reader through practical experience. An example of a reading strategy that is learned through explicit instruction in many classrooms is "stop-think-paraphrase." In this reading strategy, a reader pauses at the end of each page and thinks about what they have read, and then puts the information into their own words before moving on to read the next page. My use of the term reading behaviors refers to readers' automatic application of none, one, or more reading strategies while reading text.

To add clarity, I will state this relationship in another way through the hypothetical scenario that follows. Swinging a hammer is a useful construction strategy to drive a nail to fasten two pieces of wood together; so is using a pneumatic nail gun. Both of these strategies are taught in construction trade schools, and get the job done with great efficiency and accuracy. A fist-sized rock can also be used to drive a nail into wood and will get the job done. However, this construction strategy is not taught in trade schools because it is not efficient or accurate enough to meet the demands of today's construction industry.

A construction behavior is demonstrated when a person is given two pieces of wood, and having a need to fasten the pieces together with a nail, choses for themselves which construction strategy is appropriate in meeting the stated goal. To demonstrate this concept, assume a person is alone in a room and supplied with only a hammer, nail, pneumatic nail gun, a rock, and the two pieces of wood. Assume the person has received explicit instruction on how to use a hammer and nail gun to fasten pieces of wood together with nails. The person, of their own volition, chooses whether to swing a hammer, shoot a nail gun, pound the nail with the rock, smack the two pieces of wood together, or stare blankly at the pieces of wood and not indicate any awareness of the construction tools and materials located in their immediate vicinity. All of these actions are behaviors that the person is using to reach the stated goal of fastening the two pieces of wood together. The person can choose to do any of them singularly or in combination. Likewise, the person can choose to do nothing, but the result is that the person has made a choice and behaved in a definable way that can be described to another person who was not in the room by either words or the tangible evidence found in the condition of their work.

Regardless of the strategy or strategies used or not used by the person, and carried out through their behavior, fastening two pieces of wood together with a nail is the goal. It is the purpose and entire reason the person was in the room with the construction tools and materials. Although the two pieces of wood may be visually attractive and have a fine finish that makes them feel good in the hand, they are in the room to be fastened together. It is the pieces of wood's purpose for existence. Likewise, texts' purpose for existence is to be comprehended. It is the reader's purpose to comprehend them.

Reading comprehension and making meaning.

Researcher Tomczak (2014) distilled the education field's definition of reading comprehension as making or constructing meaning from texts. The phrase "making meaning" refers to a reader's ability to understand and interact with a text in real time during the reading process. Specifically, making meaning involves the reader's exploration of personal insights, understandings, and interpretations from unique individual perspectives (Hoffman, 2011).

Making meaning equates to reading comprehension. Successful comprehension results in the reader's understanding of the messages that the author intentionally wants to deliver via the text (Papatga & Ersoy, 2016). Although comprehension is a mental construct, it still allows the creation of tangible, measurable products. Readers tangibly demonstrate comprehension by identifying main idea, making inferences, reasoning, and synthesizing, to name a few (Sari, 2015). All of these are examples of reading behaviors that support comprehension.

Reading behaviors.

Comprehension of texts requires readers to actively engage in the practice of making meaning (Essays, 2015). The use of comprehension-supporting reading behaviors demonstrates interaction with text, and ultimately improves reading efficiency and comprehension as readers identify salient information and construct meaning from texts (Wang, 2016). Reading behaviors are used as tools to engage actively with the words on the page. The consciousness of the reader reacts logically and emotionally in real time while decoding information from the text (Hoffman, 2011; Tomczak, 2014; Wang, 2016). Mentally, this text interaction is similar to a verbal conversation with the text talking to the reader, and the reader critically listening to what the text

is saying. All the while, the reader is thinking about what the text is saying, how it relates to them personally, and what it all really means.

Inner dialogue.

Inner dialogue is the pattern of thought processes that occur internally within readers' consciousness as they interact with the text. Vygotsky (1978) refers to this thought process as interpsychological dialogue. Tomczak (2014) describes inner dialogue as the collection of metacognitive strategies that monitor and regulate a reader's awareness of comprehension. In other words, inner dialogue is the mental processing of reading that uses internalized language to question and interpret (Maine, 2013). This is an imagination-based process whereby readers enter into the world of the text to understand it and construct meaning (Maine, 2013). That is not to characterize inner dialogue as a dreamscape created by the reader; rather it is a rational pattern of ongoing inter-related thoughts stimulated by the text (Wang, 2016).

Inner dialogue greatly resembles self-talk. Self-talk is the inner conversations people have with themselves in the form of an unstructured and random stream of thoughts (Montazeri, Hamidi, & Hamidi, 2015). This is the open-ended and meandering dialogical nature of consciousness (Cheyne & Tarulli, 1999). Yet, inner dialogue during the reading process is distinctly different. Within the confines of this study, inner dialogue specifically denotes a rational and deliberate cognitive engagement for the purpose of comprehending texts in real time.

Inner dialogue reading behaviors.

Both inner dialogue and reading behaviors have been defined thus far in isolation. Yet, the adjoined phase needs to be defined in more exacting terms. Within the confines of this study, inner dialogue reading behaviors specifically refers to readers' conscious mental thought processes and the types and patterns of applying reading strategies as they seek to construct meaning by creating a coherent mental representation of a text.

Inner dialogue reading behaviors support and improve readers' comprehension of texts (Gutiérrez-Braojos et al., 2014; Maine, 2013; Tomczak, 2014; Wang, 2016). Wang (2016) examined the use of reading behaviors by analyzing students' verbal responses in think-aloud reading tasks. The think-aloud strategy verbally produces the inner dialogue reading behaviors that readers use while reading text. Wang's (2016) study involved pairs of freshmen high-school students using the think-aloud strategy to analyze textual meaning and answer five text-dependent comprehension questions for each text they read over a four week period. Wang (2016) used a mixed methods design and found that learners' effective use of inner dialogue reading behaviors improved reading efficiency and text comprehension.

Fluency and decoding accuracy alone do not equate to comprehension. Tomczak (2014) indicated that proficient readers make use of comprehension-focused reading behaviors in addition to having knowledge of phonics and vocabulary. Papatga and Ersoy (2016) examined the academic outcomes of students enrolled in a program that specifically taught comprehension-focused reading behaviors. They found that the reading levels of students who received the instruction and used the reading behaviors as part of their inner dialogue showed significant improvement in their reading comprehension abilities. Similarly, Combrinck, Van Staden, and

Roux (2014) conducted surveys and compared reading behavior use to comprehension performance to find that students were unable to accurately and completely understand texts without the use of inner dialogue reading behaviors.

A difference exists between high-comprehending and low-comprehending students' use of inner dialogue reading behaviors. Wang (2016) found that the strongest comprehending students more effectively use inner dialogue reading behaviors, and constantly focus on textual meaning during the reading process. Likewise, Tomczak (2014) indicated that proficient readers self-initiated the use of metacognitive strategies during the reading process and continually monitored for meaning. Because these inner dialogue reading behaviors prioritized constructing meaning, they directly supported the comprehension component of reading. This body of knowledge establishes the importance of teaching reading behaviors in instructional programs alongside fluency and decoding skills.

Reading Behavior Instruction

Educators currently teach several inner dialogue reading behaviors (Kragler, Martin, & Schreier, 2015; Tomczak, 2014; Wang, 2016). These behaviors are known by various names, and several overlap in their focus. However, the plethora of individual behaviors can be generally summed and categorized into the following families: identifying main idea, identifying key details, inferencing, making connections, predicting, and summarizing (Kragler et al., 2015; Tomczak, 2014; Wang, 2016).

Yet, not all students receive adequate reading behavior instruction. Gutiérrez-Braojos et al. (2014) proposed that teachers do not dedicate enough time to teaching reading behaviors that

support comprehension; rather they tend to focus on decoding and fluency. As a result, students'

lack of comprehension skills negatively affects learning outcomes across a wide range of

academic disciplines and greatly hinders participation in technical subjects (Jackson, 2016).

Students may only receive direct instruction within a few types of inner dialogue reading

behaviors. As a result, students are unable to adapt their use of reading behaviors flexibly in

accordance with text genre and complexity (Kragler et al., 2015). Students may only be able to

use low-level reading strategies such as summarizing and identifying key details, and thus cannot

accurately comprehend texts that are more complex because they do not implement the necessary

strategies to meet their needs. In other words, many readers do not possess the tools necessary to

effectively understand the deeper concepts of a given text, and thus may only be able to

understand it at a surface level due to its inherent complexity.

Instructional techniques.

It is important to briefly identify some of the effective techniques currently used to

directly teach the metacognitive processes that students will internalize as inner dialogue reading

behaviors. Jackson (2016) demonstrated the effectiveness of the think-aloud strategy in helping

students to comprehend complex technical texts. This strategy involved modeling inner dialogue

aloud with students as they read texts (Hoffman, 2011; Jackson, 2016). Additional effective

strategies include: shared reading, thematic instruction and discussions, know-want to know-

learned (K-W-L) charts, annotation, and even some computer-based instruction (Cibáková, 2015;

Combrinck et al., 2014; Gelzheiser, Scanlon, Vellutino, Hallgren-Flynn, & Schatschneider,

2011; Papatga & Ersoy, 2016). The present use of these techniques demonstrates that effective

strategies for teaching inner dialogue reading behaviors exist, and can be further implemented, enhanced, and adapted to support the needs of all learners.

Regardless of the specific type of inner dialogue reading behavior, modeling and structured practice allows students to internalize and later use the behaviors flexibly and at will (Jackson, 2016; Tomczak, 2014). Inner dialogue reading behaviors support the needs of each learner because of the learner's ability to subtly regulate and modify the reading behavior. Gelzheiser et al. (2011) find that once-struggling readers show significant improvement in comprehension after participation in individually tailored reading comprehension interventions that include explicit reading behavior instruction.

Reading Behaviors of High-Achieving Students

Educators must know the specific inner dialogue reading behaviors used by the highest-performing students if they want to explicitly teach the behaviors to struggling readers. Many high-achieving students display the same set of characteristics in their use of inner dialogue reading behaviors as provided by surveys conducted with readers (Gelzheiser et al., 2011; Gutiérrez-Braojos et al., 2014; Kragler et al., 2015; Maine, 2013; Wang, 2016). High-achieving readers tend to develop a broad array of reading strategies early on in their academic career, and their patterns in selecting and employing those strategies remain stable over time (Kragler et al., 2015). These patterns are significant because they indicate the importance of early instruction and practice with a variety of inner dialogue reading behaviors. The foundational inventory of strategies, and patterns of using those strategies, that readers establish early on will serve as the core of their reading comprehension abilities for subsequent years. However, it is important to

note that established behaviors and application patterns can change and/or be improved upon later with intensive intervention (Cibáková, 2015; Combrinck et al., 2014; Gelzheiser et al., 2011; Jackson, 2016; Papatga & Ersoy, 2016).

Kragler et al. (2015) identified that high-achieving readers view reading from a problem solving perspective, where comprehension is the goal and reading behaviors are the tools that help them achieve the goal. Accordingly, readers adaptively use a variety of task-dependent reading behaviors to construct meaning in a flexible and dynamic way (Gutiérrez-Braojos et al., 2014; Kragler et al., 2015). Yet, most high-achieving readers tend to employ a handful of go-to categories of inner dialogue reading behaviors, especially the inferencing type (Kragler et al., 2015; Wang, 2016).

