The evaluation of a dual language reading club for English language learner students

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The Evaluation of a Dual Language Reading Club for English Language Learner Students

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JAMES MADISON UNIVERSITY

In

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Abstract

Reading is a crucial skill in our society that is needed in personal growth and academic achievement; it is a prominent area of concern in our schools and students. Schools in the U.S. are experiencing a substantial increase of students whose first language is not English and/or do not speak fluent English and are known as English Language Learners (ELLs). These students are typically at risk for having problems with reading if they do not receive the proper or adequate support and intervention. Many ELL students struggle in their ability to read at a proficient level, which has multiple negative consequences such as lower academic achievement. It is important to introduce these students to strategies that can help them with reading, as well as helping cultivate in them motivation to enjoy reading. This research study presents a Dual Language reading club as a reading intervention. The purpose of this research study was to evaluate the effectiveness of a Dual Language reading club and if its implementation would improve reading motivation among Latino English Language Learner (ELL) students.

This research project was a case study. Data collection was obtained from qualitative measures such as individual participant check-ins, teacher check-ins, and data gathered from the reading club itself. In addition, the Qualitative Reading Inventory (QRI) was utilized a pre and post measure (administered shortly before and after the intervention) to measure the participants reading progress.

The participants’ participation in a Dual Language reading club increased their reading motivation, engagement in independent reading, self-confidence as readers, and positively impacted some of these participants willingness to participate in reading discussions and instruction. In addition, the majority of these participants were found to
have higher reading comprehension and reading automaticity as demonstrated by post-test scores on the Qualitative Reading Inventory test. In conclusion, this Dual Language reading club proved to be a successful form of a reading intervention that increased reading motivation among the participants and positively impacted their reading abilities.
I. Statement of The Problem

Learning to read is one of the most important accomplishments in one’s childhood; it is a skill needed for success in school and in life and has become progressively more imperative (Betts, Reschly, Pickart, Heistad, Sheran, & Marston, 2008, p. 553). According to Jennings, Caldwell, and Lerner (2010) difficulty with basic reading and language skills are the most common learning disabilities, about 80% of students with learning disabilities display reading problems (p.7). Furthermore, by the fourth grade, approximately one third of students in the U.S. have not acquired basic literacy skills. For ELL students, the proportion of students struggling to learn how to read exceeds national averages, particularly in Latino Students (Ross & Begeny, 2011, p.604). In 2007 it was reported, 50 of Hispanic fourth grade students were reading below a basic level, compared to the 22% of White non-Latino students reading below a basic level. Additionally, only 17% of fourth grade Hispanic students were reading at or above a proficient level (Ross & Begeny, 2011, p.605). At the same time, the No Child Left Behind legislation notes that all children will have a fair, equal, and significant opportunity to receive a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments. This statement includes ELL populations, and as ELL populations grow, so does the pressure on teachers, schools, districts, and states to increase the numbers of ELL students who meeting state-governed reading proficiency (Kamps, Abbott, Greenwood, Arreaga-Mayer, Wills, Longstaff, Culpepper & Walton, 2007, p.155). These are alarming findings and statistics, and it is concerning that ELL students are falling far behind compared to
their non-ELL peers. This population of students is in need of more assistance, guidance, and intervention to overcome these reading challenges and become successful students.
II. Research Findings on Reading Challenges that ELL Students Encounter

There are various probable factors that can explain why ELL students face challenges with reading, and research is expanding on this topic. Some consistent findings on what these challenges are include reading comprehension, vocabulary acquisition, and motivation. However, before thinking about factors that affect ELL student’s reading abilities, it is important to have an understanding on what makes or distinguishes any student as a good reader, regardless if he or she is an ELL student or an English monolingual student.

What Distinguishes a Good Reader Versus a Poor Reader?

According to Byrnes (2008) there are multiple ways in which a good reader differs from a poor reader. A good reader could differ in terms of general processing factors, which include intelligence, working memory capacity, perceptual ability, rule induction, and metacognition. A good reader can also differ in terms of reading-specific processes. These processes include word recognition, use of context, phonemic awareness, and comprehension strategies. It has been discovered that there are significant differences between good and poor readers for all of these variables (p. 185).

Byrnes (2008) stated “successful readers are better in recognizing words automatically compared to poor readers.” When a reader is able to use automatic word recognition, he or she can focus their attention on higher-level sequence integration and semantic processing. Fast and automatic recognition is most important in the first and second grades because vocabulary becomes more extensive and is altered to adult levels by the third grade. Another substantial difference between good readers and poor readers is their ability to rapidly recognize words and sub-word units, which typically begins in
the third grade. “Speed is important because readers need to be able to recode print items into a phonological representation” (Byrnes, 2008, p. 185). If a student does not begin to master these skills at the appropriate developmental level, they can lag behind in reading and thus be less motivated to read and hold negative reading beliefs. ELL students are at great risk of falling behind in reading achievement because of their inabilities to conquer these basic strategies, which can mainly be a consequence of becoming acclimated to the English language. This can impede the ELL student in progressing up to higher-level reading strategies, and thus becoming adequate readers.

**Amount of Reading**

Furthermore, a student’s amount of reading is another factor that distinguishes he or she as a good reader. According to Schutte and Malouff (2007), “a number of studies have found that the amount individuals read is related to their reading ability, and there is evidence that quantity of reading increases in reading ability” (p. 469-470). According to Miller (2010), numerous studies have found that reading more and including reading more variety of texts, improves children’s comprehension, background knowledge, vocabulary, fluency, and writing. The weakest readers read the least, and read three times less than their peers (p. 31). Many students that are identified as struggling readers early on in their education continue to receive intervention and tutoring throughout their school lives. However, Miller (2010) implies that regardless of the instructional methods used, students must spend time practicing and applying the reading skills and strategies taught to them before they develop reading proficiency, “to become good readers, students must read and read and read” (p. 31, 32).
The good reader strategies identified by Byrnes are sophisticated reading strategies that are enhanced with the amount of reading a student practices. If a student reads more he or she will be able to have faster automatic text processing, be able to recognize more words, and be quicker readers. This can lead them to also become better at comprehending stories and thus, enjoy reading more. These are important factors to consider when considering reading abilities for all students, and are definitely important factors when examining reading abilities in students who are struggling to read such as ELL students. The majority of times, ELL students have not adequately acquired fast and automatic recognition of words at these grade levels, especially if they are preoccupied trying to master the basic reading steps first. ELL students are also likely to have the disadvantage of not being able to recognize many of the English vocabulary words, which can additionally hinder their reading performance. Once they are able to acquire and master these strategies they can then start advancing into the higher-level phases of reading and be more comfortable and confident as readers. As one can imagine, it can be frustrating for students who have not developed the basic or good reader strategies. It is a challenge for these students to understand what they are reading, and therefore this interferes with their enjoyment of the texts or stories. This inability to grasp the basic reading strategies and be behind in reading can cause ELL students to not enjoy reading. As a result, they may not read for pleasure because they are likely to associate reading to failure instead of enjoyment.

**Reading Comprehension**

Reading comprehension is a vital factor in reading, and is an area of weakness that an ELL student may have due to language barriers. Byrnes (2008) identified that
contemporary reading theories assume that reading comprehension is greatly aided when readers 1) set goals for understanding, 2) have declarative and conceptual knowledge of the topic, 3) have adequate structural capacity and knowledge and metacognitive knowledge of reading, and 4) employ a variety of online processes such as inferences making, inhibition, identifying the main idea, summarizing, predicting, monitoring, and backtracking (p. 211). Furthermore, children make representations of what they read which is known as “schemata,” and this helps them with reading comprehension (p. 212). An important part of obtaining and using schemata is the ability for a student to monitor his or her reading comprehension. In order to find common relationships and meanings across stories or passages a student must comprehend them correctly (p. 226).

These reading comprehension skills can be taught and practiced through instruction. It is beneficial for students to have teachers help them to “recall, identify, or create narrative and expository text structures.” Successful teachers have used many approaches to help their students label common relationships among ideas. Examples of these methods include “questioning, modeling, and webbing” (Byrnes, 2008, p.226). These are skills that should be applied to ELL students to verify and practice their reading comprehension. Additionally, it was found that students’ comprehension improved when their teachers connected relationships between their background knowledge and the content of their readings. Byrnes (2008) states that this can be accomplished through a) evoking appropriate knowledge before readings, b) asking students to explain, infer, or predict during reading; or c) asking inferential questions after reading. (p. 226).
These above findings regarding successful reading practices are applied to all students whether they are ELL students or monolingual readers. There is literature research that has focused the attention on ELL students and problems that this population faces with reading. According to Roberts, Mohammed, Sarojani, & Vaughn (2010) ELL reading status is often associated with early and persistent differences in vocabulary knowledge, listening comprehension, and semantic/syntactic skills. ELL students may not have the background or cultural knowledge that is needed to comprehend texts, which can exacerbate if they do not receive appropriate intervention. If beginning readers have difficulty understanding the meaning of words, they may comprehend less of what they read, which can affect their abilities to build vocabulary and/or broaden their reading skills (p. 669).

Taboada, Kidd, and Tonks (2010) identify that there is a limitation in reading comprehension studies of ELL students, and the National Literacy Panel on Language-Minority Children and Youth (NLP) found that there are only five studies that examine reading comprehension performance. A definite finding from these five studies was that the reading comprehension performance of ELL students did not seem to develop to the same extent of their English-speaking peers. An example of this is that research identified that Spanish-speaking fourth grade ELL students had relatively strong on-grade word decoding and fluency skills; however their oral language and comprehension skills were between two to three levels below grade level. Like monolingual students, ELL students responded positively to strategies such as questioning, making inferences, monitoring, and summarizing to enhance their reading comprehension (p. 117). On a surface level, some ELL students may appear to be proficient adequate readers because of their ability
to decode texts and be fluent readers, however they may be lacking the necessary reading comprehension abilities, and thus be overlooked. As mentioned previously, this could be because of language barriers. ELL students may struggle with placing meaning into the words they read especially when they do not understand the vocabulary. Also, they may lack higher-order comprehension such as being able to identify idioms and themes in texts, due to their diverse cultural backgrounds. Monolingual readers have more of an advantage with reading comprehension compared to ELL students because they are more likely to understand the English vocabulary, idioms, and themes. This is why it is crucial to check in with the ELL student and to also include some of the successful reading comprehension strategies mentioned in this and the following sections, to help them and build their comprehension skills. Furthermore, if ELL students are lacking behind their other peers with acquiring basic reading processes, one may expect that they are going to also be lacking with reading comprehension. They must be able to succeed with the primary and basic reading processes before they are able to successfully comprehend texts.

**Vocabulary**

An important factor to consider when working with ELL students who are struggling with reading is vocabulary knowledge. Many studies have concluded that vocabulary knowledge is an important tool in the ability for ELL students to comprehend texts. Research has suggested that limited vocabulary contributes to the comprehension problems experienced by struggling readers (Cisco & Padron, 2012, Essential Role of Vocabulary Knowledge in English Reading Comprehension section, para. 1). It was found in these studies that in contrast to the proficient monolingual reader who does not
need to focus as much on vocabulary to aid in comprehension, all bilingual readers (both proficient and less proficient) rely on vocabulary as being the focus of much of their reading comprehension. ELL students encounter more total unknown words and are less able to use contextual and linguistic clues to decipher unfamiliar vocabulary than monolingual English speakers. (Cisco & Padron, 2012, Reading Comprehension and Vocabulary Development for ELLs section, para. 2). It is logical for ELL students to have challenges with understanding English vocabulary, and therefore also have difficulty with other factors in reading such as comprehension because of limitations in vocabulary. Therefore, it is important to ensure that these students are receiving the appropriate assistance and exposure they need to help them with English vocabulary.

**Effective Reading Strategies for ELL Students**

According to Byrnes (2008) “the use of transfer, translation, and cognates are all reading strategies that have aided proficient bilingual readers in reading comprehension” (p.89). These are reading skills that have been shown to be effective in helping ELL students with reading abilities and success. Byrnes (2008) describes that “Transference is used to refer to the process of extending knowledge acquired in one context to other contexts” (p.89). For ELL students, transfer can occur with expanding and transferring their Spanish reading abilities to reading in English. In reading comprehension, the use of transfer signifies that students understand that a strategy or reading process learned in one language can be applied to reading in another language. According to Cisco and Padron (2012) researchers found that proficient bilingual readers understood that the processes undertaken to comprehend texts transferred from Spanish to English, and vice versa, however the less proficient bilingual readers considered their bilingualism an impediment
to reading, especially in English. The proficient bilingual readers noted that strategies such as sounding out unknown vocabulary, and text-level strategies, such as making connections function across languages are helpful. (The Additive Nature of the First Language in Reading Comprehension section, para. 4). These skills could be applied and/or enhanced through small group reading instruction, reading clubs and methods.

To address ELL students overall reading and academic achievement, Roberts et al (2010) noted that it is recommended to increase English vocabulary within these students (p. 669). Another recommendation by Cruz de Quiros, Lara-Alecio, Tong and Irby (2012) related to overall ELL students English academic achievement was that ELL students would benefit from being taught using both explicit and systematic English as a second language (ESL) instruction that includes story retell through interactive story reading. This provides “modeling of language structure, intonation, and prosody” (p. 88). According to The Texas Reading Initiative, “Listening to and talking about books on a regular basis provides children with a demonstration of the benefits and pleasures of reading. Story reading introduces children to new words, new sentences, new place, and new ideas.” Story reading has been found to increase vocabulary development, comprehension, and narrative abilities among ELL students. (p.88). These story-reading methods can be meaningful and effective experiences for ELL students in aiding their reading challenges and in creating motivation, and it can be easily applied in reading groups or clubs. ELL students could especially benefit from using both explicit and systematic ESL instruction in these groups or clubs.

