

COLLABORATIVE RETROSPECTIVE MISCUE ANALYSIS:
A PATHWAY TO SELF-EFFICACY IN READING

by

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AN ABSTRACT OF A DISSERTATION

Submitted in partial fulfillment of the
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Abstract

Collaborative Retrospective Miscue Analysis (CRMA) is a process where students participate in a small group discussion about their reading miscues, retellings, and thinking about reading. The purpose of this qualitative case study was to explore the self-efficacy beliefs students hold about their reading skills and abilities while engaged in CRMA. The six sixth-grade students audio taped their reading of text and followed by conducting an unassisted retelling. Next, the researcher transcribed the tapes providing students with a transcription during CRMA sessions. Students held discussions with their peers and the researcher about their reading miscues and retellings revealing their thinking about their miscues and examining why they occurred.

Data from the videotaped CRMA sessions, Burke Reading Interviews, Self-Efficacy in Reading Scales, CRMA journals, and teacher e-mail interviews were extensively analyzed. Findings revealed changes in each of the participants' self-efficacy in reading from the beginning to the end of the study. Analysis of the CRMA transcripts showed students held conversations from six areas: 1) initial discussions focusing on numbers of miscues or reading flawlessly; 2) discussion about reading strategies; 3) discussion about making sense of text; 4) discussion about miscues that affected meaning and those that did not; 5) discussion centered on the elements of retelling, and; 6) discussion finding strengths in peers' skills. In addition, the transcripts revealed students discussed vocabulary from the text to build meaning during reading.

Qualitative methods were employed to analyze multiple sources of data allowing students' reading skills to be studied and examined in detail and the self-efficacy in reading that

surfaced during the process. Thick, rich portraits of each student were developed looking through the following lenses: 1) prior literacy assessment; 2) Burke Reading Interviews; 3) miscue analysis; 4) retellings; 5) observational viewing; 6) the teacher's lens; and, 7) developing self-efficacy in reading. Finally, a holistic group portrait was unveiled. Students deserve to be engaged in social learning, especially during reading when they can discuss their experiences with text with peers. CRMA provides a respectful avenue for students to talk about their miscues, retellings, and reading behaviors and nurture and extend self-efficacy in the process.

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CHAPTER 1 - Introduction

Study of Retrospective Miscue Analysis (RMA), Collaborative Retrospective Miscue Analysis (CRMA), and how those processes can impact self-efficacy in students, especially in reading, requires careful and critical examination to begin thinking about changing students' beliefs about who they are as readers. Past use of RMA and CRMA has revealed what the reader is doing while reading text and how they think about their own reading processes. The discussion that occurs while engaged in RMA and CRMA, among peers and with a teacher, allows the reader to talk about their reading miscues and retellings in a supportive process. Additionally, knowing people engage in activities that result in them feeling a sense of satisfaction and self-worth makes it logical to study self-efficacy in relation to how students perceive themselves as readers. Because "human beings derive satisfaction from using both their innate and acquired abilities" (Bigge & Shermis, 1999, p. 2), students who believe they are poor or struggling readers often are unable to find satisfaction in reading, associated activities, and believe they could ever *be* a good reader. It is useful here to also think about the impact No Child Left Behind (NCLB) has had on the struggling readers in classrooms like those in the study.

No Child Left Behind Goals and Retrospective Miscue Analysis

It is not a secret that education is political in nature. By politicizing education further through No Child Left Behind (NCLB), the public has become informed about the hegemony of education and is beginning to speak out about the need to work toward an equitable process for all. If anything good has come from NCLB, it is that educators know more about their students than they ever have (albeit at the expense of many). But, because it is and always has

been political, now more than ever, educators need to advocate for what is best for students—in practice, in selecting instructional materials, in establishing curriculum. NCLB and Reading First have become daily painful reminders about what can happen when we are not clear about or loud enough about what is good for students. The afterword of Macedo's (2006) work, *Literacies of Power*, written by Shirley R. Steinberg speaks to the unfair nature and spirit of NCLB. Steinberg's words begin with the title of the afterword: "That Which Was True Yesterday Is Even More True Today" (Macedo, 2006, p. 219). The "big lies" talked about by Macedo have multiplied and magnified through the Bush presidential administration where all things educational have been influenced through the administration's interpretation of NCLB. No matter that NCLB was bi-partisan in nature, it has been administered in a heavy-handed manner to benefit a few and punish many, especially children of color and poverty and their teachers and schools. "NCLB takes from those that need money the most. With deliberate abandon, NCLB trumps the 1965 act and insists that schools who take federal money through Title I must comply or lose the money" (Macedo, 2006, p. 220).

In an educational system driven by NCLB, there is no equal access to education. The very nature of "the tests" is discriminatory toward non-white children, children of poverty, and children with special needs—those that slip through our educational system most often anyway. Kenneth Goodman calls this era of education we are in the "Pedagogy of the Absurd" (Shaughnessy, 2007, p. 1). Citing the punitive nature of NCLB and the damage already taken place, Goodman sees no benefit to NCLB. NCLB has promoted separating thinking about reading, the determining purpose and constructing meaning part, from the distinct skills used in reading. This view of reading has reduced the process to isolated skills that are meaningless to the reader in the sense that it is impossible to construct understanding when completing tasks

with no context. The tasks promoted by Reading First, the federally mandated program under NCLB for early grades, such as learning to decode words in isolation, segmenting sounds, and pronouncing long lists of nonsense words hold no meaning for the reader and teach us that texts are only a collection of letters and words on a page (Goodman, 1996). When engaged repeatedly in those kinds of isolative tasks, readers learn to overuse phonics (Wilde, 2000) and are unable to use context of any sort to determine the purpose of reading the text or construct meaning from the text (Smith, 2004).

Thinking specifically about students engaged in a process like RMA, where students are taught about miscues and, by examining those miscues, discovering their strengths and learning about themselves as a reader, we are immersing students in thinking about the reading they do. And, when a retelling follows examination and discussion of those miscues, we can see the connection between how miscues affect our reading and our understanding of what we read. By finding out about a mismatch between what we read and what was printed on the page, we discover “mistakes are part of the process of making sense of print” (Goodman, 1996, p. 5). And, when we are able to make sense of the text we are reading, we become efficient and effective readers. “If the texts we read are authentic and we want to make sense of them, we learn to read by reading” (Goodman, 1996, p. 89). So much of what NCLB has come to stand for in reading (mandatory basal reader use, scripted programs, computerized reading assessments, homogeneous grouping of students with no hope of “getting out”) is contrary to the tenets of Retrospective Miscue Analysis. Making a decision to use RMA is “saying no to teaching *for* or *to the test*” and deciding to “teach *for the students*” (Moore & Gilles, 2005, p. ix).

Defining RMA and CRMA

Retrospective Miscue Analysis and Collaborative Retrospective Miscue Analysis are defined here to assist the reader in understanding the study. Each is explained in greater detail in Chapter Two. Retrospective Miscue Analysis is a reading assessment and strategy whereby a student reads a piece of text, having a beginning, middle, and end, approximately 200 to 400 words in length, into a tape recorder. Most often the teacher is not present for the tape-recording but may be to assist students unsure of the process. After the teacher transcribes the student's reading using a Miscue Analysis Inventory, the student and teacher reflect upon the miscues recorded into the inventory (Goodman & Marek, 1996; Moore & Gilles, 2005). The teacher must be skilled at understanding how readers transact with text. A retelling is conducted. The teacher and student work together to begin understanding the student's miscues and the level of comprehension based on the retelling. Collaborative Retrospective Miscue Analysis is a process where students participate in a small group discussion about their miscues and reading processes using a transcribed inventory during the discussion (Costello 1992, 1996b). During this process, the students in the small group build their own understandings of their miscues. Dependent upon the age of the students, the teacher is usually not active in the discussion during these sessions. However, at elementary grade levels, the teacher may act as facilitator of the group, especially in the initial stages.

Key Concepts To Be Studied

When RMA was first used as an assessment tool and strategy and published in the work of Goodman and Marek (1996), its use was confined to secondary students. Researchers (Goodman & Marek, 1996; Martens, 1998; Moore & Aspegren, 2001; Moore & Brantingham, 2003) then focused on use of RMA with struggling readers or readers who puzzled those that

worked with them. Only within the past ten years, has RMA been used with elementary students by teacher researchers interested in learning more about how young readers develop (Gilles & Dickinson, 2000). The collaborative processes combined with RMA first began with the doctoral work of Sarah Costello (1992) in her work with struggling middle school readers. Much of the published research on RMA and CRMA remains focused on struggling readers (Almazroui, 2007; Liwanag, 2006; Mason-Egan, 2006; Postishek, 2005). Its use with all readers is largely unexplored and has only recently received attention (Moore & Seeger, 2009). Absent from the body of work on RMA and CRMA is how engagement in those processes affects self-efficacy in reading.

Bandura (1977, 1982, 1986, 1997), Schunk and Zimmerman (1997, 2008), and Pajares (2008) have studied self-efficacy extensively. The role that self-efficacy plays in a student's perception of him/herself as a reader and writer has been studied as a self-regulating process. Other published research about academic self-efficacy focuses on other content areas or how students are able to utilize or employ strategies related to self-efficacious behaviors (Hackett & Betz, 1989; Meier, McCarthy, & Schmeck, 1984; Pajares & Johnson, 1996; Pajares & Kranzler, 1995; Pajares & Miller, 1994; Pajares & Valiante, 1997). Research on self-efficacy in reading while engaged in RMA and CRMA processes is absent in the literature.

Statement of the Problem

The use of RMA has been critical in revealing what a student is doing and thinking as s/he read text, and CRMA allows readers to examine their reading miscues and retellings through a discussion process while receiving support from peers and a teacher. While self-efficacy is alluded to in past studies of RMA and CRMA, it has not been explicitly studied. More common are studies documenting changes in what readers say about their own reading

behaviors, miscues, and comprehension of the text, and, discovering in the process, the realization that all readers miscue in the process of reading.

Theoretical implications from past research stems from Kenneth Goodman's (1973) miscue analysis research providing a broad scope of work that is rooted in observing readers and writers while they engage in and make use of the text as they read (Dombey, 2005). Along with Yetta Goodman's (1978) work in Retrospective Miscue Analysis and "kidwatching," at the heart of the Goodmans' body of work was an attempt to inform teachers about reading instruction leading to a deep understanding of readers as they interact with text. Their work focuses on reading (and writing) processes that ultimately assist every reader, even those who struggle, to become readers that want and choose to read, not just for school, but for a lifetime.

...there is really no substitute for examining the reading process in action, not taken away from real-life contexts to a laboratory setting or reduced to the fragmentary abstractions of the usual kind of reading test, but the whole process, in its normal functional context, where readers engage with text to make sense of it. (Dombey, 2005, p. 211).

Research Questions

The overarching question to be examined by the research relates to how Collaborative Retrospective Miscue Analysis processes affects students' views of themselves as readers, specifically self-efficacy beliefs, as a result of participation in CRMA. The stated overarching question, then, is: How will participation in Collaborative Retrospective Miscue Analysis (CRMA) impact a reader's self-efficacy beliefs?

Using the three areas that Bandura identified as affecting human performance, the individual, the environment, and the outcome (Bandura, 2000a; Barkley, 2006), the research

subquestions were developed. The individual's perception of self-efficacy affects his/her beliefs about capability and motivation and impacts thinking and behavior (Bandura, 1997). The environment, including peers and teachers in educational settings, can affect an individual's self-efficacy and be manipulated so that those beliefs change. The environment, too, has an affect on performance outcomes and can be manipulated so that self-efficacy beliefs change. The outcome, for students, is affected by the perceived importance and value of the tasks being performed (Barkley, 2006; Wigfield & Karpathian, 1991). The guiding research subquestions are:

1. What are students' perceptions of self-efficacy prior to, during, and after engagement in CRMA? (the individual)
2. When and under what conditions do students' self-efficacy change, moving forward or backward, during CRMA? (the outcome)
3. What observed classroom behaviors indicative of self-efficacy appear over time when a student is involved in CRMA? (the outcome)
4. What are the teachers' views of students' self-efficacy in reading over time when students are involved in CRMA? (the environment)

Purpose of the Study

The primary purpose of the study is to investigate self-efficacy beliefs related to reading in elementary students participating in a Collaborative Retrospective Miscue Analysis process with the researcher. An exploratory case study design is used so that children's words about their reading self-efficacy beliefs can be critically analyzed looking for patterns and relationships within the context of the work conducted during and connected to CRMA sessions. The participants will be six sixth-grade students at a suburban elementary school

with grades kindergarten through sixth grades, two classrooms of each grade level. Self-efficacy beliefs about reading will be examined over an eight--week period through interviews and administration of a Self-Efficacy in Reading Scale prior to, during, and after CRMA participation. Students will write in journals after each CRMA session as a source of data for the research conducted. Additionally, the classroom teacher's perceptions about the students' reading self-efficacy in reading while participating in the CRMA process will be studied through e-mail interviews conducted at the beginning and conclusion of the research with the researcher. Finally, the researcher's observations of the students in various classroom settings throughout the course of the study and those within the CRMA sessions will be documented through an observation tool and field notes as outlined in Chapter Three.

The students to be studied are sixth grade students who have been a part of small group leveled reading instruction and whole class reading instruction for their elementary school careers. As they have progressed through the grade levels, the focus on skills during reading instruction time has changed from those targeting decoding to those concerned with making sense of text. And, yet, these students are struggling with reading skills in their classrooms. The traditional methods used have been ineffective, failed to address their needs, and have not assisted them in becoming competent, successful readers.

A common thread from other research conducted in CRMA is that the students studied have been engaged in traditional reading instructional methods that have failed to improve the students' reading skills and strategies and their success in reading. Similar to the students in this study, the students in prior research have been exposed to instruction that focused on isolated skills and decoding processes rather than reading to understand through meaning-making strategies. This is noted in Almazroui's (2007) study of Salem. For two years, Salem

was exposed to a stand-alone reading curriculum that used leveled texts to work on reading skills. During those two years, he did not use other instructional reading materials. Almazroui expressed concern that Salem used only leveled texts limiting his exposure to other texts and failed to address his interests, strengths, and weaknesses. She noted concern for “teachers [who] use materials repeatedly even though little improvement has been established with their use” (Almazouri, 2007, p 154).

Moore and Brantingham (2003) documented similar experiences for Nathan, the subject of their case study. Even though Nathan was in the third grade, his instructional reading level was identified as preprimer. Despite going to summer school each summer and receiving special services over a three year period, Nathan was still reading books below his grade level and, most likely, uninteresting to him. The authors noted that the reading interventions conducted with Nathan were ineffective in assisting Nathan to improve his reading skills, and also affected his feelings about reading and his behavior in the classroom.

Underlying the research to be conducted are research-based assumptions about readers as defined by Yetta Goodman and Anne Marek (1996) in *Retrospective Miscue Analysis: Reevaluating Readers and Reading*. These assumptions encompass the views of theorists and researchers focused on a holistic view of reading and include:

- Each reader brings to the reading process a wealth of knowledge about language and about the world.
- Each reader has misconceptions about the reading process.
- Each reader has misconceptions about his or her proficiency as a reader.
- Each reader has been and continues to be influenced by the instructional models they have experienced in school.

- Each reader has the potential for understanding the complexity of the reading process, the qualitative nature of making miscues, and the importance of reading for meaning.
- Each reader has the ability to become a more proficient reader. (Goodman & Marek, 1996, pp. 6-10)

These assumptions about readers provided by Goodman and Marek (1996) were used to provide a framework for students' responses in the researcher's prior action research in the classroom. This action research led to the interest in the current case study research.

Description of the Study

This investigative approach will be of a qualitative nature to explore the self-efficacy beliefs students hold about their reading skills and abilities prior to, during, and following an eight-week period of twice weekly participation in CRMA processes. Participants will be sixth grade students identified as struggling readers by 1) Kansas State Reading Assessment (KCA), 2) Northwest Evaluation Association Measures of Academic Progress (MAP) (reading comprehension subtest) administered by the school district, and 3) teacher recommendation. In addition, the six students identified must demonstrate a range of willingness and ability to collaborate with classroom peers and participate in classroom activities.

Prior to beginning CRMA, the Burke Reading Interview (BRI) (Burke, 1987) will be conducted with each student in the study. The BRI is useful to find out how students view their own reading behaviors and attitudes as well as someone they view as a "good" reader, and how students believe they learned to read. The results of the BRI provide the teacher/researcher with some insight about the students engaged in CRMA, especially what strategies students view as helpful to them in the reading process. At the conclusion of CRMA

with the students, the BRI will again be conducted with each student in the study allowing the researcher to compare and analyze student responses from the beginning of CRMA to the conclusion of CRMA. The data provided will reveal information about the students' perceptions of their reading.

Data about students' perceptions of their self-efficacy related to reading will be collected using the Self-Efficacy in Reading Scale designed by the researcher using information from a password-protected site at Emory University granted to researchers constructing self-efficacy scales. The scale was written to determine the self-efficacy of reading for students at the elementary level. The scale will be administered to the students by the researcher prior to engagement in CRMA, during CRMA, and after CRMA has concluded. The scale will allow the researcher to glean information about the students' perceptions about self-efficacy over time and establish conditions under which self-efficacy possibly changes. Two raters will review the results to ensure reliability.

The researcher will conduct e-mail interviews with each of the classroom teachers to gain the teachers' views of students' self-efficacy in reading over time when students are involved in CRMA. These interviews will be conducted before CRMA and after CRMA has concluded, printed, and coded. Member checks will be completed, and, again, two raters will also code the interviews to ensure reliability. Data from the e-mail interviews will be analyzed to further determine the nature of the students' self-efficacy and the teacher's perception of the students' self-efficacy in reading prior to, during, and after CRMA.

Data collection will include classroom observations conducted by the researcher prior to beginning CRMA processes, ongoing while students are engaged in the processes, and

following CRMA. Observations will be coded for specific self-efficacy behaviors exhibited by the students utilizing protocol developed for the research.

Additional data are student journals allowing students to reflect on their reading and miscues. In Costello's (1996b) CRMA study, students maintained journals to reflect on a specific miscue. Rather than limiting the students to focusing on a specific miscue and to widen the scope of the data collected through journaling, the journals within this study will be open-ended to allow students to record thinking about the reading they have engaged in, the act of reading, their perception of themselves as a reader, and reflection about each of these components. Journal responses will be coded and reviewed by two raters for reliability.

Case study descriptions of each participating student will be developed by the researcher utilizing data from the BRI, Self-efficacy in Reading Scale administered to the students, e-mail interviews conducted with the teachers, observations by the researcher in the classroom, and student journal responses. Development of in-depth, rich descriptions of students will evolve from the researcher's analysis of data sources looking for patterns and trends about self-efficacy related to reading.

Significance of the Study

Collaborative Retrospective Miscue Analysis (CRMA) is based on the early work of Kenneth Goodman (1973) in Retrospective Miscue Analysis (RMA) and transitions that process to a collaborative version documented in later work by Sarah Costello (1986b) in CRMA where students lead the conversations instead of the teacher (Moore & Gilles, 2005). CRMA preserves the integrity of the proverbial window often referred to in the literature for examining the strengths of the readers and then to inform the instruction of the teacher (Wilde, 2000). The reader's teacher and collaborative peers gain a view inside the thinking processes

of that reader and the resultant discussion offers insight into his/her understanding of the self as a reader. Through discussion, readers develop and use strategies leading to meaning construction resulting in readers on a path of revaluing themselves as readers and the belief in their efficacy as readers (Martens, 1998; Theurer, 2002). RMA/CRMA is counter to the current focus on reading instruction as a discrete set of skills focused on what the reader is unable to do rather than what s/he is capable of doing, deskilling teachers in the process. Learning *from* students is at the heart of RMA/CRMA and critical to “expanding our knowledge about teaching and learning” (Y. Goodman, 1996, p. 600). Davenport (2002) explains, “It’s difficult for me to remember how I viewed reading before I learned about miscue analysis...I don’t think I thought about it much in terms of a process” (p. 219).

The research study holds significance because the relationship of self-efficacy beliefs in reading related to participation in Collaborative Retrospective Miscue Analysis has only been alluded to in the research, but not definitively studied. In her dissertation work with middle school students, Costello (1992) focused her research questions on the students’ descriptions of their strengths and weaknesses as readers, their perceptions of the reading process, and changes that could be attributed to RMA in a collaborative setting. In her later work published as part of a research project at the University of Arizona, she noted “increased level of self-confidence and self-assurance in the readers themselves” (Costello, 1996b, p. 141) as the students focused less on negative feelings resulting from being preoccupied about always getting the words right when reading and more on reasons for miscuing, the actual process of reading, and the strategies to be a successful reader. Costello’s (1996a) work with one particular student, Bernice, is documented and reveals the student’s views of her miscues. In that study, Costello acted as a mediator while helping Bernice interpret her miscues. Retellings were not studied or

analyzed with the student, as opposed to this study where retellings will be examined in detail with the students engaged in CRMA. While Costello's work is important and critical to future studies looking at how readers view their own strengths and weaknesses in reading, self-efficacy was not a definitive part of the study.

Documenting the work in CRMA through audiotapes, videotapes, observations, interviews, scales, and journals, allows in-depth research to examine not only possible changes following CRMA for struggling or insecure readers, but differences in students' behaviors and self-esteem. Artifacts, both the concrete and the intellectual, are important for understanding (Wells, 2000). Artifacts critical to CRMA, transcribed miscues as well as the students' current repertoire of reading strategies, contribute to the understanding constructed within the group. While engaging in CRMA, the students and the teacher "explore reading as a meaning-making process by questioning, examining, and making decisions about reading miscues and students' retelling of text" (Moore & Gilles, 2005, p. 7). Just as the teacher views the student differently after RMA processes, the teacher and the student benefit from this meaning-making process, referred to by Moore and Gilles (2005), as they examine miscues and retellings together. The research conducted will provide educators, school administrators, and higher education faculty and researchers with information about student self-efficacy related to reading while engaged in a specific strategy, CRMA, not formally studied heretofore.

Limitations of the Study

A limitation of the study relates to the effect that other variables may have had on the building of self-efficacious feelings for the students being studied. With the exception of the six students studied within the parameters of the research conducted by the researcher, all students in the classroom were exposed to the same curriculum, projects, activities, and

teaching provided by the regular classroom teacher and auxiliary teachers (music, physical education, counselor, librarian, computer lab). With that in mind, the second research question, “When and under what conditions do students’ self-efficacy change, moving forward or backward, during CRMA?” will allow the researcher to examine observational data contributing to the limitations.

A second limitation to the study is removing students from their classroom where work is being conducted while the students in the study are working with the researcher in the CRMA sessions. While the researcher and classroom teachers have created a schedule that ensures no new instruction will take place while the participants are away from the classroom, it is inevitable that some coincidental teaching will occur. The students remaining in the classroom will be engaged in independent work for novel studies and small group reading activities during CRMA times. The participants in the study will have additional time to complete this work so that this limitation to the study is minimized. However, any time students are removed from the classroom, it is anticipated instruction and work completed during that time will be compromised at some level.

A third limitation relates to the Hawthorne Effect. It is possible that the students in this study may improve their reading self-efficacy because they will have knowledge about being studied. The sixth grade participants are old enough to make a decision about whether or not to be included in the study. They will be signing a Student Consent Form after the research project has been explained to them.

A fourth limitation will be the student participants’ perceptions about being pulled from the classroom and how those perceptions might impact the results of the study. The students will be removed from their regular academic classroom to work with the researcher in CRMA

sessions. The sessions will be held in a small, private office. It is possible that the students may experience feelings about leaving their classroom to work in a different environment. That, in turn, could affect the outcome of the study.

A fifth limitation is the scope of the study. The study is being conducted in one school setting. The likelihood of replicating the same school population and classroom make-up of students is unlikely.

A sixth limitation is the age of the students participating in the study. While it is known that most CRMA studies focused on secondary students, as previously noted, the students studied are sixth grade students. They have had seven years of prior reading instruction that will impact their perceptions about reading processes and their views of themselves as readers.

The researcher's past experiences with CRMA have led to the belief that participation in the process changed self-efficacy beliefs of the students. The present study, allowing a formal research process and expanded collection of data, will assist in establishing a similar learning environment that may yield findings similar to the previous action research. In order to protect against research bias by the researcher, multiple points of data will be collected throughout the study in a systematic way. Trustworthiness will be established in the rich portraits that develop of each participant, through a prolonged eight-week study of each participant in the field, by conducting member checks with the adult participants, and by a review of coded data by peers.

Delimitations of the Study

Small sample size has been identified by the researcher as a delimitation to the study. A small sample size was used enabling the researcher to limit the scope of the study and define

boundaries for the research undertaken. The research is focused on a single grade level and classroom of students, thus narrowing other effects that could change self-efficacious behaviors about reading. The small sample of readers will be studied thoroughly, as well as the classroom in which they learn. Consistent with the nature of qualitative study, the intent of the research will not be to generalize the results to other populations, but will be to conduct a naturalistic study of self-efficacy related to participation in CRMA.

Terms Defined

Clarification of terms for the purpose of the dissertation are included here. The following terms are defined for clarity and set the stage for understanding self-efficacy, miscue analysis and the related vocabulary in Chapter Two of the dissertation.

1. **Agency** has been identified as a fundamental human desire and refers to intentional acts by humans whereby they use will, drive, and determination through their own actions to make things happen (Bandura, 1997; Pajares, 2008). When individuals exercise personal agency, they bring “influence to bear on their own functioning and on environmental events” (Bandura, 2006, p. 4). Developing a sense of self-efficacy is agency (Johnston, 2004).

2. **Collaborative** learning in the school setting entails students working together, usually in small groups, to think about open-ended tasks requiring discussion and reflection. Johnston (2004) describes collaboration as “joint activity around shared goals [that] produces not only the ability and desire to collaborate, but also a tacit understanding that doing so is normal” (p. 66). Guthrie and Wigfield (2000) elaborate further about collaboration related to reading noting it is “social discourse among students in a learning community that enables them to see perspectives and to socially construct knowledge from text” (p. 413).

3. **Collaborative Retrospective Miscue Analysis** is a process begun by Sarah Costello (1992) in her doctoral dissertation in which students participated in a small group discussion about their miscues and reading processes using a transcribed inventory during the discussion. During this process, the students in the small group build their own understandings of their miscues. Dependent upon the age of the students, the teacher is usually not active in the discussion during these sessions. However, at elementary grade levels, the teacher may act as facilitator of the group, especially in the initial stages. “Conversation, or talk, among readers is serious and focused on exploring, defining, and expanding their knowledge of themselves as readers and learners” (Moore & Gilles, 2005, p. 5).

4. **Kidwatching** is a term attributed to Yetta Goodman (1978) and refers to the extensive information gleaned from and learned by closely observing children as they read text as opposed to administering reading tests and using the results solely to formulate opinions about and designing instruction for students. “Kidwatching” while students are engaged in reading and writing processes assists teachers in designing effective, appropriate instruction and ultimately assists every reader, even those that struggle, to become readers that want and choose to read, not just for school, but for a lifetime.

5. **Metacognition** “is a process by which people monitor and regulate their own thinking processes” (VanCleave, 1991, p. 356). Being aware of our own thinking and problem solving processes while doing those things is metacognition (Costa, 2008). When we monitor our own thinking processes, we have the ability to think about what we do not know, what we need to do to gain information and glean meaning, to evaluate what effect our thinking and actions have on others, and to develop and edit plans for thinking (Costa, 2008). When reading, we monitor to consider what we expect to happen allowing us self-control over our

learning processes and responsibility for them. Megacognition prepares us for the skills needed for critical thinking processes.

6. **Miscues** are defined as a mismatch between what the reader was expected to read and the reader's actual response. Sometimes miscues change meaning; sometimes miscues do not. Miscues acknowledge "that what someone hears is influenced by his or her own perceptions about the way we use language to describe and interpret the world" (Y. Goodman, 1996, p. ix). In short, miscues hold meaning.

7. **Miscue Analysis** is the process of a student reading a connected piece of text, most often narrative in nature, without assistance. As the text is read aloud, a teacher or researcher marks miscues (a mismatch between what was printed and what was read) using marks or symbols that note when a word(s) is skipped, a word(s) is substituted for another, or a word [s] is omitted. Other markings may indicate when a student hesitates, self-corrects, or repeats. Following the unaided reading, the student conducts a retelling of the text. All of the events in the process contribute to the 'window on the reading process' so often referred to in the literature related to the Goodmans' work (K. Goodman, 1973). "Over time they [teachers] learn to discover patterns of miscues that reveal readers' linguistic and cognitive strengths as well as those that need support from the teacher" (Y. Goodman, 1996, p. 602).

8. **Motivation** is a part of self-directed learning (Bandura, 1997). Motivation as it contributes to human behavior includes "selection, activation, and sustained direction of behavior toward certain goals" (Bandura, 1997, p. 228).

9. **Reflection** after reading is discussed and defined by Brevig (2006) related to providing opportunities for students to engage in reflective conversations with peers and a teacher facilitator following reading texts in the classroom. Reflecting upon reading is

evolutionary in nature resulting in “[i]nteractions and conversations with others, as well as new experiences and acquired knowledge, [that] will transform the individual perhaps not in physicality, but in thought. The ideas and understandings that lie beneath the surface might seem foreign or strange until expressed” (Brevig, 2006, p. 523).

10. **Retelling** is shared after reading text where “the reader gives an oral summary of the text...and the teacher notes patterns in the miscues and retelling to discuss” with the student (Moore & Gilles, 2005, p. 2). A retelling can be aided or unaided dependent upon whether the teacher prompts the student and probes for additional details during the summary. The retelling is evaluated using a Retelling Guide for identifying the main idea, important details, sequencing events, and other critical information.

11. **Retrospective Miscue Analysis** is a tape-recorded session of a student reading a connected piece of text where the teacher is not present for the process. After the teacher transcribes the student’s reading using a Miscue Analysis Inventory, the student and teacher reflect upon the inventory. A retelling is conducted in the presence of the teacher. The teacher and student work together to begin understanding the student’s miscues.

12. **Self-efficacy** is the beliefs a person holds about his/her own performance using skills or capabilities required to learn at different levels (Bandura, 1997; Schunk & Zimmerman, 1997). Self-efficacy in a student is manifested in working harder on academic tasks, working longer on a given task demonstrating perseverance, employing learning strategies, and engaging in classroom tasks resulting in increased learning and achievement (Pajares, 2008; Pintrich & DeGroot, 1990; Schunk & Meece, 1992; Schunk & Zimmerman, 2008).

13. **Struggling readers** encompasses readers who have difficulty reading for meaning, those that struggle with print, readers who need assistance becoming fluent, and those that are inexperienced with reading or moving on to reading that is more difficult (Calkins, 2001). They are, in short, “somehow off track” (Calkins, 2001, p. 159) with moving forward in their reading skills.

Review and Organization of the Study

Self-efficacy about reading influences how a person perceives him/herself as a reader, how a reader approaches reading tasks and the reading processes, as well as whether or not s/he likes to read. CRMA is a reading assessment and strategy developed to assist readers in examining their own miscues as well as those made by peers in a discussion group. The resultant discussion can assist a reader in understanding the strengths they bring to the reading process and the knowledge that all readers miscue. The relationship between self-efficacy and CRMA has not yet been studied to determine if CRMA processes impact self-efficacy in reading with elementary students. The purpose of the research is to study student self-efficacy during CRMA with the intent of documenting changes in self-efficacy through multiple points of data including interviews with the students, self-efficacy scales completed by the students, student-kept journals, and teachers’ perceptions of the students’ self-efficacy.

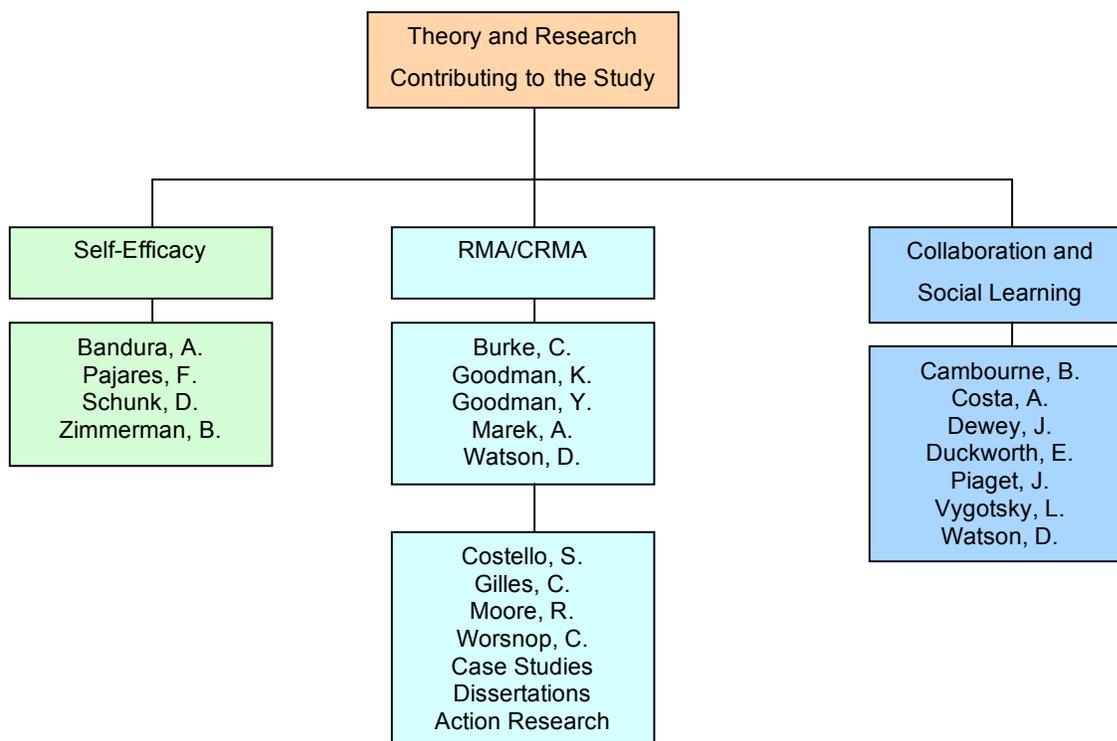
Chapter One introduces the research to be undertaken including a brief description of the current status of research in Retrospective Miscue Analysis, Collaborative Retrospective Miscue Analysis, self-efficacy, and statement of the problem and research questions to be studied. The purpose, description, significance, limitations and delimitations of the study are included. Definitions of terms are included in Chapter One to assist in guiding the reader through the vocabulary terms to be used throughout the study. Chapter Two provides an

extensive review of the literature in self-efficacy, self-efficacy related specifically to reading, miscue analysis, Retrospective Miscue Analysis, and Collaborative Retrospective Miscue Analysis. Research about using Retrospective Miscue Analysis with struggling readers and collaborative learning processes related to learning and literacy learning is also included. Chapter Three describes the methodology for the study and includes the researcher's experiences with action research and Collaborative Retrospective Miscue Analysis. The research questions, research design, setting, participants, timeline, data collection, data analysis, and trustworthiness are discussed in Chapter Three. A brief "snapshot" of the participants is included. Chapter Four contains each of the participant portraits viewed through prior literacy assessment, the Burke Reading Interviews, analysis of the students' miscues and retellings, a narrative of observations, the teacher's lens, and the developing self-efficacy in reading. A "group" portrait including applied strategies, miscues and retellings, peer discussions, and documentation of self-efficacy follows individual participant portraits. Chapter Five presents a summary of the study including findings presented through all of the research questions, conclusions, implications for classroom practice, and recommendations for further research. The chapter ends with closing thoughts.

CHAPTER 2 - Review of the Literature

The theory and research from self-efficacy, RMA/CRMA, and collaboration all contribute to and impact the study undertaken. Figure 2.1 is helpful in examining the

Figure 2.1 Theory and Research Contributing To the Study



contributions to the literature review conducted for the purposes of this study. Thus, the purpose of Chapter Two is threefold. First, the theory of self-efficacy and its implications for student learning are examined through a review of the literature. Included in this review is how self-efficacy contributes to a person's view of the self as a reader. Next, the history and research surrounding miscue analysis is documented as background for the early work of Retrospective Miscue Analysis and Collaborative Retrospective Miscue Analysis. RMA and

CRMA are discussed and explained through connections and references to the literature. Costello and Worsnop's earlier work with CRMA is explored along with Moore and Gilles's recent work involving students in conversations through RMA processes. Seven case studies using RMA and CRMA with struggling readers provide background about RMA and CRMA processes used with struggling readers. Review of these dissertations and published case studies contribute to the examination of self-efficacy related to RMA and CRMA. And, last, review of the research conducted in student collaboration is examined.

Self-Efficacy

Theoretical Foundation of Self-Efficacy

The term self-efficacy and related theories like motivational theory and social learning theory are discussed extensively by Alfred Bandura (1977, 1982, 1986, 1997). A person's efficacy beliefs shed light on and clarify motivations, thinking, feeling, and behaviors, and contribute to the accomplishments one is able to successfully achieve (Bandura, 1997). It is important to note that self-efficacy is not about the skills one is required to perform, but the beliefs one has about performance using those skills or the capabilities required to learn at different levels (Bandura, 1997; Schunk & Zimmerman, 1997). It is critical, too, to distinguish between self-esteem and self-efficacy—they are not the same. Self-efficacy relates to a person's judgment of capabilities (Bandura, 1997), that is, one's perception of judging his/her own capabilities "to organize and implement actions necessary to attain designated performance levels" (Schunk & Meece, 1992, p. 8). Self-esteem relates to a person's judgment of his or her own self-worth (Bandura, 1997). Costa (2008) describes self-efficacy as our own personal "quest for self-empowerment and mastery of our environment" (Costa,

2008, p. 84). Simplified even further, Guthrie and Knowles (2001) describe self-efficacy as the “belief that ‘I can do it’” (p. 163).

To clarify the differences between self-efficacy and self-esteem, we can look at a specific example. I may understand my inability to play the violin (inefficacy), but do not feel particularly bad about it (self-esteem) because I have no skill set for playing the violin and have not set goals to do so. If, on the other hand, I had studied violin for years, set goals for my performance, and perceived myself to be successful at it (high level of self-efficacy), my self-esteem would be affected by a particularly poor performance. Self-efficacy refers to capabilities, answering questions like: “Am I able to do this?” “Can I perform this?” “Will I be able to solve this problem?” Self-efficacy is differentiated based on what interests we decide to pursue in life and where we decide to focus our efficacy pursuits (Bandura, 2006).

Bandura identified three distinct areas that affect human performance: the individual, the environment, and the outcome (Bandura, 2000a; Barkley, 2006). The individual is affected and influenced by beliefs about abilities to complete a task and whether or not the individual views the task to be important. The environment, too, has an affect on performance outcomes and can be manipulated so that self-efficacy beliefs change. Environmental factors in the educational setting include peers and the teacher, observational learning, modeling, and imitation. The outcome expectancy depends upon whether or not the individual values what s/he is engaged in or deems the task to be important (Barkley, 2006; Wigfield & Karpathian, 1991). Students with high levels of self-efficacy are persistent and diligent about their work and willing to engage in classroom activities thus affecting overall engagement. One can infer that increased engagement will also lead to increased learning and achievement (Pajares, 2008).

The Individual

The individual's beliefs about self-efficacy are determinants in expected outcomes and accomplishments (Pajares & Schunk, 2001; Schunk & Zimmerman, 2008) and how the individual views about his/her own competence (Vacca & Vacca, 2008). "Experienced mastery in a domain often has enduring effects on one's own life" (Pajares, 2008, p. 115). In the academic setting, students who have a high sense of self-efficacy work harder and show resilience on academic tasks more than peers who do not feel efficacious (Pajares & Schunk, 2001). They are able to work longer on those tasks through perseverance (Schunk & Zimmerman, 2008). "Central to the process of developing and maintaining self-efficacy is self-evaluation of capabilities and progress in skill acquisition. Positive self-evaluations lead students to feel efficacious about learning and motivate them to continue to work diligently" (Guthrie, Hoa, Wigfield, Tonks, Humenick, & Littles, 2007, p. 285).

Bandura's (1997) description of self-efficacy as it relates to a person's judgment of his/her capabilities translates to Schunk's (1998) notion of capability relating to performance on academic tasks. Self-efficacy in this sense is fluid because a person's capabilities can change and be built upon. As a person engages in tasks in which they become more skillful, their self-efficacy is maintained (Schunk, 1991). Self-efficacy beliefs powerfully influence the level of accomplishment that one ultimately achieves (Pajares, 2008; Schunk, 2003) and impact capacity for problem-solving (Costa, 2008).

The Environment

For children, nurturing self-efficacy contributes to the child's ability to see him/herself as competent and able, and to tolerate and deal with failure (Voke, 2002). Learning is influenced by a student's own self-perception, the way a student perceives peers, and the way a

student perceives his/her teacher(s) (Pajares, 2008; Pintrich, Cross, Kozma, & McKeachie, 1986). In turn, self-efficacy is influenced and affected by what teachers say and do and, if this is positive in nature, it encourages students to expend effort, persist in tasks, and feel desire to succeed (Bandura, 2000a; Barkley, 2006; Pajares, 2008). Johnston's (2004) notion of how a teacher makes sense of what is said and done by students as s/he, in turn, "offers a meaning to her students" (Johnston, 2004, p. 5), is contribution to the environment built in the classroom. When teachers provide a classroom that fosters and revolves around student responses, they are also helping students construct meaning (Vacca & Vacca, 2008). Teachers that nurture efficacy beliefs build a classroom community around academic rigor and challenges to students, but also provide the support and encouragement students need to meet the challenges presented to them. By offering positive feedback to students, a teacher "raises self-efficacy and sustains motivation for learning" (Schunk, 2003, p. 161). Pajares and Schunk (2001) go so far as to assert that teachers who believe their position is only to nurture cognitive skills without supporting and encouraging students' egos may want to rethink their positions as educators.

Self-efficacy encompasses how a student judges his/her capability to perform in the school setting (Schunk, 1991). To be able to utilize strategies and judge the learning taking place, it is critical for students to be accurate in their self-efficacy perceptions. When someone is confident in his/her abilities, it is possible to have an inflated sense of self-efficacy and be unable to see ways to, or a need for, improvement. Students gauge their self-efficacy by paying attention to how their peers are performing and then comparing their performance to peers. Self-efficacy increases when individuals see others performing successfully, in effect, being built up by others' successes. On the other hand, self-efficacy decreases when an individual

views others as failing or even hears negative comments from others engaged in the same tasks (Schunk & Zimmerman, 1997; 2008). When the engagement involves others and is viewed as a negative experience, the experience can be “identity forming in the sense of disposing the individual to withdraw from involvement” (Wells, 2000, p. 56).

Whether teachers or peers, modeling is an important part of self-efficacy and serves as information and motivation (Schunk, 2003) because “Children also learn from the actions of peers” (Pajares & Schunk, 2001). While not studied formally by collecting data, John Dewey (Guthrie & Wigfield, 2000) assumed a connection between authentic learning and motivation, self-efficacy, and socially constructing meaning. Social models that students perceive as similar to them can be effective in persuasion about success, but if the peers are not perceived to be similar, then self-efficacy is not impacted by the behavior of the model (Bandura, 1994). Students seek out models they deem to be competent at tasks at which they wish to be competent, too. This is particularly important during transitional times in a student’s career, such as moving from elementary school to the junior high school setting when students typically model themselves after peers having status, power or prestige whom they respect. When peers do become models, grouping in the classroom is critical. If the peers with whom they are grouped are not comparable in ability, then a student’s self-efficacy can be undermined or diminished rather than bolstered (Pajares, 2008). It is important to note, however, that the comparative practices occurring in schools in the form of standardized, normed assessments, competitive grading, and comparisons of a student’s work to that of peers result in inefficacy (Bandura, 1997) and instead of building efficacious beliefs can destroy self-beliefs (Bandura, 1994; Pajares & Schunk, 2001).

The Outcome

Self-efficacy plays a role in the activities in which a person chooses to participate, how much effort he/she is willing to expend on those activities, whether or not the person is persistent in completing them, and the outcomes expected from participation and performance in those activities (Bandura, 2006; Costa, 2008). Learning and motivation to learn are affected, as well (Pajares, 2008; Schunk & Meece, 1992). In their studies of college students, Pintrich, Cross, Kozma, and McKeachie (1986) noted students feeling efficacious are more likely to utilize rehearsal, elaboration and organizational strategies in their learning processes. Schunk and Meece (1992) confirm that self-efficacy is found to be consistently related to cognitive engagement and academic performance. Unless a person believes “that their actions can produce the outcomes they desire, they have little incentive to act or persevere in the face of difficulties” (Schunk & Zimmerman, 2008, p. 113). Lack of self-efficacy can erode our ability to productively think about and engage in problem solving and skills that require critical thinking (Costa, 2008). In a study of seventh grade students in science and English classes, self-efficacy was found to positively affect whether students could use and self-regulate learning strategies and persist in the tasks they were given to complete (Pintrich & DeGroot, 1990).

Self-efficacy helps determine the outcomes that one expects from social and educational experiences. When individuals have confidence in their abilities in social arenas, their expectations about social encounters are elevated. Similarly, when the individual is confident about academic knowledge and skills, their expectations about how they will benefit personally and professionally increase and affect other academic outcomes, as well. When presented with a difficult task, confident individuals will see the task as a challenge and something at which they can be successful at (Pajares, 2008), whereas less confident

individuals will see a difficult task as threatening and something to be avoided (Bandura, 1994; Pajares & Schunk, 2001). Conversely, doubt about social skills results in envisioned rejection and, for academic skills, low expectations related to grades (Pajares, 2008; Schunk & Zimmerman, 2008).

Outcome is also influenced by what Schunk and Zimmerman (2008) refer to as mastery experience, whereby students who are successful and feel mastery over some task(s) are likely to feel confident about that experience for a long period of time and to again engage in similar tasks. On the other hand, students who are unsuccessful or feel they did not complete a task at a desired level will feel less confident about trying similar tasks again. Mastery over time is addressed by Bandura (1986) when he notes that the approaches we use in education “should be gauged not only by the skills and knowledge they impart for present use but also by what they do to children's beliefs about their capabilities, which affects how they approach the future. Students who develop a strong sense of self-efficacy are well equipped to educate themselves when they have to rely on their own initiative” (p. 417).

Self-Efficacy and Reading

Actively involving children in the learning processes taking place is part of Dewey's view of learning. Dewey's (1938/1963) “formation of purposes” entails being engaged, first, in observation; then, knowledge that is built upon prior experiences and information gleaned from others having “wider experiences;” and finally, judgment from putting observations and recollections together to determine their significance (pp. 68-69). When students are supported in managing their own learning, they develop purposeful learning habits, and a positive view of themselves as learners (Moskal & Blachowicz, 2006). A reader's sense of oneself and his/her reading ability contributes to motivation to read: “A motivated reader will develop a sense of

self-efficacy and high expectations for success” (Moskal & Blachowicz, 2006, p. 22). When students are in a supportive classroom environment with a teacher that promotes responsibility for learning reading skills, self-efficacy is also supported. In response, achievement was higher for the students that were assigned to those teachers (Matheny & Edwards, 1974).

Bandura (1977, 1982, 1986, 1997), Schunk and Zimmerman (1997, 2008), and Pajares (2008) have studied self-efficacy extensively. The role that self-efficacy plays in a student’s perception of himself or herself as a reader and writer has been studied as a self-regulating process. Other published research about academic self-efficacy focuses on other content areas or how students are able to utilize or employ strategies related to self-efficacious behaviors. Research on self-efficacy in reading while engaged in RMA and CRMA processes is absent in the literature.

Specific content areas appearing often in the research on self-efficacy include mathematics (Hackett & Betz, 1989; Pajares & Kranzler, 1995; Pajares & Miller, 1994) and writing (Meier, McCarthy, & Schmeck, 1984; Pajares & Johnson, 1996; Pajares & Valiante, 1997). The relationship between reading and self-efficacy in the literature has been conducted in studies by Schunk and Rice (1989) on self-efficacy and reading comprehension and process goals, Schunk and Rice (1991) on studying feedback and strategy use, and other studies on strategy instruction, specifically cognitive and metacognitive strategies (Pintrich & DeGroot, 1990; Pintrich & Garcia, 1991). In research completed by Schunk and Rice (1993), students with reading difficulties were studied and findings suggested that using a specific reading strategy involving self-regulated use of the strategy enhanced self-efficacy. This sense of control over student learning through knowledge of strategy usage and belief that it would improve performance resulted in increased self-efficacy in the students studied. Paris and Oka

(1986) refer to the notion of releasing responsibility for using reading strategies from the teacher to the student akin to Vygotsky's theories about mediated learning. Strategies that offer students opportunities to dialogue with their peers, learn that their responses and reactions are shared by those peers. Pintrich (2002) noted that researchers believe students learn better when they begin thinking about learning, strategies and their uses, and looking at one's own strengths and needs related to learning.

Vacca and Vacca (2008) note the relationship between self-efficacy and motivation related to reading. When students feel they will be successful at reading tasks, "they are likely to exhibit a willingness to engage in reading" (Vacca & Vacca, 2008, p. 187). In order to be motivated to work at a task and continue working at it, success must be experienced (Morrow & Gambrell, 1998). Motivation and self-efficacy are affected by the frequency of feedback we receive when we are learning and how quickly we receive that feedback (Pajares, 2006). And, self-efficacy beliefs impact reading and can influence our perception of whether or not we can be good readers and learn from text. The ability to apply metacognitive strategies while reading may also be affected. "If readers believe in their ability to deeply process texts, they may be more likely to employ metacognition and implement corrective strategies as snags in comprehension arise in order to enhance their reading experience" (Samuels, Ediger, Willcutt, & Palumbo, 2005, p. 48).

