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What we can learn when we teach Retrospective Miscue Analysis to young, adult, incarcerated males

Gwen Patriarca

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**WHAT WE CAN LEARN WHEN WE TEACH RETROSPECTIVE MISCUE
ANALYSIS TO YOUNG, ADULT, INCARCERATED MALES**

By

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B.A., History, California State University, 1973
M.S., Communication Disorders, The University of New Mexico, 1981

DISSERTATION

Submitted in Partial Fulfillment of the
Requirements for the Degree of

**Doctor of Philosophy
Language, Literacy and Sociocultural Studies**

The University of New Mexico
Albuquerque, New Mexico

May, 2012

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DEDICATION

**To my sons, Tomas and Aurelio; my sisters, Laura and Concetta, and my other
relatives, particularly my niece, Anne, and all my friends who listened with compassion
over the years that encompassed this endeavor.**

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ABSTRACT

The purpose of this study was to examine what we can learn when we teach Retrospective Miscue Analysis (RMA) to incarcerated youths. Select incarcerated males who had been engaged in individual RMA sessions were brought together for one final CRMA group, which constituted a collaborative RMA session. The researcher set out to discover how RMA influenced their perceptions about the reading process and their emerging confidence in themselves as readers. The data consisted of interviews with the participants, Reading Miscue Inventories and the discussions involved in the RMA sessions and the final group session. The researcher came to the conclusion that she had several of her assumptions about this population challenged during this study. The analysis indicated that the participants did increase in confidence, developed a collective composition of their cultural model of reading, responded to the oral approach of the RMA method and utilized miscue analysis as a tool of assessment for reading.

The analysis of the RMA sessions revealed individualized approaches that guided the readers to analyze their miscues, which were identified from the audio tapes of their own

reading and from the audio tape of an unknown reader in the final CRMA group. The initial instruction yielded some resistance as most readers rejected any new way of addressing reading other than utilizing the traditional graphophonic strategy; eventually, they described other strategies by using the coding forms for the language cueing systems as an assessment tool. The readers changed their attitudes about the reading process quickly to identify their own rationale behind their analysis of miscues, and the resultant discussions established their newly discovered confidence through articulating their beliefs in their development of strategies in reading. The participants' resulting confidence was exhibited through their ability to orally create their concept of a cultural modal of transactional reading that served their purposes of engaging in future literary events.

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Chapter I

Introduction

Chapter one is dedicated to the introduction of the reader to the research statement. The statement of the problem being investigated along with the question guiding this study is discussed. Also included are the significance of the study and the terminology used throughout the research.

The purpose of this study is to explore what we can learn when we teach Retrospective Miscue Analysis (RMA) to young, adult, incarcerated males as evidenced through analysis of their miscues, their reading strategies and their discussions about themselves as readers, revealed in the RMA sessions and the final Collaborative Retrospective Miscue Analysis (CRMA) group. RMA is an investigation of the reader's perception of his/her progress through the reading process as explored by the teacher-researcher and the student as learner (Goodman & Mark, 1996). CRMA is very similar but it is an exploration of the reading process with more than one learner (Worsnop, 1980). Both RMA and CRMA allow the researcher to elicit information about how the learner assesses him/herself in the reading process and how the learner has confidence in him/herself as a reader.

Ken Goodman stated that students "...must revalue themselves as learners. They must value the process of reading as the construction of meaning in response to print. They must come to appreciate their own strengths, to recognize the production strategies they already can use and to build positively on those..." (Goodman and Marek, 1996, p. 17). The challenge to the researcher is to determine what evidence of confidence as readers is indicated by the inmates. This dissertation research focused on the premise that their

confidence was buried in the inmates' conversations with the researcher and other participants revealing what they learned from the RMA sessions as a group collectively and individually.

As with most learning, reading can be visualized as a process, and *miscues* can be seen as “instances of reading” as described by Ken Goodman, who developed miscue analysis for describing reading as a transactional sociolinguistic process in the 1960's (Goodman & Marek, 1996). Miscues are unexpected responses observed when a text is read orally (Goodman, 1969). He noted that readers diverge from the printed text and had “unexpected” responses, or miscues, rather than the “expected” responses, which are rendering of exactly what appears on the page (Boome and Dale, 1997). Goodman determined that a reader uses his or her own cultural and social experiences in engaging in reading, using cues from the graphophonic (including phonics), syntactic, semantic and pragmatic systems of language to read (Goodman & Marek, 1996). If a student reads that the “flour” occurred after a heavy rain, “flour” rather than “flood” often will not match the schematas, or the knowledge base that is organized within the reader (Goodman, 1985), and the internal associated concepts that the reader has created for the category for “rain”. Once the student has mentally matched this word against his/her schemata for that word and concept, the student may self-correct or mentally look for another word with a better fit. Miscue analysis involves the study of all the linguistic and phonological strategies a reader uses and is an assessment tool that guides a teacher, a researcher or a reader in addressing why the miscues were made.

Retrospective Miscue Analysis (RMA) engages a reader and the researcher-teacher in discussing select miscues from the oral reading of the reader that has been audio-recorded

earlier. The readers can orally explain their thinking processes that lead to the miscue and either embrace their own approaches to reading or explore other strategies to change their reading habits. Retrospective Miscue Analysis is an explorative progression in which readers evaluate their own oral reading by identifying, discussing and categorizing their miscues thereby identifying their own strategies in the reading process, both the strategies that lead to efficiency in reading and those that do not. As a technique, RMA allows readers to discuss their own reading process and to learn the complex process of reading through their miscues. It is a very oral technique.

In RMA, much of the process of reading is shared with the person whose goal is to become a more efficient reader. Chris Worsnop (1980) first developed this process which has evolved into procedures and questioning techniques through Yetta Goodman and her colleagues (Costello, 1992, Goodman & Marek, 1996). Their research indicated that readers need self-confidence to become good readers; RMA honors this by allowing students to not only talk about the reading process but their own reading ability as well. Although guidelines are offered by Goodman and Marek (1996), this dissertation research changes or expands procedures and questions to enhance the readers' understanding of the process, especially since the setting was in a prison. However, since prisons have a tradition of oral events, RMA may prove to be a familiar instructional technique with which the inmates can relate.

Collaborative retrospective miscue analysis (CRMA), also created by Chris Worsnop (1980), but developed by Sarah Costello in 1992, pioneered the way to engage students in discussion with the teacher/researcher and with fellow inquisitive readers. Inspired by the idea that students can use miscue analysis as a discovery process to assess their reading

strategies, this dissertation research was structured to determine what we can learn from a group of young, adult, incarcerated males after the shared discovery of learning the reading process through RMA sessions and the final CRMA session. This inquiry set out to guide the participants in taking a more active role in the process of reading by engaging them in a collaborative setting to reflect verbally upon the reading process as evidenced in conversations with the researcher and with other participants. By learning Goodman's reading process and miscue analysis, the participants create their own cultural model of reading, which becomes a shared communication resource for this group (Gee & Green, 1998).

Statement of the Problem

This dissertation research centered upon acknowledging what readers know about themselves and expanding that knowledge to recognize their strengths as readers by reflecting verbally on the reading process and on their own strengths and challenges as readers. To tap into that knowledge, the purpose of this study was to utilize Retrospective Miscue Analysis in individual sessions and bring the students together in a final CRMA session to discuss their newfound knowledge of themselves as readers, which hopefully lead to increased confidence of themselves as learners.

As a secondary teacher and later a speech and language therapist in the schools, I noted that many students were not proficient readers who make effective and efficient use of the cueing systems and reading strategies available to them. I observed through the years that scripted reading programs did not yield the results guaranteed by the publishers and questioned the research on these programs regarding their effectiveness. My quest to better serve so called "at-risk" students, those who were often referred for special education

services, led me to Kenneth Goodman's research, who has been unique for saying since the 1960's that deviations of a read word were not an instance of error but that they were an instance of reading (Goodman, 1984). He did not label these unexpected responses, these miscues, as correct or incorrect, but looked at the underlying processing that led to the response. He stated that the overemphasis on skills instruction led to the cycles of failure for readers in trouble (Goodman & Marek, 1996). Goodman's approach to reading recognizes the skills that a student brings to the classroom and emphasizes content learning over drilling in certain skill areas. Yetta Goodman and her colleagues have expanded Retrospective Miscue Analysis (RMA) for use in the classroom and in research for the past thirty years (Woodley, 1986, Goodman & Marek, 1996).

With the development of the transactional reading process and the advent of miscue analysis as part of the new theory of reading, no longer is the reader seen as passively absorbing the text meaning as s/he identifies words in sequence (Goodman, 1985). The student is part of the construction of meaning from the text which is revealed through the reader's retelling of the text after reading it (Y. Goodman, et al., 1987).

According to Goodman, reading comprehension is represented by the characteristics of the writer in the text which is then constructed from the text by the reader (Goodman, 1985). As writers are restricted in their writing by their own experiences, their values and their schema, prior knowledge, that they have gained, so are the readers restricted by their own experiences, values and schemata. (Goodman, 1985) Obviously, the more that the authors and readers share these characteristics, the more meaning is conveyed, not through a word by word attack of the reading material. It is an understanding of this process that should clarify how the students are reading and how they view themselves as readers.

In this study I seek to find out if the development of self-assessing skills is expressed in conversations, whether it is between the inmate and researcher, or in a large group setting such as a final CRMA group. RMA is an effective instructional tool for improving reading efficiency and for helping incarcerated adult learners become self-assessors; this study was constructed to add to the body of research in this area. Hopefully, this research will lead to adult learners, particularly incarcerated youth, taking a more active role in their development as readers, especially through an oral technique. The final CRMA group can serve as environment where the participants, who by that time would possess the shared language of miscue analysis and the transactive reading process, could create their own reading model. At the same time educators can recognize that confidence in readers promotes the readers' ability to take control of their own reading and their future learning about their literacy events.

Significance of the Study

The significance of this study was multi-dimensional as it was concerned with the patterns that emerged from RMA sessions that described the discussions of young, incarcerated males in a collaborative setting as readers. The research is important for the following reasons:

1. There is little research available analyzing of RMA sessions with adult learners.
2. There are few studies using RMA techniques in a collaborative setting (as in the final CRMA group).
3. There have been very few studies to date utilizing these RMA or CRMA techniques with incarcerated youths.

Goodman has long contended that students need to build their understanding of reading in the context of real literacy events rather than in isolation (Goodman, 2005). If readers are not allowed to use their knowledge and their language skills but are given years of phonics drills and disability descriptions, they acquire labels from teachers and themselves about their reading. Goodman further predicts that these layers of external and internal labels are detrimental to the confidence of students as readers. It is these disenfranchised students that are in my study.

The participants in my study, who are incarcerated youth, sought tutoring in reading, which indicated that they defined themselves as needing help in this area. As a group, people who do not feel fluent in reading are often marginalized in school and society; this is particularly true of those who are incarcerated. By giving them a voice through their involvement in learning the reading process and towards control of discussions, they should no longer feel invisible and without influence.

Thus, this study may contribute to their confidence as readers by providing the assessment tools needed to develop their concept of themselves as readers. As they gain greater confidence as readers, they should become more conversant about the reading process. The present study will look how the oral technique of (C)RMA allows these incarcerated students to look at their reading strategies and beliefs as they learn the transactional reading process, read out loud, retell the stories and analyze their miscues individually (RMA), and finally participate in discussions of their learning in a group session.

Research Question

The analysis of the discussions that emanated from the RMA and Collaborative RMA sessions with incarcerated adult males was based on the theoretical and research literature.

The research question that guided the collection and analysis of data was:

What Can We Learn When We Teach Retrospective Miscue Analysis to Young, Adult, Incarcerated Males?

Definitions of Key Terms

Collaborative Retrospective Miscue Analysis: having two or more students in a group mutually identifying miscues and strategies of reading (Worsnop, 1980).

Cultural Models: “Often tacit and taken-for-granted schemata, storylines, theories, images, or representations (partially represented inside people’s heads and partially represented withing their materials and practices) that tell a group of people with a Discourse what is typical or normal from the point of view of that Discourse” (Gee, J.P, 2001, p. 721).

Discourse (for Cultural Models): Discourse (with a capital *D*) is part of the idea of social languages and “...their connections to socially situated identities and cultural models” (Gee, J.P, 2001, p. 714).

Effective Readers: Readers who read for meaning; that is, they capture the sense of the text as they read (Moore & Gilles, 2005, p. 8).

Efficient Readers: Readers who use the least amount of text information by utilizing their existing linguistic and conceptual schemata to make sense of their reading. (Goodman, 1994, p. 1114),

High Quality Miscues: Miscues that make sense of the print (Goodman & Marek, 1996).

Language cueing systems: The three information systems that guide readers are the syntactic cueing system, the graphophonic cueing system and the semantic cueing system (Goodman, 1985).

The syntactic cueing system. Syntax is the grammatical structure in the text, and grammar is a way that the symbolic units in a language are used to represent meaning. Sentence order contributes to a grammatical text; if the oral reading lacks grammatical structure, then meaning, which is crucial to understanding of the text, is lost (Goodman, 1985).

The graphophonic cueing system. Graphic and phonic cues inform the reader of the relationships between orthography and phonology in print (Goodman, 1985).

The semantic system. The semantic system of language involves and represents intertwined social and personal meanings of both authors and readers. The author writes the text and the reader constructs the text for comprehension. Meaning construction is part of the active process of reading. (Goodman & Marek, 1996).