Small Group Reading Instruction Techniques
Transfer of vocabulary knowledge from the student’s native language to reading in the second language, and the effective use of cognate identification can increase English reading skills. Studies have found that “reading strategies can be transferred across languages, and that the use of cognates and translation are strategies that proficient reader ELL students use to comprehend texts” (Cisco & Padron, 2012, The Additive Nature of the First Language in Reading Comprehension section, para. 3). Another concept that is as effective with monolingual readers as it is with ELL students is semantic mapping. Semantic mapping helps ELL students make connections to their prior knowledge and helps them identify relationships between unfamiliar and familiar words (Cisco & Padron, 2012, Essential Role of Vocabulary Knowledge in English Reading Comprehension section, para. 7). This can be done by asking questions while reading, and as an activity in small groups. According to McElvain (2010) reviews of successful reading comprehension with ELL students have presented that small group instruction has been found to be the best way to provide needed scaffolding and reading strategy instruction for ELL students. Other techniques that have been found successful are the use of culturally relevant teaching instruction as well as reading instruction that engages children in rich interpretive discussion. (p. 181). Furthermore, Cisco and Padron (2012) propose that reading strategies and activities that help ELL students comprehend texts include “practices such as clarifying reading purposes, determining importance, continual monitoring of comprehension, questioning, summarizing, using mental imagery, and making inferences based on text and life experiences.” Research supports that good readers actively and automatically use these comprehension strategies while reading. (Reading Comprehension and Strategy Use for ELLs section, para. 1). The structure of
the small groups and instruction techniques allows students to participate more and receive individualized assistance, which can be very beneficial for them in their reading progress. Additionally, teaching ELL students these effective small group reading methods will likely guide and engage them in the story. Once these students are able to understand stories better, they will most likely start to enjoy reading more.

**Reading Motivation**

Motivation is a significant factor in reading. Motivated readers are likely to read more often and be proficient readers. Schutte and Malouff (2007) state that “reading engagement has to do with the immersion reader’s experience when interacting with text.” Motivation to read is a key factor of reading immersion such as reading competency, practical aspects of reading, and social aspects of reading. (p. 470). Additionally, Schutte and Malouff (2007) identify that both intrinsic and extrinsic motivation are related to reading motivation. Intrinsic reading motivation includes showing behaviors of interest, enjoyment, and satisfaction. While extrinsic reading motivation involves complying with the requests of others in order to obtain rewards and avoid punishment. Research has found that “increases in intrinsic reading motivation leads to more reading engagement” (p. 471). According to Miller (2010) “developing or struggling readers often lack the experience and confidence to choose books for themselves, read for extended periods of time, or consistently apply reading strategies across texts” (p. 32). Poor readers can see reading as a school task, and not as an activity they can do for fun, therefore it is important to help instill lasting reading strategies in children who may have these views. Some methods described by Miller (2010) to aid with the motivational challenges to read include making time and giving freedom to
students. If students are taught or encouraged to read for brief periods a day (i.e. 30 minutes a day) and to carry a book around with them they can gradually become more motivated to read. When students are given the freedom to choose their own books to read or have a say in what they read, this also produces a positive outcome in increasing reading motivation (p. 33 & 34).

Howard (2012) studied factors of motivation for reading among ELL students. In her study, she found that ELL students who were struggling with reading benefitted from participation in a systematic and explicit reading curriculum, which focused on the five reading components. Meaningful literacy events such as comprehension activities that were engaging and interactive were good for learning and literacy acquisition. Research for motivation recommends a balance between structure and support to allow students choice, but at the same time progress toward a desired goal. Collaborative discussion, autonomy, high interest, and teacher quality, attitude, and expectations all affected motivation and prompted student interaction, which led to more language acquisition for ELL students (p.115). These factors can all be implemented in a reading club, and can produce reading enthusiasm.

Furthermore, Howard (2012) noted that motivated and engaged readers are more likely to read more often, which in turn improves their reading ability. ELL’s motivation for reading is crucial and having the power of choice increases motivation. Student-generated questioning steered learning in the direction of the ELL’s interests, which was necessary for their autonomy. Language and reading achievement were both improved when students were motivated. Motivation was fostered through cognitive student choices, autonomy, interactive activities, and teacher attitude (p. 116). Providing ELL
students with a say in what they like to read, clarifying deeper meanings of the story, and encouraging them to participate and ask questions are strategies that can increase their enjoyment in reading. Being part of a reading club in which these strategies are invoked and in which reading is portrayed as an activity rather than a chore or a grade can be fun and provide positive educational outcomes. The successful use of these strategies can ultimately elicit an ELL students’ reading interest and motivation.
III. Purpose of this Research Study

The purpose of this research study was to evaluate the effectiveness of a Dual Language reading club and if its implementation would improve reading motivation among Latino English Language Learner (ELL) students. Reading motivation is identified in research to be a probable factor to English Language Learner students’ challenge with reading. Other factors as mentioned in the research section, include reading comprehension and vocabulary acquirement. While these are all substantial factors of equal importance, this researcher chose to evaluate reading motivation specifically. There was one main research question: Will the implementation of a Dual Language reading club create more reading motivation/enthusiasm among ELL students? There was also a secondary research question: Will there be a difference in the participants’ reading progress (particularly in reading comprehension and word identification) post the reading club? This secondary question was assessed to obtain an idea on where the participants are with their reading abilities, and to provide measurable data regarding the participant’s reading progress before and after their participation in the reading club. Furthermore, the dependent variable in this research study is reading motivation. In addition, this researcher wanted to add to research in the area of ELL students challenges with reading.
IV. Method

Setting

This study took place at an Elementary School located in Northern Virginia. This school has a culturally diverse population of students, particularly Latino students, and includes many English language learner students.

Recruitment of Participants

The participants for this reading group included a group of five students. The criteria for the recruitment of these participants were as follows: 1) The participant had to be an English Language Learner student who understands the Spanish language. 2) The participant had to be identified by their teacher to have low reading motivation. 3) The participant had to either be a 3rd or 4th grade student. 3) The participant had to be reading in at least a 2nd grade reading level. The recruitment of participants was executed through contact with third and fourth grade teachers at the Elementary school through email and in-person conversations. The researcher described to the teachers what the reading club entailed and what the participant criteria was. After receiving referrals, the researcher met with the teachers individually and obtained information about each student and the teacher’s reason for referring the particular student. The teachers were given consent forms to participate in this research study. After evaluation of the referrals, the researcher selected participants who met the criteria and sent parent permission forms with these participants. After receiving parent permissions back, the researcher met with each participant individually and obtained verbal and written assent. The participants included three fourth graders and two third graders. All names of the participants and teachers are pseudonyms for confidentiality purposes.
Measures

To measure the main research question (will the implementation of a Dual Language reading club create more reading motivation/enthusiasm among ELL students?) several qualitative measures were utilized for data collection.

Qualitative Measures

This is a case study and therefore the vast majority of the information obtained from this reading club consists of qualitative data. Data was collected from individual participant and teacher check-ins and from information gathered from the reading club itself through summary reports of each reading club meeting. Notes were taken and analyzed on the data that was acquired. The researcher evaluated responses and trends noted in the participants’ reading and reading motivation based on this data obtained. It should be noted that the goal of this reading club was not to improve these ELL students’ reading, rather the goal was to engage them more in reading and hopefully increase their reading motivation.

Participant Check-Ins

There were a total of three individual participant check-ins, they were before the start of the reading club, during the reading club (after the sixth meeting), and after the reading club ended. The check-ins took place during the school day. The researcher communicated with the participants’ teachers beforehand to determine the most adequate times to pull the students from their instruction. The check-ins varied from 35 minutes to an hour. Notes were taken on the participants’ responses and are discussed in the Participant and Findings sections.
The first check-in was a participant interview and it was centered on getting to know the participants and building rapport. The participants were asked about their personal interests, heritage, and reading (likes/dislikes, favorite book, amount of reading, etc). There was a structured list of questions that was utilized (provided below). The researcher discussed the reading club and expectations to the participants and obtained verbal and written assent from them.

The second and third check-ins included the same list of questions, with an additional question provided in the third check-in. These list of questions varied slightly from the first check-in questions list. The researcher started the check-ins with casual conversation with each participant (i.e. “tell me how school is going? How was your winter break, what did you do?”). See Appendix A for the initial student participant interview and check-in questions.

**Teacher Check-Ins**

Data was also acquired through teacher check-ins. The names of the following teachers are pseudonyms. There were three teachers who participated in this study, Mrs. Miller, Mrs. Johnson, and Mrs. Carr. There were three individual teacher check-ins, which were held before the start of the reading club, during the reading club after the 6th meeting, and after the reading club ended. The check-ins were conducted at the teachers’ best availability in person (for the first and third check-in) and through email (mid check-in). The researcher used a structured list of questions for each check-in, there were slight differences in the first, second, and third check-ins lists. These questions were based on the teachers’ experiences with the participants reading, their reading habits, reading
motivation, reading progress, completion of reading assignments, and changes seen. See Appendix B for Teacher Check-In questions.

Reading Club Summaries

Data was also attained from the reading club meetings. After each meeting, the researcher took down notes on what was done that meeting and each participant’s reaction. Reading club summaries for each meeting are found in Appendix D.

Qualitative Reading Inventory (QRI)

The Qualitative Reading Inventory (QRI) is an individually administered informal reading inventory created to provide diagnostic information about: 1) conditions under which students can identify works and comprehend text successfully, and 2) conditions that appear to result in unsuccessful word identification, decoding, and/or comprehension. It was designed to provide a variety of opportunities to observe a students reading behavior. It is not a norm-referenced or standardized instrument. There was an extensive piloting of the test, however, individual subject scores should not be interpreted in comparison to this data. (Leslie & Caldwell, 3rd edition, 2001, p.1, 2). For this thesis, The Qualitative Reading Inventory (QRI) was utilized as a pre and post measure, before the reading club began and after the reading club ended. The reason for the QRI test administration was to measure the secondary research question (will there be a difference in the student’s reading progress- particularly in reading comprehension and word identification post the reading club?). Furthermore, it was used to obtain an idea on where the participants were with their reading abilities. This acquired data is not a determining factor for the researcher’s main purpose and goal of the reading club; rather it was used as an additional measure to provide beneficial information. This data also
serves as measurable evidence for any audience who is interested in knowing the participants’ reading abilities and whether there was reading improvement noted. The word identification and reading comprehension measures were used to obtain information about the participants’ reading abilities. Appropriate passage/s were chosen for the participants based on their current reading level. The same passages were administered for the pre-test and post-test, which is recommended by the authors when using the QRI as a pre and post measure. There was a comparison of the pre and post QRI tests results to regulate whether there was an impact on the participants word identification and reading comprehension.

Stories

The stories selected for this reading club were in a Bilingual format and had both English and Spanish translation texts. There was one story that was not in a Bilingual format, however it included words and vocabulary in Spanish. The majority of the stories utilized were kids Bilingual classic tales from the Chronicle Books series. The stories used in the reading club were: Abuelo and the Three Bears, Hansel and Gretel, Charro Claus, The Hare and the Tortoise, The Ugly Duckling, Jack and the Beanstalk, Puss in Boots, and In My Family/En Mi Familia. Other than classic children’s tales, there was a comic and holiday story (Charro Claus), and a culturally relevant book with short stories (In My Family/En Mi Familia). The use of culturally relevant material was proposed as an effective small group reading strategy technique that engages students in rich and meaningful discussion and allows them to make inferences based on text and life experiences (Cisco and Padron, 2012). This researcher wanted to ensure that a culturally relevant book was used to encourage discussion about the participants’ Latino heritage,
and personal connections that they had with the stories. The selections of these books were also determined based on reading level and stories that were rated as appealing and fun for the age range of the participants. There was an alternation of reading in English and Spanish. The majority of participants were more comfortable reading in English, however some did read in Spanish. The researcher re-read some passages in Spanish. All of the stories were read during the club meetings. The idea of assigning the stories to read before the meetings was considered, however it was rejected because the researcher wanted to ensure that all of the participants had the opportunity to read the stories for effective discussions and participation.

Reading Club and Structure

There were twelve reading club meetings that occurred from November 14, 2014 until February 27, 2015. The meetings took place every Friday before the school day began. The meetings were for 40-45 minutes. They were held in an area inside of the school’s library. The structure of the reading club consisted of 1) Greeting the participants. 2) Conversation, which consisted of the participants’ weeks and events. 3) An introduction of the story, which included asking the participants to share what they have heard about the story, if they had read it before, and/or what they liked/disliked about the story. 4) Reading the story, which consisted of taking turns to read and popcorn reading. There would be alternation with reading in Spanish and English. For the majority of the time the participants read in English, however the researcher would re-read passages in Spanish. 5) After reading a story, there was guided discussion. This comprised of the researcher asking prepared comprehension questions and also asking the participants to share connections from other stories or from their own personal life that
were relevant to the story. 6) Review of vocabulary words from the story in both English and Spanish. 7) Asking the participants if they would give the story a thumbs up or down, and to share what they liked and/or disliked about the story. 8) An activity related to the story. This involved crafts, homemade poster board games, and drawings. The researcher introduced and gave instructions about the activity and the participants worked on the activity for the remainder of the meeting. 9) During some meetings, the researcher brought in snacks for the participants and distributed them while they worked on their activity. Please see Appendix C for a sample reading curriculum agenda. The first and last meetings differed from the above structure. The first meeting consisted of introductions, an icebreaker game, selection of a reading club group name, review of group rules, and a drawing activity (the participants were to draw themselves and their favorite book or something related to their favorite book). For this meeting, the researcher provided the participants a book to take home and read for the next meeting. This was suggested but not required. The last meeting comprised of reflections of the meetings and a party. The researcher asked each participant to share a favorite memory, or something that they enjoyed from the club. The participants also shared what their favorite stories were. Afterwards, there was a party, which included food and playing a board game (which was what the participants had voted to do for the last meeting). The participants received certificates for their participation in the reading club and they were each given folders with their personal crafts and artwork from the previous meetings.
V. Participants

This section provides information and personal descriptions of each participant. It consists of data gathered from the initial teacher referrals, student check-ins, and reading club meetings. It also includes the participant’s QRI results. For actual scores, see Appendix E for QRI student profile sheets on each individual participant.