Retrospective Miscue Analysis (RMA)

Theoretical Foundation and History of Miscue Analysis

The term psycholinguistic comes from "psyche" meaning mind and "linguistics" which means study of language (Weaver, 1994). Psychosociolinguistics refers to approaches that construct knowledge through a person's "prior knowledge, experience, background, and social

contexts” (Weaver, 1994, p. 57). During reading, while we are focused for a brief time on a word, we are also sampling, confirming what we have read, self-correcting, trying out grapho-phonemic cues, and predicting (Weaver, 1994; Y. Goodman, 2007).

Kenneth Goodman’s miscue analysis research provided a broad scope of work “rooted in the observations of readers and writers engaged in putting literacy to use” (Dombey, 2005, p. 220). Along with Yetta Goodman’s (1978) work in *Retrospective Miscue Analysis* and what she coined *kidwatching* at the heart of their body of work was an attempt to inform teachers about reading instruction leading to a deep understanding of the reader as they interact with text. Their work focuses on reading (and writing) processes that ultimately assist every reader, even those that struggle, to become readers that want and choose to read, not just for school, but for a lifetime:

...there is really no substitute for examining the reading process in action, not taken away from real-life contexts to a laboratory setting or reduced to the fragmentary abstractions of the usual kind of reading test, but the whole process, in its normal functional context, where readers engage with text to make sense of it. (Dombey, 2005, p. 211)

When RMA was first used as an assessment tool and strategy and published in the work of Goodman and Marek (1996), its use was confined to secondary students. Researchers (Almazroui, 2007; Goodman & Marek, 1996; Martens, 1998; Moore & Aspegren, 2001; Moore & Brantingham, 2003) then focused on use of RMA with struggling readers or readers who puzzled those that worked with them. The collaborative processes combined with RMA first began with the doctoral work of Sarah Costello (1992) in her work with struggling middle school readers. Much of the published research on RMA and CRMA remains focused on

struggling readers. Its use with all readers is largely unexplored and has only recently received attention (Moore & Seeger, 2009).

Defining Retrospective Miscue Analysis (RMA)

To understand the definition of Retrospective Miscue Analysis (RMA), one must look to four decades of work by Kenneth Goodman (1968, 1969, 1996) and the comprehensive research he conducted and continues to refine on reading miscue analysis. From the mid-sixties to the mid-seventies, a group of researchers at Wayne State University, which Goodman directed, studied miscues in relation to oral reading (Allen & Watson, 1976). The linguistic theory and research behind miscue analysis is based on the language processes inherent in reading and writing. We know that reading, along with listening, is a receptive language process task, and the goal of reading and listening is to construct meaning. Goodman developed the idea that a reading miscue is not a mistake, but something the reader does when missing one cue and substituting another based on the knowledge the reader brings to the reading process. Reading miscues, then, are not mistakes or errors, but an unexpected response, and give us information about what the reader knows and does not know (Allen & Watson, 1976; Y. Goodman, 2007).

Within any text, there are three language cueing systems: syntactic cues (focused on grammar and the function of words), semantic cues (focused on the meaning, first at the sentence level, then for the entire text), and grapho-phonemic cues (focused on the relationships between letters and sounds) (Weaver, 1994). All of the cueing systems are interrelated, and when a reader over-relies on or attention is focused only on one cueing system, the reader begins to lose focus on making sense of the text (Burke, 1976; Y. Goodman, 2007). For example, readers who are intent on decoding, using grapho-phonemic cues, spend so much time

and energy in that process, they have little understanding, using semantic cues, of what is being read. The Goodman Taxonomy was developed to categorize miscue data in order to analyze them; this taxonomy has evolved in complexity as more research was conducted about miscues related to readers of different ages, ELL learners, and readers who struggle (K. Goodman, 1996). When the researcher asks the questions from the taxonomy, one can document the cueing systems used successfully or unsuccessfully by the student and whether or not those “miscues change, disrupt, or enhance the meaning” of the text being read (Goodman, Watson, & Burke, 2005, p. 5).

Contributions to the RMA research include the work of Dorothy Watson (1987, 1996, 2005), Carolyn Burke (1976, 1987, 2005), Anne Marek (1996), Yetta Goodman (1978, 1987, 1996, 2005), Ruth Davenport (2002), Carol Gilles (2005), and Rita Moore (2001, 2003, 2005, 2009). RMA focuses on the strengths a reader has during and after reading text and looks at the reader and reading in a holistic way, with the understanding that everything a reader has experienced related to reading and their knowledge about reading impacts the act of reading now. And, rather than reducing reading to a finite, skills-based activity focused on decoding text in a sequential fashion, RMA’s purpose is to examine the reader’s miscues and how they impact the meaning-making process, the ultimate function of reading.

Defining RMA requires a look at and understanding of each of the words in the phrase. Miscues are “mismatches between expected and observed responses” (Goodman, Watson & Burke, 2005, p. 3) when reading text. Miscues acknowledge “that what someone hears is influenced by his or her own perceptions about the way we use language to describe and interpret the world” (Y. Goodman, 1996, p. ix). In short, miscues hold meaning.

Retrospective refers to the process of looking back, and in the case of RMA, refers to the process of looking back at the miscues during the reading process and what those miscues mean about what the reader knows about text and language. Analysis refers simply to the process of examining the miscues in detail using a common vocabulary for those miscues in the discussion.

Retrospective Miscue Analysis, then, is different from reading miscue analysis only because the student is involved in the discussion following conducting the miscue session and allowing the student to participate in decisions about the miscues to be discussed and analyzed (Moore & Gilles, 2005). Wilde (2000) credits Worsnop (1980) with developing RMA using a tape-recorded session of a student reading a connected piece of text where the teacher is not present for the process. The procedure outlined by Worsnop (1980) consists of a student reading a connected piece of text, most often narrative in nature, without assistance. As the text is read aloud, a teacher or researcher marks miscues (a mismatch between what was printed and what was read) using marks or symbols that note when a word(s) is skipped, a word(s) is substituted for another, or a word(s) is omitted. Other markings may indicate when a student hesitates, self-corrects, or repeats. Following the unaided reading, the student conducts a retelling of the text. Retelling is given after reading text where “the reader gives an oral summary of the text...and the teacher notes patterns in the miscues and retelling to discuss” with the student (Moore & Gilles, 2005, p. 2). A retelling can be aided or unaided dependent upon whether the teacher prompts the student and probes for additional details during the summary. All of the events in the process contribute to the “window on the reading process” so often referred to in the literature related to the Goodmans’ work. “Over time they

[teachers] learn to discover patterns of miscues that reveal readers' linguistic and cognitive strengths as well as those that need support from the teacher" (Y. Goodman, 1996, p. 602).

After the teacher transcribed the student's reading using a Miscue Analysis Inventory (Y. Goodman & Burke, 1972), the student and teacher reflected upon the inventory. A retelling is conducted, most often in the presence of the teacher. The teacher and student work together to begin understanding the student's miscues.

Collaborative Retrospective Miscue Analysis is a process begun by Sarah Costello (1992) in her doctoral dissertation in which students participated in a small group discussion about their miscues and reading processes using a transcribed inventory during the discussion. During this process, the students in the small group built their own understandings of their miscues. Dependent upon the age of the students, the teacher was usually not active in the discussion during these sessions. However, at elementary grade levels, the teacher could act as facilitator of the group, especially in the initial stages guiding "Conversation, or talk, among readers [that] is serious and focused on exploring, defining, and expanding their knowledge of themselves as readers and learners" (Moore & Gilles, 2005, p. 5).

Recent Research on RMA

Four recent dissertations and three published studies were examined to identify how RMA has been used recently to assist struggling readers, readers in elementary school settings, while looking specifically for evidence of self-efficacy research, as well. The first is dissertation research by McDonald (2008) examining the use of RMA with students in a special education setting and her work toward using a constructivist model with her students. Five third-grade students, identified as struggling readers, were studied by Postishek (2005) to research reading attitude. Liwanag (2006) studied emotion and cognition during reading in a

CRMA process. Mason-Egan (2006) studied three college freshmen having identified learning disabilities and researched the impact that RMA had on their self-efficacy beliefs and confidence. Published case studies by Almazroui (2007, Moore and Brantingham (2003), and Costello (1996a) were examined to identify how readers changed over time while engaged in RMA processes with the researchers.

McDonald (2008) studied her own classroom students identified as Physically and Otherwise Health Impaired (POHI) and the effects RMA would have on those students. McDonald wanted to move away from a behavior model of reading where the reader is dependent upon the actions of the teacher (Singer, 1985) often used with students in special education toward a model where students gain knowledge during reading by making connections and interacting with text to create meaning (K. Goodman, 1968). She found that the students in her classroom were capable of engagement in RMA, improved their metacognitive skills related to reading, and produced changes in their views about themselves as readers as well as their perspective of the reading process. McDonald found that POHI students engaged in RMA revalued themselves as readers and suggested that because of changes in their views might also be able to reach Adequate Yearly Progress on state assessments, although this was not documented by the study.

Postishek (2005) studied reading attitude of five third-grade students each having a poor attitude about reading as documented through an attitude survey, teacher observation, and who struggled in reading, as well. As the RMA sessions progressed over a 12-week period, the sessions became collaborative. The researcher noted a cycle whereby, as learners gained confidence and an improved attitude about reading, they took more risks, engaged in more

reading, and became more effective readers. By the final interview at the close of the study, each of the readers “defined themselves as a proficient reader” (Postishek, 2005, p. 41).

A doctoral study undertaken by Liwanag (2006) at the University of Arizona looked at emotional responses of high school students parallel to reading text followed by discussion during a CRMA process. The intent of the study was to “use the findings...to better understand the interplay of emotion and cognition in reading” (Liwanag, 2006, p. 21). CRMA was considered a transformative process in the study of four high school students on a path to becoming independent adult readers “valuing what they know rather than what they don’t know” (Liwanag, 2006, p. 38). Student emotions were viewed through two research questions asking about what emotional responses look like when high school students are engaged in a collaborative RMA process and how their responses changed over time and connected to the sessions. Emotion was studied as it related to self-concept and self-esteem, and the researcher noted students’ positive response to CRMA in statements such as this: “Through work with Bill and other students, I became aware that as RMA helped students talk about their reading positively, they also became better readers” (Liwanag, 2006, p. 19).

At Hofstra University, in a study conducted by Mason-Egan (2006), three college freshmen labeled as learning disabled, dyslexic, or reading disabled were studied using RMA as an assessment tool. “I believe that the majority of students enter the PALS [acronym for a college support program] program with low self-efficacy, believing that they can’t learn or that they don’t read well and that no matter how hard they try, it will only be futile” (Mason-Egan, 2006, p. 4). The relationship between self-efficacy and having perceived learning disabilities and the detrimental affect skills-based instruction has had on these students is examined: “The term ‘learned helplessness’ is a construct related to self-efficacy” (Mason-Egan, 2006, p. 21).

The research questions were designed to discover how college freshmen entering school as reading disabled students have been positioned as readers, how the use of RMA might “aid in repositioning these students,” and, a sub-question related to this repositioning construct asks, “What impact does RMA have on students’ self-efficacy beliefs and confidence as readers?” (Mason-Egan, 2006, p. 46). All three students experienced perceived increases in their confidence while reading as they came to an understanding that reading is not about correctly reading every word on the page.

The case studies chosen for review for the purposes of this document are from Sarah Costello’s (1996a) work at the University of Arizona on Retrospective Miscue Analysis research conducted through a National Council of Teachers of English grant, a portion of which is published in *Retrospective Miscue Analysis: Revaluing Readers and Reading* by Goodman and Marek (1996), the case study by Karima Almazroui (2007) published in *Reading Improvement*, and, finally, the work of Rita Moore and Karen Brantingham (2003) published in *The Reading Teacher*. These three case studies were chosen for extensive review because they align to the miscue procedures to be used in the proposed dissertation research (with the addition of the collaborative component), and the focus of the research on struggling readers for whom traditional reading instructional practices have not been successful.

Published studies in peer-reviewed sources are not found for collaborative retrospective miscue analysis, the process to be undertaken in the proposed dissertation research. The dissertation research conducted by Sarah Costello (1992) focused on collaborative RMA processes. However, only a small portion of that dissertation was published, also within the Goodman and Marek (1996) book. Much of the research that has been published on RMA

was a by-product of dissertation research. An exception is the Moore and Brantingham (2003) work. The Moore and Brantingham (2003) and Almazroui (2007) case studies told the stories of nine-year-old male students, both in the third grade and labeled as struggling readers by their teachers. The Costello (1996a) case study focused on a 12-year-old female, in 7th grade, a proficient reader by teacher report.

Each of the studies shared a rationale for the study as the readers' beliefs that getting the words right and, what Costello (1996a) terms providing "an unabridged rendering of the text" (p. 132), as the most important part of reading. Each of the readers viewed reading miscues as "mistakes" rather than an attempt by the reader to make meaning of the text. In the case studies by Almazroui (2007) and Moore and Brantingham (2003), research was conducted on young struggling male readers. Almazroui's work draws heavily on Moore and Brantingham's work and is quoted throughout the study. The participants in both case studies were nine-year-old boys identified as struggling readers by their teachers for whom previous reading strategies and instruction had been unsuccessful in moving the boys beyond their current level of reading. The boys believed that reading text meant decoding without errors, focused on the errors they made while reading, and viewed reading miscues as mistakes rather than an attempt by the reader to make meaning of the text. Each of the studies shared a rationale for the study as the readers' beliefs that getting the words right and providing "an unabridged rendering of the text," as the most important part of reading (Costello, 1996a). Bernice (Costello, 1996a), on the other hand, was considered to be a proficient reader by her teachers. Costello's (1996a) purpose in working with her in an RMA process was to discern

what she believed about the reading process and how her beliefs about reading contrasted with what she actually did during reading.

Moore and Brantingham (2003) and Almazroui (2007) stated that Nathan (Moore & Brantingham, 2003) and Salem (Almazroui, 2007) selected for their research were labeled as struggling readers by their teachers, and the traditional methods of teaching reading were ineffective for these students. Bernice (Costello, 1996a), on the other hand, was considered to be a proficient reader by her teachers. Costello's (1996a) purpose in working with her was to discern what she believed about the reading process and how her beliefs about reading contrasted with what she actually did during reading.

Each of the studies defined the purpose of the study as an investigation in the tradition of a case study on the use of RMA with the identified student. Moore and Brantingham (2003) and Almazroui (2007) defined this further as investigating the impact of RMA on students for whom traditional methods of instruction were failing. Costello's (1996a) intent was to study RMA and its impact on a successful reader.

The studies surrounding Nathan and Salem had similar research questions centering on using RMA as a strategy the students might use to assist them in constructing meaning and looking at the impact RMA might have on their attitudes and confidence while reading. Almazroui (2007) did not explicitly state questions within the body of the research, but the discussion and elaboration on what occurred before, during, and after implementation of RMA nearly paralleled the Moore and Brantingham (2003) research. As a matter of fact, that study is quoted within the Almazroui (2007) study. Both of the studies looked at what reading strategies the reader might adopt as a result of RMA. In contrast, the Costello (1996a) research

approached the research questions in a different way, asking instead about how the participation in RMA might confuse the reading process for the participant when reading processes were discussed at a conscious level. She also asked a research question about the benefit to the student from participating in RMA.

All of the studies are grounded in the early work of Ken and Yetta Goodman (1982, 1986) surrounding miscue analysis. In an effort to construct meaning from text, all readers use semantic, grammar, and sound to symbol cueing systems during the process of reading (K. Goodman, 1996). An understanding of these cueing systems and how students use them while reading assists teachers in gaining a better understanding of what systems students use during reading to build comprehension. In an effort to share this understanding with students, retrospective miscue analysis (Y. Goodman, 1996) was developed, inviting students to discuss their miscues with others. Sarah Costello's (1996a, 1996b) work, her dissertation study (1992), and the case study analyzed here contributed to the collection of data used for the work published by Goodman and Marek (1996). Each of the studies analyzed implemented RMA with the students using the procedures introduced by Goodman (K. Goodman, 1996) and written extensively by Goodman and Marek (1996) utilizing the theory and principles of revaluing the reader by Kenneth Goodman (1982, 1986).

While not stated explicitly in any of the published case studies, the constructivist nature of RMA is grounded in the theoretical work of Vygotsky (1978), especially related to articulating one's own thoughts while constructing meaning. While the learner is participating in deconstructing knowledge, they are also reconstructing knowledge, a continual process, one of the first assumptions about learners according to social constructivist theory (Duckworth,

2001, 2006). The idea of constructing knowledge socially is echoed in Duckworth's (2006) work about allowing serious discussions of ideas to take place in educational settings so that those shared ideas build and generate more ideas in what she calls "collective creation of knowledge" (Duckworth, 2001, p. 1). Additionally, when the learner is able to construct knowledge in a side-by-side, cooperative process, they will eventually be more apt to be able to do it on their own (Vygotsky, 1997).

The data collected for each of the studies was similar in nature and conducted in multiple phases throughout the studies. Each of the studies employed a reading interview wherein the readers were asked about their beliefs in reading and how they viewed themselves as readers. This inventory allowed the researchers a window through which to view the students' attitudes and confidence about reading. Each of the studies utilized the Burke Reading Inventory (Goodman, Watson, & Burke, 1987). This inventory was given three times in Costello's (1992) study, at the beginning, middle, and end of the research, and twice in the other two studies, at the beginning and end. Moore and Brantingham (2003) and Almazroui (2007) administered the Elementary Reading Attitude Survey (ERAS) (McKenna & Kear, 1990) to gain additional information about Nathan's and Salem's attitudes about reading.

All of the researchers followed the RMA protocol where students read from a text into a tape recorder, and the researcher transcribed the miscue reading sessions later. The RMA sessions held with the students were documented through extensive field notes by each of the researchers. Moore and Brantingham (2003) videotaped those sessions with Nathan and kept double-entry field notes from each researcher.

The Qualitative Reading Inventory (QRI) (Leslie & Caldwell, 1988) was administered to Nathan and Salem pre- and post- RMA to determine levels of comprehension and word recognition. Information for Bernice (Costello, 1996a) on reading ability was taken from the California Achievement Test and provided by the teachers at the school Bernice attended. There appears to be no post-data for this achievement test.

The Moore and Brantingham (2003) study included specific information about the interpretation of data. Triangulation of data for trustworthiness was noted explicitly and included the following points of data: 1) retelling comprehension data; 2) use of reading strategies by Nathan; and 3) the QRI scores taken pre- and post- study. A section of the study was spent discussing each of these points of data. The RMA sessions and follow-up discussions with Nathan were discussed extensively and included direct quotations from Nathan as well as retelling scores in the form of percentages and reading level. To determine how effectively Nathan was using reading strategies, the researchers looked at the semantically acceptable miscues added to the self-corrected miscues divided by the total miscues Nathan made. This gave the researchers a percent of effectiveness (Vacca, Vacca and Gove, 2000). And, last, they used field notes, the ERAS and BRI to determine if Nathan's attitude and confidence changed over the course of the study.

Because Almazroui (2007) based the study of Salem partially on the work completed by Moore and Brantingham (2003), the data collected and analyzed nearly mirrored that study. The miscue data were analyzed for syntactic and semantic acceptability, meaning change, graphic similarity, and sound similarity. A retelling score was also noted for each RMA session. In addition, a Kidwatching Child Profile (Owocki & Y. Goodman, 2002) was

administered at some point in the study and written about in the discussion section of the study, but was not mentioned earlier in the study. Almazroui's (2007) published study extensively detailed each of the reading strategies used to assist Salem in making sense of text and building comprehension.

Costello's (1996b) research was part of a larger study. Each of the researchers analyzed and coded the transcribed miscue sessions using the Reading Miscue Inventory. A RMA Session Organizer was used as well. One significant difference between the data collected from the studies of the younger children compared to the study completed on Bernice is that Bernice was actually taught to code her own miscues while listening to the tape recorded session; a recorded discussion was held afterward with the researcher. These tape-recorded sessions were analyzed for information about the participant's perceptions of the reading process and how those perceptions changed throughout the study (Goodman & Flurkey, 1996).

Findings from all studies were presented in a narrative fashion. Moore and Brantingham (2003) included a table of the data collected and analyzed about miscues, self-corrections, and effectiveness. Almazroui (2007) included a table of the miscue data based on the semantic, grammatical, and cueing systems. Costello's (1996a) data were more difficult to find within the study. There were extensive transcripts imbedded within the written study showing each of the miscues being discussed, and the conversations between the researcher and Bernice. Further information about the data was collected in other chapters within Goodman and Marek's (1996) book, but the information was not specific to Bernice. Each of the researchers relied on specific quotes from the participants to demonstrate changes in the students' perceptions of themselves as readers and their beliefs about what a good reader does while reading.

These seven studies provided the researcher with background about RMA and CRMA processes used with struggling readers. Many of the studies focused specifically on elementary school readers and their perspectives on themselves as readers. Examination of the dissertations and case studies contributed to the background information on self-efficacy.

Implied Self-Efficacy In Retrospective Miscue Analysis (RMA) and Collaborative Retrospective Miscue Analysis (CRMA) Studies

The immediacy of the student-centered discussion process inherent in CRMA enhances performance. “Knowledge that one is performing correctly or wrongly can improve and sustain behavior over an extended time” (Bandura, 1977, p. 163), and serve as a catalyst for motivation in the process. There is evidence to suggest that teaching students self-regulating strategies “...may be more important for improving actual performance on classroom academic tasks” (Pintrich & DeGroot, 1990), but students’ ability to utilize the strategies they are taught actually improves efficacious beliefs.

Because self-management of learning, motivation, and self-efficacy are interrelated, the student participating in Collaborative Retrospective Miscue Analysis (CRMA), in effect, manages the miscues s/he discusses in the CRMA sessions. Participating in a process that promotes self-management of reading behaviors and strategies increases motivation, leading students to desire and engage in furthering the process (Moskal & Blachowicz, 2006). Defining a collaborative process in the classroom “requires a mutual task in which the partners work together to produce something that neither could have produced alone” (Forman & Cazden, 1994, p. 161). Whereas in most grouped reading instruction the focus is on what a teacher explains during the process and the encouragement s/he provides rather than on peer explanations and encouragement during reading, CRMA elevates student engagement and

skill-building through student self-selection of miscues to lead the discussion among students (Lou, Abrami, & Spence, 2000). “By offering students some control in their reading activities, teachers are conveying to students that they view them as competent both in reading and in making decisions for themselves, which should increase student self-efficacy and consequently the value that they place on reading” (Wigfield, Hoa, & Klaude, 2008, p. 185). This kind of control over our own reading is related to the development of a sense of self-efficacy, also referred to as agency (Johnston, 2004). Agency has been identified as a fundamental human desire and refers to intentional acts by humans whereby they use will, drive, and determination through their own actions to make things happen are (Bandura, 1992; Pajares, 2008). When individuals exercise personal agency, they bring “influence to bear on their own functioning and on environmental events” (Bandura, 2006, p. 4).

Revaluing the reader, a hallmark of Retrospective Miscue Analysis (RMA), then, implies increased self-efficacy as the reader discovers what strengths they bring to the process. A relationship is created between perception of the self as reader and the reading process, “which in turn reinforced positive self-perceptions” (Marek & Goodman, 1996, p. 206). Participation in RMA is a reflective process completed in a guided situation with a teacher capable of and effective in asking questions of the reader as they examine and discuss miscues. Reflective thinking is what Dewey (1938/1963) described as consisting of “turning a subject over in the mind and giving it serious and consecutive considering” (p. 3), a function of RMA as students engage in discussion about their abilities in reading in a series of sessions looking at their miscues and listening to their retellings. Consecutive refers to an orderly way of constructing our thoughts as we scaffold them, one to the next, and also referring back to those thoughts that have come before. A train of thought takes us forward and allows us to reach a

conclusion, a goal we reach—“this end sets a task that controls the sequence of ideas” (Dewey, 1938/1963, p. 6).

The importance of thinking correlates to and is synonymous, Dewey (1938/1963) said, to our beliefs. Here, he spoke about the confidence we have to “act upon” (Dewey, 1938/1963, p. 6) in the building of our knowledge, yet unknown to us, as we think with purpose and always an end in view. The beliefs we hold about ourselves as readers have been based on our past experiences with reading. During RMA, readers examine and possibly temporarily suspend those beliefs in order to participate in the inquiry necessary to think about their reading and see themselves as capable readers with strengths, instead of the weaknesses that have been instilled in them. The forked-road analogy Dewey (1938/1963) referred to is useful to examine alternative views to be explored through “the peculiarities in question, the consideration of some solution for the problem” (p. 15).

Self-efficacy beliefs in reading related to participation in Collaborative Retrospective Miscue Analysis have only been alluded to in the research, but not definitively studied. In Sarah Costello’s (1996b) work she noted increased self-confidence and self-assurance as the students focused less on negative feelings resulting from being preoccupied about always getting the words right when reading, and more on reasons for miscuing, the actual process of reading, and the strategies to be a successful reader.

While the research questions did not directly ask about self-efficacy, in a dissertation studying eight second, third, and fourth grade struggling readers completed by Woodruff (1999), the summary stated that participation in Collaborative Retrospective Miscue Analysis (CRMA) “might influence the self-efficacy of participants as readers” (p. 91) thus becoming an additional purpose of the study. Self-efficacy is indirectly referenced when speaking about the

community of learners that developed as a result of participation in CRMA in which the students exhibited behaviors indicative of empowered readers as they revalued themselves as readers and their strengths in the reading process (Woodruff, 1999). In addition, two inferential references to self-efficacy were noted on post- Burke Reading Inventory when seven of the eight students felt they were better readers, and the students engaged in caring talk with one another during the process.

Students generally know what kind of a reader they are and have knowledge about what they can and cannot do in relation to reading. Dorothy Watson (1996) tells us, “Before the book is opened, students have experienced life and language and they have formed opinions about themselves as learners and readers” (p. 23). A student’s perception of capability related to reading shows erosion when the student consistently checks with the teacher about words they have difficulty with and looks for confirmation about words they think they do not know. Students who seek constant confirmation and reassurance are focused on decoding, sounding out, getting words “right,” and creating dependency on someone else for their own reading. Engaging students in a process like CRMA hands the responsibility for reading and developing reading skills back to the student as they learn to revalue themselves as a reader (K. Goodman, 1982) and focus on the strengths brought to the process.

Having positive self-efficacy is essential to viewing oneself as a successful reader. But, even with good reading skills, without self-efficacy, a student may be unable to employ the skills when it comes time to use them (Bandura, 1997). In her work with Bernice, a proficient, but unconfident reader, Costello (1996a) conducted an extensive case study examining the use of RMA with a proficient reader. Costello noted, “If nothing else, this experience led Bernice to a more realistic view of the reading process, one that allowed for trust and belief in herself

as a reader” (p. 141). When students who struggle with reading are given explicit information about their performance related to using reading strategies, they perform better than students who do not receive feedback and, in the process, gain “a higher sense of efficacy” (Bandura, 1997, p. 218). The side-by-side learning and understanding that occurs during CRMA, promotes knowledge construction that will release students to eventually do the work of reading on their own.

Struggling Readers Supported By RMA

As noted in Chapter One, there are research-based assumptions about readers defined by Yetta Goodman and Anne Marek (1996) in *Retrospective Miscue Analysis: Revaluing Readers and Reading*, contributing to the research to be conducted. Following are the assumptions about readers and reading processes common to those that view reading in a holistic way rather than holding a reductionistic view of readers.

- Each reader brings to the reading process a wealth of knowledge about language and about the world.
- Each reader has misconceptions about the reading process.
- Each reader has misconceptions about his or her proficiency as a reader.
- Each reader has been and continues to be influenced by the instructional models they have experienced in school.
- Each reader has the potential for understanding the complexity of the reading process, the qualitative nature of making miscues, and the importance of reading for meaning.
- Each reader has the ability to become a more proficient reader (Goodman & Marek, 1996, pp. 6-10).

These assumptions underlie the research conducted with struggling readers in the case studies by Moore and Brantingham (2003), Wilson (2005), and Almazroui (2007). In addition, the assumptions are used as a case for using RMA to support all readers (struggling or otherwise) from the action research conducted by the researcher as those readers worked to make sense of the text they read.

Within the past ten years, RMA has been used with elementary students by university and teacher researchers interested in learning more about how young readers develop (Almazroui, 2007; Gilles & Dickinson, 2000; Moore & Brantingham, 2003). And, in order to focus on a reader's strengths and what is occurring while the student is engaged in the process of reading, a reading assessment and intervention, like RMA, can provide the teacher with significant information to inform instruction (K. Goodman, 1982). RMA provides quantitative and qualitative data for the teacher to examine and then use to "consider how their own developing view of reading supports their reading instruction" (Goodman, Watson & Burke, 2005, pg. 9). "Many teachers remind struggling readers of their weaknesses, often taking for granted that students know their strengths" (Wilson, 2005, p. 29).

Wilson (2005) conducted research with two struggling adolescent readers noting that students like those she studied "are caught in a cycle of failure, who have spent much of their time avoiding reading" (p. 29). It is important that the cycle of failure she referred to be interrupted. Conducting RMA at the elementary level can empower young readers with discussion and knowledge about their strengths through analyzing miscues and retellings. The students become involved in the curriculum and partners in making decisions about their reading development (Y. Goodman, 2007). Heretofore, teachers and researchers have held the information about reading in an almost secretive manner. When students learn to examine

their own reading, it is no longer a mystery and can free them from over-reliance and dependence upon teacher responses (a subtle nod, a smile) while reading.

The assumptions about readers from Goodman and Marek (1996) are used to document the work of struggling readers engaged in collaborative RMA sessions with the researcher and later analyzed in an action research process by the researcher. The four students engaged in the process of CRMA in a 5th grade classroom in a suburban school in the Midwest during the 2004-2005 academic year. The students were four of 14 students that looped from 4th grade to 5th grade. All four students struggled with reading, each bringing different strengths and weaknesses to the collaborative process. As a result of their perceived weaknesses, all four students, Suzanne, Thomas, Katie, and Rene (pseudonyms), were reluctant classroom discussion participants even in small, guided reading groups. All four had to be prompted to participate at any level, and their insights were usually surface level comments that showed no deep comprehension of text or of the learning that was taking place in the classroom.

Suzanne read at approximately one grade level below her peers (according to standardized testing and local tests administered). She struggled with reading fluency and her day-to-day ability to recognize words fluctuated. Literal comprehension of text was low. When participating in guided reading activities within a small group, she often had pertinent comments and was insightful when prompted. She had been labeled as having language processing difficulties. Thomas was a fluent reader and, according to testing data, was on grade level for reading. However, literal comprehension tests were very difficult for him, and he struggled to pass computerized tests (a part of district implemented curriculum) over the two-year period. Katie was a non-fluent oral reader. She pronounced words over and over again, took awkward breaths during passages, and clearly did not like to read orally. She

would seem to shrink during any classroom discussion process. However, her reading comprehension was excellent, and she was an efficient silent reader. Rene was the most fluent reader of the group. She could read most any passage placed in front of her. However, she struggled with reading comprehension of all kinds of text. When asked the meaning of vocabulary words she had pronounced flawlessly, she was unable to do so. Of the four students, only Katie appeared to enjoy reading at all.

- Each reader brings to the reading process a wealth of knowledge about language and about the world.

As a reader engages in the act of reading a text, all of the prior knowledge they have, not only about the topic they are reading about, but their prior experiences with the language cueing systems (syntax, semantics, and grapho-phonemic cues), contribute to their thinking about the words and meaning of what they are reading. “When we read, our understanding is influenced by the knowledge and perspectives we bring, the purposes for which we read, and the contexts in which we read” (Johnston, 1992, p. 60). A simplistic example of the role prior knowledge can play in a miscue discussion occurred between two students in this discussion. When Thomas reads “ship” as “ships,” Rene said that Thomas’s miscue makes sense because “like in airports, there’s more than one airplane”. Thomas defends his miscue by saying that in his reading of a book about Paul Revere, it tells about three ships, not one. Rene related a personal experience and Thomas a text connection, making Thomas’s miscue logical. In another example during a retelling session, Thomas made a connection between the way stunned was used in the text and how he was stunned the first time he shot an animal.

- Each reader has misconceptions about the reading process.
- Each reader has misconceptions about his or her proficiency as a reader.

Our readers that struggle the most believe that “good” readers read each word of a text accurately, understand all of the text that they read, read quickly, and never have to reread text for understanding. Struggling readers also focus on what they are unable to do rather than the strengths they have in reading. Even young readers are cognizant of their reading abilities and provide us with an insight into what they do well in reading and where they lack skills (Davenport, Lauritzen, & Smith, 2002). A proficient reader has to exert more time and effort to read text that falls outside of the domains they read comfortably (Alexander & Jetton, 2000). During RMA, students often make statements about their own reading that become the focus of the discussion allowing others participating in a collaborative way to offer insight and advice. In a discussion about miscues, Suzanne first read ‘governor’ correctly, and then cannot read the same word in the next line. When asked about that, Suzanne said she was distracted. Rene said, “Sometimes I forget the words and I have to look back.” Katie added, “Sometimes I look up when something happens and when I look back down, I don’t know where I am.” Katie acknowledged what Suzanne experienced, and let her know that others have the same reading behaviors as she does.

- Each reader has been and continues to be influenced by the instructional models they have experienced in school.

Readers have been exposed to many different instructional reading models by the time they are mid-way through their elementary school experiences. The following example demonstrates not only the reader’s belief that a good reader never miscues, but also illustrates the instruction she has received related to answering literal questions on a computerized test. During a retelling, Rene had no recollection of what was read, and when prompted with a question from the teacher, her response was incorrect. Her other retellings were factual in

nature but carried no details beyond surface facts. Rene had a clear picture of herself as a reader and the biggest obstacle she faced when she stated on the Burke, “Because I never remember what happens and I don’t do good on the [computerized] test.” Later, during one CRMA session, she stated, “I think that the more editing [miscues] that you have, the better you understand what you read. I didn’t have hardly any, and I couldn’t tell what happened on the page.”

- Each reader has the potential for understanding the complexity of the reading process, the qualitative nature of making miscues, and the importance of reading for meaning.

During RMA, students begin to understand whether the miscue changed the meaning of the text by analyzing the observed response compared to the expected response (Goodman, Watson & Burke, 2005). Soon, students begin using language they understand by talking about “okay” miscues (Moore & Gilles, 2005) and “smart” miscues, those that do not alter the meaning of the text (Y. Goodman, 1996). While listening to Thomas’s audiotape, Rene said, “It’s a smart miscue because it doesn’t change the meaning.” And, when asked, “Does it make sense?” Katie responded by identifying it as only an okay miscue saying, “It doesn’t make much sense in the sentence, but it sounds better.”

- Each reader has the ability to become a more proficient reader (Goodman & Marek, 1996, pp. 6-10).

Through the RMA process, readers begin to revalue themselves as readers and realize the strengths they bring to the act of reading. Revaluing the reader, a hallmark of RMA, can establish the relationship between perception of the self as reader and the reading process, “which in turn reinforced positive self-perceptions” (Marek & Goodman, p. 206). Participation

in RMA is a reflective process completed in a guided situation with a teacher capable of and effective in asking questions of the reader as they examine and discuss miscues. During one RMA session, Rene suggested, “Maybe Suzanne could do another one [reread the same text]. Maybe it would help us do better.” When asked why, she responded by saying, “Sometimes when you read short books, you reread. It makes you do better; it makes you remember.”

Collaborative Learning

Constructivist theory tells us that there are multiple meanings to be discovered and understood in our world and that in order to construct meaning we need to engage in social interaction. “In constructivist classrooms, the use of collaborative groups is one of the most potent forms of this mechanism” (Cambourne, 2002, p. 29). One needs to examine Piaget’s (1959) work and the social nature of learning in order to examine collaborative processes. As we begin to learn something new, we first interact socially to construct meaning, and then we are able to use what we have constructed individually. Goodman (1988) referred to a social zone of proximal development. He created the analogy of a ‘social ripple,’ much like throwing a pebble into water that occurs in a collaborative learning process whereby the circle of learning that occurs becomes larger and larger. The zone of proximal development is critical to this discussion. As one works with others having similar proximal zones, the modeling that occurs is more advanced than what the individual could perform on their own (Slavin, 1995). Vygotsky (1978) revealed that learning is reciprocal in nature and that the group and the individual learn from and are influenced by one another.

Collaborative learning in a classroom is a process, something constructed rather than an isolated incident occurring to complete a task or project, and encompasses individuals discussing and generating ideas and “eliciting thinking that surpasses individual effort” (Costa,

2008, p. 116). It is within these collaborative groups that we are able to listen to and reflect on others' thinking and refine and complement our own thinking. A constructivist classroom, however, does not incorporate the structures Cambourne (1995) has identified as critical—transformation, discussion and reflection, application, evaluation—as an “add-on,” but treats them as an “integral part of the overall instructional framework” for the learning that occurs (p. 30).

Dewey's (1913) notion of the democratic learning process is inherent, also, in collaborative learning and contrasts with the incentive-driven culture of cooperative learning. Each of the learners is an active citizen within the community of learners and shares a sense of responsibility for the learning that occurs. Inherent in this democratic social learning process is the ability to problem-solve in a collective way, allowing us to function more productively in society. A part of this social process is that students set their own goals for the learning to occur. Devinson (2002) is clear that collaborative learning is not micro-managed by the teacher, not broken down into small tasks decided upon by the teacher, and not rewarded with incentives for the learning taking place. Instead, the learning is interdependent upon what each of the learners brings to the group. When collaborative learning is facilitated in an ongoing fashion, mechanisms are automatically triggered for the work to be undertaken (Dillenbourg, 1999). Students interact with one another in order to conduct investigations, participate in the construction of new knowledge and adding to their current knowledge, and engage in learning, however, there are no guarantees that students will produce or solve or complete a task.

Historically, the educational and instructional practices in our culture have promoted traditional instruction focused on imparting knowledge from the teacher to the student. Biott and Easen (1994) noted that collaborative learning has been imposed on students where they

are expected to collaborate when the teacher deemed it appropriate and required of them during a specific, given time, but then at other times the same structure is not to be entered into, and if students attempt to collaborate, they are accused of copying. Johnston (2004) views collaboration as a way for students to collaboratively problem-solve where all are engaged in work toward a common goal. A collaborative classroom environment is contradictory to the traditional classroom still prevalent in American schools (Forman & Cazden, 2004).

Defining collaborative learning is challenging because in order to define the process, we need to know how many individuals are working together, what working together entails and what it looks like, and an operational definition of learning and when it has occurred. For that reason, collaborative learning has not been studied extensively. Learning in American culture has been studied through the achievement of the individual. Little has been researched about the achievement level of social groups involved in collaborative social learning processes. Our learning is dependent upon those around us and what they help us to understand; learning is social and dependent upon “demonstrations, collaboration, engagement, and sensitivity” (Smith, 2004, p. 302). Constructing meaning is not something we do in isolation (Halliday, 1980; Vygotsky, 1978), but through social interaction when “the individual interacts with others to construct shared knowledge” (Costa, 2008, p. 95). Collaborative learning is akin to what Watson (2004) describes as a *community of learners* as opposed to a *collection of people* where the “chemistry stems from a sense of community created by all the learners who share not only space and time but themselves as scholars and friends” (p. 269).

Differences Between Cooperative Learning and Collaborative Learning

Cooperative Learning

In order to study collaborative processes, it is important to note differences between cooperative and collaborative learning. Watson (2004) distinguishes between cooperative and collaborative learning by what students take away from the experiences within each process. A cooperative learning experience involves a stated goal and assignment of roles to determine how the goal will be achieved. In cooperative learning, there are stated goals determined by the teacher, roles are assigned to individuals in the group, and someone outside the group judges the results of the end product. VanCleaf (1991) noted the nurturing quality inherent in cooperative learning as learners become responsible for, not only themselves and their learning, but also that of others within the group. Cooperative learning, then, is concerned about a group of individuals working together toward an end product or task.

Slavin (1995) describes cooperative methods as sharing “the idea that students work together to learn and are responsible for their teammates’ learning as well as their own,” and that cooperative learning is successful when all of the students learn the objectives. Cooperative learning is usually defined in terms of “structures” that allow the teamwork to play out and employ motivational and cognitive theories. Motivation is an inherent part of cooperative learning, using competition and rewards as students work on a common goal and “encourage one another’s learning, reinforce one another’s academic efforts, and express norms favoring academic achievement” (Slavin, 1995, p. 16). While motivation theories tie together the cooperative learning goals and incentives, cognitive theories look at the idea of students working together, even if there is no goal in mind (Slavin, 1995).

The cognitive theory related to cooperative learning suggests that the learners will connect to schema within the group so that, much like Vygotsky's (1978) deconstructing and reconstructing knowledge, they can restructure the information together and then elaborate upon it. When students are assigned tasks that are developmentally appropriate, they are more likely to master the concepts intended. Cognitive elaboration theory, on the other hand, stresses that in order for the learner to make a connection to schema, then the material they are learning must be cognitively restructured or elaborated upon. The major drawback to cooperative learning that has not been structured and monitored carefully is what Slavin (1995) calls the "free rider" effect, when a few students rather than everyone in the group complete the work and learning. VanCleaf (1991) noted that students "quickly learn that their best chances for earning a high grade are to learn the information well and ensure that other members of the group do the same" (p. 317).

Collaborative Learning

Collaborative learning in a classroom is a process, something constructed rather than an isolated incident occurring to complete a task or project, and encompasses individuals discussing and generating ideas. The idea is that what the group can do together reaches far greater depth than what could have been accomplished by any individual (Costa, 2008; Vygotsky, 1978). Our learning is dependent upon those around us and what they help us to understand that is, learning is social and dependent upon "demonstrations, collaboration, engagement, and sensitivity" (Smith, 2004, p. 302). When students explain their own understanding, they are developing their own thinking processes and "consider[ing] new

perspectives by listening and building from what others have to say” (Short & Armstrong, 1993, p. 128).

Collaborative learning involves open-ended tasks that are negotiated by the learners in the group. Cambourne (1995) identified a process for collaboration—transformation, discussion and reflection, application, and evaluation—not as an add-on, but as the model for what occurs all of the time in the classroom. The goal is for children to work in collaborative group processes so often that it is natural for them to seek out the process instead of considering it something out of the norm or something they can only engage in at certain times.

When students are first engaged in true collaborative learning and the idea that they will be an agent of their own learning, they may experience dissonance related to the learning, and, more specifically, related to the teacher. In fact, students may initially resist the process and defy the teacher until they build understanding of the social nature of the process and what is expected of them and their peers. Students are used to teachers telling them what to do, how to go about solving, and being given very specific criteria for completing a project or task. Until they experience the kind of discourse and work associated with collaborative learning and the rather public risk-taking involved, the process can feel uncomfortable (Perumal, 2008). Forman and Cazden (2004) tell us that in order for collaborative learning to be successful, the teacher must consistently model the process over time until it is a natural occurrence. The teacher in the collaborative environment must nurture the students and the classroom to successfully achieve the process (Costa, 2008).

Defining Collaborative Learning For Literacy Learning

Cambourne (2002) identifies six critical themes for the constructivist classroom surrounding reading: 1) reading improves the quality of our life; 2) everyone can be a reader; 3) reading necessitates risk-taking; 4) in order to construct meaning, we have to be able to provide our own examples and be prepared to defend them; 5) a classroom should be a safe place to risk; and, 6) we are all responsible for our learning. His ideas parallel Watson's (2004) idea of the importance of socializing as learners where students are allowed to learn by engaging in motivating strategies, choices are given about what strategies we employ, and risk-taking is promoted and supported. A classroom supporting constructivism continually supports research and reflection upon the work that is completed. Morrow & Gambrell (1998) identified social collaborative activities as key to being able to refine our literacy skills. When we can work on comprehension activities with peers having similar skills, then we can dialogue about the work and share what we each bring to the table through socially constructed knowledge (Guthrie & Wigfield, 2000). Costa (2008) informed us that we do not construct meaning in isolation; we must engage in a collaborative process where knowledge is shared among all of the participants all of the time. Part of literacy learning in a collaborative setting is being able to engage, refine, and expand our own thinking about reading and "become more metacognitive throughout the reading process" (Moore & Gilles, 2005, p. 5).

Collaborative Learning Related to Retrospective Miscue Analysis

The very nature of Retrospective Miscue Analysis (RMA) lends itself to collaborative learning processes. RMA focuses on the student self-selecting miscues and directing the discussion rather than the teacher providing the explanations to the student (Lou, Abrami, & Spence, 2000). When reading miscues are treated as opportunities to learn about our own

reading strengths and weaknesses, students view reading as a problem-solving activity, much like math (Johnston, 2004). RMA provides evidence to the student that their reading miscues show that they are thinking while they are reading and creating understanding in the process.

Collaborative “versions” of RMA are documented in the literature, *Retrospective Miscue Analysis: Revaluing Readers and Reading*, by Goodman and Marek (1996). Chris Worsnop (1996) worked with struggling high school readers in 1980 in an RMA process where the students discussed their miscues in a small group. Next, he collaborated with another classroom teacher, also working with struggling adolescent readers, facilitating RMA with these learners to discuss miscues. As the students began discussing miscues together, they began to develop the understanding that miscues hold meaning instead of viewing miscues as mistakes. Worsnop noticed that the readers changed their behaviors toward one another becoming more supportive of one another’s reading, used praise with their peers, and developed self-confidence in their reading skills. Worsnop concluded students saw themselves quite differently as readers with an improved self-image, and “that reading improvement and self-confidence are interdependent” (Worsnop, 1996, p. 155).

Sarah Costello (1992) used CRMA in her dissertation research with struggling middle school readers. Costello’s setting was a junior high school remedial reading class where she implemented collaborative RMA as a way to see if students could benefit from the process. Dividing the class into heterogeneous groups of six, the students participated in a dialogue with her about their miscues while the other students were engaged in sustained silent reading. The students discussed their miscues with her during the last portion of their CRMA groups for about ten minutes. Costello (1996b) described her role as helping “the students focus on their strengths” as a way of empowering students about their reading skills (p. 167). Students,

responding to an evaluation of RMA, discovered that everyone miscues, even good readers, and that it is acceptable to miscue. Through a collaborative RMA process facilitated by observing peers discussing miscues, the “myth that good readers produce an exact rendition of the text was dispelled” (Costello, 1996b, p. 168).

Much of the current research on collaborative learning models is related to technology, mathematics, and science learning. And, the focus of a large body of research is on intrinsic motivation tied to collaborative learning. Guthrie, Van Meter, McCann, Wigfield, Bennett, Poundstone, Rice, Faibisch, Hunt, & Mitchell (1996) using a specific process, Concept-Oriented Reading Instruction (CORI), conducted research in collaboration among students. While Guthrie’s research was primarily interested in intrinsic motivation and literacy instruction, one of the findings related to literacy is that students in a CORI classroom engaged in collaboration where constructing meaning was done in a socialized way. The students in the classroom were considered a community of learners, and the CORI model allowed opportunity to discuss, question, problem-solve, refine their thinking, and reflect in an ongoing manner.

Combining collaborative learning theory with the principles of retrospective miscue analysis provides an avenue for students to participate in social discourse about their reading and self-efficacy in reading. Allowing students to discover their strengths in reading and the strategies and skills they are already using (but may be unaware of) during reading serves to position them differently, not only during the CRMA sessions, but in any reading situation they may find themselves. Being a social learner in a collaborative setting will give students better opportunities to “maintain active learning over an extended period of time” (Nolen & Nichols, 1994).

Summary

Chapter Two holds three important components from the literature and theory contributing to the proposed research. First is the foundation for self-efficacy, an extensively studied phenomenon. A review of the literature about self-efficacy stemming from Bandura's (1977, 1982, 1986, 1997) work shows self-efficacy to be important for student performance, especially students who are struggling, who may believe they are incapable of performance levels similar to their peers. Self-efficacy beliefs affect the ability to perform on academic tasks (Schunk, 1998), achievement (Pajares, 2008; Schunk, 2003) and problem-solving capability (Costa, 2008).

A second element of the foundation for the proposed research is Retrospective Miscue Analysis (RMA), extensively studied by Watson (1987, 2005), Burke (1976, 1972, 1987, 2005), Marek (1996), Yetta Goodman (1972, 1987, 1996, 2005), Davenport (2002), Gilles (2005), and Moore (2001, 2003, 2005, 2009). Using the principles of RMA, CRMA is a process to use with students struggling to make sense of their reading. Participation in a process such as CRMA holds promise for impacting student confidence and persistence at tasks, ability to contribute to a small group or classroom discussion, and resultant self-efficacy in reading and reading tasks. Reviews of RMA and CRMA studies allude to increased self-efficacy in reading but are not definitive.

The third element of the foundation, collaborative learning, is at the heart of CRMA. Giving students opportunities to participate in discourse with other students about reading will provide focus on meaning-making processes rather than isolative skills that may be preventing the students from seeing themselves as successful readers. The collaborative setting for a

facilitated discussion through CRMA will allow focused exploration of struggling readers and self-efficacy.

CHAPTER 3 - Methodology

Important to this chapter is exploration of the researcher's experiences through action research with Retrospective Miscue Analysis (RMA) and Collaborative Retrospective Miscue Analysis (CRMA) prior to this study. Those identified experiences contributed to the current interest in the topic, influenced the research to be undertaken, assisted in defining and selecting the setting and participants in the study, and, contributed to the procedures to be utilized for the study. All aspects of the research methodology undertaken in this study are reported in this chapter. Chapter Three is organized into the following sections: 1) the researcher's action research contributing to the current study; 2) research questions; 3) research design; 4) the role of the researcher and timeline to be undertaken; 5) data collection; 6) data analysis; and, 7) trustworthiness.

Following these sections, the Participant Portraits unfold, giving the reader a detailed description of each student participant and his/her work as a reader and his/her self-efficacy in reading. Each portrait was developed looking through a number of lenses critical to the formation of a clear picture. These lenses included prior literacy assessment materials collected from the classroom teachers and school administrator, Burke Reading Interviews, miscue analysis recording sheets, retelling transcriptions, observational viewing recording tool, the teachers' e-mail interviews, and the Self-Efficacy in Reading Scales. Careful analyzing of all artifacts resulted in development of the student as a reader—a narrative description summarizing the student's self-efficacy in reading related to participation in CRMA with the researcher.