In their research, Gelzheiser et al. (2011) examined the reading comprehension performance of students who received a reading intervention program that aimed to improve measured reading comprehension. The intervention was comprised of six components: literacy minilessons, time spent reading, discussions, thematic units, strategy instruction, and fostering student independence. The intervention provided explicit modeling and guidance to students related to self-monitoring comprehension behaviors (Gelzheiser et al., 2011). Gelzheiser et al. (2011) noted that high-achieving readers set a high standard of coherence as they read.

Some research indicates that high-achieving readers, as defined by their performance on commercial and standardized reading assessments, approach reading with the goal of understanding and creating meaning from the text they read. As a result, they actively monitor for meaning and understanding. If these readers detect that they are not comprehending, they will automatically and flexibly select another reading behavior to use (Gutiérrez-Braojos et al., 2014;

Maine, 2013). Likewise, when these readers determine they have developed a misconception, they will independently use fix-up strategies to recover from confusion (Gelzheiser et al., 2011). All of these self-directed reading behaviors occur as complex inner dialogue within the mind of the reader as they are reading a text.

Summary

Students' use of inner dialogue reading behaviors support and expand their comprehension of texts. Moreover, the intentional and automatic use of these behaviors has been correlated with readers reliably comprehending texts at a more complex and abstract level. As such, it is vital that educators provide effective targeted instruction of inner dialogue reading behaviors. Educators should specifically teach the behaviors and use patterns successfully employed by proficient readers to all students. Doing so will serve to elevate all students and provide them with the learning opportunities they need to excel. I aimed to examine the existing research's applicability to one class of third graders in western New York, and add to the existing body of knowledge. Ultimately, I hope that my work will help to address and reverse a lack of critical comprehension skills possessed by today's learners.

Chapter 3: Methodology

Objective and Overview

The purpose of this study was to identify specific reading behaviors used by students who demonstrate high levels of achievement on commercialized reading assessments. I looked to identify comparisons between types of reading behaviors and assessment performance through

data related to participants' reported use of reading behaviors in structured interviews, demonstrated comprehension of texts via independent reading log responses, and participants' scores on a commercial reading assessment.

Study Context and Participants

I conducted this study in a small city school in western New York, where I was employed as a third grade classroom teacher. All of the participants in this study were students in my third-grade classroom. All participants were developing their reading abilities. There were 18 initial participants in the first phase of the study and six purposeful sample participants in the second phase of the study. The six purposeful sample participants were selected from the group of 18 initial participants. All participants were nine years of age.

Positionality as the Teacher-Researcher

As the participants' classroom teacher, I was able to leverage my daily experiences with them in my study. This was a unique characteristic of my study that I had not encountered in other research designs that examined inner dialogue reading behaviors. As a result, I believe the participants in my study were more open and relaxed in interviews with me, and I was able to understand their individual perspectives and nuances in their written work that I analyzed. Additionally, I believe that this dynamic resulted in the procurement of more authentic data for analysis than many of the similar studies I reviewed.

Methods for Data Collection

Three main data collection tools were used throughout the two phases of the study. In the first phase, a commercial reading assessment was administered to all 18 initial participants. This commercial assessment, known as The Next Step in Guided Reading Assessment (GRA), was used by the school district three times per school year to measure and track student progress and make instructional decisions. For this study, the commercial assessment was used to identify which of the 18 initial participants would be eligible for placement in the three score groups for data collection purposes in the second phase. It was important to know this information in order to work towards answering the first two research questions of this study. The first question sought to identify some of the reading behaviors that high achieving students use, and the second looked to identify some of the specific inner dialogue patterns used by readers who score highly on reading comprehension tests. In both cases, it is vital to know which students are high achievers.

In the first and second phases of the study, participants partook in structured verbal interviews. The participants' responses were elicited and recorded using a specially designed interview protocol. The interview protocol asked participants to describe the thoughts they had had as they read the text. This information was further used to address the second research question of this study that looked to identify some of the specific inner dialogue patterns used by readers who score highly on reading comprehension tests. The information was also used to address part of the third research question of the study that looked to identify some of the specific inner dialogue patterns used by readers who produce verbal reports after reading.

Purposeful Sample

In the second phase of the study, participants in the purposeful sample completed weekly reading logs that collected their writing about texts they had read independently. Participants completed the reading logs independently as center-time work without direct teacher involvement. The reading logs aimed to furnish information to the study that could address a component of the third research question by identifying some of the specific inner dialogue patterns used by readers who produce written reports after reading.

A purposeful sample was created and used in the second phase of the study to closely examine high-achieving readers, while narrowing the volume of data to increase analysis efficiency. Based on student performance on the commercial reading assessment administered to all 18 initial participants, a purposeful sample of six participants was selected as a subset of the eligible initial participants. The purposeful sample was comprised of two participants from the top-third of assessment scores, two participants from the middle-third of assessment scores, and two participants from the bottom-third of assessment scores.

They were organized into a high score group, a medium score group, and a low score group, respectively. These groups were formed to enable comparison of the data from high-scoring participants with that from lower-scoring participant groups. My goal was to use the information from comparisons to identify behaviors and patterns that were unique and possibly exclusive to the participants from the top-third of scorers.

I was confronted with the challenge of deciding on a naming convention for these groups that would not implicitly label them as individuals of a stagnant skillset or ability. Ultimately, I chose a convention that I thought was straightforward and referenced how the collected data was

being used to structure the research. It is my belief that all learners are rich with individual funds

of knowledge. I believe that all learners can be successful in life regardless of their academic

scores or instructional grouping labels. I believe that labeling individual learners as "high" or

"low" is both inaccurate and inappropriate. I believe that a single assessment cannot produce a

full and complete understanding of a learner's capacity to learn and achieve. As such, all

references to "high score group," "medium score group," and "low score group" in this study

serve only to reference and organize data from a single assessment. These phrases are not meant

to characterize in part, or in totality, any participant in this study. Furthermore, these phrases do

not imply, nor advocate for, the labeling of learners enrolled in educational institutions at large.

Phase 1 Procedures

The procedures for the study were different for each of the two phases of data collection.

Initial data was collected in-person during one individual session with each of 18 initial

participants. At this time, each initial participant completed one commercial reading passage, one

commercial reading assessment, and one verbal reading behavior interview protocol. All reading

passages were at the individual participant's overall instructional reading level. This level was

provided by the participants' school district and individual participants' past performance on the

commercial reading assessments performed earlier in the school year. The entire initial data

collection process did not take more than 15 minutes per participant, and all data was collected in

one session.

The reading passages and assessments for this initial phase of the project were provided

by the Next Step Guided Reading Assessment, manufactured by Scholastic Inc., which was the

district-mandated reading assessment tool. After reading the passage and completing the assessment questions, participants verbally answered the reading behavior interview protocol, as verbally administered by me. This interview protocol was designed by me after consulting the work of Kragler et al. (2015) and Wang (2016) who used similar questions to categorize reading behaviors. However, this interview protocol essentially formalized a stereotypical line of conference questioning that I regularly used with students to discuss their reading and gain insight into their comprehension and reading behaviors in the classroom.

Phase 2 Procedures

After conducting the initial data collection procedures, I selected a subset of six participants for the remainder of the study as a purposeful sample. The purposeful sample was comprised of two randomly chosen participants from the top-, middle-, and bottom-third of scores from the commercial reading assessment completed in the initial phase of the study. These participants were organized into the high score group, medium score group, and the low score group, respectively. As discussed earlier, all references to score group names are for organizational purposes only, and do not intend to indicate the true learning potential of any participant or group of participants.

The purposeful sample continued to meet with me and participate in structured interviews using the verbal reading behavior interview protocol once per week over the six weeks following the initial phase of the study. During these interviews, participants read from three genre varieties, poetry, fiction, and non-fiction, as part of their normal Guided Reading instruction. All

of the participants in the purposeful sample read the same books to ensure consistency. All of the

books were at a third grade instructional level.

Table 1 provides more demographic information about each individual participant that

was included in the purposeful sample and which score group they were placed into based on

their score on the commercial reading assessment administered in the first phase of the study.

Table 1 also provides each participant's GRA assessment letter score. Table 2 provides the

standardized ranges for the GRA reading assessment letter score administered at the end of the

third grade instructional year for comparative purposes only.

Table 1

Demographic Information About Each Participant

Participant Number	Gender	Age	Assessment Score Group	GRA Assessment Letter Score
5	Female	9	High Score Group	Y
7	Male	9	High Score Group	Y
2	Female	9	Middle Score Group	P
4	Male	9	Middle Score Group	T
15	Female	9	Low Score Group	M
16	Female	9	Low Score Group	M

Table 2

End of Third-Grade Year GRA Assessment Letter Score Ranges

Above-Level Letter Score	$\geq Q$
On-Level Letter Score	P
Below-Level Letter Score	$\leq O$

Also during the second phase, the purposeful sample participants' written work from their independent reading log was collected. The independent reading log required participants to respond to written prompts of their choice about the books they were reading independently during centers time in the classroom. These books were chosen by the participants based on their personal interests.

Ethical Considerations

Ethical considerations were made throughout the design and implementation of the study to protect all participants. As a result of these design elements, this study received IRB approval prior to the data collection and analysis phases. In designing the study, I limited the number of questions prompts and made certain that all reading passages were at the participants' instructional reading level to avoid participant fatigue and frustration. All participants had the ability to not answer all or part of the verbal reading behavior interview protocol. No participant was pressured to respond to any question or subjected to any form of punishment or stigmatization for declining to participate in a full or in part, or because of the information furnished by their participation. No participant-identifiable work was collected and/or published. All data was de-identified to maintain anonymity. I assigned a nominal number to all forms that corresponded to a single participant. Participant names were not collected.

Timeline

Table 3 shows the month and year that principle elements of the study were completed.

Table 3

Times Principle Elements of the Study were Completed

Project Proposal Submitted to University	March 2017
IRB Approval	April 2017
Data Collection Phase 1 with 18 Initial Participants	May 2017
Data Collection Phase 2 With 6 Purposeful Sample Participants	May and June 2017
Data Analysis	October 2017

Trustworthiness

The following three principles establish the trustworthiness of my study. The first is Triangulation. I collected data via three independent collection tools: A commercial reading assessment, structured interview protocols, and independent reading logs. All of the data was collected from the same group of participants and in the same setting.

The second principle is Prolonged Engagement. This study was conducted over a period of six weeks. During that time, I met with each purposeful sample participant at least once per week to collect data. This served to make the data more accurate, rich, and reliable because it is less susceptible to transient fluctuations in participant performance.

Likewise, the third principle is Persistent Observation. Each of the six participants in the second phase of the study was observed at least thirteen separate times during the study. Initially, each participant met once to complete the commercial reading assessment and an initial verbal reading behavior interview protocol. During the following six weeks, each participant completed

at least six more interview protocols and six independent reading logs. During this time, participants completed Independent Reading Logs each week that were collected.