Erick

Erick is nine years old and is a 4th grade student. His interests are going outside and playing video games. He stated that reading is fun and sometimes has cool things, he enjoys reading books that teach you how to make things and his favorite book is “Diary of a Wimpy Kid”, because it is funny. Erick speaks both English and Spanish at home. His parents are from Mexico. Mrs. Miller referred Erick as a participant because he displays low motivation in reading, does not participate in reading discussion, and does not seem to get excited about reading.

Check-Ins:

In the first participant check-in, Erick was shy, but conversed when he was prompted. When asked about what he does not like about reading, Erick stated that he does not like books that have long words because they are hard for him to read. He reported that he does read for fun at school during daily five (which are short time blocks in the school day in which students select a task or a preferred activity), and at home when he has nothing to do. He prefers reading in English, and stated that at that time, he was learning how to read in Spanish. His parents were teaching him. Erick reads with his older brothers and sisters, and his mother. Erick reported his reading homework/assignments to be hard and that sometimes he asks his family members for
help. Some words are difficult for him to read and sometimes he does not understand these assignments. He also reported that it is hard to understand some of the books that he reads in school.

On the second check-in (1/9/15), Erick shared that he enjoyed his winter break. He stated school to be “okay,” and said that he does not like Science or Math. He thinks that the reading club is fun and enjoys reading, getting treats, and getting to color or make crafts. When asked about what he dislikes, he replied saying that he dislikes that the club is short, and that he would like if there was more time. Erick reported reading sometimes at night. He reads chapter books and a book that was provided to him from the club. At school, he sometimes reads when there is free time after tests or during Daily Five. He rated a 3.5 to enjoying reading and said he did not know what would make it more enjoyable. Erick enjoys the books that were read in the meetings.

On the third check-in (3/9/15), Erick reported school to be good and that he is feeling “alright” about going to Middle School. He stated that the reading club was fun, he enjoyed being able to read, having treats, and playing games. He again reported that he disliked that the meeting sessions were short. Erick reads with his mom for fun, and sometimes reads in Daily Five as his preferred activity. He rated a 4 for enjoying reading, and stated that it would be more enjoyable if the book is entertaining. Erick liked the books that were read and said that they were funny and interesting. He rated a 5 for enjoying the reading club.

**Reading Club Participation**

Erick showed individual growth as a reader and as a member of the reading club. He was the most reserved and quiet participant of the group. However, he got along well
with everyone and appeared to be more comfortable with the researcher on a one on one basis. He would be hesitant to respond to questions and had to be encouraged by the researcher to participate (read aloud and answer questions). Erick would read when he was called on. However, when he was called on to answer comprehension questions he would often say he did not know the answers, but when he was prompted to take a guess he would answer correctly. Erick demonstrated more participation when the group was asked questions regarding vocabulary words. He was able to correctly identify many vocabulary words in both English and Spanish. Erick would often be reluctant to read aloud and appeared to lack self-confidence in himself as a reader, even though he read well with good fluency. He would not be as eager to participate in reading aloud compared to other participants, and sometimes would seem to get embarrassed if he did not know how to pronounce a word. However, as time progressed, the researcher noticed that Erick was participating more, and appeared to gain more self-confidence in himself as a reader. Hearing the other participants read seemed to help him realize that he was not the only one having difficulty with reading more advanced words. Erick read in Spanish a couple of times and stated that he enjoyed reading books in a bilingual format. He was one of the two participants who voluntarily read a book that was suggested to read for a meeting (this was not required, but recommended). Erick enjoyed the activities in the meetings. The activity portion of the club meetings seemed to be helpful with connecting him with the other participants and building his comfort level. He showed good attendance and was always on time for the meetings.

William
William is nine years old and is a 4th grade student. His interests include using the computer and playing games. He enjoys comic books; his favorites are “Captain Underpants” and “Diary of a Wimpy Kid.” His parents are both from El Salvador. He reported that he reads for fun pretty often. At home, he reads to his sister sometimes.

William was initially referred by another teacher to be part of the reading club because of having low self-confidence as a reader. He was switched to Mrs. Johnson’s classroom right after the researcher met him.

Check-Ins

In the first check-in, William was shy and quiet. He did not show much enthusiasm about the club, but stated being happy to be part of it. He reported liking reading and prefers to read in English. At home, he reads to his sister sometimes. When asked about how much he reads, he replied saying that his teacher makes him read 20 minutes at home each night. William sometimes reads for fun (every weekend). He reported that he can understand the books that he reads in school, although sometimes there are difficult words that he does not understand.

On the second check-in (1/9/15), William shared that his winter break was “good,” he stayed up playing video games and watched movies. He said that school was “going good.” When asked about his thoughts on the reading club, William reported that it is fun; he enjoys the activities. He did not report having any dislikes or anything that he wanted changed. He shared that he “sometimes reads for fun, barely.” He reads when he has turned in his work in school and has free time. William rated a 4 for enjoying reading; he reported not knowing what would make it more enjoyable. He stated that the
books that were read in the club are “great,” he especially enjoyed reading “Hansel and Gretel.”

On the third check-in (3/4/15), William shared that school is “good,” and that his favorite subject is Virginia Studies. He stated being excited about going to middle school the following year. When asked about his thoughts of the reading club, he said that it was fun. He enjoyed the activities and taking turns reading the books. There was nothing that he disliked. William reported “reading a lot” when asked how much he is reading, he said “I read as much times in school as home, I read at home for fun for 30 minutes.” He rated a 4 for enjoyment of reading, and stated that he did not know what would make it more enjoyable. When asked to rate how much he enjoyed the reading club, he rated it a 5 and stated that he enjoyed it a lot.

**Reading Club Participation**

William was one of the most enthusiastic readers and active participants in the club. He was engaged during the meetings with reading stories, answering questions, and with the activities portion of the meetings. He got along well with the other participants in the club. William appeared to enjoy participating and would often make comments about the stories that were read. At times, the researcher had to remind him to not blurt out answers and to raise his hand to answer when questions were asked. William had a tendency to read quickly and as a result, he missed some words or sentences. When this occurred, the researcher reminded him to take his time when reading. William showed good knowledge and retention of comprehension and vocabulary. Along with Erick, he voluntarily read a book that the researcher had suggested for the participants to read in a meeting (this was not required, but recommended). William really enjoyed the activity
portion of the club meetings; he especially seemed to enjoy the games. He had the best
distance in the group and was always on time to the club meetings.

**John**

John is nine years old and is a fourth grade student. His interests are building and
making things such as puppets. He likes comics, graphic novels, and books about
superheroes, sports, mysteries, and Greek history/mysteries. Some of his favorite authors
are Dr. Seuss and Mary Pope Osbourne. Like William, John was also referred by another
teacher initially and was switched to Mrs. Johnson’s classroom. He was reported to be a
very fast reader who was lacking some reading comprehension.

**Check-Ins**

In the first check in, John was easy going, articulate, and seemed interested and
happy about the club. He asked many questions about the club and what the club entailed.
John speaks both Spanish and English at home, his mother is from Venezuela and his
father is from El Salvador. He reported speaking “Spanglish” at home and stated that he
prefers to speak English. John reported that he sometimes likes to read for fun. He prefers
to read alone or with a friend. John likes reading when it is quiet and no one is next to
him or when there aren’t any distractions. When asked about what he does not like about
reading, he stated that he does not like that it takes so long and sometimes having to do
work after reading. John reported that he sometimes understands the books that he reads
in school.

On the second check-in (1/09/15), John shared that he had a pleasant winter
break. He said that school was going well and that he likes his new class (was switched to
a new class with a different teacher). John reported that he thinks the reading club is
“educational and fun.” He enjoys reading and the activities, John stated “some kids may not like reading, but with fun things they like it, like the board game that you made.”

When asked about what he dislikes or wishes to change about the club, John reported that he would like to make puppets for stories and use them in the meetings. He also stated that he gets confused when he reads in Spanish, but he likes hearing others read in Spanish. John reported that he does not read much at all, he reads when he is bored at school or when he has finished his work. He does not read a lot at home. John rated a 3 for enjoying reading. He stated that he would like it more if he were reading his favorite genres. He reported liking the books that we read in the club, and said that he likes the folk tales.

On the third check-in (3/4/15), John reported that school was good, however he recently had been getting into trouble for talking out loud. John stated that his classes were good. John reported that he thought the reading club was fun. He enjoyed reading and the activities. He liked that the club was bilingual and he enjoyed learning new Spanish words. He stated that the “En Mi Familia” book particularly taught him numerous words in Spanish. John disliked that the club started too early and he did not think there was much time. When asked about how much he is reading, John stated that he checked-out a lot of comic books that day from the library and that he reads when he is finished with his tests or during daily five as his preferred activity. He stated that he never reads at home. John rated a 3.5 for enjoying reading and said that in order for it to be more enjoyable it had to be a book that he likes, such as action books. John enjoyed the books that were read in the club, his favorite was “Charro Claus” because it was funny, and “En Mi Familia” because it was about a person’s life. He rated a 5 for
enjoying the club and stated that it was really fun and that he wished there could be more meetings, however he would prefer for them to be after school instead.

Reading Club Participation

John was an enthusiastic member of the reading club. He was a good friend to others, respectful, and an active participant. John consistently showed positive attitude and behavior. He was eager to participate and read during the meetings. He showed great comprehension of the stories and vocabulary words and would always volunteer to answer questions. John was a good helper to the researcher; he would ask her if she needed help with passing items out during the meetings, cleaning up, carrying things, etc. He was good at appropriately reminding others about the rules and expectations of the club (i.e. not calling out, waiting your turn). John would always try to include others to be part of group work and in conversations. He really enjoyed the activities portion of the club meetings and would sometimes share ideas that he had for future activities. John had some trouble with attendance because of transportation. However, he would consistently show positive attitude and engagement during the meetings.

Mary

Mary is eight years old and is a third grade student. Her interests include playing outside and cleaning her room. She sometimes reads Dr. Seuss books or dictionaries. Mrs. Carr referred Mary to the club because she lacks motivation to read.

Check-Ins

In the first meeting, Mary was friendly, easy going, and happy. She showed interest about the reading club and asked questions about it. She speaks both English and Spanish. Her parents are from Guatemala. When asked what she likes to read, Mary
responded saying that she does not like to read. She only reads for fun when she is bored. At home, her older sister, cousin, or mother sometimes read to her. She sometimes reads to her cats. Mary also reported “I kind of hate reading and like it; I hate it because I read too fast and sometimes too slow and I get angry because I want to read normal instead of fast, and when I read slow I feel like I am reading in Pre-K.” She reported that it is difficult for her to understand some of the books that she reads in school.

On the second check-in (1/9/15), Mary shared that she had a pleasant winter break. She felt happy to be back in school, and said that school was going good. Mary reported liking the reading club and enjoying the crafts, especially drawing pictures. She also stated that she likes that Ricky’s younger sister is there because they can do activities together. When asked about what she does not like about the club, Mary said that she does not like that it is too short, and added “time goes fast when you’re having fun.” She sometimes arrived at the meetings late, and stated that this was because she woke up late and was unable to arrive in time. Mary reported that she just reads when she is bored or her teacher says so. When asked to rate how much she enjoys reading from a scale of 1 to 5, she reported a 4 and said that she would enjoy reading more if the books included “pictures, actions, and details.” Mary reported liking the stories that were read in the club.

On the final check-in (3/4/15), Mary shared that school was going good and reported her favorite subject to be reading. Mary reported that the reading was fun, she said “I liked being able to speak and hear Spanish.” She liked the arts and craft activities, and did not like that there was not enough time in the meetings. Mary stated that she reads most of the time after school, “I pick a book from my bookshelf in my house and read a chapter book or a funny book for 20 minutes, in school I read after a test or when I
have free time.” She reported a 4 (on a scale of 1-5) for enjoying reading, and said that she would enjoy it more if the books had more pictures and colors. Mary enjoyed the books that we read in the club, and said that she liked that they were funny and interesting. She rated a 4 for enjoying the reading club and stated that she would have liked if there was more time to do activities, and if there were two books read in each meeting instead of one.

Reading Club Participation

Mary had significant gains in her self-confidence as a participant in the reading club. She was very reserved in the beginning; however, she became more comfortable as time passed. In the beginning, she appeared to be somewhat uncomfortable with being the only girl until another participant’s younger sister started attending the meetings and she became more comfortable. During the middle of the reading club, Mary began becoming more talkative with the other participants and was participating more by volunteering to answer more questions. She also appeared to be more engaged with reading as time passed. Towards the beginning, Mary would sometimes get distracted while a story was read. For example, she would look around the room and others, talk with others, and/or not follow along with story. However, she was noted to be better able to follow along with the reading as the reading club progressed. In the initial club meetings, Mary would at times be reluctant to read aloud. However, she started becoming more at ease with reading aloud and became excited when it was her turn to read. Mary was one of the strongest readers of the club, she read with good fluency and pace, and sounded out unfamiliar words adequately. She was able to answer many comprehension questions asked, and seemed to have more knowledge with comprehension of the stories
compared to vocabulary words. Mary really enjoyed the activities, and especially enjoyed making drawings and crafts. She had some difficulty with attendance, which seemed to be mostly because of transportation.

**Ricky**

Ricky is nine years old and is a third grade student. His interests include playing legos, watching T.V, and playing with his younger sister. He enjoys knock-knock joke books, soccer books, and funny books. His favorite book is “No David.” Mrs. Carr referred Ricky because she noted that he lacks self-confidence in reading and needs approval. She noted that he is a capable reader, however he is unsure of what he likes to read and what books interests him.