Learned Helplessness: In this case, when a reader feels that he lacks the capacity to succeed. Learned helplessness occurs once outside forces, such as previous teachers and/or the use of inadequate learning strategies, negatively influence the student (Wood, 1991).

Literacy: at its simplest definition: the ability to read and write. Ideally, it is the ability to discover the rules and principles of the psychological, cognitive, linguistic, social and cultural elements of language and the power to use, modify and extend those rules through one's own experiences, understandings, needs and beliefs (Cunningham, 2000; Harste, 1994; Leu, 2002; Moll, 1994; Paris, Lipson & Wixson, 1994; Yopp & Singer, 1994).

Low Quality Miscues: Miscues that result in unacceptable sentences (sentences that make no sense) (Goodman, Watson & Burke, 2005).

Miscue: An unexpected, observed response in oral reading in that it differs from the expected response (Goodman, 1969).

Miscue Analysis: A procedure that is used to analyze oral reading miscues (Goodman, Watson & Burke, 1987).

Pods: The grouping of prisoners according to the severity of the alleged crimes and the time needed to process the prisoner to his court date. Usually one guard supervises around 90 prisoners in this area through a closed circuit monitoring system revealing every segment of the pod. Some small rooms are off to the side of the main room, which can be used by a visitor and prisoners for tutoring or prayer. There are two stories of cells, usually only one story is open at one time for the prisoners to attend to personal hygiene such as showering. Access to the recreation area outside is controlled by the guards. A television is suspended facing benches on the ground for the prisoners to watch network television or movies.

Proficient Readers: Readers who use both their knowledge of language and their productive reading strategies in their transaction with the text (Goodman, Watson & Burke, 2005, p. 163).

Retrospective Miscue Analysis: A questioning procedure used to engage readers in reflecting upon and analyzing their own reading, which builds positively on those for reading. (Goodman & Marek, 1996). (K. Goodman, 1996).

Sally Ports: In modern terms this is an entry point to a secured facility through a system of two doors in which only one can open at a time. One door must close thoroughly

before the other is opened; only when one door is secured can the other door open.

Once inside the small room or holding cell of the sally port, with both doors locked, a person is effectively trapped until the other door opens. A camera monitors these actions of locking one door and unlocking another.

Schemata: According to Kenneth Goodman these are ways of organizing knowledge for both the author and the reader (K. Goodman, 1985).

Valuation: In this study, any reflective process which encourages readers in transforming their perception of themselves as readers by assisting them to appreciate their own strengths and identify their productive strategies that they are using. (Worsnop, 1980), (Goodman & Marek, 1996, K. Goodman, 2005).

Chapter II

Literature Review

This chapter presents the review of the literature related to Retrospective Miscue Analysis (RMA) and Collaborative Retrospective Miscue Analysis (CRMA). The literature that contributes to our knowledge of reading as a transactional process will be examined in depth. Research on adult learners and incarcerated learners will be examined. Information about case studies and cultural models will be presented while literature support of both learned helplessness and the revaluation of readers will be intertwined throughout the review.

Theoretical Framework for Reading

The pivotal point about the two overarching reading theories (sequential reading theories and the theories of reading as a process) is whether or not the acquisition of reading is seen as a sequence of acquired skills or as a holistic process. This study focuses solely on reading as a holistic process.

Transactional model of the reading process. In contrast to theories that focus on a linear development of skills is the psycho-sociopsycholinguistic transactional reading process whose initial theory was described by Goodman in 1965, 1967 and 1969 after working with students' oral reading. He states that "...reading is an active search for meaning that requires studying the relationships between the reader's thought processes, language, and sociocultural settings in which both the reader and text are changed during the process" (K. Goodman, 1996a). Goodman's issue with linear theories is that they are based on assumptions and premises that have not been examined thoroughly (Goodman, 1985). Specifically, he states that the linear theories have been based on word for word translations of text to speech through reading, which then is supposed to lead to comprehension (p. 826).

He does not claim to be the first who presented theories in reading as a process, as he acknowledges that as early as the 1900's, Huey (1908) described a reading theory that reading is a process. Others, such as Rosenblatt (1978), who was a contemporary of Goodman's, also writes that reading is more than merely decoding words and more than the claims that it is a mechanical task. She describes reading as a response to cues that reflects the reader's linguistic competence, which is a reflection of the reader's internal ability to manipulate phonemes, syntactic system, visual symbols and semantics (Rosenblatt, 1978).

Goodman's early theories evolved as he researched his ideas along with his colleagues and sought out ideas from experts in the fields of linguistics, psychologists and sociologists about comprehension, schema theory, syntax and sentence-bound functions. Previously, the process of reading had been examined by many disciplines but other researchers had examined their own areas with little integration of the whole process and without acknowledging that the readers had an active role. Once Goodman started looking at how the construction of meaning from a text was a transaction with the author and the text by the reader, then characteristics emerged that determined the holistic process of reading (Goodman, 1985) with a blending of ideas from linguists such as Halliday (1976, 1985), Chomsky (1957, 1965, 1969) and Buck (1969), psychologists such as Piaget (1969, 1971), Vygotsky (1978) and Levin(1970, 1975), sociologists such as Wells (1973, 1986) and educators such as Bruner (1966), Venesky (1967), Ruddel 1965, 1968, 1974), Goodman (1972, , 1978, 1979, 1992, 1996), Burke (1972a, 1973), Watson (1979, 1987) and Flurkey (1997, 1998).

At the core of Goodman's developing theories about reading are his observations of students and their miscues in oral reading. Goodman worked with students' reading in a

clinical setting in the early 1960's and started to identify student's oral variants in print, or instances where expected responses did not match observed responses (Goodman, 1985). By 1966, he had determined that these readers were missing cues that should be used to guide word and phrase selection, that they were not merely making errors and that just listing the errors was not beneficial to either the instructors or the readers. He coined the word "miscues" to reflect the idea that the cues available to him/her during reading were not completely utilized to come up with the expected response.

Through his research, Goodman drew upon earlier educational theorists about reading being a process. As previously stated, even in the early 1900's, Huey presented his theories of reading as a process (Goodman, 1985). Viewing Huey's and other earlier theories as too restricted as they led to reading as a mere speaking of the text, Goodman drew upon other disciplines such as Halliday's linguistic and social interpretations of language and meaning (Halliday, 1975, 1978, 1985). Goodman (1997) states:

In *On Reading* I integrate my model with Halliday's language strata and functional systemic language analysis, particularly with regard to the relationship of wording and syntax in what Halliday calls the lexico-grammar. I came to realize why Halliday puts working on the same level as syntax. It's because in speaking and writing decisions about wording and syntax depend on each other (Halliday, 1985) (p. 597).

Goodman proposed a transactional sociopsycholinguistic model of the reading process in which he contended that there are three information systems that guide the reading: the syntactic cueing system, the graphophonic cueing system and the semantic cueing system (Goodman, 1984). Goodman delineated these three cueing systems as very

different schemas that prompt the reader's choices when reading both to build content and in comprehending the text at hand.

Syntax is the grammatical structure in the text, including features of the lexicon. Grammar is a way that the symbolic units in a language are used to represent meaning (Goodman, 1985). Sentence order is one main feature of syntax in English as syntax defines the patterns for agent and action. A reader must know morphemes, which are the smallest linguistic units of meaning that cannot be divided into smaller meaningful units, to identify person, number and tense in nouns and verb. Along with this, a reader must be able to identify function words such as determiners and prepositions which contribute to the sentence patterns. These words and the word order must match up to the sentence structure of the language in which the text was written (in this case, English) and comprise the syntactic features of grammar. The surface structure is represented by sentence structure, or grammar. However, Chomsky has long contended that there is an underlying or deep structure that represents meaning (Cook and Newson, 1996). Therefore, the author of the text must know and use grammar to make a comprehensible text for mutual understanding of his/her writing, but the reader, too, must be capable of utilizing these grammatical features in the text to recreate the text on various levels. If either the author or the reader lacks the ability (or desire) to make a grammatical text, then meaning, which is crucial to understanding and enjoyment of the text, is lost.

The graphophonic cueing system informs the reader of the relationships between orthography and phonology in print. According to Goodman, a text must be so well formed that communication can occur even without any direct contact between the author and the reading (Goodman, 1985). This can transpire because all orthographic systems represent

meaning. The text can be read by those who know the language. The set of relationships between orthography and phonology is one definition of phonics, but there are many variables to contend with between the oral and written language. The reader must address the complex graphophonic information systems of orthographic, phonological and phonic systems while reading.

The semantic cueing system regards the whole system in which language is a gateway to highly complex social and personal meanings for the reader (Goodman, 1984). The semantic system of language involves and represents intertwined social and personal meanings of both authors and readers. The author writes the text and the reader constructs the text for comprehension. The more knowledge that the author and reader share, which involves social and personal meanings, the more successfully the reader comprehends the text, which includes the surface meanings and the deep structures of the text. Although the author provides his/her knowledge in creating the text, it is the reader who responds with his/her set of semantics in response to the text (Goodman, 1985).

Steven Strauss (2003), a professor of linguistics and neurology, states:

...Kenneth Goodman fundamentally altered the way reading is understood. Adopting Chomsky's understanding of language use as a stimulus-free phenomenon, and noting that such stimulus-free behavior applies equally to both productive speech and receptive listening, Goodman advanced the revolutionary notion that these principles are equally applicable to written language. (pp. 168-169)

Goodman's transactional psychosociolinguistic theory of the process of reading appears to be constantly evolving. The identification of pragmatics in reading is a more recent observation that has led to the further evolution of his theory. Goodman notes that not

only does the reader have to understand inferences in the text, but pick up on when the author is using such elements such as sarcasm and humor and when the author is not (Goodman, 2005). Of course, this depends upon the background and culture of the reader to be aware of the intentions of the author within the context of the situation (Moore & Gilles, 2005). Without an interpretation of pragmatics of the text, Goodman (2005) contends, pragmatic meaning is lost. Insights can occur long after the text has been actively read with subtle meanings being revealed through discussion with others who have read the text or when internally contemplating the text long after it has been read (Goodman, 1985). The transactional reading model accepts that the text is necessary but not the total condition for a literary act in the transactional reading approach because of the importance of the reader's contributions through interpretation. The end result of integrating all these cueing systems is effective, proficient and efficient readers.

Effective readers read for meaning; that is, they capture the sense of the text as they read (Moore & Gilles, 2005, p. 8). Efficient readers make sense of the text that they are reading by using the least amount of energy. According to Goodman, (1994, p. 1114), efficient readers use the least amount of text information by utilizing their existing linguistic and conceptual schemata to make sense of their reading. Efficient readers are utilizing all the cueing systems to guide them while using the least amount of time and effort as they are reading (Moore & Gilles, 2005, p. 8). Proficient readers are those who use both their knowledge of language and their productive reading strategies in their transaction with the text (Goodman, Watson & Burke, 2005, p. 163).

Context is not linear with each phoneme or sentence building into a set of certain possible meanings from the previous words (a closed set); it is open ended with the reader

interacting with the entire text and his or her previous knowledge in constructing meaning from the text. Meaning making is more than the sum total of the previous words or sentences; in fact, a reader may miscue and still maintain meaning, especially if it is a high quality miscue in which meaning construction is not disrupted (Goodman & Marek, 1996, p.24). In this manner effective and efficient reading can still take place. Rosenblatt (1978) contends that the reader chooses responses from their own reading experience that are both regressive (from previous read materials) and progressive to assist in predicting upcoming words. It is when the reader is able to identify that the text is more than grammatically constructed sentences with socially accepted definable words that meaning occurs, with the reader getting into the deep structure rather than the surface structure of the text (Goodman, 2004). When a reader can orchestrate his or her knowledge base of all syntactic, graphophonic and semantic cues, reading with meaning occurs. The reader must utilize the three systems from the text along with pragmatic interpretations and integrate these with his/her own schemata to be transacted into meaning. Most important, as a distinction from earlier models, in this model a reader uses the least or fewest amount of visual cues to make meaning. Now, eye movement studies (Paulson & Freeman, 2003) confirm this statement that the efficient reader does use the least amount of visual cues for meaning making.

Rosenblatt (1978) described how the reader who engages in an interactive event not only the author and the text, but with the reader's past readings and his or her past experiences, beliefs and values. It is a transaction between the author's text and what the reader brings with him or her that guides the reader to the act of reading. As Rosenblatt states (1978), "Critical theory and practice both suffer from failure to recognize that the reader carries on a dynamic, personal and unique activity" (p.15). She further states,

There are many readers who have not recognized their interaction with the author and look at reading as decoding a text; certainly many may have never felt any type of communication with an author. They have not recognized their capacity to internally analyze, respond and react to text. They think that the ability to read is innate and that they have been denied learning that skill and could not read even if they tried hard and worked at it (p. 15).

These readers have a history of failure where they learned to expect that they had little or no control over their outcomes as readers (Wood, 1991). Some elements run through all these readers, in that many believe that there are mythic readers who can pronounce everything in the text and by doing so, are granted comprehension to the text, whereas they expect failure. Students who have learned helplessness often perceive any difficulties in reading as indicative of their own abilities, which they have interpreted as low (Qian & Alvermann, 2004). However, as Wolf and Bowers (1999) point out, rather than being all alike as they think they are, it is a fact that struggling readers are unique in their abilities that causes the confusion.

There may not be a single unifying explanation for students who do not enjoy reading. No one remedial technique, no “silver bullet”, will ever emerge to serve all or explain reading and underlying language difficulties. However, the key appears to be integration. Integration in this case is the ability of a person to be able to do a multitude of tasks of which processing phonological information is one, but it in itself is not a reading task. In opposition to decoding letters to sounds and identifying word frequency in disconnected events, it is the reader’s own linguistic and conceptual knowledge that leads to reading as a dynamic event (Goodman, 1985).