Prior Action Research Study

Interest in RMA, CRMA, and how those processes impact self-efficacy, began for the researcher five years ago while conducting action research. At that time, the researcher (teacher) and four students were engaged in the process of CRMA in a fifth grade classroom following an introduction to the process through RMA. All four students struggled with reading, each bringing different strengths and weaknesses to the collaborative process. An outgrowth of the CRMA process was the students' ability to develop confidence in themselves as not only readers, but discussants, in a process where their contributions were valued and sought out by others in the group (Goodman & Marek, 1996). And, just like the "genuine conversations with literature, real 'talk,'" (Lloyd, 2004, p. 114), these students had conversations with their peers in the CRMA process by engaging in real talk about reading processes. After engaging in CRMA, the students seemed to be empowered by possessing and then utilizing the vocabulary to make insightful comments and viewing themselves as having value within the group (Moore & Gilles, 2005). While initial observations seemed to confirm the increase in discussion behaviors, my classroom action research conducted parallel to the RMA/CRMA processes confirmed the impressions, "pinpoint[ing] patterns of learner response" (Moore, 2004, pg. 1).

Videotaped sessions were analyzed by the researcher looking for the level of participation by each of the students in each session. Appendix C presents a transcript from one of those sessions. As well, the videotapes were analyzed for poignant, telling remarks made by participants related to their reading difficulties and confidence in themselves as a reader. The students' abilities to make connections between their miscues and reading behaviors were noted.

Low self-efficacious thinking and behaviors were noted in all four students. A Burke Reading Interview (Goodman, Watson, & Burke, 1987) analysis showed the four students were still relying on sounding out and word chunking strategies when they encountered unfamiliar words in a text. They appeared to be ‘stuck’ using decoding strategies and lacked confidence for employing more mature reading strategies such as using context clues, looking back, monitoring and fixing up, or word skipping to proceed through text. There was also a reliance on using a dictionary or someone who knows the meaning of words to help them comprehend unknown vocabulary indicating the students see word meaning as critical to understanding text, but not knowing other strategies to employ to assist them. These students were unable to employ cognitive and metacognitive strategies self-efficacious students use when they read (Schunk & Zimmerman, 2008). Responding to “Do you think you are a good reader?” the students said “yes and no” or “so-so.” These readers understood that sometimes they were successful in reading, and at other times, they were not. Even young readers are cognizant of their reading abilities, aware of how they compare to peers, and provide us with an insight into what they do well in reading and in what areas they lack skills (Davenport & Lauritzen, 2002).

The analysis of the miscue recording sheets (Appendix D) and Miscue Analysis Organizer (Appendix E) provided a clear picture of each of the readers and the problems each encountered when reading text. One reader’s insights into reading behaviors were particularly telling. Her miscues increased with each session; during the first session, she made only one miscue. During the first retelling, this student had no recollection of what was read, and when prompted with a question from me, her response was incorrect. Her other retellings were factual in nature but carried no details beyond surface facts. She seemed to focus less on reading every word correctly as the CRMA sessions progressed. This student had begun the

shift from focus on words to seeing herself during the reading process and looking at the power of her own and others' miscues (Goodman, 1996).

The CRMA process transformed the behaviors of the four students engaged in the process. The behaviors displayed throughout the sessions showed they were capable of understanding their own miscues and analyzing and connecting them to one another's. The empowerment achieved during the CRMA process transferred to other classroom discussions and reading strategies. Students focused less on "getting the words right" and more on comprehending text throughout the CRMA process. They learned that good readers are not expected to know and remember everything they read (Goodman, 1996). Students showed self-efficacious behaviors can develop through a process like CRMA where a student feels in control of reading behaviors and uses the discussion within the group and with other students "to deepen... understanding and further learning (Gilles & Pierce, 2003)."

The following year, I engaged in a formalized research process with Dr. Rita Moore, then Associate Professor of Education at The University of Montana-Western. All students in the researcher's third grade class were engaged in first RMA, then CRMA. After working in CRMA groups, students demonstrated success at drawing their peers into miscue conversations during RMA sessions, and this ability to involve others transferred into other classroom activities and discussions. Students began to make certain they were heard in the classroom and worked at making sure other peers were heard, too (Moore & Seeger, 2009). Students were able to make strong connections that assisted all of the students in the CRMA groups to analyze and make inferences from the text. Most powerful and notable about the process was the students' ability to transfer and apply what they had learned to other situations. Again, self-efficacy, especially related to reading skills, surfaced.

The action research conducted at two separate times with two different groups of students informed my classroom instructional practices about how to structure the proposed research. Using CRMA with struggling readers who demonstrated little self-efficacy during reading seemed to result in an increased confidence during reading, and capacity to contribute to classroom discussions. The readers came to recognize the skills they had and also what needed to be improved while reading. Skilled readers also benefited from participation in CRMA. I conducted the action research using videotaped and audiotaped sessions with readers. However, the changes in self-efficacy were only documented through teacher observation and anecdotal records. A formalized research process will assist me in studying self-efficacy in a purposeful, structured way through extended data collection, including a Self-Efficacy in Reading Scale, interviews with the teachers of the students, observations of the students in the classroom setting, and reflection journals by the students.

Research Questions

The overarching question to be examined by the proposed research relates to how CRMA processes affects students' views of themselves as readers, specifically self-efficacy beliefs, as a result of participation in CRMA. The stated overarching question, then, is:

How will participation in Collaborative Retrospective Miscue Analysis (CRMA) impact a reader's self-efficacy beliefs?

The study to be conducted will be guided by the following research subquestions:

1. What are students' perceptions of self-efficacy prior to, during, and after engagement in CRMA? (the individual)
2. When and under what conditions do students' self-efficacy change, moving forward or backward, during CRMA? (the outcome)

3. What observed classroom behaviors indicative of self-efficacy appear over time when a student is involved in CRMA? (the outcome)
4. What are the teachers' views of students' self-efficacy in reading over time when students are involved in CRMA? (the environment)

Research Design

The traditional designs used for research in most areas of academics have not always transferred well to educational settings. Case study design emerged as a way to study educational topics when traditional designs did not always “fit” the ever-changing processes within school settings and the evolutionary nature of education itself. Case study, particularly appropriate for educational settings, provides the flexibility and adaptability appropriate to research in the educational arena (Anderson, 1990). The observational element inherent in case study design allows educators to conduct research focused on “kidwatching,” a term coined by Yetta Goodman (1978) and to approach the research from a holistic perspective, a hallmark of miscue analysis (Smith, 2004).

Yin (1981) defined case study as having the following components: 1) Case study is an investigation of some current situation within the setting where it occurs; 2) The setting or context and the phenomenon to be studied are blurred; 3) The evidence presented comes from multiple sources. Creswell (1998) defined case study as a story being told through rich data collected and analyzed by the researcher. This story is told in such a way that it is elevated to a more abstract level than just the story itself. The researcher discovers and comes to understand the meaning of the data collected over time. The data collected are purposeful and detailed in nature.

Both Yin's (1981) and Creswell's (1998) definitions of the case study provide a qualitative research method appropriate to studying retrospective miscue analysis with students in school settings. A review of studies completed on retrospective miscue analysis used case study design to fully describe the participants in the research and tell the story of those participants in a rich, descriptive fashion. By conducting the research in a school setting or tutoring relationship, the researcher learns in detail through multiple sources about the participants in the study (Goodman, Watson & Burke, 2005).

The Current Study

A qualitative case study was conducted during the spring semester of 2009, between March 23 and May 21, 2009. Six sixth-grade elementary school students were studied in a small group setting. This case study addressed the reading self-efficacy of students as they were engaged in Collaborative Retrospective Miscue Analysis.

Throughout the study, the participants tape-recorded themselves reading and conducting an unassisted retelling of their reading of the text. During the CRMA sessions, the students listened to their own and peers' audiotapes within the small group and discussed miscues and retellings. At the end of each CRMA session, each student responded to his/her experiences in that session by writing in a journal. They responded to the Burke Reading Interview (Appendix F) at the beginning and end of the research and to Self-Efficacy in Reading Scales (Appendix G) three times during the study. The students' teachers responded to two e-mail interviews (Appendix H) at the beginning and end of the research.

The study was conducted from March 23 through May 21, 2009. Beginning the study after spring break avoided starting the CRMA sessions, breaking for the spring holiday, and starting again. The sixth grade students completed the Kansas State Assessments and MAP testing during the weeks of CRMA, but few sessions had to be rescheduled because the classroom teachers were flexible and supportive and allowed CRMA to be conducted around the testing dates and times. This allowed for consistency in the CRMA sessions as well as the research to occur. Once parents returned permission forms, the Burke Reading Interviews and initial Reading Self-Efficacy in Reading Scales were conducted with Catrina, Devin, Shelley, and Nate on March 23 and 25, 2009. Each interview and scale administration took approximately 20 minutes per student. Taylor's interview was conducted on April 6, 2009, and Ellena's on April 17, 2009, following receipt of permission forms.

The study spanned 15 CRMA sessions, a total of eleven hours and fifteen minutes over an eight-week period of time. Seven classroom observations were completed over the span of the study, totaling three and one-half hours in the open classroom, media center, gymnasium, music classroom, and computer lab. Both sixth-grade classrooms were combined into one large classroom with a partial accordion door drawn approximately halfway across the width of the classroom enabling observation of all six students simply by walking back and forth. Final Burke Reading Interviews and self-efficacy scales were conducted on May 13 and May 15, 2009. In addition, students were treated to breakfast on Monday, May 18, 2009 for 30 minutes. The total time spent with the research participants was 19.25 hours over the span of the study.

Setting of the Study

CRMA was previously conducted by the researcher in grades three, four, and five. An action research process was carried out with students in grade five. To be most effective, engaging students in CRMA requires a commitment to at least twice weekly sessions of recording students reading text, transcribing audiotapes, and participating in discussions related to the transcriptions. I used information from the action research to make an informed decision in identifying a setting with veteran teachers capable of allowing students a flexible schedule during literacy block time to participate in a new reading strategy with me. As well, the classroom teachers needed to be skilled at observing students, committed to recording any anecdotal data, and willing to participate in e-mail interview processes to give me detailed information about the participants. They also had to be committed to keeping a schedule whereby I would take the research participants for CRMA sessions with the agreement that the students in CRMA would not miss any critical instruction time. They agreed to a Monday, Wednesday, and Friday schedule, 45 minutes per session. While I was with the CRMA students, the students back in the classroom were engaged in completion of independent reading activities related to novel studies or other group reading processes. Any instruction given during that time was likely to be coincidental and related to one or a few students rather than the whole class. Another consideration for site selection included having a supportive administrator understanding the importance of research in the school setting.

The setting for the study was a suburban elementary school in a mid-size Midwest city with a population of 123,467 according to the 2008 population estimates (U. S. Census Bureau, 2009). While described as a suburban school, the location was at one time actually a small community and still retained many rural qualities including being situated near a highway approximately 15 miles from the urban areas of the city and many students attending the school

lived in homes having acreage. Until the 2005-2006 academic year, the school had been a one-track school. A one-track school as used in this study defined a school having only one of each grade level, Kindergarten through grade six. The district boundaries changed and two new subdivisions, an apartment complex, and a shopping center have been built since then, and resulted in an increase in the school's population. Since the 2006-2007 year, there have been two classrooms of each grade level, Kindergarten through grade six.

The school's current enrollment was 259 and provided instruction for grades kindergarten through six. Average class size was 18.5 students. Approximately 14 percent of the students represented ethnic minorities (compared with 26.31 percent statewide) and 19 percent were economically disadvantaged (compared with 38.49 percent in the state). The student population was 1% African American, 4% Hispanic, and 9% multi-ethnic. Nineteen percent of the students were identified as economically disadvantaged. Fifty-three percent of the students were males and 47% were females. The school provided music and physical education for all students every day, and technology and media instruction weekly. Special education services through resource teachers, a counselor, and speech services from a speech pathologist were also provided in the building. The district used the state standards to drive the curriculum in literacy, mathematics, social studies, and science.

Within the group of struggling readers studied, three of the six students were identified as ethnic minorities, one received free or reduced lunches, and two were identified as special education students and received support from the special education staff in the building. The group consisted of three males and three females. Within the classroom being studied, there were 29 students—12 students were female and 17 were male. There were 24 students identified as Caucasian, three Hispanic, one American Indian/Alaskan Native, and one multi-

ethnic. There were four special education students. Ten students received free and reduced lunches.

One year ago, the district adopted the Houghton Mifflin (2008) reading basal series for all grade levels and all classrooms in the building utilized these instructional materials. However, the classroom teachers have freedom to teach reading through other guided reading materials, literature sets, and other reading materials interspersed with basal instruction, according to the needs of the students in the classroom. The administrator of the building was committed to utilizing data to make instructional decisions and closely monitored the literacy instruction throughout the building. The building staff identified two intervention goals on the School Improvement Plan related to literacy instruction: 1) All students will learn and use reading strategies to comprehend text; and, 2) All students will learn and use a balanced approach to reading comprehension. Graphic organizers, read alouds, shared reading, guided reading, and independent reading were the strategies and approaches identified to achieve the goals. Additionally, the building had two literacy coaches, one for primary grades and one for intermediate grades (the researcher), to assist in analyzing data, modeling effective teaching practices in the classroom, and consulting with the administrator and teachers on issues related to literacy.

The Kansas State Assessment Adequate Yearly Progress (AYP) results for the research site decreased over the past three reporting periods (in contrast to mathematics scores that increased). In 2006, the reading assessment score for the building was 94.3 (District 85.0; State 80.2); in 2007, 90.32 (District 87.67; State 82.36); and in 2008, 87.7 (District 86.2; State 84.3). The building assessment results were well above the AYP expectation of 75.6 for Grades K-8 buildings. The sixth grade Kansas State Assessment results for 2008 for the site

was 90.5, and for 2009 for the site was 93, achieving the Standard of Excellence both years designated by the Kansas Department of Education.

The MAP scores for the current group of 6th grade students appear in Table 3.1:

Table 3.1 Average MAP Scores for Current 6th Grade Students (included participants)

Group	Fall 2006	Spring 2007	Fall 2007	Spring 2008	Fall 2008	Spring 2009
Female	214	214	216	221	223	227
Male	204	213	209	217	221	225
Free/ Reduced Lunch	201	211	209	215	218	222
No Support	212	214	213	220	223	226

The average MAP scores for the sixth grade students over the past three academic years appear in Table 3.2:

Table 3.2 Average MAP Scores for Sixth Grade Students (2008-2009 included the participants)

Group	Fall 2006	Spring 2007	Fall 2007	Spring 2008	Fall 2008	Spring 2009
Female	218	222	221	225	223	227
Male	220	225	214	217	221	225
Free/ Reduced Lunch	NA	NA	217	218	218	222
No Support	NA	NA	218	222	223	226

The building principal was committed to increasing teacher knowledge about literacy practices and conducted book studies with the teachers over the past two years. During the 2008-2009 academic year, all of the instructional staff were engaged in studying *Teaching Essentials* by Regie Routman (2008) and discussed effective practices in the classroom to improve student achievement. The principal read extensively and was respected by others in the district for her involvement in accreditation of schools across the state, her knowledge of curriculum and effective instructional practices, and the manner in which she utilized data to

drive instruction in the building. The proposed research was discussed with the building principal. While she was not familiar with CRMA, she was interested in a reading strategy that might assist “readers in trouble,” especially students in the sixth grade who were struggling readers and lacked self-confidence in reading (Goodman & Marek, 1996). The discussions held with the principal around literacy and literacy practices, and the support she offered to classroom teachers made the site a promising one for conducting the research.

There were two sixth grade classrooms in the building. During the literacy block, the collapsible wall separating the two classrooms was opened, allowing teachers to group the students according to needs during reading instruction. The collapsible wall was opened at other times during the day, as well. The classroom teachers were Mrs. Smith (pseudonym) and Mrs. Anderson (pseudonym). Mrs. Smith was in her twelfth year of teaching. She held a BEd from the local university and a Masters in Reading from the same college. She taught third grade at a local parochial school five years prior to moving to the district; she taught fifth, fourth, and sixth grades. Mrs. Smith has been teaching sixth grade for four years. Mrs. Anderson was also in her twelfth year of teaching and held an AA degree from a community college, BEd and MEd from the local university, and held a Reading Specialist Certification. Prior to teaching sixth grade, Mrs. Anderson taught seventh grade mathematics, English, and reading for four years. The two teachers described their work together as “teaming,” resulting in grouping of students in order to differentiate the instruction and meet the needs of all learners. Over the four years they have been working together, their work has evolved to Mrs. Anderson planning most of the mathematics instruction and Mrs. Smith planning most of the literacy instruction. While they continued to teach the subjects together and collaborate on ideas, the planning was often separated.

Description of Participants

The participants of the study were six sixth grade students at an elementary school with a student population of 259 in a suburban school district. The teachers in this study, Mrs. Smith and Mrs. Anderson, were considered contributors to the data being collected, but were not the subjects of the research; therefore, they were not participants. Initially, two girls and four boys were identified as study participants with four of the students identified as ethnic minorities. As the study began, Mrs. Anderson and Mrs. Smith requested that an additional student be added to the students participating in the study. This female student was identified as a struggling reader, unable to finish books read independently, and lacking confidence in applying strategies while reading. One male student never returned permission to participate paperwork even after repeated contact with student and parents by the researcher, Mrs. Anderson, and Mrs. Smith. Another female participant returned permission paperwork late and did not join the study until Session 6 on April 15, 2009. The final participants in the research were three males and three females. Table 3.3 shows the sessions attended by each of the students in the study. The number in the cell along with the student's name indicated the number of sessions attended by that student.

Table 3.3 Student Attendance at CRMA Sessions

Student Attendance at CRMA Sessions March 23 through May 6, 2009															
Dates	3/23	3/25	3/30	4/1	4/3	4/6	4/8	4/15	4/17	4/20	4/21	4/24	5/1	5/4	5/6
Catrina (13)	Intro	X	X	X	X	X	X	Ill	X	X	X	X	X	X	Ab
Devin (14)	Intro	X	Ill	X	X	X	X	X	X	X	X	X	X	X	X
Nate (15)	Intro	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Shelley (15)	Intro	X	X	X	X	X	X	X	X	X	X	X	X	X	X

Taylor (10)	Ab*	Ab*	Ab*	Ab*	Ab*	X	X	X	X	X	X	X	X	X	X
Ellena (8)	Ab*	X	X	X	X	X	X	X	X						
*Student had not returned parent permission forms enabling the student to participate in the study.															

The participants in the study were six sixth grade students, three males and three females. One of the students received free or reduced lunches, but most students in the school were from middle to upper middle socioeconomic backgrounds. The sample was different than the general population of the elementary school with half of the participants identified as Hispanic. The students were from a purposeful sample (Bogdan & Biklen, 2003) identified for the study as struggling readers with few reading strategies to draw upon when fluency and comprehension were compromised. Criteria for selection included: 1) receiving Academic Warning or Approaching Standards on the Kansas State Assessment for reading at the end of fifth grade; 2) falling within the bottom quartile on the Measures of Academic Performance (MAP) assessment at the beginning of the 2008-2009 academic year; and, 3) teacher identification as a struggling reader with weak strategy retrieval and implementation.

The district used MAP for the past two years to measure the general knowledge students held in reading, mathematics, and language usage. It was given to students in grades two through six at the beginning and end of the school year. Students identified as struggling and considered for summer school were required to take the MAP Survey, a shorter version of the reading and mathematics test to assist in determining mid-year progress. MAP was a computerized adaptive test designed to become more difficult when questions are answered correctly and to become less difficult when questions are answered incorrectly. This results in half the questions being answered correctly and half the questions being answered incorrectly with a final score an estimation of the students' achievement levels.

Access to the students for the CRMA process and interviews was possible because of my role in the school setting as a literacy coach for the past three academic years. The Kansas State University Institutional Review Board, school district superintendent, and elementary school principal granted permission to conduct the research (Appendix A). All students and the classroom teachers were informed about CRMA and given information about what their roles were in the research process. Only willing participants were included in the study. Parents of participants were informed about the research through a letter describing the project description sent home through students. To gain parent permission for the students to participate, a Parent Consent Form (Appendix B-1) was sent home following the project description and after acknowledgement of understanding of the research project. The research participants were sixth grade students and capable of understanding the research project to be undertaken. For that reason, a Student Consent Form (Appendix B-2) was discussed with the students by the researcher after all of the students joined the CRMA group. Students signed the Student Consent Form during one of the CRMA sessions after I once again explained self-efficacy, and processes and procedures to the students.

Participant Snapshots

Six sixth grade students, identified by Mrs. Anderson and Mrs. Smith as struggling readers for a variety of reasons, participated in the research. Students within the purposeful sample represented a diverse group of students with three students being culturally diverse: Devin, Nathaniel, and Ellena are Hispanic. Ellena and Shelley are served for special education services, both for a reading learning disability. Taylor received free or reduced cost lunches. While Catrina did not fall into one of the diversity groups, she was a student who had struggled academically throughout her elementary school years, specifically in the area of reading.

While each student contributing to the study was considered unique and bringing very individual reading strengths and weaknesses to the group, the students were homogeneous in that they were all sixth grade students that struggled with some aspect of the reading process and lacked confidence in their abilities as a reader. Each also met at least two of the criteria for selection for participation in the study. Next is a brief overview of each reader gleaned through individual interviews with the students, observations of the students in various classroom settings, and teacher interviews. Full portraits of each student were developed and will be revealed through in depth examination of all artifacts associated with the study in Chapter Four. To protect the identities of each of the students, pseudonyms were assigned to and used throughout the text.

Catrina. Katrina was a tall, thin, very attractive twelve-year-old Caucasian girl. She had long, dark hair that she frequently handled and used as a “shield” as she held and played with her bangs in front of her eyes. It was easy to read Katrina’s emotions—her cheeks reddened and eyes narrowed when she was angry at peers, frustrated, or embarrassed. Initially, she resisted becoming a part of the study resulting in e-mails and phone calls from her mother explaining that she did not want her daughter to participate if it would result in furthering her already negative attitude about school and reading. After explaining the study in more detail and the purpose of the strategy, Katrina’s mother agreed to sign the paperwork but warned, “Be prepared, she is not real happy about this. She feels singled out and afraid some kids will make fun of her. She is very worried.”

I met with Katrina to explain the strategy and what would be required of her. She seemed agreeable to participating. Then during the Burke Reading Interview, it became clear why Katrina was resisting participation when she stated that what she would like to do better as

a reader was, “Not stutter.” Because of Catrina’s brief responses in other situations, her stuttering behavior was not apparent to me before. To alleviate her self-consciousness related to stuttering, a modification was made for Catrina, and her tape-recorded readings were not played in front of her peers. Once the modification was in place, Catrina became a willing participant and contributed on a regular basis.

Catrina was easily the most mature participant of the group related to understanding her reading skills. She showed irritation and frustration with her peers when they behaved immaturely within the group sessions. She could be seen rolling her eyes, and making curt comments to other members, especially the males, if she thought they were off task. Catrina’s attitude improved as the sessions progressed, and she realized her peers respected and desired her responses to their reading behaviors. During the last few videotaped sessions, she can be seen responding confidently and frequently smiling.

Devin. Devin was an eleven-year-old Hispanic student with both of his parents Hispanic. Devin was short in stature, a bit stocky in build, and had long dark hair. Those who do not know him frequently mistake him for a girl because of the length of his hair. Being involved in sports was a priority for Devin and his parents as he was an only child, and he frequently avoided reading by claiming that he had to practice or play in a game. This was poignantly phrased by Devin himself when on the Burke Reading Interview he responded to the question about whether or not he viewed himself as a good reader when he stated, “Sometimes, because I can choose to read or not. Sometimes I want to; sometimes I don’t.” Devin’s parents returned paperwork after a follow-up e-mail; they had simply forgotten to send the forms with Devin to school.

Devin was a willing participant from the beginning of the study, but I had the sense he was willing to participate as a way to avoid work in the classroom. During the first CRMA session he portrayed confidence, but by the second session he was sullen and made negative comments about the process. I visited with him after the session pointing out his usual good-natured demeanor and ability to make peers feel good about their skills. It was made clear to him that the kind of behavior he displayed in the session would not be productive nor tolerated in the future. He apologized and there were no further difficulties.

At the fourth CRMA session, Devin made several solid text-to-self connections that helped build understanding for the other students. But following that session, he can be seen on the videotapes contributing what was often seen by me as “saving face” comments such as, “I accidentally said that. I meant it the other way.” He can be heard making excuses for his miscues, was intent on looking at how many miscues his peers made, and even counted miscues. By the end of the sessions, he seemed to understand there were reasons miscues were made and did a better job of analyzing why a particular miscue may be made.

Nate. Nate was a good-looking, dark-haired twelve-year-old Hispanic boy with one Hispanic parent. He had a wide smile and braces on his teeth. He was agreeable to participating in the study from the outset and was the first to return his permission paperwork, requiring no additional parent contact. At first contact, Nate seemed affable, always pleasant, acting a bit immature, but easy to bring back to the task at hand. After one CRMA session, a different side of Nate emerged. He asked if he could stay after and the researcher engaged him in picking up folders and audio-taping equipment. He initiated a discussion with me saying he was angry about an incident that had occurred at home related to not meeting parental expectations. Because we were meeting in the counselor’s office for our sessions, he took a

stress relief ball from the shelf and began squeezing it to relieve his frustration. After a few minutes, he seemed to have processed his feelings, composed himself, and left to return to the classroom. It was the first time Nate seemed anything but an easy-going, sometimes silly-acting boy.

During the CRMA sessions, Nate presented himself as confident in his skills as a reader and was a frequent contributor to the discussions. He always volunteered to listen to his audiotapes first during a session and was the first student to volunteer to be recorded before school began. Because he arrived to school early, he was available to come to the office to be audiotaped before school. This took him away from the gym where he was able to converse with peers, but he seemed to enjoy coming to the office and always talked about what he had done the evening before or had planned for the weekend on the way.

Nate was self-assured in his responses during CRMA, always responding with a firm yes or no followed up with a statement supporting his responses. He was easily the most reflective throughout the entire study. He was frequently distracted and sometimes had to be redirected for off-task or disruptive behaviors in the group sessions. He knew it affected his reading when he stated on the Burke Reading Interview in response to how he would help someone having difficulty with reading, "I would say, don't get distracted and try your best."

Shelley. Shelley was a 12-year-old Caucasian girl with long brown hair and a round face. Shelley and her brother were recently adopted by their stepfather and changed their last name once the adoption was completed, something of which both children were proud. Shelley suffered from a skin-tearing disorder called Ehlers-Danlos Syndrome. She was an overweight girl with many large bruises, indentations, and scars on her arms and legs related to her disorder. She did not seem self-conscious about this as she was seen wearing tank tops,

short sleeves, and shorts just like her peers. Shelley was on an Individualized Education Plan for reading comprehension difficulties.

In initial CRMA sessions, Shelley was frequently captured on videotape staring off into space or watching what her peers were doing, but rarely paying attention to the work at hand. Sometimes, she was simply looking around the room as if taking in the details of the room itself rather than the discussion. However, as the sessions progressed, she transformed into an eager participant focused on following along as the audiotapes were playing and contributing to the discussion when it was time. By the end of the CRMA sessions, she was captured in quite a different light. She was seen looking intently at the miscue recording sheets, sometimes holding the papers directly in front of her face as if to screen out anything that might distract her from considering the task at hand.

Although Shelley's responses about miscues and retellings were not at the depth as her peers and while she was not always articulate when she spoke, she began to participate in a meaningful way providing some insight into what she was thinking related to reading skills and strategies. However, on the Burke Reading Interview, Shelley seemed to have a candid and realistic view of herself as a reader when she stated what she would like to do better as a reader, "I would like to probably be able to understand more words."

Taylor. Taylor was an eleven-year-old boy with dark blonde hair and rectangular glasses. Taylor was on medication for Attention Deficit Disorder. He was the only student in the study receiving free/reduced lunches. He had difficulty returning his permission paperwork in order to participate in the study resulting in additional copies being sent home along with e-mail and a phone call to parents. Taylor wanted to participate and asked me each day he saw me if he could come to the sessions. He showed disappointment when he was reminded each

time that the paperwork was essential to beginning the process. He began the sessions on April 6, 2009, three sessions after his peers. He easily assimilated into the group and caught on to the procedures quickly.

Taylor was generally on task during the CRMA sessions and only had to be redirected a couple of times during the entire process. While he displayed more mature behaviors than the other two males in the group, Taylor could also erupt into giggling or silly behaviors occasionally, but also typical of boys his age. He was an eager participant and agreed to be audiotaped in the morning before school began. On the way to the office to tape his reading, Taylor talked easily about what he was doing during evenings or weekends, and liked to relate his latest fishing stories when he found out I shared his interest.

It seemed important for Taylor to relate to others that he was successful in school. This was evident on the Burke Reading Interview when he told me about a reader in his classroom he viewed as successful when he stated, “He’ll try to sound out. He’s good. In spelling he has a D. I have an A+.” During CRMA sessions, he developed insight into his own miscues and those of his peers and shared appropriately during sessions.

Ellena. Ellena was an eleven-year-old Hispanic girl with one Hispanic parent. She had dark, shoulder-length hair and large eyes. She was on an Individualized Education Plan for a learning disability in reading. Ellena joined the study on April 15, 2009, six sessions after the other students began participating. She failed to return the first two sets of paperwork sent home with her, and only after a phone discussion with her father did she begin to participate. When she did finally attend, her peers expertly informed Ellena of the procedures, and she caught on quickly to not only the process, but easily participated in the discussions following her initial session.

Ellena always paid attention to the proceedings, and she can be seen on videotape intently watching the discussion of other students, waiting for just the right moment to add her own insightful comments. She contributed to every session she attended.

Ellena learned vocabulary associated with learning to read and frequently referred to fluency when she spoke in the CRMA group. On the Burke Reading Interview, in response to what she would like to do better as a reader, she stated, “Be more fluent.” When asked if she viewed herself as a good reader, she responded, “Yes, I’ve improved a lot.” When probed for what she had improved upon, she stated, “Slowing down and rereading the passage and sentence.”

Role of the Researcher

The researcher had multiple roles during the study. First, I was skilled at conducting RMA and CRMA processes, having utilized the assessment and strategy with students in the school setting and private tutoring over the past seven years. CRMA was not a strategy classroom teachers were using within the school district, so I conducted the CRMA sessions over the period of the study. At the time of the research, I functioned in a literacy coach position within the school setting where the research was conducted, and the students and staff were familiar with the researcher. It was not unusual for me to conduct whole class and small group instruction within the classroom where the study was taking place. The research participants did not think it was unusual to work with me in CRMA sessions.

It should be noted that I had previous student-teacher relationships with all of the students in the study except for Shelley. Catrina, Devin, Taylor, Nate, and Ellena all worked with me during their fifth grade year in a small group setting for direct instruction for visualizing while reading to improve comprehension. The strategy instruction spanned an

eight-week period, two to three times a week, for 45 minutes each session. In addition, I instructed Devin in a small group setting during his third grade year at a different school for guided reading instruction. As the literacy coach at that school, I worked with the struggling readers from the third grade classroom. I also tutored Devin the summer prior to the study. None of the students had ever engaged in CRMA prior to the study.

Second, the researcher conducted interviews with students using the Burke Reading Interview (Burke, 1987) (Appendix F) and administered a Self-Efficacy in Reading Scale (Appendix G) to each one. The students were not used to meeting with me one-on-one, so it was necessary to explain the processes thoroughly to each of the participants in a private setting and to make them comfortable during the process. E-mail interviews were conducted using an E-mail Interview (Appendix H) designed by the researcher with Mrs. Anderson and Mrs. Smith, the two teachers of the participants. The teachers had a professional, collegial relationship with me as we worked together for the past two years to collaborate about effective literacy practices in the classroom. The teachers were comfortable with the interview process and asked questions about the interview prior to e-mailing it back. Both worried that their responses were not adequate when, in fact, they were detailed, appropriate, and helpful in developing the students' portraits.

The third role I undertook was that of observer. As a literacy coach in the school setting, it was not unusual for me to be in the classroom observing the instruction of preservice teachers assigned to the classroom or of the classroom teachers. It was unlikely that the students were aware they were being observed. I had also worked with the P.E. teacher on an exercise routine to assist students with tracking and the school librarian on literacy tasks so the

study participants had seen me in those two settings. The only classroom where I was a new observer was in the music classroom.

Timeline of the Study

The study took place over an eight-week period of time with interviews conducted during the first week with all students and teachers as well as orientation to CRMA for each of the students. CRMA audiotaping and discussion sessions were held two to three times per week each week, for forty-five minutes each session. Observations were conducted in the classroom seven times throughout the timeframe for the study. Observations were staggered to allow observation during varying times of the day in order to collect data on the students' behaviors in all classroom content areas including the regular classroom, P.E., music, computer lab, and library. A research schedule is outlined in Table 3.4.

Table 3.4 Timeline of the Study

Date	Data Collection Points	Participants
3/23/09 (M)	Self-efficacy Scale administered Burke Reading Inventory CRMA session #1 to explain/ model process, vocabulary E-mail interview with teachers Observations in classroom (a.m.) Beginning of data analysis	Students and researcher Students and researcher Students and researcher Researcher and classroom teachers Researcher Researcher
3/25/09 (W)	CRMA session #2 looking at miscues, modeling discussion Practice using audio recorder	Students and researcher Students
3/30/09 (M)	CRMA session #3	Students and researcher
4/1/09 (W)	CRMA session #4 Explanation of journals; student journaling begins	Students and researcher Students and researcher
4/3/09 (F)	CRMA session #5	Students and researcher
4/8/09 (W)	CRMA session #6	Students and researcher
4/9/09 (Th)	Observations in library/computer lab (p.m.)	Researcher
4/15/09 (W)	CRMA session #7 Observations in P.E./Music (a.m.)	Students and researcher Researcher
4/17/09 (F)	CRMA session #8 Observations in classroom (a.m.)	Students and researcher Researcher
4/20/09 (M)	CRMA session #9	Students and researcher
4/21/09 (Tu)	CRMA session #10	Students and researcher
4/24/09 (F)	CRMA session #11	Students and researcher
4/27/09 (M)	CRMA session #12	Students and researcher
5/1/09 (F)	CRMA session #13 Observation in P.E. (a.m.)	Students and researcher Researcher
5/4/09 (M)	CRMA session #14	Students and researcher

	Observation in music (a.m.)	Researcher
	Observation in classroom (a.m.)	Researcher
5/6/09 (W)	CRMA session #15	Students and researcher
5/15/09 (F)	Self-efficacy Scale administered	Students and researcher
	Burke Reading Inventory	Students and researcher
5/18/09 (M)	Self-efficacy Scale administered	Students and researcher
	Burke Reading Inventory	Students and researcher
5/19/09 (M)	Breakfast for student participants	Students and researcher
5/20/09 (T)	Observations in classroom (a.m.)	Researcher
5/21/09 (W)	E-mail interview with teachers	Teachers
5/22-6/30/09	Continued data analysis	Researcher
	Portraits developed	Researcher
7/1-5/09	Raters review coding of data	Raters
7/6-9/30/09	Revision of Chapters 1-3; revision and completion of Chapters 4-5	Researcher

Data Collection

The data collection for CRMA was extensive. The steps for implementing the process with students required careful consideration and collection in a methodical way. A notebook including tabs for each research participant allowed for all text samples, transcribed miscues, and miscue inventories to be carefully stored. Data collection took the form of videotapes and transcriptions from CRMA sessions (Appendices I and J), interviews conducted with the students using the BRI (Appendix K), e-mail interviews conducted with the classroom teachers (Appendix L), observations of the students in the classroom setting recorded through an observation tool (Appendix M), field notes (Appendix N), and artifacts including reading

journals (Appendix O) and completion of the Self-Efficacy in Reading Scales (Appendix P) collected from students.

Data From CRMA

The steps for implementing CRMA appear below. Each step was critical to the success of the process implementation and allowed the researcher an effective way to conduct the process and collect data from each session. Selection of text for the participants, reading of the text by each student, marking the miscues, conducting and recording information about the retelling, and conducting the discussion are outlined next.

Selecting the Text

The Process. A CRMA session begins with a reader conducting an unaided tape-recorded reading of carefully selected text. The text should be unfamiliar to the reader and be a complete text. The text should be challenging to the reader, but not so difficult that the reader miscues repeatedly, making it difficult for the reader to make sense of the text, and difficult for the teacher/researcher to look at the miscues for patterns. Conversely, if the text is too easy, the reader will not produce any miscues to be analyzed. The goal is for the reader to be able to read the text independently. Goodman, Watson and Burke (2005) refer to research in miscue analysis for selecting text at “a passage one grade level above students’ reading scores...the majority of standardized and grade-level reading test scores underrepresent students’ abilities to handle authentic reading material” (pg. 46). The length of the text selected is dependent upon the reader’s age and ability in reading, but it is generally recommended that the passage be between 200 to 400 words (Goodman, Watson & Burke, 2005; Moore & Gilles, 2005). Prior

to reading and tape-recording, the text is either enlarged or typed into a kind of script having numbers recorded in the margin (see below). These numbers allow the teacher/researcher and student to refer to the miscues later. The following text from *Prairie Dog's Burrow* (Kline, 2002) illustrates the numbering system to be used:

101	Prairie Dog works hard.
102	She stomps dirt onto the
103	mound. One prairie dog
104	is called the sentry . The
105	sentry watches for signs
106	of danger. He stands up
107	on his hind legs.

Applied To This Study. For the purpose of this study, text was selected from the guided reading texts that accompanied the basal reader used in the district. The guided reading texts are leveled according to the reading skills of each of the readers, thus allowing me to tailor the text to the appropriate level of the research participants. I used data from the MAP testing and data provided by the teachers about students' skills and reading levels to make decisions about the level of text appropriate for the students. In order to match text to the students' interests in reading, I used information collected during the BRI to aid in selection. Each of the students mentioned liking mysteries. A text about wolves with a bit of a mystery interwoven into the story was selected. The main character in the story was a male, but there was also a strong female character, the boy's aunt. The story was written in a journal genre.

As the CRMA sessions progressed, it was clear the students needed some background information on wolves to assist them in making more successful connections to the text and

scaffold their learning in a more efficient way. Devin struggled with comprehension of the fictional text. As well, Nate needed text that would challenge him a bit more allowing miscues to occur that could later be analyzed and discussed by him, his peers, and myself. If I provided information to students in a “lecture” format, I knew I would be viewed as the provider of information instead of encouraging the students to use their own background knowledge to build connections in a meaningful way. I searched for expository text appropriate to the students’ reading levels. I found text from a web site about the way wolves communicate and behave that complemented *Lone Wolf* (Fisher, 2004) and paralleled the vocabulary used in the fiction text (Appendix Q). Devin and Taylor became interested in reading the nonfiction text, too. Each was provided at least one opportunity to read from the expository text during the CRMA sessions. Ellena, Shelley, and Catrina never expressed interest in reading the expository text and, instead, seemed intrigued with the main character in *Lone Wolf* (Fisher, 2004).

Reading the Text

The Process. The next step in CRMA is when the reader is instructed in how to read into and use the tape recorder. Practitioners conduct this step of (C)RMA differently; some preferring to allow the student independent use of the equipment after the initial read, and others sitting alongside the student but not supplying assistance with the reading or retelling. However it is practiced, the reader needs to have a clear understanding of the task presented to him/her including what to do when encountering an unfamiliar word, that is, to continue reading because words will not be supplied. Immediately following the reading of the text, the reader engages in a retelling, aided or unaided, explained below.

Applied To This Study. In the first introductory CRMA session, students were informed about where tape recording occurred and operation of tape recording equipment. Students were given orientation to the tape recording process including a demonstration by the researcher of tape recording a passage, supplying an unaided retelling at the end of reading the passage, and placing materials (the copied passage and audiotape) in a folder. Next, I addressed questions the student participants had about the procedures. I was in close proximity throughout the tape recording sessions to assist with technical difficulties that occurred, although after the second session there were no difficulties with tape recording. Being in close proximity allowed me to hear when a reader was frustrated which occurred several times over the course of the study and provided additional insight into reading behaviors. In one session, Devin was exasperated trying to retell the story. He turned off the tape recorder, and I turned around to ask him if rereading the text might help him. Instead, he skimmed the text and was able to conduct the retelling. This moment created further fodder for discussion in the CRMA session whereby Devin was able to talk to his peers about the benefit of skimming text when unsure of the sequence of events. My presence during the tape recording sessions ensured students were also engaged in unaided retellings and were not looking back at the text.

Marking the Miscues

The Process. A sample of marked miscues appears below from the action research conducted previously by the researcher. The miscue markings and their meanings are explained in detail in Appendix R. The miscue markings show that the reader substituted ‘the’ for ‘a’ in line 211; substituted ‘would’ for ‘could’ in line 212; substituted ‘action’ for ‘auction’ and then repeated the miscue in line 213; substituted ‘to’ for ‘this’ in line 214, but self-corrected the miscue; and, inserted ‘the’ between ‘to’ and ‘tea’ in line 214.

Retellings

The Process. The ultimate goal and purpose of reading is to construct meaning, so a retelling of the text is always completed following reading. Retellings can be unaided or aided with the latter allowing further questioning by the teacher/researcher to “get at” information the student may have understood but failed to articulate. “Readers rarely tell all they know” and cueing the reader with open-ended questions allows more information to be revealed, especially when it is suspected the student knows more than they have stated (Goodman, Watson & Burke, 2005, p. 57). In original models of RMA advocated by Goodman, Watson and Burke (2005), an aided retelling follows the unaided retelling. However, there is some self-discovery possible through a collaborative process where students listen to and learn to evaluate the quality of their retelling before prompts by the teacher/researcher, or, if in a small group of students, evaluating one another’s retellings.

Applied To This Study. Two retelling guides were used for this research: Retelling Guide for Expository Text (Appendix S) and Retelling Guide for Narrative Text (Appendix T). The retelling guides were from *Reading Conversations*, published by Moore and Gilles (2005), but were modified to eliminate notation for aided retellings because the students conducted unaided retellings during the CRMA procedures outlined for this study. The narrative text retelling guide used the same scale of one to ten but looked for identification of story characters, setting, conflict, episodes leading to the resolution, and the resolution of the passage. The expository text retelling guide allowed me to evaluate the student responses on a scale of one to ten about recalling of important facts, supporting ideas, sequencing of the idea from the retelling, conclusions made by the student, and valid inferencing used by the student. The comments section included on both retelling guides allowed me to make anecdotal notes

about each of the retellings conducted that were important to the portrayal of the student's self-efficacy in reading.

Discussion With Students

The Process. Following the procedures outlined above, a discussion about the reading is held with the students engaged in CRMA. Initially, that discussion often requires a great deal of teacher facilitation to guide the students in looking at important miscue patterns. Because students engaged in CRMA are often struggling in some way, the teacher can assist readers to see strengths they bring to the reading process. Depending on the procedures preferred by the students and teacher, along with viewing the coded miscues, listening to the tape recording with the student provides additional insight into the reader's habits. When readers begin to see their own reading in a positive light, they often improve their reading skills, and miscues often disappear as students engage in a process with the teacher where the miscues are discussed. When the teacher is able to see students respond to miscues and their own reading process, their emotions are visible, and how they respond verbally when they reflect on their reading is apparent (Worsnop, 1980).

A transcript from my action research appears in Appendix D. All of the students in the session had read the same passage about Paul Revere. The students within the CRMA group referred to smart miscues (Moore & Gilles, 2005) made by Katie during her reading of the passage and acknowledged that they, too, made similar miscues while reading. Thomas was able to give another example of a smart miscue when Rene acknowledged that she made the same miscue as Katie. Reading a date within text resulted in all of the students adding 'th' after the number when they each pronounced it within the text. Rene correctly noted that when we read numbers in text, we typically add letters onto the numbers to make it sound "right."

The students noted that Katie was able to read the passage without as many repeated phrases and words, something she had been working on in her reading. The transcribed session allowed me to examine the reading behaviors students had awareness for and the depth of understanding each had about their own reading behaviors.

Applied To This Study. In the current study, initially the students reviewed the miscue transcription of one student, then listened to the audiotape corresponding to the transcription. The recording was stopped before the retelling while the miscues were first discussed. Students quickly grasped the miscue codes and their meanings and referred to smart and okay miscues (Moore & Gilles, 2005) after the first session. A thorough discussion of student-selected miscues (Watson & Hoge, 1996) was conducted. Many times, I entered the discussion with selected miscues because of need to focus on reading strategies or behaviors or to establish greater clarity between a miscue that did not affect meaning and one that did. What appears below is a transcription from the April 15, 2009 session. The students were discussing Shelley's transcription and tape recording by first looking at miscues:

Researcher: Do you think it affected the meaning by leaving off the –ed.

Ellena: *No, because expected means past tense.*

Researcher: It's past tense. Do you think it affected Shelley's understanding by leaving that –ed ending off?

Catrina: *Yea, a little bit.*

Researcher: So, you all think it's an okay miscue. Shelley, what do you think?

Shelley: *Yea, a little.*

Researcher: Shelley, what one do you want to discuss? (pause) Taylor, do you have one? Tell us the line.

Taylor: *Line 402. "Today I spotted a wolf! During my usual early morning hike..." She left off early.*

Nate: *That doesn't show that it changed the meaning.*

Taylor: *Well, if it's early.*

Ellena: *It could be mid-morning, late morning.*

After the students have explored selected miscues, the retelling was played. The retelling was examined looking for a thorough summary of the passage and sequenced details. Vocabulary use sometimes surfaced again during retellings as students determined whether miscued words were understood based on what was stated in the retelling. In the transcription that follows, Shelley played her retelling following thorough discussion of miscues. It was the first time that Shelley had been successful at conducting a retelling:

Taylor: *It's kind of a good one [retelling] because it told everything that happened on June 24.*

Nate: *Then, June 27 and June 28 and then she told about the web site.*

Researcher: Tell me if you think you understood what you read Shelley?

Shelley: *I did; I do understand.*

Researcher: She even mentioned the underbrush. Did you hear her say that? So, I do think she understands. Ellena, what do you think?

Ellena: *She told...She kept in order.*

Researcher: Ah, we talked about that last time! Why is that important Ellena?

Ellena: *Because if...it's important because you don't want to tell something and then go back to this one thing because it will throw the person off track if they haven't read it yet.*

Conducting Teacher and Student Interviews

The researcher conducted interviews with each of the participating students and e-mail interviews with the classroom teachers to develop a detailed, in depth portrait of each of the participants. Bogdan and Biklen (2003) describe the interview process as “purposeful

conversation,” with the interviewer asking the questions of the interviewee, the interviewer being the director of the conversation in order to gain information about the interviewee or circumstances related to the interviewee. Patton (1990) described interviewing as purposeful, but clarified its purpose as “finding out what is in and on someone else’s mind” to gain the perspective of the interviewee. The purposeful nature of interviewing is one of the hallmarks of the case study in what Lincoln and Guba (1985) describe as “conversation with a purpose.” According to Marshall and Rossman (1995), the processes of interviewing participants and participant observation provide the researcher with “background context” allowing concentration on the activities taking place, the behaviors of the participants, and the events being researched. And, Seidman (2006) narrowed interviewing simply to “a point of inquiry.”

Teacher E-mail Interviews. E-mail interviews (Appendix H) were used with the participating teachers to allow an ongoing dialogue to occur with me and opportunity for following up with clarifying questions when necessary. The teachers had an opportunity to review their previous responses in order to clarify or further respond to questions. The e-mail interview process allowed the teachers time to review anecdotal notes they had regarding the participants and think about composing complete responses. The decision to conduct e-mail interviews rather than face-to-face interviews came out of respect for preserving the teachers’ time during the academic day, especially during the spring semester when state assessments were underway. The e-mail interview saved time during the teaching day and allowed the teachers flexibility in time to respond to the interview questions. Bampton and Cowton (2002) noted that “a carefully considered, well-articulated, reflective [e-mail] reply is not necessarily less valid than a spontaneous one.” In fact, use of e-mail can result in a savings of

time, and “might be more successful in accessing certain types of research data” (Bampton & Cowton, 2002).

An e-mail interview (Appendix L) was completed for each student separately. These interviews were conducted before CRMA began and, again, following the completion of all CRMA sessions. The e-mail interview used with the research participants’ teachers asked, first, about what they observed about each of the students as readers. This question was purposefully open-ended to allow the teachers a range of responses about the students in the study. Next, a brief definition of self-efficacy was stated, and accompanied by a question about observed self-efficacy in reading for each of the students. The hallmarks of self-efficacy were then listed followed by space to respond to each of the hallmarks, specific to reading. A fourth question asked about the students’ self-efficacy in reading compared to self-efficacy in other academic areas. A final interview question was added on the e-mail interview conducted after CRMA sessions ended. This question asked about observed changes in self-efficacy over the eight-week research period.

Burke Reading Interviews. To begin examining the portrait of the students, I sought to find a way to document the reader’s perception of self as a reader, the reader’s changing perceptions of self as a reader (the underlying purpose of RMA), and finding a way to glean that information prior to engagement in the process. Many past studies used the Burke Reading Interview (BRI) (Burke, 1987) (Appendix F) to find out how the students viewed their own reading behaviors and attitudes as well as someone they viewed as a “good” reader, and how the students believed they learned to read. The results of the BRI provided me with insight about the students engaged in the research especially what strategies the students

viewed as helpful to them in the reading process. A post-interview used the same interview protocol, the BRI, with all students following RMA participation and assisted in identifying changes in the students' view of themselves as readers.