Data Analysis Methods

Qualitative and Statistical data analysis were used to process the collected data. A coding system was used to qualitatively categorize participants' responses to verbal interview questions. I devised this system to allow me to categorize a verbal response into one of ten broad categories of reading behaviors. The ten categories are: Identifying important information, Identifying main idea or topic, Inferencing, Making personal connections, Making text-text connections, Predicting, Summarizing, Using prior knowledge/experience, Other (to be further qualitatively indicated with annotations), and Stating "I don't know." These categories are similar to the ones used by Kragler et al. (2015) and Wang (2016) in their work that studied reading behaviors. While their work served as the inspiration for my categories, I chose to use the categories I felt would be most relevant to the participants of my study based on my professional knowledge of working with third grade students.

An example of how this categorization was implemented is as follows. I asked Participant 5 what she was doing to understand the text as she read. Participant 5 responded that while she was reading, she was thinking about a time that her parent dropped their new cell phone in the pool and it was ruined. Participant 5 went on to say she was thinking about this when the text talked about having to be careful with a cell phone around water. I would categorize Participant 5's self-described reading behavior as using prior knowledge/experiences with the coding system.

After compiling all of the data from the interviews, frequency tables were constructed to analyze the categories of participant's self-reported use of reading behaviors. These tables were used to create graphs that enabled me to look for patterns in participants' reading behavior usage by comparing the usage frequency of each category of behavior by individual participant number. Additionally, graphs were used to look for patterns by score group. Graphs that organized data by score group combined the frequency data from both participants in the score group. For example: Participants 5 and 7 were in the high score group, so their individual frequency data was totaled for the score group graph, as shown in Figure 1.

There were inconsistencies in the number of interviews conducted with each participant and score group due to absences and the amount of responses that participants provided during interviews. As a result, graphs were also made that showed the average usage frequency of each category of reading behavior by both individual participants and score groups. This allows the use of percentages to compare reading behavior usage between the three score groups. In all, four graphs were made for data analysis: Reading behavior category frequency by participant (Figure 2), Reading behavior category frequency by score group, Reading behavior category average frequency by participant (Figure 3), and Reading behavior category average frequency by score group (Figure 1). However, the graph "reading behavior category frequency by score group" was not used or published due to disparities in the amount of data collected between to score groups that made it a poor comparative tool.

Qualitative tables were also constructed to organize participants' verbal responses in relation to the reading behavior category that each response belonged for the fifth question of the interview protocol. These tables can be found as Figure 4 and Figure 5. The fifth question

specifically asked, "What are you doing to understand the passage as you read?" Figures 4 and 5 also show the order in which Participant 5 and Participant 7 reported using specific reading behaviors in each interview session.

Finally, qualitative analysis was conducted on participants' written responses as provided by their independent reading log responses. This was done by looking at the written responses in the high score group's weekly reading logs. This information is represented in Figure 6. Each written response was categorized by the reading behavior it evidenced.

I wanted to focus on the highest quality written work produced by participants in order to gain a more complete and accurate look into the characteristics of participants' writing about independently read texts. To achieve this, I chose only the most developed written responses that the participant had completed in each weekly reading log for qualitative analysis. A developed response was characterized as having distinct and coherent sentences that fully expressed the writer's ideas. In some cases, choosing the particular reading log entry to analyze was made simpler by the fact that the participant had only chosen to complete one of the log entries in a given week. I excluded entries for further analysis in which the participant had written only a few words that were not representative of the true character of their work as I knew it from teaching them in the classroom for several months.

Chapter 4: Findings

Findings were discovered as a result of this research, and are organized by theme. The findings were 1) Participants who achieved high scores on the commercial reading assessment displayed a unique set of identifiable reading behaviors. 2) Participants who achieved high scores

on the commercial reading assessment reported unique patterns of inner dialogue while reading.
3) Participants across the achievement gradient displayed unique patterns in both verbal and
written reports after reading.

Participants Who Achieved High Scores on the Commercial Reading Assessment Displayed
a Unique Set of Identifiable Reading Behaviors

The types of reading behaviors that readers reported using were recorded through post-
reading interviews with participants throughout the six weeks of data collection. Compiling the
data revealed that participants in the high score group were most likely to summarize the text
they were reading in comparison to any other measured category of behavior. These readers
reported using this behavior 31% of the time. Conversely, high achieving readers were least
likely to use predicting out of all the behaviors that they indicated using. They reported using
predicting just 3% of the time. Participants who achieved high scores on the commercial reading
assessment were more likely than the medium and low score groups to report identifying the
main idea or topic of a text or making text-to-text connections. These readers reported using each
of these behaviors 8% of the time.

Participants who achieved high scores on the commercial reading assessment were by far
the least likely to report using reading behaviors categorized as "other" in comparison to the
medium and low score groups. Additionally, participants in the high score group reported using
all defined categories of reading behaviors. Because the categories of reading behaviors were
based on school-taught reading behavior, this may indicate that participants in the high score
group were more frequently implementing taught strategies for comprehending texts.
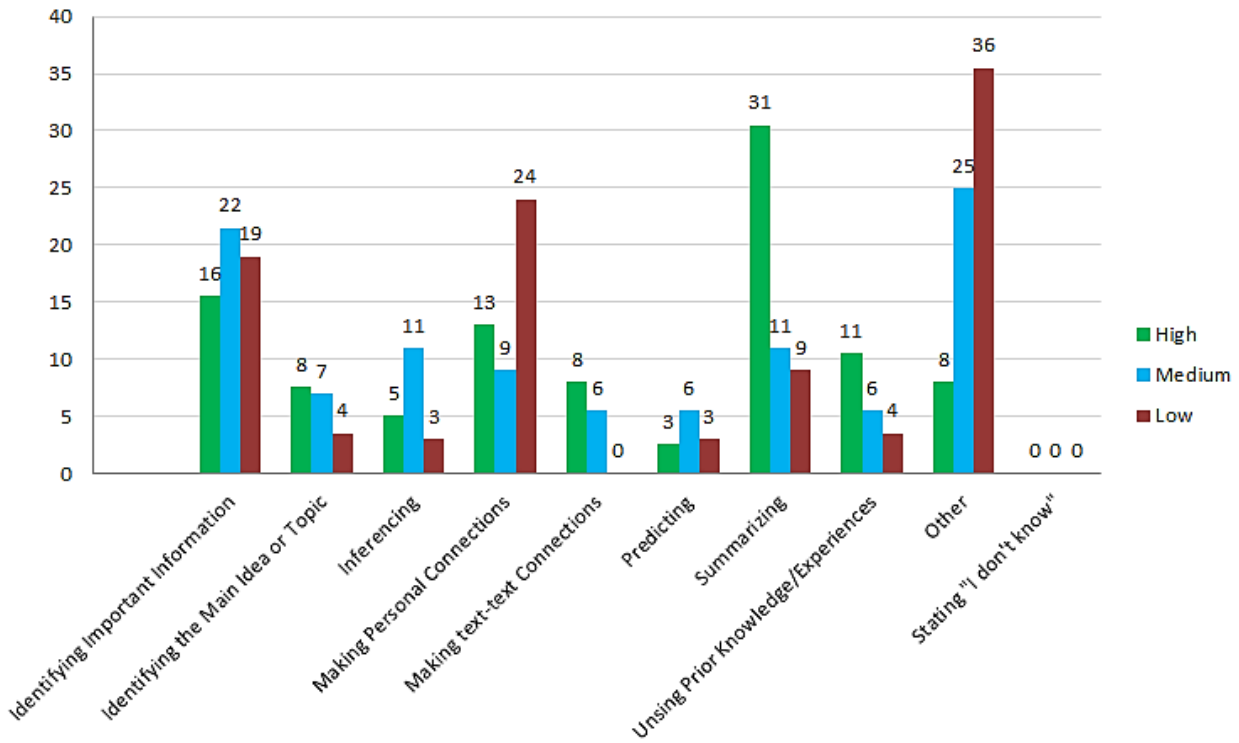
Figure 1. Reading Behavior Category Average Frequency by Score Group. This figure illustrates the average frequency each category of reading behavior was used by the combined participants in each of the three score groups.

Participants Who Achieved High Scores on the Commercial Reading Assessment Reported Unique Patterns of Inner Dialogue While Reading.

The patterns of inner dialogue reading behaviors that readers reported using were recorded through post-reading interviews with participants throughout the six weeks of data collection. Although Participant 5 and Participant 7 were both in the high score group, their self-reported patterns of inner dialogue reading behaviors were substantially different from each

other, in addition to being unique in comparison to the other score groups of the study. This can

be seen in Figure 2. As such, the findings for each of these two participants shall be discussed

independently.

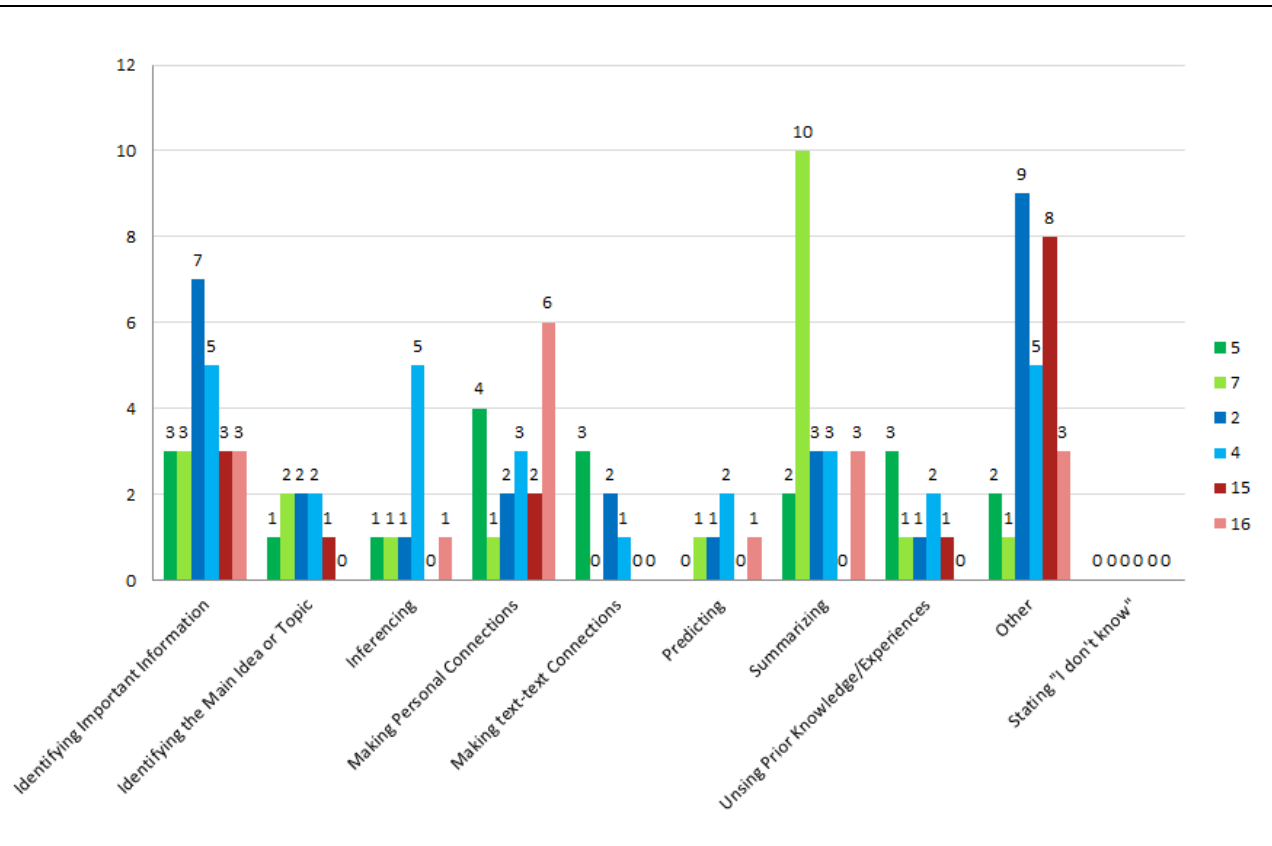Figure 2. Reading Behavior Category Frequency by Participant. This figure illustrates the

frequency each category of reading behavior was used by the individual participants, who are

identified by their participant number.