Other researchers (Coles, 1993; Strauss (2005) who advocate a holistic approach do not deny the phonological awareness difficulties; they look at phonological processing as a part of an integrated process and not as a prerequisite skill that must be mastered in isolation. In supporting the view that reading is a process, Strauss (2005, p. 5) quotes the National Council of Teachers of English which presented a position paper to the NRP in which their group stated that "...there is no fixed point in which we suddenly become readers." Until it is recognized that there is no fixed point that students become readers, reading programs that advocate a total focus on phonological skills in isolation will succeed in producing either ineffective or bored students. Those reading programs that concentrate on repetitive phonological drill in isolation will result in students whose expective failure inhibits them from learning, but will not produce students who are excited by the process of learning how to read.

Miscue analysis. Reading challenges do not have to be viewed as a disorder for students even when the reader may not read as quickly or as smoothly as the teacher, the parent, the tutor or the reader him/herself likes. As with most learning, reading can be visualized as a process, and "errors" can be seen as "instances of reading" as described by Ken Goodman, (Goodman & Marek, 1996, p. 21).

As stated earlier, miscues are at the core of Goodman's developing theories about reading. Miscues are unexpected oral responses in reading (Moore & Gilles, 2005). Once Goodman determined that readers were missing the cues that should have guided them in reading to the expected text in his reading clinics in the 1960's, he was better able to analyze why the readers chose those particular miscues. The word "miscue" reflected the idea that

the reader was missing the cues available to him/her during reading which resulted in unexpected response during oral reading.

Recall that there are three main information systems: the syntactic cueing system, the graphophonic cueing system and the semantic cueing system (Goodman, 1984) that guide the reader. When a reader can orchestrate the cueing systems, s/he can set up a hypothesis of what s/he predicts will follow while reading the text. S/he sets up a framework of alternative responses and utilizes the new elements from the cueing systems to test whether s/he needs to revise his/her predictions.

Once the cueing systems were identified, a system was needed to look at a reader during oral reading, to determine what his/her control of the reading process was and to describe that process. Goodman recognized that deviations of a read word were an “instance of reading”, not errors. He developed a method of analyzing the underlying processes that lead to the response, or miscue. Miscue analysis is a systematic approach in identifying where in the student’s process there is a breakdown in meaning construction (Bloome & Dail, 1997; Goodman & Goodman, 1981). The goal of identifying and coding miscues is to find patterns that guide the reader in the reading process (Moore & Gilles, 2005) and to compose a plan of teachings, that the reader will be more effective and efficient.

In a session of reading for miscue analysis, a passage of text is read out loud by the reader while the instructor and/or researcher records the reading electronically. While later listening to the reading, any word or phoneme substitution, omission, insertion, regression, reversal and/or self-correction that occurs is noted and analyzed by the researcher (Goodman & Burke, 1972). Goodman developed miscue analysis as the research tool to investigate oral reading behavior to analyze the deep structure beneath the expected response, which is the

text, and the observed response, which is the miscue. There are several procedures in which the teacher/researcher can analyze a reader's miscues; usually it is through some adaptation of the Goodman Taxonomy of Reading Miscues (Goodman, Watson & Burke, 2005).

Goodman's (1984) idea is that when a reader can tap into the knowledge base of all three cueing systems, reading with meaning occurs. This concept led to the development of a qualitative process of evaluating a reader's instance of unanticipated reading. Through miscue analysis, the researcher studies how the reader handles syntactic, semantic and graphic-phonetic information from the reading task.

Goodman's approach does not identify the deficits so much as it identifies where in the process the student needs more guidance or enrichment (Bloome & Dail, 1997; Goodman & Goodman, 1981). Further, the miscue is analyzed to see if the student self-corrects within the context of the passage while the student is reading and if there are graphic similarities between the miscue and the text. Certainly, the student is tapping into his/her schemata for word retrieval to read and/or self-correct from the context of the passage (Wolf & Bowers, 1999). According to Goodman, good readers select the language cues that are the most pragmatic and then make predictions about the upcoming text; efficient readers use the least amount of visual text to construct meaning. High quality miscues make sense of the print (Goodman & Marek, 1996) while low quality miscues result in unacceptable sentences (Goodman, Watson & Burke, 2005).

It is very important to note that miscues do occur as part of anyone's process of reading and that minimizing miscues, according to Y. Goodman, is not the goal (Goodman, 1997). She states:

Miscues are a natural part of the reading process. By placing a premium on error counts, a teacher begins to believe the minimizing miscueing behavior is desirable. Such is not the case. The number of miscues a reader makes is much less significant than the meaning of the language that results when a miscue has occurred. (pp. 534-535)

Therefore, miscues that maintain meaning are explored differently than those words that have little relationship to the target word. Rosenblatt (1978, p. 63) acknowledges the Goodmans' research with her own statements that misreadings are due to misleading predictions rather than the mistake of reading an individual word. In some cases, Rosenblatt states, the substitution of another word would have fit as well as the actual word in the text. The Goodmans describe how this would be a high quality miscue from which the reader could construct meaning.

These researchers state that many readers who define themselves as poor readers place the blame upon themselves. Even adult readers form misconceptions about good readers, formulating an impossible scenario of the mythical reader who never has to figure out a word, who reads quickly and precisely and comprehends the semantics, syntax and concepts in text as soon as they are presented. Another misconception is that anyone who cannot process this information through text simultaneously while reading is seen as falling short of an (impossible) standard of the mythical reader. Of course, this is a misperception about good readers. Good readers make miscues in reading aEnd may read very slowly, but they comprehend what they read and have confidence in themselves as good readers (Goodman & Goodman, 1981). Good readers select the language cues that are the most pragmatic and then make predictions about the upcoming text.

Rosenblatt (1978) writes that the experienced reader ignores irrelevant or confusing referents and that relevant referents are evoked seemingly without conscious selections and s/he has a facility of sorting relevant from irrelevant ideas. Through a dynamic literary process in interacting with the text, the reader selects, revises and expands upon the possibilities the text offered as stimuli. The experienced reader understands that some miscues signal acceptable possibilities while others do not. While Rosenblatt acknowledges that the restating of the text is comprehension, she lists that as efferent reading because the reader carries away specific ideas or meaning after the reading Rosenblatt (1978, p. 24). She wants to take the reading process further into meaning-making through aesthetic reading where the readers paid attention to the feelings, beliefs and associations that were evoked while they read (Rosenblatt, p. 25).

Effective readers will reprocess their miscues to make corrections when their predictions do not match the schemas that they have created for the language cues. The theories that guide miscue analysis are effective by making sense of the text, rather than the theories that rely upon drilling in isolation on skills that may have been already learned before entering school and that do not relate to the text when segregated from it. Goodman's model recognizes the strengths of each reader and teaches by building on them positively (Moore and Gilles, 2005)

Essential to miscue analysis is the retelling of the reading material, which may indicate the background information of the individual student and does demonstrate how s/he integrates language systems when reading (Goodman & Goodman, 1977). The reader analyzes the text and synthesizes the material from his or her own perspective, involving both comprehending and comprehension. As Goodman (1985) states;

Comprehension, at some level, is always the end product of any act of reading.

During the reading the reader is engaged in comprehending, that is, trying to make sense of the text. This distinction between comprehending as process and comprehension as product is important and useful (p.831)

In every retelling, a different text is generated than the original one and is unique to the comprehending of the reader as a consequence of his or her reading strategies. A listener could be exposed to what the reader created internally while interacting with the text through the retelling of the story, which is a key feature in miscue analysis. This retelling is the reader's effort after the reading and reveals the comprehension of the reader (Goodman et al, 2005).

Retrospective miscue analysis. Retrospective Miscue Analysis (RMA) is a procedure in which a reader is guided through the method of identifying and analyzing his/her own miscues, those instances of oral reading in which an unexpected response is read rather than the text being read (Goodman & Goodman, 1994). Developed by Worsnop in the 1970's (Goodman & Marek, 1996; Worsnop, 1980), RMA became a way of honoring what the reader knows about him/herself to enhance his/her listening comprehension level and cueing systems in collaboration with an instructor. It is an instructional tool that reveals what the reader is did during an unexpected response (Goodman, 1984) and what s/he believes s/he was thinking. Through this strategy, readers reflect upon their own reading process. It has been seen that often these explanations regarding a miscue do not always fit the facts. The reader may describe a miscue as not being similar to another when, indeed, they are very similar: for example, "want" vs. "went", are graphically similar, but a reader may state that they are not. Conversely, the reader may describe the miscue as very similar to the text when

they are wildly disparate in sound and in meaning. The reason for this confusion can be seen in how the reader perceives what happened during his/her years of learning literacy and what strategies the reader developed, no matter how ineffective or inefficient, to aid in his or her reading progress. Recall that being effective is making sense of the print while being efficient is using the least amount of text to achieve meaning.

As a person becomes a reader, s/he begins to incorporate certain strategies about how to approach reading and to develop certain theories about the reading process.

Unfortunately, these internal notions about the process of reading may hinder him/her as a reader. The reader may be unaware originally about a miscue and why it was chosen or the reader may be thinking the miscue is merely right or wrong. RMA is a tool that can offer a reader an opportunity to investigate the reader's theories through discussion of his/her miscues and how contextualization cues subconsciously guide them in the reading process. Knowledge is gained from the organizational framework of the miscue analysis codes, based on the cues, which lends better understanding of the transactional nature of the reading process (Moore & Gilles, 2005). Once the readers understand how to identify their miscue-making, they can engage in a self-analysis and appraisal of their own miscues by explaining what was behind their guesses, predictions and inferences when the miscue occurred (Goodman, 2005).

With RMA readers are encouraged to examine and judge reading miscues to make sense from text (Goodman & Marek, 1996; Goodman, Watson & Burke, 2005; Moore & Gilles, 2005). The questions are 1. Is this a syntactically acceptable sentence in English with this miscue? 2. Is this sentence semantically acceptable? 3. Is there a meaning change with this miscue? 4. Was there a correction? Only if the sentence were syntactically and

semantically acceptable or have a correction, are meaning construction and grammatical relationships analyzed. The next questions are: Do the expected response and observed response have graphic similarity? 5. Do the expected response and observed response have sound similarity? The participants respond to this guided learning by sharing their own interpretations with the teacher. Although the questions above guide the teacher or researcher in an inventory of the reader's miscues, it must be recognized that this summary of the data does not reflect all the reading information (Goodman, Watson & Burke, 2005, p.171).

The role of the teacher or the researcher is to be the one who guides the readers during RMA. Once the person in the role of teacher has introduced miscue analysis and the reader demonstrates comfort in the language of the transactional theory of the process of reading, the teacher encourages the reader to identify and judge his or her reading miscues and to determine meaning making from the text (Moore & Gilles, 2005). Initially, the reader is dependent upon the teacher to identify the quality of the miscues and the meaning-making strategies used in reading, but the goal of RMA is to allow the reader to ultimately describe to the teacher how he or she is categorizing the miscues and is constructing meaning from the text.

RMA allows the student to be guided in the reading process rather than to be engaged in top-down instruction of reading. The readers need to be coached, initially, in RMA, then learn to describe the personal feelings and significance which are evoked from the text. The reader must have a dynamic interaction with the text on multiple emotional and linguistic levels. If they do not react to text, if they have little desire to interact, they do not see the story unfold and lack curiosity in seeing the text through (Rosenblatt, 1978). Readers are

next allowed to synthesize this information about their interaction with the text into their schemata; that is the difference between transaction with the text and a mere decoding the words of the text. Therefore, instead of being self-conscious about their phonological awareness skills, readers come to value themselves as good readers (Goodman & Goodman, 1981; Goodman & Marek, 1996; Bloome & Dail, 1997, Goodman, 2005).

Valuation comes about because the teacher and the readers in RMA accept that the reader knows his/her subconscious responses to the text better than anyone else and need to be encouraged to voice these. No one can tell the reader what s/he is thinking when an instance of unexpected response occurs, but the reader can be guided through the process of what led to the miscue. In RMA, the reader starts to try to explain what s/he was thinking rather than guess what the teacher wants (Moore & Gilles, 2005). The reader is recognized as the pivotal person in his or her reading, and his or her description of what s/he was thinking during the time of the miscue is elicited. Simultaneously the entire process of reading is shared with the person interested in becoming a better reader (Goodman & Marek, 1996). In this way the reader develops a belief in his or her ability to control his/her outcomes (Wood, 1991) and begins to accept his/her own value in the reading process.

RMA for struggling adolescents and young adults. The history of RMA with secondary learning began as early as the 1970's (Goodman and Marek, 1989). Worsnop (1980) worked with struggling adolescent readers, as did Watson (1978) and Marek for her dissertation (1987). By the mid-nineties, research had been published about using RMA for middle and high school student (Costello, 1996; Worsnop, 1996). Research involving RMA and postsecondary readers is sparse (Paulson, 2007, p. 10).