**Check-Ins**

In the initial meeting, Ricky was friendly, talkative, and silly. He seemed excited about being part of the reading club and asked several questions about it. His parents are from El Salvador and Mexico. He speaks Spanish at home, but English with his younger sister. Ricky reported that he does not read much and he does not read for fun much, he only reads because his teacher tells him to do so. When asked about what he does not like about reading, he stated not liking chapter books or books with no pictures. At home, he reads with his younger sister.

On the second check in (1/9/15), Ricky shared that he had a nice winter break and played with his sister in the snow. He reported school to be going well and his favorite subjects are science and social studies. Ricky reported thinking that club is “fun”, he enjoys reading books in Spanish, and getting to answer questions. He stated that he never wants the club to end. When asked to share what he dislikes about the club, he reported
that he sometimes feels upset that there are not snacks every meeting and he feels upset when he cannot make it to the club. When he was asked to share how much he is reading, he stated that he is “working on it, but is reading a few books.” He was hesitant in answering if he likes to read for fun, he started off by saying no but then changed his mind and said that he likes chapter books. When asked to rate how much he enjoys reading from a scale of 1 to 5, he reported a 5. Ricky stated that he likes the books that we read in the club.

The final check-in was on (3/3/15), Ricky shared that school is going really well and that he is excited because he is going to be having a baby sister. He stated that the reading club is “really good because it is fun.” He enjoys reading and doing activities, he reported not having any dislikes. Ricky reported that he reads each day and reads one book at a time; at home he reads once a week. He rated a 5 for enjoying reading and said that he enjoys reading funny books. He rated a 5 for enjoying the reading club.

*Reading Club Participation*

Ricky was always eager to participate and demonstrated great reading comprehension. He got along well with the other participants, and was a good helper to the researcher. He was the strongest Spanish reader in the club. In the initial club meetings, Ricky appeared to be more reserved. His behavior was sometimes inconsistent. At times, he was very engaged while stories were read; however, he would sometimes also become distracted and would look around the room, talk, or not follow along with the reading. It was noted that he became less distracted and more engaged as the reading club meetings progressed. Ricky would often be enthusiastic about reading and answering questions, sometimes the researcher had to remind him not to get ahead or
blurt out answers. He had a tendency to read quickly and skip over words or sentences, and had to be reminded to slow down. He really enjoyed the activities, especially the games and crafts; he had great artistic abilities.

**Teachers**

The teachers of the participants (Mrs. Miller, Mrs. Johnson, and Mrs. Carr) were a critical part of this research. They were part of the recruitment of the participants and provided detailed information regarding the participants and their reading abilities. The teachers played an essential role in gathering conclusions regarding the participants’ reading motivation. The following are responses gathered from the teacher check-ins.

**Teacher Check-In: Erick**

First Check in: 11/20/14

Second Check in: 1/16/15

Final Check in: 3/4/15

Mrs. Miller referred Erick as a participant to the reading club because he has low motivation in reading, does not participate, and does not seem to get excited about reading.

In her first check in, she reported that her concerns for Erick in terms of reading are his lack of motivation and that he has very limited comprehension. She stated that he doesn’t seem motivated to read, and it seems as though he only does it because it is required.

In the second check-in, Mrs. Miller noted that Erick has become more connected with reading and is more motivated. She noted that he is starting to see some value in reading and making connections to what he reads. Mrs. Miller also stated that since the
running club began she has definitely noticed a change in Erick. He used to stay quiet when she asked him questions, but now he answers. He is more motivated to try to answer than before and he takes out a book when he has extra time. He is beginning to make connections between the text and real life or a show that he watches.

In the final check in, Ms. Miller reported that Erick has become more motivated to read than he was in the beginning of the school year. He is growing as a reader, and is more interactive with reading (participates more, is more engaged, smiles). She noted that he is still below grade level for reading and has difficulty with vocabulary words, but is progressing. He has become more interested in making connections and trying to understand stories. His reading comprehension has been much better, but still could be better. Mrs. Miller stated that since the start of the reading club, she has seen a great improvement in Erick’s reading motivation. She reported that he tries harder in reading, has more confidence as a reader and answers questions/participates more. And also added that his reading grades have improved.

Teacher Check In: William

First Check-In: 11/4/14

Second Check-In: 1/14/15

Final Check-In: 3/3/15

William was initially referred by another teacher to be part of the reading club because of having low self-confidence as a reader. He was switched to another class and when the researcher began with him, he was with his new teacher, Mrs. Johnson.

In the initial check-in, Mrs. Johnson reported that William is smart and enjoys reading. She noted his reading motivation to be good.
In the mid teacher check-in, Mrs. Johnson reported that William is doing well in reading and that she does not have many concerns. She stated that he is a careful and focused reader; he shows good comprehension and likes to read. When asked whether she had noticed any changes or progress in his reading since the reading club started, Mrs. Johnson stated that William enjoys reading more than before.

For the final check-in, Mrs. Johnson again reported that William is a careful and focused reader. However, this time she did state that his comprehension skills are not completely there yet, and that he struggles with drawing conclusions and using context clues at times. Mrs. Johnson noted that since William had started the reading club, he had become a more confident reader (at first he was really quiet and didn’t participate much). With the reading club, William had come out of his shell more and was participating more. He was reported to be more active in reading discussions.

**Teacher Check-In: John**

First Check-In: 11/4/14

Second Check-In: 1/14/15

Final Check-In: 3/3/15

John was also referred by another teacher initially and then switched to Mrs. Johnson’s classroom. He was reported to be a very fast reader who was lacking some reading comprehension.

In the initial check-in, Mrs. Johnson described John as needing constant teacher motivation to move along with reading, but that he enjoys reading by himself. She noted that she is concerned that he reads very fast and also has low reading comprehension.
Mrs. Johnson reported that John’s reading motivation is good if he is reading something that likes. He will read when asked, but he does not always enjoy it.

In the mid check-in, Mrs. Johnson stated that John is still a hasty reader and that she fears that he is missing comprehension because he wants to “get done.” She noted that he likes to read. When asked whether she had noticed any changes or progress in his reading since the reading club started, she stated, “yes! He seems much more excited to read. And he has also improved his reading scores (in both standardized tests and unit benchmarks).”

In the final check-in, Mrs. Johnson reported that John had been having some behavioral problems lately and he had been having worse attitude with her and other teachers as well. This was surprising to the researcher, since these behaviors were not seen in the club meetings or in the check-ins. Mrs. Johnson noted that he is inconsistent with his reading. When he is having a good day, he is a fluent and good reader; but when he is not having a good day, he does not choose to read or does not try. She noted that he struggles with reading motivation when he is with her or other teachers and does not want to do it. However, he is more motivated to read when he is on his own, and she has to tell him to put his book away while she is teaching at times. When asked whether Mrs. Johnson had noticed any changes or progress in John’s reading since the reading club started, she stated that it is hard to tell because his attitude had been worse since winter break. However, Mrs. Johnson reported that John is more excited about reading on his own and chooses a book more often on his own, whereas before it used to be drawing or another activity.

Teacher Check-In: Mary
Mrs. Carr referred Mary to the reading club because she reported that Mary lacks motivation to read.

In the first check-in, Mrs. Carr noted that Mary likes reading but lacks finding something that she enjoys reading and does not stick with one book. She stated that Mary struggles with finding interest in books that she will stay with and read to complete. Her strengths as a reader are that she is a fluent and expressive reader.

In the second check-in, Mrs. Carr also noted that she is concerned about Mary’s reading on her own for enjoyment and finding a book that she likes. She stated “I want her to read to herself and become lost in a book.” Other concerns noted were Mary’s potential lack of reading at home, and expanding vocabulary. She noted her comprehension to be good. Mrs. Carr noted that in school, Mary is motivated to read and seems happy to read. She noted that since the reading club, she has become more independently engaged in reading, and is choosing to read on her own when there is free time.

In the Final check-in, Mrs. Carr noted that Mary is one of the highest readers in her class; her fluency and expression are good. However, her comprehension is weak. Since the reading club, Mary is more motivated in reading with someone and is showing more confidence when reading out loud. She sees that Mary feels special to be part of the reading club.

*Teacher Check-Ins: Ricky*
First Check-In: 11/4/14

Second Check-In: 1/14/15

Final Check-In: 3/3/15

Mrs. Carr referred Ricky to the reading club because he lacks self-confidence in reading and needs approval.

In the first check-in, Mrs. Carr reported that Ricky struggles with vocabulary and decoding. She stated that he also likes reading, but has difficulty picking a good book and finding what interests him. He has strengths in being a fluent reader.

In the second check-in, Mrs. Carr noted that Ricky had trouble with vocabulary and sequencing, but takes his time and re-reads well. She noted that he has found books that he enjoys more. They include comic books, non-fiction books, and animal books. She noted that comprehension was inconsistent. Since the reading club, Ricky had become more independently engaged in reading.

In the final check-in, Mrs. Carr reported that Ricky enjoys reading, understands contexts, and participates. He sometimes tends to rush through reading and finding answers to comprehension questions. She stated that he participates more, makes good connections to reading, and is happy and involved with books. Since the reading club, he is reading more independently, has become more motivated to read, and is happy when he gets a book at the library. Mrs. Carr also said that he was enthusiastic about the reading club and did not want to miss it.
VI. Data Analysis

This section explains how data from the check-ins and QRI was used and interpreted to address the main research question: Will the implementation of a Dual Language reading club create more reading motivation/enthusiasm among ELL students? And the secondary research question: Will there be a difference in the student’s reading progress (particularly in reading comprehension and word identification) post the reading club? Due to this study addressing a qualitative measure (reading motivation), the vast majority of the results are subjective and based on interpretation gathered from the data collection that was acquired. The QRI assessments provide quantitative data regarding the participants word identification and reading comprehension.

To measure reading motivation the researcher looked at the participants’ reactions from the reading clubs (participation, engagement), response patterns from the check-ins (replies to the questions, common themes in responses, change of responses), and ratings (from participant 2nd and 3rd lists of check-ins). The cut and sorting technique was used to analyze this data.

Furthermore, for the participant check-ins the researcher focused on responses to the questions about: 1) The participants’ reports on liking to read (obtained from #1 in first check-in questions and #4 from the second and third check-in questions). 2) The participants’ reports on how much they read (obtained from question #6 in first check-in questions, #3 in second and third check-ins). 3) Likes and dislikes of the reading club (questions #1, 2, & 4 in second and third check-in questions). 4) The participants’ enjoyment of the reading club (#6 in the third check-in questions).
For the teacher check-in questions, the researcher concentrated mostly on the questions/replies regarding: 1) their student/s motivation to read (obtained from question #7). 2) Their student/s participation in reading discussion/instruction. 3) Their student/s engagement in independent reading. Although not all of the questions led to explicit responses based on the dependent variable (reading motivation), they facilitated discussion and produced insightful responses that allowed for guided interpretation and findings.

During the reading club meetings, the researcher analyzed information from the summaries. Each participant’s reading motivation in the reading club was assessed in an individualized scope. The participants’ attitude/behavior, reactions, participation, and attendance were examined.

Lastly, the researcher used the Qualitative Reading Inventory (QRI) as a pre and post measure to determine the participants’ reading abilities before (one week before) and after (one week after) the reading club started and ended. This method was used for the secondary research question.
VII. Findings

This section provides overall findings on the impact of the reading club on each participant’s reading motivation (dependent variable). For more detailed on each participant, please see the Participants section.

Participant Check-Ins

Mary

The following are results acquired from individual check-ins with Mary: A) Liking to read: In the initial participant interview/first check-in, Mary reported not liking to read and only reading for fun when she is bored. She reported that she hates and likes reading. She rated liking reading the same on both the second and third check-ins (Mary rated a 4 on a scale of 1-5 to the question “how much would you say that you enjoy reading?”). Overall, Mary seemed to have an increase in her enjoyment of reading from the first and second meeting based on her rating of 4; her enjoyment of reading appeared to be consistent in the second and final check-in. B) How much she reads: In the first meeting, Mary reported only reading for fun when bored. In the second check-in, she reported only reading when she is bored or when her teacher says so. In the third check-in, Mary reported reading everyday after school. She selects a book from her bookshelf and reads for 20 minutes, in addition she reads after a test or when she has free time in school. Overall, there was an increase seen in how much Mary reads. C) Likes and dislikes of the reading club: In the second check-in, Mary reported liking the reading club. She likes the activities, specifically the drawings and having Ricky’s sister there to do activities with her. She reported that her dislikes are that the meetings are too short, she stated “time goes fast when you’re having fun.” In the third check-in, Mary reported
that her likes include being able to speak Spanish and hear others speak Spanish, the arts and crafts activities. She reported her dislike/s to be that there was not enough time in the meetings. D) Rating on enjoying the reading club: Mary rated a 4 for enjoying the reading club (from a scale of 1 to 5). She stated that she would have rated it a 5 if there was more time to do the activities and if there were two books used for reading in each club meetings instead of one.