Due to variances in attendance, not all participants in the purposeful sample completed

the same number of post-reading interviews. Additionally, not all participants in the purposeful

sample provided the same volume of information in the post-reading interviews. As a result, looking at the frequency of category usage alone can be misleading.

In order to cancel out some of the influence of the aforementioned factors, the data was analyzed by averaging each participant's frequency data by score category. For example, if a hypothetical participant gave a total of ten responses in post-reading interviews, and indicated that they had predicted twice, they would have used predicting 20% of the time. If another hypothetical participant gave a total of 40 responses in post-reading interviews, and indicated that they had predicted eight times, they too would have predicted 20% of the time. Looking at the data this way in Figure 3 allows for more accurate comparison of the reading behaviors between all six participants in the purposeful sample, regardless of the number of interviews completed or responses given.
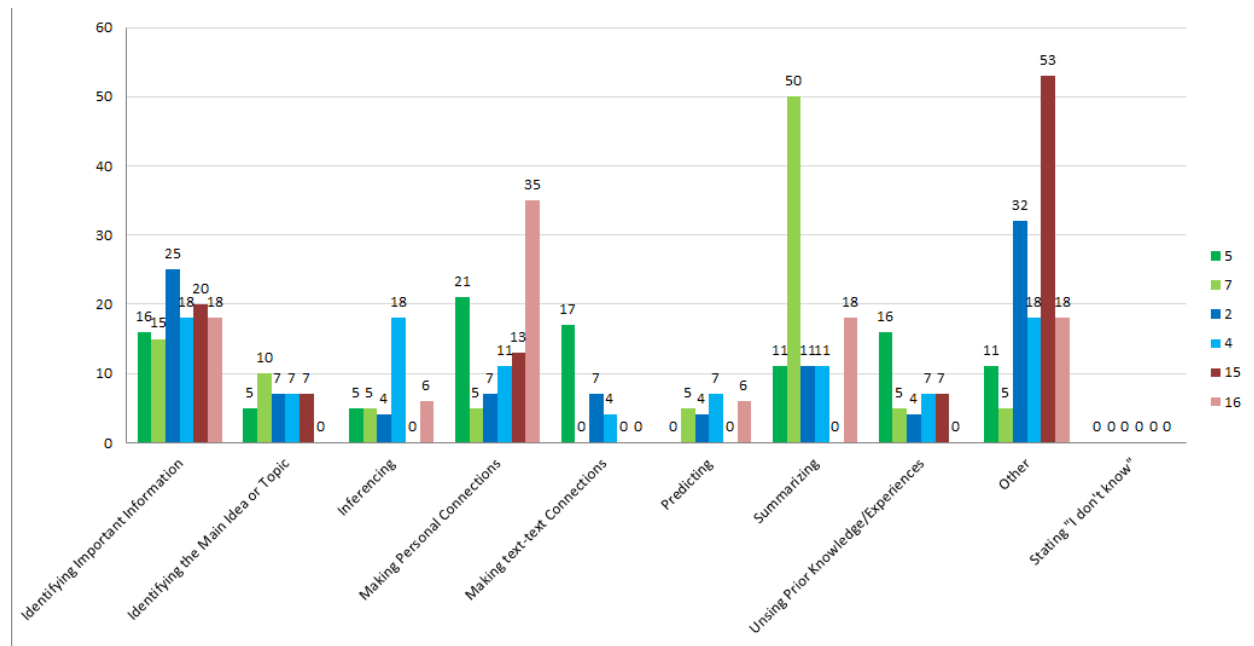
Figure 3. Reading Behavior Category Average Frequency by Participant. This figure illustrates the average frequency each category of reading behavior was used by the individual participants, who are identified by their participant number.

Participant 5 initially reported using a variety of behaviors in post-reading interviews before moving on to report the use of other behaviors, as seen in Figure 4. For example, in the first interview, Participant 5 started by indicating that she was identifying the main idea or topic as she read. She then went on to report using identification of important information and using pictures in the text to aid her comprehension. In the second interview, Participant 5 started by indicating that she was making text-to-text connections as she read. She then went on to report using identification of important information and making additional text-to-text connections.

Throughout the course of all six post-reading interviews conducted with Participant 5, it was evident that she was using a variety of reading behaviors to understand texts as she read. Participant 5 reported using each category of reading behavior at least once, with the exception of predicting. Participant 5 indicated her use of identifying important information, making text-to-text connections, and using prior knowledge and experiences three times each. The combined use of these three reading behaviors accounts for 49% of all reported reading behaviors for Participant 5. Participant 5 reported making personal connections to the text as the single most frequently used reading behavior. She made personal connections four times, or 21% of all reported reading behaviors.

Participant 5						
Interview Prompt	**Interview Session**					
	Session 1	**Session 2**	**Session 3**	**Session 4**	**Session 5**	**Session 6**
What were you thinking about while you were reading the passage?	Identifying main idea or topic	Making text-text connections	Making personal connections	Inferencing	Summarizing	Making personal connections
What made you think that?	Identifying important information	Identifying important information	Using prior knowledge/experiences	Identifying important information	Making text-text connections	Making personal connections
Tell me more. [Optional]						
What are you doing to understand the passage as you read?	Other	Making text-text connections	Making personal connections	Other	Summarizing	Using prior knowledge/experiences
Prompt Annotations						
	Use pictures to compare with the facts read; Checked book picture against the one in my head	I connect to other fairy tales and movies; compare and contrast between them	I put myself in her shoes and kept asking myself what would this be like	Stop every once in a while and use pictures in the book to help picture things in my head	I read a page and stopped to think about it and summarize and then check my summary with th picture and compare it with the picture in my mind	I was thinking about other phones that I have used
Did you have any problems as you read?	No	No	No	No	No	Yes
What did you do to try and solve that problem?						Using prior knowledge/experiences
Prompt Annotations						
						Thinking about what could a phone do to make a splash; I guess if a phone is big and you drop it in water it will make a splash
Notes						
						The poem included the phrase phones really make a splash, that alluded to their popularity with consumers. Evidently, this meaning was lost on the reader who tried to construct a literal meaning

Figure 4. Participant 5's Responses to Post-Reading Interviews by Reading Behavior Category.

This figure illustrates the category of reading behavior the participant indicated for each question

prompt in each interview conducted over a six-week period; and includes the researcher's

annotations and notes for selected prompts.

Participant 7 initially reported using summarizing behaviors in four of seven post-reading interviews before moving on to report the use of other behaviors, as seen in Figure 5. For example, in the first interview, Participant 7 started by indicating that he was summarizing the information from the text as he read. He then went on to report using identification of important information and additional summarizing to aid his comprehension. In the third interview, Participant 7 started by indicating that he was identifying the main idea or topic as he read. He then went on to report making personal connections and summarizing to aid his comprehension of the text.

It is also important to note that Participant 7 indicated that he was using some form of summarizing reading behavior to understand the text as he read in all seven interview sessions. Summarizing was the most frequently reported reading behavior by Participant 7. His interview responses indicated that he had used summarizing 50% of the time.

Throughout the course of all seven post-reading interviews conducted with Participant 7, it was evident that he was using a variety of reading behaviors to understand texts as he read in addition to summarizing. Participant 7 reported using each category of reading behavior at least once, with the exception of making text-to-text connections. Participant 7 indicated his use of identifying important information three separate times (15% of all responses), and identifying the main idea or topic 2 two separate times (10% of all responses). The use of summarizing, identifying important information, and identifying the main idea or topic reading behaviors account for 75% of all reported reading behavior categories for Participant 7. Participant 7 only reported making personal connections to the text once (5% of all responses), in contrast to Participant 5's frequent use of this behavior at 21% of all of her responses.

	Participant 7						
Interview Prompt	**Interview Session**						
	Session 1	**Session 2**	**Session 3**	**Session 4**	**Session 5**	**Session 6**	**Session 7**
What were you thinking about while you were reading the passage?	Summarizing	Summarizing	Identifying main idea or topic	Summarizing	Summarizing	Identifying important information	Identifying important information
What made you think that?	Identifying important information		Making personal connections	Other ["I used the pictures"]	Inferencing	Using prior knowledge/experiences	Identifying important information
Tell me more. [Optional]							
What are you doing to understand the passage as you read?	Summarizing	Predicting	Summarizing	Summarizing	Summarizing	Summarizing	Summarizing
	Prompt Annotations						
	After I read a few words, paragraph, or page, I would just think in my head what happened	I stopped after important page/paragraph and thought about what happened; noticed they kept meeting and might end up as friends	I was stopping after each page and thinking about what happened	After some strong paragraphs with a lot of information in them, I would stop and figure out what was going on and then continue reading	After a page or two, I would look at the details and pictures to see what's going on	The reader summarized information from each section of the text	After reading a page, I ask myself, "so what happened on this page?"
Did you have any problems as you read?	No	No	No	No	No	Yes	No
What did you do to try and solve that problem?						Making text-text connections	
	Prompt Annotations						
						I don't get the part that says' "and really make a splash"; this doesn't fit with the other sections that talk about phone capabilities	
	Notes						
						The poem included the phrase phones really make a splash, that alluded to their popularity with consumers. Evidently, this meaning was lost on the reader who tried to construct a literal meaning and fit that meaning within the other sections of the text that discussed cell phone's technical abilities	

Figure 5. Participant 7's Responses to Post-Reading Interviews by Reading Behavior Category.

This figure illustrates the category of reading behavior the participant indicated for each question

prompt in each interview conducted over a six-week period; and includes the researcher's

annotations and notes for selected prompts.

Participants across the Achievement Gradient Displayed Unique Patterns in Verbal

Reports after Reading.

The patterns in participants' verbal reports after reading were recorded through post-

reading verbal interviews with participants throughout the six weeks of data collection. In this

section, data shall be reported for all three score groups as a means of comparison. However,

reporting and comparing this data does not aim to show or imply causation between score group

achievement on commercial reading assessments and reading behavior usage.

No participant indicated that they did not know what they were doing to understand the

texts they were reading at any point during the post-reading interviews conducted with the

participants in the purposeful sample. Additionally, some participants did not report using every

category of reading behaviors. For example, participants in the low score group did not report

making any text-to-text connections, and one of the participants in the high score group did not

report making any text-to-text connections either.

Participants in the high score group reported using the reading behavior of summarizing

31% of the time. This was their highest percentage of use by category. Additionally, none of the

other two score groups reported using this reading behavior as frequently. The participants in the

high score group reported using the reading behavior of using prior knowledge and experiences

11% of the time. This rate of usage is roughly two-times that of the participants in the medium

score group and roughly three-times that of the participants in the low score group. The

participants in the high score group reported using the "other" category of reading behaviors only

8% of the time; the lowest percentage for this category of all three score groups.