There are studies that cite benefits in using RMA with secondary and postsecondary struggling readers (Worsnop, 1980; Costello, 1992; Germaine, 1998; Moore & Aspegren, 2001; Paulson, 2001; Moore, R.A. & Gilles, C. 2005; Paulson & Mason-Egan, 2007; and Paulson & Armstrong, 2011). Paulson and Mason-Egan (2007) state that for these learners that self-evaluation becomes an important part of their education because it involves them in their own learning (p. 3) as they discover for themselves their own miscues and discuss them (Ericson, 2001, p. 116). Adult learners benefit from the RMA process because the language incorporated in the RMA sessions becomes a social activity and adult learners are eager to express themselves in such a learning environments (Lewis, 1995, p. 4). The discussion between the teacher/researcher and the reader is focused on the adult learner's miscues and about the process of reading which has the potential to promote the postsecondary reader's thinking about strategies he can use in the complex process of reading (Paulson & Mason-Egan, p. 3). These researchers state that through discussions in the RMA process that adult learners can start to, "... redefine themselves as readers and gain a new understanding of the strengths they bring to the reading act, strengths like syntactic knowledge, semantic knowledge, world experiences, and so on that are crucial parts of reading" (p. 4).

Adult readers bring meaning to the language of the text through their life experiences (Brockman, 1994, p. 15). They respond better if their background knowledge as learners is activated in the learning process and if their interests are engaged as they have to make personal connections with the text (Vacca, 2006, p. 56). These learners use these experiences to construct and communicate meaning and are often not patient with the isolation of the components of language and the sequential theories of learning reading to which they have previously been exposed (p. 17). Adult learners seek to learn ideas that they can use in their

everyday lives, such as learning the model of the transactional reading process and using it after the RMA sessions have ended.

RMA as a methodology for teaching reading to struggling adolescents and young adults began as early as the 1970's and continues today. More research is needed in this area for postsecondary students, but there are key studies available that offer insight in this vast area of education.

Incarcerated young adults and RMA. Very little research is available on incarcerated youths or adults and the use of RMA as part of literacy instruction. However, as early as 1980, some educators in the prison systems note that literacy learning through whole language elicits strong responses from inmates (Lewis, 1995, p. 5). Moore, who will be quoted often in collaborative retrospective miscue analysis, is part of a RMA case study with Aspegren, a language arts teacher at a juvenile corrections center where the students are 14 to 23 years of age (Moore & Aspegren, 2001). One youth was the focus of this study and was empowered by the RMA sessions that assisted him on identifying and building his reading strengths. He was able to learn an abbreviated version of the coding system of miscue analysis and was guided into identifying his reading strategies by the end of seven weeks, only three which were spent in RMA sessions,

Laster (2008), a former teacher in prison schools, was hired as a professor to provide professional development in the form of reading instruction to teachers of a school for incarcerated youth (ages 12 to 21 years). She delineates a wide variety of techniques that are not all tied to the transactional reading process (p. 94). Of her many techniques that she shares, though, she provides training on miscue analysis with its analysis of the strategies that the youths used in reading. Her objective is to have the teachers focus upon meaning

construction with comprehension being the goal of reading (p. 101). She specifies that she explains Goodman's language cueing system to the teachers to enable them to look beyond phonics instruction when working with these young men. Ultimately she is able to have the teachers, "...confirm their observations that adolescent literacy is a complex, multi-dimensional and developmental process..." (p. 109).

A further caution that Laster provides addressed assessments of adult learners in prison. She advises that traditional assessment must be dynamic and ongoing (Laster, 2008, p. 100) with informal assessment techniques (p. 95) that focus on what the youths can do rather than what they cannot do. In another study about literacy events and prisoners, the authors (Tuijnman, Kirsch & Wagner, 1997, p. 62) maintain that since so many of these inmates are very transient and react poorly under stress, formal assessment is not always possible and indirect assessments such as adult self-assessment on questionnaires on literacy are often unreliable.

Muth (2007, p. 3), in a study of the assessment of 120 English language literacy learners in seven federal U.S. prisons, acknowledges the difficulty of determining whether or not the first language is English and the difficulty of defining the term "reading comprehension". He maintains that the term reading comprehension can refer to a specific meaning component of reading such as the strategies (which he calls skills) of predicting, scanning for information and what he calls "look backs" (p. 13). He states that these strategies serve to assist readers in reflecting critically on reading and monitor for understanding. After a comprehension quantitative analysis of assessments, one of his conclusions was that alternative assessments, such as miscue analysis, should be examined (p. 12).

All these studies indicate that training in miscue analysis and RMA can be successful with adult, incarcerated males. There is a caution in the studies, that both pre and post testing is a concern and that traditional assessment may not be the best way to assess their reading capabilities.

Collaborative retrospective miscue analysis. Perhaps one of the most exciting developments in recent miscue analysis research and implementation is the emergence of Collaborative Retrospective Miscue Analysis (CRMA), which is the natural progression from a one-on-one collaboration between an instructor and one reader to an instructor and more than one reader. CRMA became an extension of RMA by combining two to six readers in small group settings. Although as early as 1980, Worsnop stated that in CRMA the instructor can guide not just one, but more than one or even several readers through the RMA method (Worsnop, 1980), it is generally accepted that CRMA was piloted by Sarah Costello in 1992 (Costello, 1992; Moore & Gilles, 2005). CRMA is a collaborative effort among readers assigned to small groups to engage in discussing miscues and retellings of the text without the constant control of the teacher (Moore & Gilles, 2005). In this way conversations are directed by the readers with the goal of granting greater independence and confidence in readers in order that they will discover more of themselves and the reading process. CRMA is reader/student directed, rather than teacher directed, which grants the ability of the teacher to move back and forth away from the activity and to observe the sociocultural practices of the participants and grants the readers the responsibility of the group discussions (Moore and Gilles, 2005). Student-centered learning is particularly well-received by adults as opposed to learning imposed by authorities outside of the classroom by packaged programs (Lewis, 1995, p.2). In student-centered learning, the teacher's role

initially is to guide the readers in identifying and judging a wide range of miscues and the quality of the miscues. The teacher can guide the readers through this area by helping them describe what strategies they used in their reading and how effective these strategies were in constructing meaning from the text (Goodman & Marek, 1996). The inmates, as adults, would not expect to be self-directed completely in this task, but would not accept someone who is an autocrat and does not accept the adult learner's capacity to describe his progress in learning (Lewis, 1995, p. 4).

CRMA groups can be as small as two readers; Goodman (2005) has his readers work in pairs. In small group instruction the readers must have socially constructed shared definitions (Gee & Green, 1998), reflective of the transactional reading process and of miscue analysis. Therefore, it is necessary that readers first have exposure and guidance in RMA and its procedures and understand miscue coding, guided by the teacher, before engaging in CRMA. Because readers must first engage in RMA sessions, they display an understanding of the language of miscue analysis and are able to contribute to discussions about miscues.

Rather than just listening to recordings of themselves and explaining their moments of thinking to an instructor, the students develop social skills in CRMA by listening to one another's miscues (or sometimes a stranger's miscues on a recording) and by supporting one another in identifying and categorizing their own and other's miscues. By being in a group focused on a specific task, they can hold each other accountable (Green & Waiet, 1981), in this case discussing miscue analysis while building a model of the reading process through construed local or situational meanings, based on their construal of the text and their past experiences. Adults in learning environments often demand that their learning suit their own

purposes and expect the teacher to be a facilitator (Lewis, 1995, p.5). To this end, participants of a group are expected by the other adults to ask questions, take part in decision making and, once they learn the language of miscue analysis and transformational reading, guide their own actions of miscue analysis. Recall that the questions revolve around whether or not the sentence with the miscue sounds like a sentence in English, if the resultant sentence makes sense, if there were a meaning change, or a correction. Only if the sentence sounds like a sentence and makes sense or is corrected can meaning construction occur along with grammatical construction, but the participants could look to see if the expected response and observed response sounded or looked the same. Thus, it is possible to identify through their display of talk and actions, the principles guiding their practices within and across the identities and actions that they constructed (Gee & Green, 1998).

CRMA begins as teacher-directed with the teacher providing guidance about miscues and asking questions to develop the language of miscue analysis; mid-way through a group of RMA sessions, the teacher and the readers create the questions and then the teacher withdraws to allow for the readers to take over the conversations and to grant the readers ownership of the group by becoming their own teachers and by taking control of their learning (Moore & Gilles, 2005). In this way, the teacher is not the only source of instruction, which is particularly attractive to adult learners (Lewis, 1995, p. 4). Each reader can then become a teacher by articulating his/her thoughts. The readers' comments represent their interpretations of the readings, from the first tentative individual interpretations to their final readjusted framework of meaning, they begin accepting alternate constructs from other participants (Rosenblatt, 1978). Confidence increases along with their comfort in expressing their ideas of meaning making and self-corrections (Moore & Gilles, 2005). Although the

teacher is not in complete control in CRMA, group cohesiveness and trust must be established in order for the readers to feel comfortable in explaining their ideas about the reading process. It is the teacher who is responsible for structuring group activities that provide continuity across the group in terms of maintaining trust to courage discourse. The teachers mediate and direct attention back to the discussion when readers become reticent to share or agitated within the group.

Group work is a way to have readers share their problems, their beliefs and their strategies as readers. Adult learners want to have their own interests, desires and need referenced in the context of learning (Lewis, 1995, p. 4). The readers have to be or learn to be confident enough to be pushed outside their comfort zone to take greater risks by participating creatively and by accepting criticism in a peer group (Rosenblatt, 1978). When they engage in discussions about the text, they are actually expressing their own internal questions about the reality of their own reading (Goodman, 2005). To do so, the readers need to pay close attention to the ideas and images of the others' responses to the text and to their own. By adding their personal feelings evoked from the reading to the activity, they are changing their old self-image of passive readers (Rosenblatt, 1978). Their own beliefs and previous experiences add to the cultural knowledge of the group and become a communication resource of those individuals which reflects their subgroup and the greater group of society (Gee and Green, 1998). In this way it is important to remember that the group is not just a group as a whole, but is comprised of individuals within the group and that through their discussions, it is possible to see what they construct together and how they view the actions of others as each person constructs, modifies, selects, checks, terminates and recommends theories, thoughts and ideas (Green & Waiet, 1981). In the group, readers can

learn and resonate with the reasons readers make miscues: that the author is unclear, that the reader states the text in his own personal way, that the text is misleading, or that background experience caused the reader to alter the text (Moore & Gilles, 2005). Once they realize that there are no absolutes in interpretations and began to hypothesize why the others made miscues, they can describe their own thoughts about their own miscues and defend each other's miscues. Even if someone rejects someone's miscue as inefficient or ineffective and rejects the resultant text, those negative values are part of the group experience because the discourse prompts a re-evaluation of the message of the text (Rosenblatt, 1978).

This process of a group generating acceptable types of solutions to the problem that is posed occurs if there is a basic trust in the group (Moore & Gilles, 2005). Patterns of acceptable interaction such as turning to a friend for a shared encounter of a text, to someone whose attitudes they respect or to someone with a sophisticated enough background of having read other texts, are based on individual participants' roles in the various construction of the context (Green & Waiet, 1981; Rosenblatt, 1978). Even when someone has interpretations that seem remote to others in the group, that person could emerge as a model as long as the others are interested in what s/he has to say about the text (Rosenblatt). The participants must desire to discover their own patterns or frameworks. This allows for what Green and Waiet call "unfolding instructional conversations" (p. 168), which become more than a verbal exchange of ideas, opinions, observations and beliefs, but become meaning and context-bound. The text can give rise to a personally meaningful transaction, through discourse, of personal significance as the participants within the group engage in identity building over what roles and relationships are constructed by or signaled by the others (Gee & Green, 1998).

Tremendous social forces are behind the CRMA technique as readers explain their own attitudes, beliefs and thought processes to fellow readers in a group. They engage in a language event in which various conversational and written texts are being transacted. This event is a social construction of past, current and even future texts and related actions which become a cultural resource to the group (Gee and Green, 1998). These social actions and the resultant processes are actively constructed among the members (Green & Waiet, 1991). This constitutes a sociocultural activity as each person's expertise, beliefs and inferences make each one interconnected at the same time the individual's comments are unique. Each reader is his own subgroup as an individual reader, with his own values and elements to which he responds, but he also has to move back and forth from being a unique outsider with his own ideas to being an insider within the group (Gee & Green, 1998). The sociocultural nature of a group gives a very local or situational analytical process to the miscues and the reconstruction of meaning of the text. There is, among the participants in this study, a shared cultural subgroup of the participants being incarcerated. Dialogues with the teacher/researcher and the other students also reveal the cultural knowledge of themselves individually and of their group as a whole. Group members can be expected to hold each other accountable in their analysis of the miscues and the resultant text, and a climate of respect for one another has to be maintained in order to even engage in this activity (Gee and Green, 1998, Moore & Gilles, 2005). This process is taught to them through the model of the teacher asking questions and eliciting responses from each reader in the group (Goodman & Marek, 1996). Green & Waiet (1981) contend that it is necessary for the researcher to examine the participants' interactions while they are jointly constructing the texts they read and to describe the hierarchical structure being used within the group. The role of the teacher

in CRMA is not only to guide the direction of the discourse while eliciting their ideas and comments, but to recognize that each group activity is situationally specific and cannot be predicted or controlled outright (Gee and Green, 1998). The orientation of the world held by individuals and their individual acts within the context in relationship to others is often exposed in a group. It is this interaction, the basis of my study, which provides access to meaning making within the group.

