

Reading Process Interview Protocol – Revised April 6, 2007

This protocol is to be used as a guide when talking with students as they participate in the reading process interview (RPI). The basic intent will be followed. However, questions will change to fit either the choice text or the textbook passage. Questions may also vary with based on how the student is responding to the activity. You will be collecting an RPI using a textbook text from the prepared package as well as from a choice text. Also, not all of the questions listed for each section must be used. Use what is most appropriate and take cues from the student about how much they can/ are willing to answer.

You may also need to **prompt** students to find out more about what they tell you without “leading” them to think a certain way. You can use the prompts as appropriate to probe for information about the protocol questions. You can use your own prompts.

General prompts:

Tell me more about that.

You say that because...

What else do you know about this?

Why were you thinking about that?

What does that mean to you.

You said..... Id really like to know more about that.

I. Preview Questions

At the beginning you need to find out what text the student is reading. For the **choice text**, ideally, the student should bring a text. If they don't have one, take one that is appropriate based on information you gained from the SSI.

For the **textbook text**, the student will choose between two SARA passages the student previously read on the computerized survey. You will want to use the starting and stopping points marked in the text. Tell the student ahead of time to stop at that marker to tell you what she is thinking about.

Choice Text

(these will also vary based on whether

The student brought a text or not)

Book title

Author

What do you think this book will be about?

What makes you think that?

Have you read this book before?

When? What do you know about it?

(OR if they brought the text)

Why are you reading this text?

What is it about?

What do you think will happen next?

Have you read this whole book?

What do you like about this text?

What are you thinking about?

Textbook Text

(Have student choose the text to read)

Title/ Description of passage

Why did you choose the [science] passage?

Why would you prefer to read it instead of the other?

Read the heading out loud for me. What do you think it will be about?

What makes you think that?

Have you read anything about this before?

When? What do you already know about it?

II. First section of oral reading – both texts – Two sentences

Have the student read the first two or three sentences in the passage. (Where you ask the student to stop has to make sense; i.e. finish a complete thought).

What are you thinking about now?

Can you add to your earlier prediction about what the book (passage) will be about?

Why / how were you able to figure out more about what the text will be about?

III. Oral reading.

Have the student read a pre-determined section of the text orally. In the textbook passages, you will have the student read to the second stopping point. In the choice text, you can have the student choose, or you can choose together. If you brought the text, you can pre-determine this.

Ask the student to read orally to the marked place and that you will ask them what they are thinking about when they get there. Also tell them that if they have something to say about the text, they can stop sooner than that to tell you whatever they want about the text.

Questions for after the oral reading:

Can you tell me what this part was about?

Is there anything important or interesting to you?

Are there any parts you don't understand?

What kinds of things can you do/ did you do to help you understand better?

Were there any words you didn't understand?

What were they?

What did you do to try to figure them out?

What do you do when you come to a word you don't understand?

What do you think _____ means?

IV. Silent reading – Have the student finish the passage reading silently.

Again, pre-determine a stopping point.

Ask the student to read orally to the marked place and that you will ask them what they are thinking about when they get there. Also tell them that if they have something to say about the text, they can stop sooner than that to tell you whatever they want about the text.

Questions for after the silent reading:

Can you explain to me what this part was about?
What was the whole passage about? Can you summarize everything you read?
Is there anything important/interesting to you?
Are there any parts you don't understand?
What kinds of things can you do/ did you do to help you understand better?

Were there any words you didn't understand?
What were they?
What do you think ____ Means?
What did you do to try to figure them out?
What do you do when you come to a word you don't understand?

Did you learn something in class about this already? Or did you read any book like this in school?
Have you ever read anything similar?

Does this text remind you of anything?

Why do you think you are reading this? (May or may not be appropriate)

V. Additional questions (may have been asked in the SSI) – you are doing two RPIs. These questions should follow the choice text reading.

How often do you go to the library/book store?

What section of the library/ book store would you go to first?

What attracts you to a particular book?

How do you know how to keep reading when you choose a new book?

What's your favorite part of [insert book] and why?