Qualitative Reading Inventory (QRI) Summary

Reader's Name: Angela Lee	**Evaluator's Name**: Coleton Dudley
Grade Level of Reader: 12+	**Date(s) of Evaluation**: Summer 2019
Reader's Age: 20	**Reader's Occupation:** Student
Word List Level: High School	**Independent Reading Level**: High School Expository/Science and Narrative/Literature
Instructional Narrative Reading Level: High School and Beyond	**Instructional Expository Reading Level**: High School Social Studies

I.   Interest Inventory/Card Game, Book Tasting

The student that I will be working with this summer is a 20 year old recent graduate of college with a B.S. in Nursing, her name is Angela. I chose to work with this reader because we have some experience in a reading program together and she had expressed interest in reading advancement. She was eager to participate to look for ways to become more interested in literature. Angela will be going to a graduate program next year and told me that she has a problem getting engaged with texts. She refers to her lack of interest in books and things that she does not find interesting; thus, I thought it would be very fun and beneficial for her to participate.

Angela has a strong background in STEM. She does not tend to read for fun, but did explain that she would like to develop this area of her life. Being that she has more of a technology background, I thought that the card game would be more interactive and engaging for her if it was presented as a game through a PowerPoint. This game allowed us to get to know each other better; I was able to develop a great understanding of her struggles and interests as a reader. Throughout the game, a common theme that was arising throughout her experiences with reading was her lack of interest in books. This came up a couple of times in our interaction and

was something she felt very strongly about. Angela does believe that she is a solid reader; however, in our card game activity she explains that she does not read things that do not interest her. She said explicitly that if something is not interesting to her, she immediately hates that she has to read it. This could be a common attitude for students to have, but it also can be detrimental to their success at comprehending texts. Angela did refer to the fact that when a book is interesting to her she is much more likely to read it. This game gave me insight for the activities and books that I will be able to use to engage her fully.

The book tasting activity was very interesting in getting to know Angela. Most of the books that were presented to Angela were critically acclaimed novels; many of them were of the romantic and science fiction genres. The sort was categorized by three sections; "I Would/Have Read," "I Might Read," and "I Would Not Read." She sorted the books and ended up with 8 that she would/have read, 4 that she may read, and 8 that she would not want to read. There were a few books that Angela found interest in reading after we discussed the plot and she analyzed the covers, and there were some that she had already read before. One book in particular that Angela had read before and really enjoyed was "The Great Gatsby" by F. Scott Fitzgerald. She expressed tremendous excitement when referring to that book; exclaiming, "Oh I love that book!" Most of the books that Angela did want to read were books previously unfamiliar to her; on the other hand, she had a couple of books that she did not want to read again that she had been exposed to before. One of the books she absolutely did not want to read was "Paradise Lost" by John Milton. She expressed great disinterest in the book and said that she believed it to be written poorly. The books that Angela sorted were not by their perceived difficulty, but rather by her interest or disinterest in them.

These activities provided me with an abundance of information regarding Angela's reading ability and background. With me being able to understand what she enjoys and does not enjoy, I can work on developing her skills and interests in books outside of her comfort zone. Being able to have an understanding of where she is at will allow me to develop her interests and skills in comprehending texts. The most effective way of reaching these goals I feel will be to establish a regular schedule of individual sessions where we engage in texts together and utilize her strengths in reading to develop her weaknesses. This data can be used in later sessions easily; I will be able to use texts that Angela enjoys and compare/contrast them to each other and develop her comprehension of uninteresting texts.

II.   **Word Lists**
Angela easily managed the High School Level Word Lists; she automatically identified 19/20 and identified 20/20 after incorrectly verbalizing.