In the beginning of CRMA sessions, readers are often self-conscious as they try to explain and interrogate their miscues. The readers, through a linked network of discourse, must examine the cultural models, social practices and discourse practices of the whole group (Gee and Green, 1998) while they are simultaneously challenged with building new tasks of meaning-constructions of the text, transactional reading models, and the identities of their fellow readers as people who have learned the language of miscue analysis. By cultural models, I mean a model that is based on the shared background of each reader, such as the model of a reading lesson that they have all experienced in their different elementary schools. Each peer asks questions of the other readers' models of reading and strategies (Moore & Gilles, 2005). The others share ideas with the understanding that appropriate participation does not have to be completely consistent within the group (Gee & Green, 1998). One reader may share a lot of information, while another may contradict that person's statements; this is all part of the process of sharing. They link their knowledge to form more complex models to guide their knowledge, their interpretations and their ability to make inferences through revisions and expansions contributes to the process of building a cultural model together (Gee & Green). Therefore, while originally readers are less articulate about how they structure ideas or values in interpreting the text, later they are more comfortable in clarifying

their assumptions and values (Rosenblatt, 1978; Worsnop, 1980; Costello, 1992; Germain, 1998; Black, 1999).

Cultural model of the group. Gee and Green's Cultural Model of the Group (1998a) defines a cultural model as a model that people create through the cultures in which they interact, whether it is a dominant culture of society or a small, familial culture. A cultural model is created when a group of people come together who have some shared beliefs or values and use these similarities to create a model or idea of some cultural aspect. This can be the cultural model of a political entity such as a city or of a health facility such as a hospital or of a theoretical idea such as the concept of space. In this case, the readers have similarities in their background of all coming from public school settings in which they have a model of the reading process that is linear and based strongly on graphophonic teaching.

As Gee and Green (1998a) state,

Cultural models are usually not stored in one person's head but are distributed across the different sorts of 'expertise' and viewpoints found in a group (Hutchins, 1995; Shore, 1996), much like a plot of a group-constructed (oral or written) story in which different people have different bits of information, expertise and interpretations that they use to contribute to the plot being negotiated. Through this process of joint-construction of text, then, members construct local meanings that they draw on to mutually develop a 'big picture'. (p. 123).

During the initial RMA sessions this model is very apparent. Slowly, as each reader accepts new strategies for reading and methods to construct meaning from the text, they accept new elements that they share. When they come together as a final CRMA group, they share and contribute to a new cultural model of reading, one that is based on the transactional

reading process. It is a different cultural model within the group that is constructed when all the readers negotiate meaning of the same text (Rosenblatt, 1978). Together the readers begin to form new cultural models, to use different social language, to understand what identities they do or do not take on, and to utilize these when they relate to the others (Gee and Green, 1998).

Construction of a new model reflects the culture of the group (Greene & Walle, 1991). This is particularly important for incarcerated youths who need to negotiate a new cultural model of reading together. Muth, (2007) acknowledged that there are many cultural barriers between teachers and students in prisons (p.11). The researcher as participant/observer has to guide the inmates in constructing the reading model while recognizing that she is not part of their collective culture. These adult learners need to see the usefulness of this cultural model of reading as it applies to their everyday lives after the RMA sessions have ended (Brockman, 1994, p.17). It is this collective construction of the process of reading that assists the incarcerated youth in their current situation of prison life and beyond.

This new model of reading has to be learned, accepted and constructed by the readers. The reader analyzes the text and synthesizes the material from his own perspective creating a different text than the original one; this resultant text is unique to the reader. The active communication between the author and the reader is different from the original text, which is revealed as each reader discusses his feelings and ideas from the text (Rosenblatt, 1978).

This view of a reconstructed text can reflect a culture model of a group of readers that becomes a further resource other than each reader's own interpretations. Each reader individually and the group collectively are able to draw on previously constructed cultural models to guide in their participation of the current literacy activity (Gee & Green, 1998).

Many readers do have similarities in their educational background, however, because the readers do not have the exact same model of reading, they need instructional conversations (Green & Walle, 1981; Green and Harper, 1982) that they would all share in order to create their collective and distinctive reading model through their discussions. Although incarcerated youths come from different cultural models, they all belong to one collective model as male inmates. This collective cultural model provides any group with a unique resource (Gee and Green, 1998) to call upon for their meaning constructions for the text presented.

Case studies. Research in RMA often has a case study focal point of a single participant (Paulson & Mason-Egan, 2007, p. 8). A case study design is selected for this study because each participant is distinct and varied; a case story format can focus upon issues unique to each individual (Merriam, 1998, p. 34). In this way, the individual's process can be determined while he is exposed to a technique that others are learning, also (p. 37). As the variables will be different for each learner, the case study can put a boundary around each individual and can concentrate on each one's individual progress. Information about each of the participants is gathered from various sources with the information encapsulated by the boundaries of a single case (p. 27).

Case studies appear in many of the miscue analysis studies; Germaine uses case studies to compare the progress of the four students in her dissertation about a collaborative retrospective miscue analysis approach in a classroom (Germaine, 1999, pp. 12, 37). Black, 1999; Castello, 1992; Davenport, 2002; Goodman, Watson and Burke, 1987; Goodman and Marek, 2005 and Moore & Aspegren, 2001, among other researchers, use case studies to emphasize theories for their research. These case studies are consistent with research in education; particularly useful in RMA studies is the evaluative case study which includes

description, evaluation and judgment of the qualitative and quantitative data presented (Merriam, 1998, p. 39).

A case study provides a synopsis of the data of a reader exposed to miscue analysis and the transactional reading process. The individual data of the retelling of each story, the initial and exit interviews, the miscue analysis coding forms and the participant's discussions can yield a profile of each readers and his use and understanding of strategies (Goodman, Watson & Burke, 2005, p. 186). Coupled with the participant's discussions with the researcher assuming the role of participant/observer (Merriam, 1998, p.101), is what Merriam calls purposeful and theoretical sampling (p. 67) of interviews, observations and analysis that can be used to determine if a reader is using the language systems, what type of miscues patterns are consistent, what reading strategies he uses, and what information emerges from his retelling. The end result of this study builds the theory of what we can learn when we teach retrospective miscue analysis to incarcerated youths as few theories are available. The theory emerges from the data collection and analysis (Merriam, 1995, p. 99).

Even though each reader is exposed to the same program individually, it is when they are compared as case studies that differences can be determined in each participant's progress and interpretation of the reading process. For my dissertation, inmate-peer discussions along with the researcher's interactions with the inmates can be more evident in the comparisons of each case study as a case study provides an intensive study of a particular social unit (Merriam, 1995). Through a case study format, the data should clearly define each participant before focusing upon the social interactions of the final group.

Struggling readers. Struggling readers (Moore & Gilles, 2005, p. 5) are those readers who are either not doing as well as they think they should or as someone else thinks

that they should (Goodman & Marek, 1996, p. 15). Once outside forces influence him or her, such as previous teachers and the use of inadequate learning strategies, a reader feels that s/he lacks the capacity to succeed and reflects that learned helplessness (Wood, 1991). The person defines him- or herself as a struggling reader. Each struggling reader has learned to mistrust his or her own reading strategies and has become dependent upon others (Goodman, 2005, p. 61). Readers identify themselves by how they fit into the spectrum reading from being those who read well to those who need improvement, or as proficient and non-proficient readers (Goodman, 1996a, 2004). Readers with low self image of themselves as readers read without purpose and become discouraged while reading or fail to make personal connections with the text (Vacca, 2006, p.57).

Ken Goodman (2005) states that

...there are lots of ineffective and troubled readers and writers. You can easily recognize them. They are often in conflict with themselves and are usually their own worst enemies. By now they try to read and write their by busily attacking words and looking up spellings. They mistrust their own language strategies and become dependent on teachers to tell them what to do as they read and write. They are reluctant to take the necessary risks, with the result that their reading and writing looks far less competent than it actually is. They believe that everyone knows they are literacy failures, and they act the part. (p. 60).

Goodman continues on to state that these struggling readers think there are two types of people in the world, those who can read and those who not only cannot but never will.

Worsnop (1980) concurs:

Adult learners often come to programs after years of reading instruction. Many have been through the traditional visual and phonic drills for year after unsuccessful year and are not lacking in these skills. They had mastered them completely, but they are not able to make those skills do the job of reading. During all these years of frustration these students have watched their classmates, who received the same instruction, apparently succeed in making the skills do the job of reading. The result is the development of a negative self-image. After all, if other students could succeed, the reason that they themselves did not succeed must have been and must be because of some 'fault' of their own (pp. 36-37).

Vacca (2006) states that for secondary students their personal belief in their own competence and text comprehension are situational (p. 56) and varies with the subject matter of the text. The reader's self-confidence or revaluation is a shift from someone who views himself as a struggling reader to a person who defines himself as a reader (Marek & Goodman, 1996, p.203). Only through a change in attitude and use of strategies can cause the reader to gain the self-confidence in learning to trust his own language strategies in making sense of what he read without resorting to sounding out words (Goodman, 2005, p. 60). While previously the reader felt guilty about using his own comprehension and expression strategies, this new attitude shift actually enables the reader to enjoy his reading (Goodman, 2005, p.61).

Before being exposed to CRMA, readers may have struggled with reading and may have already given up about their reading progress because they had misconceptions about reading and did not accept reading as a meaning making process. According to Gee and Green (1998), it is possible to see backwards in time to previous events, such as the learners'

experiences in being taught reading in primary and secondary schools, that the readers bring into the study through their discussions. Moore & Gilles (2005) contend that the reader's childhood exposure to experiences with reading instruction may be evident by the readers' use of their strategies when coming across an unknown or difficult word in the text such as sounding out the word, skipping it or asking a teacher. Moore & Gilles further state that readers often did not learn from their miscues and did not have access to the new strategies they could have unearthed from discussions with the teacher. Many adults were passive learners with negative self-images and were uncertain about how they could progress to being more efficient readers (Paulson & Mason-Egan, 2007, p. 2).

Through CRMA struggling readers come to a point where they feel comfortable enough to reveal their own strengths and weaknesses in reading, which can change their reading behaviors by changing their beliefs and assisting them to learn to revalue themselves (Green & Walleet. 1981). Even when faced with challenges in their discussions, they become resourceful and persistent (Wood, 1991). It is this realization of the reader that he possesses the strategies that lead to making sense of his reading that transforms the reader into a learner who can take charge of his own learning (Marek & Goodman, 1996, p.203). Once he creates meaning for himself by interacting with the text, the reader adjusts his reading strategies to value himself as a learner (Goodman, Watson & Burke, 2005, p. 39). A valued reader succeeds in escaping the learned helplessness that he carried with him. Even in the prison system, engaging an inmate in literacy learning can contribute to his moral development (Lewis, 1995, p. 5).

A reading process must allow reading to empower readers. Moore and Gilles (2005) state:

As the responsibility of the group is released from the teacher to the students, ownership increases. The students feel that the group belongs to them, not the teacher. As students learn about their own reading processes, and become stronger readers, they are empowered and revalued. Empowerment is the real benefit of RMA and CRMA. Success begets success; empowered readers want to read more (p. 69).

The transactional reading process as approached through collaborative retrospective miscue analysis sanctions this attitude of the reader's own participation in the complexity of reading. Talk is a motivator for students (Moore & Gilles, 2005, p. 4) as they want to share their ideas and their beliefs. This is true of adult learners, also, who appear eager to express themselves in learning environments (Lewis, 1995, p. 4). As they talk about the reading process, many adult readers discover that they know more about themselves as language users than they had previously thought (Paulson & Mason-Egan, 2007, p. 4) and can redefine themselves as they discover the strengths that they bring to the act of reading. These acts aid in building the confidence of adult learners as readers.

Applications for the Research Literature to This Study

The research literature presented in this chapter included research on the transactional model of reading, miscue analysis, RMA and CRMA, postsecondary learners, prisoners as learners, struggling readers, valuation of readers and construction of a shared cultural model of reading. Each of these areas of research has a direct impact on the present study. The research on miscue analysis, RMA and CRMA offered a history of the development of these areas and offered information about past and current analysis regarding similar studies to this one. The research on postsecondary learners, particularly those in prison, provides evidence that all readers can learn from the RMA techniques. This concept is supported by the

research on struggling readers who come to value themselves as readers and upon the creation of a cultural model of reading in a prison environment.

Chapter III

Design, Methodology and Procedures

This chapter will describe an overview of the study which examined the discussions about Retrospective Miscue Analysis (RMA) conducted by the researcher with six incarnated adult learners in 2007. The setting in which the study took place, the selection of the participants, the design of the study, the instruments used, the manner in which the data were collected and analyzed are provided. The last section reports how the findings of the study are presented.

Description of Setting

The Detention Center. Seventeen miles from a large southwestern city lies the turn-off that leads to a metropolitan detention center, just beyond the “nine-mile” hill climb heading west from the city. Once you exit and turn left, another left would take you to a gas station/convenience store; large trucks head this way and return back onto the freeway. Turning right heads west and to a long road parallel to the freeway; a few dump trucks head west and some return. After four miles, the road appears to end; turning left again and heading past a speedway race track (which was never occupied), yields an exit that leads to a county dump site. The dump trucks turn here, but continuing straight leads into the metropolitan detention center where I conducted my study.

The detention center looked as one might expect: flat, gray, sprawling with chain link fences topped by barbed wire. Certainly, the intent was not to exude an inviting atmosphere, but it does not look as bad as a state or federal penitentiary where you might see guard towers with guards and weapons. The administrative section of the building actually sparkles with glass windows; inside, a long desk greets visitors. Visitors were entering or leaving no

matter what day or hour I came. Usually, people manning the desk were polite, but harried, trying to multitask in a business that demands accuracy. Once, I had someone who refused my badge, but I did manage to convince him to call someone inside the offices who came to escort me into the restricted area.