Observations

Data collection also came from classroom observations conducted by me prior to beginning CRMA processes, ongoing while students were engaged in the processes, and following CRMA. These observations were conducted within the school setting, specifically in the classrooms where the students were placed so that documentation of clues about the students could be made based on academic context. In addition to the assigned regular academic classroom, I observed students in physical education in the gymnasium, the music instruction classroom, the computer lab, and the school library. Collected observations in the classrooms were critical to creation of a complete and accurate picture of each child and enabled me to see the participants in a variety of settings in order to gather data about behaviors, responses, and activities in context. I created an observation tool (Appendix M) that allowed documentation of the seating arrangement and participant placement within the seating, teacher location, and any other important structures in place in the classrooms. I used first name initials for each of the students allowing quick notation about the students' behaviors and responses with columns for each. The observation tool was structured in its design, but allowed for anecdotal notes to occur during each observation.

Field Notes

The field notes (Appendix N) documented anecdotal information from other observations at unstructured times. These notes included my thought and reactions when I passed students in the hallways, took phone calls or e-mails from parents about the study,

conversed with students about their permission paperwork, and walked with students to and from audiotaping in my office. These field notes contributed to the portrait created of each research participant.

The field notes provided another facet that allowed me to create rich, thick descriptions of not only the setting, events, and activities in which the participants were engaged, but the participants themselves, other persons in the setting, even the researcher's reactions to the events and participants as they unfolded. Through this data, a story portrait emerged of each of the participants documenting their behaviors, reactions, and actions.

Artifacts

Creswell (1998) and Yin (1989) advocate collection of artifacts and documents to complete a thick description of the research participants. Artifacts can be in the form of primary or secondary sources. Primary sources are those created by the participant and, in the academic setting, might include writing or other schoolwork samples, illustrations, or other artwork. These sources might also include documentation taken by the researcher including tape recordings, or video recordings of the participant(s) in the setting. Primary sources provide another point of data for the researcher to complete a description of the participant(s) and the setting where the research is conducted. Secondary sources include items provided or created by others including parents, teachers, or administrators. Secondary sources in the school setting might include assessment data, test scores, or other academic reports.

Artifacts collected for this study included the Self-Efficacy in Reading Scales (Appendix G) and the Student CRMA Journals (Appendix O). The Self-Efficacy in Reading Scales were completed by each of the participants three times during the research period. After the CRMA Journals were introduced, students wrote in their journals at the completion of each

session. Next, each of these artifacts is explained in detail, how each was constructed, and the purpose for including them in the study.

Self-Efficacy in Reading Scale

Collection of data surrounding student self-efficacy occurred before, during and after participation in CRMA. Central to considering self-efficacy in this qualitative research was deciding how self-efficacy would be determined, when it existed, and the gradations of self-efficacy represented within the participants studied. Because self-efficacy related to educational tasks is concerned with what students perceive themselves capable of, any self-efficacy scale must ask questions about what subjects “can do” rather than what they “will do” (Bandura, 1997). “*Can* is a judgment of capability; *will* is a statement of intention” (Bandura, 2006, p. 308). Perceived self-efficacy is very global in its influence on human behaviors. It affects the behaviors of humans directly and indirectly, impacts their goals in life and how they choose to pursue them, and their thought processes. Self-efficacy beliefs affect outcome expectations, perseverance when faced with obstacles, our reactions to adversity, how choices are made, and realization of accomplishments (Bandura, 2006; Costa, 2008). Construction of a self-efficacy scale must include, then, appropriate conceptual analysis of the tasks to be performed and gradation of the challenges or obstacles presented to completion of the tasks,

Researchers including Bandura (1997, 2006) and Pajares (1996) identify level, generality, and strength as dimensions that vary in self-efficacy beliefs. Tasks present themselves with different demands, and the degree to which one feels capable to meet the demands of the task, plays a role in self-efficacy. To develop a meaningful scale of self-efficacy, the researcher must know the demands of the tasks and what it takes to complete them. When lacking the set of skills to complete a task, the efficacy beliefs of the individual

“regulate one’s motivation and learning activities provides the motivational supports for mastering the needed skills” (Bandura, 1997, p. 43).

Generality varies dependent upon the types of tasks to be completed, whether or not the capabilities are behavioral, cognitive, or affective in nature, the situation the task is to occur in, and the individuals the behaviors are directed toward. Some elements of self-efficacy beliefs are more important to individuals than others. “The most fundamental self-beliefs are those around which people structure their lives” (Bandura, 1997/2006, p. 43/313). In academic areas, when students see that their increased effort and subsequent performance contribute to their academic progress, “it is likely that similar connections may be made to other subject areas” (Pajares, 1996, p. 564).

Strength is related to how self-efficacy is perceived in relation to experiences. For instance, low self-efficacy is related to experiences where the individual has what Bandura (2006) calls a “disconfirming experience” (p. 313). Conversely, other individuals may have tenacity for their capabilities and continue their efforts even when progress is hindered. Perseverance is greater when self-efficacy is strong, and then it is more likely the task will be completed (Bandura, 1997). Bandura (1986) advocated for a reasonable degree of confidence and accurate assessment of self-efficacy as important to how students feel about their academic capabilities. However, Pajares (1996) cautioned that just believing a task can be accomplished does not occur if the student is incapable of completing the task. Lack of confidence in completing a task may result in giving up on or lack of engagement in the task.

Bandura (1992) created a relationship model between self-efficacy and outcome expectations. Having high self-efficacy but low outcome expectation can result in social activism, protest and grievance; a person fitting these descriptions would be engaged and work

hard, but might also lobby for change when unable to meet the expectation or blame the environment for not responding. Persons having high self-efficacy with high outcome expectation demonstrate engagement, self-assurance, and opportune engagement in the tasks including all the hallmarks of high self-efficacy like persistence, confidence, and effort. Low self-efficacy paired with low outcome expectation results in resignation, apathy and withdrawal, and little willingness to exert effort. When low self-efficacy is paired with high outcome expectation, the result can be self-devaluation and even depression, and self-blame for perceived failure (Pintrich & Schunk, 1996).

A self-efficacy scale designed around reading had to effectively and honestly capture how students perceived their own feelings and beliefs about reading skills and competencies or lack thereof. For the proposed research, a Self-Efficacy Scale in Reading (Appendix G) was designed after careful consideration of other self-efficacy scales available through Emory University where self-efficacy is studied in an ongoing manner. Many self-efficacy scales were available on the web site for researcher use. Access to the password-protected web site was given to students having a university e-mail address. Self-efficacy scales specific to reading included scales constructed for reading skills, reading grades, self-regulation during reading, and reading self-concept. After careful examination of the scales available, I determined that in order to effectively collect data about changes in self-efficacy, an expanded scale was critical to the proposed research.

Scale statements written by me addressed the demands of the tasks (Bandura, 1997) required during reading including making connections while reading, comprehending what is being read, employing strategies during reading, reading with purpose, asking questions while reading, and knowing when understanding was not occurring and using a strategy to attempt to

‘fix’ the misunderstanding after it occurred. To address generality, statements were designed about behavioral, cognitive, and affective capabilities during reading. Behavioral capabilities, including becoming nervous during reading, giving up when faced with difficult reading tasks, and knowing who to ask when unable to move forward, were addressed within the statements on the self-efficacy scale. Multiple statements (Pajares, 1996) about understanding during reading appeared on the scale in order to address cognitive capabilities. Affective areas were addressed through statements about enjoyment of reading, comparing the reader to peers, and view of self as a reader. To determine how self-efficacy was perceived in relation to experiences in reading, statements about self-beliefs related to reading, completion of reading tasks, and enjoyment or liking to read were included in the self-efficacy scale. A 100-point scale was used to allow for a large range of responses (discussed further in Data Analysis).

Reflection Journals

“Students maintain journals to record their own thinking and metacognition; they share, compare, and evaluate their own growth of insight, creativity, and problem-solving strategies over time” (Costa, 2008, p. 7). Replicating a portion of Costello’s (1996b) CRMA study, students maintained journals (Appendix O) throughout the study. However, in Costello’s study, students reflected on a single miscue in their journals. In an effort to gain as much information as possible about self-efficacy and students’ beliefs about their reading behaviors, rather than limiting the journal-writing to reflection on a specific miscue, students kept open-ended journals and recorded their own thinking about the reading they engaged in, the act of reading, and their perception of themselves as a reader. Calkins (2001) noted that writing about reading “can be a very powerful way to teach reading skills, especially for struggling readers who need to become more resourceful word solvers” (p. 165).

A simple journal was created for each student and included a personalized cover and multiple lined pages. On the inside cover I reproduced the definitions of the terms used in CRMA and smart and okay miscues. At the end of each CRMA session, I invited students to write a journal entry and reflect upon an occurrence during the discussion—a particular miscue, something noticed during a retelling, or about reading behaviors.

Summary of Data Collection

Data collection was vast including transcripts, miscue organizers, and retelling guides for each tape-recorded session for each participant, teacher e-mail interviews, and Burke Reading Interviews for each student. Observations were conducted in a variety of school settings in order to gain a broad view of each student. Field notes documented anecdotal information learned about students throughout the study. Artifacts collected included Self-Efficacy in Reading Scales administered to each student three times during the study and CRMA journals completed at the close of each session.

Data Analysis

I utilized data from multiple sources including questionnaires, interviews, observations, and other artifacts to develop case study portraits of each participating student. These case study descriptions assisted me in discovering the relationship between engagement in a specific reading strategy (CRMA) and changed self-efficacy behaviors in students engaged in the process. Data analyses were ongoing in order to record timely insights and observations and began with the first interview and observation period in the classroom.

Coding for data unfolded as the research progressed, but cues for initial coding were taken from the artifacts collected early in the study including the observation tool, field notes, the transcripts from the initial CRMA sessions, and the first BRI conducted with the students.

As topics emerged from the data collected, a coding system was developed to reflect each of the emerging topics and possible categories for each. Interrelationships between topics and categories were noted as the coding unfolded.

CRMA Data Analysis

Several tools were used to organize and document the information gleaned in the CRMA session. Detailed coding forms are discussed in depth in Goodman, Watson and Burke's (2005) work and include forms to create reader profiles and retelling summaries. Moore and Gilles (2005) created a simplified version of the RMA Organizer the teacher/researcher to code the miscues and analyze them all on one form. Whatever form of organizer is used, the intent is to look for patterns of miscues and comprehension weaknesses, while also looking for strengths the reader brings to the process. Careful data gathering can be used to inform the teacher's instruction and develop lessons geared toward strategies targeting miscue patterns.

During the research, the Miscue Analysis Organizer (Appendix E) was used to collect data about each reader's miscues for each passage read during the research. The session organizer was adapted by the researcher from one authored by Moore and Gilles (2005). The session organizer was used to analyze the transcribed passage noting any miscue patterns, whether or not the miscues changed the meaning within the passage, and then noting possible questions to discuss during the CRMA session when the student was unable to reflect on the miscues, although this rarely occurred (Appendix U). Questions to respond to included determining if the miscue made sense or changed meaning, why the reader miscued, and asking the reader to make connections to text or life experiences.

The Miscue Analysis Organizer was used to analyze various miscues looking for patterns in the miscues the students made over the course of the CRMA sessions. More telling information, though, was gleaned from the responses the students had to the questions asked by the researcher during CRMA. These were documented through videotaping the CRMA sessions. While the organizers served as prompts for the researcher in the event the students were unable to initiate discussion, the intent of the CRMA sessions was to allow students to discuss the miscues they had chosen. Because all CRMA sessions were being videotaped, the discussions that occurred between myself and the students were transcribed and coded looking for themes in the discussions and evidence of self-efficacy in reading. I modified the template for the transcriptions so that a large left-hand margin was available to make additional notes about students' responses and emerging skills. The following codes (Appendix V) emerged:

-  Participants focusing on the unimportant, i.e. number of miscues or reading “perfectly.”
-  Participants' discussion focusing on reading strategies.
-  Participants' discussion focusing on making sense of text.
-  Discussion of smart (meaning not affected) versus okay (altered meaning) miscues.
-  Discussion centered on the elements of retelling.
-  Participants finding strengths in peers' skill(s).
-  Discussion about vocabulary

I used highlighters to mark the transcripts for the corresponding coding (Appendices I and J). After the coding was completed, I made additional notations about patterns specific to students and bracketed the discussion that applied to the pattern. Next, I used another color of pen to make notations about vocabulary. These vocabulary notations allowed me to see when vocabulary was compromising comprehension and when students had successfully determined meaning through vocabulary.

Retelling Guides were used to determine the quality of a retelling. The students' retellings were transcribed verbatim onto the retelling guide, and then I made a determination about the components included in the retelling and evaluated each using a numerical scale from one to ten (Appendix W). After the CRMA sessions concluded, a composite of all retellings for each student was created allowing comparison of retellings over the course of CRMA to be conducted (Appendix X).

Teacher Interviews Analysis

The teachers' e-mail interviews were structured so that the teachers responded to items addressing specific hallmarks of self-efficacy. These were printed after each point of data (prior to CRMA beginning and at the conclusion of CRMA). Data from the initial transcriptions were analyzed for the teachers' perceptions of the students' self-efficacy in reading prior to beginning CRMA. At the conclusion of CRMA, the teachers completed a second e-mail interview, including one additional question designed to determine any changes in students' self-efficacy and the teacher's perception of the students' self-efficacy in reading prior to, during, and after CRMA. The two points of data were compared and contrasted to shed further light on and assist me in analyzing the kinds of statements about reading self-

efficacy students articulated over time while involved in CRMA processes, and how a teacher viewed changes in students' self-efficacy in reading as a result of CRMA processes (Appendix L). The teachers' views of the students' performance in the classroom and self-efficacy addressed the proposed research questions.

Two raters, including a classroom teacher and reading specialist familiar with miscue analysis and a college professor in the area of literacy, reviewed my coding of the interview transcriptions to ensure data were analyzed credibly. Each suggested I add coding for changes in the students' discussion showing growth in their use of the language of miscue. In addition, member checks with the classroom teachers occurred following writing of *The Teacher's Lens* for each student portrait. That entire section of the dissertation was e-mailed to the teachers requesting that they examine the text for accuracy in the way their words were represented in the text. Both teachers approved the text as written.

Student Interviews Analysis

The student participants' interviews were conducted during the proposed research, transcribed, and coded. The Burke Reading Interview was conducted with each student before CRMA began and, again, once it had concluded. After the first BRI was administered to the students, I reviewed the responses, looking for evidence of self-efficacy in reading throughout the responses. Students' observations during CRMA were compared and contrasted to how students responded in the BRI interview looking for contradictory or confirming information. Each of the BRI questions was analyzed individually and then holistically in an effort to complete an accurate portrayal of the student and their self-efficacy beliefs about the skills s/he had about reading.

After CRMA concluded, the BRI was administered again to each student. To allow effective and accurate analyses to occur, I typed each student's pre-BRI responses in blue and post-BRI responses in green so that the pre- and post- responses could be viewed at the same time. I compared and contrasted the initial BRI responses with the concluding BRI, looking for changes in self-efficacy over the time the research was conducted (Appendix K). Additional probing was undertaken during the interviews to gain a complete view of each of the students and their self-efficacy in reading. The two previously mentioned raters reviewed BRI responses. One rater is a first grade teacher, also a reading specialist, and the other a college professor in literacy. The first grade teacher made notes about the students' responses regarding their early literacy experiences and suggested those experiences be noted carefully. The second rater agreed with her notations.

Observations Analysis

An observation tool was utilized during observational periods in the classrooms allowing coding for each time period. Notations were made on each of the observation tools for specific self-efficacy behaviors exhibited by the students and addressed observed classroom behavior changes indicative of self-efficacy while a student was involved in CRMA, addressing the second research question (Appendix Y). The observation protocol was developed based on my experience of conducting action research in CRMA while still a classroom teacher. Self-efficacy was noted as a byproduct of the action research, but not studied intentionally or examined methodically. I identified the following student behaviors signifying self-efficacy in the students involved in the action research: increased participation in classroom discussions, willingness to take risks during discussions, making certain their voice was heard during peer conversations, demonstrating concern for other students

marginalized during classroom discussions, and initiating conversations with peers and teachers.

Observation notes and details of the notations were reviewed by two raters, a first grade teacher and college professor, to ensure data were analyzed credibly. The observation notes were provided for each rater and, in a discussion with me, it was decided to eliminate number codes for each student as I had originally planned. Both raters noted it was easier to read the observation notes using students' initials instead because the students could be tracked from one observation to another. This allowed for comparison of behaviors in different settings.

Self-Efficacy in Reading Scales Analysis

The Self-Efficacy in Reading Scale identified the self-efficacy beliefs students had about their reading skills and abilities prior to engaging in CRMA enabling the researcher to identify changes over time in those beliefs at the conclusion of the strategy use and study with those students. Rather than using the numbers from the self-efficacy scale to quantify the students' beliefs, I looked for changes in the numbers they assigned to the statements that confirmed or conflicted with what they were expressing in CRMA sessions. These beliefs were determined through responses to a self-efficacy scale administered to the students by the researcher prior to, during, and after engagement in CRMA. The responses assisted me in analyzing how participation in a CRMA process changed students' perceived self-efficacy over time in reading, addressing the first research question of the study.

Table 3.5 Hallmarks of Self-Efficacy in Reading and Related Scale Items

Hallmarks of Self-Efficacy	Scale Statement Addressing Characteristic
Demonstrating perseverance and working hard on academic tasks related to reading	<p>When I find reading difficult, I usually give up.</p> <p>When reading, my mind goes blank and I am unable to think clearly.</p> <p>I get nervous when I read and do reading assignments.</p> <p>When I find reading difficult, I usually give up.</p>
Employing learning strategies during reading	<p>I believe I can make connections to other things I know when I read.</p> <p>I know what to do when I don't understand what I am reading.</p> <p>I know what strategies to use when I read.</p> <p>I can make a plan about reading the text before I begin to read.</p> <p>If I am reading, and the text gets difficult, I am aware of it.</p> <p>I am successful at asking myself questions about the text when I read.</p> <p>I can understand when I read.</p>
Engaged in classroom reading tasks	<p>I believe I can learn something when I read.</p> <p>I enjoy reading.</p> <p>I can say, "I like to read."</p> <p>I know who to ask when I struggle with reading tasks.</p>
Seeing self as a successful reader	<p>I earn good grades in reading.</p> <p>I do not feel I am good reader.</p> <p>I can say, "I am a good reader."</p> <p>When I compare myself to other students in my class, I am a good reader.</p> <p>I do well on reading and reading assignments.</p>

In order to minimize bias, orientation to the self-efficacy scale and the way it was administered were essential to accurate data collection. Administering the self-efficacy scale in a private manner to reduce the social concerns attached to completing it ensured confidentiality with the participants. Encouraging participants by pointing out that they were important to the research process gleaned open, honest, and direct responses. Something as simple as avoiding self-efficacy in the title of the scale can result in frank responses (Bandura, 2006). The Self-Efficacy Scale in Reading used for this study had the title removed prior to administration to students.

Efficacy is best thought of in terms of a continuum (Pintrich & Schunk, 1996). Bandura (2006) advocates for scales that are unipolar in nature with zero at the beginning of the scale and a maximum number indicated, with 100 being recommended. A 0 to 100 scale is more likely to predict the performance of the individual (Bong, 2006; Pajares, Hartley, and Valiente, 2001). A five-point scale, typically seen on a Likert scale, is to be avoided and does not provide enough range to evaluate self-efficacy. An individual may be hesitant to rate their efficacy at either end of the scale, thereby resulting in only a small range of responses when a five-point scale is used. Bandura (2006) suggests orienting students to using a self-efficacy scale by demonstrating the scale with a physical activity, such as jumping, to show how to use the increments on the scale. Additionally, in educational research looking at self-efficacy, researchers typically use multiple items and restate aspects within an academic area (Pajares, 1996). The scale used in this study ranged from 0 to 100, and appears below in Figure 3.6.

Figure 3.1 Reading Self-Efficacy Scale

Using the 0 to 100 scale below, rate your confidence about completing each of the feelings about reading or reading tasks listed below. Write the number from the scale on the line beside the sentences:

0	10	20	30	40	50	60	70	80	90	100
I am unable to do this		I might be able to do this		I am pretty sure I can do this		I am certain I can do this				

The Self-Efficacy in Reading Scale was administered as CRMA began, mid-way during the process, and at the conclusion of CRMA. As the second scale was completed, it was compared to the first given and analyzed to note changes in the students' responses about self-efficacy in reading. The same process was used after the third scale was administered (Appendix P). Because there were elements on the scale that were stated in different ways, I looked for conflicting responses by the students. The responses to the self-efficacy scales assisted me in determining any changes in reader self-efficacy over the course of the CRMA research. Finally, after the conclusion of CRMA, all students' self-efficacy scales were compiled onto one page to determine patterns in students' responses (Appendix Z).

The students' responses on the scales were reviewed by two raters to ensure data were analyzed credibly. The first grade teacher suggested creation of a table of each students' ratings appearing next to one another allowing for easy comparison of data. She noted the lowered ratings mid-study, as I had. The second rater had no suggestions.

Reflection Journals Analysis

The journal responses completed by the students were open-ended and varied in not only length of response but in content of response. As the initial journal entries were completed, I began looking for themes to emerge so that categories for coding could be developed. I created a page of transcribed journal entries for each page allowing me to view the students' responses one under the other from the beginning of the study to the end of the study (Appendix O). Again, interrelationships between the categories are shown.

Journal responses were coded through notations and then reviewed by two raters to ensure data were analyzed credibly. All journals were given to the first rater, a college professor, collectively allowing comparisons to occur. The college professor suggested that a transcript of journal entries be created to easily read the students' reflections and look for changes in their responses as the study progressed. I created the transcripts and submitted those to each of the raters. The first grade teacher noted the quality of the responses improved only marginally over the course of the study.

Summary of Data Analysis

Analyses of data were conducted for CRMA Miscue Organizers and Retelling Guides contributing to findings about students' abilities to discuss miscues and retellings and documenting changed reading behaviors over the course of the study. Teacher and student interviews and Self-Efficacy in Reading Scales were analyzed and useful for findings about changes in self-efficacy from the beginning of the study to the end of the study and noting use of reading strategies by the students. The analyses of observations contributed to confirming or disconfirming how students responded and behaved during CRMA sessions. Finally, analyses of CRMA journals augmented information gleaned about how students viewed

themselves and their peers as readers. The final step in data analysis was looking at each artifact and document for each of the participants in order to make notations about changes in self-efficacy behaviors (Appendix AA).

Resultant Descriptive Portraits

Upon completion of data collection, each point of data was thoroughly analyzed through coding, looking for categories of responses in themes or patterns, in order to develop rich, descriptive portraits of each research participant. These portraits were critical to addressing the research questions and demonstrating a link between participation in CRMA and self-efficacy in reading. Detailed vignettes captured from all points of the data collection demonstrating the student's self-efficacy in reading and changes during or following CRMA resulted in a portrayal of each of the research participants.

Full portraits were developed based on the following sources: prior literacy assessment materials collected from the classroom teachers and school administrator, Burke Reading Interviews, miscue analysis recording sheets, retelling transcriptions, observational viewing recording tool, the teachers' lenses, and the developing self-efficacy in reading based on the Self-Efficacy in Reading Scale. Each portrait concludes with a narrative of the student as a reader.

Prior Literacy Assessment

Prior Literacy Assessment was completed for each student in the study by examining student progress reports, MAP testing data, Kansas State Assessment data, and Student Improvement Team referral data. In addition, Accelerated Reader (A.R.) (Renaissance Learning, 2009) reports and Book Club participation were examined to document reading interests, numbers of books read independently and during novel studies during the academic

year, and success or lack of it at taking the associated computerized assessments. Next, the data gleaned from each of these sources was viewed in parallel with the teacher e-mail interviews and to examine how the teachers viewed the students' literacy development. This examination allowed further mining of information about how the students performed in other content areas related to reading skills. Finally, the questions on the students' responses from the Burke Reading Interviews and Self-Efficacy Scales in Reading were examined alongside the data to determine the students' views of their own literacy endeavors.

Burke Reading Interviews

Burke Reading Interviews (BRI) were completed by the participants pre- and post-study. I recorded the students' responses verbatim as I asked the interview questions. Completing the interviews in this way allowed me to probe for additional information if a response needed clarification, was incomplete, or lacked detail. The students' responses were transcribed into a BRI template; the pre-study responses were printed in blue and the post-study responses were printed in green on the same template (Appendix K), allowing me to compare and contrast the responses. The responses were then studied alongside the CRMA transcripts and journals, teacher e-mail interviews, and assessment data.

Miscue Analysis

I analyzed each student's miscues within each session using a Miscue Analysis Organizer (Appendix U). These data are organized into a miscue summary appearing in a table within each student portrait. The miscue summaries include a numerical value for words read in the text, miscues produced (substitutions, omissions, and insertions) for each text, how often the

miscues affected meaning, repetitions, and self-corrections. Each table was examined alongside the CRMA transcripts and journals looking for commentary by the students about their miscues and their peer's miscues. Within the transcripts, I looked for evidence of why the miscues occurred, whether or not the miscues affected understanding of the text, and changes in how the students read after examining miscues. Strategy retrieval and use at the beginning of the study was juxtaposed with retrieval and use at the end of the study by comparing data from the miscue organizers, tables, and miscue discussions in CRMA sessions.

Retellings

I transcribed each of the students' retellings using a Retelling Guide for Narrative Text or Retelling Guide for Expository Text (Moore & Gilles, 2005) (Appendix W). Next, the guides for narrative text were analyzed for identification of characters, setting, conflict, sequence of events, and problem resolution. The guides for expository texts were examined for recalling important facts, supporting ideas, and important conclusions, stating valid inferences, and sequencing the retelling similar to the text. In a process similar to the miscue summaries, the retelling guides were reviewed beside the CRMA transcripts and journals analyzing student discussion and writing about the retellings and how that discussion changed as students learned to discern between a quality retelling and one lacking information. As students learned the attributes of a quality retelling, I looked for subsequent changes in their discussions about retellings and how they conducted retellings after they read text.

Observational Viewing

This section of each student portrait was developed from the observational tool (Appendix Y) used to document the students' behaviors, actions, and conversations in the various classroom settings. The anecdotal notes augmented and completed the pictures of the students that developed from CRMA videotapes, teacher e-mail interviews, and field notes. It was important to the study to observe the students in a variety of academic settings including their classroom, music classroom, physical education gymnasium, computer lab, and library. Notes from each observation were compared to what unfolded in CRMA sessions.

The Teacher's Lens

In addition to the CRMA transcriptions from videotapes, teacher e-mail interviews (Appendix L) were a critical component to the study, especially the detailed pre-study interviews. They provided insight into each of the students' reading skills and behaviors over the course of the academic year. More importantly, the interviews were used to compare the research participants' performance in the classroom to their peers' performance. This information provided a lens across all content areas with a focus on literacy skills within each one. The data from the interviews was viewed alongside each of the other data sources. The post-interviews were less detailed and less informative, but are discussed, nonetheless, in Chapter Five.

Developing Self-Efficacy In Reading

All of the previous subsections were examined separately and holistically and contributed to the final focus of the student portraits. Each contributed to add clarity to the portraits enabling me to find evidence of changes in self-efficacy from pre- to post-study. The self-

efficacy of each reader came into focus through many of the artifacts collected throughout the study. However, the Self-efficacy in Reading Scale was the most revealing for each of the participants. The Self-efficacy in Reading Scale was administered to each student on March 23/25, April 17, and May 18, 2009 (Appendix P). The data were examined to gain insight into the beliefs each reader held about his/her own self-efficacy related to reading, use of reading strategies, and how the reader viewed his/her reading compared to other readers. The self-efficacy scales were re-examined for each participant looking for details and clues about self-efficacy and became a critical part of each student's portrait. The scales were examined again across all six participants (Appendix Z) looking for patterns and trends in how the CRMA participants changed over time. Patterns and trends are discussed in Chapter Five.

Trustworthiness

Looking to multiple sources of data is important to qualitative research in establishing trustworthiness and authenticity of the research conducted and the researcher (Creswell, 1998; Yin, 1994). Lincoln and Guba (1990) describe trustworthiness in naturalistic research inquiry as convincing the audience that the research is worthy of attention. Using the naturalistic paradigm requires the researcher to establish truth through multiple constructions of reality (credibility), presenting clear data that another researcher might transfer to another setting (transferability), and demonstrating that data are confirmable (confirmability) (Lincoln & Guba, 1990). To establish trustworthiness in a qualitative study, I used the following techniques recommended by Creswell (1998):

- conducting the study over a period of time
- prolonging the engagement at the research site
- being persistent and consistent about observation

- collecting evidence over time
- utilizing peer raters to prevent bias by the researcher
- utilizing member checks by the teacher participants
- writing rich descriptive portraits of each of the participants in the research

Engagement and Observation Over Time

Prior to the proposed research project, I was able to establish a level of trust with all the participants in the study as a literacy coach at the proposed site for a period of nearly two years. Over that period of time, relationships were established with the building administrator, teachers, students, and parents. I was engaged in the research with the participants over an eight-week period of time. During that time, the student participants were engaged in fifteen CRMA sessions. Observations by the researcher in a variety of classroom settings were conducted seven times over the course of the study including the regular classroom, the gymnasium for physical education, the music classroom, computer lab, and school library.

Collection of Evidence Over Time and Consistent Observation

During the eight-week period of time the research was conducted, I collected data from multiple sources. Prior to engaging students in CRMA sessions, the BRI (Appendix F) was conducted with each of the participants, an e-mail interview (Appendix H) was conducted with the sixth grade teachers, the Self-efficacy in Reading Scale (Appendix G) was administered to the sixth grade participants, and the first classroom observation was carried out by the researcher. Beginning with the first CRMA session, students were audiotaped and videotaped engaging in the strategy and completed a journal response at the end of each CRMA session. Audiotapes, videotapes, and journal responses were collected continually

throughout the course of the research, a period of eight weeks. Observations were conducted throughout the course of the research. Students completed a second Self-efficacy in Reading Scale. During the final week of research students completed a final Self-efficacy In Reading Scale, and an e-mail interview was conducted with the sixth grade teachers.

Researcher Bias

To prevent research bias in the analysis of data, two raters agreed to review the data coding procedures periodically. As data were collected and analyzed by the researcher, the raters were contacted to conduct reviews. The first rater was a first grade teacher in a different building in the school district where the research was conducted. She holds a Master's degree in education, National Board Certification in literacy, and is a certified reading specialist. She has taught first through third grades. She has conducted action research in the past. The second rater was a university professor in the department of education at the local university and holds a PhD from a state university.

Member Checks

Contributing to the trustworthiness of the study, the two sixth grade teachers involved in the research were given an opportunity to review the narrative findings of the e-mail interviews written by me. Member checking allowed for verification of the data provided by the teachers through the interviews and purposeful review of the narrative constructed from the interview statements. The teachers were provided copies of the e-mail transcripts, the categories I used based on hallmarks of self-efficacy, and the resultant narrative for review and verification. A final member check occurred on August 18, 2009. Accurate data about the research participants was critical to the developing portrait of each one. By using member checking, the researcher ensured an accurate portrayal from the teachers' points of view.

Summary

A qualitative case study was conducted to explore changes in students' self-efficacy over time during engagement in CRMA. All of the data collected during the study including CRMA transcripts of audiotaped and videotaped materials, student responses to the BRI and Self-Efficacy Scale in Reading, teacher e-mail interviews, researcher observations in the classroom, and student reflection journals, were collected and analyzed to provide a detailed portrait of each of the research participants, their understanding of themselves as readers, and their self-efficacy in reading. Chapter Four of the dissertation will provide these detailed student portraits through their work in CRMA, interviews and observations, and artifacts. After careful analyzing of the data, Chapter Five will provide educators with information about use of CRMA and self-efficacy in reading.

CHAPTER 4 - Results

When students examine their reading miscues and engage in a dialogue about why those miscues are occurring, they are empowered to talk about how they view their own reading skills, their reading identity, and, in the process, discover their reading strengths (Goodman & Marek, 1996; Moore & Gilles, 2005). The procedures inherent in Collaborative Retrospective Miscue Analysis (CRMA) provide a window through which the portrait of a reader develops and refines allowing clues about reading self-efficacy to surface, as well.

A qualitative case study was used enabling me to develop rich, intricate portraits of each of the students as readers through their discussions in the CRMA sessions, responses to interviews, Self-Efficacy in Reading Scales, and journal entries. All of the gathered artifacts combined and analyzed from multiple perspectives allowed the researcher to identify categories to study based on the research questions and to glean patterns in the students' responses contributing to the answers to those questions. The ongoing and unfolding nature of the research provided data for the three identified areas affecting human performance: the individual, the environment, and the outcome (Bandura, 1977; Barkley, 2006). The overarching research question was:

How will participation in Collaborative Retrospective Miscue Analysis (CRMA) impact a reader's self-efficacy beliefs?

The stated guiding research subquestions were:

1. What are students' perceptions of self-efficacy prior to, during, and after engagement in CRMA? (the individual)
2. When and under what conditions do students' self-efficacy change, moving forward or backward, during CRMA? (the outcome)
3. What observed classroom behaviors indicative of self-efficacy appear over time when a student is involved in CRMA? (the outcome)
4. What are the teachers' views of students' self-efficacy in reading over time when students are involved in CRMA? (the environment)

Overview of Participant Portraits

This study viewed each reader through a variety of lenses further developing each student's portrait. What will be presented in this chapter focuses on individual students and how each of those students came to be perceived through multiple data after coding and analyzing took place. The following sources of data and artifacts provided foci for the individual student portraits presented in this chapter. The portraits included my perceptions of the participants through:

- Prior Literacy Assessment
- Burke Reading Interviews
- Miscue Analysis
- Retellings
- Observational Viewing

- The Teacher's Lens
- Developing Self-Efficacy In Reading

Each of these elements provided the subheading for students' portraits.

Participant Portraits

Extensive rich portraits of each of the six sixth grade students provided insight into each of the readers' thoughts about reading strengths and weaknesses, self-efficacious behaviors related to reading, and the skills each already has in place and those that may hinder that reader from moving forward in developing further skills. Each portrait unfolded with each student's own voice captured through an italicized quotation taken from videotaped sessions, journal responses, and interviews. Students' responses are preserved as spoken or written in his/her own language, allowing his/her own voice to surface for the reader. Clarification, if needed, is provided in brackets [].

Catrina: Self-conscious, Skillful, Introspective

Sometimes I go really slow to look at the words. Sometimes I go fast.

The Chapter Three snapshot of Catrina presented a student lacking confidence in her reading abilities due largely to feeling self-conscious about nonfluency characterized by repetitions and prolongations on the initial sound of a word at the beginning of sentences but fluent thereafter. This slight stuttering behavior, in turn, caused Catrina to be self-conscious around the idea of having other students listen to her on audiotape. An accommodation was made whereby participants examined Catrina's miscues and retellings on paper rather than listening to her audiotape, her feelings about the process eased, and her attitude about attending

became positive. In the beginning videotapes, Catrina was seen frequently sighing, looking disgusted with her peers, and saying little during the CRMA sessions.

As soon as the accommodation was implemented, she transformed into a more animated member of the group, frequently smiling, looking to me for verification or with furrowed brow when something was puzzling. She began participating in the discussions, and while she increased the number of times she commented, she only added important and prudent commentary. At one point during the beginning sessions, I slipped Catrina a note saying, "You have so many smart things to share with the group. I hope you continue to speak up." My acknowledgement of her contributions seemed to motivate her to participate more, and she came to realize she had important and insightful things to say. At the last session, Catrina was seen on the videotape interacting with her peers in a more playful manner as she started an audiotape belonging to a peer (students typically were responsible for starting the tape recorder when it was their turn). When he said, "Hey!" Catrina had a big grin on her face.

Prior Literacy Assessment

Based on the examination of assessment scores from the Kansas State Assessment, MAP, and progress reports, Catrina's performance can be described as inconsistent, sometimes doing very well and at other times having difficulty meeting benchmarks and standards. When looking deeper at the times she had struggled, it was easy to see that Catrina wrestled with self-confidence and needed a nurturing environment where she received consistent, frequent, and sincere feedback from her teachers. When she perceived instruction or interaction as threatening or confusing, she became anxious and performed poorly. A poignant example of this was a situation that occurred during the Kansas State Assessment in reading this year.

Keeping in mind that a certain amount of anxiety naturally permeates a school during state assessment time, the problem was compounded this year by computer difficulties that resulted in partial answers appearing. This necessitated students having to scroll up and then back down to see complete responses to the multiple-choice questions. Mrs. Anderson described Catrina's response, "On the state assessment, she scored in the Approaching Standards category by one point. She was distracted by the fact that some of the answers were not showing correctly and was quick to raise her hand to let me know. She was obviously nervous about the test, and wanted to do her best."

On the MAP testing, given twice a year, as opposed to the Kansas State Assessments given one time, where the computerized tests were working smoothly and the format was well known to the students, Catrina scored above the benchmark for her grade level in reading. On her progress reports throughout the academic year, Catrina consistently scored in the B range in all subject areas except spelling, where she earned As.

Mrs. Anderson and Mrs. Smith had many extrinsic motivational systems in place in the classroom. One of those systems, in conjunction with Accelerated Reader (A.R.) (Renaissance Learning, 2009), was used to measure and provide rewards to the students related to independent reading. Each month, when students read designated books nominated for the William Allen White Award and passed the associated A.R. test, they were invited to attend the Book Club. Book Club was held once a month in the classroom during lunch. Students qualified to attend were treated to dessert provided by the teachers following discussion of the books. At the end of the academic year, students who attended every Book Club session were

then invited to attend a pizza party. Catrina was one of two students in the study attending all Book Club meetings and the year-end pizza party.

As part of the intent of A.R., Catrina set high goals for herself each quarter of the year. During the first and second quarters, she earned 24.9 and 21.4 points respectively, but during the third quarter, Catrina earned 101.8 points far exceeding the first and second quarters combined. Her average percentage earned on A.R. scores was 85.5%. Renaissance Learning recommends students achieve at percentages between 85% to 92%. Catrina's score showed that she was sufficiently challenging herself with independent reading material. In reviewing the titles of the books she read, Catrina read 18 titles on her own and focused her independent reading on high quality, meaningful literature including titles such as *Island of the Blue Dolphins* (O'Dell, 1960), *The Titan's Curse* (Riordan, 2007), *Out of the Dust* (Hesse, 1997), *Yellow Star* (Roy, 2006), and *Tuck Everlasting* (Babbitt, 1975). Her selections also included two of the books in the *Twilight* (Meyer, 2005) series, currently popular with pre-teens and teenagers and being read by many female peers in Catrina's classroom. Related to independent reading, Mrs. Smith noted, "Catrina is enjoying reading on her own more this year. She is more confident in her independent reading than with the books we cover in class."

Focus on the Burke Reading Interviews

Catrina completed the Burke Reading Interview with me pre- and post-CRMA sessions, March 23 and May 18, 2009, respectively. She does not have many strategy retrieval systems in place as evidenced by her responses to the question, "When you are reading and come to something you don't know, what do you do?" She initially responded, *Ask a teacher. Sometimes if I don't know a word, I just keep up with it.* When I probed asking for clarification

about keeping up with a word, I came to understand that she meant she hoped to pick up on the meaning of a word as she continued to read. At the end of the study, Catrina was still not applying strategies and looked to outside sources to assist her with her reading when she responded to the same question, *Ask my Mom or go on the Internet and look it up*. This view of Catrina was affirmed by Mrs. Anderson's comment about her ability to employ reading strategies: "I think that Catrina can use some strategies, but she may need reminding of how to use them. She has started using them on her own, but it does not come easy to her."

It appeared that Catrina did not know strategy retrieval and use were important. When asked about helping someone having difficulty reading, she said she would help by giving the person *strategies that would help them, like saying the words out loud*. On the post-BRI, she responded to the same question with, *Sound out the word. Take it slow or read it out loud*. Catrina believed a teacher helped striving readers by working one-on-one with the student, something Catrina, herself, had experienced.

At home, Catrina had modeling for reading, and that reading went beyond reading for pleasure and enjoyment to reading as part of a vocation. Her mother read and reviewed romance novels for a publisher, something Catrina seemed quite proud of because she talked about it on both BRIs, and also noted, *We have 100 books in our house*. She viewed her mother as a good reader and believed that looking something up on the Internet was how her mother solved something she did not know when she was reading.

As mentioned earlier, Catrina had slight stuttering behaviors that occurred when she began to articulate a word or sentence. It disappeared after the initial word(s) was (were) spoken. This behavior was a source of embarrassment to her, surfacing when the study began

and her reluctance to be a part of the study, in her CRMA journal, and again on the BRI. On the pre- and post-BRI, in response to the question, "What would you like to do better as a reader?" Catrina responded, *Not stutter*. And, on the post-BRI, when asked if she thought she was a good reader, she said, *No, because I stutter*. In her journal, she noted, *I do not like hearing myself because I studer [sic] alot and because its embarresing [sic]*. She clearly associated reading fluently, reading words without faltering, with being a good reader even though she had many other strengths related to the reading process.

Miscue Analysis

In the beginning CRMA sessions, Catrina remained quieter than her peers. Even though she did not speak much, she was captured on the videotape always paying attention and often nodding her head in agreement or disagreement about what was being said among the group members. She was reluctant to speak, but when she did, she contributed comments noticing print similarities in words, building connections to aid in comprehension, and noting fluency strengths in other students. When Nate miscued on the word 'ranch,' and instead said, 'lanch,' Catrina observed the two were similar, just *switch the R and L*. The students struggled with the word 'denim,' and appeared to be puzzled over the meaning of the word. As we worked through finding the meaning of the word, Catrina asked, *Isn't that a kind of material?* And, after a strong retelling from Nate, Catrina noticed Nate's use of expression during reading and retelling showing that she understood how doing so during the process of reading assists the reader to build understanding.

In later sessions, Catrina was much more apt to participate and continued to offer solid contributions to the discussions. She was skilled at understanding and speaking out about

whether a miscue was a 'smart' one or an 'okay' one (Moore & Gilles, 2005), dependent upon whether or not meaning was compromised. On April 17th, the first time we listened to one of Ellena's audiotapes, the group was focused on the number of miscues rather than looking for compromised meaning. Catrina successfully redirected the group saying, *I think she's understanding if she's self-correcting*. When I probed for a deeper response asking, "If she's self-correcting, what is she doing?" Catrina responded, *She's knowing the passage and getting [understanding] the story*. On April 24th, while listening to Shelley's audiotape, Shelley became frustrated when she struggled pronouncing several words in the passage. When we finished the tape and began discussing miscues, Catrina was the first to identify a strength in Shelley's work saying, *She has a lot of self-correcting, and that's good because she's understanding it*.

Catrina's miscue summary appears in Table 4.1. It is significant for demonstrating Catrina's increase in self-corrections and reduction in insertions over the course of the study. Catrina's own miscues had little effect on meaning. Even though the data showed Catrina substituted numerous times, except for her first passage, she frequently used repetition as a placeholder and then self-corrected before moving on within the passage. In my final interview with Catrina, I asked her what she had learned from CRMA. Her skill at using repetition and self-correcting was confirmed when she said, *That if you self-correct, it's good to self-correct. What a miscue is; it is not a mistake*.

Table 4.1 Catrina’s Miscue Summary

Catrina’s Miscue Summary							
Date	Words In Passage	Substitutions	Insertions	Omissions	Miscue Affected Meaning	Repetition	Self-Correction
3/27/09	194	0	3	2	0/5	1	1
3/30/09	368	6	5	0	0/11	4	3
4/3/09	343	12	1	0	4/13	3	3
4/20/09	341	8	1	1	2/11	5	4
5/1/09	408	6	1	1	3/7	3	4

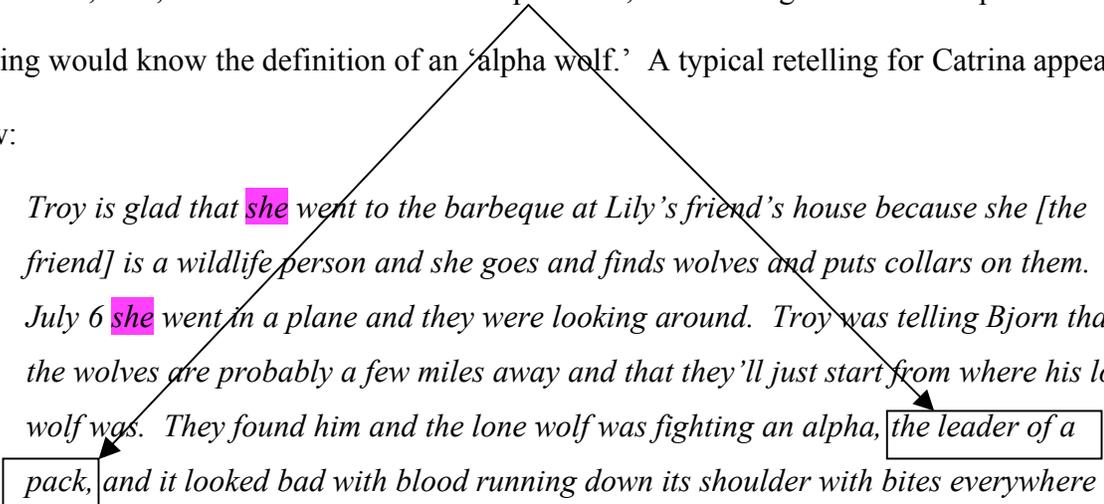
Retellings

Catrina’s prominent strength in CRMA sessions was her ability to discern the quality of a retelling. Again, on April 24th, while discussing Shelley’s retelling and her random articulation of details, Catrina said, *The person listening to you might not know what you are talking about since you’re skipping around.* When I asked her to clarify a bit more about thinking of details out of sequence she said, *I think she understands it, but after she finishes the passage, she forgets some of it and skips around,* and admitted to sometimes having the same difficulty.

Catrina’s retellings from the text, *Lone Wolf* (Fisher, 2004), were strong from the beginning session and remained so throughout all of the CRMA sessions. She understood that she needed to include the main events in sequence and include enough details so that the person listening also understood the passage. During the April 20th session, Catrina remained

silent during her peers' discussion of her retelling. I finally asked her if she thought she understood everything that had happened in the passage, and she simply responded, *Yeah*, displaying a huge grin on her face. She was clearly pleased that her peers saw retelling as a strength for her. Catrina referred to Troy as 'she' throughout this particular retelling (see highlighted text below). This was something with which every student struggled, each except for Devin having never heard the name Troy before. Catrina remarked on this in her journal saying, *I keep on saying that 'she' Troy instead of 'he' Troy. It's starting to frustrate me.*

Note, also, that Catrina defined the 'alpha wolf,' not leaving to chance the person listening would know the definition of an 'alpha wolf.' A typical retelling for Catrina appears below:



Troy is glad that she went to the barbeque at Lily's friend's house because she [the friend] is a wildlife person and she goes and finds wolves and puts collars on them. In July 6 she went in a plane and they were looking around. Troy was telling Bjorn that the wolves are probably a few miles away and that they'll just start from where his lone wolf was. They found him and the lone wolf was fighting an alpha, the leader of a pack, and it looked bad with blood running down its shoulder with bites everywhere and blood running down its mouth. Troy thought that the lone wolf was going to be okay.

When I examined Catrina's retellings from the beginning to the end of the CRMA sessions, her strengths were apparent—retellings elaborated the important events in the text and were sequenced nearly perfectly from beginning to end. She integrated vocabulary words from the story into her retelling and sometimes provided an additional phrase or sentence to demonstrate comprehension of the vocabulary. Catrina's retellings were accurate, detailed, and provided a model for the other participants.

Observational Viewing

During classroom observations, Catrina portrayed herself much as she did in CRMA sessions. She was serious and efficient when given a task to accomplish such as completing her planner, balancing her checkbook (a classroom incentive), or reading independently. She was very social with peers at appropriate times and seemed comfortable conversing with them. In the music classroom, her behaviors mimicked those in the classroom. She quickly checked her recorder to see that it was assembled properly, answered a question correctly, and had her eyes on the teacher when she was conducting.

The last time I observed in the classroom, the teachers and students were engaged in a classroom auction whereby students spent incentive ‘money’ they had earned for good behaviors and academic achievements. Among the items up for auction was a chicken made of metal pieces that would most likely be used for kitchen décor. Catrina had a large amount of money to ‘spend’ signaling to me she was a compliant, well-behaved student. She showed a more playful side to her personality than she displayed in CRMA sessions and successfully outbid her peers for the chicken. She was pleased with herself and remarked upon returning to her seat, *I love chickens!*

The Teacher’s Lens

Mrs. Anderson viewed Catrina as a reader unsure of herself, still struggling with reading skills and knowing what strategies to use even though she acknowledged that Catrina had improved during the year. Related to self-efficacy, she commented that Catrina “worried she is doing something wrong and therefore doesn’t trust her own skills.” Mrs. Anderson’s view of Catrina was congruent with my observations when she noted Catrina was efficient at completion of assignments and tasks, even though completing them sometimes required more time than her peers. She also noted it was easy to ‘read’ Catrina’s face when something was

confusing. I believed it was easy to read Catrina's face for confusion, agreement or disagreement with peers, and when she was pleased with herself. Mrs. Anderson ended her e-mail interview by stating, "Catrina is a puzzle," acknowledging her seeming confidence at many things, but her lack of confidence related to reading even when she clearly had many reading strengths.

Mrs. Anderson noted Catrina's enjoyment of reading that surfaced and grew during the year. Her participation in each Book Club meeting was a clear indication to Mrs. Anderson of Catrina's determination to be successful at independent reading and her newfound view of reading as a pleasurable activity. She still doubted herself about reading for academic purposes and had difficulty completing the actual act of reading and the associated work without support from her teachers.

Developing Self-Efficacy In Reading

Catrina's Self-Efficacy in Reading Scales confirmed much of what appeared on videotape and the transformation that occurred in behaviors and in discussion from the beginning to the end of the study. Her view of herself as a reader able to employ strategies when needed was compromised before the study began and was evidenced in ratings between 40 and 60, *I might be able to do this*, on the following statements:

- I believe I can make connections to other things I know when I read.
- I know what to do when I don't understand what I am reading.
- I know what strategies to use when I read.
- I can make a plan about reading the text before I begin to read.
- If I am reading, and the text gets difficult, I am aware of it.
- If reading gets difficult for me, I am successful at fixing it up.
- I am successful at asking myself questions about the text when I read.