Participants in the medium score group reported using the reading behavior of identifying

important information 22% of the time. This was their highest percentage of use by category,

aside from the "other" category. Additionally, neither of the other two score groups reported

using this reading behavior as frequently. The participants in the medium score group reported

using the reading behavior of inferencing 11% of the time. This usage rate is roughly two-times

that of participants in the high score group, and roughly four-times more than participants in the

low score group. The participants in the medium score group reported using the "other" category

of reading behaviors 25% of the time. This rate of usage is about three-times more than the high

score group participants, but only roughly two-thirds of the rate of the low score group

participants.

Participants in the low score group reported using the reading behavior of making

personal connections to the text 24% of the time. This was their highest percentage of use by

category aside from the "other" category. Additionally, neither of the other two score groups

reported using this reading behavior as frequently. In fact, participants in the low score group

reported using the reading behavior of making personal connections almost two-times as often as

the participants in the high score group, and almost three-times as often as participants in the

medium score group. The participants in the low score group reported using the "other" category

of reading behaviors 36% of the time; the highest percentage for this category of all three score

groups. This rate is four-and-a-half-times more than participants in the high score group reported, and 11% more than participants in the medium score group reported.

Reading Behaviors Categorized as "Other"

Additional anecdotal information analysis is warranted because such extreme differences exist in the usage rate of reading behaviors categorized as "other" for all score groups. These extremes can be visually witnessed in Figure 1. Participants in the high score group reported using reading behaviors categorized as "other" 8% of the time. Participants in the medium score group reported using reading behaviors categorized as "other" 25% of the time. Participants in the low score group reported using reading behaviors categorized as "other" 36% of the time.

Participants in the high score group reported using reading behaviors categorized as "other" a total of three times. In each of the three instances, participants in the high score group noted how they made use of the pictures in the text to support their comprehension. Because using pictures was not a predetermined reading behavior category on the interview analysis form, this behavior was categorized as "other." In the first instance, Participant 5 indicated that she had used the pictures in the text to aid her comprehension. She noted how she checked the pictures in the book against the pictures she was creating in her head as she read to see if she was on track. In the second instance, Participant 7 indicated that after reading a page or two, he would stop and look at the details and pictures in the text to see what was going on. In the third instance, Participant 5 indicated that she stopped every once-and-a-while to use the pictures in the book to help her picture things in her head.

Participants in the medium score group reported using reading behaviors categorized as "other" a total of 14 times. It is important to note that the medium score group participated in more post-reading interviews than the other two score groups. Because of the volume of information, it would be cumbersome to list out each individual instance of this group of participants' behaviors. I will instead report their use of "other" reading behaviors in a consolidated way. The two participants in the medium score group indicated that they used the pictures in the text to aid their comprehension only once in the 14 behaviors categorized as other. The two participants in the medium score group indicated that they stopped and thought about a word they didn't know once, and asked themselves a question about the reading for two of the 14 behaviors categorized as other. The two participants in the medium score group indicated that they re-read words that they did not know or understand for 11 of the 14 behaviors categorized as "other." I will include a few of their responses that typify their answers overall: "I reread words I didn't understand," "I looked at funny looking words," "I close-read the word Kerosene, which I didn't get," "I was rereading. I know I have to reread when I get stuck on a word, and know I have to reread to get its meaning."

Participants in the low score group reported using reading behaviors categorized as "other" a total of 11 times. It is important to note that the low score group participated in only 10 post-reading interviews, while the high score group completed 14, and the medium score group completed 16. As a result, there was a smaller opportunity to gather more diverse information about this score group's reading behaviors. However, this group consistently used the same reading behavior that was categorized as "other." All of the low score group's 11 instances of using a reading behavior that was categorized as "other" indicate that the participants were

focused on the process of decoding written words by rereading words that they did not know or immediately recognize; as well as using decoding accuracy strategies they had been taught in intervention reading classes. I will include a few of the participants' responses that typify their answers overall: "I was rereading all the words," "I would fix a word if it needed to be fixed," "I reread until I understood," "I reread a page twice," "I went back and reread."

Participants Who Achieved High Scores on the Commercial Reading Assessment Displayed Unique Patterns in Written Reports after Reading.

The patterns in participants' written reports produced after reading texts of their own choosing were recorded through independent reading log entries during the six weeks of data collection. In this section, data shall only be reported for the high score group as a means of comparison between their patterns of verbal responses in post-reading interviews and those in their written work.

Only participants' highest quality written work was included for analysis in order to gain a more complete and accurate understanding of the characteristics of participants' writing about independently read texts. To achieve this, only developed written responses that participants had completed were included for analysis. A response that had distinct and coherent sentences that fully expressed the writer's idea was considered developed.

Figure 6 provides a list of developed written responses by Participant 5 and Participant 7. Both participants were in the high score group. An entry number has been assigned to each response to establish a frame of reference for when each written response was crafted in relation

to the passage of time. For example, a written response with the entry number five occurred

before a written response with and entry number of eight.

Participant Number	Entry Number	Reading Behavior Category	Participant Written Response
5	1	Making personal connections	When me, my dad and [my brother] went to New Jersey to a hotel, the hotel was creepy.
5	2	Summarizing	Lise just missed a chance to exchange names. Is this the last time she will ever be happy?
5	3	Predicting	Lise will find her dream boy. She is given help and clues to find him.
5	4	Summarizing	Lise Santos is finding that it's not going to be easy finding her dream boy and has to find a new strategy.
5	5	Predicting	The boy will run into a big problem with the witch, think it's a dream, and turn to coffee to solve it.
5	6	Summarizing	The boy decides to explore the layer, but is stopped by a strange woman. The strange woman takes him in the layer. It has creepy pictures of old people.
5	7	Predicting	Lise will go back to Spoon Full of Sugar [restaurant] to find her mystery boy.
5	8	Summarizing	As Lise walked into the door, she smelled a sweet smell and thought of Spoon Full of Sugar [restaurant]. (Gail's Boston cream pie)
5	9	Summarizing	As Destry walked out the door, Lise checked her email. She found many "we miss you's" from her friends back in Boston.
7	1	Making text-text connection	This is similar to other books I have read because in the first Harry Potter book it talks about his scar. Also how he got it and Hogwarts his wizard school.
7	2	Predicting	They will go to Diagon Alley and get the school supplies and then they will go back to the Weasley's house.
7	3	Making personal connections	Harry and Ron have problems and sometimes I have some tough times and I had to figure out what to do.
7	4	Predicting	They will go to defense against the dark arts and find Gilderoy Lockhart is their teacher and a nitwit and they think he is just a pretty boy.
7	5	Summarizing	They were using mandrakes in herbology and then started talking about Lockheart's books, then went down to lunch.
7	6	Summarizing	Harry has to go address letters with Lockhart but he hears voices.
7	7	Summarizing	There is nothing in the diary but a name, so Harry, Ron, and Hermione went to search about it.
7	8	Predicting	Harry and Ron will visit Hermione and bring her her homework every day. And they visit Hagrid.
7	9	Summarizing	Cornelius Fudge sent Hagrid to Azkaban. Lucius Malfoy suspended Dumbledore.

Figure 6. Participant 5 and Participant 7 Independent Reading Log Written Responses by

Reading Behavior Category. This figure illustrates the category of reading behavior the

participants addressed in their most developed written responses in their independent reading

logs over a six-week period.

Participant 5 chose to write responses for the independent reading log boxes that required the use of the reading behavior categories of summarizing, predicting, and making personal connections. Participant 5 chose to write responses for the independent reading log boxes that required the use of the reading behavior category summarizing most frequently. She chose to write summarizing responses five out of nine times, or 56% of the time. Comparatively, Participant 5 reported using summarizing reading behaviors in verbal interviews just 11% of the time.

Participant 5 chose to write responses for the independent reading log boxes that required the use of the reading behavior category predicting responses three out of nine times, or 33% of the time. Comparatively, Participant 5 did not report using any predicting reading behaviors in verbal interviews. She chose to write only one response for the independent reading log boxes that required the use of the reading behavior category making personal connections one out of nine times, or 11% of the time.

Participant 7 chose to write responses for the independent reading log boxes that required the use of the reading behavior categories of summarizing, predicting, making personal connections, and making text-to-text connections. Participant 7 chose to write responses for the independent reading log boxes that required the use of the reading behavior category summarizing most frequently. He chose to write summarizing responses four out of nine times, or 44% of the time. This percentage is consistent with Participant 7's reported use of summarizing reading behaviors in verbal interviews (50% of the time). Participant 7 chose to write responses for the independent reading log boxes that required the use of the reading behavior category predicting three out of nine times, or 33% of the time. Comparatively,

Participant 7 reported using predicting reading behaviors in verbal interviews just 5% of the time.

Participant 7 chose to write only one response for the independent reading log boxes that required the use of the reading behavior category making personal connections (11% of the time). Additionally, he chose to write only one response for the independent reading log boxes that required the use of the reading behavior category making text-to-text connections (11% of the time).

Chapter 5: Discussion

Although this research study was conducted using data collected over only six weeks with a few participants, the findings still provide evidence of the unique inner dialogue reading behaviors being used by students who score highly on commercial reading assessments. Through analyzing the data collected from all participants, I was able to gain information about the patterns of inner dialogue reading behavior usage by readers.

The findings also support the research that has been previously done, and outlined in the literature review of this paper, that indicate high-achieving readers self-regulate their own thoughts and consciously focus on comprehension during the reading process as opposed to only decoding. These readers use conventional school-taught comprehension strategies to efficiently comprehend what they read. The findings of this study did not suggest that participants in the high score group invented any comprehension strategy in order to understand what they had read. This may indicate that presently taught comprehension reading strategies are effective when used by students as part of their reading behaviors.

The findings also suggest that students who score highly on commercial reading assessments use a variety of reading behaviors as part of a focused and on-going inner dialogue that takes place during the reading process. This study found that participants in the high score group reported using all measured categories of reading behaviors. However, students who score highly on commercial reading assessments seem to prefer using certain reading behaviors more frequently than others. Specifically, participants in the high score group frequently reported summarizing what they had read and autonomously checking for understanding at multiple times throughout the reading process. It is possible that this constant summarizing provides these readers with a greater level of comprehension, and thus primes them for a higher level of success on reading assessments.

The findings suggest that students who score highly on commercial reading assessments understand that comprehending text requires cognitive processing beyond decoding words accurately. Conversely, participants in both the medium and low score groups seemed to overly focus on decoding processes during reading, as indicated by their high percentage of responses categorized as "other." On the other hand, students who score highly on reading assessments are aware of their cognitive processes beyond decoding while reading, and understand that comprehension-focused reading behavior usage is an integral part of the act of reading. The findings suggest that this group of students does not view the act of reading as saying the words written on the page. Instead, they understand reading to be a process of gathering and conveying information and ideas. In effect, they have begun to view reading as being disintermediated from the physical medium of the printed text itself. For them, reading is a process of making meaning and understanding an author's perspective or intent. This is different from participants who did

not score as highly on commercial reading assessments, who view decoding as the primary function of reading.