Due to security reasons, visitors are prohibited from taking purses, wallets, lip gloss, hand lotion, keys, cell phones or anything else into the detention center. I had to obtain special permission to take in two tape recorders, books, paper, pencils and notebooks. These items were examined by those who were at the administrative desk each time along with my pass to allow such contraband.

A small swing gate was activated to allow me to enter past the waiting area; someone had to accompany me past the waiting area to an electronically locked door. Once the electronic door was opened, I was on my own to maneuver into the main sally port, which was the entry point into this secured facility. A locked door opened allowing entry into a center room, then the door behind closed and locked. Only when both doors were secured could the other door open. To gain access to the various areas, I had to enter this initial sally port, sign in as a volunteer, go through an electronic security arch within the secured area similar to an airport which meant leaving my papers and tape recorders, pick up all of my equipment once going through the arch and wait for the inside sally port gate to open by rolling down its track. Only then was I free to turn right (turning left led to the isolation and medical units) and travel down a long corridor to the pod to which I had been assigned. I met a few guards in the middle of the aisle who usually did not make eye contact and orange-clad inmates who walked against the walls with a tag delineating their destination on their front and their hands behind them.

The incarcerated youths were all selected from one pod which was a two story area surrounded by cells with a central officer (CO) at a control panel. The CO could allow access into the pod from the sally port, and grant permission to leave. He controlled locking up and releasing inmates from their cells. There were tables with connecting benches that were seen at public outside eating facilities, some small rooms off the common area, a large screen television bolted high on the wall, and upstairs, the bathroom facilities. A door led to an enclosed outside area for recreation such as basketball, etc. that even was secured from above. Usually, two or three inmates were assigned to one room or cell and not all inmates were released at one time. The inmates downstairs might be released while the upstairs inmates were locked in. The CO controlled all of this. Even the more seemingly relaxed COs were constantly watching the inmates and the closed cameras.

The pod that was chosen for me consisted of about 100 men. I only used one of the small rooms in this pod once and that was to recruit the participants. Normally, I was told, those rooms are reserved for other volunteers such as for Bible meetings. When one of the students in my group was placed in a different pod, the CO there would only allow me to conduct the tutoring sessions in one of these small rooms which was horrifically noisy and not very conducive to discussions.

Between two pods were the classrooms, one across from the other with a bathroom door off to one side in the hall. These classrooms were very sterile rooms with harsh fluorescent lighting, a table, and green boards without any chalk, but usually they were clean. They were always locked when not in use. Mostly, two chairs were available, but I walked in to see no chairs or three chairs. If I needed chairs I had to go past a door protected by a

punched code and proceed to a locked office to request one from the sergeant on duty. My security pass was checked every place I went.

Even in the classrooms, the sounds of the detention center were present; with no carpets, the sounds reverberate: distant clangs, disembodied conversations and occasional shouting, odd metallic sounds, the wheels of the “med carts” on the hard floors, footsteps approaching and diminishing, the stealthy swish of the mop as a trusty cleaned the halls and the often-present shrill alarms.

The best “classroom” was a meeting room in the isolation unit where two of the inmates in the study were placed. One inmate was still assigned to isolation when I did the final CRMA group; therefore, that is where I had to conduct the final meeting. Noises in this classroom were subdued with carpeting on the floor; even the ever-present guards in the hallway were mostly discreet. All the students were brought to me while I set up in the meeting room. My only complaint was that the outlets were as far away from the table as could be allowed by the confines of the room and no extension cords were available.

The timing of my study was interesting. Originally, I had requested to start my project after the winter holidays (Christmas, Hanukah, Ramadan, etc.), but the officials thought it was better for the students to be in a study during this holiday time. I was able to go in the day after Thanksgiving and during the other winter holidays. If prisons are depressing before these events, they are even more so, in my opinion, the day after a holiday. All hope for a reprieve or a visit by a loved one, no matter how unrealistic, was gone. The skeletal staff did not give the appearance of wanting to be there and certainly the prisoners did not. I played down any discussion of my own celebrations, trying to be a minimalist when asked. I hoped that the prisoners could escape their present circumstances through

reading. For many it worked; they seemed eager to read during this time as it took their minds off the holidays. The officials were right; the students read more during this time.

Design of Study

The format of the study allowed eight weeks for data collection. I had intended to provide seven weeks of individual tutoring in Retrospective Miscue Analysis (RMA) for each volunteer participant, offering an instructional methodology that used miscues, those instances in a reader's oral reading that do not match the written text (Goodman & Goodman, 1984) as a learning device for the reading process. RMA had been proven to be very effective with adults (Goodman & Marek, 1996) and had been used with post-secondary readers in a prison (Moore, R.A & Aspegren, 2001). However, I was only able to do the seven weeks of RMA individually with two participants. Another inmate received tutoring for four weeks before he was sentenced out of the center to prison; another one received tutoring for five weeks before being placed out of state to another facility. Two of the participants received individual tutoring for five weeks and then received Collaborative Retrospective Miscue Analysis for two weeks due to the requests of the Center Officers of their pod and of the two participants themselves to have the two participants tutored together. A final CRMA group was created for the final week, in which four of the six original volunteers were able to participate in a final session of Collaborative Retrospective Miscue Analysis. In the final CRMA group selected material was read orally by an outsider and recorded; the students then listened to the recorded material and discussed the miscues. Ultimately, they were engaged in discussing the excerpts of the audio-recorded reading for miscue analysis and the reading process of meaning versus word perfect reading. The resultant material from this group was intense and substantial throughout the discussions as

the readers discussed their own reading processes and revaluation of themselves as learners and readers.

I had not intended to work with young prisoners. I was trying to work with college postsecondary students. When too few responded, it was suggested that I work through the local juvenile detention center and lastly, at the local metropolitan detention center. Fate had actually granted me a wonderful opportunity. However, since I was going to work with prisoners, I had to change my Institutional Review Board paperwork at UNM to reflect this. This took two months, along with the whole process of gaining entrance into the detention center. After six and a half months, and enlisting the help of the former head of The Children, Youth and Families Department, I finally started my study at the detention center. One year and six months after I submitted my proposal, I entered the world of sally ports and lock downs and of inmates being sentenced to isolation for fighting, receiving prison sentences and leaving, being assigned to over-flow out of state and being released to parole. These events lead to a rollercoaster of the two months in which my study took place, but the results were well worth it.

Method of Data Collection

Selection of participants. In my study, I recruited six volunteers, Raul, Hector Adan, Randal, Jose Antonio, and Cesar, who were all from one pod at this metropolitan detention center. Each answered the call for tutoring in reading and were, according to their own statements, native English speakers who wanted to improve their reading skills. They described themselves in various terms that indicted that they would not depict themselves as efficient readers. As I stated earlier, two of the inmates, Jose Antonio and Cesar, were sent

out of the facility before the study ended and their data was not included in the analysis section.

Meet Raul, who believed that all deviations from the text were what he deemed “wrong”. He adhered to the graphophonic model of reading and did not accept any variation from print. Any new process of reading was met with initial rejection and later some skepticism, but he was willing to attempt new strategies to help him to read his reading material of choice: the Bible.

Hector was a person who did not accept literacy as a pleasurable act. His attitude towards the reading process was that good readers knew all the words in any particular language, in this case, English. He expressed some very poor experiences with being “taught” to read and exhibited some resistance to learning a new process of reading. His goal was to be a reader who could read with the least amount of text and still understand what he had read; in other words, he wanted to become an efficient and effective reader by being a proficient reader.

Adan came across as very quiet, but with a purpose to progress on his reading. He had dropped out of school at such an early age that he did not have a clear model of the reading process. He initially thought he could improve his reading through the use of a dictionary as he felt he did not have a large enough vocabulary to improve upon his reading. He was very receptive to the idea of learning the transactional process of reading.

Randal was the participant who expressed his joy of reading to the researcher. He joined in on literacy groups in any setting he was placed. He still had a view that the graphophonic reading model was the correct one. He was very hesitant in his oral reading before he built up confidence in the reading strategies that he already used, such as being

able to draw upon his knowledge of information through his prior reading. His challenge was that he was limited by his experiential reading selections. He read mysteries and humorous materials, but had not attempted reading material that contained concepts and terms that were new to him.

Data collection. After selecting the participants, arrangements were made to allow me to take into the pod area two tape recorders to record the interviews, their RMA sessions and the final CRMA session, the papers for taking notes, the Burke Interview Modified for Older Readers, the transcribed texts for reading, typescript for marking miscues and the MiscueAnalysis In-Depth Procedure Coding Forms and the final closing interview.

Instruments. *The Burke Interview Modified for Older Readers.* All participants were asked to provide basic information about themselves, including age, gender, academic status and why they were seeking tutoring in reading during the interview process. Before beginning the reading sessions, the men were administered the Burke Reading Interview Modified for Older Readers (Goodman, Watson, and Burke, 1987). The Burke Interview explores a reader's perceptions of reading, his attitude about the reading process and himself as a reader. Every inmate had a different perspective about themselves as readers but all were united in thinking that they could improve on their reading and that good readers just knew how to read well without "misreading" too many, if any, words. The interviews were taped and transcribed to compare with the final CRMAgroup session which included questions from the Burke Reading Interview Modified for Older Readers.

Reading Miscue Inventory (RMI). In preparing for the retrospective miscue analysis (RMA) sessions, I took into the pod areas two tape recorders, a tape of the previous reading, a typescript of the text, and the MiscueAnalysis In-Depth Procedure Coding Forms. I audio

taped each RMA session with the participant reading a selection and retelling the story. The participants and I discussed miscues using the coding forms as a guide. In the first two sessions, I marked the typescript from the previous reading, but by the third session, the participants marked their own and coded them onto the coding forms. All students were audio-recorded during the final CRMA group which was a collaborative retrospective miscue analysis session, in which a prerecorded reading from an unknown reader was available on tape, a tape recorder with a fresh tape was available, along with typed transcripts for each participant and the researcher to mark miscues. Each participant had a blank Miscue Analysis In-Depth Procedure Coding Form to code the miscues that were identified.

All the students attempted to maintain a journal describing what they were learning in tutoring sessions. Often these journals disappeared during the raids the guards conducted looking for contraband. Since so many journals were lost in this manner, I did not use them in my data.

Reading performance. All participants' reading performances were analyzed utilizing actual texts. During the first RMA session, after the Burke Interview Modified for Older Readers was given, each inmate read The Old Man, His Son and the Donkey, 1970, to determine if the participant could read a text that was about a fourth grade level and if there were enough miscues to analyze for a session. Each of the original six members provided enough information that was sufficient to meet these criteria. I had selected this story because it had a good plot with a strong moral for the retelling portion and because the participants had talked about their interest in animals.

For the other RMA sessions, two books were used. A book that was part of the University of New Mexico Summer Teacher's Institute bibliography on Chicano fiction,

Pieces of the Heart, 1993, edited by Gary Soto had been used successfully in the local school district. Also, a book of short stories about animals, Chicken Soup for the Pet Lover's Soul, 1998, edited by Jack Canfield, Mark Victor Hanse, Marty Beck, D.V.M. and Carol Kline was used, because the participants had expressed in their original interviews that they liked dogs, and I predicted that they would like stories about animals. The purpose for using these books was that they provided short stories that were "high interest" material that were unfamiliar therefore were unpracticed to the readers, who told me that they generally liked mysteries as a genre. These stories were more difficult than the original story about The Old Man, his Son and the Donkey, 1970; therefore, each participant would have to use his reading strategies to construct meaning from the text. They would have to build their understanding of what print could do for them in the context of real literacy events rather than in isolation (Goodman, 2005), which was another reason that I attempted to select high interest material for them.

Observations of the sessions. All the participants differed from one another; therefore, my design incorporated the descriptive approach of observation. The study covered how the inmates learned and used the language of miscue analysis and the transactional reading process, how they constructed a collective cultural model of reading and how they described their emerging beliefs and values about themselves as readers. My observations occurred in all of the individual retrospective miscue analysis sessions with just the researcher and the individual participant, in the small CRMA impromptu sessions with the researcher and two participants and in the final CRMA session with the remaining four participants. When the participants were together in groups, their observations, as they pertained to reading, were included in the analysis.

Retrospective Miscue Analysis (RMA). The general procedures for the RMA data collection was to select the reading material for the eight sessions, prepare the typescript of the reading material, audio tape each reader as he read out loud a complete, unfamiliar text which included a diverse range of materials based on the inmates' interests and upon a range of difficulty. The reading was followed by the participants retelling as much of the text that he could remember, which was also audio-taped and later scored by the researcher in a holistic manner. In the first few weeks, I marked the texts for miscues at home. In the following RMA session, the reader and researcher listened to the tape recording of his reading from the previous week and discussed the reader's miscues.

In discussing the miscues with the participants, I followed Goodman & Marek's guidelines (1995) of knowing when a question could be raised or when some miscue or statement should be ignored or left to another session or when an alternative strategy could be explored. There were other modifications according to the participants' circumstances of being incarcerated that had to be addressed, such as when a session was abruptly ended due to a lock down or an RMA session with two individuals became an impromptu CRMA session at the request of the controlling officer.

Impromptu Collaborative Retrospective Miscue Analysis (CRMA). There were two unexpected CRMA sessions with a pair of participants, where the controlling officer told me that I could either see them together for one session or not at all. The occurred two weeks in a row. I still prepared the session the same way that I prepared for the other RMA sessions, but the participants chose the miscues for analysis and coded the miscues together. They did their retelling individually.

CRMA sessions involved some of the same preparation as RMA sessions with the two tape recorders and the unmarked transcripts and the coding forms. The difference was that the students could conduct their own miscue analysis without too much interaction with the researcher as the participants were discussing the miscues and the coding among themselves.