As Catrina began to realize peers looked to her for insight into their miscues, she changed her view of herself and, mid-way through the study, her self-efficacy ratings for these same statements ranged between 60 and 80. By the end of the study, she demonstrated self-efficacy for strategy retrieval by rating herself between 70 and 90, *I am pretty sure I can do this*, for those same statements. Catrina's view of herself as a student who earned good grades in reading and someone who enjoyed reading remained the same 80 to 90, throughout the study. However, in response to the statement, "I can say, 'I am a good reader,'" Catrina consistently rated herself 60. Her self-efficacy for knowing what to do when she was challenged with her reading was compromised by the end of the study. To the statement, "When I find reading difficult, I usually give up," she responded with 0 at the beginning of the study, but by the end, she rated herself at 50, suggesting that Catrina understood she still had work to do to improve her reading skills.

Catrina As A Reader

Catrina perceived herself as a dysfluent reader based on a slight stuttering behavior. Her perception permeated her view of herself as a less than competent reader and colored her self-efficacy as a reader to the point that she did not believe she was a 'good' reader. In fact, Catrina possessed many characteristics of a developing strategic reader. Her strengths presented over and over again. Catrina's behaviors observed in the classroom and in CRMA sessions assisted me in developing a portrait with clarity and definition. While observed at times to be extremely self-conscious about her stuttering behavior, her social and academic skills portrayed a different picture focused on being an involved, compliant, and successful student. She was a student skilled at seeing others' effective reading skills during discussions.

I viewed Catrina as an introspective reader, not only about her own miscues, but her peers' miscues, as well.

Succinctly captured as a reader, Catrina:

- Struggled with standardized test-taking resulting in vacillating scores;
- Revealed a competent and successful student on daily assignments;
- Set high goals for independent reading;
- Read quality literature from a variety of genres;
- Appeared unsure about employing reading strategies;
- Understood the importance of and employing repetition as a placeholder and self-correcting while reading;
- Comprehended what she read, demonstrated through quality retellings;
- Displayed competencies in the classroom;
- Developed a stronger sense of self-efficacy; and
- Allowed her sense of herself as a reader to be colored by her stuttering behaviors, but gained confidence during CRMA.

Devin: Unsure, Deskilled, Unmotivated

Because I want to make sure because I go kind of fast and miss some things, and I feel like I haven't said it right. So I go back.

The snapshot of Devin presented in Chapter Three showcased a student who publicly demonstrated confidence in himself as a reader. In the beginning session of CRMA, he was captured on videotape as confident and a willing participant in the process. This façade as a capable reader rapidly altered, and by the third CRMA session, Devin changed to being critical of the CRMA process and disengaged in the discussion taking place on that particular day. As

the CRMA sessions progressed, Devin felt more and more uncertain of his abilities as a reader to retrieve and implement strategies while he was reading, and perhaps arrived at a clearer picture of himself as a reader. Watching Devin progress from seemingly hubristic to critical of the process to being capable of examining his own reading performance compared to watching a mask being peeled away a bit at a time until the true reader was exposed—albeit not a very competent one.

Devin's effort and progress as a reader may be compromised and even diminished by the support he received at home. He was encouraged by his parents to participate in sporting activities, play video games, or spend time outside, sometimes at the expense of completion of schoolwork. Devin, himself, confirmed that he could choose to read or not in one of his responses on the BRI, and when asked what made his classmates good readers, he said, *They have more time to read. They don't do anything at their house; reading is one of their hobbies.* This view of reading was confirmed by Mrs. Smith in her interview when she stated, "He [Devin] rarely reads for pleasure, and he doesn't have much need to read, in his mind."

Prior Literacy Assessment

Devin's teacher, Mrs. Smith, confirmed my perception of Devin as seemingly overconfident when he clearly had difficulties as a reader, when she related the following scenario to me. As he was taking the Kansas State Assessment, she observed him selecting many incorrect responses on the reading test. As he finished testing and was leaving the computer lab, he told Mrs. Smith, *I think I did really well. I'm sure I didn't miss any because it was easy.* Looking at assessment data, Devin presented himself as a student hovering right at or just below the benchmark of meeting standards on the Kansas State Assessment and the benchmarks on MAP in reading, language, and math. It was difficult to establish any kind of

pattern using his scores. On the MAP, he made progress during the year, but gains were minimal, although he was able to score at the benchmark in reading. Of interest was that Devin spent more time taking the MAP Reading Assessment than the other peers in the study, nearly an hour. On the Kansas State Assessment, his scores were inconsistent year to year. He vacillated between meeting standards in grades three and five, approaching standards in grade four, and then meeting standards again in grade six, but down from 74% to 68% from the previous year. During the sixth grade year, his scores on the formative assessments did increase with each progressive test.

Devin read 11 books during the academic year, and only three of those books were read independently. All of the other books were read aloud or as part of novel studies during reading in the classroom. Even with the support of having the text read aloud or examined thoroughly during a novel study, Devin struggled to understand the books. Mrs. Smith said, “He does not follow along well during teacher read-aloud time, and struggles with comprehension while reading novels covered in class. Without a completely thorough discussion of the literature we are covering, Devin gets little out of the books we cover in class.” He read only four books during the second semester and failed the associated A.R. test accompanying one of those books. Because of Devin’s inability to complete reading independently, he was unable to attend any of the Book Club meetings offered by his teachers during the year.

Aside from the high quality literature used during read-aloud by his classroom teachers, the only other quality literature Devin read this year was *Hoot* (Hiaasen, 2002). He spoke several times during CRMA sessions about reading *Goosebumps* books, and even mentioned one title, *The Werewolf of Fever Swamp* (Stine, 1993). While Devin appeared to have found in

Stine's books an author he liked and could be counted on for a predictable story, I also noted that Devin had been reading those same books last year. He seemed overly reliant on text that was easy for him to access, safe in plot and theme, as he failed to evolve as a reader capable of reading more challenging books.

Burke Reading Interviews

I administered the Burke Reading Interview to Devin prior to and post-CRMA sessions on March 23 and May 18, 2009, respectively. On the BRI, Devin was able to identify several strategies he might use when he comes to something he does not know while reading including rereading, focusing on vocabulary, and making text-to-text or text-to-self connections. He also identified sounding out or asking a teacher as a strategy he might use when he is unsure of a word. When Devin talked about a reader in trouble and how he might assist that person, he identified having the person read slowly in order to understand what was being read. Devin's teacher, Mrs. Smith, viewed Devin as unable to employ learning strategies saying that when new strategies are taught to him one-on-one, "he is receptive—but does not necessarily carry these strategies over into the classroom."

On the first BRI, Devin identified two peers, Kierstin and Kellie (pseudonyms), as successful readers. As noted earlier, he said that they have more time to read and reading was one of their hobbies. He does not believe that either one of his peers have difficulty with reading tasks. On the BRI completed after CRMA sessions ended, using language he had learned, Devin identified his mother as a good reader because she *likes to self-correct, repeat, and sound out words. She reads slow so she can understand the passage.*

When I asked Devin what he would like to do better as a reader, he initially said he wanted to read more, read faster, and get better scores on A.R. tests. But, after CRMA had

ended, he answered the question quite differently, focusing instead on comprehension when he said, *Understand the passage more so it makes sense to me.* When I asked him to respond about whether he viewed himself as a good reader, making sense of text surfaced again when he said, *Yes, I can read a book and do good on the A.R. test if it's interesting. If it's a dull book and doesn't make sense, I won't do good.* His statement indicated he understood the importance of being engaged and interested in what he was reading. Devin's teacher viewed him as a 'short-term learner' preferring short assignments, short readings, and short books.

Devin used terms he had learned in CRMA, such as *self-correct*, *repeat*, and *passage* several times on the post-BRI, showing me that he retained some of the miscue language, but failed to show he could apply it when he was unable to expand upon his answers. When I asked him what he had learned from participation in CRMA, this view was confirmed when he reported, *I learned about miscues and about new, different words. I learned about self-efficacy.* Again, Devin was unable to relate any information beyond the statements.

Miscue Analysis

In the initial CRMA sessions, Devin made strong connections between the discussions and his external world. During the third session, Nate, Catrina, and Shelley had all miscued on the word 'depot.' Nate and Catrina pronounced it 'de-pot,' and Shelley said 'deport.' When I asked the students to look at the line in which the miscue occurred, Devin responded, *Home Depot. That's the only way I know how to do it* [meaning pronounce the word]. I complimented him on his connection to something he already knew, a good strategy to assist a reader in figuring out words. Devin's ability to make a connection occurred again in the same session when we had a discussion about the students referring to Troy, the main character in *Lone Wolf* (Fisher, 2004), as 'she.' Devin said he knew that Troy was a boy because there was

a Troy in *High School Musical* (Disney, 2006). Once again, I pointed out to Devin and the other students the importance of making connections while reading.

Beyond making connections, most of the time Devin was unable to participate in discussions at the level of his peers. Initially, he remained focused on the numbers of miscues he made or his peers made, counting miscues, or asking, *Did I miss that?* On April 6th, we were just beginning to listen to one of Shelley's recordings. As Devin looked at the miscue transcription, he noticed that Shelley miscued on the word 'abruptly.' He could be heard asking, *Was I the only one that got that word right?* When I responded that it was a difficult word to pronounce because of the number of consonants, he said, *I got it right. See, I got it right. I know that word.* In another session, when Nate had difficulty with the word 'affectionately,' Devin commented, *That's a real common word.*

When his peers moved beyond looking at the number of miscues by ignoring Devin's comments, he began making excuses for his miscues rather than considering why they occurred. On April 15th, we explored Devin's miscues from nonfiction text, *Teaching the World About Wolves* (2009). He miscued on 'submissive' and 'dominance,' inserting non-words instead. When I asked Devin to talk about the final paragraph of the text where the two words appeared, he said, *There were a lot of hard words, difficult, high level words.* He tried to explain himself again when he mispronounced 'vocalizations,' saying, *Yeah, it's long. I just tried to sound it out, and at the end I knew what it was.* However, he was never able to say the word correctly on tape.

Devin's miscue summary appears in Table 4.2. The miscue summary is significant for showing an increase in David's omissions and few changes in the number of self-corrections over the time span of the study. He had miscues that affected meaning during every recording

session. He did not employ self-correction often in relationship to the number of substitutions and overall miscues he made. Devin seemed to struggle to understand the relevance of miscues and their effect on comprehending text, but there was evidence that he improved as the sessions progressed from the beginning to the end of the study. He began to use miscue language, but was not always successful at extending that knowledge to any depth.

Table 4.2 Devin’s Miscue Summary

Devin’s Miscue Summary							
Date	Words In Passage	Substitutions	Insertions	Omissions	Miscue Affected Meaning	Repetition	Self-Correction
3/25/09	194	3	1	0	3/6	1	1
4/3/09	343	6	0	0	1/9	3	2
4/15/09	228*	2	0	0	2/4	2	0
4/24/09	234*	8	1	5	4/13	0	2
5/1/09	408	9	0	5	3/16	3	1
5/6/09	303	2	0	1	1/6	3	0
*indicates nonfiction text							

Retellings

Devin struggled most with comprehension of the text. His retellings were shallow and contained elements that revealed he did not understand what he was reading. Mrs. Smith noted that Devin did not share much during conversation time in the classroom when novels were discussed. She said, “I think he gets most of his knowledge of the books during our discussion

rather than when he's reading on his own." This occurred in CRMA sessions, as well. This was evident in his use of prediction. During the third CRMA session when we had established the text was a fictional story about a boy visiting his aunt living in the north woods, Devin predicted, *I think Aunt Lily is a wolf*. A session later, when his peers discussed Troy's parents' divorce, Devin said, *He's too worried about the case right now*. Both of these statements suggested that Devin was unable to determine the genre of the story well into the book, thinking first that he was reading a folk or fairy tale and later a detective type mystery with a case to be solved. A typical retelling for Devin at the beginning of CRMA appears below. Note that Devin believed the main character was a girl at this point:

This girl is going to live with her Aunt Lily because her Mom and Dad is in a divorce and they don't know what to do with the girl—if she wants to stay with her Mom or Dad. And she's writing in the journal saying will the bus ever end.

Later, Devin realized he was struggling with retelling what had happened in the text. During one retelling midway through the study, he became frustrated with the process. I told him that good readers sometimes revisit text and skim or reread in order to complete an accurate retelling. He skimmed the text again in order to end his retelling:

When wolves are howling at the moon, it doesn't mean they are scary, it means they are communicating. And, when a mother whimpers, her pack stays together from a predator, and when a wolf growls, it means a predator is nearby. And, if (long pause), when (long pause), when a wolf, ah! [Devin stopped the tape and we talked about the need to sometime look over the text again, even reread sometimes. After he skimmed the text again, he tried the retell again.] When a wolf whimpers it means that one of the pups or an adult is hurt. Growling means when a wolf sees or hears a predator.

Finally, at the end of the study, Devin understood the elements of a quality retelling and was successful at the process. He realized his success when he was captured on videotape

saying, *It [the text] makes more sense...finally*. He confirmed this in his journal response, writing, *I did good on my retelling. It was one of my best. I understood it to [sic], it made a lot more sense [sic]*. That retelling appears below:

It's very different back where he is because instead of woods, forest, smells, and noises all he hears are honking cars. He doesn't like that noise, and he's back with his Mom and Dad. They're trying to settle back. It's new, and July 20, um, um, he looked up on his computer and saw an e-mail from Aunt Lily saying that Bjorn and Sigrid had been radio tracking and they found the lone wolf 520, and they also found another wolf, a female wolf, 575, and that was his name. And, he hoped the lone wolf would have a family. And, he said, "Goodnight diary."

Examination of Devin's retellings, from the beginning of the study to the end, revealed growth in being able to conduct a quality retelling. The first two retellings focused on recitation of various details from the story, not necessarily in any sort of sequence. By the middle of the study Devin displayed frustration with conducting the retelling resulting in my intervening to assist him in employing skimming or rereading to help him finish. The last two retellings Devin conducted were considerably better than the others. He finally understood that he needed to include an overall picture of the text with details told in order.

Observational Viewing

In all of the completed classroom observations, Devin appeared to be a compliant student focused on his work. During the first observation, I noted that he worked quietly the entire time I observed. He never left his seat even though I observed for over 45 minutes. In library instruction, Devin appeared to be listening intently to the librarian as she previewed books preparing students for an author's visit. Later, when the students were free to check out books, he read an issue of *Ranger Rick* (National Wildlife Federation, 2009). When I asked him if he

had a book to read, he responded that he was reading a William Allen White book, but had forgotten to bring the book with him.

Devin was more engaged and interactive during music instruction than in any other setting I observed him. During an observation in the music classroom, Devin was seen with his eyes on the teacher as she conducted and said the notes aloud with her. He checked the wall chart for the notes to confirm his thinking before answering. When the students were singing “For Good” from *Wicked*, he rocked with the beat of the music. This was a contrast to his behavior in P.E. where I noted nearly all of his peers were engaged and appeared to enjoy a game similar to dodgeball. When I entered the gym, Devin ran to me and asked if he could come record because *I hate this game. People are crazy in there!*

The Teacher’s Lens

Mrs. Smith viewed Devin as a ‘non-reader’ compared to the rest of the students in her classroom. She cited numerous examples of Devin’s refusal or inability to supply the effort it takes to read when compared to his peers. Examples included pretending to read during independent reading time, only reading three of the shortest Book Club books all year long, and scoring 70% on A.R. tests and being pleased with that score. Mrs. Smith believed Devin gleaned most information about text from discussions held within the classroom relying on her and peers to supply what he needed in order to complete assignments. She noted his work ethic was less than desirable and rather than working hard on an academic task, a hallmark of self-efficacy, Devin, in her view, preferred to “Get it off my desk.”

In addition to viewing Devin as a non-reader and having a less than stellar work ethic, Mrs. Smith thought Devin’s view of himself as a reader was inflated. She said, “Devin thinks he is a good reader in his own mind,” a view I would have concurred with in the beginning

CRMA session. She noted his excitement to earn 70% on tests and his tendency to learn for short-term purposes. Mrs. Smith said that Devin tried “not to appear like he struggles,” also confirmed in the initial CRMA sessions.

Mrs. Smith saw Devin as a daydreamer, especially when the subject did not interest him. She mentioned that he “had a touch of ‘6th grade-itis’ and liked getting the attention of his peers during the last quarter of school.” While I was unable to observe Devin in the same light as his classroom teacher (as a daydreamer and entertainer), I drew a possible parallel between his apparent need to entertain in the classroom to attract the attention and acceptance of peers, and his need to draw attention to himself in CRMA sessions by pointing out when a peer miscued and he had been successful at saying the word(s) when his peer had not.

Developing Self-Efficacy In Reading

The Self-Efficacy in Reading Scale confirmed how Devin was captured in the CRMA sessions. He appeared to have high self-efficacious opinions related to his reading skills when the scale was administered on March 23, 2009. He rated himself between 70 and 100 indicating he was pretty sure or certain he could perform on nearly all of the stated tasks. Devin’s rating of 60 on the statement, “When I compare myself to other students in my class, I am a good reader,” was perhaps telling of his underlying uncertainty about his reading self-efficacy. His rating on that particular statement remained unchanged on the following two administrations of the scale on April 17th and May 18th. Another statement, “When I find reading difficult, I usually give up,” Devin rated himself 0 on all three scales indicating he did not view himself as someone who gives up, but contradicted his teacher’s view that he supplied little effort at reading tasks and assignments.

On April 17th, it was apparent that Devin had begun to change his view of himself as a reader when his ratings lowered on two statements, “I can understand when I read” (from 90 to 70), and “I know what to do when I don’t understand what I am reading” (from 80 to 70), suggesting he may have developed an understanding that his peers in CRMA were better at using reading strategies and comprehending reading material than he was capable of at the moment. These changes paralleled what was occurring in the CRMA sessions when Devin made excuses for his miscues and struggled with accurate, detailed retellings.

By the final completion of the Self-Efficacy in Reading Scale, Devin recovered some of his confidence, and again rated himself between 70 and 100 on nearly all items. Interestingly, on two statements Devin scored himself at 70 at the beginning of the study and 80 at the end of the study: “I can say, ‘I am a good reader,’” and “I can say, ‘I like to read.’” While Devin’s self-efficacy related to reading appeared to have eroded mid-study, his final scale completion indicated he felt better about his skills again and believed he was a good reader.

Devin As A Reader

The portrait of Devin that was unveiled during CRMA was painful to observe. While he appeared, initially, to be compliant and even excited about attending and learning a new reading strategy, he quickly emerged instead as a very unsure reader. His uncertainty about his reading skills left him stripped of positive self-efficacy for reading and his cooperative attitude was replaced with a need to ‘save face’ by pointing out peers’ errors and his own success when it occurred.

Devin’s lack of motivation and success in many academic arenas only served to further erode his self-efficacy confirmed by the ratings he recorded on the self-efficacy scales. He appeared to be recovering some of his previous positive self-image by the end of the study, but

much work remained to assist him in learning how to successfully access, employ, and utilize reading strategies. Mrs. Smith noted Devin's preference to allow others to "help on his work so he's not stuck doing it alone" leaving me feeling skeptical that he can change his reading behaviors in any significant way without further intensive intervention.

Succinctly captured as a reader, Devin:

- Professed assessments were easy for him, but actual performance was marginal;
- Possessed a "get it off my desk" work ethic and viewed as a non-reader;
- Read independently only when it suited his needs;
- Trapped in cycles of reading predictable books by familiar authors;
- Masked reading difficulties with self-confident talk;
- Parroted CRMA terms but not always able to see how it could apply to him;
- Struggled with building meaning while reading;
- Appeared to be compliant and engaged;
- Lowered self-efficacy but probably a more realistic view of self as a reader after CRMA; and
- Required further work to solidify any gains made during the study.

Nate: Insightful, Self-assured, Motivated

I kind of slowed down on this one because there were so many hard words.

The Chapter Three snapshot of Nate presented a congenial, talkative student who seemed interested in and caught on quickly to the intricacies of CRMA. He participated in every session without being prompted and easily internalized miscue language and how to apply it in the conversations we had. Nate was quick to assimilate what occurred in the sessions after listening to audiotapes. He would then offer candid, appropriate remarks about all miscues,

including his own. He was honest in his assessments, and I rarely had the sense that he was holding back to spare feelings although he was capable of finding strengths in his peers as well. Nate commented in a clipped, direct manner and did not have to think long before offering his thoughts.

Prior Literacy Assessment

Nate's MAP assessment score in reading was lower than the benchmark for a sixth grade student when taken in April 2009. He gained three points from fall to spring scores, a small gain for an academic year. It appeared that he took the test seriously, spending nearly 45 minutes taking the assessment. This aligns with Mrs. Anderson's view of Nate as working hard on assignments and completing most of them on time.

On the Kansas State Assessment, Nate was more accomplished. He performed well on each of the formative assessments given throughout the year, and he met the standard for reading on the spring assessment. Nate performed best on expository text fitting with his interest in reading nonfiction text to add to information about wolves during CRMA sessions and his desire to voluntarily read aloud during science instruction. Nate's performance on progress reports showed that he earned Bs in all content areas except spelling in which he earned As.

Nate did read independently and was able to participate in the teachers' Book Club each month—the only male in the study group able to complete the work required. Mrs. Anderson seemed to understand Nate's strengths stating, "I think Nathaniel thinks of himself as a reader, but because it is harder for him, he doesn't enjoy it. He needs an outer stimulus like the Book Club or class requirements to read a book." His A.R. report showed he read 21 books and passed each of the associated tests. He read quality literature such as *Free Baseball*

(Corbett, 2006) and *The Wright 3* (Balliett, 2006), and enjoyed some lighter reads like *Phineas L. MacGuire...Erupts* (Dowell, 2006) and *Confessions from the Principal's Chair* (Myers, 2006).

Burke Reading Interviews

Nate completed the Burke Reading Interview on March 25 and May 18, 2009, respectively. He knew himself as a reader and had lengthier responses on the BRI compared to his peers in the study. He had a number of strategies he used when he came to something he did not know in his reading including rereading, sounding out, using context clues, and moving on when he could not figure out a word. He reported that when he gets stuck, "I usually ask for help." I asked him whom he would ask, and he said, "Mom or Dad." Mrs. Anderson said that Nate does have some strategies he used, but "he doesn't use them easily. If he is encouraged by others to use them he is able, but he does not come up with them himself."

Nate viewed two different classroom peers as good readers, Victoria (pseudonym) on the pre-BRI, and Breanna (pseudonym) on the post-BRI. When asked what made them good readers, Nate cited their ability to focus, something with which he struggled. He said that Victoria is *focused on the book. She doesn't let anything stop her. I get distracted by my brother.* He stated something similar about Breanna, *She stays focused. She doesn't get distracted by anything.* The ability to focus while reading surfaced again when I asked Nate how he would help someone who struggled with reading. He said, *If somebody was talking to someone, I would try to focus. I would tell them to ignore them, and I would say, 'Don't get distracted and try your best.'* When I asked him what he would like to do better as a reader, he mentioned *not being distracted* on both the pre- and post-BRI. It was clear that Nate saw focusing while reading as important to succeeding at reading.

Nate viewed himself as a good reader as well. His reasoning was that he liked to *read long books* and take his time to read them. He recognized that reading had made him successful because he was *going to the pizza party*. When I asked him what he had learned from the CRMA sessions he said, *I learned that mistakes are now officially miscues*. He saw himself as the most successful at retellings because when he conducted a retelling they were *sequenced and descriptive*.

Miscue Analysis

Initially, Nate focused on the number of miscues that were made, but quickly transitioned to looking deeper at the kinds of miscues that were being made and why they occurred. By the third session on April 1st, Nate had already figured out the importance of making connections while reading. Both Shelley and Nate had miscued on the word ‘conked,’ but Nate self-corrected. When I asked him why he had self-corrected, he was able to show how a reader uses connections to make sense of the text when he stated, *Probably because my Mom has said, when Max [his younger brother] is asleep, when he hit the pillow he conked out*. Nate was willing to stop and evaluate a miscue. When the group was deciding whether leaving out the word ‘early’ before ‘morning’ affected meaning, Taylor was quick to point out that early had been omitted. Nate responded, *That doesn’t show that it changed the meaning*. In a later session, as Ellena focused on one of her own miscues, Nate confidently responded, *That’s a smart miscue. It doesn’t change the meaning*.

Nate’s own miscues appear in Table 4.3. The miscue summary is significant for demonstrating Nick’s reduction in substitutions and repetitions over the course of the study. From the beginning to the end of the CRMA sessions, Nate began with few miscues, gradually

increased the number of miscues, and then ended with few miscues. As the sessions progressed, Nate became more aware of his reading behaviors that affected fluency and comprehension, specifically reading too quickly and ignoring punctuation while reading. He worked diligently to correct those behaviors, and by the end of the CRMA sessions, he had reduced his miscues. Note, too, that one of the passages was nonfiction. After reading the first nonfiction passage, Nate realized that by his own admission, he had slowed his reading rate, but perhaps he needed to slow down even more and read the passage differently. He had miscued on the vocabulary words and admitted he did not understand the words he was attempting to sound out.

Table 4.3 Nate’s Miscue Summary

Nate’s Miscue Summary							
Date	Words In Passage	Substitutions	Insertions	Omissions	Miscue Affected Meaning	Repetition	Self-Correction
3/25/09	194	3	0	0	2/6	3	1
3/30/09	368	5	1	0	1/9	2	3
4/3/09	343	9	0	1	2/11	2	4
4/17/09	215*	8	0	1	4/10	2	2
4/21/09	234*	2	0	0	1/2	0	1
5/4/09	310	0	1	0	0/1	1	1
*indicates nonfiction text							

Retellings

Nate demonstrated an inherent ability to conduct a retelling from the beginning of the CRMA sessions. His retellings were models for the other students. He included a sequenced series of events in narrative retellings, stated the main idea for expository text, and told sufficient information to allow the listener to reconstruct the stories from what he stated. While reading, Nate used expression, even during his retellings. This was noticed by his peers and talked about during one session. Catrina noted that he “shouted out ‘Yes!’” to which Nate responded, *Well, I mean I saw the exclamation mark*. Two examples of Nate’s retellings appear below, the first from *Lone Wolf* (Fisher, 2004), the second from *Teaching the World About Wolves* (International Wolf Center, 2009). Note that he also had difficulty with the name Troy identifying a boy in the story.

Aunt Lily meets the girl at the bus stop. She’s wearing cowboy, kind of cowboy clothes, with gray hair. And she, the girl, drove [sic] for two hours in silence and when Aunt Lily and the girl get to the house, they go right to bed and the girl hears a shrieking howl and looks at Aunt Lily for an explanation but all Aunt Lily says is, “Good night, Troy.” And when the girl’s head hits the pillow, she’s out like a light. The next day when Aunt Lily asks her if she wants to stay in a cabin, she shouts out, “Yes!” And Aunt Lily prepared a cabin for her and the girl said, “Thank you Aunt Lily,” but Aunt Lily said to drop the aunt, Lily will do just fine.

One of Nate’s strengths was his ability to use vocabulary appropriately in his retellings.

There are two kinds of behaviors that wolves use—active and passive. Active is when a subordinate wolf lies down on its side and shows its chest and abdomen to the other dominant wolves. Passive is when two wolves disagree with each other, they show their teeth and growl at each other. And, usually the less dominant wolf doesn’t—rarely back and doesn’t fight. Or either it lies down or rolls over on its back.

In examining Nate’s retellings throughout the study, he showed strengths for details and sequencing. He appropriately integrated vocabulary from the stories into his retellings. Interestingly, Nate was able to point out a quality retelling from his peers, but did not necessarily recognize the quality of his own skills. During one retelling he hesitated mid-

sentence while attempting to include all the details within the story. When I told him within the CRMA session that it was nearly impossible to tell all the details from a story in the exact words as written, he seemed relieved, especially when I added, “You can use your own words to explain it.” Following that session, Nate regained his earlier confidence conducting retellings.

Observational Viewing

Nate’s easy-going nature and comfort with the study was demonstrated early in the research. He was the first participant to return his paperwork and conversed comfortably with me and other adults in the building. While beginning initial tape recording sessions, I had an opportunity to talk to Nate outside the library as we examined a book display for a visiting author. He told me he was reading a biography about Daniel Boone for a class project and had discovered a book about Daniel Boone in the display. As noted earlier, Nate was the first student to agree to tape recording before school began. As we walked from the gymnasium to the office, he always conversed easily with me. He talked about what he would be doing over the weekend and participation in a Texas Hold ‘Em Poker Tournament at a local bar.

In the classroom, his peers, discussions between the two teachers, or small group activities at times distracted Nate when he was supposed to be attending to some other task. When I observed him playing dodgeball during P.E., he was athletic and aggressive. He was good at dodging the balls thrown at him, darting in and out of the other players, and constantly aware of where the ball was being thrown. Even though he was serious about the game, he was observed to be always smiling and seemed to enjoy the activity. The P.E. teacher confirmed my perceptions of Nate as a serious, competitive athlete, but also capable of enjoying the activities and resilient when he or his team performed poorly.

The Teacher's Lens

Mrs. Anderson presented Nate as a student walking a line. On one side of the line he was able to be successful in reading tasks; on the other side of the line he needed support and even struggled with some tasks, assignments, and behaviors. Nate was always on the cusp of being completely successful in reading. Because reading was not always rewarding to him, if given a choice, his teacher noted Nate “would rather work on other things.” Mrs. Anderson believed Nate still considered himself to be a reader, but he did not particularly enjoy the physical task of reading itself nor the associated activities and assignments. Nate was a conscientious student; thus, he worked hard and wanted to do well on his reading assignments. Even though it took him longer than peers, he finished his work on a regular basis.

Mrs. Anderson noted Nate’s attempts to stay focused for long periods of time. She said, “...sometimes he misses instruction and is easily distracted,” or forgets to do all of the work on an assignment. Occasionally, he turned in an assignment late, and if he did, he worried about turning a card [the classroom behavior system]. She reported he had difficulty with writing tasks saying, “Writing is hard for Nathaniel; it takes him longer to write journal entries than most of his classmates.”

Developing Self-Efficacy In Reading

Nate demonstrated similar behaviors in CRMA that he documented on the Self-Efficacy in Reading Scales. He completed scales on March 23, April 17, and May 18, 2009. On the initial scale, Nate rated himself between 80 and 100 on all items related to beliefs about learning from reading, enjoying reading, knowing what to do when reading became difficult for him, and completing reading assignments. There were three statements where Nate felt less confident about reading, and on those three statements he scored himself at 70 (I am pretty sure

I can do this), 40, and 30 (I might be able to do this) respectively. By the end of the study he believed he could perform better at each of these rating himself 100, 80, and 80, respectively.

There were two statements on the Self-Efficacy in Reading Scale that asked about giving up while reading and being unable to think clearly. These statements were difficult for some of the students to respond to, but not for Nate. On each of them, he responded with a 10 (I am unable to do this) on the initial administration of the scale, and a 0 on the mid-study and post-study scales. The two statements follow:

I do not feel I am good reader.

When I find reading difficult, I usually give up.

Nate's mid- and post-study scales are similar to his initial one. He did reduce the number he recorded for two statements that tied into skills discussed extensively in CRMA sessions, indicating he possibly came away from CRMA with a more realistic picture of himself as a reader. He reduced his rating from 90 to 80 on "I believe I can make connections to other things I know when I read." He reduced his rating from 100 to 80, then back to 90 on "I can understand when I read."

Nate As A Reader

From the beginning of the study, Nate was easily the most motivated student at several levels. As noted earlier, he was the first student to return the IRB permission forms and was always eager to come to the CRMA sessions. He sought me out on his own to tape record, and he conversed with me outside the realm of the study. A second layer of his participation was his quick internalization of the CRMA process and miscue language. He could be heard early in the study skillfully discussing miscues and what they might mean. At a third level, Nate was able to use his newfound insights about reading and change his own reading behaviors to make

himself a more successful reader after discovering skills that needed to improve. He monitored his reading rate, slowing down for difficult parts of passages. His retellings, while strong even initially, improved over the course of the study, as he understood the need to tell the events in his own words.

I found Nate to be a self-assured reader. His confident nature was confirmed in his responses on the self-efficacy scales and echoed in his behaviors within the study sessions. He was certain about his comments about his own miscues and his peers discussing them in a clear manner.

Succinctly captured as a reader, Nate:

- Performed best on assessments when reading expository text because he could make text-to-self connections with the material being read;
- Worked diligently in the classroom;
- Required extrinsic motivation in order to complete independent reading tasks;
- Read successfully from a variety of genres;
- Recognized that he was distracted while reading independently;
- Transitioned rapidly from focusing on number of miscues produced to analyzing what miscues mean;
- Conducted sequenced, detailed retellings while using expression;
- Appeared to be engaged in work in all classroom settings;
- Understood strengths and areas needing improvement; and
- Motivated himself to discuss, improve, and change reading behaviors.
-

Shelley: Defeated, Disengaged, Recycled Failure

I was trying to say the word, but it kept on coming out differently.

In the earlier Chapter Three snapshot, Shelley was presented as a struggling reader who had an understanding of her own difficulties with reading, and by her own admission, wanted to *know more words*. Even though she wanted to attend the CRMA sessions and was a willing participant from the outset, she had difficulty paying attention during the early sessions, participated in discussions less than her peers, and was seen as disengaged in the actual process. In the beginning sessions, she was captured playing with her hair, looking around the room, yawning, and staring into space. However, Shelley was the student in the study that I was able to track relevant and obvious changes in her behaviors, both reading behaviors and discussion behaviors, as the sessions progressed. On April 9th, when I observed in her classroom, she said to me, *I can't wait until Wednesday. I like it* [meaning CRMA]. I noted on April 15th that she understood what to do during a retelling. On April 24th, the students discussed that Shelley was now self-correcting—a shift in her reading behavior. And, on May 15th, she was observed on the videotape completely engaged while another student's tape is playing, following along on the miscue recording sheet. Shelley did not miss any of the CRMA sessions and had very few absences for the academic year.

Prior Literacy Assessment

Shelley received support through an Individualized Education Plan (IEP) for a reading learning disability. She received Bs, Cs, and Ds on her progress reports during the first three quarters of the year. Her disengagement was shown again when her grades progressively declined from first quarter to second quarter to third. She received Ds in writing, social studies, reading, and math in the third quarter. Mrs. Smith stated that Shelley was “one of my

hardest workers” during the first two quarters of the year, but stopped working resulting in dropping grades. When she confronted her following disrespectful behavior at parent-teacher conferences, Shelley began to work hard again. Shelley’s struggle in the classroom was repeated on the MAP. While she made progress in reading from the beginning of the year (206) to the end of the year (213), her year-end score fell short of the benchmark by four points.

On the Kansas State Assessment, Shelley had the lowest score in reading for her cohort group. Her score of 53 was categorized at Approaching Standards (one of two students in the class). She struggled on the reading formative assessments taken three times during the year, when her averaged scores were 48, 42, and 44, respectively.

Mrs. Smith made accommodations for Shelley so that she could qualify for participation in the Book Club by having her give an oral book summary in order to participate when she failed the A.R. (Renaissance Learning, 2009) test which is the usual requirement. Shelley was able to attend the Book Club four times throughout the year, beginning with strong participation in August, September, and October, but then unable to participate again until February. Looking at her A.R. record, she read 13 books during the year, and five of those books were read independently for the Book Club; all others were read during class. Because she was reading for the Book Club, the books she chose to read were from the William Allen White list, thus quality literature such as *Yellow Star* (Roy, 2006), *Wings* (Loizeaux, 2006), and *Clementine* (Pennypacker, 2006).

Burke Reading Interviews

Shelley completed the BRI pre- and post-study with me on March 25 and May 18, 2009, respectively. The BRI indicated Shelley had few reading strategies to draw upon when

she came to something she did not know. She cited sounding out, rereading, and asking someone as strategies to employ, but was unable to articulate any other strategies she used, even at the end of the study. This was demonstrated in the CRMA sessions when Shelley focused on omissions and insertions. She was able to aptly tell what word had been omitted or inserted, but unable to talk about why the miscue might have occurred.

Shelley reported Kellie (pseudonym), a classmate, and her brother, as good readers. She said that Kellie was a good reader because she read fast and read the words correctly. She had insight into her own difficulties with reading when she said, *It's the little words like 'the' and 'so' that mix me up.* By the end of the study, she had picked up on miscue 'language,' saying her younger brother *never had trouble reading words and he retells a lot.* She continued to believe that skilled readers employed the same strategies that she used, citing sounding out and rereading as skills they use, and also mentioned looking up a definition followed by rereading.

On the pre-study BRI, when I asked Shelley what she would like to do better as a reader, she said, *I would like to probably be able to understand more words.* By the end of the study, I think she realized that one aspect of improving reading was practicing because she simply said, *Read more.* In response to the question asking if she was a good reader, at the beginning of the study, she responded, *Not really, because I stumble over a lot of words. I don't get some words...[trailed off].* But, on the BRI at the end of the study, she viewed herself differently. She said, *Kind of,* followed by telling me that good readers were sometimes able to figure something out and when they do, they are good readers. When I asked her what she had learned from CRMA, she said, *You don't miss anything—they're miscues.*

Miscue Analysis

As stated above, in the initial CRMA sessions, Shelley participated at a low level, speaking infrequently, and going for long spans of time where she did not enter into the discussion. By the third session she was participating, but focused on omissions and insertions with little reflection on why the miscue occurred. However, she was beginning to understand about creating understanding while reading. We were having a discussion about three quality retellings, and when I asked about miscuing and still conducting a strong retelling, Shelley said, *You're a good reader, but you make...you understand it.* During the next session while discussing Nate's retelling, Shelley agreed with me that Nate's retelling was strong. When I asked her why, she said he had used a lot of detail and mentioned the importance of telling details in sequence because, *It gives you the idea about how it came in the paragraph.*

The overview of Shelley's miscues appears in Table 4.4. The miscue summary is significant for showing Shelley's increases in numbers of repetitions and self-corrections during the span of the study. It appeared that the text read over the course of CRMA was too difficult for Shelley; she made more miscues than her peers and many of those miscues affected the ability to build meaning while reading. However, Shelley learned about the benefit of using repetition as a placeholder while figuring out the text and the importance of self-correcting rather than continuing to read. During the last three audiotapes of her work, she repeated and self-corrected often, while also reducing the number of miscues that affected meaning. The quotation used at the beginning of Shelley's portrait was poignant because she sounded frustrated on the audiotape and was able to talk about that. She also said, *My brain tells me something sometimes, and I write something different,* telling me that Shelley knew there was a connection between what she saw and what she said, and that she was also aware

of the connection between reading and writing. Shelley noticed she was reading differently when she wrote in her CRMA journal, *Every time we read, everyone gets less and less miscues.*

Table 4.4 Shelley’s Miscue Summary

Shelley’s Miscue Summary							
Date	Words In Passage	Substitutions	Insertions	Omissions	Miscue Affected Meaning	Repetition	Self-Correction
3/30/09	194	2	1	0	0/3	1	0
4/1/09	368	14	0	2	9/16	1	0
4/3/09	343	12	2	6	8/14	0	0
4/15/09	410	12	1	3	5/16	3	2
4/24/09	341	10	0	3	0/13	9	7
5/4/09	310	7	5	0	2/12	3	4

Retellings

In addition to learning to repeat and self-correct, Shelley improved her retellings for *Lone Wolf* (Fisher, 2004) over the course of CRMA. An example of a weak retelling follows. Note that Shelley failed to mention the wolf howling. This was an important detail of the story because it foreshadowed the remainder of the story. The main character was just introduced to

the fact that there were wolves where he was staying for the summer. Shelley was the only student in the study, however, that internalized the earlier discussion about Troy being a boy.

This is about a boy named Troy going to his Aunt Lily's and she doesn't—she has dark, gray hair and she wears a cowboy hat and she lives two hours from anybody. The bus deport and she—there's—she live by a forest and a lake and by the lake there's cabins and she asked Troy if he wanted to move into one of them and she suspected that he would so she already fixed up one for him.

By the last session, Shelley's retellings were stronger, and she had discussed what needed to be included in a quality retelling during the CRMA sessions. In her final retelling, she paid attention to the dates within the journal entries and noted them in her retelling:

Today, on July 10, Troy, he hasn't seen the lone wolf in awhile since they went radio locating since last time. And, Lily won't let him go because it's too long of a hike in one day and she doesn't want him to stay overnight alone. And, then, on July 11 he got a letter from his Mom saying that his Dad is moving to an apartment closer to their neighborhood so that they can see them all of the time. And they want him to come home a week early, and he called her to tell her that he didn't want to come home a week early and she said it was about time he made his own decisions. And, then, on July 16, he went with Bjorn and Sigrid radio locating and they found a pack but no lone wolf.

Though it appeared Shelley was disengaged during the CRMA sessions, when Ellena joined the process on this same date, Shelley could be heard telling Ellena about the how to conduct a retelling. She demonstrated it later as we listened to her retelling that included important details in sequence. When I asked her if she understood what she read, she said, *I did; I do understand*. Her understanding of retelling was confirmed at the very next session when Devin's retelling was weak, and she noted, *He didn't say as much as he could have*.

Observational Viewing

Much like beginning CRMA sessions, Shelley appeared disengaged in classroom activities, as well. I noted she was looking around the room while the teacher was reading aloud during a novel study and staring into space during teacher instructions. When I observed

on April 17th, Shelley was reading one book and three minutes later reading another. Her teacher, Mrs. Smith, said that Shelley liked to check out books and frequently did, but “rarely reads any of them.” During music class, requiring her participation, she sang along and knew the words of the music selection. In the library, when it was time for students to select books to check out, Shelley was looking through the *Guinness World Records 2009* (Glenday, 2008). When I asked her what she was reading, she said, *I don’t read it, I look at the pictures*, suggesting that she still relied on pictures to help her with her reading skills or viewed herself as a non-reader.

Mrs. Smith and her parents viewed Shelley as stubborn having her own agenda for what she reads. Her mother told Mrs. Smith at parent-teacher conferences that Shelley had read the same book three times during the academic year “because that’s all she’ll read.” I sensed that rather than being stubborn, Shelley was defeated, and instead of fighting to stay afloat academically, she had given up and developed an attitude as a shield so that others would not know.

The Teacher’s Lens

Mrs. Smith captured Shelley’s self-perception as someone who outwardly seemed to care little about her reading scores, but “deep down it bothers her, but she masks this by showing attitude instead.” This image of Shelley was further clarified when Mrs. Smith said that when she had tried to talk to Shelley about reading, something new or different resulted in her getting angry and crying. Mrs. Smith said Shelley did not believe she was a successful reader as a result. She noted that Shelley, “likes to ‘pretend’ to be reading and following along, but does not do well when she is asked questions about what she has read.”

Shelley clearly had more reading difficulties than the other CRMA group participants. Her grades, assessment scores, and completion of independent reading tasks all confirmed a picture of an academically troubled student. Her teacher viewed her in much the same way, especially in the area of reading. At low points in her performance, Shelley turned in late work that was “sloppy and poorly done.” When she was frustrated, she turned in partially completed work that took twice as long to complete as her peers. Mrs. Smith said she thrived on one-on-one attention, so it made sense that she enjoyed coming to the CRMA sessions where there were fewer students and more interaction with a teacher.

Developing Self-Efficacy In Reading

Shelley rated her self-efficacy for reading at the beginning of the study between 80 and 100 for most items on the scale on statements related to learning while reading, making connections, enjoying reading, and knowing when she struggles and who to turn to when she does. She had a clear picture of herself as less successful at employing reading strategies when she rated her self-efficacy at 70 for two particular items, “I know what strategies to use when I read,” and “If reading gets difficult for me, I am successful at fixing it up.” This contrasted a bit with Mrs. Smith’s view that she *can* use strategies “when she’s in the mood to,” and that she felt “empowered” when she was successful at using strategies.

While Shelley saw herself as self-efficacious in some areas, there were other tasks that she clearly felt less able to do. There were four statements on the scale that she rated herself as 40 to 60, “I might be able to do this.”

I earn good grades in reading.

When I compare myself to other students in my class, I am a good reader.

I do well on reading and reading assignments.

I get nervous when I read and do reading assignments.

These statements indicated that Shelley viewed herself as less successful at completing work after reading. This was confirmed by her teacher who said that it was “difficult for her to carry over her skills into other tasks and subjects.” Shelley viewed her peers as more successful than she was in reading. Her rating of 40 on this statement was congruent with her getting upset when her teacher tried to talk to her about her reading and her tendency to blame others when she was unsuccessful.

At the end of the study, there were five key statements on the Self-Efficacy in Reading Scale that suggested Shelley adjusted her view of herself as mostly successful and perhaps presented a more realistic picture of a struggling reader. On the statement, “I know what strategies to use when I read,” her rating dropped from 70 to 50 (I might be able to do this). And, on another key statement related to strategy implementation, “I can make a plan about reading the text before I begin to read,” Shelley changed her rating from 90 to 40. Shelley clearly knew by the end of the study that she was struggling to employ strategies when she was reading. Two statements related to completion of reading assignments changed, also. “I do well on reading and reading assignments,” changed from 40 to 0 and “I get nervous when I read and do reading assignments,” dropped from 60 to 40. Sadly, the statement that changed most dramatically was, “I earn good grades in reading,” dropping from 60 to 0.

Shelley As A Reader

Even though Shelley’s reading performances contained numerous miscues and weak retellings, she was willing to continue in CRMA, and her engagement in the process increased throughout the study. I believe she wanted to know how to become a better reader and was anxious about doing so. During one CRMA session mid-study, she wanted to know if she could tape record for the following session even though we were getting ready to listen to her

tape at that moment. She seemed to view herself as an inept reader, fully aware of how far behind she was and how she looked as a reader compared to peers. She saw her classmates and her younger brother as skilled, meaning-making readers while she was unable to employ strategies or understand what she was reading.

Shelley was caught in a cycle of failure and had few strategies or even ideas about how to remove herself from the cycle. Sadly, the statement that changed the most dramatically on the BRI for Shelley was, “I earn good grades in reading.” This rating dropped from 60 to 0, a signal for me about how defeated Shelley viewed herself as a reader.

Succinctly captured as a reader, Shelley:

- Defeated behaviors related to any type of assessment;
- Disengaged from classroom activities and tasks;
- Required accommodation to complete independent reading requirements;
- Read limited numbers of books and preferred texts other than books;
- Lacked useful strategies to be a successful reader;
- Recognized benefit of self-correction during CRMA;
- Improved ability to include important details to demonstrate understanding during retelling;
- Unable to successfully complete most tasks in the classroom, relying on others to pull her weight;
- Viewed self as inept reader; and
- Caught in a cycle of failure.

Taylor: Direct, Confident, Persistent

You read it, but you don't quite remember it, but you do remember the end part.

Taylor's snapshot told of a student eager to participate in something new, but unable to return the required paperwork to begin the process. He joined the CRMA group on April 6, 2009 and attended all ten of the remaining sessions. He quickly learned about the CRMA procedures and had no difficulty understanding what he needed to do including ways to contribute to discussions. He learned miscue language and applied it in productive ways during CRMA sessions. In addition to Nate, Taylor volunteered to read in the morning before school. He was eager to begin once he returned his paperwork and audiotaped his own reading the day after he first attended CRMA. And, like Nate, he freely chatted with me on the way to the office about the sports activities in which he was involved.

Taylor was not afraid to appropriately debate with his peers or me and was skilled at making his points when he did disagree. This occurred on April 15th when Shelley had left out the word 'early' related to time during the morning. Nate said that leaving out the word 'early' did not necessarily change the meaning of the sentence. Taylor disagreed and was persistent, and said, *Well, if it's early...* when another peer confirmed that there was a difference between early and late morning. Taylor was direct when he spoke and accurate in discerning smart and okay miscues and a quality retelling.

Mrs. Anderson viewed Taylor as unable to focus for lengthy periods displaying distractibility and inattentiveness. These behaviors improved after starting medication for Attention Deficit Disorder. As Taylor's portrait developed, the impact ADD had on, not just

his behavior, but also his academic success became clear. Nearly every facet of his performance was affected by his inability to focus and improved after beginning medication.

Prior Literacy Assessment

In reviewing Kansas State Assessment scores for Taylor, he had increased his math scores each successive year in math, but in reading his scores had fluctuated. This year, he increased from 69 to 76, Meeting Standards. On the reading formative assessments during the year, he scored an average of 72, his lowest score being on persuasive text. On MAP assessment, Taylor scored above the benchmark (217) in reading at 220, taking only 34 minutes to complete the test questions, the least amount of time of the students in the study.

Taylor's grades on progress reports have increased from Cs during the first quarter to Bs in the second and third quarters. He earned As in spelling all year long. This was very important to Taylor as he made sure I knew he had an 'A+' in spelling when I interviewed him. His teacher also kept track of the number of times Taylor had to turn a card for undesirable behaviors, late work, etc. During the first quarter, he turned a card 46 times, second quarter 31 times, and third quarter only eight times. Interestingly, the improved grades and behaviors correlated with Taylor's starting medication for Attention Deficit Disorder.

Taylor read four books independently during the academic year; all others were read as read aloud material or classroom novel studies. Three of the books that he read enabled him to attend Book Club during August, September, and October. Since that time, he had not read anything that allowed him to attend. He purchased a book at the Book Fair in December, read that book, and passed the A.R. test, but had not read a chapter book independently since that time. On A.R. tests, his overall percentage correct was 77%, with scores ranging from 40% to 100%. While Taylor was unable to read independently most of the academic year, I wondered

if this was related to feeling so far behind that he may have viewed it impossible to ‘catch up’ with peers, especially those he viewed as successful in A.R.