III.   **Oral Narrative and Expository Passages**

Passage Starting Level: High School- Narrative/Literature

Quantitative Information from All Passages:

- **Independent Level**: High School-Narrative/Literature

  Accuracy- 99%

  Comprehension- 100%

  Reading Rate- 365 WPM

- **Independent Level**: High School- Expository/Science

  Accuracy- 100%

  Comprehension- 100%

  Reading Rate- 380 WPM

- **Instructional Level**: High School- Expository/Social Studies

  Accuracy- 99%

  Comprehension- 70% without look-backs, 100% with look-backs

  Reading Rate- 330 WPM

Qualitative Information from Instructional Level Passages:

  Analysis of Miscues- 3/3 miscues from the instructional passages had impacted meaning and comprehension; such as, *mutinied, armistice, and armaments.*

  Patterns of Errors- The errors that were made within the passage seemed to be a result of a lack of interest in the text. The three words that were missed while reading were all within lengthy sentences; the abundance of surrounding words and lack of interest had an impact on understanding the text and reading words correctly in context.

IV. <u>Comprehension of Narrative and Expository Passages</u>

Quantitative Information

- **Independent Level Without Look-Backs**

  High School-Narrative/Literature- 100%

  High School- Expository/Science- 100%

- **Instructional Level Without Look Backs**

  High School- Expository/Social Studies- 70%

- **Instructional Level With Look Backs**

  High School- Expository/Social Studies- 100%

Qualitative Information

- **Background Knowledge**

The student's ability to connect to the concept questions presented at the beginning of the passage left strong implications to her abilities to comprehend the passages. The student related to the High School Narrative/Literature passage in a cultural sense, being very familiar with Asian culture. The passage setting was in Vietnam; thus, Angela was able to make distinguished connections from her own experiences and those experiences of the characters within the narrative passage. As a result, her comprehension for this passage was very strong. The other passage that Angela was able to get through very quickly and effectively was the High School Expository/Science passage. Angela has a strong interest and background in science; comprehension within the science text was phenomenal. Angela expressed disinterest in historical texts prior to reading the High School Expository/Social Studies passage; as a result, comprehension of the social studies passage was more difficult. This was the only point that the student needed to look back when asked comprehension questions, answering 7/10 correctly without look-backs.

- **Retelling**

Retelling of the passages was affected by the student's interest and familiarity with the passage. For the two independent level passages, the student answered 10/10 comprehension questions on the first try. The student struggled more with

retelling the narrative passage (75% of pertinent information) than she did on the expository/science passage (95% of pertinent information). The student would benefit from reminders and scaffolding when determining what is important for a retell during/after a narrative text. When retelling the social studies passage, the student only retold 50% of pertinent information from the passage; this indicates a decline in comprehension with a lack of background knowledge. The student would benefit from previewing context and settings in future lessons and assessments.

- **Comprehension Summary**

  When the student had background knowledge on the passage she was reading, she was able to understand the passage to a much more effective level. The student displayed very strong comprehension skills on the texts that sparked her interest; on the other hand, the student will continue to develop skills comprehending texts that she had not received prior information for the topic.

V. <u>**Fluency**</u>

Rate- Reader ranged from 330-380 WPM with a recommended range of 65-334; this rate puts the reader at a pretty high rate of fluency. The reader displayed a steady pace while reading.

Prosody- Student reads words with a prosody level of "4" defined by Caldwell and Leslie (2017) as "Reads primarily in larger, meaningful phrase groups. Some or most of the story is read with expression." The student pauses for punctuation appropriately and indicates comfort in reading fluently with expression.

Change in Fluency Behaviors/Patterns

The student's fluency patterns only changed when presented with the social studies passage. The student displayed a clear disinterest in the topic, stating, "I always hated history" before reading. This disinterest had an impact on the rate of reading and overall fluency; the student would sigh after reading a few paragraphs and/or show discomfort.

VI.   <u>**Summary**</u>

Overall, Angela is a strong reader. Her ability to accurately decode words and read in large phrases shows that she has the skills necessary to read larger texts. Her ability to recognize words in isolation and in context are a definite area of strength. Angela displayed very strong fluency skills, reading at an appropriate pace, with proper inflection, and prosody. Her strong vocabulary background resulted in her having high comprehension skills; however, her comprehension was a growth area for High School Level Social Studies. She characterized a distinct disinterest in history and social studies, thus it is not very hard to believe that her comprehension would be affected as a result. On comprehension tasks aligned with her interests, Angela was phenomenal. There was a clear correlation between texts that interested her and the drop in comprehension and fluency skills with texts that she did enjoy which resulted in an increase in fluency and comprehension. When exposed to High School Literature and Science, Angela was able to determine every comprehension question's answer without looking back; once presented with the social studies text however, her WPM dropped. As a result, she had to

look back in the text to fully comprehend; her lack of interest in some texts has led to an obvious discrepancy among her comprehension abilities.