Final CRMA group. The final CRMA group session, which was a collaborative retrospective miscue analysis session, was with all remaining four of the participants. It was not impromptu as it was the planned session in which their statements were audio-recorded to capture the interaction of the participants as they chose the miscues and discussed them. After initial direction from the researcher, the participants, being trained in miscue analysis, were able to take ownership of the process of an RMA session themselves.

Analysis of Data

The information for analysis was taken from data triangulated through the use of the multiples sources of the Burke Reading Interview Modified for Older Readers, the transcribed tapes and miscues analysis from subsequent RMA sessions and the final session along with the closing interview.

The Burke Reading Interview Modified for Older Readers. To assist in identifying the participants' attitudes of themselves as readers, their reading interests and their reading experiences, they were all interviewed individually utilizing The Burke Interview Modified for Older Readers (BIMOR). The BIMOR was created with fourteen questions structured to reveal the participants' perceived views that they had of reading and of themselves as readers. Questions elicited information about the former instruction in reading that the participant had, the models of reading that he had created internally, the

books that he had read and of the strategies he used in reading. The fourteen questions are listed below with commentary about why the question was formatted and what information could be obtained by the question.

Question 1 is “*When you are reading and come to something you don’t know, what do you do?*” This question elicits the strategies that a reader used in the past without the person knowing that he is doing so.

Questions 2 and 3 allowed the participant to identify someone who is a good reader and elaborate on why that person was chosen. Question 2 is *Who is a good reader you know?* Question 3 is *What makes ____ a good reader?* These questions invite the participants to think about who in their estimation reads well and what characteristics constitute a good reader.

Questions 4, 5, 6 and 7 have a unique tie, in which Burke elicits information from the person being interviewed about what they think a good reader does or does not do. After having the participant identify a good reader, Question 5 asked: *Do you think _____ ever comes to something that gives him/her trouble when s/he is reading?* This question elicited information of whether the participants thought good readers ever had difficulties in reading or if they thought all good readers never had any problems with reading, which was what many struggling readers think. Along the same idea, Question 6 asked: *When _____ does come to something that gives her/him trouble, what do you think s/he does about it?* Notice that no cueing was involved in what the participant thought that person, identified as a good reader, did when /she came across something that gave him or her trouble when reading. It was up to the participant to interpret what gave a good reader trouble, based upon the participants’ observations of the reader or based upon what they [the participants] thought

good readers should or should not do. Again, Question 6 followed this similar line asking the question *If you knew someone was having difficulty reading, how would you help that person?* This question attempted to draw out the strategies that the participants used in their reading without prompting them to do so. To determine if the participants believed a teacher would do something differently with a good reader having difficulties in reading, Question 7 asked *What would a teacher do to help that person?* Comparing the answers to these four questions revealed a lot about the participants' views toward good readers in general, how they could be helped and if there was a difference between what the reader would do independently, with the participant helping and with a teacher's assistance. Nowhere in any of the questions is a cue given about coming across an unknown nor unfamiliar word.

Question 8 *How did you learn how to read?* yielded information about whether a participant thought reading was a learned or natural activity.

Question 9 came in two parts: *What would you like to do better as a reader? Is there anything you would like to change about your reading?* Burke did not state anything about strategies or cueing systems in these questions. Through the participants' responses, their reading models were revealed.

Question 10 is *Describe yourself as a reader. What kind of a reader are you?* This self-evaluation indicated their attitude towards themselves as readers and whether or not reevaluation of themselves as readers was necessary.

Question 11 was *What do you read routinely, for instance, every day or every week?* By asking this question, the participants revealed if they did read every day or every week.

Question 12 was *What do you like most of all to read?* The reading genres for each participant were evident from this question. Burke structured the next question to see if the

respondents' answer matched the previous question. If not, the participant may have just been trying to please the researcher with an answer he thought she wanted to hear. Question 13: *Can you remember any special book or the most memorable thing you have ever read?*

If the text did not match the genre, it would be instructive to note why.

Question 14 *What is the most difficult thing you have read?* allowed the participant to reveal whether or not he ever stretched beyond what he thought were his capabilities to read something that he had difficulties in constructing meaning from the text.

As can be seen from the fourteen questions of the BIMOR, they were structured to obtain the participants' response and not any particular response. The questions gave each participant's the opportunity to express perceptions about himself as a reader and about his attitudes towards the reading experience while giving me time to establish a rapport with each participant.

Reading Miscue Inventory (RMI). Once the participants had been interviewed, I audio-taped their reading and retelling in this session and every subsequent session. Miscue Analysis In-Depth Procedure Coding Forms were used to record the text and the miscues of each reader. In marking the miscues on the transcript, I wrote out any word substituted for the expected response in the typescript above the text item, as I did for reversals. I marked insertions with a caret (^) to add the miscue and circled omissions. Complex miscues were often marked with the miscue over the expected text (using a bracket {}) or with the expected text circled with the miscue above it. Repetitions which are words or phrases that are repeated were marked with an ® and a line underneath the miscue. Corrections were also recorded.

I recorded each one on the Miscue Analysis Procedure Form III; after numbering each line in the text, I recorded the line number in which the miscue occurred in one column, the author's text in the second and the unexpected response, the miscue, in the third. The next column showed whether the reader self-corrected his miscues. On the same line of the miscue, I rated each miscue for its semantic and syntactic acceptability within the context of the sentence and decided in what way the participants utilized the language systems in predicting meaning from the text. This information guided me in judging each miscue for meaning construction as no loss, partial loss and loss and for grammatical relationships having strength, partial strength, an overcorrection or a weakness. Each miscue was also rated for graphic similarities and sound similarities for high, similar and none, respectively.

The participants were shown this miscue analysis coding, which I modeled for them as we listened to their miscues. After the participants recorded the unexpected response, they had to address coding questions taken from Goodman, Watson & Burke (2005). The questions are 1. Is this a syntactically acceptable sentence in English with this miscue? 2. Is this sentence semantically acceptable? 3. Is there a meaning change with this miscue? 4. Was there a correction? Only if the sentence were syntactically and semantically acceptable or have a correction, are meaning construction and grammatical relationships analyzed. The next questions are: Do the expected response and observed response have graphic similarity? 5. Do the expected response and observed response have sound similarity? By the third RMA session each participant was expected to use an abbreviated version of the coding form with varying degrees of success.

For retelling the text, I devised a scoring system for retelling with a holistic scoring from zero being no evidence observed to 5 being very good. I based the questions for the

retellings on information taken from Goodman, Watson and Burke (1987, 2005). The retelling was based upon the participants recalling characters and events, being able to explain plot and theme statements, evidence of evaluation and/or judgment and evidence of critical inquiry and/or making inferences. In addition, I noted misconceptions and noted whether the retelling was unaided. If aided, I recorded which prompts I used along with the responses.

Group Model of Reading. To accomplish a discussion about miscue analysis and the reading process for the final CRMA group, I had to guide the students into a shared language. Gee and Green's Cultural Model of the Group (1998) was used in the study for this purpose. Although the students came from different cultural models, they all belonged to one collective model from which I was excluded; I was not an inmate at the metropolitan detention center and they all were. Therefore, their meaning constructions for the written material presented were different than mine. I had to help them construct a new model of communication for us all, which was learning Goodman's reading process through miscue analysis. The Cultural Model of the Group would become a communicative resource of the students as they gained knowledge of the reading process. As Goodman (1985) described the reading process, it was through a transactional view, in which a text that is engaged in transactions through the writing process (by the author) and the reading process (by the reader). A consequence of the discussion of this resultant text, which all the students read and retold, and of the process of reading, should be a shared unit of language which "...reflects active understanding that members a speech community signal to each other..." (Gee & Green, 1985, p 130).

Conducting individual retrospective miscue analysis sessions. Seven individual RMA reading sessions were planned and for most of the participants, their sessions did consist of individual sessions. The participants needed individual sessions because they had not been exposed to miscue analysis before and, seemingly, had never talked about the reading process in their schooling except for gaining a vague conception that readers “required” the ability to “sound words out” if they came across one they did not know. Since in the recruitment meeting each had expressed the firm belief that the ability to decode through phonics was the key to being a good reader, it was essential that each inmate receive individual sessions to learn miscue analysis independently and to gain confidence in their ability to identify and explain their miscues without the distraction of another student. They required the individual sessions to accept that this (miscue analysis) was a very different technique than what they had learned before, which lead into transactional reading.

Developing meaning from the text is the whole point of reading as a communication device. I made the assumption that the students were interested in gaining meaning of the text through reading as they had volunteered for a reading program. Constructing meaning as the participants read, as part of the transactional reading process, was a key element in this study and the participants needed time to do this with guidance and later to do this independently.

Identifying and using effective reading strategies, some which they already knew how to do such as making predictions, and learning reading strategies that were new to them, required individual attention to give them time to ask questions and to reflect upon these ideas. Indeed, the participants’ confusion about how effective readers approach text was just a reflection on what they had learned through their previous education. Goodman contends

that most ineffective readers think that reading consists of the “skills and drills” lessons from linear reading theories. (Goodman, 2005). The participants needed individual time to learn that rather than a word to word correspondence in the act of reading, that the reader actually uses “...the least amount of available text information...to get to the meaning”. (Goodman, 1985). The individual sessions were structured to assist the participants in accepting this transactional approach to reading.

In addition, the participants needed to learn about Goodman’s reading theory about how a reader uses cues from the graphophonic (including phonics), syntactic, semantic and pragmatic systems of language to construct meaning from reading (Goodman & Marek, 1996). It has been established by Goodman and his colleagues (Goodman, 1994; Y. Goodman, Watson & Burke, 1987, 2005) that a reader initiates reading, then samples the material, makes predictions and inferences, and depending if she/he deems that these are correct or not, continues with the text or makes corrections until the reading is ended. Therefore, the students needed to learn that a reader at any point was utilizing the cueing systems and cognitive strategies either independently or interwoven among each other while reading. To accomplish this, a requisite of this study was that the participants learn about miscues and how to categorize them according to the Miscue Analysis In-Depth Procedure Coding Form;

At first, each participant was reading while being recorded, retelling his reading to help the researcher and the individual participant determine his comprehension of each reading passage, and then reviewing his previous week’s readings through a prepared typescript analyzed by the researcher during the intervening week. Recall that earlier in this chapter, I explained the format about how I had marked each miscue and provided the

typescript to the reader and had the corresponding line number for the miscue listed; I had coded each miscue using the Miscue Analysis In-Depth Procedure Coding Form (Y. Goodman, Watson & Burke, 1987) and selected high quality miscues to play and discuss for the first few sessions. The participants would have a copy of the published text and would mark the miscues that they heard (that I had pre-selected).

During the fourth session, a story was introduced that continued into the next sessions, and the participants requested that the miscues be analyzed by them immediately following their readings (and retellings). As they had better recollection at that time about what they had read, it appeared to carry more meaning for them to quickly discuss what they had been thinking about when they had an instance of “unexpected response”. Of course, I changed the procedure of the sessions. The participants still were audio-taped as they read the text and retold the story in each session, but they identified and scored their miscues in the current session.

By honoring their request, I also assisted in releasing the responsibility of learning to the participants. By that point, they knew how to identify miscues, and I no longer felt I needed to mark the miscues at home before we discussed them, which accelerated the discussions and lent credence to the retrospective segment of the process. As I reduced my role as instructor, I predicted that their role of understanding themselves as readers would increase.

Impromptu Collaborative Retrospective Miscue Analysis (CRMA) sessions.

Two readers, Hector and Raul, engaged in two weeks of CRMA rather than individual sessions of RMA. Although I had not planned on this initially, the officers in charge of the pod on two separate occasions (the last two sessions prior to the final CRMA group) told me

that I could either take the two together or not at all. It turned out that the two students were more than eager to do the work together as they expressed that they were friends and helped each other with the homework I had given them. I acquiesced, as it seemed as if I had no choice and that the students were willing to try to approach. Having been a teacher for years, I quickly laid a guideline that the reader was not to be interrupted to help him nor correct him during reading. Since the two participants knew by this point that “helping” a reader sound out a word was not an effective strategy, they agreed. Further, each reader was to be respected when we discussed the miscues. The participants were deferential and encouraging to one another; therefore, the sessions proved to be very successful.

The final CRMA group (a CRMA Session). The final CRMA group, which was basically a Collaborative Retrospective Miscue Analysis session with a follow-up discussion, was the prime reason for the study. I wanted to see what could be learned when RMA was taught to young, adult, incarcerated males to determine how the inmates regarded themselves as readers after the RMA sessions. I audio-recorded the discussions and transcribed them. I wanted to video-tape the session, but needed special permission to even audiotape the participants. Videotaping was forbidden, partially to protect the participants’ identities. Only audiotapes were allowed.

An outside reader, prerecorded on audio-tape, read a portion of a story, The Baseball Glove by V. Martinez, 1993. The reading, by a young man who was unknown to the participants, included both high and low quality miscues, including one section where the reader skipped an entire portion of a paragraph. This helped facilitate discussions in the Final CRMA group about what effective strategies he could have used and what impact his miscues had on their (the participants’) comprehension of the story and upon meaning.

This collaborative session became very participant-directed as the inmates gained in confidence. Originally they waited for more direction from me while listening to the tapes, then the listener started to courteously challenge the speaker within a sentence to request immediate feedback about the miscue without looking to me for guidance.