Implications for Educators and Educational Institutions

The findings suggest implications for educators and educational institutions at large who engage in literacy instruction. Educators should know that teaching students to read must include instruction of a variety of inner dialogue reading behaviors that specifically support comprehension. Students need to have a repertoire of strategies to employ singularly or in concert to facilitate their reading comprehension. Furthermore, students need to be taught how to consciously employ these comprehension strategies, and that their use is an integral part of reading. Students should be taught how to use multiple strategies as part of a pattern of interrogating text to aid comprehension.

Educators and educational institutions must be careful to not purposefully, or implicitly, indoctrinate students into the understanding that decoding is reading, or that decoding is understanding. This study found that participants in the medium and low score groups appeared to have a fixation on decoding accuracy as the key to understanding and prioritized it above thinking about the meaning they were able to gather from the text. When asked what they were doing to understand what they were reading, participants in these score groups frequently indicated that they were focused on decoding words.

Educators and educational institutions should start explicitly teaching all students that decoding alone is not reading, and decoding is not understanding. Instead, they should teach that the purpose of reading is to make meaning and understand an author's perspective or intent.

Furthermore, decoding and comprehension are coequal components of the reading process. Educators and institutions cannot neglect the cognitive component of reading instruction. They should encourage the use of comprehension reading behaviors through instructional best practices such as think-alouds, and rich and engaging discussions about text. Educators should help students to understand that thinking about the meaning of what has been decoded is reading. Ultimately, both decoding and comprehension deserve equal focus in the classroom, and students need to do both well in order to read.

Implications for Personal Practice

This study's findings will change how I teach students on a daily basis. I will explain to students that comprehension is as equally important as decoding. I will foster the development of inner dialogue reading behaviors that support comprehension through research based instructional practices. I will make sure that all students, regardless of their current achievement levels on commercial reading assessments, receive rich opportunities to think about and discuss texts as often as they are asked to decode them.

Limitations

One limitation of this study is its relatively small sample size. Only two participants in the high score group were the principle providers of data for this study. Furthermore, only six participants were included in the purposeful sample from which all of the findings of the study were gathered. A possible result of this limited sample size is the inability to conclusively say the findings of the study apply to a broad category of all readers who achieve a high score on a

commercial reading assessment. The findings in this study reveal distinguishable variances in reading behaviors between the two participants in the high score group. As a result, there likely are distinguishable variances in reading behaviors among all readers who score highly on commercial reading assessments.

An additional limitation is that the study was conducted with third-grade students. As a result, the findings may not directly represent readers of a different age group. All of the participants in the study were enrolled in the general education classroom. Students who receive additional instructional supports and/or have diverse learning needs may not produce similar findings.

The analysis of the participants' responses was limited by the interpretative tools that categorized reading behaviors into ten predetermined categories. During the course of conducting the research, I found that some of the participants' responses could fit within two categories, while other responses seemed to uncover additional categories that I had not considered. As a result, I had to use my professional judgement in deciding which category was the best fit for the reading behavior a participant was describing in their response.

The perspective of this study is limited because it does not examine all aspects of the reading process, and the dynamic interplay between those processes, and how they affect a reader's concept of what they are doing to understand text. Specifically, this study did not examine how reading stage development affects a reader's ability to separate decoding from comprehending. It is possible that participants in the high score group in this study were no longer consciously aware of decoding print while reading. As a result their responses may have focused on inner dialogue reading behaviors, while readers in the medium and low score groups

spent more time thinking about decoding during the reading process, and therefore their responses included information on their decoding process more than inner dialogue reading behaviors that supported their comprehension.

Future Research

Additional research can be conducted with a larger number of participants. This would allow for more consistent and broadly applicable trends to emerge in the findings. As a result, the findings could be more reliably applied to the educational field as a whole.

I recommend that future research include more predetermined categories of reading behaviors for organizing student responses. Specifically, I would add the category "ask a question," for times that a participant had indicated they were asking themselves a question about the text while reading. I would also add a "use the picture" category for times that a participant indicated they had referenced the picture while reading to assist their understanding.

I would also recommend amending the interview questions to specifically ask what are participants doing to think about and understand the text as they are reading, and include a question that asks participants to describe what they were thinking about besides reading the words in the text (decoding). Possible wording for this question could be: "Aside from looking at words, or trying to figure them out, what are you thinking about as you read?"

Overall Significance

The findings of this research have provided insight regarding readers' inner dialogue reading behaviors and cognitive processing that is being used to understand texts and make

meaning. The findings and suggestions presented in this research can inform and move to action education professionals that want to help all students to be successful readers. The findings of this research further emphasize the importance of the inner dialogue that occurs during reading, and highlights the need for emphasis on developing this aspect of the reading process independently from, and coequal with, the decoding process.

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Appendix A: Data Collection Tools and Protocols

Verbal Reading Behavior Interview Protocol [Front]

Participant Number	
Reading Level	
GRA Total Comprehension Score	
Genre of Text	

Verbal Reading Behavior Interview Protocol

Directions: After the participant has finished reading independently ask the participant the following prompts in order. Note the participant's responses by both checking the category and making short annotations about the participant's response.

	Question Prompt	*Category of the Response* [check all that apply]	*Annotations*
1.	Would you like to tell me what you were thinking about while you were reading the passage?	☐ YES [Proceed with question 2] ☐ NO [Thank the participant and do not proceed with questioning]	
2.	What were you thinking about while you were reading the passage? ☐ Additional investigator prompting required.	☐ Identifying important information ☐ Identifying main idea or topic ☐ Inferencing ☐ Making personal connections ☐ Making text-text connections ☐ Predicting ☐ Summarizing ☐ Using prior knowledge/experience ☐ Other [Indicate with annotations] ☐ Stating "I don't know"	
3.	What made you think that?	☐ Identifying important information ☐ Identifying main idea or topic ☐ Inferencing ☐ Making personal connections ☐ Making text-text connections ☐ Predicting ☐ Summarizing ☐ Using prior knowledge/experience ☐ Other [Indicate with annotations] ☐ Stating "I don't know"	
4.	Tell me more. [This prompt aims to measure if participants are using more than one reading behavior, if they have not already indicated so. **It is the discretion of the investigator to use this prompt based on the response(s) to question 3.]**	☐ Identifying important information ☐ Identifying main idea or topic ☐ Inferencing ☐ Making personal connections ☐ Making text-text connections ☐ Predicting ☐ Summarizing ☐ Using prior knowledge/experience ☐ Other [Indicate with annotations] ☐ Stating "I don't know"	

Verbal Reading Behavior Interview Protocol [Rear]

5.	What are you doing to understand the passage as you read?	☐ Identifying important information ☐ Identifying main idea or topic ☐ Inferencing ☐ Making personal connections ☐ Making text-text connections ☐ Predicting ☐ Summarizing ☐ Using prior knowledge/experience ☐ Other [Indicate with annotations] ☐ Stating "I don't know"
	☐ Additional investigator prompting required.	
6.	Did you have any problems as you read?	☐ **YES** [Ask question number 7] ☐ **NO** [Thank the participant for sharing]
7.	What did you do to try and solve that problem?	☐ Identifying important information ☐ Identifying main idea or topic ☐ Inferencing ☐ Making personal connections ☐ Making text-text connections ☐ Predicting ☐ Summarizing ☐ Using prior knowledge/experience ☐ Other [Indicate with annotations] ☐ Stating "I don't know"
8.	Thank the participant for sharing.	

Next Step in Guided Reading Assessment (GRA) Reading Passage [Front] for Level O (Richardson & Walther, 2013).
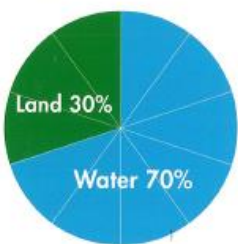
This is the front of the reading passage card that students read prior to responding to the corresponding questions on the assessment form. NOTE: Not all participants used the same exact form reading passage because not all participants at the same instructional reading level. However, all passages followed the same format.

Informational Text

SCHOLASTIC
LEVEL O • 386 Words

Deep Sea Exploration

By Steve Katz

People always talk about how incredible it would be to travel to Mars or some other distant planet. Yet some of the largest places that have never been visited are right here on Earth. The ocean is full of amazing unexplored areas!

Land 30%

Water 70%

The ocean is huge. That's because a lot more of the Earth is covered with water than with land. Imagine the Earth is a pie cut into ten slices. Seven of the slices would be made up of ocean, and only three slices would be made up of land. That's why when astronauts view the Earth from space it looks blue rather than green.

The Unknown Ocean
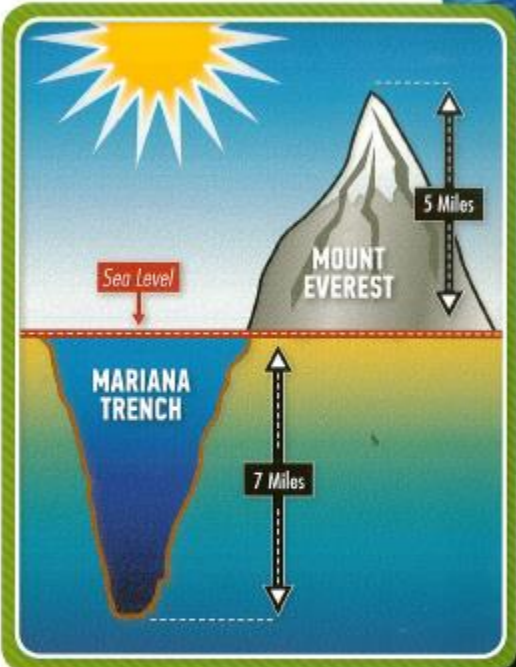
Oceans contain large areas that have never been explored by humans. Deep under the ocean, it's very cold and very dark. But with special equipment, scientists can see the bottom of the ocean. They do this by sending remote control submarines down into the ocean. The submarines have cameras that let the scientists see what's there. So far, they've discovered underwater plains, mountains, vast canyons, and even volcanoes.

The ocean is surprisingly deep. In fact, one spot is deeper than the height of any mountain on Earth.

flip

Next Step in Guided Reading Assessment (GRA) Reading Passage [Rear] for Level O (Richardson & Walther, 2013).

This is the rear of the reading passage card that students read prior to responding to the corresponding questions on the assessment form. NOTE: Not all participants used the same exact form reading passage because not all participants at the same instructional reading level. However, all passages followed the same format.

The top of Mount Everest, the world's highest mountain, reaches five miles up into the air. But there is a trench in the middle of the Pacific Ocean that is seven miles deep! It is called the Mariana Trench.

Rich With Life

Even though it's very cold and dark down there, the deep sea has lots of life. There are strange glowing fish that make their own light. There is a long eel with 750 bones in its spine, more than any other animal. There is also a giant bug that walks across the ocean floor.

One of the most mysterious deep-sea creatures is the giant squid. This squid can grow nearly 60 feet long and can weigh up to a ton. It has the biggest eyes of any animal in the world. They're the size of beach balls! For years, scientists had only seen the bodies of giant squids that had washed up on shore. Then in 2005, scientists took the first photos of a live giant squid.

The oceans are filled with many more wonders. What other types of things do you think will be discovered down there?

Next Step in Guided Reading Assessment (GRA) Reading Assessment Form [Front] for Level O

(Richardson & Walther, 2013).

This is the front of the reading assessment form that contains the questions corresponding to the reading passage. NOTE:

Each leveled reading passage has a similar form that corresponds with the text. Not all participants used the same exact

form because not all participants were reading the same passage. However, all forms followed the same format.