Burke Reading Interviews

I administered the Burke Reading Interview to Taylor on April 6 and May 18, 2009. Taylor had strategies in place for reading as he noted on the BRI that he asked himself questions in his ‘mind,’ and used visualization to help him understand. He said, *I think of the beginning, picture it, and then I go in.* He also mentioned looking up words in the dictionary, asking someone else when he was stuck on a word, or skipping and coming back to words that gave him trouble. Even though it appeared that Taylor had strategies in place by what he stated, his teacher viewed his strategy retrieval and use quite differently saying, “Taylor doesn’t use his strategies easily. He is able to fulfill requirements on assignments, but does not readily use strategies.”

Taylor viewed a classmate, Anderson (pseudonym), as successful in reading because he read *Harry Potter* (Rowling, 2001) *books in one day.* He named Anderson on both the pre- and post-BRI as a successful reader. On the BRI completed mid-May, Taylor noted again that Anderson read fast, but was also focused on Anderson’s success in A.R. He said that he *gets 100s. That’s all he’s got on his A.R. folder.* This contrasted with Taylor’s difficulty to complete reading books and taking A.R. tests, but he clearly believed that being a successful reader also meant taking lots of A.R. tests.

Taylor believed that reading fast was a sign of a successful reader as evidenced by his comments about Anderson’s ability to read *Harry Potter* (Rowling, 2001) books quickly. This surfaced again when he was talking about what his mother read. He stated, *My Mom can read two Twilight* (Meyer, 2005) *books in one night.* Reading fast was discussed again, when I

asked Taylor if he was a good reader, he said, *Kind of. Because sometimes I read a book in a day if I'm into it.*

When I asked Taylor what he would like to do better as a reader, he said he wanted to know what words mean. He thought that coming to the CRMA sessions would teach him about reading indicating that perhaps Taylor believed reading was puzzling. He indicated several times during the interview that he had not been taught to read. When I asked him how he had learned to read, he said, *I taught myself pretty much* and that his Mom, Dad, and Grandma had helped him, as well. When I interviewed him at the end of the study, he again said he was *Kind of* a good reader, but extended his response in this way, *I'm OK. I just haven't been taught all that much. I was just taught simple words; now I know bigger words.*

Miscue Analysis

Taylor joined the CRMA sessions on April 6, 2009. He remained quiet until mid-way through the session. The discussion was centered around an omission by Shelley that completely changed the meaning of the sentence when the word 'not' had been left out. Taylor said, *That makes a big difference*, and when I asked him why, he indicated that the main character *thought everything was peaceful*, when the text said, *I discovered yesterday that **not** everything here is as peaceful as it seems.* [bold, my emphasis] Taylor was able to enter the discussion again during the retelling. My initial reservation about accepting students late into the study was allayed when Taylor participated at such a high level.

By the third session Taylor attended, he was heard 'speaking' miscue. When a discussion occurred about miscuing on a verb (changing it from present to past tense), Nate said that the miscue changed the meaning of the sentence, and Taylor followed with, *If she said, 'and told her everything was great,' it would have been a smart miscue.* A bit later in the

session, Devin focused on the number of miscues he had made. I commented that the number of miscues does not matter because someone could have few miscues and still not understand what was read to which Taylor responded, *That would be exciting, though* [to have no miscues].

Taylor was less skilled at analyzing his own miscues and contributing to the discussion around them. On April 8, 2009, we listened to Taylor's first CRMA tape. Taylor played his tape and a discussion about his miscues ensued. He had to be prompted to comment on his own miscues, but was able to give us insight into what he was thinking when he read the text. The first was related to saying 'address the situation' when the text read, 'assess the situation.' The group talked about the visual similarities of the words, and Taylor said, *It kind of makes more sense*. But after a prolonged discussion about context clues he realized that 'addressing a situation' and 'assessing a situation' were different, and understood that the meanings were also different.

Table 4.5 is a summary of Taylor's miscues. The miscue summary table is significant for showing a reduction in substitutions, insertions and repetitions from the time Taylor joined the CRMA sessions until the end of the study. Taylor read in a rushed manner causing many miscues to occur. When Ellena commented that he was probably hurrying, Taylor was seen on videotape shaking his head no, and responded, *I wasn't hurrying. That's the way I read*. In her CRMA journal, Catrina noted about Taylor's reading, "Taylor has good expression [expression] but he needs to slow down and think about he [sic] is self-correcting and repeating, but he needs more [self-correcting and repetitions]." He seemed to monitor his rate of reading after this session and made less miscues and had fewer substitutions.

Table 4.5 Taylor’s Miscue Summary

Taylor’s Miscue Summary							
Date	Words In Passage	Substitutions	Insertions	Omissions	Miscue Affected Meaning	Repetition	Self-Correction
4/8/09	410	10	4	2	6/16	4	2
4/20/09	341	14	2	0	5/16	3	3
5/1/09	408	9	3	2	2/14	0	2
5/6/09	303	3	0	0	2/3	0	2

Retellings

Taylor’s strength during CRMA was discerning when a retelling was strong and being able to state what needed to improve. At the first session he attended, he was aware that retellings were important and what needed to be included in one saying about Shelley’s retelling, *You have to tell what was going on*. Two sessions later, again Shelley was retelling, and Taylor said, *It’s kind of a good one because it told everything that happened on June 24*. Through the remainder of the CRMA sessions, Taylor does not always speak as frequently as his peers, but when he contributed, he was paying attention and focused on what occurred during the session.

Taylor’s retellings were rushed just like his reading causing him to backtrack and repeat himself while retelling the events in the story. His retellings did not change much over the sessions, but he started to retain the dates used in the story and used those in his retellings. When this was pointed out to him during one session, I asked him, “Taylor, how come you’re

starting to read the dates?” Rather than reflecting on why the dates are important to the sequencing of the story, Taylor responded with a bit of a defensive response, when he said, *Cause we said to.* A typical retelling for Taylor follows. Note that Taylor referred to the main character as ‘she’ like several other CRMA participants.

It was July 18 and she was living in a cabin with her...er, she missed living in the cabin. Okay. She was in a cabin and the lone wolf looked at her, it made a rustling noise and it looked at her after she shown the flashlight at her. And then two pairs of eyes, one more pair of eyes popped up at her, so she was thinking, does the alpha male have a mate? On July 20, she got an e-mail from Lily saying that they tracked the lone wolf yesterday. And, July 21, is when she got back home and she was missing the log cabin and missing the alpha male and the mate the alpha male had.

Observational Assessment

On the surface, Taylor seemed anxious to please and affable, talking easily with adults and peers alike. When he walked with me to tape record before school began, he shared about fishing for white bass and other activities he was engaged in on the weekends. He was never at a loss for something to talk about with me. When I observed Taylor in P.E., he presented a different side to his personality. The students were engaged in playing a game called Monarchy, having many of the same components of dodgeball. Taylor’s eyes darted around the gym while he paced in the center of the room. He told his peers what to do and appeared angry and mean-spirited. When the students transferred to music, I talked to the P.E. teacher about what I had observed. She confirmed my sense of Taylor, saying he was frequently aggressive, argumentative, and overly competitive with his peers.

In the classroom, Taylor was on task when I observed, completing an assigned task with efficiency and then moved on to the next task. In contrast, Mrs. Anderson viewed Taylor as appearing to be “working hard on assignments, but many times there is not much being accomplished.” She reported that he needed to work on his organization skills and being able

to prioritize assignments. I was unable to see any of the off-task behaviors noted by Mrs. Anderson, perhaps due to Taylor beginning medication for attention deficit disorder.

The Teacher's Lens

Mrs. Anderson noted that Taylor believed "...he is a reader. He likes to carry popular books around, but seldom do I notice him reading them or taking A.R. tests on them. He talks like he enjoys reading, but his behavior shows something different." She noted that Taylor volunteered to read in science content from the textbook, which is typically above the grade level for which it is intended, and that he was able to read fluently from that text.

Mrs. Anderson related that Taylor's difficulties with reading comprehension have affected his performance in other content areas. While he claimed to spend great amounts of time studying for tests in science and social studies, his low scores did not reflect the kind of studying he claimed to do. So, while he was fluent at reading text, he was unable to successfully comprehend *what* he was reading. In math, Taylor chose to not "follow the steps and practices skills incorrectly, so it takes longer to relearn them." These behaviors affected his scores, especially on math reviews where he does not follow the rules.

Developing Self-Efficacy In Reading

Taylor completed the Self-Efficacy in Reading Scale three times: April 6, April 17, and May 18, 2009. Because Taylor joined the study late, he participated in 10 of the 15 CRMA sessions, and completed the first two self-efficacy scales 11 days apart. On the initial scale, his responses to the statements about knowing what to do when he reads, accessing strategies, and enjoying reading ranged from 70 to 100. He believed himself to be a successful reader and indicated he liked to read. Most of his ratings went up slightly on April 17. However, he rated

himself slightly lower on key statements suggesting that Taylor had begun to question some of his skills in reading. The statements rated lower were:

I believe I can make connections to other things I know when I read.

I enjoy reading.

I know what to do when I don't understand what I am reading.

If I am reading, and the text gets difficult, I am aware of it.

I know who to ask when I struggle with reading tasks.

The lowered ratings on the self-efficacy scale correlated with the CRMA sessions when Taylor was a bit defensive about his reading skills, especially the rate at which he read and the number of miscues related to his hurried reading.

By the end of the study, Taylor had recovered some of his earlier confidence and assurance about reading. On May 18th, nearly all of the statements about reading behaviors and feelings were between 80 and 100. There are two statements that indicated Taylor might still have some unsure feelings about himself as a reader. On the statement, "I do not feel I am a good reader," Taylor originally rated himself at 10, but on the final self-efficacy scale, he rated himself at 50. On "I get nervous when I read and do reading assignments," his ratings were 60, 40, and then, 70, respectively.

Taylor As A Reader

Taylor's direct manner of relating to others and his persistence at being heard are both hallmarks of a confident student. Even though his teacher saw him as less than successful, his own self-assured nature is likely to serve him well because he viewed himself as succeeding in not just reading, but in all areas in which I observed his performance. Taylor could be defensive about his own skills and behaviors, but when defensiveness surfaced, he seemed to believe what he was saying to be the truth.

Taylor was a hurried reader, perhaps related to other difficulties with attention deficit. This element of his reading caused him to miscue and then to restate elements during retellings. However, he was able to think clearly about others' work within the CRMA sessions and articulated accurate statements about their reading miscues, behaviors, and retellings. Even though I saw very subtle shifts in his own reading, I suspected that Taylor could make lasting changes if he were exposed to CRMA over a longer period of time.

Succinctly captured as a reader, Taylor:

- Completed assessments quickly with success most of the time;
- Improved performance in classroom after starting medication for Attention Deficit Disorder;
- Unable to complete independent reading tasks but carried books around as if a competent reader;
- Read mysteries or thriller genres of books;
- Believed he had not been taught to read at school;
- Resisted change in own reading behaviors but able to discuss others' miscues;
- Rushed through retellings;
- Appeared to be working diligently but unable to accomplish much;
- Recovered confidence about reading skills over course of CRMA; and
- Self-assured in behaviors and discussions.

Ellena: Informed, Reflective, Yearning

I just keep on reading it, and then if I can't get it, I ask somebody.

As noted in the Chapter Three snapshot of Ellena, she entered the study on the seventh session, six sessions after the other students, on April 15, 2009. Each of the students attending

on April 15, contributed to the discussion informing Ellena about CRMA. Taylor was heard saying, “If you miss something...like if you say ‘from the watch’ (pointing to text and purposefully miscuing), that’s a miscue.” Devin informed Ellena that at CRMA we talked about miscues, and tried not to call miscues mistakes. Shelley explained how to conduct a retelling to Ellena: “You turn your paper over or put it in your folder. But, you can stop it [the tape recorder], pause it, and then start it again, and retell the story.” And, Nate supplied the purpose of a retelling. Ellena joined in the discussion immediately and commented on Shelley’s miscues after her tape played. Ellena continued participating at a higher level during all the remaining sessions and had many insights into her own reading behaviors and skills.

Prior Literacy Assessment

Ellena was served by special education for a reading learning disability. She earned Cs and Ds in all content areas. Reading and math were more challenging for her than the other content areas, although any content was difficult for her because of low comprehension. Mrs. Smith confirmed this saying, “I think Ellena sees herself as stronger in science and social studies because there is less emphasis on doing/redoing than there is in reading and math. Her tests in science and social studies are rarely passing, but she thinks they are her strong subjects.” She also noted there was less homework in the areas of social studies and science, another reason Ellena possibly viewed herself as more successful in these two content areas.

On the Kansas State Assessment, Ellena scored in the Meets Standards category in reading in fifth and sixth grades. Her score went down slightly this year from last year, from 67 to 65. On the MAP assessment, she scored better at 221, with the target median at 217.

Ellena’s A.R. report reflected she read nine books during the year, less than the other students in the study related to her leaving the classroom for services associated with her

learning disability. She passed seven of the associated A.R. tests for the nine books read. One of the tests she failed, *Yellow Star* (Roy, 2006), she read independently and scored 40% on the test. Mrs. Smith said, “It’s like pulling teeth trying to get her to read a book independently, and if she has finished a book – she does not pass the A.R. test on it, showing that she did not comprehend the “words” that she read.” Ellena did qualify for the Book Club during the months of September, October, and February.

Burke Reading Interviews

I administered the BRI to Ellena on April 17 and May 18, 2009. She relied on slowing down, rereading, and sounding out to help her when she came to something she did not know while reading. Two of these strategies, slowing down and rereading, are two strategies she mentioned when I asked her if she was a good reader. She said that she had improved a lot and used those two strategies to help her. She appeared to understand that comprehension was the reason for reading when she mentioned her teacher would ask what something meant when helping a person with their reading. She stated her own understanding while reading had improved.

Ellena viewed her mother to be a good reader on both the pre- and post-BRI. She also knew that reading was critical to her mother’s job performance. She said her mother *has to read a lot for work. She’s an artist and has to put words in it.* Her mother created commercials and was required to make storyboards for her job. She said that her mother needed to know the meaning of words and had to make sure she knew them before she *goes on*, when I asked her about what her mother would do if she came to something she did not know in her reading.

Similar to her use of reading language in CRMA discussions, at the end of the study Ellena talked about being a more fluent reader. She said she had improved *a lot. I am slowing down and rereading the passage and sentences.* When I asked her what she wanted to do better as a reader, she said she wanted to read higher level books, but that she had been reading a lot more.

Miscue Analysis

Ellena attended eight of the 15 CRMA sessions, nearly half the sessions of her peers. During that time she read three passages whereas other participants read five to six passages. That did not compromise her ability to contribute to discussions and contribute insightfully into discussions about her own miscue and retellings. Table 4.6 is a summary of Ellena’s miscues.

Table 4.6 Ellena’s Miscue Summary

Ellena’s Miscue Summary							
Date	Words In Passage	Substitutions	Insertions	Omissions	Miscue Affected Meaning	Repetition	Self-Correction
4/17/09	410	15	1	1	5/17	1	6
4/20/09	341	11	1	2	2/14	4	2
5/4/09	310	4	0	1	2/5	1	1

Ellena became the expert on determining whether substitution of a verb tense was a smart or okay miscue. The first session she attended, Shelley miscued by saying, “I *expect* to be bored since Lily has no television.” The text read ‘expected.’ Devin and Nate believe the miscue to be an okay one, but when I asked, “Do you think it affected meaning by leaving off the -ed?” Ellena said, *No, because expected means past tense.* Even though the other CRMA

participants were unable to see that comprehension was not significantly compromised for Shelley, Ellena established herself as one who could discern grammatical differences in miscues. Later in the same session, she entered into a discussion about patterns in Shelley's miscues and noted, *Either she'll leave off the past tense, or word endings*. Ellena struggled with the same skill and had insight into why she might be leaving off word endings. She said, *Well, I'm reading ahead*, when I asked her why she might be leaving them off.

While I administered the second self-efficacy scale, the students settled in, but were talking while I explained the process and handed out materials. Ellena reflected on her own reading saying, *I've noticed I go back and reread the word or sentence a lot more than I thought*. It helped Ellena to *see* her miscues on the Miscue Recording Sheet and to *hear* her own reading on the audiotapes. Even though she only participated in recording herself three times, she decreased substitutions and seemed to be reading more accurately by the end of the study.

Retellings

During retellings, Ellena often entered into the discussions, commenting about her peers' comprehension of the text in diplomatic ways. When Devin tried to compensate for a poor miscue by saying, "I was trying not to have any miscues," Ellena pointed out that it was important to *not do one particular thing* while reading, *but make sure you're paying attention to the story*, clearly recognizing that reading encompassed lots of tasks and good readers need to pay attention to all of them. In a later session, she noted that *Catrina got the main part of it* during her retelling and knew that *Catrina's* comprehension was not compromised by her miscue of the word 'traipse' because *Catrina* was able to include that portion of the story in her retelling even though she did not know the word. This same word tripped Ellena when she

read the passage later in the week, and she noted, *I think I was just trying too hard to get it right*, remembering Catrina's earlier miscue but unable to recall how to pronounce the word.

Ellena's retellings were detailed and sequenced. She talked about the importance of talking about an event, adding details, and then moving to the next event when conducting a retelling. In her CRMA journal, she wrote about adjusting the pace of her reading, *I have gotten a lot better because I didnt [sic] have as many misscues [sic] and I am slowing down to get the story*. The retelling from the April 20th session is detailed and sequenced:

It was 2:00 a.m., and Troy was in bed and he said he couldn't sleep because the wolves were howling. And, Lily said it was because when they howl that means they find prey to hunt to tell other wolf packs to stay away from their prey. Then, so, he was well I still don't like the sound of the wolves howling because it still makes me shiver. On July 2, he was out in the woods and walking around and he found the wolf den. And, he saw pups that were playing around and nipping at each other and snapping at each other. And there was one wolf that was probably the babysitter watching them all while the other wolves were out to hunt. And, then, Lily said that they're going to a barbeque at her friend's house. Troy said that he would rather go around in the forest and look for wolves rather than going to a barbeque. And, then, he was kind of bored with it because he didn't want to go to the barbeque.

Observational Assessment

During my initial observation focused on Ellena, I observed her taking a spelling test. I noted that she had to walk at recess, the school discipline for minor infractions, in this case not turning work in on time. After she finished her spelling test, she used an iPod while she worked on copying pages from a notebook—information she needed but had missed while out of the classroom. I also noted she was not attending the Book Club during the month.

The next time I observed in the classroom, I noticed that Ellena had moved to the front of the classroom where the teachers instruct. Her desk was in the front row, middle seat. During the time I observed she vacillated between being focused on reading independently and unfocused playing with a cord she had tied around her wrist. This behavior was repeated in the

music classroom. Part of the time she was engaged in the music practice and later she was up getting a tissue and taking her time about returning to her seat. Mrs. Smith noted Ellena's lack of focus in the classroom, "When she reads, she spends just as much time looking to see if I'm watching her as she does actually reading—which tells me she's reading words and not comprehending what she's reading."

The Teacher's Lens

Mrs. Smith portrayed Ellena as a reader lacking confidence and receiving little enjoyment from it, "nor does she find success in reading." She further described Ellena as becoming embarrassed about her failing reading scores and then making jokes about her scores to cover her embarrassment. Mrs. Smith stated, "No matter how many adults work with Ellena on helping her improve her reading comprehension skills, she does not seem to have the 'want' to use all of the strategies given to her to help her find success."

A focus of Mrs. Smith's interview was Ellena's pattern of relying on others to complete work, especially in collaborative group work, "The more she could get someone to do for her, the easier things were for her." She continued, noting Ellena's inability to work hard at academic tasks saying "In group work, there are 'hogs and logs' and Ellena would be the log. She sits back and makes the others do the work for her." She noted Ellena's dependence upon others, peers and teachers alike, making her a willing participant in small group or partner work, but unable to carry her own weight within the group because of the dependency she has developed.

Developing Self-Efficacy In Reading

Because of joining the CRMA group mid-study, Ellena completed only two Self-Efficacy in Reading Scales. These were given on April 17 and May 18, 2009. On the initial

administration of the scale, Ellena's ratings were varied. She reported experiencing difficulty with making connections while reading, and knowing what to do when unable to comprehend the text. She was well aware of her poor grades in reading and saw herself as less than a good reader compared to classmates. By the end of the study, she had come to believe she could make connections, changing her rating from 30 to 60, and knew what to do when she did not understand, changing her rating from 70 to 90.

There were items on the self-efficacy scale that Ellena lowered from pre- to post-study, perhaps reflecting a more realistic view of her reading abilities. She acknowledged that making a plan before reading text was difficult for her, lowering her rating from 80 to 50, and had some recognition that 'fixing up' when text was difficult might need work, lowering her rating from 90 to 80. Her ratings for believing that she could learn from reading and liking to read remained the same at 70. She also believed she could understand when she read on both scales, at 80.

Ellena As A Reader

Ellena had knowledge about reading that others in CRMA did not initially possess. For instance, she was able to speak about reading fluency, accurately using vocabulary related to dysfluent readers. At some point, whether in the classroom or in the resource room, she had gleaned knowledge related to reading and accurately applied it in an informed way during the CRMA sessions. Ellena often withheld comments until her peers had finished their contributions to the discussion. Then, she would speak and her peers listened. Her capacity to reflect and then speak seemed to be respected by the other participants.

Related to her own reading skills, I believe Ellena yearned to be a competent reader. She seemed to understand that reading well would serve her in a vocation later in her life and

also make school less tedious and more interesting. She seemed to long to read the contemporary work her more skilled peers were reading, and because she was unable to access them, she chose to not read at all.

Succinctly captured as a reader, Ellena:

- Challenged by standardized assessments;
- Achieved low grades across all content areas;
- Compromised comprehension made independent reading cumbersome and unenjoyable;
- Read very little;
- Strived to be a fluent, meaning-making reader;
- Discerned grammatical differences in miscues;
- Understood importance of staying engaged during reading;
- Unable to remain focused on classroom tasks and dependent upon others to get work finished;
- Acknowledged difficulties with reading but desirous of change; and
- Yearned to be a competent student.

Portraits of All Participants

In addition to looking at individual portraits painted by my analytical interpretation of evidence from the data, a composite “group” portrait is presented here to document the collaborative work completed by all of the students in the study. Catrina, Devin, Nate, Shelley, Taylor, and Ellena engaged in collaborative discussion throughout CRMA building on knowledge each gained from beginning to end of the study, session by session. Students need something “real to think about” (Duckworth, 2006, p. 13) if they are to develop

skills to scaffold learning and build connections on their own. A critical quality of CRMA is how each reader attending the sessions makes a unique and different contribution to the learning and discussion. Each reader's prior experiences with reading and the reading strategies and skills s/he has acquired provide the foundation for building understanding about reading miscues and retellings. By providing students with the vocabulary and intellectual processes to analyze their own reading skills and behaviors, composite portraits of the students developed including a view of:

- applied strategies the participants used before, during, and post-CRMA sessions,
- participants' miscues viewed holistically rather than individually,
- strategies students employed to conduct retellings portrayed through "slices" of transcripts,
- peer discussions as CRMA unfolded,
- new strategies students added to their repertoires, and
- overall self-efficacy changes

Applied Strategies

At the beginning of the study, the participants were able to state the strategies they were currently using to assist them in reading when interviewed on the BRI. They typically relied upon strategies on which struggling readers employ, but they also related to beginning reading skills such as decoding and rereading. They also mentioned strategies that were not particularly helpful in achieving reading independence such as looking up words in a dictionary or asking someone to assist. Table 4.7 documents the reading strategies named by the students in the study *before* CRMA sessions.

Table 4.7 Reading Strategies Documented Prior To CRMA

Before CRMA Sessions (as reported on the pre-BRI)		
Strategies Named By Participants	Student(s)	Student Quotation(s)
Asking questions in your head	Taylor	<i>I ask a question in my mind.</i>
Visualizing	Taylor	<i>I think of beginning, picture it, then I go in.</i>
Look “it” up in the dictionary	Taylor	<i>Sometimes I look it up in a dictionary. My Mom tells me to.</i>
Ask someone (teacher, parent)	Catrina Devin Taylor	<i>Ask a teacher. Ask the teacher. I might ask a teacher.</i>
Sounding out	Nate Shelley Ellena	<i>When I get to the word, I sound out. I sound out. I try to comprehend the word; sound it out.</i>
Rereading	Nate Devin Shelley	<i>I go back to the beginning of the sentence and read it. I read it over more than once. I reread the sentence.</i>
Glean meaning while continuing to read	Catrina	<i>Sometimes if I don’t know a word, I just keep up with it [hoping to pick up on meaning]</i>
Using context clues	Nate	<i>I use words around it [a word he doesn’t know]; I read the back of the book to see what’s going on.</i>
Adjusting reading rate	Ellena	<i>I slow down.</i>
Highlighting words (key words; definitions)	Devin	<i>I highlight the main word or a definition of it.</i>

The table reveals that Taylor mentioned visualizing and asking questions while reading, both critical strategies for successful, competent readers. He also documented looking up words in the dictionary, but only because a parent told him to use the resource. What was unclear was exactly why he looked up words in the dictionary suggesting that he was relying on a strategy that was not particularly useful, especially if he was consulting a dictionary for pronunciation purposes rather than determining meaning of words. Catrina, Devin, and Taylor were still reliant on others to assist them when they were uncertain with their reading, probably related to word meaning rather than comprehension itself. Sounding out and rereading were

two strategies utilized by the participants, also not particularly helpful for mature readers. Catrina, Nate, and Ellena wrote about more useful reading strategies—reading on in hope of later discerning meaning, using context clues to glean meaning from surrounding words, and adjusting reading rate when reading becomes difficult. Devin suggested he was using highlighting to assist him with his reading, but this is not often a helpful strategy to students because most text used in the classroom is not consumable.

During CRMA sessions, the students participated in discussions and related strategies they engaged in while reading. Their words painted a different picture than the pre- or post-BRI because they were supported and questioned by myself and peers about what strategies were employed or could have been used to read successfully. Repeatedly, their statements suggested more mature reading strategies. Table 4.8 documents the reading strategies discussed by the students in the study *during* CRMA sessions.

Table 4.8 Reading Strategies Documented During CRMA

During CRMA Sessions (as observed and discussed)		
Strategies Observed By Researcher and Discussed By Participants	Student(s)	Student Quotation(s)
Making text-to-self connections	Nate Devin	<i>Probably because my Mom has said, when Max [his young brother] is asleep, when he hit the pillow, 'He conked out.'</i> <i>Home Depot. That's the only way I know how to do it [pronounce depot].</i>
Making text-to-text connections	Nate Devin	<i>Werewolf of Fever Swamp (Stine, 1993). I know from Goosebumps (Stine, 1993)...because...it's like Werewolf. He goes to his aunt's house and they always leave and there is bars on their house.</i>
Text-to-world connections	Catrina Nate Devin Shelley	<i>Like the Yellow River? [question asked during discussion about how the Vermillion River got its name]</i> <i>1) Because in our back area there is a bunch of flat grass. We know there's deer there because we know they nest there. We know there are coyotes there because I saw like tracks leading down to our creek.</i> <i>2) No, probably not that far. I'd say probably just a wolf or coyote because those are the only kind of predators in Minnesota. Because mountain lions are only in mountains.</i> <i>On High School Musical, Troy is a boy.</i> <i>1) While trying to figure out the meaning of depot, Isn't it like the little brown box by Ace [Hardware]? She was speaking about a bus stop; clarified through further discussion.</i> <i>2) No, they're trying to save them. They're trying to keep them in...like taming them and putting them in a park.</i>
Using illustrations to assist with meaning	Devin Ellena	<i>When we're all done, can we look at the book's pictures?</i> <i>Cause you see the details that you know describes the person. And, what he or she looks like.</i>

Using context clues	Nate	<i>Unaccompanied means you're by yourself.</i>
Changing pace of reading based on text	Nate	<i>I kind of slowed down because there were so many hard words.</i>
	Devin	<i>We have to pay a lot of attention because there's a lot of facts [non-fiction].</i>
	Ellena	<i>It has higher level words because there are facts and they don't use smaller words [nonfiction].</i>
Making meaning while reading	Catrina	<i>Yeah, I was trying to catch myself when I said she.</i>
	Nate	<i>I knew it made sense. When I was like no...one...I didn't understand that. Oh, it must have been one.</i>
	Devin	<i>So, I looked at the rest of the words, and rancher and super didn't make sense. So, I said supper.</i>
	Ellena	<i>Maybe it made more sense to her to say I'd rather traipse around the woods. Much rather is saying you'd want to do it more.</i>
Sounding out	Nate	<i>Actually, no one ever told me, I sounded out the word.</i>
	Devin	<i>Solute...solute...[trying to sound out solitude] Well, I really didn't know what the word was.</i>
Word chunking	Shelley	<i>Shelley pronounced carcass 'car-cass,' using word chunking to try to figure out the word.</i>
	Ellena	<i>Do-min-ance.</i>
Using familiar to figure out unfamiliar	Devin,	<i>I think I know why he said that. I would have said that. Because it kind of looks like ush...shurps [usurps].</i>
	Nate	<i>Ush—usually [looks like].</i>
Self-correcting	Catrina	<i>I think she's understanding if she's self-correcting.</i>
	Nate	<i>Self-correction.</i>
	Devin	<i>She is repeating a lot and self-correcting.</i>
	Ellena	<i>He could have gone back and said it.</i>
	Sheyenne	<i>I changed it, though.</i>
Looking at visual similarities of words	Nate	<i>It kind of looks like chameleon [Vermillion].</i>
	Shelley	<i>It kind of looks like it.</i>
“Reading” punctuation	Nate	<i>1) At first, I kind of missed the period. 2) Yeah, I mowed over one, two of them [periods].</i>
	Catrina	<i>He didn't say it like a question.</i>

Reading with expression	Catrina Nate	<i>He shouted out “Yes!” And, I did the shouting out part. I said, “Yes!”</i>
Using prediction during reading	Catrina Devin Shelley Nate	<i>But, the good thing is that she used her prediction. I think his Aunt Lily is checking him. It’s not really a wolf; she’s trying to scare him. He might not be sleeping well because of the dark. We haven’t figured out yet what killed the deer.</i>
Looking forward/back while reading	Nate Shelley Ellena	<i>Probably the communicate, because I kind of looked back and I just saw ‘onant.’ I think she read ahead and when she got back here, and it sounded better without the ‘much.’ Well, I’m reading ahead.</i>
Rereading	Ellena Devin Catrina	<i>I’ve noticed I go back and reread the word or sentence a lot more than I thought. Because I want to make sure because I go kind of fast and miss some things, and I feel like I haven’t said it right, so I go back. That after you read, you can go over the line again.</i>
Skip “it” and come back to it later	Taylor Ellena	<i>I sometimes skip it. Skip it, and then come back.</i>
Ask someone (teacher, parent)	Ellena	<i>I just keep on reading it, and then if I can’t get it, I ask somebody.</i>
Visualization	Ellena	<i>Looking at details, and then you can kind of imagine the other.</i>
Using text features	Sheyenne Catrina	<i>And, the reason there’s dates is because it’s his journal. That he looked at the title before and saw submissive and instead said submission.</i>

As the students became engaged in CRMA and discussed other strategies that could be used during reading, the students were observed complementing their repertoire of applied strategies. Not only could they discuss the strategies, the audio and videotapes demonstrated the students using the strategy. The students initially worked at creating meaning and attempting to make sense of the text by constructing connections. Their connections began

with text-to-self and text-to-text connections, but soon expanded to text-to-world connections critical to assist them to understand wolves' behaviors and habitat.

To assist in tackling unknown words, the students employed a number of strategies to puzzle out those unfamiliar words. Less mature strategies included sounding out and chunking words, but they were also able to use context clues, using something familiar in a word to figure out the unfamiliar, and looking at visual similarities of words. The students discussed vocabulary throughout the study and realized how critical understanding the words were to making meaning even if they were unable to correctly say them. This became apparent when Catrina was unable to pronounce the word 'traipse,' but clearly understood the meaning of the word by saying in her retelling, *She thinks she would rather go to the woods and the den again instead of going to the barbeque.*

The students noticed text features. They utilized the dates in the journal entries to assist them with sequencing and talked about the importance of "reading" punctuation to help them understand what they were reading. The latter was especially critical for Nate who, in the beginning sessions, read rapidly and ignored punctuation. He was candid about discussing this in CRMA sessions and quickly changed this reading behavior helping him to read more successfully. Nate and Catrina focused several times on using expression during reading by paying attention to ending punctuation and italicized words in the text. Devin, especially, talked about illustrations and how he relied upon them to assist him with his reading and comprehension.

Making and confirming meaning while reading was demonstrated and discussed during CRMA sessions. They were able to articulate how they changed their thinking when something in the story was not making sense. Students noted how they had used prediction;

this became especially important when the students were unsure of what had happened to the deer toward the beginning of the book. Soon after Ellena joined the study, she mentioned visualization and how looking at the details in the story assisted her in picturing other elements in her head.

The students also monitored their reading visually. The strategies they mentioned were looking forward and back while reading to confirm their reading or “fix-up” when their reading was not making sense to them. Rereading was discussed several times during CRMA sessions, and Ellena realized she did this repeatedly only after listening to her audiotape. Rereading became a focus of one particular CRMA session to assist Devin in successfully completing a retelling.

Self-correcting was the subject of nearly every CRMA session once students were clear about what it meant. Rereading and self-correcting were cited repeatedly throughout our discussions. Many times, the student reading at the moment was quick to point out the self-corrections on their transcript so that peers understood s/he had been successful at realizing the miscue and corrected it before reading on in the text.

Following CRMA, the participants completed a post-BRI. Interestingly, the students resorted to writing about many of the strategies they mentioned before CRMA. Either the students were not able to internalize the strategies they employed while engaged in CRMA or they did not have the vocabulary to label and describe them. They again cited strategies on which struggling readers rely, and again related to beginning reading skills such as decoding and rereading. Table 4.9 documents the reading strategies named by the students in the study *after* CRMA sessions.

Table 4.9 Reading Strategies Documented After CRMA

After CRMA Sessions (as reported on the post-BRI)		
Strategies Named By Participants	Student(s)	Student Quotation(s)
Ask someone (teacher, parent)	Catrina Nate Shelley Taylor	<i>Ask my Mom.</i> <i>I usually ask for help from Mom or Dad.</i> <i>I ask a parent or a teacher.</i> <i>Ask someone.</i>
Skip “it” and come back to it later	Taylor	<i>Or pass it. Go by it and read it afterwards.</i>
Look “it” up in the dictionary, internet	Catrina Taylor	<i>Go on the Internet and look it up.</i> <i>Look it up.</i>
Sounding out	Devin Shelley Ellena	<i>Sound out.</i> <i>I sound it out.</i> <i>Sound it out.</i>
Rereading	Nate Devin Ellena	<i>I usually reread the beginning of the sentence and see if I can figure it out.</i> <i>I repeat it.</i> <i>I reread it.</i>
Substitute a word I know	Nate	<i>Or, I just say something.</i>
Make a connection	Devin	<i>I try to make a connection. Like I heard it before.</i>
Self-correcting	Catrina	<i>That if you self-correct, it’s good to self-correct.</i>
Changing pace of reading based on text	Ellena	<i>Slowing down and rereading the passage and sentence.</i>

The data and examples indicate that the students were capable of discussing and identifying the strategies they used while reading. However, on the post-BRI, it became clear that even though they were utilizing many strategies during CRMA, they were not yet able to recall their use unless they were supported in their discussion. On the post-BRI, the students cited fewer of the more mature reading strategies (Table 4.9). They continued to mention looking up words, asking someone to assist them, rereading, and sounding out. The more mature reading strategies cited, however, were each discussed by only one student.

Interestingly, Taylor did not discuss visualizing or asking questions on the post-BRI. And, of

note, all of the students except Devin discussed self-correcting during the CRMA sessions, but on the post-BRI, Catrina was the only student that talked about it.

Looking at all three tables collectively, it became clear that the students were more successful at identifying and using strategies when they were supported in the CRMA sessions by myself and their peers. The males in the study believed they were successful at using and retrieving strategies as cited on the Self-Efficacy in Reading Scales. The females, however, believed they were less successful at knowing what strategies to implement while reading. It seemed that the students believed all strategies were important and they had difficulty distinguishing between those that more mature readers used while reading, such as sounding out or rereading, from those they used while learning to read. It appeared that Nate, Ellena, and Devin had internalized using rereading and only Catrina discussed self-correcting on the post-BRI. The other more mature strategies cited on the post-BRI were skipping something that is unknown but coming back to it later, substituting a word that the reader knows for an unknown word, making connections, and changing the pace of reading when the task becomes difficult.

Miscues

Within each student portrait, a table of the participant's miscues appears. The data were useful in analyzing each student's performance while reading and how those miscues may have affected meaning for that student and how the students were applying their newfound knowledge from the CRMA sessions. What appears below is Table 4.10 that analyzes the miscues of all the students.

Table 4.10 Summary of Participants' Miscues

Passage Number	# of Students Reading Passage	Words In Passage	Substitutions	Insertions	Omissions	Repetition	Self-Correction
1	4	194	8	5	2	6	3
2	3	368	25	1	2	6	5
3	4	343	12	2	7	2	4
4	3	410	43	11	6	12	13
5*	1	228	2	0	0	2	0
6*	1	215	8	0	1	2	2
7	4	341	43	4	6	21	16
8*	2	234	10	1	5	0	3
9	3	408	24	4	8	6	7
10	3	310	13	6	2	8	6
11	2	303	3	0	0	0	2

Substitutions dominated the type of miscues generally made by the students during their reading of the text. Examination of the table above showed that with the exception of the third passage read by four students, the number of substitutions rose based on the number of words contained in the text. There were fewer substitutions by the students reading nonfiction text suggesting that the students monitored their pace. Changing the pace of reading based on the difficulty of text and the genre of text was discussed in CRMA sessions. Omissions occurred more often than insertions, but not by much.

Repetitions varied over the course of the CRMA sessions. The most repetitions were made while reading passages three and seven, each read by four students. During the first three sessions, there were few self-corrections, especially considering the passages were each read by three to four students and the second and third passages were over three hundred words in length. It appeared that students internalized the importance of self-correcting for passage number four and repetitions and self-corrections rose markedly since this was also the lengthiest passage read over the course of the sessions. This increase in self-correcting continued for passage number seven. The number of self-corrections diminished for passages numbers nine, ten, and eleven, perhaps an indication the students were focused on other strategies.

The genre of the text appeared to have an impact on repetitions and self-corrections. The numbers of repetitions and self-corrections for nonfiction text was less than for fiction text. Keeping in mind that the nonfiction texts were shorter in length, it was still notable that there were far fewer. This was probably related to students slowing down to read the nonfiction text.

Retellings

The students discussed retellings in depth. The participants came to realize that a quality retelling had to be accurate, needed to include statement of the main idea, had to be told in sequence, and included enough details to let the listener know what the passage was about. The students also discussed using the vocabulary from the text in an accurate way. Conversations about retellings evolved from early attempts at discussing a retelling centered around one particular detail told from the story to sophisticated discernment about the quality of the presented retelling. On April 1st, the students were just beginning to think about the

elements included in a strong retelling when Nate noted that Shelley had described *what Aunt Lily looked like, what she was wearing*. Even though Shelley's retelling was weak, Nate thought her retelling was good based on this one element. In reality, her retelling was weak. By the end of this CRMA session, the students had listened to three retellings and came to the conclusion through questioning by me that a skilled reader can understand what they read without reading every word of the text exactly as it was written. They also understood that a retelling needed to include more than one detail from the story. A portion of the transcript is reproduced to illustrate the students' discussions.

Accuracy. In the next CRMA session on April 3rd, Nate's retelling was inaccurate on an important story detail. Through an extended exchange about wolves and their protectors and detractors, the students learned about accurately reporting details from a story. A portion of that exchange appears here:

Researcher: Okay, what do you think about his [Nate's] retelling?

Catrina: *It described it.*

Researcher: There is one place where I'm questioning whether he understood the text. It's...let me read it to you. Here's what the paragraph says: "I thought wolves were pretty rare in these parts, but Lily said they're making a comeback, thanks to the government protection. I asked if wolves were dangerous to people. Lily said it's not too common to come across a wolf in the wild, but she warned me to be very careful if I did happen to spot one. 'Wolves generally stay away from people,' she said, 'but you never know.'" What did Nate say on the tape about the government? Give me your tape, and let's listen to that again. I think it affects his understanding. Let's go back a little bit.

At this point in the session we replayed a portion of Nate's retelling. On the tape, he stated, *Aunt Lily said that wolves don't really come near people because of government protection.*

Researcher: What he says is that wolves don't come near people because of government protection. Is that true? Here's what the sentence says (repeats above). Is that the same thing?

Devin: *Mostly, yeah.*

Researcher: Is it? What does government protection for wolves mean?

Nate: *Uh...killing.*

Researcher: Who's killing them?

Catrina and Nate: *The government.*

Researcher: If the government is protecting them...

Shelley: *No, they're trying to save them. They're trying to keep them in...like taming them and putting them in a park.*

Researcher: Well, what it means...you're on the right track...but they don't tame them. They still want them to survive in the wild and be a part of nature and wildlife. What the government did, and they did this in Yellowstone. They went up to Canada, trapped the wolves, and brought them back to Yellowstone. What the government is protecting them from is hunters. Who hunts wolves?

Nate: *Hunters.*

Researcher: Who else? Who doesn't like wolves? What do wolves prey on?

Nate: *Deer.*

Researcher: What else?

Nate: *Rabbits, birds...*

Researcher: Katrina, let's just say you're a rancher in the mountains.

Nate: *Sheep, sheep, sheep!*

Researcher: What else?

Nate: *Cows!*

Researcher: Who doesn't like wolves?

Nate: *Ranchers!*

Researcher: So, what do ranchers do if a wolf attacks their livestock?

Devin: *And, they put those traps.*

Researcher: So that's what the government is protecting. After the government decided to protect wolves, it was illegal to trap them and to shoot them. So, is Nate's retelling accurate? No, it's not, at all. I need to make sure Nate understands this piece and what government protection is. I'm thinking you didn't understand that part. Am I right?

Nate: *Yes.*

Including the Main Idea. Sometimes students became so focused on telling the details of the story in their retellings, they forgot to include the main idea or the primary purpose of the passage which was not apparent to them. Because the text was told in a journal genre, each date focused on a main event. Each journal entry was focused and included a date to assist students with sequencing of the events. At most, there were three dates included in the passages they read at any one time. Twice on April 20th, the students discussed inclusion of the main idea within their retellings. First, they spoke about their tendency to recall the end of a passage they had read and to forget about the beginning of the passage. Catrina had just played her audiotape:

Nate: *Yeah, I think she got the bottom half of the story.*

Researcher: Okay, talk more about that. What did she leave out, in your opinion?

Nate: *Um, pretty much all of the first half of the story.*

Ellena: *The beginning.*

Nate: *The beginning and all the way to half.*

Researcher: Do any of the rest of you do that?

Ellena: *Because I remember it more than the beginning.*

Researcher: Why?

Ellena: *Because you just read it, and it's more in your head.*

Researcher: Exactly.

Ellena: *You just read it and it's more in your head than the beginning. You read it, but you don't quite remember all of it.*

Taylor: *You read it, but you don't quite remember it, but you do remember the end part.*

Next was a discussion about Taylor's retelling.

Researcher: You haven't really told me whether you thought Taylor understood what he read.

Ellena: *Okay, he didn't tell very much about it.*

Researcher: What details did he include?

Shelley: *He saw the wolf pups, and stuff.*

Catrina: *And, Troy couldn't sleep.*

Researcher: Well, what's the most important part of this journal entry?

Devin: *That he saw the pups and...*

Taylor: *He saw the wolf and he was looking around.*

Researcher: That's the most important part, isn't it? Really, the barbeque part...Is the barbeque part important in this?

Nate: *No.*

Including Important Details. During the April 6th session, Shelley had again struggled with her retelling stating that a bear had possibly preyed upon the deer when, in fact, a bear had never been mentioned in the story. Her retelling was also brief. The students quickly noted that Shelley had not demonstrated comprehension based on what she stated in her retelling. Following is the discussion between the students and myself:

Researcher: So, what does Shelley need to include more in her retellings?

Nate: *A lot.*

Taylor: *Like, almost the whole passage. You have to tell what was going on.*

Nate: *Like, you can't just predict.*

Catrina: *But, the good thing is that she used her prediction.*

Using Sequencing. On April 8th, Nate had a particularly strong retelling that assisted in facilitating a discussion about telling the details of a story in a sequenced fashion so that the listener was able to understand the events in a story and the order in which they occurred. While the quality of the retellings has continued to build, this was the first time the retelling included all of the elements I would expect. Note that I still have to facilitate the discussion and *lead* the students to discuss sequencing. The transcript is as follows:

Researcher: Let's talk about your [Nate's] retelling. I want you to listen to this carefully.

Nate turns on the tape recorder so the students can listen to the retelling.

Researcher: What do you think about his retelling?

Catrina: *It's okay.*

Researcher: I think it was really strong.

Shelley: *So did I.*

Researcher: Shelley, tell me why you think it was strong.

Shelley: *Because he used a lot of detail like it said in the...*

Researcher: Was he accurate throughout? I want you to notice something about his retelling. He told it from the beginning down through the end. He didn't skip around; he sequenced it. He started with information from the first paragraph, then information from the second paragraph, and then information from the last paragraph. How does that make for a stronger retell?

Shelley: *It gives you the idea about how it came in the paragraph.*

Nate: *What the text said.*

Shelley: *Yea, what the text said.*

Researcher: What's that word I used about putting words in order in text?

Nate: *Sequenced.*

At the very next session, it was Shelley's turn to play her retelling. She has struggled with successfully retelling up until this point in CRMA. Following her playing of her tape, I asked the students what they thought of her retelling. This discussion ensued:

Taylor: *It's kind of a good one because it told everything that happened on June 24.*

Nate: *Then, June 27 and June 28 and then she told about the web site.*

Researcher: Tell me if you think you understood what you read Shelley?

Shelley: *I did; I do understand.*

Researcher: Ellena, what do you think?

Ellena: *She told...She kept in order.*

Researcher: Ah, we talked about that last time! Why is that important Ellena?

Ellena: *Because if...it's important because you don't want to tell something and then go back to this one thing because it will throw the person off track if they haven't read it yet.*

Using Vocabulary During Retelling. The students used connections to assist them in figuring out vocabulary words within the passages and, in turn, were heard to use those words in their retellings. Initially, I had to point out when a student accurately used vocabulary during the retelling, but students quickly picked up on the skill and noted it in their discussions. On April 15th, following Shelley's retelling, I noted, "She even mentioned the underbrush. Did you hear her say that? So, I do think she understands." At the next CRMA session, Nate was conducting a retelling following reading a nonfiction passage. Shelley appeared to internalize

my comment to her in the previous session. When I asked the students about Nate's retelling, Shelley said, *I think he understood it because he told about the submissive and passive* [vocabulary used in the text].

Peer Discussions

CRMA is student-centered and constructivist in nature. The students worked mutually to construct meaning and make decisions about strategies that could be used to become more skilled at a reading task through collaborative discussions, something that the readers could never have accomplished on their own (Forman & Cazden, 1994). By the time the study had ended, the group had conversed about many aspects of reading including reading strategies—some to figure out words, some to build fluency, and others to assist in building meaning. They conducted discussions that recognized a peer for accurate reading, found something strong a peer was doing when their skills were weak, and reading behaviors that might be interfering with their skills. What follows is a sampling of those discussions when the research participations conversed about strategies or merely had suggestions for their peers.

- Determining whether a miscue is smart or okay (Ellena and Nate):

Ellena: 721 [line]. *I left out the “out” on “The rest of the pack must have been **out** hunting for food.”* [bold, my emphasis]

Nate: [quickly talking over Ellena] *That's a smart miscue. It doesn't change the meaning.*

- Giving a peer credit for accurate reading:

Nate: *Shelley is the one that said Troy was a boy.*

Shelley: *I figured it out on the second one* [reading of the text].

- Self-correcting affects understanding (Catrina, Devin, Taylor):

Catrina: *I think she's understanding if she's self-correcting.*

Researcher: I do, too. If she's self-correcting, what is she doing Catrina?

Devin: *Paying attention.*

Catrina: *She's knowing the passage and getting the story.*

Taylor: *Understanding.*

Catrina: *Yeah, understanding.*

- Retelling the events of a story in sequence (Ellena, Nate, Catrina):

Ellena: *It wasn't very much in sequence, but she did good.*

Nate: *She skipped around.*

Researcher: How does it affect meaning if you skip around when you're...

Ellena: *If you skip around...*

Catrina: *The person listening to you might not know what you are talking about since you're skipping around.*

- Clarifying vocabulary words [regurgitation, in this example] (Devin, Nate, Ellena, Catrina):

Devin: *They [wolves] go out hunting.*

Nate: *They go out...it's so nasty...out of their mouths.*

Ellena: *They teach their pups how to hunt.*

Nate: *They give it to them.*

Catrina: *It's kind of like birds.*

- Changing reading based on the type of text (Devin, Nate, Shelley, Taylor and Ellena):

Devin: *We have to pay a lot of attention because there's a lot of facts.*

Nate: *There's facts.*

Shelley: *Higher level words.*

Taylor: *Fiction sometimes has facts.*

Ellena: *But, nonfiction tells more about facts.*

Nate: *Like where they live, what they eat, what they do.*

- Repeated exposure to words assists a reader in pronouncing and understanding them

(Devin, Shelley, Taylor, Ellena):

Devin: *She mostly has a few miscues. Because self-correcting is mostly nothing. So, she only had a few miscues.*

Shelley: *I got the word traipse!*

Taylor: *Because we've been talking about them for so long!*

Researcher: You knew carcass, didn't you?

Ellena: *And, maybe since we've talked about it enough, she knew how to say it. She didn't try it very hard to get it. She didn't hurry and try to...get stuck on the word.*

In each of these examples, the students have control over the discussion and their reading making them feel more competent, increasing self-efficacy, and influencing their own functioning within the group (Bandura, 2006; Wigfield, Hoa, & Klaude, 2008). They no longer viewed their misreading of the text as a “mistake.” Instead, their talk was focused on miscues holding meaning or retellings and the quality or lack of it. This kind of control urged

the participants to view themselves as capable readers, and placed them in a position of revaluing themselves in the process (Woodruff, 1999).