Ricky

The following are results acquired from individual check-ins with Ricky: A) Liking to read: In the initial participant interview/first check-in, Ricky reported that he does not read much and he does not like to read for fun, he only reads because his teacher tells him to do so. In both the second and third check-ins, Ricky rated a 5 (from a scale of 1 to 5) when asked “how much would you say that you enjoy reading?” Overall, Ricky had an increase in his enjoyment of reading since his participation in the reading club. B) How much he reads: In the first meeting when Ricky was asked if he reads for fun, he stated “not much.” In the second check-in, Ricky stated “I am working on it, I read a few books.” In the third check-in, Ricky reported that he reads each day and reads one book at a time; at home he reads once a week. Overall, Ricky reported reading more and more each meeting. C) Likes and dislikes of the reading club: In the second check-in Ricky stated, “it is fun reading books in Spanish and getting to answer questions.” He added that he never wanted the club to end. Dislike/s: Ricky stated that he sometimes feels sad that he cannot make it to the club. In the third check-in Ricky reported enjoying the reading and doing activities, no dislikes were reported. D) Rating on enjoying the reading club: Ricky rated a 5 for enjoying the reading club (from a scale of 1 to 5).
William

The following are results acquired from individual check-ins with William: A) Liking to read: In the initial participant interview/first check-in, William reported liking to read. In both the second and third check-ins, William rated liking a 4 for liking to read (from a scale of 1 to 5). Overall, William’s enjoyment of reading remained constant since the participation of the reading club, he reported enjoying reading. B) How much he reads: In the first meeting William stated that his teacher makes him read every night for 20 minutes. He reported that he reads for fun sometimes (every weekend). In the second check-in, William reported that he sometimes reads for fun but, barely. He reads when he has turned in his work in school and has free time. In the third check-in, William reported reading a lot when asked how much he was reading, he said “I read as much times in school as home, I read at home for fun for 30 minutes.” Overall, William reported that he reads more in the final check-in. He appeared to be reading the same amount on the first and second check-ins. C) Likes and dislikes of the reading club: In the second check-in, William stated liking the reading club and said that it is fun, he enjoys the activities and did not report disliking or wanting to change anything. In the third check-in, William stated that the reading club is fun. He enjoyed the activities and taking turns to read the books. He did not report disliking anything. D) Rating on the enjoyment of the club: William rated a 5 for liking the reading club (from a scale of 1 to 5).

John

The following are results acquired from individual check-ins with John. A) Liking to read: In the initial participant interview/first check-in, John reported that he likes reading when it is quiet and no one is next to him or there aren’t any distractions. In the
second check-in, John rated a 3 (from a scale of 1 to 5) for liking to read, and said that it would be more enjoyable if he was reading his favorite genres. In the third meeting, John rated a 3.5 for enjoying reading (from a scale of 1 to 5) and said that reading books that he likes more such as action books would increase his enjoyment. Overall, John had a slight increase seen in the second and third check-in for his enjoyment of reading. B) How much he reads: In the first check-in, John reported reading for fun sometimes, for about 20 minutes. In the second check-in, John stated that he reads for fun when he is bored at home or school. In the third check-in, John stated that he got a lot of comic books that day from the library and that he reads when he is finished with his tests or during daily five as his preferred activity. He never reads at home. Overall, there was no significant pattern of increased reading; although John did state that he was going to the school library more to checkout books in the last meeting. C) Likes/dislikes of the club: In the second check-in, John reported enjoying reading and the activities. He stated “some kids may not like reading, but with fun things they like it, like the board game that you made.” Dislikes- did not report disliking anything in particular, but said that he would like to make and play with puppets in a meeting. John also reported being confused when he read in Spanish, but liking when others or the researcher read in Spanish. In the third check-in, John stated that the reading club was fun and he enjoyed reading and the activities. He also liked that the club was bilingual and he enjoyed learning Spanish words. He stated that the “In my Family/ En Mi Familia” book particularly taught him a lot of words in Spanish. John disliked that the club started too early and he did not think there was much time. D) Rating on enjoying the club: John rated a 5 for enjoying the club (from a scale of 1 to 5), he stated that the club was really
fun and that he wished there could be more meetings, however, he would prefer for them to be after school instead.

Erick

The following are results acquired from individual check-ins with Erick: A) Liking to read: In the initial student interview/first check-in, Erick reported that reading is fun and sometimes has cool things. In the second check-in, he rated a 3.5 (from a scale of 1 to 5) for enjoying reading. In the third check-in, he rated a 4 for enjoying reading. Overall, Erick had an increased in his enjoyment of reading noted from the second and third check-ins. B) How much he reads. In the first check-in, Erick reported reading for fun, he does so in Daily Five at school as his preferred activity and he reads at home when he has nothing to do. In the second check-in, Ricky reported that at home he sometimes reads at night and reads chapter books or a book that I provided him. At school, he reads when he has free time such as after a test or during Daily Five as a preferred activity. In the Third Check-in, Erick reported reading with his mom for fun and sometimes reading in Daily Five as his preferred activity. Overall, there was no pattern of increase in how much Erick reads. C) Likes and dislikes of the club: Second check-in- Erick reported that the reading club is fun and he enjoys reading, getting treats, and getting to color or make crafts. When asked about what he dislikes, he replied saying that he dislikes that the club is for a short time. In the third check-in,-Erick stated the exact response from his second meeting and added that he also enjoyed the games that were played. D) Rating on enjoying the reading club: Erick rated a 5 for enjoying the reading club (from a scale of 1 to 5).

Teacher Check-Ins
Mary

Mrs. Carr reported that Mary had become more motivated to read and she was more independently engaged in reading. She stated that Mary was choosing to read on her own when there was free time and was more motivated to read with someone. She also reported that Mary has shown more confidence when reading out loud. Mrs. Carr expressed that Mary felt special to have been part of the club. In the first and second check-ins, Mrs. Carr had reported that she was concerned about Mary’s reading on her own for enjoyment and finding a book that she likes and sticking to it, as well as her reading at home.

Ricky

Mrs. Carr noted that Ricky’s reading motivation had improved since his participation in the reading club. She stated that he had been reading more independently, had become more motivated to read, and appeared happy when he checked out books from the library. Mrs. Carr also stated that he was enthusiastic about the reading club and did not want to miss it. In the first check-in, she stated that he liked reading but he had difficulty picking a good book and finding what interested him. However, in the second check-in Mrs. Carr stated that Ricky had found books that he enjoyed more.

William

Mrs. Johnson reported that the reading club positively impacted William’s confidence with reading (his initial teacher who referred him had reported that William had low self-confidence as a reader). Mrs. Johnson stated that with the reading club, William had come out of his shell more and was participating more. She said that William was raising his hand and was more active in reading discussions.
John

John’s reading motivation was noted to have improved in the mid check-in. Mrs. Johnson stated “he seems much more excited to read; and he has also improved his reading scores (in both standardized tests and unit benchmarks).” Mrs. Johnson reported that since John’s participation in the reading club, he is more excited about reading independently and chooses a book more often on his own (whereas before it used to be drawing or another activity).

Erick

Ms. Miller reported that Erick had made significant gains in terms of his reading motivation, which she attributed to the reading club. She also reported that he had more confidence in himself as a reader. More participation in reading discussions was also noted.

Overall Teacher Findings

Based on the teacher reports, four out of five of the participants had increased reading motivation since their participation in the reading club. One participant (William) already seemed to have high reading motivation to begin with. There was more participation in reading discussions/instruction noted in two out of five of the participants (Erick and William). There was more engagement in independent reading reported in three out of five of the participants (John, Mary, and Ricky). In addition, three out of five participants (Erick, William, and Mary) were noted to have more confidence as readers. This was an interesting finding because it was not a factor that the research measured, however, the teachers in this study voluntarily reported that they had seen more reading confidence in some of the participants. Other reports were that some of the teachers noted
that they saw that their students felt special to be part of the reading club. The teachers also reported that some of these participants do not seem to get much support at home with their schoolwork, especially in reading (which could be attributed to language barriers, parents being very busy, working over night jobs, or because they might not read with their children).

**QRI Findings**

When discussing the QRI findings, please take the following into consideration for the oral reading scores. Word Identification measures the level % automatic read words from grade level word lists and level % total (both automatic and identified) words from grade level word lists. Oral Reading measures readability level, which is what level a student can read; level % total accuracy measures oral reading accuracy and automaticity; level % comprehension measures reading comprehension; total passage level measures reading level based on the amount of questions a student can answer from the list of comprehension questions. If a student obtains Independent level this means that they can answer 90% or more of the questions correctly. Instructional level is obtained when the student answers 70% of the questions correctly. Frustration Level is obtained when the student measures less than 70% of the questions correctly.

*Mary*

Overall, Mary had higher word identification that was seen in the post-test compared to the pre-test. Oral reading scores were higher in level % total accuracy and level % comprehension in the post-test compared to the pre-test. Total passage level stayed the same in both the pre and post test. Mary was at a Frustration Level for 2nd and 3rd Grade reading level passages, and Instructional Level for 1st grade reading level
passages. For detailed scores and further information please see the student profile sheets in Appendix E.

*Ricky*

Ricky had slightly higher word identification in the post-test compared to the pre-test. His Oral reading scores were slightly lower in level % total accuracy in the post-test compared to the pre-test. Level % comprehension scores were higher for a 3rd grade reading level passage, but remained the same in the 4th grade reading level passage in the post-test. Passage level remained the same with Instructional level for a 3rd grade reading level passage, Frustration level for 4th grade reading level passage. For detailed scores and further information please see the student profile sheets in Appendix E.

*William*

William had higher word identification on the post-test compared to the pre-test. Oral reading scores were higher in level % total accuracy (for 3rd and 4th grade levels) in the post-test, however they remained at the same percentage for a 5th grade passage. Level % Comprehension scores were significantly lower in the post-test. The passage level remained the same in the post test- William obtained Frustration levels for 4th and 5th grade reading level passages. However, he obtained an Instructional level for a 3rd grade reading level passage on the post-test and obtained an Independent level for that same 3rd grade reading level passage on the pre-test. The researcher noted that William appeared to be very tired when taking the post test, which may have negatively affected his performance. For detailed scores and further information please see the student profile sheets in Appendix E.

*John*
John’s word identification scores were higher in the post-test compared to the pre-test. The level % total accuracy scores were slightly higher in the post-test compared to the pre-test. Level % Comprehension scores were significantly higher in the post-test. In the pre-test, John obtained an Instruction level for a 1st grade reading passage and a Frustration levels for both 2nd and 3rd grade reading level passages. However, in the post-test, John obtained Instructional levels for the 1st, 2nd and 3rd grade reading level passages and a Frustration level for the 4th grade reading level passage. For detailed scores and further information please see the student profile sheets in Appendix E.

Erick

Erick’s Word identification scores were higher in the post-test compared to the pre-test. Level % total accuracy was slightly higher in the post-test. Level % comprehension was also higher in the post-test. He obtained a higher % correct for a 4th grade passage; however, he obtained the same % correct for a 3rd grade passage. The passage level remained the same- Instructional level for a 3rd grade reading passage and Frustration level for a 4th grade reading passage. For detailed scores and further information please see the student profile sheets in Appendix E.
VIII. Discussion

The primary purpose of this study was to evaluate the effectiveness of a Dual Language reading club on English Language Learner students reading motivation. The main research question was: Will the implementation of a Dual Language reading club create more reading motivation/enthusiasm among ELL students? While the secondary research question was: Will there be a difference in the participants’ reading progress (particularly in reading comprehension and word identification) post the reading club?

This study was conducted as an effort to address concerns regarding ELL students and their reading ability and to further add to research on effective reading interventions for ELL students. Research findings suggest that small group reading interventions with meaningful literacy activities are effective methods for increased reading motivation among ELL students (Howard, 2012). This research study included five participants; two of who were third grade students and three who were fourth grade students. Findings for the main research question were acquired from participant individual check-ins, the participant’s reading club engagement and enjoyment, and teacher check-ins. Findings for the secondary research question was obtained from the Qualitative Reading Inventory (QRI) pre and posts assessments.

According to participant check-ins, four out of the five participants (Mary, Ricky, John, and Erick) reported enjoying reading more in the last check-in (after their participation in the reading club). William’s enjoyment of reading remained constant since his participation in the reading club. Three out of five participants (Mary, Ricky, and William) reported increases in their amount of reading. John and Erick did not report increased reading; however, John stated in the last check-in that he was visiting the
school library more frequently and checking out books. Reports regarding how much the participants read was utilized as a measure of reading motivation because motivated readers are more likely to read more often (Howard, 2012).

The reading club meetings were successful in cultivating enjoyment of reading. All of the participants demonstrated positive attitude and engagement during the reading club meetings. The participants appeared to enjoy all of the aspects of the reading club, especially the story related activities. More reading confidence was noted with two of the participants (Erick and Mary) as the reading club progressed. There was appreciable participation; some participants appeared more reluctant to participate, however, they became more comfortable doing so throughout the course of the reading club. The participants were fond of the bilingual format books utilized for the reading club meetings, and reported that they enjoyed being able to read and hear stories in both English and Spanish. In addition, a culturally relevant book was used as an attempt to ignite discussion about the participants’ cultural backgrounds and their families. This method promoted meaningful discussion and the participants made connections with their own cultural backgrounds, traditions, and families (Cisco and Padron, 2012).

Furthermore, this researcher asked the participants to rate their enjoyment of the reading club, on a scale of one to five, in their last check-ins (conducted one week after the reading club ended). John, William, Erick, and Ricky rated enjoying the reading club a five (“I really enjoyed the reading club”). Mary rated enjoying the reading club a four (“I enjoyed the reading club”) and stated that she would have rated it a five if “there was more time to do the activities and if there were two books used for each reading club instead of one.”
Based on data acquired from the teacher reports, four out of the five participants (Mary, Ricky, John, and Erick) had increased reading motivation since their participation in the reading club. One participant (William) already appeared to have good reading motivation to begin with, according to teacher reports. More participation in reading discussions and instruction was noted in two out of five of the participants (Erick and William). Teachers reported that three out of the five participants had more engagement in independent reading (John, Mary, and Ricky). In addition, three out of five of the participants (Erick, William, and Mary), were noted to have more confidence as readers.

The participants reading abilities were measured using results of the Qualitative Reading Inventory (QRI) as a pre and post measure. The QRI assessment scores provided data to measure the secondary research question, and were also used as a measure to obtain an idea on the participants reading abilities. Results from this measure indicate that all of the participants had higher word identification in the QRI post-test compared to the pre-test. Four out of five participants had higher level % total accuracy scores, which measures oral reading and automaticity. Four out of five of the participants had higher reading comprehension scores in the QRI post-test compare to the pre-test as obtained from the level % comprehension scores.