Reading Record

LEVEL Informational Text

O Deep Sea Exploration

Student _____ Date _____

Teacher _____ Grade _____

Assess: Decoding & Fluency

Directions: Share the text introduction; invite the student to read the text aloud. Record errors and self corrections, using the Key Recording Conventions. Analyze the student's errors and strategy use, answering the questions at right; see the Assessment Conference Book for complete guidelines. Assess fluency with the rubric below; circle the rating. Then turn the page to complete the assessment.

1 Text Introduction: There are many areas of the ocean that have never been explored. Read to find out how scientists are exploring these areas and what they are finding.

Text	Errors	SC	M	S	V
People always talk about how incredible it would be to travel to Mars or some other distant planet. Yet some of the largest places that have never been visited are right here on Earth. The ocean is full of amazing unexplored areas!					
The ocean is huge. That's because a lot more of the Earth is covered with water than with land. Imagine the Earth is a pie cut into ten slices. Seven of the slices would be made up of ocean, and only three slices would be made up of land. That's why when astronauts view the Earth from space it looks blue rather than green.					

Word Count: 106   **Total Errors** [ ]

Have the student read the rest of the text silently. Begin analyzing the student's errors and strategy use while he or she finishes.

Cues Used

Key Recording Conventions

Errors
➤ Write substituted word above correct word: cat / cat
➤ Write O above omitted word.
➤ Write word with a caret. inserted
➤ Write T for teacher assistance.
➤ Draw an arrow back to where the student reread.

Self-Corrections
➤ Write SC for self-corrections. (Self-corrections do not count as errors.)

2 ANALYZE ERRORS AND STRATEGY USE

Analyze errors and self-corrections to determine whether the student is using meaning cues (M), structure cues (S), or visual cues (V); record the cues the student uses for each error.

What problem-solving strategies does the reader use?
❑ monitors for meaning
❑ rereads
❑ uses decoding strategies
❑ self-corrects
❑ no observable strategies

3 FLUENCY RUBRIC

• word-by-word reading • no expression	**1**
• moderately slow reading in two- or three-word phrases • some expression	**2**
• phrased but some rough spots • appropriate expression most of the time	**3**
• smooth reading with a few pauses • consistent appropriate expression	**4**

STEP 4: Reading Record   Next Step Guided Reading Assessment, Grades 3–6 © 2013, Scholastic Inc. • 116

Next Step in Guided Reading Assessment (GRA) Reading Assessment Form [Rear] for Level O

(Richardson & Walther, 2013).

This is the rear of the reading assessment form that contains the questions corresponding to the reading passage. NOTE:

Each leveled reading passage has a similar form that corresponds with the text. Not all participants used the same exact

form because not all participants were reading the same passage. However, all forms followed the same format.

LEVEL O: Deep Sea Exploration   Student _____ Date _____

Assess: Comprehension

Directions:
➤ Ask the student to retell the passage. Say, "Tell me what you read." You may prompt the student, saying "Tell me more" or "What else do you remember?" Prompting does not lower a student's score. Rate the retelling with the rubric; circle the score.
➤ Then ask the Comprehension Questions; circle 1 for a correct answer, .5 for a partially correct answer, and 0 for an incorrect one. Total the Question Score. The student may look back in the text; record LB next to the question if the student looks back.
➤ Add the Retelling Rating to the Question Score to get the Comprehension Score.

④ RETELLING RUBRIC

◆ Recalls little or no information.	1
◆ Retells basic information (one or two facts).	2
◆ Retells important information (main idea/random facts).	3
◆ Retells important information (main idea and key facts).	4
◆ Retells all important information and adds personal thinking.	5

⑤ COMPREHENSION QUESTIONS Accept any reasonable answers; samples provided.

Question Types: V = vocabulary; KD = key detail; I = infer; AR = analyze relationships; E = evaluate

1. There is a trench in the ocean that is 7 miles deep. What is a trench? (V)
   deep ditch, big hole . . .   1 .5 0

2. How did scientists know about giant squids before 2005? (KD)
   The squids washed up on beaches.   1 .5 0

3. Why do scientists know so little about creatures that live at the bottom of the ocean? (I)
   They can only study them through cameras; they are hard to locate because the bottom is so deep . . .   1 .5 0

4. How is the ocean similar to Mars? (AR)
   Many unknowns about both; humans have never visited Mars or some parts of the ocean; people study them with remote control cameras.   1 .5 0

5. Why does the author compare the Mariana Trench to Mt. Everest? (E)
   Mt. Everest is the highest point on the Earth, and the Mariana Trench is the deepest.   1 .5 0

Retelling Notes:

Question Score _____
+ Retelling Rating _____
= Comprehension Score _____

⑥ Scoring Directions:
➤ Total the number of errors from the first page.
➤ Locate the error number on the table at right; the Accuracy Rate (A.R.) appears below it.
➤ Record the Accuracy Rate (A.R.), Comprehension Score, and Fluency Rating (see Fluency Rubric) in the space provided.
➤ Determine whether the text is at the student's instructional, independent, or frustrational level using the table; the intersection of the Accuracy Rate (A.R.) and Comprehension Score indicates the level.
➤ Consider the student's Fluency Rating; if it is a 3 or above, the student is fluent at this level. If it is a 2 or below, fluency will be a focus during guided reading.
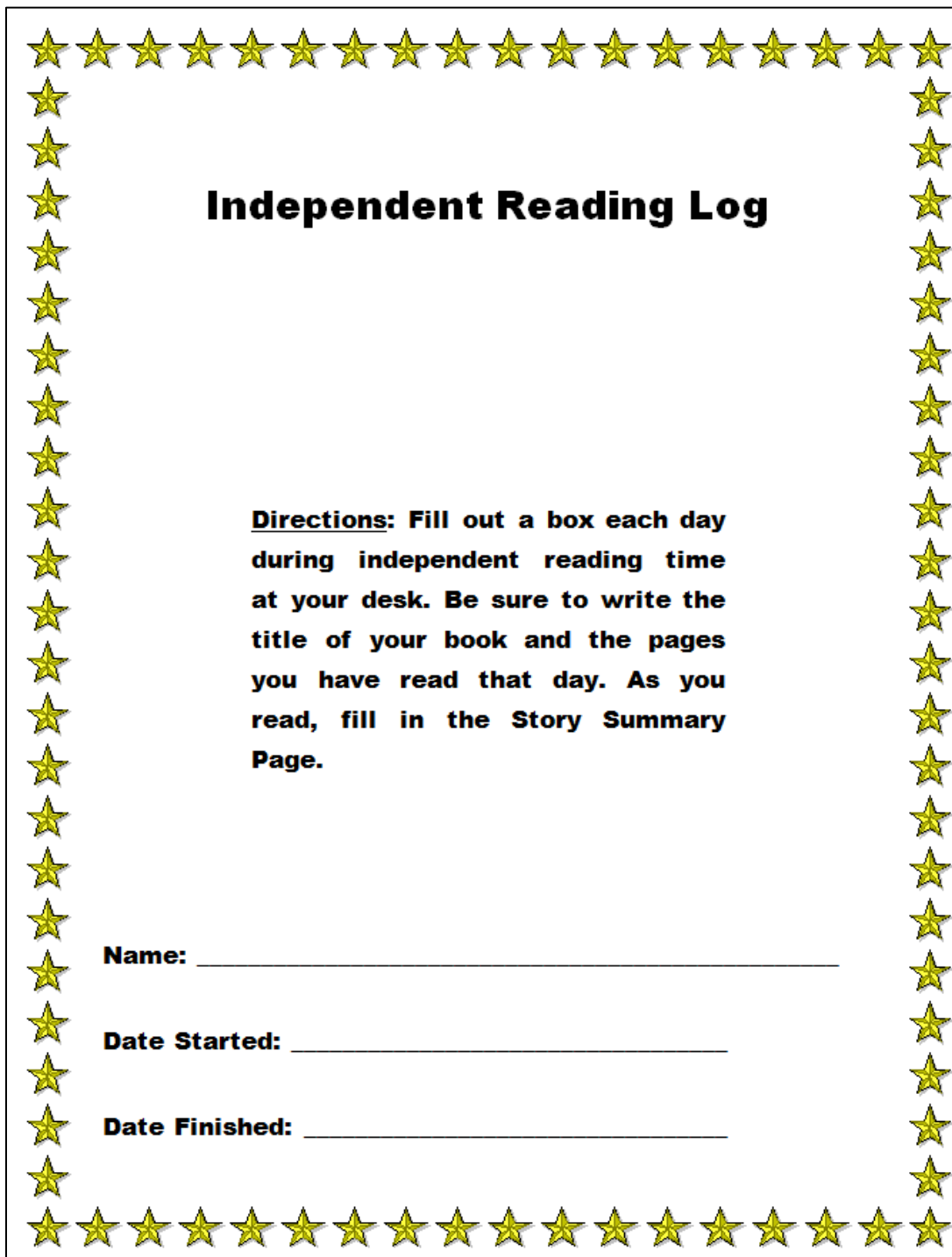
Reading Level

Errors	0	1	2	3	4	5	6
A.R.%	100	99	98	97	96	95	94

Comprehension Score: 10, 9, 8, 7, 6, 5, <=4

Accuracy Rate (A.R.) _____
Comprehension Score _____
Fluency Rating _____

Level O texts are at this student's:
☐ Independent Level _____
☐ Instructional Level _____
■ Frustrational Level _____

⑦ REFLECT What did you learn about this child as a reader?

STEP 4: Reading Record   Next Step Guided Reading Assessment, Grades 3–6 © 2013, Scholastic Inc. ▪ 117

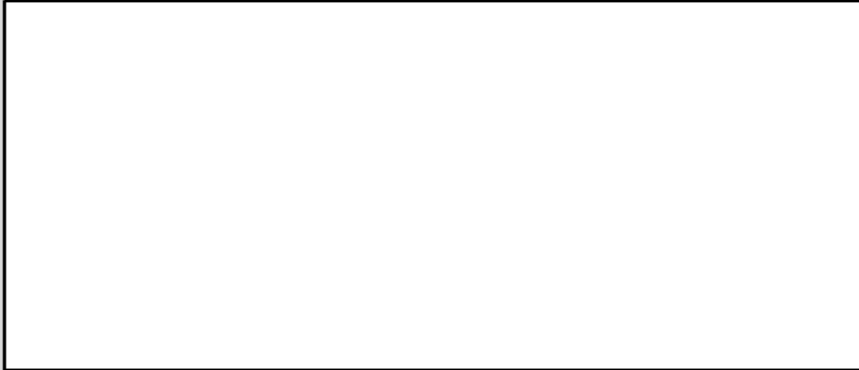**Independent Reading Log [Front Cover]**

Independent Reading Log

Directions: Fill out a box each day during independent reading time at your desk. Be sure to write the title of your book and the pages you have read that day. As you read, fill in the Story Summary Page.