New Strategies

Initial participant discussions focused on the numbers of miscues being made (as opposed to the kinds of miscues made and possible insight into why the miscue was made) and strategies students were currently using during reading. As the sessions progressed and students received explicit instruction and modeling about discussing miscues and meaning, these two codings diminished, surfacing again briefly when Taylor and Ellena joined the study, but virtually disappearing thereafter. The discussions changed, and the participants' strategy repertoire grew. I analyzed transcripts looking for initiating discussions regarding a strategy and then application of the strategy in ensuing sessions. What follows is Table 4.11 consisting of when initiating discussion occurred and succeeding application occurred by the participants.

Table 4.11 Initial Strategy Discussion and Application of Strategy During Reading

Date	Initial Strategy Discussion	Date	Application of Strategy
3/30/09	Making connections focused on text-to-self; I talked about all kinds of connections	4/1/09	Nate and Devin utilized making connections to help them read the text; used text-to-text and text-to-world connections
		4/24/09	Catrina used connections to draw meaning from text
4/1/09	Reading to make sense of text; anticipating what the text will be about	4/3/09	Devin discussed a word that did not make sense with the text and changed it
4/1/09	Including main idea and details in a retelling	4/6/09	Retellings by Catrina and Nate are improved; Shelley's retelling still has elements missing; discussion about improvements still needed
4/1/09	Using expression while reading can assist with comprehension	4/24/09	Catrina used expression while reading
4/3/09	Importance of using prediction to help with comprehension	4/20/09	All of the students discuss how predicting assists in building understanding
4/3/09	Looking at print similarities of words	4/20/09	Devin, Nate, Shelley discuss the similarities of words related to a miscue by Taylor
4/6/09	Chunking a word is one way to decode an unfamiliar word	5/4/09	Ellena used word chunking to decode an unknown word
4/8/09	Reading ahead and looking back; checking for meaning	4/24/09	Catrina and Ellena discovered that looking ahead <i>caused</i> them to miscue
4/8/09	Importance of using context clues especially when not sure about vocabulary	4/20/09	Taylor did not know vocabulary word but used context clues to build meaning
4/8/09	Sequencing the events in a retelling	4/15/09	Shelley sequenced the events in her retelling
4/8/09	Meaning is compromised when you do not understand the vocabulary words	4/20/09	Taylor used context clues to figure out meaning even though he did not know the vocabulary word in the text
4/15/09	Devin has a poor retelling and peers discuss what he needs to do to improve	4/17/09	Quality retellings from Ellena, Catrina and Devin
		4/24/09	Taylor, Devin, and Shelley applied knowledge to conduct a better retelling

4/15/09	The pace at which we read varies depending on the kind of text and the difficulty of the text	4/17/09	Nate adjusted the pace of his reading for non-fiction text
		4/24/09	Devin and Catrina slowed pace when text was not making sense to them
4/15/09	Fluency and comprehension can be compromised by the number of miscues we have	4/21/09	Nate reduced the number his miscues Catrina self-corrected and had fewer miscues
		5/1/09	Nate had one miscue and self-corrected Devin reduced the number of miscues he had
		5/4/09	Shelley had fewer substitutions and more self-corrections Ellena reduced the number of miscues she had
		5/6/09	Taylor self-corrected
4/15/09	Skimming or rereading can aid in comprehension	4/24/09	Devin used skimming to assist him in recalling details for the retelling Taylor skimmed text before reading and asked about words in the text
4/17/09	Part of a word can be used to discern meaning	5/1/09	Catrina used part of a word to figure out meaning even though she did not know the entire word
4/20/09	Nate and Ellena discussed the importance of self-correcting while reading; Catrina and Ellena discuss repeating and self-correcting later in the session	4/24/09	Shelley began to self-correct when she is reading
4/20/09	Repeated use of vocabulary assists in understanding and pronouncing the words	5/1/09	Catrina used vocabulary word in retelling and added a phrase that defined the vocabulary word

			Devin used vocabulary in retelling
4/20/09	Taylor discussed including important details in a retelling but leaving out those that do not matter; discussion by peers	4/24/09	Shelley added important details to her retelling
4/24/09	Sequencing the events in a retelling discussed again	5/4/09	Shelley sequenced the events of her retelling (again)

Documentation of Self-Efficacy

During the course of the study, self-efficacy was revealed primarily through the Self-Efficacy in Reading Scales, and the discussions that occurred within CRMA sessions. Although Mrs. Anderson and Mrs. Smith reported they did not see marked changes in the classroom behaviors of the students or in their application of reading strategies in the classroom, an in depth examination of the teacher post-e-mail interviews documented changes in all of the students except one.

Holistically speaking, the Self-Efficacy in Reading Scales revealed students feeling confident about their reading skills and strategy retrieval. However, as CRMA progressed, the students, as a group, lowered their ratings suggesting that their self-efficacy for reading had waned as we discussed what readers should do during reading to make sense of text and what strategies could be applied to assist with comprehension.

Summary

Chapter Four contains a gallery of portraits—one for each student participant and a composite portrait of the students as a group of collaborative learners engaged in CRMA. Looking through a number of lenses, a rich description of each student unfolded and presented a unique image of each individual reader.

A second element of the foundation for the proposed research is Retrospective Miscue Analysis (RMA), extensively studied by Watson (1987, 2005), Burke (1976, 1972, 1987, 2005), Marek (1996), Yetta Goodman (1972, 1987, 1996, 2005), Davenport (2002), Gilles (2005), and Moore (2001, 2003, 2005, 2009). Using the principles of RMA, CRMA is a process to use with students struggling to make sense of their reading. Participation in a process such as CRMA holds promise for impacting student confidence and persistence at tasks, ability to contribute to a small group or classroom discussion, and resultant self-efficacy in reading and reading tasks. Reviews of RMA and CRMA studies allude to increased self-efficacy in reading but are not definitive.

The third element of the foundation, collaborative learning, is at the heart of CRMA. Giving students opportunities to participate in discourse with other students about reading will provide focus on meaning-making processes rather than isolative skills that may be preventing the students from seeing themselves as successful readers. The collaborative setting for a facilitated discussion through CRMA will allow focused exploration of struggling readers and self-efficacy.

A summary of the study is presented in Chapter Five. Findings are viewed through each of the research questions and the overarching research question with a look back at each of the participants and the changes in their self-efficacy as they participated in CRMA. Finally, conclusions are summarized through Goodman and Marek's (1996) assumptions about readers, also presented in Chapter One of the dissertation. Chapter Five concludes with implications for classroom practice and suggestions for further research.

CHAPTER 5 - Discussion

The research conducted explored how reading self-efficacy might be impacted while students were engaged in Collaborative Retrospective Miscue Analysis (CRMA). Six sixth-grade students participated in learning to collaboratively discuss their miscues and retellings after listening to audiotapes of the participants reading text. Students responded to the Burke Reading Interview, completed Self-Efficacy in Reading Scales, and wrote in journals adding to their opportunities to reflect on their own and their peers' reading. The purpose of Chapter Five is to discuss the collective results gleaned from the students' portraits and share research and practice recommendations based on the outcomes in Chapter Four of the dissertation. A summary of the study begins the chapter. Findings are presented through the research subquestions and overarching question following the summary. A conclusion based on all of the elements of the research and the researcher's past experiences with CRMA are presented next utilizing Goodman and Marek's (1996) assumptions about readers. The implications for using CRMA in the classroom and recommendations for future research end the chapter.

Summary of the Study

The research conducted was based on assumptions about readers as defined by Yetta Goodman and Anne Marek (1996) in *Retrospective Miscue Analysis: Reevaluating Readers and Reading*. These assumptions encompassed the views of theorists and researchers focused on a holistic view of reading instead of focusing on reductionistic, isolative elements. These

assumptions are reviewed here for the reader but examined in detail for the current study under Conclusions.

- Each reader brings to the reading process a wealth of knowledge about language and about the world.
- Each reader has misconceptions about the reading process.
- Each reader has misconceptions about his or her proficiency as a reader.
- Each reader has been and continues to be influenced by the instructional models they have experienced in school.
- Each reader has the potential for understanding the complexity of the reading process, the qualitative nature of making miscues, and the importance of reading for meaning.
- Each reader has the ability to become a more proficient reader. (Goodman & Marek, 1996, pp. 6-10)

The purpose of this qualitative case study was to examine how students' participation in CRMA impacted self-efficacy in reading. The study was conducted with six sixth-grade students from an elementary school in the Midwest between March 23 and May 21, 2009. The students participated in CRMA conducted in a small group setting. The work and artifacts of all six students were utilized in the data collection and analysis.

During the study, the students read fictional text from *Lone Wolf* (Fisher, 2004), recording their reading and retelling. Midway through the study it was determined that the students needed background information to assist them in building meaning about the subject of wolves, so expository text was added and read by three students in addition to the fictional

text. After each recording was played during CRMA sessions, miscues were discussed first, followed by playing and discussing the retelling.

Many sources of data were collected throughout the study including video recordings and transcripts of the CRMA sessions and many primary and secondary sources were collected before, during, and after participation. Qualitative methods were employed to analyze all sources of data allowing students' reading skills to be studied and analyzed in detail and the self-efficacy in reading that surfaced during the process. This study demonstrated the close connection between participation in a reading strategy that focused on empowering students with information to examine their own reading skills and the self-efficacy they held related to their reading abilities.

Findings

The data collected during the study were initially analyzed around the four research subquestions:

1. What are students' perceptions of self-efficacy prior to, during, and after engagement in CRMA?
2. When and under what conditions do students' self-efficacy change, moving forward or backward, during CRMA?
3. What observed classroom behaviors indicative of self-efficacy appear over time when a student is involved in CRMA?
4. What are the teachers' view of students' self-efficacy in reading over time when students are involved in CRMA?

After carefully considering each of the data sources individually and collectively seeking to confirm, disconfirm, and discover important links between each source to answer the subquestions, the data were studied once again to consider the overarching research question: How will participation in Collaborative Retrospective Miscue Analysis (CRMA) impact a reader's self-efficacy beliefs? Each document collected on every participant and the CRMA transcripts were explored initially, followed by thinking holistically about each source and interconnections among them in an attempt to focus on answering these research questions.

Research Question One

What are students' perceptions of self-efficacy prior to, during, and after engagement in CRMA?

The students completed Self-Efficacy in Reading Scales before the study began. The participants' self-efficacy for reading was generally high with Taylor, Nate, Devin, and Shelley rating their beliefs about what they can learn and perform related to reading between 70 and 100, "I am pretty sure I can do this," and "I am certain I can do this." There were a few exceptions to these high ratings. Ellena did not complete the Self-Efficacy In Reaing Scale until mid-study when she joined the CRMA sessions.

All of the students in the study completed the Self-Efficacy in Reading Scale again mid-study. Many of the statements students had previously rated at the higher end of the scale were reduced at this point in the study. As students began to understand what miscues were and evaluated whether they altered the meaning of the text, they also seemed to comprehend that they had skills that needed to improve, thus resulting in lowered self-efficacy ratings.

Catrina. Compared to her peers in the study, Catrina's Self-Efficacy in Reading Scale at the beginning of the study looked quite different. She had little belief that she could read,

learn from reading, employ strategies, and do well on assignments. All of her ratings before the study were between 20 and 60 on statements associated with those ideas. The only statements rated differently were those that dealt with enjoyment of reading. On the statement, “I enjoy reading,” she rated herself at 80; on “I can say, ‘I like to read,’” she rated herself at 90, and she also believed she earned ‘good’ grades in reading. Catrina’s perceptions of herself as a reader and associated self-efficacy were based on a slight stuttering behavior and affected her self-image as a reader.

Catrina’s ratings on the scale rose slightly mid-study for most of the items suggesting that she was beginning to see herself as a stronger reader than she previously had thought. Two statements rose 30 points on the scale: “I can understand when I read,” and “I am successful at asking myself questions about the text when I read.” Catrina was successful at conducting strong retellings during CRMA sessions. Her self-efficacy scores reflected that strength.

By the end of the study, the students whose self-efficacy had lowered in the middle of the study had recovered their confidence. This was especially evident in Catrina’s scale where she rated herself between 60 and 80 on all items. She was finally able to see her good skills and focused less on her stuttering behavior even though she still talked about this on the post-BRI.

Devin. Devin rated himself at 60 for the statement, “If I am reading and the text gets difficult, I am aware of it,” and “When I compare myself to other students in my class, I am a good reader.” Devin’s response to the latter statement implied that he was quite aware of how he was perceived as a reader by his teachers and other students. The behavior Devin portrayed in CRMA sessions of pointing out his peers’ weaknesses suggested he may have been

subjected to this kind of treatment in the past and was repeating what he had experienced. When an individual views others as unsuccessful or negative comments are being made while both are engaged in the same tasks, self-efficacy decreases (Schunk, 1991; Schunk & Zimmerman, 1997; 2008).

Devin's ratings mid-study on "I can understand when I read," "I enjoy reading," "I know what to do when I don't understand what I am reading," and "I can say, "I like to read," all were rated at a lower level. He was beginning to feel greater self-efficacy for making connections when he engaged in reading, a strategy that surfaced early in the CRMA sessions, and a skill in which Devin showed strength. He also rated himself higher about believing that he could learn from reading and acknowledged with a higher rating that he appeared nervous when he read and completed reading assignments.

Devin, too, had recovered some of his earlier self-efficacy related to reading and rated himself between 60 and 100 on all of the items. He viewed himself as capable of earning good grades in reading (80) and being able to do well on reading and reading assignments (80). He was especially confident about using strategies that could help him read.

Note. Nathaniel had two low ratings on the initial scale. "I know what strategies to use when I read," and "I can make a plan about reading the text before I begin to read," were rated at 40 and 30, respectively. Nate's low ratings at the beginning of the study demonstrated his uncertainty about when to employ a strategy during reading and that perhaps he was not aware he needed to know how to approach a text before he began reading.

Nate's confidence in his reading skills decreased mid-study, too. He rated himself lower at being able to make connections and understanding when he read. On the statement, "When I compare myself to other students in my class, I am a good reader," he lowered his score, a well

as on “I get nervous when I read and do reading assignments,” and “I do well on reading and reading assignments.” His ratings were still at the high end of the scale, but he was clearly beginning to question his self-efficacy for certain skills.

Nate rated himself between 70 and 100 on all items on his post-scale. Nate believed he could use strategies when he read (80) and that he could make a plan before beginning to read text (80). This confident view of himself was echoed in his CRMA journal when he wrote, *I know my passages well.*

Shelley. Shelley’s low ratings on the scale she completed prior to engagement in CRMA were related to earning good grades in reading (60), comparing herself to others in her class who are good readers (40), believing that she can do well at reading tasks and reading assignments (40), and becoming nervous when she reads (60). Shelley’s waning self-efficacy on these statements evidenced that she viewed her peers as better readers and that she realized they performed better at reading than she did. She entered the study with a defeated sense of herself related to reading.

At the middle of the study, Shelley’s ratings on the scale lowered in greater amounts than the other students. She began to question her use of strategies during reading. The most relevant reductions occurred on two statements related to enjoying reading. On the statement, “I enjoy reading,” her rating reduced from 100 to 50, and on “I can say, ‘I like to read,’” her rating slipped from 80 to 40. She did, however, see herself as having more efficacy related to completing reading assignments, rising from 40 to 90 and becoming nervous related to reading and reading assignments, rising from 60 to 90. Shelley was clearly analyzing her reading skills during CRMA. Her lowered self-efficacy ratings coincided with her less than stellar performance in the classroom; she was feeling deskilled at this point in the study.

Shelley seemed to recover some of her earlier self-efficacy in reading, but had lowered ratings about strategy use from the beginning of the study to the end. She understood that she lacked skills to assist her with reading and still needed work to become a better reader. I believe her post-CRMA ratings are related to Shelley forming a more realistic picture of herself as a struggling reader.

Taylor. Taylor had only one lower rating on the scale he completed at the beginning of the study. He rated himself at 60 on the statement, “I get nervous when I read and do reading assignments.” His response suggested that Taylor’s bravado during CRMA sessions was perhaps only a front for his true feelings about completing reading and associated tasks.

Taylor’s Self-Efficacy in Reading Scale changed very little mid-study. He still demonstrated confidence at nearly every statement, and increased his ratings for some statements. One statement, “I know what to do when I don’t understand what I am reading,” fell from 100 to 70, suggesting that Taylor was questioning whether he could ‘fix up’ his reading when he struggled to make sense of text.

Nate and Taylor both rated themselves between 70 and 100 on his post-scale. Nate believed he could use strategies when he read (80) and that he could make a plan before beginning to read text (80). Taylor rated himself at 100 for both of these statements.

Ellena. Ellena completed the scale for the first time at the middle of the study related to when she joined the other students in CRMA sessions. Her responses were generally low, just as Catrina’s were at the beginning of the study, ranging from 20 to 80 on all items. She clearly had low self-efficacy for thinking about her own reading skills and what she was capable of doing as a reader.

Ellena's post-CRMA scores were similar to Shelley's. She had recovered some confidence related to reading, but she also realized she was a reader that needed assistance on a regular basis. She wrote in her CRMA journal that she was *getting better at reading, and I think that is good.*

The students' self-efficacy related to reading was rated at the high end of the Self-Efficacy in Reading Scale at the beginning of the study. By the middle of the study, as a group, the self-efficacy ratings had lowered. It was almost as if the students had to be "exposed" as less than skilled readers before they were able to recover their confidence and realize that they did, in fact, have many skills and strategies that made them successful at some level. All of the students in the study were quite aware that they struggled in reading, but strived to be better even though they had few ideas about how to do that before the study began. By the end of the study, the self-efficacy ratings had raised once again suggesting recovered confidence in reading skills and ability to use strategies during reading.

Research Question Two

When and under what conditions do students' self-efficacy change, moving forward or backward, during CRMA?

As mentioned above, the students' self-efficacy related to their reading changed over the course of the study. Initially, as a group, their self-efficacy was high but quickly seemed to wane and ratings were generally lower, moving backward, at mid-study. As students engaged in the process and were supported by myself and their peers, self-efficacy changed again, moving forward, by the end of the study. Several factors surfaced that seemed to contribute to their recovery of self-efficacy including learning and internalizing the language of CRMA,

participating in a process that resulted in collective self-efficacy, and their own self-perception and motivation throughout the CRMA sessions.

Language of CRMA

One factor that seemed to contribute to the students' recovery of self-efficacy by the end of the study was the teacher "talk" that occurred during the CRMA sessions. The language used by any teacher during CRMA serves multiple purposes. First, just as with any academic area, the teacher researcher assisted students to develop reading skills and improve or increase knowledge about what competent readers apply when they read (Denton, 2007). For CRMA, this initially took the form of explicit teaching about conducting CRMA, what miscues are and might mean, how to conduct a retelling, and entailed embedding specific words that suggest the language of miscue to the students. This was reinforced in each session and documentation through a glossary of terms in the CRMA journals. Second, I encouraged discussion and examination of current reading behaviors that might be hindering applying strategies during reading or understanding why certain behaviors might be occurring. The third purpose of using specific language during CRMA was to facilitate trust and respect among a community of learners promoting students working together and learning from one another (Denton, 2007). Once students were comfortable with CRMA, they began to internalize the language of RMA and articulated for themselves what they were applying during the reading process and frequently had insight into peers' behaviors, as well.

Collective Self-Efficacy

Collective self-efficacy may also have contributed to a rise in the self-efficacy ratings by the end of the study. What was achieved by the students within the scope of this study was achieved through interdependent efforts by the participants (Bandura, 2000b). Because what

occurred during the study was not the same as what would have occurred during a series of RMA sessions between a single student and teacher, the accomplishments of the students were dependent upon one another. “People’s shared beliefs in their collective power to produce desired results are a key ingredient of collective agency” (Bandura, 2000b, p. 75). What the students were able to attain was a result of the “shared knowledge and skills of its different members” (Bandura, 2000b, p. 75). What developed was “collective action” (Bandura, 2000b, p. 76) wherein the students were able to expend considerable energy for reading over time, demonstrated stamina when the answers to miscues were not easily diagnosed, and were vulnerable when their weaknesses in reading were exposed to others.

The students’ self-efficacy waned mid-study. All of the students noted lower scale ratings during this time. Interestingly, the middle of the study correlated with the time the students were engaged in completing the KCA and MAP assessments. But, by the end of the study, the readers’ self-efficacy had recovered on most items for most of the participants.

Self-Perception and Motivation

Another factor that may have contributed to lower self-efficacy scores mid-study was the realization by four of the six students that they were not going to be included in the end of the year activity related to the Book Club. The motivational tools used by the classroom teachers were not working for all of the participants in the study. Nate and Catrina were motivated to read for the Book Club. They were also the most competent readers of the six participants, especially related to comprehension, essential to reading enjoyment. But each of the other students participated at a minimal level completing only enough reading to attend Book Club one to three sessions. “When it comes to competence and autonomy, it’s really the person’s own perceptions that matter. To be intrinsically motivated people need to *perceive*

themselves [italics are my emphasis] as competent and autonomous; they need to feel that they are effective and self-determining. Someone else's opinion does not do the trick" (Deci & Flaste, 1996, p. 86). Perceptions of competence are related to a person's actual performance; when a person succeeds at something, they also perceive themselves to be competent (Deci & Flaste, 1996; Schunk & Zimmerman, 2008).

Research Question Three

What observed classroom behaviors indicative of self-efficacy appear over time when a student is involved in CRMA?

The students were observed eight times in classroom settings including their regular classroom, the gymnasium for physical education, the music classroom, the school library, and the computer lab. During observations in the regular classroom, all of the participants in the study were observed having the capacity to perform diligently on academic tasks (Pajares & Schunk, 2001) and engaged in tasks that seemed to result in learning and achievement (Pajares, 2008). Shelley, Ellena, and Nate showed periods of time when they were unable to concentrate and stay focused on the tasks at hand, but resumed the work they were doing in a matter of minutes, and used their own initiative to do so.

Peer Modeling

I made observations about the students' participation in Book Club based on notations on the whiteboard within the classroom, students' comments about Book Club, and paperwork from Mrs. Anderson and Mrs. Smith. Catrina and Nate were motivated to participate in reading from the approved list of books, nominees for the William Allen White Award. They were the only students in the study to complete the required reading each month and rewarded with a pizza party at the end of the academic year. Catrina and Nate appeared to respond to the

social modeling and positive support and feedback from their peers and teachers (Guthrie & Wigfield; 2000, Parajes & Schunk, 2001; Schunk, 2003). Taylor, Devin, Shelley, and Ellena, on the other hand, seemed to not be influenced or were negatively influenced by peer modeling and, perhaps, experienced the Book Club as a comparative process to their more capable peers resulting in inefficacy to complete the work (Bandura, 1997). Shelley, particularly, seemed defeated by the challenge of reading for the Book Club and appeared to feel unable to access the texts. Perhaps these students had begun to feel less competent to complete the tasks over time and were unwilling to persevere and unmotivated to attempt again (Moskal & Blachowicz, 2006; Schunk & Zimmerman, 2008).

Dialogue In the Classroom

During reading, self-efficacy is affected by having meaningful dialogue with peers from whom they can learn and share responses and reactions with classmates (Pintrich, 2002). Throughout the eight weeks I observed in the classroom, the students were seated traditionally in rows with desks located one behind the other. During the first three quarters of the academic year, the students were rarely seated in partner formation where two students' desks might be adjacent to one another, and there were never small groups or "pods" of desks within the classroom setting. This seating arrangement did not allow for spontaneous discussions to occur, and so reading discussions were only facilitated at specific times decided upon by the classroom teachers. When students engage in reading discussions that occur naturally, they develop a responsibility for the community of learners that they work with (Duckworth, 2006). It was obvious during the beginning CRMA sessions that the students were not used to or comfortable with unplanned, unstructured discussions. However, it took only two sessions before meaningful discussions were occurring and students spontaneously talked.

Perceived Comparisons

While I observed Mrs. Anderson and Mrs. Smith utilizing cooperative learning strategies to group students during academic activities, the students were introduced to the idea of “No hogs, no logs!” during group work. This meant that no student should monopolize the discussion and complete all of the work and no student should just sit and let others do the work. Mrs. Smith commented in one e-mail interview, “I could honestly describe Shelley as a log—sitting around while others do the majority of the work.”

Knowing that comparing students to one another results in lowered self-efficacy (Bandura, 1997) and having doubt about social skills results in rejection (Pajares, 2008; Schunk & Zimmerman, 2008), Shelley’s reluctance to participate and be a productive group member may have been influenced by the way in which students were grouped and what was shared with students about equal participation of group members. In CRMA sessions, Shelley did not have the language she needed to describe her actions while reading, possibly a plausible reason for her disengagement in beginning sessions. But her performance changed. As she learned the language of CRMA, she was able to contribute, not as eloquently as her peers, but nonetheless she was able to describe what she constructed during reading and whether or not she understood the text she was reading.

Choice and Ownership

I observed five of the six students seeming to prefer nonfiction text over fiction text when they were allowed to select books for themselves. In the library, Shelley was reading the *Guinness Book of Records* (2009) and Devin read from a *Ranger Rick* (National Wildlife Federation, 2009) magazine. It should be noted that both of these texts are not traditional books. In CRMA sessions, Devin and Nate expressed interest in reading nonfiction text in order for the group to gain factual information about wolves to contribute to understanding of

the fictional story we were reading. In my field notes, I noted a discussion in early March with these students about a display of nonfiction books written by a visiting author outside the school library.

While the students were allowed to select their own reading material for independent reading, I observed the majority of their texts for all other reading opportunities were chosen for them. In fact, a reader with reading rate difficulties wanting to participate in the Book Club was limited to the William Allen White selections because there was not enough independent reading time for other texts. The Book Club books were decided upon by the teachers, and the books used for novel studies or guided reading sessions were selected by the teachers based upon the skills or strategies needed by the students. During the biography study conducted in the classroom, the students' names were chosen from a can and a biography title selected, so that students' names chosen first had the greatest choice. The lack of ownership over selection of reading material may have contributed to the research participants' lack of engagement in the tasks associated with them that would result in their becoming responsible for learning reading skills (Matheny & Edwards, 1974).

Confidence in Tasks

During physical education, I observed Taylor and Nate being confident about their athletic skills resulting in determination, athleticism, and even aggression as they played an active game within the gym. Both boys seemed to enjoy what they were playing as their enthusiasm for the game showed throughout the class session. This sense of confidence I observed in P.E. carried over for both of these boys into the CRMA sessions. Duckworth (2006) tells us that students should feel confident about their understanding of what they read. More than the other four students, Nate and Taylor seemed confident about their skills and

spoke in a self-assured manner during discussions. Nate, however, could admit that perhaps he had work to do related to his reading skills, while Taylor refused to admit that he needed to improve.

Research Question Four

What are the teachers' view of students' self-efficacy in reading over time when students are involved in CRMA?

Mrs. Anderson and Mrs. Smith acknowledged only small changes in the participants in their classroom setting over the course of the study, especially when contrasted with what I observed in the students during the CRMA sessions. The follow-up e-mail interviews were accompanied by a cover message from each of the classroom teachers. Mrs. Anderson stated, "In the short time you worked with them [the students] we really had no basis for comparison. We know the kids were willing to go and seemed to enjoy the sessions. We are sure they learned lots from the sessions, but we really did not see much change in the classroom." Mrs. Smith's response was similar, "We really did not have much more feedback to give since the time you worked with them [the students] was so short." I viewed their follow-up interviews quite differently. Looking at their comments collectively, I was able to identify changes in self-efficacy in the students based on the e-mail interviews.

The follow-up interviews were considerably abbreviated compared to the initial interviews. Mrs. Anderson's and Mrs. Smith's responses for each student are as follows:

- ***Catrina:*** "Catrina was more willing to go to the sessions as the time went on. She was less worried about what she was missing in class and seemed to appreciate what she was learning."

- **Nate:** “Nathaniel seemed excited to go to the sessions and was willing to use the strategy.”
- **Devin:** “I did not see much of a change in Devin’s self-efficacy during [researcher’s] lessons. Of my three students who worked with [researcher], Devin was the only one that I don’t think benefited from her lessons.”
- **Shelley:** “Shelley did show a change in attitude throughout the 4th quarter. She had a rough 3rd quarter and struggled with all academics because of it. However, with the help of [researcher’s] group, Shelley seemed more self-confident and it did carry over into the classroom. Her attitude toward school was much better, and she was much more pleasant to work with in the classroom.”
- **Taylor:** “Taylor seemed more comfortable with his reading instruction [during and following participation in CRMA]. He was willing to participate in the program and seemed excited to go to the sessions.”
- **Ellena:** “Ellena seemed to like working with [researcher]. She thrives on small group instruction and worked well with the group. As far as carry-over into the classroom – Ellena has struggled with this throughout the year and I did not see a change while working with [researcher]. The one thing that was different for Ellena during the end of the year was that she got into the *Twilight* (Meyer, 2005) series, which helped her read independently. She even passed her AR tests on them.”

Contrary to what the teachers believed were rather minimal changes, the teachers reported student behaviors that were consistent with what I was observing in the CRMA sessions. It is important to remember that the kind of “kidwatching” referred to by Goodman (1978) demands looking deeply at students and paying close attention to what they say and the

processes they use while reading (Dombey, 2005). With the exception of Devin, Mrs. Anderson and Mrs. Smith identified changes in all of the students. The teachers cited the students' willingness to attend the sessions and changes in attitude of the students that previously had difficulty during the year. Taylor's newfound knowledge about reading and his own reading behaviors had carried over into the classroom so that he was more comfortable with reading instruction. Shelley, the student identified as struggling the most, became more confident in her reading and this was attributed by her teacher to her participation in the CRMA sessions. Ellena, the student that entered the study mid-way, gained confidence, as well, successfully reading books independently and passing the associated Accelerated Reader tests.

Overarching Question

How will participation in Collaborative Retrospective Miscue Analysis (CRMA) impact a reader's self-efficacy beliefs?

Bandura (2007) identified three distinct areas affecting human performance. To answer the overarching research question, consideration was given to each of these areas: the *individual* and their beliefs affecting completion of tasks and whether or not the tasks are deemed important; the *environment* affecting performance outcomes and change in self-efficacy beliefs; the *outcome* affecting whether or not the individual values engagement in the tasks and, again, belief about importance of the tasks to be completed (Barkley, 2006; Karpathian, 1991). A unique feature of this study was the students' self-efficacy related to reading while participating in CRMA. A list of the hallmarks of self-efficacy for each area are noted first, in Table 5.1, followed by discourse about each area and the participants' self-efficacy beliefs over the course of the CRMA sessions.

Table 5.1 Hallmarks of Self-Efficacy

The Individual
Showing resilience on academic tasks Working diligently on academic tasks Demonstrating perseverance Employing learning strategies Engaging in classroom tasks that result in learning and achievement Progressing in skill acquisition
The Environment
Providing an academically challenging environment Supporting and encouraging students in the classroom Offering positive, specific feedback on performance Comparing performance of peers in a productive manner Modeling the expectations, tasks, and processes Grouping according to needs so that modeling and support is occurring
The Outcome
Choosing what to participate in Affecting outcomes from participation and performance Influencing how much energy is expended Demonstrating persistence Learning Displaying motivation to learn Engaging in cognitive activities Performing academically
Self-Efficacy and Reading
Determining one's own strengths Showing responsibility for learning reading skills Dialoguing with peers about strategies, responses, and reactions Providing frequent, timely feedback about reading and learning from text Applying metacognitive strategies while reading

The individual. Over the course of the CRMA sessions, the students showed abilities to engage in the tasks of examining their reading miscues and retellings for an extended period of time. Each session was conducted over a 45-minute period, and only two to three audiotapes were demonstrated during any one session. At no time during the study did students' diligence for the work at hand diminish or lag. Instead, they showed perseverance at working for the entire period and examining miscues or an element of a retelling over lengthy conversations (Schunk & Zimmerman, 2008).

Initially, Shelley showed lack of engagement in the process. As she listened to the other students discuss their miscues and then analyze her reading, as well, she began to feel more capable of the kind of discussions occurring and learned to express herself, too. The other students' abilities to find positive points about Shelley's skills led to her feeling more positive about herself and thus more engaged in the processes underway (Guthrie, Hoa, Wigfield, Tonks, Humenick, & Littles, 2007). What surfaced was the group's ability to tolerate and appreciate a discussion by each individual at the level they were capable in "varied and nuanced" ways (Duckworth, 2006, p. xi).

All of the students became more skillful at applying strategies and demonstrated application, often at the very next session of CRMA. Once it was observed that a student had been successful at applying a strategy or noted a strategy s/he *could* have employed, the students worked at trying the strategy out and discussed it when they did. This capacity for problem-solving (Costa, 2008) influenced the course of the CRMA sessions over the span of the study and resulted in progression of skill acquisition.

The environment. The discussion I expected during CRMA proved to be initially challenging to the students, but by the second session, they were able to use miscue language

and began discussing their performances. These initial discussions often focused on numbers of miscues, but quickly transitioned to more important talk about meanings of miscues (Johnson, 2004). Sometimes I facilitated an extended discussion until students arrived at deep understanding (Duckworth, 2006) by making connections critical to comprehension or across students' work. Synthesis for these students took time and required social support from myself and peers so that "natural, proactive tendencies are able to flourish" (Deci & Flaste, 1995, p. 83).

Fostering support around the students' responses took the form of offering specific, positive feedback (Schunk, 2003) about their performance surrounding miscues and retellings. In Devin's case, his inflated sense of self-efficacy affected his ability to work productively at examining his own reading behaviors (Schunk, 1991). It was not long before his inflated self-beliefs resulted in him discovering what he was unable to do during reading (Bandura, 1997). By comparing his performance to his peers' in a productive manner, Devin could see the work he needed to do to improve his reading skills. Shelley, on the other hand, had been persuaded she was incapable and tended "to avoid challenging activities that cultivate competencies," thus giving up when reading became difficult. She, too, was able to become an engaged member of the process as her peers modeled (Pajares & Schunk, 2001; Schunk, 2004) the tasks associated with CRMA.

The outcome. All of the students became capable members of the group. They knew what was expected of them at CRMA sessions through a predictable process that allowed them to feel mastery and, thus, engagement in the cognitive tasks at hand. These tasks, in turn, were applicable to their future experiences with reading, something they could initiate on their own outside of CRMA (Bandura, 1986).

Building confidence in a social learning environment seemed to encourage the students outside the CRMA sessions. The teachers noted subtle changes in all of the students except Devin. Catrina and Nate demonstrated willingness to attend the sessions and Nate was eager to use the strategy. Shelley gained self-confidence and this carried over into her behaviors and attitude in the classroom. Taylor showed more comfort with reading instruction and Ellena began to read again.

Self-efficacy and reading. During the CRMA sessions, the students became skilled at pointing out another student's strengths. For instance, Nate pointed out that Shelley was the one who consistently and correctly called Troy 'he' rather than 'she' during reading, and Catrina pointed out Nate's strength at using expression during reading. Finding strengths in others transitioned into the students examining and stating their own strengths during reading. They were able to matter-of-factly state what strategies they were employing and how those strategies assisted them with reading.

Growing self-efficacy in a social setting assists a student in feeling self-assurance in other social arenas. In the process of developing confidence and self-efficacy in their reading, the students became proficient at articulating what they understood and what they were still unclear about. Shelley, the student in this study that seemed most at-risk as a reader, emphatically responded when I asked her if she had understood what she had read. Her answer was, "I did. I do understand." Suddenly, Shelley was sure about what she had read, and thereafter, her participation in CRMA increased. Her teacher, too, noted a change because of her work in CRMA stating, "she seemed more confident and it did carry over to the classroom."

Conclusions

The conclusions from this study can best be framed through Goodman and Marek's (1996) assumptions about readers. By examining each of these points, the findings of the study become evident.

Each reader brings to the reading process a wealth of knowledge about language and about the world. Each of the readers in the study had skills and strategies they were already using during reading, both independently and during instructional periods. Their responses to the BRI showed they were aware of sounding out, visualizing while reading, asking someone when they were unsure, and rereading when they were unable to make meaning. While they needed to move beyond these strategies to others that would help them construct meaning in a more skillful and efficient way, they were able to scaffold their learning during CRMA from these strategies they were currently employing.

The students brought knowledge about reading, genres of literature, and the topic of wolves to the CRMA sessions. Their ability to make connections assisted them in figuring out vocabulary words by supporting one another in the discussions. Their combined knowledge allowed them to easily make connections while they were reading and discussing, in turn benefiting their peers, and allowing deeper discussion of the text and reading.

Each reader has misconceptions about the reading process. Just as with my prior experiences with CRMA, the students in the study believed that skilled readers could read each word of text accurately, easily understand what they read, read quickly, and never have to reread the text to build meaning. As the CRMA sessions progressed, the students were able to see that miscues are not mistakes. Instead, miscues allowed an opportunity to discover why the reader miscued and to understand that there was a reason for the occurrence of miscues. On

the final BRI, several of the students discussed the fact that miscues were “no longer” to be considered mistakes.

During CRMA discussions, the students worked at improving their retellings and discovered through examination of all the participants’ retellings the “recipe” for a skilled one. By the end of the study, they understood that retellings needed to include the main idea, enough details to paint a picture for the listener, sequenced details, and use of vocabulary in an accurate way. They also came to the realization that retellings were not something to be completed quickly without thought. Successful understanding of text required paying attention to the words while reading and self-correcting to assist in building meaning. Devin realized the benefit of skimming or rereading when the task of retelling was not going well and needed to employ a strategy to complete the work.

Monitoring the rate of reading surfaced many times during the CRMA sessions. The students realized the need to slow down when text became difficult and could see the benefit of monitoring rate for nonfiction text noting that reading lots of facts takes time. When the students slowed down to read, they were more successful at comprehension and, in turn, retelling.

Each reader has misconceptions about his or her proficiency as a reader. Each of the readers had beliefs about their reading skills that changed over the course of the CRMA sessions. Their responses on the BRI and the Self-Efficacy in Reading Scale allowed insight into what their misconceptions were and how that had impacted their sense of self as a reader. Catrina, specifically, believed that her stuttering behaviors made her a less than skillful reader. In fact, she was a strong reader capable of reading accurately and understanding what she read.

During the CRMA process, her confidence showed gains, but the most influential aspect of her gain in confidence was her peers' respect for what she had to say during the discussions.

Each reader has been and continues to be influenced by the instructional models they have experienced in school. The readers in the study had been influenced by prior instruction before they entered school and each year of their academic career to the point of the study. The sixth grade year for these students held great priority and importance for reading from a specific list of books, taking the associated A.R. test, and attending the Book Club when successful. Two of the students in the study, Nate and Catrina, were able to perform at a level that allowed them to succeed in the requirements for the Book Club. The other students were unable to do this. Reading competently or failing to read these books and attend the Book Club sessions influenced the students' beliefs and resultant self-efficacy about their abilities as a reader.

Each reader has the potential for understanding the complexity of the reading process, the qualitative nature of making miscues, and the importance of reading for meaning. All of the readers began to understand about miscues following a very brief introduction to the types of miscues and examples of each. By the second session, the readers were "speaking miscue," and while they initially focused on the numbers of miscues, their discussions quickly evolved into analyzing whether or not the miscues affected meaning. It was not long before they also realized that the numbers of miscues do not necessarily matter if meaning has been compromised.

Each reader has the ability to become a more proficient reader. As the readers engaged in analysis of their miscues and retellings, they changed their reading behaviors. Over the course of the sessions, repeating and self-correcting increased. The students' proficiency at

internalizing this skill assisted them in building understanding while reading so that retellings improved, as well.

Implications For Classroom Practice

Conducting CRMA in a regular classroom requires practice and patience in implementation. When I first considered using CRMA in my own classroom, I was unsure about implementation, concerned about how I could possibly complete all the tasks associated with CRMA, and worried about conducting the sessions in a meaningful manner. Knowing that every second of instructional time needed to be used productively, I struggled with how I could use CRMA in a meaningful way. Selection of text, providing a literacy center where students could tape record their reading, and finding time to transcribe students' recording to note miscues and record information about retellings all may seem daunting to a classroom teacher. Of utmost concern, though, was how to integrate CRMA into my existing reading instructional time. A concerted effort implementing CRMA during guided reading rotations proved to be manageable. Once implemented, I found the associated tasks and planning no more difficult than planning for guided reading sessions, novel studies, or literature circles. Following are implications for classroom practice:

- ***Deficits versus strengths model.*** In order to assist our most at-risk readers, it is critical to know what kinds of reading behaviors in which they are succeeding and those on which they still need work. When a teacher engages students in CRMA, the students' strengths surface. In turn, the teacher capitalizes on those strengths in order to build and often repair confidence in a reader, and in turn, self-efficacy about reading. Just creating an atmosphere where students discuss their own miscues and how to get better at skills often results in changed behaviors in subsequent reading tasks. Focusing

solely on students' weaknesses or deficits has long been a model of reading instruction in the classroom. We group students by the skills they are lacking and work on direct instruction targeting that skill. CRMA empowers students to examine their skills through discussions with peers.

- ***Readers' strengths and skills.*** All readers bring a set of skills and strengths to the reading process. Within CRMA sessions, those surface quickly and persistently. Over time spent in CRMA, students rely less and less on early reading strategies like decoding through sounding out and rereading to understand and attempt to build a portfolio of more sophisticated reading strategies. They also become more skilled at employing them. In addition, engagement in the kinds of discussions that occur during CRMA allows a teacher to see changes in the critical thinking skills of their students (Moore & Seeger, 2009).
- ***Importance of social learning.*** Duckworth (2006) discusses the importance of classroom teachers encouraging many minds interacting with one another. This "collective creation of knowledge" (Duckworth, 2001, p. 1) is based on Piaget's principles related to the importance of peers having opportunities to hold discussions. When peers engage in meaningful discussions, their understanding is more likely to build and move forward (Piaget, 1959), especially when students seek peer models that are competent at tasks they wish to also be competent at. Watson (2004), too, speaks about the chemistry created among a community of learners, especially when the work is scholarly in nature. When students are allowed to engage in conversations about books and reading skills and behaviors, "readers will then begin to make connections between a variety of texts and content in authentic and meaningful ways that involve

inquiry into their own understanding of the reading process situated in a variety of contexts both as individuals and collectively as a classroom community” (Moore & Seeger, 2009).

- ***The return of “kidwatching”*** (Goodman, 1978). Educators are relying on numbers to define a child’s success or perceived lack of it in the classroom. Much of what was initially provided for this study from the classroom teachers and administrator were data in the form of statistical results and comparisons of the participants to their more successful peers. Only the teacher e-mail interviews went beyond numbers and looked, instead, at how a student performed in the classroom based on the tenets of self-efficacy. Teachers implementing CRMA sessions into reading instructional practices quickly learn the hallmarks of “kidwatching” as the learners demonstrate their knowledge about reading and reading strategies, how they interact with peers, their reading behaviors, and the words students utilize in a collaborative discussion process. A teacher comfortable with “kidwatching” learns to closely observe the learning environment and describe the proceedings that result. Then, s/he reflects on the learner in a meaningful, productive way.
- ***Administrator observation and support.*** Administrators often observe teachers explicitly instructing students, especially during reading, as they watch a guided reading lesson or a mini-lesson aimed at a specific skill that needs to be worked on by the majority of students in the classroom. However, it is rare that an administrator observes a group of students discussing their own reading behaviors, strengths, and skills needing improvement. A classroom teacher that engages his/her students in CRMA could provide an opportunity for the school administrator to see and listen to

students in a different kind of social discussion. The collaborative nature of CRMA would provide an opportunity for observation of discussion, questioning, problem-solving, and reflecting *by* students as the teacher acts as facilitator of the learning taking place.

- ***Grouping and modeling for self-efficacy.*** Our beliefs about capability, performance, and achievement can be influenced and shaped by those around us. As teachers engage in “kidwatching” during reading they have an opportunity to promote responsibility for learning reading skills and, in turn, support self-efficacy for reading which can result in higher achievement for students (Matheny & Edwards, 1974). Grouping with and modeling by peers can impact this process. Teachers can be cognizant of how students are grouped for instruction making sure that the modeling results in learning from peers (Pajares & Schunk, 2001).
- ***Watching our words.*** Educators have the ability to change the way a student feels about self-efficacy with just a few words or actions in a supportive classroom environment. What teachers say to students can influence students’ perceptions of their reading abilities and skills. When words and actions are positive, then students are encouraged and willing to be persistent and expend more energy and effort on tasks (Bandura, 2000; Barkley, 2006; Pajares, 2008). When teachers provide a classroom that fosters and revolves around student responses, they are also helping students construct meaning (Vacca & Vacca, 2008). By offering positive feedback to students, a teacher “raises self-efficacy and sustains motivation for learning” (Schunk, 2003, p. 161).

- ***Facilitating collaborative discussions.*** When students are first engaged in true collaborative learning and the idea that they will be an agent of their own learning, they experience the kind of discourse and work present in CRMA processes. In order for collaborative learning to be successful, the teacher must consistently model the process over time until it is a natural occurrence (Forman & Cazden, 2004). The teacher in a collaborative classroom environment must nurture the students and the students to successfully achieve any process (Costa, 2008). Conducting CRMA presents an opportunity for teachers to engage students in truly collaborative discussion about reading skills, reading behaviors, and the idea that all students bring strengths to such a discussion.

Recommendations For Further Research

Most studies using RMA or CRMA have focused on one reader or a very small group of readers and how the strategy assisted those readers in learning about and changing how they discussed their own reading and even altering reading behaviors as a result of becoming engaged in the process. Those studies documented how the readers in the studies revalued themselves as readers as a result. This study added to the body of knowledge resulting from research by studying CRMA and its impact on self-efficacy in reading. There are many opportunities for further research to shape reading instruction and assist all readers in becoming skillful, independent, meaning-making readers. What follows are my recommendations for further research while conducting CRMA framed around four specific areas of study: CRMA using a specific kind of text or equipment, research with specific

populations, further study about CRMA and its impact on self-efficacy, and long-term studies with students engaged in CRMA.

- ***Expository text.*** As noted earlier in this chapter, with the exception of one student, all of the students showed an interest in reading nonfiction text. During the CRMA sessions held during this study, three of the students read expository text to enable them and peers to build connections about wolves' behaviors in order to assist all participants in understanding the fictional story. In my previous action research, I chose expository texts many times because students had far fewer internalized strategies to employ while reading nonfiction texts than they did for narrative fictional texts. Also important to consider is the amount of time spent in the elementary classroom engaging students in reading content area textbooks. Many times, the level of reading of textbooks is beyond the grade level they are intended for and many students cannot access the text successfully. A formal study utilizing expository text would contribute to educators' understanding of how students read nonfiction text and what skills are needed to for them to be successful reading this kind of text.
- ***Electronic text.*** I have been unable to find any studies combining the use of electronic text with RMA or CRMA. While I have used text from an electronic resource, just as I did in this study, I have not facilitated opportunities for students to read *from* a computer screen or a hand-held electronic device such as a Kindle or iTouch. Because CRMA uses short texts, electronic text would provide a profusion of choice for student selection of reading material, ensuring that students are interested in and hopefully engaged in the topic as they are reading. Because students are reading and writing using personal electronic devices, the use of electronic text for CRMA is another

avenue that needs to be explored and studied so that researchers can study the differences between student performance while reading from text on paper and text on screen.

- ***Use of video and CRMA.*** Many CRMA discussions with students have been videotaped documenting students as they work with peers examining reasons for miscues and the content of retellings. To my knowledge, however, CRMA has not been used while videotaping students during the time the student is reading the text and conducting a retelling. Using a flip video camera or other simple video recording device while students are performing these tasks could lend additional insight into the reading behavior a student exhibits while reading. Just as in CRMA using audiotape equipment, the videotape could be played for all participants and then discussed. The comfort level of participating students in such a process would need to be carefully considered. The video dimension might allow further insight into repetitions, specifically, when a student is captured looking at what s/he has already read or ahead what s/he will be reading. This view could provide information about placeholders or losing place while reading text.
- ***Gender-based CRMA groups.*** As students get older, their confidence to perform among mixed gender groups sometimes wanes. This was evident in Catrina's behavior and performance within the CRMA conducted in the study. Conducting CRMA with gender-based groups would provide needed information about students' performance with same-sex peers and uncover self-efficacy beliefs related to reading. By providing peers of the same gender an opportunity to select text in which male or female students

are interested and an avenue for in depth discussion to occur surrounding that text, new information about a different kind of collection of readers would likely surface.

- ***Parent perspective.*** The parents’ perspectives about their child’s reading skills, interests, and self-efficacy in reading were not a part of this study. Interviewing parents about their child’s reading and their perceptions about the child’s self-efficacy related to not only reading, but also other academic areas and tasks, could provide educators additional information about strengths related to reading. Capitalizing on those strengths during CRMA discussions might build self-efficacy for reading. As parents learn about CRMA discussions, they could learn about ways to engage students at home in meaningful talk about books and reading. Parents who are taught about CRMA “can encourage the same critical literacy thinking processes at home and beyond” (Moore & Seeger, 2009, p. 119). When I have spoken to parents about their child’s progress in CRMA, they have acknowledged much of what I have observed about their child’s reading behaviors and skills but previously had no vocabulary to “name” them. Parents might feel empowered to respond to their child while reading with knowledge about CRMA.
- ***Follow-up with current participants.*** A follow-up study one year later with the current research participants could glean information about reading strategies the students are using while reading and supplement the self-efficacy data collected. In follow-up interviews I conducted with two students engaged in CRMA in my own classroom, I found the students able to employ some of the reading strategies we had discussed in CRMA. They were unable to recall specific information about CRMA itself, but cited strategies they were currently using that we had discussed during CRMA. Both were

able to talk about their continued struggles with reading, but noted that they were better readers now than prior to CRMA (Moore & Seeger, 2009). An interview with current reading teachers would glean information about retention of CRMA language and application of the terms used during CRMA in another setting. An interview process with teachers about student self-efficacy similar to the one used in this study would be useful to determine if self-efficacy in reading had changed.