These results concur with findings from McElvain’s research study which concluded that a combined use of collaborative conversations and strategic strategy instruction resulted in increased reading motivation, improved reading comprehension, and a willingness to participate in whole class discussions (2010). In addition, ELL students’ reading abilities improve from collaborative and deliberate activities (Howard 2012). While most of the participants showed improvement in their word identification,
automaticity, and reading comprehension based on their higher performance on the post-test; this improvement can not be solely attributed to the reading club itself. Rather, it should be viewed as a combination of factors including the participant’s participation in the reading club, their reading instruction, teacher’s efforts, intervention support, etc. Overall, the reading club had a positive affect in the participants reading motivation, which may have also contributed to their improvement with their reading abilities/scores. The researcher’s first and second research questions were attained.

Based on data acquired from the participant check-ins, teacher check-ins, and the participant’s engagement in the reading club, the participants demonstrated increased reading motivation acquired from their participation in this Dual Language reading club. In addition, according to teacher reports, the reading club also helped improve the participants’ participation in reading discussions and instruction, engagement in independent reading, and self-confidence as readers. Furthermore, all participants demonstrated higher word identification in the QRI post-test compared to the pre-test, and four out five of the participants obtained both higher automaticity and reading comprehension scores in the post-test. This Dual Language reading club proved to be a successful form of a small group reading intervention that increased reading motivation among the participants and positively impacted their reading abilities. Furthermore, this researcher had a rewarding experience with implementing this reading club and forming relationships with these participants, and would recommend this form of reading intervention to any educator who may be interested in applying it.
IX. Limitations and Future Recommendations for Educators

Although the findings of this study prove to be successful outcomes for the participants’ reading motivation and reading abilities, they must be viewed with some limitations. First, this study was conducted in just one setting and therefore may not be generalizable to all settings. This study included only five participants, which is an adequate and desirable amount for a case study, but a lesser amount of participants also can create skewed results. In addition, this study was only conducted on third or fourth grade students. This intervention can be provided to students of all ages. However, the curricula factors (i.e. types of books, questions asked, reading structure) should be taken into account depending on the age group chosen for success of the intervention. Also, these participants were all ELL students whose primary language is English. Having a participant/s whose primary language was Spanish would have provided more wealth of information for future implications. Another limitation was there was no comparison or control group to use as a further evaluation of the effectiveness of this reading club. This researcher used the QRI as the only source to measure reading ability, due to time efficiency and practicality. Using more reading scores acquired through curriculum-based assessment and classroom reading benchmarks could have provided more data on the participants’ reading abilities. Furthermore, there were no home reports on the participants’ reading motivation. This researcher would recommend that parent check-ins be included in possible further research as another method to measure reading motivation.

There are future considerations for educators who are interested in implementing a Dual Language reading club. These educators should affectively plan an appropriate
time for the reading club by selecting a time that will less likely interfere with attendance from the participants. This researcher planned the reading club meetings before school started; however, more attendance from some of the participants may have been achieved if the reading club was held after school instead. For the most successful attendance, this intervention could be conducted during the school day, if permitted by school officials and parents. The reading club meetings were relatively short (40-45 minutes); this researcher would recommend one-hour meetings. This would allow for sufficient time for conversation, questions, and activities. In addition, the participants stated that they would have liked to have more time together during our reading club meetings. Another consideration would be for educators to call the parents of the participants one or two days prior to remind them about the reading club meetings; considering if the meetings are conducted before or after the school day. Educators should aim to have an equal proportion of both males and females in the reading club. Lastly, educators should strive to make this intervention as fun as possible with focusing mainly on the participants enjoyment instead of their reading abilities or the club curriculum itself. This can be done by centering discussion on what the participants have to say about the stories, applying their suggestions for future activities/stories/or structure of the reading club, etc.
References


i. **Appendix A: Initial Participant Interviews and Check-In Questions**

1) Tell me about what you think of reading. What do you like about reading? What do you not like about reading?

2) What do you like to read/what are your favorite kinds of stories? What do you not like to read?

3) What language do you prefer to read in? Do you read in English and Spanish?

4) What is your favorite book? Tell me about it.

5) Tell me about your reading homework/assignments.

6) Do you like to read for fun? How often?

7) Who do you read with?

8) Can you understand the books that you read in school?

**Mid Check-In Questions**

1) Tell me about what you think of the reading club.

2) What do you like about it? What don’t you like about it?

3) Tell me about how much you are reading.

4) On a scale of 1-5 how much would you say that you enjoy reading? (1-not at all. 2-I enjoy it a little. 3-I enjoy it for the most part. 4- I enjoy it. 5- I really enjoy reading)

**Final Check-In Questions**

1) Tell me about what you think of the reading club.

2) What do you like about it? What don’t you like about it?

3) Tell me about how much you are reading.
4) On a scale of 1-5 how much would you say that you enjoy reading? (1-not at all. 2-I enjoy it a little. 3-I enjoy it for the most part. 4-I enjoy it. 5-I really enjoy reading)

5) Did you like the books that we read? What do you like about them?

6) On a scale of 1-5, how much would you say that you enjoyed our reading club?
ii. Appendix B: Teacher Check-In Questions

1) Tell me about _____________’s reading, for example please tell me three adjectives that you would use to describe _____________’s reading.

2) Can you tell me about any concerns you have for _____________ in terms of reading.

3) What are you working on now with _____________’s reading?

4) Are you noticing any trouble with _____________’s comprehension of stories?

5) What are _____________’s strengths and weaknesses in reading? (If haven’t stated strengths/weaknesses yet).

6) How is _____________ with reading homework completion?

7) How would you describe _____________’s motivation to read is?

For the middle and end of reading club: Have you noticed any changes or progress _____________ has had since their participation in the reading club?
iii. Appendix C: Sample Reading Club Meeting Agenda

Reading club #3 agenda

- Introduce book. Has anyone ever read this? Would you like to share something about this story?
- Read book- take turns. Alternate with Spanish and English.
- Questions:
  - Why did Hansel and Gretel’s stepmother want to leave them? Because they were running out of food and were going to starve, so the stepmother was being selfish and mean and thought that they could leave Hansel and Gretel behind so that she and their father can have food just for themselves.
  - How did that make Hansel and Gretel feel? sad
  - What has Hansel’s plan to find his way back to the house and avoid getting left behind (or can ask why did he do this?) he used little round stones to make a path and bread crumbs from a small slice of bread.
  - What happened when Hansel used bread crumbs to mark the path? Birds ate it.
  - What did Hansel and Gretel find after being lost in the woods? A house made of gingerbread with cake for a roof, sugar for windows, nougat for a door, and a chocolate chimney.
  - Who was inside of the house? A witch.
  - What would Hansel do to avoid getting eaten? He held a little chicken bone he saved to use as his pretend finger. When the witch felt how skinny his finger was she didn’t want to eat him yet.
How did Hansel and Gretel escape? Gretel pushed the witch into the oven while she was warming it up and rescued Hansel.

What did Hansel and Gretel take with them? The witch’s treasures.

What did they do with this? Use it to buy everything they needed for a long time.

How did Hansel and Gretel’s father feel after seeing them? Happy. How about the stepmother? She had passed away.

Vocabulary
- Glinted
- Stable
- Overjoyed
- Bosque
- Piedrecitas
- Tesoro

Segway into activity
- Imagine you were standing in front of the gingerbread house made of sweets, how does it look? What does it have outside?

Activity
- Gingerbread house- have gingerbread house printouts and decorate it with provided candy and items (pom pom balls, buttons, etc) onto it.
iv. Appendix D: Reading Club Summaries

Reading club summary 11/14/14

Today we had our first official reading club meeting. All five participants were present, as well as a participant’s younger sister. We had introductions which included a name game; each participant was to say their name and another word that begins with the first letter of their name. Some were shy and hesitant about being picked to state their names, and some were eager. They all took turns stating their name and I also had them try to remember everyone else’s name by saying their peer’s name after they said their own names. Most participants came up with silly names and were giggling. After this activity, we went over the group rules. I wrote these rules on a board and discussed what they meant. Some participants added rules in such as “no fighting.” After this, we discussed picking a reading club group name, there was definitely no shortage of ideas! All students contributed with possible group names and some had more than one idea. I wrote the group names down and then they voted for their favorite one. We are now going to be Ms. Gonzalez’ ninja readers! I had to join Ms. Gonzalez readers and ninja readers together because it was a tie.

In the last half of our reading club meeting, I had the students either draw a picture of themselves reading their favorite book or draw something related to their favorite book. They were excited about this activity, except one participant (Erick) said that he was not good at drawing. However, he still did the activity without any problem. While they drew their pictures, I passed out cookies. They were very talkative with each other and seemed to be comfortable with one another. The boys and girls sat in different
tables. I handed each of the student’s their own copy of the book “Abuelo and the three bears” to take home and try to read for our next meeting. It was a good first club meeting!

Reading club summary 11/21/14

Everyone was present in today’s club except for one participant. In last week’s club I gave the participant’s the book “Abuelo and the three bears” to read. I first started with simple conversation (how is everyone doing? Are you excited for thanksgiving?). After everyone was settled, I asked them if they could take out their books. Two participants forgot their books at home but they shared with the other participants. I began by asking who had the chance to read the story, two participants raised their hand (Erick and William). I asked the participants who had read the book if they would give it a thumbs up or down? Both gave it a thumbs up. I asked what they liked about it, and they said that it was silly and they liked that they could flip it over to the other side and also read it in Spanish.

We read “Abuelo and the three bears” together in our meeting. I started reading the book in English and I asked who wanted to read next on the second page. John volunteered and read the next page and then William read next. Both Mary and Erick were a little shy and hesitant to read, but I then reminded them that a rule was to participate and that everyone would eventually have to read. Erick agreed to read and read the next page, and then Mary. Everyone had the chance to read, and sometimes some participants would jump right in so I wouldn’t have to ask (especially John and William). Everyone read well, they pronounced the words correct, made little errors, and read fluently. It appeared that this book was an appropriate level for this group, as no one struggled. While we were reading, I asked the students comprehension questions. For the
last two pages I switched the book to the Spanish version and asked if anyone wanted to read, John was the first to volunteer. William and Erick also read some in Spanish.

After reading the story, I had a jeopardy game with questions regards reading comprehension of “Abuelo and the three bears.” There were three categories: Vocabulary (which also included Spanish translation/vocabulary), Characters, and Think and Response; and up to 400 point questions. I split the group into teams of two each (two groups of two participants each) and had them take turns answering the questions. There was some hesitancy for Mary and John to be a team, because Mary is in the only girl in the group. However, as soon as they started working together they were fine. Everyone enjoyed the activity, were excited about answering questions, and were eager for their turn. Sometimes the participants would blurt out answers without consulting with their teammate, however I reminded them to consult with each other. Everyone got turns to pick questions, and I made it less competitive by not taking down points. All of the answers were answered correctly. The group would answer the questions and sometimes have silly statements (she broke the chair, she probably was too fat).

There were only 15 minutes left and we finished jeopardy, so I didn’t get to do all of my next planned activity. I had sheets with the three bears cutouts including Goldilocks, I asked the participants to color them. My original plan was also to cut the characters out and create a scene that occurred in the story. However, there was not enough time to do this. Everyone colored their bears and asked me if they could finish the next time. All participants had positive attitudes and were happy and energetic during our meeting. Everyone participated. I am a little concerned that Mary may feel uncomfortable being the only girl, and the other boys not wanting to work or include her in as much. I
am hoping that as time goes, this will change and Mary will be less shy and more comfortable with the other boys.

Reading club summary 12/5/14

There were only two participants who showed up today- William and Erick. Because of this, I did not go over my planned agenda and instead I allowed the present participants to create crafts or finish their activity from “Abuelo and the Three Bears” from the previous week. William and Erick did not seem to get bothered or upset about not having our regular reading club meeting, and were happy to be able to work on crafts. Both William and Erick worked on their activity from last week. They talked among themselves while working on their activity. I also conversed with both of them and go to know them better. I think that there was a low absence today because many parents forgot that we were meeting today, especially since last week we did not meeting due to Thanksgiving break. I decided that it would be best to call parents the day before from now on to remind them about there being a reading club on Fridays.

Reading club summary 12/12/14

Today we read a Bilingual version of Hansel and Gretel, it is from the chronicle series which is a bilingual format series with both English and Spanish texts. I started off by welcoming Miss Gonzalez’ Reading Ninjas back. All participants were present, although some did come in late. We took turns reading the book and I told the participants that they could choose to read in whatever language they wanted to. Everyone read in English, as the Spanish was a little more difficult. I read in Spanish while the participants followed along reading in English. I would stop and ask questions during the reading and bring up some points of the story. For the most part, the story
seemed to be of appropriate reading level. There were some words that were more advanced and difficult to sound out, however the participants were able to read with good fluency. After reading the book, I had a list of comprehension questions that I asked, everyone participated in answering although some were more reluctant (Erick and Ricky). I also went over vocabulary words in both English and Spanish. There was more participation and interest in answering the vocabulary, some participants would look back in the story to find the words in the book. In the end, I asked the students to close their eyes and imagine they were in the forest and saw a gingerbread house (relevant to story) and then share what the house was made of. This was a Segway into the activity. I had printouts of large gingerbread houses with candy and other craft items and had the participants decorate the houses however they liked. They were really excited about this and did a good job with decorating. In the end I asked if they would give a thumbs up or down to the book and they all gave the book a thumbs up. Erick- Erick was the first one in this morning. We chatted while waiting for the others, he told me about his class fieldtrip that day and how was excited about it. He talked about wanting to go the beach, and also about what he wanted for Christmas. He said that Fridays are a good day because of the reading club. He was a little shy, however he would converse with me and seemed positive about being present. During the reading club, Erick continues to be one of the shyest students. He participates less compared to others and is sometimes reluctant to read out loud in front of others. I think part of this might be attributed to him knowing that the other participants already know each other because they are in classes together. However, the other participants are nice to him and interact with him. I called on him to participate in answering a question, and he got the question correct. He then participated
in answering a question later on. When I asked him to share to what his gingerbread house would have, he grinned and said he didn’t know even with prompting. He enjoyed the craft activity.