As a result of her high fluency rate, accurate reading ability, and comprehension skills, Angela was determined to be able to independently read High School Literature and Science texts and receive instructional practice on High School Social Studies texts.There was not a frustration level determined for Angela, as she had surpassed the High School level passages and word lists fairly easily. Angela displayed very strong language skills and comprehension ability in texts that she had background knowledge in or had some sort of interest in learning about. She will need to grow and develop her skills in comprehending uninteresting texts that she may have little to no background information on.

VII. <u>Instructional Recommendations</u>

Although Angela displayed some very strong reading and comprehension skills when presented with the QRI, there are still some areas of growth for her. The main concern with Angela is her lack of interest in expository texts, particularly those with historical significance. In an attempt to develop Angela's abilities to comprehend these types of texts, my first instructional recommendation would be to expose her to an abundance of historical contexts and let her choose her own path. In my experiences with Angela, she displays tremendous skills when reading interesting texts and enjoys having autonomy in her learning experience. By providing her with multiple sources and texts to choose from, she may find some facet of history interesting and engage in it fully.

Another instructional recommendation for Angela would be to utilize the graphic organizer that will be included in Appendix A. This is a similarly formatted graphic

organizer; however, the questions within the organizer are somewhat different in that they are content-free. The idea in using this organizer is for Angela to develop opinions as to why she may not like a text, rather than being initially turned off by it completely. This organizer will require Angela to engage with the text even if it is not something she finds interesting; it allows for her to develop opinions and beliefs about the text without taking away from its meaning.

The third recommendation for instruction with Angela would be to find autobiographies or texts that had historical significance but were aligned with her personal interests and career endeavors. For example, Angela feels very strongly about science and mathematics; thus, finding texts that were scientific in nature while also providing some historical context may prove to be very beneficial to her development with comprehending expository texts. Her ability to comprehend expository passages was compromised by her inability to find interest in the social studies context, so she should be exposed to texts that will align with her interests without completely disregarding history and social studies.

The last instructional technique recommended for Angela to develop her comprehension skills is through reciprocal teaching methods. The graphic organizer for the reciprocal teaching method will also be included below in Appendix B. This strategy requires the instructor to perform adequate modeling and allow the student to have plenty of practice using this method to aid them in comprehension. Angela displayed strong comprehension skills in her passages; however, this tool would help develop her engagement in texts she has no interest in and will give her something concrete to work

with. The reciprocal teaching method will help Angela with gaining full comprehension on expository and other non-fictional texts.

References

Caldwell, J. S., & Leslie, L. (2013). Intervention strategies to follow informal reading inventory assessment (3rd ed.). Boston, MA: Pearson

Leslie, L. & Caldwell, J. (2016). *Qualitative reading inventory* (6th ed.) Boston, MA: Pearson.

Appendix A
Expository Graphic Organizer

What was this passage/text about?	**What are the most important ideas?**
What do you think was the author's purpose for writing this?	**What could the writer have done better? Or do you think they achieved their goal?**
What was the most interesting thing to you in the passage/text?	**What would have made this passage/text more interesting to you?**

Appendix B
Reciprocal Teaching Graphic Organizer

Predict: *What will it be about?*	**Question:** *What doesn't make sense?*
*Title:*_____	
Define: **Which ideas/words do I not know?**	**Summarize:** **What was it about?**

Appendix C

Card Game Prompts w/Answers

1. Who is your favorite book character? Why?
(Ender Wiggin from "Ender's Game": his personality)

2. What do you find most difficult about reading?
(Trying to find books that will maintain my interests)

3. When you come across a word that you do not know, what do you do?
(Look it up in the dictionary or on google)

4. If you could star in a movie as a lead actor/actress, what would it be?
(Crazy Rich Asians: Rachel Chu)

5. What makes someone a good reader?
(Someone who has a passion for reading)

6. How did you learn how to read?
(My mom made me practice a lot as a kid)

7. What would you do to help someone that has difficulties reading?
(Help them find interests and have them practice a lot)