- ***Collective self-efficacy.*** A study of students engaged in CRMA but focused on the peer discussions that occur within the group and the resulting collective self-efficacy could contribute to our knowledge about social learning and reading (Bandura, 2000b). Educators know that students working in a collaborative setting for literacy learning assist one another to remain engaged in the process and refine and expand the thinking that occurs within the group (Moore & Gilles, 2005). The resulting empowerment and self-efficacy of the group might contribute to refining and rethinking how we conduct reading instruction in the classroom.
- ***Impact of CRMA on the self-efficacy of gifted or average readers.*** In my own classroom, I conducted CRMA with an entire group of students (Moore & Seeger, 2009). Through informed assessment, I grouped the readers according to their reading abilities and engaged the three groups of students in CRMA. One group of readers struggled with most reading skills and were below grade level. The other two groups consisted of an average group of readers and a group of readers that were reading above grade level. What surfaced were the different *kinds* of discussions these three groups of readers were able to conduct during CRMA. All groups discussed miscues and retellings, but the level of their discussions was markedly different. What has not been

studied is how self-efficacy impacts average or gifted readers when they are engaged in CRMA. Such a study could assist educators in learning about empowering all readers with the language of CRMA and the resultant changes in self-efficacy.

- ***Teacher self-efficacy while conducting CRMA.*** Teacher self-efficacy impacts the self-efficacy of the students in the classroom (Bandura, 2000a). Narrowing that to researching the teacher's self-efficacy related to conducting CRMA with students and the resultant effect on the students' self-efficacy in reading would offer new information about reading instruction. As the teacher gains skills at identifying the reading skills of each of his/her students in an in depth manner, it is likely that the students would benefit from such a process, as well. Honing the skills inherent in "kidwatching" (Goodman, 1978) during reading might contribute to a teacher's self-efficacy as s/he becomes more competent identifying students' strengths and skills and promoting meaningful discussion among students during reading.
- ***Longitudinal study.*** A longitudinal study using CRMA has never been conducted and documented. A study involving two researchers, one to conduct the CRMA sessions with students and another to observe the students over time, would contribute to the vast body of knowledge currently available about the short-term impact of RMA and CRMA on struggling readers. Engaging students in CRMA over a long period of time would provide information about reading instruction using a strategy that empowers readers with the language and insight needed to discuss their own reading behaviors. If a group of students were studied from elementary school through high school using the strategy, researchers could determine the long-term effects of involvement in CRMA.

- ***School-wide use of CRMA.*** Educators must implement school-wide instructional strategies impacting reading as part of the school improvement process. Typically a strategic goal of this nature might target using graphic organizers to instruct students during reading, implementing guided reading groups at all grade levels, or using a specific program with at-risk readers. Implementation of and research based on CRMA as a school-wide strategy, specifically for at-risk readers, would add to the growing body of work about CRMA. Because the cycle of school improvement extends over a five-year period of time, the impact of CRMA with those struggling readers could be studied with the assessment data already collected within a school to determine its impact on those readers by cohort group, by grade level, and by individual student.

Closing Thoughts

There are certain assumptions I believe about how students become engaged in CRMA and why they can be successful at the process and the discussions that occur. The current study documented and then supported my beliefs. Students' self-efficacy about themselves as readers was documented, as well. These assumptions are largely based on Eleanor Duckworth's (2006) work and the action research I had conducted previous to this case study. Echoing Duckworth's (2006) writing, these assumptions were:

- **Students' understanding of text should be deep.**

Surface discussions about texts routinely occur in our classrooms. Many times teachers are so focused on delivering the intricacies of the lesson that engaging all students in conversing about text is difficult and requires awareness of which students have been called on and who has not. The focus of the lesson does not always lend itself to rich discussion, and it takes a skillful teacher to engage all of her students in a class-wide discussion. An example

might be when a teacher is teaching about sequencing in a text. The questioning a teacher might engage students in would be, “What happened next?” or “When did that happen?” Time limitations prevent questioning at a deeper level. When students are given the gift of time for a thoughtful discussion, the teacher stands to learn far more about her students than in a lesson s/he delivers.

While the CRMA process focuses on miscues and retellings, when the conversation turns to retellings, students discuss text to clarify meaning. The students are positioned to determine whether or not a retelling has included the important details, but discussion also entails clarification of vocabulary and accurate understanding of what has been read. As soon as students are clear about the CRMA process and experience the teacher as facilitator rather than “giver” of knowledge, they are released to direct the discussion themselves.

- **Students should feel confident about their understanding of what they read.**

During this study and in my prior experiences with action research and CRMA, the most at-risk readers, have been able to articulate emphatically that they have understood what they have read. The development of confidence in a social setting assists a student in feeling self-assurance in other social arenas. Suddenly, struggling readers who have too little or no voice in the classroom are sure about what they have read and their participation in CRMA increases as a result. This improved self-efficacy transfers easily beyond the small group to other classroom arenas, as well.

The students in any classroom deserve to feel confident about their ability to understand text. When a teacher knows students as readers, s/he can nurture self-assurance about reading skills. In order for a teacher to have thorough knowledge about students s/he must converse with them about reading interests, listen to them read all kinds of text, “kidwatch” as they read,

and trust them to converse with peers about text and reading behaviors. The current comparative practices in the form of standardized tests and normed assessments that are rampant in schools only serve to destroy a fragile student's beliefs about their skills and, in turn, erode self-efficacy in the process (Bandura, 1994; Pajares & Schunk, 2001). It is only fair to students, especially at-risk students, that we return to effective teaching practices that focus on students' strengths to build confidence, especially about learning to read and reading to learn, critical to every other content area in school.

- **Students' understanding is complex business.**

Finding out what students have achieved understanding for, when it has occurred, and what remains to be learned is also complex business—a competent teacher's business. The complexity lies in the fact that understanding is ongoing and multi-layered. Educators sometimes forget that what a student understands one day may be completely different the next. For reading, it depends on the genre, type of text, or strategy to be mastered underscoring that how successful one is at reading is dependent upon the text. It is also very dependent upon what the student is interested in reading and what background knowledge s/he has to assist in connecting to the text. Each element is critical when choosing what text to use with students while teaching reading.

If the goal is to assist students in achieving deep understanding, then educators need to move beyond the literal kinds of comprehension current assessment focuses on through standardized testing. Professional educators need to trust that effective teaching focused on using all instructional time wisely will achieve the same results as repeated practice on literal tests intent on getting a “correct” answer. Changing practice and thinking about assessment holistically is essential to moving on to high levels of understanding.

- **Students have the ability to express themselves in “varied and nuanced” ways.**

CRMA’s success is based on expressive language. If the students are unable to discuss their reading with their peers, then the strategy will not be successful. The students in this study varied widely in their ability to verbally express their thinking. It was rare that I let a student comment without following with a question to probe deeper for an elaboration, clarification, justification, or consideration. Students come to school with varied language experiences. Not all of them have had rich, considerate discussions at home and all are not comfortable talking at school or are not able to engage in a productive discourse. Additionally, many students are marginalized in classroom settings because of “louder,” more articulate peers. When students become a part of a grand process where they know someone cares about what they say and why they are saying it, they find their voices. Educators need to be certain these discussions are facilitated to include all students.

When teachers are passionate with words by choosing and using them carefully—not just how to pronounce them or define them—but by applying them in meaningful ways, they empower students with the gift of language. Part of promoting discussion in the classroom is listening carefully to students. When a teacher truly listens, students know that teacher cares about what they are saying and learn to listen to one another, too. A nurturing classroom led by a teacher invested in listening to students and facilitating discussions honors learning.

- **Students engaged in reading discussions develop a responsibility for the community of learners they work with.**

We construct learning through social interaction with others and especially peers. There has been a surge in implementing cooperative learning in classrooms, and that can be considered a step toward groups of students working together to complete a task or project.

But, true collaborative learning is constructed, not as an isolated incident, but a process permeating a classroom and group of students and resulting in a community of learners. Collaboration in the classroom during reading allows students to refine their thinking about strategies, gives them time to reflect on their reading, and promotes discussion about their learning.

CRMA is a reading process among a community of learners. It allows participation in important discussions about reading resulting in self-efficacy. This self-assurance can assist readers in finding their strengths in reading and realization that those strengths will serve them well in other learning situations involving reading. Being a part of a collaborative group of learners having moved beyond superficial discussion to meaningful discourse about reading through CRMA might impact a group of readers for a lifetime, influencing not only their immediate self-efficacy beliefs but their view of themselves as lifelong readers and literate individuals.

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Learning.

Appendix A - Institutional Review Board Approval



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TO: Marjorie Hancock
Curriculum and Instruction
246 Bluemont

Proposal Number: 4967

FROM: Rick Scheidt, Chair
Committee on Research Involving Human Subjects

DATE: March 6, 2009

RE: Approval of Proposal Entitled, "Collaborative Retrospective Miscue Analysis: A Pathway to Self-Efficacy in Reading."

The Committee on Research Involving Human Subjects has reviewed your proposal and has granted full approval. This proposal is **approved for one year from the date of this correspondence, pending "continuing review."**

APPROVAL DATE: March 6, 2009

EXPIRATION DATE: March 6, 2010

Several months prior to the expiration date listed, the IRB will solicit information from you for federally mandated "**continuing review**" of the research. Based on the review, the IRB may approve the activity for another year. **If continuing IRB approval is not granted, or the IRB fails to perform the continuing review before the expiration date noted above, the project will expire and the activity involving human subjects must be terminated on that date. Consequently, it is critical that you are responsive to the IRB request for information for continuing review if you want your project to continue.**

In giving its approval, the Committee has determined that:

- There is no more than minimal risk to the subjects.
 There is greater than minimal risk to the subjects.

This approval applies only to the proposal currently on file as written. Any change or modification affecting human subjects must be approved by the IRB prior to implementation. All approved proposals are subject to continuing review at least annually, which may include the examination of records connected with the project. Announced post-approval monitoring may be performed during the course of this approval period by URCO staff. Injuries, unanticipated problems or adverse events involving risk to subjects or to others must be reported immediately to the Chair of the IRB and / or the URCO.

Appendix B - Institutional Review Board Consent Forms

B 1 - Parent Informed Consent

I have read the foregoing letter from Victoria N. Seeger and understand the project Collaborative Retrospective Miscue Analysis: A Pathway to Self-efficacy in Reading in which she will be working with my child during reading time.

I voluntarily agree to allow my child, [REDACTED], to participate in this study. It is my understanding that the purpose of the project is to study children's words and behaviors about their reading self-efficacy beliefs looking for patterns and relationships that may occur during CRMA sessions. This study will allow Mrs. Seeger to observe children during CRMA sessions to observe for possible self-efficacy changes over time and the circumstances under which self-efficacy may change. Over a period of several weeks (March 23, 2009 – May 21, 2009), Mrs. Seeger will conduct CRMA sessions with a small group of students. I understand that she will audiotape and videotape the students during CRMA sessions to accurately record group interaction and activities. She will interview the students about their reading and ask them to keep journals to reflect on the CRMA sessions. All videotapes will remain the property of Victoria Seeger and will not be published, presented, or downloaded to the Internet without my additional written consent. In the event this study, in its entirety, or a portion thereof, is used in a publication or presentation, your child's name and school name will not be used. If I have any questions or concerns, I may contact Victoria Seeger at [REDACTED] Elementary School ([REDACTED]) or at her cell phone (785-817-6291) or e-mail her at vseeger@ksu.edu.

I may also contact Dr. Marjorie Hancock at her office (785-532-5917) or by e-mail at mrhanc@ksu.edu.

Furthermore, I may contact Dr. Rick Scheidt, Chair, Committee on Research Involving Human Subjects, 1 Fairchild Hall, KSU, Manhattan, KS 66506 (785-532-3224).

[REDACTED]
Signature of Parent Date

PLEASE RETURN THIS FORM IN THE STAMPED ENVELOPE PROVIDED

B 2 - Student Informed Consent

I participated in an explanation session with Victoria N. Seeger and understand the project Collaborative Retrospective Miscue Analysis: A Pathway to Self-efficacy in Reading. I understand that I will be working with Mrs. Seeger during reading time and participating in Collaborative Retrospective Miscue Analysis (CRMA) sessions with her from March 23 to May 21, 2009.

I, [REDACTED], volunteer to participate in this study. It is my understanding that the purpose of the project is to study my words and behaviors about reading self-efficacy beliefs during CRMA sessions. Mrs. Seeger has explained self-efficacy to me. Over a period of several weeks (March 23, 2009 – May 21, 2009), Mrs. Seeger will conduct CRMA sessions with a small group of students, and I will be a part of that group. I understand that she will audiotape and videotape the students during CRMA sessions to accurately record group interaction and activities. She will interview the the students about their reading and ask them to keep journals to reflect on the CRMA sessions. All videotapes will remain the property of Victoria Seeger and will not be published, presented, or downloaded to the Internet without my additional written consent. In the event this study, in its entirety, or a portion thereof, is used in a publication or presentation, your name and school name will not be used. If I have any questions or concerns, I may contact Victoria Seeger at [REDACTED] Elementary School ([REDACTED]) or at her cell phone (785-817-6291) or e-mail her at vseeger@ksu.edu.

I may also contact Dr. Marjorie Hancock at her office (785-532-5917) or by e-mail at mrhanc@ksu.edu.

Furthermore, I may contact Dr. Rick Scheidt, Chair, Committee on Research Involving Human Subjects, 1 Fairchild Hall, KSU, Manhattan, KS 66506 (785-532-3224).

[REDACTED]
Signature of Student

[REDACTED]
Date

PLEASE SIGN AND RETURN THIS FORM TO MRS. SEEGER

Appendix C - CRMA Transcript (Prior Action Research)

Student audiotape: Katie

Date: 1/23/2004

Observation by teacher: When Katie read this time, she read much slower than on previous recordings. She is becoming aware of how the speed of her reading is causing her to miscue and repeat during reading. She seemed less nervous on this audiotape. There are fewer pauses and far fewer repeats. Her reading is less “breathy” than previous recordings.

R: On line 205, that is smart miscue. It doesn't change the meaning.

T: That's just like the miscue I made yesterday. It doesn't matter.

R: On line 206, I think that's a smart miscue. When Katie said 'was to' instead of 'could,' it kind of means the same thing.

T: On line 216, I did that, too.

R: We all did! It's a smart miscue. When you read numbers in text, you usually add letters onto the numbers. It doesn't change the meaning.

T: On line 218, that's an okay miscue. Even though began looks a lot like begged, it changed the meaning. The works almost look the same. I think it sounds better, but it's an okay miscue.

R: On line 219, Katie forgot to stop at the period, and I did that, too. We are used to reading longer sentences. I think it's still a smart miscue.

Teacher: Katie, I noticed you didn't have as many repetitions on your reading this time.

R: I noticed that, too.

T: Me, too.

K: I was nervous the last time I read. I had less miscues this time. I think it's because I slowed down.

Appendix D - Text With Marked Miscues (Prior Action Research)

©

201 Before long, two more tea ships, the Eleanor and
202 the Beaver, arrived in Boston. They carried more
203 than 300 chests of tea valued at around \$90,000.

®

204 The ships were guarded day and night to make sure
205 from
that no tea was taken off the vessels.

206 Angry citizens gathered at the Old South
207 Church. They decided that the tea ships must return
208 to England. But there was a problem. Under the law,
209 was to
no ship could leave the port of Boston unless it had
210 unloaded all of its cargo.

The

211 The law also stated that a ship must be unloaded
212 would
within twenty days. Otherwise, the ship's cargo could

®

213 be seized and sold action
214 at auction. The colonists did not

the

214 want this to happen to \wedge tea from England. If it did
215 happen, taxes would still have to be paid.

Source: Sullivan, G. (1999). *Paul Revere (In their own words)*. New York: Scholastic.

Appendix F - Burke Reading Interview

Name _____ Age _____ Date _____

Occupation _____ Education Level _____

Sex _____ Interview Setting _____

1. When you are reading and come to something you don't know, what do you do?

Do you ever do anything else?

2. Who is a good reader you know?

3. What makes _____ a good reader?

4. Do you think _____ ever comes to something she/he doesn't know?

____ Yes ____ No

5. (Yes) When _____ comes to something she/he doesn't know, what do you think he/she does?

(No) Suppose _____ comes to something she/he doesn't know. What do you think she/he would do?

6. If you knew someone was having trouble reading, how would you help that person?

7. What would a/your teacher do to help that person?

8. How did you learn to read?

9. What would you like to do better as a reader?

10. Do you think you are a good reader? Why?

Source: Goodman, Y. M., Watson, D. J., & Burke, C. L. (Eds.) (1987). *Reading miscue inventory: Alternative procedures*. Katonah, NY: Richard C. Owen Publishers.

Appendix G - Self-Efficacy Scale in Reading

Using the 0 to 100 scale below, rate your confidence about completing each of the feelings about reading or reading tasks listed below. Write the number from the scale on the line beside the sentences:

0 10 20 30 40 50 60 70 80 90 100

I am
unable to
do this

I might
be able to
do this

I am
pretty
sure I can
do this

I am
certain I
can do
this

- ___ I believe I can learn something when I read.
- ___ I believe I can make connections to other things I know when I read.
- ___ I can understand when I read.
- ___ I enjoy reading.
- ___ I know what to do when I don't understand what I am reading.
- ___ I know what strategies to use when I read.
- ___ I can make a plan about reading the text before I begin to read.
- ___ If I am reading, and the text gets difficult, I am aware of it.
- ___ If reading gets difficult for me, I am successful at fixing it up.
- ___ I know who to ask when I struggle with reading tasks.
- ___ I can say, "I am a good reader."
- ___ I can say, "I like to read."
- ___ I do not feel I am good reader.
- ___ When I find reading difficult, I usually give up.
- ___ I earn good grades in reading.
- ___ When reading, my mind goes blank and I am unable to think clearly.
- ___ When I compare myself to other students in my class, I am a good reader.
- ___ I do well on reading and reading assignments.
- ___ I get nervous when I read and do reading assignments.
- ___ I am successful at asking myself questions about the text when I read.

Self-Efficacy in Reading Scale was developed by the researcher after reviewing self-efficacy scales from <http://des.emory.edu/mfp/MSCP2008MFP-Base.html>.

Appendix H - Teacher Email Interview

Please answer each of the questions below for each of the students participating in CRMA sessions with me. The interview questions will be sent to you again on May 21, 2009 at the end of the research project with the addition of one question. When you respond to each question, please place your text under the question in bold to allow ease in viewing the responses.

1. What have you observed about _____ as a reader?

3. If we define self-efficacy as the beliefs a person holds about their own performance using skills or capabilities required to learn at different levels (Bandura, 1997; Schunk & Zimmerman, 1997), what have you observed about _____'s self-efficacy related to reading?

4. Some hallmarks of self-efficacy (Pintrich & DeGroot, 1990; Schunk & Meece, 1992; Schunk & Zimmerman, 2008; Pajares, 2008) are:
 - working hard on academic tasks
 - demonstrating perseverance by being able to work for a long period of time on a particular task
 - employing learning strategies
 - engaging in classroom tasks resulting in increased learning and achievement

Comment about each of these related to _____ during reading.

4. How do you view _____'s self-efficacy in reading compared to self-efficacy related to other academic areas?

Question to be added in May 21, 2009 interview:

5. What, if any, changes have you observed in _____'s self-efficacy over the course of the CRMA sessions with me?

Appendix I - Coded CRMA Videotape Transcript

Early Session of CRMA

Date: April 1, 2009

Present: Catrina, Devin, Nate, Shelley, Researcher

C: Oh, so Troy is a girl.

R: No, Troy is a boy. That's one thing I want to point out to everybody. Troy is a boy's name. I think some of you thought it was a girl, am I right? That's okay.

Focused on number of miscues.

N: I have a lot.

R: No, you don't. Everybody, look at Line 202. (looking at the word depot)

Making a text-to-world connection.

D: Home Depot. That's the only way I know how to do it.

R: That's how you know, from Home Depot? What a great connection. Did you notice that every single one of you missed it?

Worried about reading perfectly.

D: Did I miss that?

R: You haven't read this one. I won't have you read this because you're kind of day behind the rest, and that's okay. But, Shelley said depot, and you two said de--pot and that's what it looks like, doesn't it?

Knows word because of connection.

D: The t is silent.

R: Well, if you pronounce it like it's supposed to be pronounced—depot. Look at the way it's written! Why wouldn't you think it's de-pot?

Looking at print and generalizing familiar to unfamiliar word.

C: It's got a t at the end.

R: Yeah, exactly! So, Devin you made a really strong connection to something you already know by thinking about the Home Depot. But, then look at what Shelley said. Here's how it's spelled, and here's how what she said is spelled (writing depot and deport on the board). Can you see why she did that?

D: R.

R: Yea.

Vocabulary
discussion:
deport

D: Is deport a word?

R: Yea, sure. Uh-huh. If we talk about somebody having to move back to their home country—forced to move—we usually say they're deported.

Learning
language of
miscue.

D: What does the R mean right here.

R: Oh, we went over those the first day. What does the R mean?
Try to think back.

C: Repetition.

Appendix J - Coded CRMA Videotape Transcript

Later Session of CRMA

Date: May 1, 2009

Present: Catrina, Devin, Nate, Shelley, Taylor, Ellena, Researcher

<div style="border: 1px solid black; padding: 5px;">Smart v. okay miscue discussion.</div>	T:	That's an okay miscue.
	N:	Yeah, that's okay. Yeah, because raged and ragged...
	R:	Different words, right? Catrina, do you have insight on why you might have said "ragged" instead of "raged?"
<div style="border: 1px solid black; padding: 5px;">Note: Missed opportunity to discuss thinking behind miscue.</div>	C:	No, I have no idea why I said that.
	R:	Let's look at her retelling. I'm going to read it out loud, and you follow along with me. (I read the retelling. While I am reading, Catrina circles words on her copy. She puts her head in her hands.)
<div style="border: 1px solid black; padding: 5px;">Accommodation for Catrina.</div>		
	C:	I added.
<div style="border: 1px solid black; padding: 5px;">Thinking about what a good retelling entails.</div>	R:	You what?
	C:	I added.
	T:	You added three parts.
	R:	Maybe she's visualizing, though. Is that what you visualized for it?
	C:	Shakes head yes.
<div style="border: 1px solid black; padding: 5px;">Finding strength in Catrina's retelling; telling peers.</div>	D:	I think that was a good retelling.
	R:	It's got a lot of details. She did a really nice job here. Do you see here where she said, "They found him and the lone wolf is fighting an alpha." Then, she is not going to assume that I know what an alpha is, she says, "The leader of a pack."
	D:	She describes what's happening.

R: Yep. You circled some things. What did you circle?

C: She (looks up at me, grinning).

R: Why did you do that?

C: Because I said she.

R: She refers to Troy as a she.

Self-
correcting.

C: And, then I said he.

R: Well, see you corrected it. Were you aware of it when you were doing it?

Monitoring
while reading.

C: Yeah, I was trying to catch myself when I said she. (grinning again)

Appendix K - Burke Reading Interview Response Burke Reading Interview for Catrina

Name Catrina Age 12 (9/4/96) Date 3/23/09 5/18/09

Occupation Student Education Level 6th Grade

Sex Female Interview Setting Private Office

1. When you are reading and come to something you don't know, what do you do?

Ask a teacher. Sometimes if I don't know a word, I just keep up with it (she means hoping to pick up on the meaning of the word).

Ask my Mom or go on the Internet and look it up.

Do you ever do anything else?

No.

No.

Pre: Strategies named—
asking someone; skipping a
word and gleaning meaning
later in the text.
Post: Strategies named—
asking someone; looking “it”
up

2. Who is a good reader you know?

My Mom.

My Mom

3. What makes your Mom your Mom a good reader?

Recognizes that Mom needs
reading skills for enjoyment
and for her occupation.

We have 100 books in our house. She writes reviews afterwards.

I asked what kind of books she writes reviews for: Romance novels.

She reads the books and writes reviews on them.

4. Do you think Mom Mom ever comes to something she/he doesn't know?

 X Yes

 X No

Appendix L - Burke Reading Interview Response

Please answer each of the questions below for each of the students participating in CRMA sessions with me. The interview questions will be sent to you again on May 15, 2009 at the end of the research project with the addition of one question. When you respond to each question, please place your text under the question in bold to allow ease in viewing the responses.

1) What have you observed about **Catrina** as a reader?

Catrina is enjoying reading on her own more this year. She has qualified for the AR tests each month. She is passing the AR quizzes with an 85% average on the year. She is easily distracted when she is reading in class by other students. She is excited to take the AR tests. When testing in reading, Catrina becomes nervous. She is worried she is doing wrong and therefore doesn't trust her own skills.

Catrina usually does not volunteer to read aloud. When it is required, it may not be as good as her classmates.

2) If we define self-efficacy as the beliefs a person holds about their own performance and the capabilities required to learn at different levels (Bandura, 1997; Schunk & Zimmerman, 1992), have you observed about **Catrina's** self-efficacy related to reading?

Catrina is unsure of herself as a reader. She has greatly improved this year, but is still nervous. She does use some strategies to help her with comprehension, but it takes work. She has read some adult books to read, but I have only seen them for a few days. She did finish the Twilight series books with an 85% and 80% on the AR tests.

Some hallmarks of self-efficacy (Pintrich & DeGroot, 1990; Schunk & Meece, 1992; Zimmerman, 2008; Pajares, 2008) are:

- working hard on academic tasks
- demonstrating perseverance by being able to work for a long period of time on a particular task
- employing learning strategies
- engaging in classroom tasks resulting in increased learning and achievement

Comment about each of these related to **Catrina** during reading.

- working hard on academic tasks
- Catrina is efficient on completing assignments. She does ask for guidance more than her peers because she wants to make sure she does it correctly. Many times she is able to answer a question with a few comments.**

- demonstrating perseverance by being able to work for a long period of time on a particular task
- Catrina will work hard on the assignment and make sure she is doing it correctly. It may take her a little longer than her peers, but she doesn't give up.**

Responds to motivational tools used in the classroom.

Worried about stuttering.

Same behavior observed in CRMA— nervous about playing tapes.

Used miscue language early; able to apply the strategy.

Successful at reading books she is interested in reading and self-selects.

Able to persevere on tasks. Concerned about doing things correctly.

Appendix M - Observation Tool

Date: _____

Setting: _____

Time: _____

Sketch of the classroom environment:

<p>Key: X = students T₁ = Mrs. Smith T₂ = Mrs. Anderson R = Researcher</p>

Participants	Observed Behaviors	Student Responses
C=Catrina N=Nate D=Devin T=Taylor S=Shelley E=Ellena Circumstances Codes: Group discussion = G Whole class = W Independent work = I On task = + Off task = -		

Appendix N - Field Notes

3/22/09

Received e-mails from Catrina and Devin's parents. Devin's parents are returning paperwork in the morning. Catrina's mother wanted more information about the reading strategy. Catrina's mother expressed concern about Catrina's negative attitude toward school, and is worried that the attitude will escalate if she is a part of the reading group. I gave her more information about the reading strategy over e-mail. I also told her that the parents or student could choose to withdraw from the research if they felt like it was causing problems at home.

3/23/09

Devin's parents returned the signed permission and IRB materials. Nate's parents had also returned the signed permission and IRB materials. I had a message to call Catrina's mother. I returned the call and told her I would speak to Catrina and ask the classroom teacher to also talk to Catrina about the strategy and how it might help Catrina with her reading. I spoke with the classroom teacher next. She told Catrina she needed to participate to improve her reading skills. I next saw Catrina in the hallway, and she had a big smile on her face. She turned in the signed paperwork her mother had sent to school. I began the Burke Reading Interviews with the three students having permission forms signed. The interviews and Reading Self-efficacy Scales were completed on all three students. Each of the students reported they like to read mysteries, so I will begin the CRMA sessions with mystery text.

3/25/09

I met with the three students and began our session by delivering a lesson on Retrospective Miscue Analysis, asking them what parts of the words they knew and what they might mean. We talked about miscues at length and went over the common miscues that occur during reading along with examples of each. All of the students seemed a bit anxious and quiet. Next, I explained their folders and what would be in the folders during our time together. I then showed them how to tape record themselves while reading the text and how to conduct an independent retelling. Nate, Catrina, and I waited in the hall while Devin recorded first. We spent our time together standing in front of a library display of non-fiction books by author, Cheryl Harness, many of them biographical material. I knew that the students were involved in reading biographies in their classroom, so I asked them both about the book they were reading. Nate said that he was reading a book about Daniel Boone, and had noted there was a book by Cheryl Harness on Daniel Boone displayed. I told him he might find additional information about Boone by looking at that particular book. Catrina said she was reading a book about George Washington. Next, Catrina recorded (Devin returned to the classroom). Nate and I continued to talk while Catrina recorded. I spoke with Taylor and Shelley about returning their paperwork. Shelley said she would bring it back the next day; Taylor wants to participate, but doesn't know where the paperwork is.

Appendix O - CRMA Journal Responses

Catrina's CRMA Journal Transcript:

4/1/09

We went over all the reading with the paper and the tape. I did not go over with doesn't feel right with me telling them what I said. I do not like hearing myself stutter a lot and pause. It's embarrassing.

Concerned about stuttering behavior. Consider accommodation for her.

4/17/09

Today we have a new student. Her name is Ellena. She just got here today or Wednesday because I was sick on Tuesday and Wednesday and some on Thursday. Ellena had a lot of self-corrections but that is good. That means she understands.

Understands that self-correcting is a sign of monitoring for meaning leading to comprehension.

4/20/09

Today we listened to Taylor's and read mine. Taylor has good expression but he goes down and think about his self-correcting and repeating, but he needs more. Miriam is not listening to mine anymore. Now I'm not so embarrassed anymore.

4/21/09

Today Ellena was the one to share. Ellena had a nice strong retelling. It was only had 2 corrections. That is good, but sometimes during his retelling, I think he is looking at the paper. Self-efficacy is what we talked about at the end. Talking about what we learned how we are getting better and that is a good thing.

Accommodation is helping her.

4/24/09

Today Devin and Shelley recorded today. They both got frustrated during the retelling. Shelley had a lot of self-correcting, but that is good that she understood the text. Devin had trouble retelling the passage, and he got really frustrated.

Has noticed that Shelley is now self-correcting; changed behavior.

5/1/09

Today I was the only one that had the "And" at the part and I keep on saying that "she" Troy instead of "he" Troy. It's starting to frustrate me. I don't know why but Taylor was being mean to me raising his voice, talking back, and things, and I don't know why.

5/4/09

Today Ellena, Shelley, and Nate were the ones to record. Shelley didn't have much as she did the last time. But, I still think she looks at the paper during the retelling. Ellena did better than she did the last time. Nate had only 2 miscues in the whole passage.

Appendix P - Coded Self-Efficacy in Reading Scale for Catrina

Using the 0 to 100 scale below, rate your confidence about completing each of the feelings about reading or reading tasks listed below. Write the number from the scale on the line beside the sentences:

0 10 20 30 40 50 60 70 80 90 100

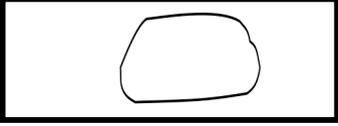
I am unable to do this	I might be able to do this	I am pretty sure I can do this	I am certain I can do this
------------------------------	----------------------------------	-----------------------------------------	-------------------------------------

Administered: 3/23/09; 4/17/09; 5/18/09

50	↑80	=80	I believe I can learn something when I read.	
50	↑60	↑80	I believe I can make connections to other things I know	S-E for strategies ↑ each time.
40	↑70	↑80	I can understand when I read.	
80	=80	↑90	I enjoy reading.	Enjoys reading.
40	↑60	↑80	I know what to do when I don't understand what I am re	
60	↑70	↑80	I know what strategies to use when I read.	Knows when she is having difficulty.
50	↑60	↑70	I can make a plan about reading the text before I begin to	
40	↑60	↑90	If I am reading, and the text gets difficult, I am aware of	Not able to view herself as a good reader all of the time.
40	↑70	=70	If reading gets difficult for me, I am successful at fixing	
60	↑80	=80	I know who to ask when I struggle with reading tasks.	Gives up when text is difficult.
60	=60	=60	I can say, "I am a good reader."	
90	↓80	=80	I can say, "I like to read."	View of self in the classroom has improved.
20	↑50	↑80	I do not feel I am good reader.	
0	↑20	↑50	I earn good grades in reading.	Gives up when text is difficult.
80	=80	=80	When I find reading difficult, I usually give up	
0	↑20	↑80	When reading, my mind goes blank and I am unable to t	View of self in the classroom has improved.
20	↑50	↑60	When I compare myself to students in my class, I	
50	=50	↑80	I do well on reading and reading assignments.	View of self in the classroom has improved.
100	↓90	↓80	I get nervous when I read and do reading assignments.	
60	↑90	↓80	I am successful at asking myself questions about the text	

Self-Efficacy in Reading Scale was developed by the researcher after reviewing self-efficacy scales from <http://des.emory.edu/mfp/MSCP2008MFP-Base.html>.

Appendix R - Miscue Markings

Miscue Types	Example of Marking	Miscue Marking Explained
Omissions	<p>The young girl skipped over the rock ledge and ran toward the meadow.</p> <p>As Polly jumped down from the swing, she noticed her brother spying on her through the trees close by the barn.</p>	<p>When readers leave out text, circle the omission. If they omit an entire line, circle the line.</p> 
Insertions	<p>When Peter returned from school, he dirty ^ saw his mother hanging dingy clothing neighbor's ^ on the clothesline next to the fence.</p>	<p>When readers insert text, note it with a caret.</p> 
Repetitions	<p>Mari took to life on the prairie as if she had always lived near the wild grasses. and meandering dry creek beds.</p>	<p>When readers repeat a portion of the text—a word or several words—bracket the text with an L-shape and mark an R near the bracket. Occasionally, a reader repeats an entire line of text.</p> 
Reversals	<p>Five times that day Chris walked into the den but was unable to remember the there journey reason for his journey there.</p>	<p>When readers change the order of two or more words, write the words above the miscue, or use a transposition (reversal) sign.</p> 
Substitution	<p>Over time, she became enameled with the sea glass washed up with the tide corrected and collected it as if an obsession.</p>	<p>When readers say one word for another, mark the observed response above the expected response.</p>

Miscue Markings

Page 2

Self Correction	<p>While navigating the mountain pass, © over Joel worried about the integrity of the © mountain brakes he never bothered to maintain.</p>	<p>When readers say one or more words for others but correct the miscue to the printed text. Mark the response with the miscued words and a C above the miscued text.</p> <div style="text-align: center; border: 1px solid black; width: 150px; height: 50px; margin: 0 auto;"> C </div>
Missed Punctuation	<p> Jeff tried to ignore the signs. And, it</p>	<p>When readers ignore the printed punctuation, mark through the punctuation.</p>
Complex Miscues	<p>Henry watched newsreels of the <i>Hindenburg</i> explosion listened to and <u>heard</u> reports about it</p>	<p>When miscues occur together and there is not a way to see the word-for-word relationship, mark each miscue and bracket the sequence, indicating a complex miscue.</p>
Dialect	<p> D fust Christopher came in first place.</p>	<p>When the miscue is related to dialect.</p> <div style="text-align: center; border: 1px solid black; width: 150px; height: 50px; margin: 0 auto;"> D </div>

Source: Created by the researcher, 2009

Appendix S - Retelling Guide for Expository Text

Name: _____ Date: _____

Name of Text: _____

Directions: Score each of the following unaided retelling responses on a scale of 0-10 depending on the clarity and depth of the response. Teachers may wish to have the answers prepared ahead of time to facilitate scoring. These may be stored in the reader's portfolio or with assessments records for RMA or CRMA.

_____ All important facts were recalled

_____ Supporting ideas were recalled.

_____ Ideas were recalled in logical order.

_____ Reader recalled important conclusions.

_____ Reader stated valid inferences.

Comments:

Adapted from page 116: Moore, R., & Gilles, C. (2005). *Reading conversations: Retrospective miscue analysis with struggling readers, grades 4-12*. Portsmouth, NH: Heinemann Publishers.

Appendix T - Retelling Guide for Narrative Text

Name: _____ Date: _____

Name of Text: _____

Directions: Score each of the following unaided retelling responses on a scale of 0-10 depending on the clarity and depth of the response. Teachers may wish to have the answers prepared ahead of time to facilitate scoring. These may be stored in the reader's portfolio or with assessments records for RMA or CRMA.

_____ Identified key story characters.

_____ Identified setting.

_____ Identified story problem (conflict).

_____ Identified key story episodes.

_____ Identified problem resolution.

Comments:

Adapted from page 115: Moore, R., & Gilles, C. (2005). *Reading conversations: Retrospective miscue analysis with struggling readers, grades 4-12*. Portsmouth, NH: Heinemann Publishers.

Appendix U - Miscue Analysis Organizer

Reader: Nate

Date: 4/17/09

Name of Text: Submissive Behavior in Wolves (nonfiction)

Line of Text	Miscue Type	Changed Meaning
603	Substitution	Yes: inferiority for inferiority
605	Substitution	No: submission for submissive
605	Substitution	Yes: elick rigurgation for elicit regurgitation
606	Substitution	Yes: differtation for differentiation
609	Substitution	No: lies for lays
610	Repetition	No
611	R/O/SC	No
616	Substitution	No: a for the
617	Substitution/SC	No
618	Substitution	Yes: hunting for hurting

“I could not figure out any of the words that I saw like inferiority, elit...whatever it is.”

Knew what inferior was when asked; discussion about word chunking.

Long discussion about regurgitation and its meaning. Katrina compared it to what birds do to feed their young.

Nate admitted he didn't understand the sentence with regurgitation.

Taylor commented on the speed that Nate read saying “He's going to read carefully, and...cause he's reading it really fast.”

Researcher asks about the difference between reading non-fiction and fiction text.

Ellena: “It has higher level words because there are facts and they don't use smaller words.”

Nate: Nonfiction is true; fiction isn't.

Nate: “No...never heard of that word (differentiation).”

Miscues: 10
Substitutions: 8
Omission: 1
Repetition: 2
Self-corrections: 2
Did not read title

Questions to think about:

Does the miscue make sense?

Does it change the meaning of the text?

Why do you think the reader miscued?

What connections could be made to life or other text?

Adapted from page 112: Moore, R., & Gilles, C. (2005). *Reading conversations: Retrospective miscue analysis with struggling readers, grades 4-12*. Portsmouth, NH: Heinemann Publishers.

Appendix V - CRMA Transcripts Coding Key

	Participants focusing on the unimportant, i.e. number of miscues or reading “perfectly.”
	Participants’ discussion focusing on reading strategies.
	Participants’ discussion focusing on making sense of text.
	Discussion of smart (meaning not affected) versus okay (altered meaning) miscues.
	Discussion centered on the elements of retelling.
	Participants finding strengths in peers’ skill(s).
	Discussion about vocabulary

Appendix W - Retelling Guide for Expository Text

Name: Nate Date: 4/17/09

Name of Text: Submissive Behavior in Wolves

Directions: Score each of the following unaided retelling responses on a scale of 0-10 depending on the clarity and depth of the response. Teachers may wish to have the answers prepared ahead of time to facilitate scoring. These may be stored in the reader's portfolio or with assessments records for RMA or CRMA.

8 All important facts were recalled. *Nate was able to state what active and passive means in his own words. He could not use the vocabulary used in the first paragraph of the story, but he does understand the terms.*

8 Supporting ideas were recalled. *Nate stated the important ideas for each of the vocabulary terms, active and passive.*

6 Ideas were recalled in logical order. *Nate was unable to say anything about the first paragraph of the story. He struggled with the vocabulary words. The information stated is in logical order.*

8 Reader recalled important conclusions.

 Reader stated valid inferences. *Not stated.*

Transcription of retelling:

There are two kinds of behaviors that wolves use—active and passive. Active is when a subordinate wolf lies down on its side and shows its chest and abdomen to the other dominant wolves. Passive is when two wolves disagree with each other, they show their teeth and growl at each other. And, usually the less dominant wolf doesn't—rars back and doesn't fight. Or either it lies down or rolls over on its back.

Comments:

Adapted from page 116: Moore, R., & Gilles, C. (2005). *Reading conversations: Retrospective miscue analysis with struggling readers, grades 4-12*. Portsmouth, NH: Heinemann Publishers.

Appendix X - Composite Retellings for Shelley

Refers to Troy as “she.” Few details.	3/30/09:	Okay, this girl she’s being banished to Northern Minnesota to be with her Aunt Lily while her parents are getting a divorce. She doesn’t know what to do and they keep on asking her if she wants to live with her mom or her dad and so she just says she doesn’t know. Yea.
Described Aunt Lily; does refer to Troy as a boy.	4/1/09:	This is about a boy named Troy going to his Aunt Lily’s and she doesn’t—she has dark, gray hair and she wears a cowboy hat and she lives two hours from anybody. The bus deport and she—there’s—she lives a forest and a lake and by the lake there’s cabins and she asked Troy if he wanted to move into one of them and she suspected that he would so she already fixed up one for him.
	4/3/09:	I think Troy thinks that maybe a bear or something ate the deer and then he went to Aunt Lily to talk about it. Yea, that’s about it.
Recalling more details; used the date to help sequence.	4/15/09:	Troy saw two wolves—the first time he was hiking and it was June 24 when he saw it. And, it was laying in the underbrush and then a couple days later he was another wolf beside the lake—with a collar, and it was a radio collar, and then the next day it was raining and his aunt showed him his office and she said he could research wolves while she was in town. He researched them and he said that male wolves travel alone.
Used vocabulary word, traipse in retelling.	4/24/09:	Troy found the wolf den and a small adult wolf was babysitting the pups and then on June 30 he couldn’t sleep for the second time because of all the howling of the wolves. He said he’d much rather go back to the den on July 2. On July 30 he’d much rather go back to the den, but Lily says that they have to go to a barbeque at a friend’s house a few miles away but he’d much rather traipse around the woods looking for them.
All the important details are present; sequenced retelling. Refers to dates accurately.	5/4/09:	Today, on July 10, Troy, he hasn’t seen the lone wolf in awhile since they went radio locating since last time. And, Lily won’t let him go because it’s too long of a hike in one day and she doesn’t want him to stay overnight alone. And, then, on July 11 he got a letter from his Mom saying that his Dad is moving to an apartment closer to their neighborhood so that they can see them all of the time. And they want him to come home a week early, and he called her to tell her that he didn’t want to come home a week early and she said it was about time he made his own decisions. And, then, on July 16, he went with Bjorn and Sigrid radio locating and they found a pack but no lone wolf.

Appendix Z - Sample Coded Self-Efficacy in Reading Scales

	Catrina	Devin	Nate
<p>Except for Catrina, initial scales are high. ? Self-efficacy realistic ? Not aware of what skilled readers do while reading</p>	<p>50 ↑80 =80 50 ↑60 ↑80 40 ↑70 ↑80 80 =80 ↑90 40 ↑60 ↑80 60 ↑70 ↑80 50 ↑60 ↑70 40 ↑60 ↑90 40 ↑70 =70 60 ↑80 =80 60 =60 =60 90 ↓80 =80 20 ↑50 ↑80 0 ↑20 ↑50 80 =80 =80 0 ↑20 ↑80 20 ↑50 ↑60 50 =50 ↑80 100 ↓90 ↓80 60 ↑90 ↓80</p>	<p>80 ↑100 =100 70 ↑80 =80 90 ↓70 ↑80 70 ↓60 ↑70 80 ↓70 ↑90 90 =90 ↑100 100 =100 80 60 ↑80 ↑100 80 ↑100 ↓90 100 =100 =100 70 =70 ↑80 70 ↓50 ↑80 60 ↓10 ↑40 0 =0 =0 70 ↑100 80 80 =80 ↑100 60 =60 =60 70 ↑80 =80 80 ↑90 =90 100 =100 =100</p>	<p>100 =100 =100 90 ↓80 =80 100 ↓80 ↑90 100 =100 =100 70 =70 ↑100 40 ↑90 80 30 ↑60 ↑80 90 ↑100 ↓90 100 =100 =100 100 =100 =100 100 =100 =100 100 =100 =100 10 ↓0 =0 10 ↓0 =0 100 =100 =100 10 ↓0 =0 100 ↓90 =90 100 ↓90 ↑100 80 ↓70 ↑90 100 =100 =100</p>
<p>Mid-study scales are lower overall except for Catrina and many of Nate's ratings. Catrina beginning to see self as a more competent reader.</p>			
<p>End of study scales are increased from mid-study. Exception is Shelley. ? Shelley seeing herself more realistically ? Ellena did not change many ratings; sees that she has work to do in reading</p>			
<p>Nate and Taylor more confident than peers.</p>	Shelley	Taylor	Ellena
<p>Note: Mid-study scales were completed during Kansas State Assessments.</p>	<p>100 ↓90 ↑100 80 ↑100 ↓90 90 ↓70 =70 100 ↓50 ↑80 80 ↑90 ↑100 70 ↑90 ↓50 90 ↑70 ↓40 100 ↓90 ↑100 70 =70 =70 100 ↓80 ↑100 70 ↓60 ↑70 80 ↓40 ↑60 100 ↑70 ↓0 0 =0 =0 60 ↓0 =0 40 ↑90 ↓50 40 ↑50 ↓0 40 ↑90 ↓0 60 ↑90 ↓40 80 ↑90 =90</p>	<p>80 =80 ↑90 90 ↓80 ↑90 70 ↑80 =80 90 ↓80 ↑90 100 ↓70 ↑100 80 ↑90 =100 80 ↑90 ↑100 70 ↓60 ↑90 70 ↑90 =90 100 ↓80 ↑100 80 =80 =80 90 ↓80 ↑90 10 ↑30 ↑50 10 ↑30 ↓10 80 ↑90 =90 60 ↓20 ↓10 80 =80 =80 90 =90 =90 60 ↓40 ↑70 90 =90 ↑100</p>	<p>--- 70 =70 --- 30 ↑60 --- 80 =80 --- 60 ↑70 --- 70 ↑90 --- 50 =50 --- 80 ↓50 --- 70 ↑90 --- 90 ↓80 --- 70 =70 --- 80 =80 --- 70 =70 --- 10 =10 --- 10 ↓0 --- 50 ↑70 --- 0 =0 --- 50 =50 --- 70 ↑80 --- 20 ↑40 --- 70 ↑80</p>

Appendix AA - Sample of Data Analysis of Artifacts

Reading Self-Efficacy

Using the 0 to 100 scale below, rate yourself on the following items. Circle the number that best describes you.

40	170	180	I can understand what I am reading.
80	=80	190	I enjoy reading.
40	160	180	I know what to do when I read.
60	170	180	I know what strategies to use when I read.
50	160	170	I can make a plan to read.
40	160	190	If I am reading, I am successful.

Reading and self-efficacy

Environment

Individual

Environment

Environment; Reading and self-efficacy; Outcome

-Self-conscious about stuttering behavior; affecting her beliefs about herself as a reader.

-Responds to extrinsic motivational systems in place in the classroom.

-Responds to A.R. (set high goals and met them).

-Participating in Book Club (all sessions so far this year).

-Still relying on assistance from teachers even though can work independently.

-Views Mom as a good reader and proud of her mother as a book reviewer.

-Learned language of miscue early. Applied it in sessions.

-Ability to discern a quality retelling.

-Participation improved over the course of CRMA.

-Difficulty seeing self as competent reader.

-Focused on tasks while in the classroom.

Colors overall self-efficacy in reading.

Encouraged by teachers.

Responsible for own learning tasks.

Getting positive feedback.

Modeling of reading.

Mastered CRMA tasks.

Employed CRMA strategy.

Engaged in the activities and tasks assigned in classroom.

Individual; Outcome

Name: _____ ID: 118/09

Occupation: _____

Sex: Female Interview Setting: Private Office

1. When you are reading and come to something you don't know, what do you do?

Ask a teacher. Sometimes if I don't know a word, I just keep up with it (she means hoping to pick up on the meaning of the word).

Ask my Mom or go on the Internet and look it up.

Do you ever do anything else?

No.

No.

2. Who is a good reader you know?

My Mom.

My Mom

3. What makes your Mom your Mom a good reader?

We have 100 books in our house. She writes reviews afterwards.

I asked what kind of books she writes reviews for: Romance novels.

She reads the books and writes reviews on them.

4. Do you think Mom ever comes to something she/he doesn't know?

Yes No

5. (Yes) When your Mom comes to something she/he doesn't know, what do you think he/she does?

When testing in reading, Catrina becomes nervous something wrong and therefore doesn't want her own. Catrina usually does not volunteer to read, but she reads as smooth as her classmates.

2. If we define self-efficacy as the beliefs a person holds about their own performance using skills or capabilities required to learn at different levels (Bandura, 1997; Schunk & Zimmerman, 1997), what have you observed about Catrina's self-efficacy related to reading?

Catrina is unsure of herself as a reader. She has greatly improved this year, but is still struggling. She does use some strategies to help her with comprehension, but it takes work. She has brought some adult books to read, but I have only seen them for a few days. She did finish two of the *Twilight* series books with an 85% and 80% on the AR tests.

3. Some hallmarks of self-efficacy (Pintrich & DeGroot, 1990; Schunk & Meece, 1992; Schunk & Zimmerman, 2008; Pajares, 2008) are:

- working hard on academic tasks
- demonstrating perseverance by being able to work for a long period of time on a particular task
- employing learning strategies
- engaging in classroom tasks resulting in increased learning and achievement

Comment about each of these related to Catrina during reading.

- working hard on academic tasks

Catrina is efficient on completing assignments. She does ask for guidance more than her peers because she wants to make sure she does it correctly. Many times she is able to answer her own question with a few comments.

- demonstrating perseverance by being able to work for a long period of time on a particular task