John- John continues to be one of the most enthusiastic participants. He is always eager to participate and read. He is a good helper, he helps me carry things at times. He always knows the answers to questions and sometimes I have to remind him to give others a chance to share as well, and he is understanding to this. John really enjoyed the craft activity and while he was working on this he looked at me and said “you’re awesome!” He was really happy and asked me if we are going to meeting again next week. He gave me a hug at the end of the club.

Ricky- Ricky came in a little late to the club, but was there to start the reading. He is both sometimes shy and outgoing. He tends to be a little slow to warm up so he usually comes in a little shy (and this might be because he knows he comes in a little late), but he becomes more and more comfortable and talkative as the time goes by. He participates, however sometimes he blurts out answers but this seems to be because of him being excited. He enjoyed the craft activity. Ricky may also be somewhat shy because he is the youngest boy in the group, however he gets along well with the others and seems to have a good relationship with his little sister in the group.

Mary- Mary came in after we had read the book. She seemed a little embarrassed by this and said that she had forgot to tell her mom. She did not participate with the questions since she did not read the book with the group, however she participated and answered some of the vocabulary words. She enjoyed the activity and was more talkative and comfortable while doing this. Sometimes I think she may feel a little left out because
she is 1 out of 2 girls in the group (the other girl is Ricky’s little sister who just sits in).
However afterwards, she told me that she had fun and said “see you next week!”

William- William is one of my most enthusiastic readers and participators. He is quiet with me when he arrives, however once the group starts he is very engaged. He reads well but reads fast, so sometimes he misses some things and I gently correct this. He likes to participate and will make comments while we are reading the book about the story and enjoyed the book while we were reading. Sometimes I have to remind him not to blurt out answers and to raise his hand so that everyone gets a turn to participate. He was the most excited about the activity. He asked me if we are meeting again next week and gave me a hug at the end of the club.

Reading club summary 12/19/15

Today we read Charro Claus and the Tejas Kid, a bilingual formatted story of a Mexican Santa Claus and a boy who lives in Texas. The books is a comedy and has a super hero theme to it. When the student’s arrived I asked everyone how they were doing and if they were excited about Christmas break, and what everyones’ plans for Winter Break was. We talked as a group for a couple of minutes and then transitioned to reading the story. Everyone took turns reading. I read in Spanish at times, and two students attempted to read in Spanish (it was a little more advanced, so I provided assistance). Most of the participants were eager about having their turn to read. While reading the story, I stopped and pointed out some pictures in the book and also stopped to check for comprehension. The students were following along. After we finished the story, I asked comprehension questions about the book. Most of the participants knew the answers to all of the questions that I asked, and were eager in participating. The activity planned for that
day was to group up with a partner and come up with super hero names and super hero powers. Everyone shared what they came up with and enjoyed listening to each other’s ideas and creations. I had Christmas cupcakes that I gave the participants.

Erick- Erick was the first to arrive today. He conversed with me and we talked about Christmas, he also talked to William who arrived shortly after. Erick mentioned feeling sick and having a stomach ache. When we started the reading club, Erick seemed to become increasingly shy when there was a bigger group compared to when it was just me, him, and another participant talking. He would not be as eager or excited as the other participants to read out loud and participate. I had to call him on him a couple of times to answer questions, get his opinion, and to read out loud. He would read when I asked him to. However, when I asked him questions sometimes he would respond and other times he would shrug. He did not appear to be as enthusiastic and happy as the other participants were. When it was time to work on the activity, Erick paired up with Ricky. He was not conversing much with him, but did share when we talked as a group. When our meeting was over, I approached him and asked him if he was alright, and if he was enjoying the reading club. He said he was and appeared genuine about his response. He might just be feeling out of place compared to the other students who know each other more, and/or because he is more mature than the other participants.

John- John had a great attitude as he always does. He was enthusiastic, he was a great participator and contributor, and was eager to read. He shows good manners towards all of the other participants and myself. John attempted to read in Spanish at one point. He is good at appropriately reminding others about the rules and expectations of the club (i.e. not calling out, waiting your turn) when they are not doing so. John gets
along with everyone and will sometimes try to include others in conversations such as Erick.

Ricky- Ricky had a positive attitude, and appeared to be more comfortable and excited in our meeting today compared to previous meetings. He was eager to participate, and sometimes had to be reminded to wait for his turn or to let others share first. Ricky read in Spanish at one point, and did a good job. He enjoyed the activity and showed a good imagination when he discussed his super hero names and powers.

William- William was happy to be in the group as always. When it is just me and him he tends to be shyer and less talkative, but when the whole group is present he is social with the other participants. He enjoys participating and giving his input of what is going on in the stories. Sometimes I had to remind him to let others take turns first and to not shout out. William tends to read fast when it is his turn, and as a result skips some words. This may be because he is excited about it being his turn. He sometimes gets too excited and I have to tell him to lower his voice or slow down.

Mary- Mary was absent today. I had called her mom the day before to ask if she was coming, and her mom said that she was going to be present.

Reading club summary 1/9/15

Today was the first meeting back from winter break. There were only three students (two actual participants and Ricky’s younger sister) that attended, I called parents the day before but was not able to reach all of the parents. I started off by welcoming ‘Ms. Gonzalez’ reading ninjas’ and asking everyone how their break went and to talk about one thing that they did. Both participants replied “good” and then when prompted, they talked more about things that they did. We read the Hare and the Tortoise
today, it is a from the chronicle series, and is in bilingual format. I asked if they had read
it previously and all of the participants said they had, but it was a long time ago. We read
aloud and took turns. I read in Spanish while all of the participants read the English
portion; the Spanish portion is more advanced and difficult for the students to read. The
reading went smoothly, it was easy for them to read except that sometimes there were
advanced words in which we stopped and discussed what they meant. I would sometimes
check in for comprehension and talk about what was happening in the story. I would also
check in after reading in Spanish to ensure that the participants understood, and they did.
After we read the Hare and the Tortoise, I had some comprehension questions prepared.
Both of the participants were able to answer most of the questions, although some general
questions such as ‘what is the message of this story?’ what is a little more difficult for
them to respond to. After these questions, there was an activity. I made a board game that
was relevant to the story, and had the students pick whether they wanted to be a hare or a
tortoise and play a pretend race. They were to roll dice and race each other to the end of
the finish line. They really enjoyed this game and it also sparked some conversation
about the story.

John- John was in a positive mood as he always is, although he did appeared
somewhat tired and mentioned that his back was hurting. In the beginning, it took him
more time to start following along with the reading. He was laying down and did not
have his glasses on, however once I prompted him he was on-task and followed along
with the story. He participated with the comprehension questions and had some good
insight about the story. He had difficulty with explaining and verbalizing some of the
answers, although he did have the right idea and knew the answers. He gave the book a
thumbs up, but then said it was a little confusing because he didn’t know if the characters were really racing. We then discussed as a group, and he then was able to understand. He really enjoyed the activity and won the race.

Ricky- Ricky was excited about reuniting and was very talkative. He likes to joke around and make silly remarks. At times, he wants to be a leader and will interrupt others or want to do things first, but once I remind him about the rules he is good at showing positive behavior. Ricky was following along with the story, he would sometimes get ahead while I was explaining something. He enjoys participating and will eagerly want to read next or answer a question first. When he is reading he reads rapidly, and I remind him to slow down sometimes. Ricky showed good comprehension of the story, he was able to respond to several of the comprehension questions that I asked. He had a lot of fun with the activity, and was helpful with his little sister and with others. Although he is impulsive at times, he is very helpful and supportive with others.

Reading club summary 1/16/15

There were three students present today for the reading club. I started by asking the students how they were and how there week was going. I asked them to each discuss an event from the week. We read a bilingual version of “The Ugly Duckling” from the chronicle books series. I asked the participants if they had read it before and they all stated to having read it. We took turns reading. None of the participants read in Spanish, however I read some passages in Spanish after the students had read the same passages in English. Most of the participants were following along with the story and seemed to enjoy reading it. They would be eager to read, and sometimes I had to remind them that we were taking turns. We went over vocabulary words in English and Spanish while
reading the book, and I would at times stop to ask comprehension questions. When we were finished reading the story, I asked the participants if they would give the book a thumbs up or down, everyone gave it a thumbs up except for one participant. Afterwards, I asked reading comprehension questions. All students participated, and most knew the answers to the questions. Some were even able to remember very specific information that I did not ask for. Afterwards, I had a craft activity prepared in which the participants had to make a swan with paper plates. I gave them objects to decorate the swans such as feathers, pom-pom balls, markers, and construction paper. I also brought a snack in for everyone. They enjoyed the activity, and were artistic with their creations.

Mary- I was glad to see Mary attend today’s reading club meeting. She had been absent a few times previously. I was able to send a note home because I did not have a valid phone number to call them, and they brought her in that day. She was talkative with everyone, and appeared less shy than previous occasions. While we read the story, at times she would get distracted by talking going on between the librarians or would be looking around the room, however she was able to be re-directed to follow along with the story. She would at times talk while others were talking or reading, and I had to remind her that was against one of our group rules. Mary would be excited when it was her turn to read, she read well and made minimal errors. She did not know most of the vocabulary words that I reviewed, however she was able to answer a good amount of the comprehension questions. She enjoyed the activity very much, and stated that she was happy that I listened to her suggestion (from our check-in) to do more crafts. She was happy to return to the reading club. Mary gave the book an in between thumbs up and down because she did not like that the duckling was made fun off.
William- William was a good participator. He volunteered to read several times. At times he would read fast and I had to remind him to slow down. William was able to respond to many of the comprehension questions. He enjoyed the activity and made a great swan.

Ricky- Ricky participated in responding to comprehension questions, including more in-depth questions. While reading the story, he was at times distracted and would look around the room or not follow along with the story. However, he could be redirected easily. Ricky enjoyed and was very engaged with the activity. He created a beautiful swan.

Erick- Erick was less eager to participate compared to the other participants. I asked him a question, and he did not know the answer to it. However, I told him that he could look at the book to find it and he did, and he responded correctly. Erick was conversing more with the other participants while they worked on the activity together.

Reading club summary 1/23/15

Today we almost had perfect attendance, with the exception of one student missing. All of the participants were conversing with each other, and some were playing with puzzles while we got settled in the library. I started by asking everyone how they were doing, and we talked about the reading club picture that we took that week for the yearbook. They wanted to know if I had the picture to show them, and how much it would cost because they wanted a copy. After conversing, I introduced the book that we were reading that meeting, which was “Jack and the Beanstalk.” I asked the participants to raise their hand if they had read the book previously; almost everyone raised their hand. Some were enthusiastic about reading this book, and stated that it was a great story.
We took turns reading, and I read some of the passages in Spanish while the participants followed along. The participants showed engagement with the story, and would make remarks about the events. This time, instead of asking vocabulary and comprehension questions after reading the story, I asked questions while we read the story. Although, there was one participant who participated much more than the others, everyone appeared to show good comprehension of the story. After we finished reading “Jack and the Beanstalk” I asked everyone if they would give it a thumbs up or down? Everyone gave it a thumbs up. We then proceeded with the planned activity, which was a Jack and the Beanstalk board game that I created. I allowed each participant to choose a character from the story that they would like to use for the game. They had lots of fun with the game, and were playing well together and being silly at times. Some participants asked me if I could make a board game again for another meeting. Everyone was nice and supportive of each other, they were not competitive about the game although at times they would joke about pretending to be.

William- William appeared more comfortable with everyone today, he was being more silly than usual and was more talkative. He was very engaged while reading Jack and the Beanstalk. He participated the most in answering questions, and showed good story comprehension. William was very excited when playing the Jack and the Beanstalk board game activity, he became hyper and I would sometimes have to tell him to lower his voice a little because he was too loud. He would get silly, for example he would do a ‘lucky dance’ and would pretend in rolling a higher number on the dice. He enjoyed playing the game very much, and asked me if we could play it again for another meeting.
Ricky- Ricky is always a good helper and friend to everyone. He brought chocolate coins from home and shared some with everyone. When I asked everyone if they had read Jack and the Beanstalk, he exclaimed saying that it was a great story and was enthusiastic about reading it. When I went over comprehension questions, Ricky appeared to look like he was thinking hard about the answers. He was able to get some more in depth comprehension questions. Ricky enjoyed the activity, and showed great sportsmanship/manners while playing with the other participants. He brought up the reading club picture that we took for the yearbook, and expressed wanting to buy a copy of the picture.

Mary- Mary has become much more comfortable and less shy during our meetings. She gets along very well with Ricky’s little sister who also attends the meetings. She was anxious to be the first to start reading in today’s meeting. She was following along with the reading better compared to previous times, and participated in answering some questions. Like the other participants, Mary really enjoyed the activity and was the winner of the game. She was very excited about being ahead in the game, and asked me if I could make a game for another meeting.

Erick- Erick is still the shyest member of the reading club, however he shows positive attitude and gets along with everyone. He may be shyer and less expressive because he is older and acts more mature compared to the other participants. Erick is good at following along while reading stories, he appears engaged and focused with the reading. He does not participate much, but when I call him to answer a question he usually knows the answer (sometimes he says he does not know). Erick seems to be better able to show understanding of vocabulary words, as he participates more with these
questions. Although Erick did not appear to get as animated and excited while playing the game as the other participants; he expressed that the game was fun in the end of our meeting. He sometimes is more social with myself compared to the other participants, but I think that is because he might feel more mature than some of the other participants.