8. What is your favorite thing to do in your free time?
(Go to the gym and watch shows on HULU)

9. If you could go anywhere in the world, where would it be and why?
(Taiwan: that is where I was born)

10. What would you like to get better at as a reader?
(Being patient: I will read something and if I am not interested I will hate it after the first page)

11. What makes something hard to read?
(If I have no interest in it)

12. Who makes your favorite food and what is it?
(My mother makes great egg noodles/ramen)

13. Would you rather go skydiving or scuba-diving?
(Skydiving)

14. What do you like to read about?
(Romantic books/Science Fiction)

15. If you don't understand something in a book, what do you do?
(Look it up, use clues)

16. What is your favorite season of the year and why?
(Fall: the weather is really nice. Not too hot or cold)

17. What is your favorite holiday?
(Christmas)

18. What would you do if you were to win the lottery?
(Give the money to my mother and family)

19. What is your dream job?
(Elementary School Teacher)

20. What type of books do you like?
(Science Fiction and Romance Novels)

21. What makes you laugh?
(When something happens and is ironic)

22. **Ask the other person any question that you would like. * What is your favorite type of flower?**
(Sunflower)

23. **Ask the other person any question that you would like.* Would you rather get stranded on an island or in the mountains?**
(The island; better to be hot than cold)

Appendix D
Book Tasting Activity

I Would Not Read	Red (8)
I Might Read	Yellow(4)
I Have/Would Read	Green (8)

1. Atwood, M. (1986). *The Handmaid's Tale*. Boston: Houghton Mifflin.

2. Bradbury, R. (1967). *Fahrenheit 451*. New York: Simon and Schuster.

3. Bstan-ʾdzin-rgya-mtsho, D. L. X., & Cutler, H. C. (1998). *The Art of Happiness: A Handbook for Living*. New York: Riverhead Books.

4. Bulgakov, M. A., & Ginsburg, M. (1987). *The Master and Margarita* (1st Evergreen Ed.). New York: Grove Press.

5. Burgess, A. (1963). *A Clockwork Orange*. New York: Norton.

6. Dostoyevsky, F., Pevear, R., & Volokhonsky, L. (1992). *Crime and Punishment*. New York.

7. Fitzgerald, F. S. (1920). *This Side of Paradise: By Scott Fitzgerald*. New York: Scribners.

8. Fitzgerald, F. S. 1., & Muller, F. (1984). *The Great Gatsby*. Prince Frederick, MD.

9. García Márquez, G. (1991). *One Hundred Years of Solitude*. New York, NY: HarperPerennial.

10. Golding, W., Baker, J. R., & Ziegler, A. P. (1964). *Lord of the Flies*. New York: Putnam.

11. Huxley, A. (1946). *Brave New World: A Novel*. New York: Harper & Row.

12. Lee, H. (1999). *To Kill a Mockingbird*. New York: HarperCollins Publishers.

13. McCarthy, P. (1988). *Albert Camus, The Stranger*. Cambridge, New York: Cambridge University Press.

14. Milton, J. (2001). *Paradise Lost*. Raleigh, NC: Alex Catalogue.

15. Murakami, H. (2013). *Norwegian Wood*. Random House UK.

16. Nabokov, V. V. (1977). *Lolita*. New York: Berkley Books.

17. Orwell, G. (1955). *1984*. New York: New American Library.

18. Rowling, J. K. (1998). *Harry Potter and the Sorcerer's Stone* (1st American ed.). New York: A.A. Levine Books.

19. Steinbeck, J. (1993). *The Grapes of Wrath*. New York: Distributed by Random House.

20. Stowe, H. B. (1852). *Uncle Tom's Cabin*. Cleveland, Ohio: J. P. Jewett & Company; Jewett, Proctor & Worthington.