Name: _____

Date Started: _____

Date Finished: _____

Independent Reading Log [Page 1]

Pages Read:	Date

Book Title:

Draw a picture of something that happened in the pages you read today:

Describe your picture using details from the text:

_____

_____

_____

_____

_____

Independent Reading Log [Page 2]

Pages Read:	Date

Book Title:

The gist for the pages you read today:

_____

_____

_____

Pages Read:	Date

Book Title:

Summarize what has happened:

_____

_____

_____

Independent Reading Log [Page 3]

Pages Read:	Date
Book Title:	

Predict what will happen next:

_____

_____

_____

Pages Read:	Date
Book Title:	

What did you read about today? Include at least <u>two</u> details from the text:

_____

_____

_____

_____

Independent Reading Log [Page 4]

Pages Read:	Date
Book Title:	

How is what you read similar to your life?

_____

_____

_____

Pages Read:	Date
Book Title:	

How is what you read similar to other books you have read?

_____

_____

_____

Independent Reading Log [Page 5]

Pages Read:	Date

Book Title:

What is the most important event or character in the book?

_____

_____

_____

_____

Tell me why you think this using details from the text:

_____

_____

_____

_____

_____

Independent Reading Log [Page 6]

Story Summary	
Title:	**Date:**

Write a summary of this story in your own words. Include the important characters, events, and details. You may use the book and words below to help you write your summary.

In the beginning,

_____

_____

_____

Next, _____

_____

_____

Then, _____

_____

_____

After that, _____

_____

_____

In the end, _____

_____

_____

Independent Reading Log [Page 7]

Story Map

Book Title: _____

Main character(s): _____

Supporting character(s): _____

Setting: _____

Main character wants: _____

_____

Problem: _____

_____

Solution: _____

_____

_____

Gist: _____

_____

_____

Appendix B: Participant Work Samples

Participant 5 Sample Verbal Reading Behavior Interview Protocol [Front]

Participant Number	5
Reading Level	
GRA Total Comprehension Score	
Genre of Text	Faith's Journey

Verbal Reading Behavior Interview Protocol

Directions: After the participant has finished reading independently, ask the participant the following prompts in order. Note the participant's responses by both checking the category and making short annotations about the participant's response.

	Question Prompt	Category of the Response [check all that apply]	Annotations
1.	Would you like to tell me what you were thinking about while you were reading the passage?	☑ YES [Proceed with question 2] ☐ NO [Thank the participant and do not proceed with questioning]	
2.	What were you thinking about while you were reading the passage? ☐ Additional investigator prompting required.	☐ Identifying important information ☐ Identifying main idea or topic ☐ Inferencing ☑ Making personal connections ☐ Making text-text connections ☐ Predicting ☐ Summarizing ☐ Using prior knowledge/experience ☐ Other [Indicate with annotations] ☐ Stating "I don't know"	—I was thinking about having to move —comparing how I felt to how she felt —Putting myself in her shoes
3.	What made you think that?	☐ Identifying important information ☐ Identifying main idea or topic ☐ Inferencing ☐ Making personal connections ☐ Making text-text connections ☐ Predicting ☐ Summarizing ☑ Using prior knowledge/experience ☐ Other [Indicate with annotations] ☐ Stating "I don't know"	—I feel it would be exciting to to experience diff. things but you move from where you are. —I know what it's like to move, it would be upsetting for me to have to move
4.	Tell me more. [This prompt aims to measure if participants are using more than one reading behavior, if they have not already indicated so. **It is the discretion of the investigator to use this prompt based on the response(s) to question 3.**]	☐ Identifying important information ☐ Identifying main idea or topic ☐ Inferencing ☐ Making personal connections ☐ Making text-text connections ☐ Predicting ☐ Summarizing ☐ Using prior knowledge/experience ☐ Other [Indicate with annotations] ☐ Stating "I don't know"	

CONTINUE →

Participant 5 Sample Verbal Reading Behavior Interview Protocol [Rear]

5.	What are you doing to understand the passage as you read? □ Additional investigator prompting required.	□ Identifying important information □ Identifying main idea or topic □ Inferencing ☒ Making personal connections □ Making text-text connections □ Predicting □ Summarizing ☒ Using prior knowledge/experience □ Other [Indicate with annotations] □ Stating "I don't know"	-I put myself in her shoes kept asking myself what would this be like -stop and think about book
6.	Did you have any problems as you read?	□ YES [Ask question number 7] ☒ NO [Thank the participant for sharing]	
7.	What did you do to try and solve that problem?	□ Identifying important information □ Identifying main idea or topic □ Inferencing □ Making personal connections □ Making text-text connections □ Predicting □ Summarizing □ Using prior knowledge/experience □ Other [Indicate with annotations] □ Stating "I don't know"	
8.	**Thank the participant for sharing.**		

Participant 16 Sample Verbal Reading Behavior Interview Protocol [Front]

Participant Number	16
Reading Level	
GRA Total Comprehension Score	
Genre of Text	Faiths Journey

Verbal Reading Behavior Interview Protocol

Directions: After the participant has finished reading independently, ask the participant the following prompts in order. Note the participant's responses by both checking the category and making short annotations about the participant's response.

	Question Prompt	Category of the Response [check all that apply]	Annotations
1.	Would you like to tell me what you were thinking about while you were reading the passage?	☑ YES [Proceed with question 2] ☐ NO [Thank the participant and do not proceed with questioning]	
2.	What were you thinking about while you were reading the passage? ☐ Additional investigator prompting required.	☐ Identifying important information ☐ Identifying main idea or topic ☐ Inferencing ☐ Making personal connections ☐ Making text-text connections ☒ Predicting ☐ Summarizing ☐ Using prior knowledge/experience ☐ Other [Indicate with annotations] ☐ Stating "I don't know"	- Faith is going to go on another journey in her next book
3.	What made you think that?	☐ Identifying important information ☐ Identifying main idea or topic ☐ Inferencing ☐ Making personal connections ☐ Making text-text connections ☐ Predicting ☒ Summarizing ☐ Using prior knowledge/experience ☐ Other [Indicate with annotations] ☐ Stating "I don't know"	- She likes journeys - She ended up enjoying this journey with her mom
4.	Tell me more. [This prompt aims to measure if participants are using more than one reading behavior, if they have not already indicated so. **It is the discretion of the investigator to use this prompt based on the response(s) to question 3.**]	☐ Identifying important information ☐ Identifying main idea or topic ☒ Inferencing ☐ Making personal connections ☐ Making text-text connections ☐ Predicting ☐ Summarizing ☐ Using prior knowledge/experience ☐ Other [Indicate with annotations] ☐ Stating "I don't know"	- Probably feels sad about her dad dying because that's part of her life

**Participant 16 Sample Verbal Reading Behavior Interview Protocol [Rear]**

5.	What are you doing to understand the passage as you read? ☐ Additional investigator prompting required.	☐ Identifying important information ☐ Identifying main idea or topic ☐ Inferencing ☐ Making personal connections ☐ Making text-text connections ☐ Predicting ☐ Summarizing ☐ Using prior knowledge/experience ☒ Other [Indicate with annotations] ☐ Stating "I don't know"	*Fix a word if it needs to be fixed*
6.	Did you have any problems as you read?	☐ YES [Ask question number 7] ☒ NO [**Thank the participant for sharing**]	
7.	What did you do to try and solve that problem?	☐ Identifying important information ☐ Identifying main idea or topic ☐ Inferencing ☐ Making personal connections ☐ Making text-text connections ☐ Predicting ☐ Summarizing ☐ Using prior knowledge/experience ☐ Other [Indicate with annotations] ☐ Stating "I don't know"	
8.	**Thank the participant for sharing.**		

Participant 7 Sample Completed Independent Reading Log Page May 2, 2017

Pages Read: 42 – 46	Date 5/02/17

Book Title: Chamber of secrets

Draw a picture of something that happened in the pages you read today:
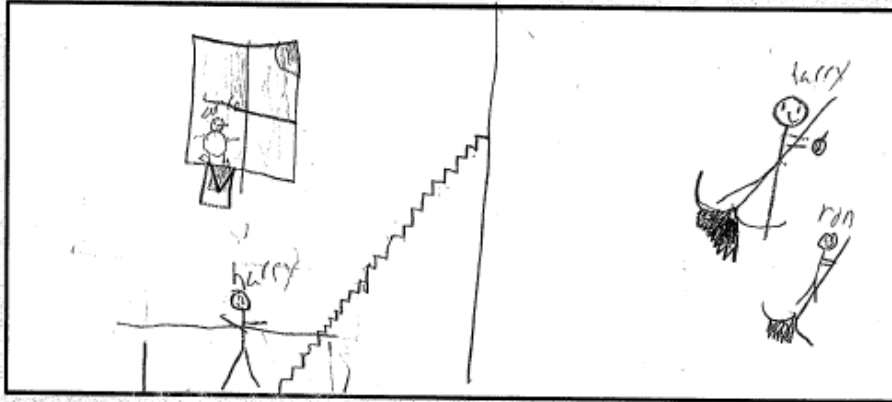
Describe your picture using details from the text:

Ron got hermione's letter & then they went to practice avidditch

Participant 7 Sample Completed Independent Reading Log Page May 5, 2017

Pages Read: 72 - 75	Date 5/05/17

Book Title: Chamber of secrets

How is what you read similar to your life?

harry and ron have problems and
sometimes I have so tough
times and I had to figure out
what to do.

Pages Read:	Date

Book Title:

How is what you read similar to other books you have read?

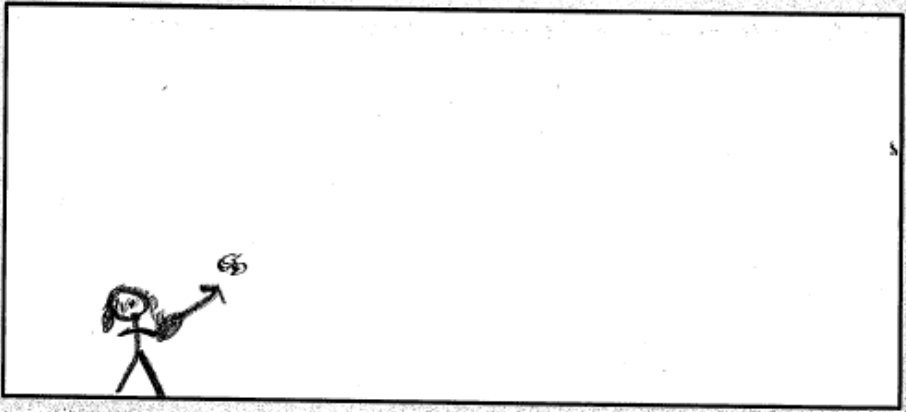**Participant 16 Sample Completed Independent Reading Log Page May 10, 2017**

Pages Read: 1-8	Date 5/10/17

Book Title: Happy birthday Kit

Predict what will happen next:

That Kit is going to wash laundry because aunt milley to Kit to wash laundry.

Pages Read:	Date

Book Title:

What did you read about today? Include at least <u>two</u> details from the text:

_____

_____

_____

Participant 16 Sample Completed Independent Reading Log Page May 11, 2017

Pages Read: 1-30   Date 5/11/17

Book Title: Aqualicious

Draw a picture of something that happened in the pages you read today:

Describe your picture using details from the text:

Instead of hearing the Ocean, I heard a little voice inside the Shell.

Participant 16 Sample Completed Independent Reading Log Page May 12, 2017

Pages Read: 2-4

Date 5/12/17

Book Title: Stretch your Skills

How is what you read similar to your life?

Marli and I both made slime it would cost $12.

Pages Read:

Date

Book Title:

How is what you read similar to other books you have read?