Reading club summary 1/30/15

Today we read “Puss in Boots” from the Chronicle Books series. Before we started reading, I asked everyone how they were doing and if they had anything to share about something that happened that week or what they were going to do over the weekend. Answers included going to the movies, doing something with their families, playing video games, etc. I introduced the book that we were going to be reading, and asked if the participants have ever read the book. Most of them said that they didn’t, however some of them had watched a movie about the character in “Puss in Boots,” and talked about how they had seen him in the movie Shrek. We read the book in ‘popcorn style’ so someone would start off, and then choose someone to read next. Everyone had an equal opportunity to read, as it was divided fairly evenly. I re-read some of the pages of the book in Spanish. While we were reading the story, I reviewed some vocabulary words. After we were finished reading, I asked comprehension questions. This story was a little more challenging compared to the others, and although there was participation some of the answers given were incorrect. I reviewed the questions that the participants were unsure about. However, everyone seemed to understand the general message and theme of the story. When I asked the participants if they would give it a thumbs up or down, about half were hesitant about giving it a thumbs up because of the manipulative and sneaky main character of the story. However, when I asked them if they would give it
a thumbs up or down not based on the message, but on the story itself, everyone gave it a thumbs up. The activity planned consisted of creating puppets of either the main character (puss) or other characters of the story. Mostly everyone decided to make a puppet of puss, which I provided an example of. One participant made a princess puppet instead. They enjoyed the activity, and got very artistic with the puppets with putting feathers on them, making boots, etc.

Ricky- Ricky loves to socialize and is a good friend and participator. He always consistently shows the same behavior during our meetings. When he read this time, I did notice that he would read quicker and skip words or sentences, and I had to remind him to slow down. He listens to stories closely and is able to answer several and more involved comprehension questions. Ricky was very artistic with his puppet. He seemed to really get into it and enjoy creating one. He asked me if he could continue working on it another time (since our time was up).

Mary- Mary has really blossomed in being more comfortable in the group and not showing that she is intimidated by the boys in the group (which was a concern that I saw in the beginning). She asks questions, and gets really excited when it is time to do an activity. I have noticed that Mary is one of the strongest readers. She takes her time while she reads, and can sound out words that she does not know appropriately. She decided to make a princess puppet and made 2 because she messed up on the first one. She enjoyed coloring the puppet and was social and enthusiastic.

Erick- Erick has also been coming out of his shell and socializing more with others and with myself. He participated more, and was conversing with the other boys while working on his puppet. Erick can read well, however I notice that sometimes he
seems to lack confidence in himself in his reading abilities. He does not get as eager as the other participants to get called on to read, and when he does read he reads in a low voice without much confidence. I think that he is starting to realize that he is a good reader, and hearing other of the participants read aloud helps him see that he is not the only one that has trouble with reading more difficult words.

William- William seems to enjoy the activity parts of the club very much, and will ask me in the beginning of the club what activity we are going to do that day. He was very artistic with his puppet, and included smaller details such as boots and a feather for puss’ hat. William tends to read very quickly, and skip over words and sentences and I have to remind him to slow down and take his time. He is able to show good knowledge and grasp of comprehension of stories, and is a great participator.

Reading club summary 2/6/15

For today’s reading, I chose to use the book “In my family” or “En Mi Familia” by Carmen Lomas Garza. This is a book with short stories of the author’s memories of her childhood as well as some tales about the Latino culture. It includes beautiful pictures and is a bilingual book with English and Spanish text. I chose this book because I wanted to incorporate a culturally relevant book that would ignite some conversation related to everyone’s background and their family and culture. Everyone was present except for one participant. I greeted everyone and asked everyone how they were doing and asking what they were doing for the weekend. I discussed the book that we were going to be reading, and talked about how it is about stories of this Mexican author’s childhood memories and of tales from her childhood in Texas, near the border with Mexico. I proceeded by asking everyone to share where their parents are from. We took turns sharing, most participants
stated having problems from Central American countries such as El Salvador and Guatemala, and also from Mexico. I also asked each participant if they had been to there parents countries, most said they hadn’t but would like to go. Everyone shared that they speak Spanish with their parents. I talked about where my parents were born, and then discussed how it is good to acknowledge cultural differences. We all took turns reading three short stories in the book: “Empanadas, Birthday Barbeque, and Easter Eggs.” When it was a participant’s turn to read, I allowed him/her to sit in the rocking chair where I usually sit. I re-read some of the stories in Spanish. After reading each story, I asked the participants questions about the stories. Mostly everyone seemed to comprehend details of the stories. I reviewed some vocabulary words, including words in Spanish, while we were reading. I also asked the participants to share any connections or similar experiences to the stories that we read. This started some conversation about family traditions. Some participants also asked me about the events of the stories and asked for clarification. They enjoyed reading and looking at the pictures of this book. For the planned activity, I asked the participants to draw a picture of a family tradition or cultural event. Most participants simply drew pictures of their family members, while some drew a specific memory they had with their family.

Ricky- Ricky shared that his parents are from El Salvador and Mexico. While reading the stories, he participated by sharing his family traditions. He shared that his family also sometimes have big family parties that include food such as carne asada. He also talked about an Easter tradition- going to a neighbor’s house for an Easter egg hunt. Ricky participated when I asked questions about the comprehension of the stories. For the
drawing activity he drew a picture of his family. The picture was of a memory in which his family had just bought a new car.

Mary- Mary shared that her parents are from Guatemala and Honduras. While reading the stories, she shared some memories/experiences related to the ones that we read about. For example, she talked about how for Easter her mother hides eggs with candy inside of the house and she and her siblings look for them. Before I told everyone what the activity was, Mary asked me if they could draw pictures of their families, and was excited when I shared that we were going to be doing that. She drew a lovely picture of her and her family.

William- William’s parents are both from El Salvador. He was enthusiastic when it was his turn to read a story, and wanted to keep on reading more stories. William shows good reading comprehension, and is always participating when I ask the group questions about vocabulary and comprehension. He shared a family party memory that he had, and said that his family was celebrating a birthday and there was a piñata (like there was in the story). He also talked about his mother hiding Easter eggs with candies for him and his brother around the house. William drew a picture of a memory of his brother’s birthday party.

Erick- Erick’s parents are from Mexico. He conversed more today with myself and with the other participants than he has ever had. He shared that he has had big family parties similar to the one that was in the story. He shies away with participating, because he sometimes seems unsure about whether his answers are correct. However, when I call him he is able to usually answer correctly. Erick did not draw much, because he stated
not liking drawing. Instead he conversed with others and myself and talked about his family.

Reading club summary 2/13/15

There were three participants present in today’s meeting. I started by welcoming everyone and asking how they were, and how their week was going. We read stories from the book from the last week “In my family,” or “En Mi Familia.” I let the participants choose what stories they wanted to read. The stories that we read were “The Horned Toads, Easter eggs, and Dance at El Jardin.” They took turns reading, and sat in the rocking chair when it was their turn. I read the same stories in Spanish. They enjoyed reading the stories and would ask me questions or tell me stories that were relevant to the stories that we read. For example, there was discussion about family parties such as birthday parties and Quinceañeras, music, Spanish dance, etc. While reading the stories I reviewed vocabulary words, including Spanish words that were in the stories. After reading each story, I asked the participants comprehension questions. For the activity, I allowed the participants to choose to draw or make a craft of their choice. One participant drew a picture, while the other participants made puppets. While they were working on their activities, I asked the participants what they wanted to do for our last reading club meeting party. They were eagerly participating and providing many good ideas among each other.

John- It was good seeing John, he had been absent the past couple of meetings. He stated that this was a transportation issue. John seemed happy to be back, he participated and shared some of his personal experiences/memories that related to the stories. For example, he talked about attending a quincenera after reading the “Dance at
el Jardin” story and made other connections to stories. He was eager about reading stories, and was engaged. For the activity portion of our meeting, he made a puppet.

William- William was happy in our meeting today and participated. He enjoyed reading the stories and would ask me questions about what the meaning of some words. He participated when I asked questions related to comprehension. For the activity portion of our meeting, he made a puppet.

Erick- Erick was more talkative today and comfortable with other participants. He was not as eager to participate as usual. However, he appeared to be engaged to the stories. He chose to create a drawing.

*No reading club scheduled on 2/20/15 due to school closing for inclement weather*

Reading club 2/27/15

Today was our final reading club meeting. All of the participants except one were present. I started the club by welcoming everyone and asking everyone how their weeks were going. The participants were enthusiastic about our planned party. They also expressed that they were saddened that it was our final meeting. I discussed how much I enjoyed having everyone in the reading club and that I appreciated everyone’s participation and enthusiasm for it. I also reminded the students that I was going to be having individual check-ins with them the following week. The students asked questions such as if I was going to be having the club again at another time, and if I will be here the next school year. A participant also asked about the yearbook picture that we took for the reading club and if it would be available anytime soon. After conversing, I asked the participants to share a favorite memory or something that they enjoyed from the reading club. Everyone went around and took turns to answer. Most answers consisted of
enjoying reading the books and the activities that followed the books (crafts, games, drawings). Some participants also shared what their favorite book that we read together was. Afterwards, I invited the participants to sit in the table to eat pupusas which is a traditional Salvadorean cuisine, and is a corn tortilla that is filled with cheese, pork, etc. They happily ate the pupusas and we had casual conversation with each other.

Afterwards, I brought one of the board games that I made for a previous reading club and asked the students if they wanted to play. They all played together and were enjoying themselves. I had prepared folders for each participant that contained their crafts and drawings from our reading club meetings. I handed them each their folder, and I also provided them with individual certificates for their participation in their reading club.
### Appendix E. QRI Student Profile Sheets

#### John Pre-test Scores

**TABLE 13.1 Qualitative Reading Inventory-II**

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<th>Student Profile Sheet</th>
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<tbody>
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<tr>
<td>Birthday:</td>
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<td>Grade: 4th</td>
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#### Word Identification
- **Grade:**
  - 1st Assessment
    - 1st 2nd 3rd 4th
      - 95% 95% 85% 95% 40%
      - 95% 95% 85% 95% 65%

#### Oral Reading
- **Passage Name:**
- **Readability Level:**
- **Passage Type:**
- **Level/% Total Accuracy**
- **Level/% Total Acceptability**
- **Familiar/Unfamiliar**
- **# Explicit Correct**
- **# Implicit Correct**
- **Level/% Comprehension**
- **Rate**
- **Total Passage Level**

#### Silent Reading
- **Passage Name:**
- **Readability Level:**
- **Passage Type:**
- **Familiar/Unfamiliar**
- **# Correct Explicit**
- **# Correct Implicit**
- **Level/% Comprehension**
- **Rate**
### TABLE 13.1 Qualitative Reading Inventory–II

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<thead>
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<th>Student Profile Sheet</th>
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<tbody>
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<td>Name</td>
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<tr>
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<tr>
<td>Passage Type</td>
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</tr>
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</tr>
<tr>
<td># Correct Implicit</td>
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<tr>
<td>Level/% Comprehension</td>
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Summarizing the Results of the Qualitative Reading Inventory–II
Mary Pre-test scores

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<tr>
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<tr>
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</tr>
<tr>
<td><strong>Rate</strong></td>
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<td><strong>Level/% Comprehension</strong></td>
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Summarizing the Results of the Qualitative Reading Inventory-II
Mary’s Post-test scores

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<th>Level/% Total Acceptability</th>
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<th># Implicit Correct</th>
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William Pre-test scores

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**Silent Reading**

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<th># Correct Implicit</th>
<th>Level/% Comprehension</th>
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### TABLE 13.1 Qualitative Reading Inventory–II

**Student Profile Sheet**
- **Name:** 125 (William)
- **Birthday:**
- **Grade:** 4th
- **Sex:** M
- **Date of Test:** 3/4/15
- **Examiner:**

#### Word Identification
- Grade
  - 2nd
  - 3rd
  - 4th
  - 8th
  - 6th
- Level/% Automatic
  - 100%
  - 100%
  - 90%
  - 70%
  - 75%
  - 35%
- Level/% Total
  - 100%
  - 100%
  - 90%
  - 85%
  - 36%

#### Oral Reading
- **Passage Name:**
- **Readability Level:**
- **Passage Type:**
- **Level/% Total Accuracy:**
  - 97%
  - 95%
  - 94%
  - 91%
  - 93%
- **Level/% Total Acceptability:**
- **Familiar/Unfamiliar:**
  - N/A
  - N/A
  - N/A
- **# Explicit Correct:**
  - 4
  - 1
  - 2
- **# Implicit Correct:**
  - 3
  - 2
  - 2
- **Level/% Comprehension:**
  - 87.5%
  - 37.5%
  - 50%
- **Rate:**
  - N/A
  - N/A
  - N/A
- **Total Passage Level:**
  - Ins
  - Fr
  - Fr

#### Silent Reading
- **Passage Name:**
- **Readability Level:**
- **Passage Type:**
- **Familiar/Unfamiliar:**
- **# Correct Explicit:**
- **# Correct Implicit:**
- **Level/% Comprehension:**
- **Rate:**

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William Post-test scores
### TABLE 13.1 Qualitative Reading Inventory–II

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#### Oral Reading

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#### Silent Reading

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<th>Rate</th>
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Summary of the Results of the Qualitative Reading Inventory–II

Erick Pre-test scores
Erick Post test scores

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<td>Level/% Total Acceptability</td>
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<td>Familiar/Unfamiliar</td>
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<td>Level/% Comprehension</td>
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TABLE 13.1 Qualitative Reading Inventory—II

Student Profile Sheet

Name: 145 (Ricky)  
Sex: M  
Date of Test: 1/4/14  
Grade: 3rd

Word Identification

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Oral Reading

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<th>Level/Comprehension</th>
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Summarizing the Results of the Qualitative Reading Inventory—II
Ricky Post-test scores

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Summarizing the Results of the Qualitative Reading Inventory-II