Because all the readers were now actively involved in their own process of discovery of the reading process, I started to function in the final CRMA group more as a listener and an observer, and only offered guidance when they needed that structure. By taking myself away from the role of instructor, I predicted that all the students would gain independence through their understanding of the reading process. I recognized the truth in these statements the last day I volunteered at the center; other inmates approached me and wanted to sign up with me for “that reading program where you learn yourself how to read”. I was apparent to me that the participants had accepted the idea that they were their own teachers and had conveyed that feeling to others.

Presentation of Findings

The study was ultimately a combination of qualitative and quantitative methodology. I analyzed each student’s reading utilizing the Miscue Analysis In-Depth Procedure Coding Form (Y Goodman, Watson, Burke, 2005) to determine their Reading Miscue Inventory (RMI). Qualitatively, after transcribing all the tapes, I analyzed a select portion of the transcripts of the students for the strategies that they had used and their increase in confidence.

As participants learned to trust their own reading strategies through Retrospective Miscue Analysis sessions, I anticipated Goodman’s proposal that they should start to remove the years of negative values they have internalized which have been brought on by years of

labels, both external and internal (Goodman, 2005, p. 61). Yetta Goodman and Eric Paulson (2000) reported that students' progress toward a central role in discussions through successive Retrospective Miscue Analysis sessions, which corresponded with their increased ability to talk about reading as their confidence increased through the reading process. Ultimately, these researchers reported that the readers progressed to the point of controlling the discussions. This fits in with what Bloome and Dail (1997) described about reading as part of complex social and cultural process. When the students in the study became more comfortable with the vocabulary of miscue analysis and were able to identify their own miscues and the rationale behind their miscues, they were brought together for oral readings and discussions of each other's miscues and reading as a process. The final CRMA group would yield the indicators to determine what could be learned when we teach Retrospective Miscue Analysis to male, incarcerated youths. Once the study's session transcripts were transcribed, several methods of analysis were used to determine through their discussions what the inmates had learned. Evidence that the students were taking risks in reading, making literary choices, entering into functional literacy events, valuing what they do as readers would indicate that they were making sense of their reading by constructing meaning. This should emerge from their discussions with me in the RMA sessions and with the other participants in the CRMA group.

Although each RMA session was structured to be the same, resultant conversations indicated the differences within the framework of the session with each participant. The study included a structural analysis of the RMA sessions through the discussions of the students. The use of multiple analyses of the researcher-participant(s) interactions will reveal

the important characteristics of the RMA sessions and what can be learned when RMA is taught to incarcerated youths.

Limitations

Following are limitations of this study which included the participants, the time frame of this study and the procedures used to analyze the discourse patterns of the participants.

This study was limited to the inmates who participated. A major limitation of this study was due to the fact that the participants were incarcerated, subject to the variances of prison life such as lockdowns and transfers out of the target “pod”, which impacted each participant’s weekly individual sessions focusing on Retrospective Miscue Analysis.

Officials at the detention center recommended that my limit of the study should be eight weeks or less as inmates usually were sentenced within months of being held in this pod. The study was originally structured for six adult males; ultimately, the analysis of the miscue data and of the attitudes revealed through discussions decreased to four remaining participants.

Another limitation was procedural in that only audio taping was allowed due to security measures. The resultant transcriptions could not capture the extensive nonverbal cues in the conversation of the participants, although a considerable volume of descriptive details was generated. Indeed, many items were contraband at the center, and I had to obtain special permission to take the tape recorder and paperback books. The items such as paper and pencils that I took for granted as a teacher were unavailable in the bare classrooms. The journals that the students were to use for their thoughts about reading were confiscated and only a few pages of the students’ notes were available.

Finally, even multiple systems of analysis cannot capture all the discussions created between the researcher and inmates and between the inmates themselves. This study was limited to recognizing or developing reading strategies and valuation through investigation of how the inmates participated verbally. These verbal interactions revolved around learning the vocabulary of miscue analysis and learning the reading process, and in utilizing this knowledge for dialogues with the researcher and in engaging in discussion with the researcher and other participants about the RMA sessions and reading as a process. Through analysis of the participants' discussions, it was determined how their communication reflected their growth in learning the transactional reading process and reading strategies which led to how an examination of how they gained confidence as readers.

Chapter IV

Findings

This chapter reports the results of the analysis of the individual sessions, including the Burke Interview Modified for Older Students (BIMOR); the Reading Miscue Index (RMI) the Retrospective Miscue Analysis (RMA), the small CRMA sessions and the final CRMA group, which was a Collaborative Retrospective Miscue Analysis (CRMA) session. I will start with session one and the participants' interviews and move to the Reading Miscue Index (RMI) data and the RMA discussions with the participants regarding their miscues.

In this chapter I will present four case studies: Raul, Hector, Adan and Randal followed by a cross case study analysis. Within this organizational frame, I present the special characteristics of each of the participants. In each case I will present what I learned from each of these experiences with miscue analysis in the order in which they occurred.

Each case begins with the Burke Interview Modified for Older Readers in session one and continues with the description of each of the seven RMA sessions and the final CRMA session. As described in Chapter III, sessions two through seven involved participants in reading a story. Just after reading the story or passage, the participants had to retell what they remembered from the story they had just read with or without prompting which I later scored on a holistic scale of ten on the participants' ability to identify characters, salient features, outcome and moral. These sessions were audio recorded and scored through the Reading Miscue Index (RMI) utilizing the Miscue Analysis Procedure I Coding Form (Goodman & Marek, 1995) to determine meaning construction, grammatical relationships and graphic and sound similarities for the analysis of each participant's miscues.

Session one: During the initial conference, RMA-1, each participant was interviewed individually. The Burke Interview Modified for Older Readers was utilized in this study because it was developed in order to reveal the pre-existing attitudes and theories regarding reading elicited from readers as they are individually interviewed. A summary of what happened in each session appears below.

Session two. Again I met with each participant individually. The story selected for the first reading was *The Old Man, His Son and the Donkey*, an adaptation of one of Aesop's fables, which was about an old farmer who was taking his donkey to town to sell. Along the way, various people accost the man and his son with suggestions about who should ride. The donkey runs away during one of these transactions and the man tells his son that by listening to others' opinions, you end up with nothing. The miscues had been identified by the researcher and were discussed.

Session three. RMA-3 was the same format as RMA-2 with the researcher meeting with each participant individually and working on the story about a dog we read the previous week since they all stated they liked dogs. The story, *Home* (Kirkup J., 1998), was about a man who kept seeing an abandoned dog who later fell sick. When the narrator rescued the dog, he discovered that he rescued himself, too. With a typescript of *Home* given to each participant, he listened to his miscues, once again as identified by the researcher.

Session four. After three weeks of sessions, Raul, Hector, Adan, and Randal requested in their individual sessions that they identify the miscues soon after retelling the stories rather than waiting a week to associate their rationale for each miscue. Randal and Adan were in isolation. At that time *Easy Time* (Lopez, J., 1993), a story about a young man facing a jail

sentence, was introduced that took four sessions to complete; this was the perfect time to change the procedures of the sessions.

Session five. All sessions were still individual. Randal left isolation and rejoined Raul and Hector in the original pod, but Adan was in isolation. The session format was the same as we continued to read *Easy Time*.

Session six. Only two participants were engaged in individual sessions: Adan in isolation and Randal, who had been assigned to another pod. Due to institutional problems, I had to meet with Raul and Hector together or not at all. For them RMA- 6 became a Collaborative Retrospective Miscue Analysis (CRMA) session.

Session seven. In this ending session each participant read the final segment of *Easy Time*. Adan and Randal were in individual RMA sessions while Raul and Hector were in another collaborative session.

Session eight: A CRMA session. In this final session, the participants revealed details about what they learned through engaging in Retrospective Miscue Analysis. On this date, a new element was introduced of listening to the prerecorded tape of a young male, who was unknown to the participants, reading *The Baseball Glove* (Martinez, V., 1993) in which two brothers, one of whom is ambitious while the other is not, go to pick chiles in order to purchase a baseball glove. The participants each had a clean typescript on which they could write; they listened to the tape and identified the miscues that we discussed. I conducted an exit interview to elicit statements to compare with each participant's individual interview at the beginning of our work together.

Case Study: Raul

Background. Raul was a young, adult, incarcerated male in the Metropolitan Detention Center who had attended a local high school, although he stated that he never went to any classes. Skipping classes, he claimed, was the problem with his schooling. There were nine siblings in his family: seven brothers, including himself, and two sisters. He described himself as the baby of the family with the next sibling being seven years older. He was very quiet during the group recruitment for participants, and later when I met with him individually. He solemnly listened to the explanation about the research study and agreed to participate.

His preferred reading material was the Bible; he told me at the first session that he had been reading a page or a page and one half every night since he entered the pod. We discussed how difficult the Bible can be in terms of constructing meaning from the text. It turned out that he was having great difficulty with Genesis and the listing of the forefathers of people described in the Bible.

Raul had been paroled before, but found himself in a cycle of recidivism. He was up for parole again following the study and was anxious to succeed on the outside this time.

Session one. The Burke Interview Modified for Older Readers. Raul was the first student to be interviewed with the Burke Interview Modified for Older Readers (BIMOR) (Goodman & Marek, 1995). The interview and its questions, and the rationale behind the questions are in the method's section. It is important to note that all interviews were conducted individually and privately.

Raul shared a lot about his views of the reading process and his views of his own reading in the interview. When he talked about reading and what he did when he came to

something he did not know, he stated that he tried to pronounce it, but answered “I don’t know” about what someone else would do if they came to something that gave them difficulty in reading.

Res: When you’re reading and come to something you don’t know, what do you do?

Raul: Try to pronounce it.

Res: Okay.

Raul: I try to read it so I try to figure out the word and if that doesn’t work, I get help.

Raul was expressing the idea that reading consists of phonics and that word attack skills are the most important strategy, to him, of the reading process. This was a representation of focusing on what Goodman refers to as the graphophonic cueing system; Raul equated good reading with the pronunciation of words.

The next group of questions analyzed in the BIMOR centered around which person Raul thought was a good reader and what made that person a good reader. This part of the BIMOR revealed reader’s beliefs about “expert” readers. Raul identified his father as someone he knew who was a good reader and claimed that he (Raul) never observed his father having any difficulties. As Raul stated that he never talked to his father about reading and that he did not know anyone else who was a good reader, he avowed that he did not know what a good reader would do when he approached a word that he could not “pronounce” (Raul’s wording). He could not identify anyone else that he knew who struggled with reading, other than himself, indicating that he was alone in this battle to become a better reader. Asked what anyone would do with an unfamiliar word, he still insisted that the reader would have to “learn how to pronounce words” before the reader moved on. Reading

to him was equated with word attack skills or phonics. In addition, he stated that he was the only one that he knew with reading difficulties.

The subsequent questions indicated Raul's value of himself as a reader. When asked to describe himself as a reader, he stated that he could read but that his mind goes somewhere else when he started reading. Perhaps, since he thought reading was word calling, he did not think he needed to be active in the construction of meaning. One question was about what the participants would like to change about their reading; Raul expressed his goals in reading and his self description as a reader.

Res: So how would you like to improve your reading?

Raul: Learn how to pronounce words.

Res: How to pronounce words. Describe yourself as a reader, too; what kind of a reader are you?

Raul: What do you mean?

Res: You felt as if you could read but you don't understand.

Raul: I could read but it just... my mind goes somewhere else when I start reading.

His description of himself indicated that he thought he used word decoding skills, which was what he had stated was the most important part of reading, but phonics was not what he used as his reading goal. Raul's goal was to comprehend what he had read, suggesting that his goal is to be a meaning-maker.

Even though Raul ultimately stated that he was a good reader during the interview, he did not define himself as such earlier when talking about who he could identify as a good reader. He focused upon phonics and word attack skills as the definitive domain of a good reader, but recognized that the goal of reading was comprehending, which cannot be attained

by focusing on word-by-word attack skills alone at the expense of the semantic and syntactic cueing systems.

Session two. I introduced the coding form and how to code and mark the form to discuss the quality of the miscues before I played the recording of Randal's reading *The Old Man, His Son and the Donkey*, the story we had read the previous week, in which a man and his son were leading a donkey to town to sell. Trying to please everyone they met, they ended up with the donkey running away, leaving them with no donkey to sell. The man realized that you cannot please everyone.

Raul's Oral Reading Summary Chart

Session →		RMA-2
Reading →		<u>The Old Man, His Son and the Donkey</u>
RMI ↓		
<u>Retelling</u>	Unaided	8
	Aided	8
<u>Meaning Construction</u>	No Loss Partial Loss Loss	20% 53% 27% } 73%
<u>Grammatical Relations</u>	Strength Partial Strength Overcorrection Weakness	29% 36% 0% 35% } 65%
<u>Graphic</u>	High Some None	31% 32% 37% } 63 %
<u>Sound</u>	High Some None	24% 38% 38% } 62 %

RMA-2: Miscue analysis. The beginning sessions were characterized by Raul's hesitancy in reading out loud in the presence of a stranger, who was the researcher. Raul seemed a bit uncomfortable in this situation. He started to read fluently, but stopped whenever he came to a word that gave him difficulties. He later stated that he waited for the researcher to jump in to tell him how to pronounce the word. When this assistance was not forthcoming, Raul continued reading. He was able to construct meaning from the first story because it was not a challenging text to him. In the second, more difficult text, he often did not coordinate all the cueing systems available in reading to aid in his creating meaning from the text. In these beginning sessions, he became defensive when explaining his miscues. His anger appeared to stem from a fear of being "wrong".

His first miscue occurred with a high quality, effective miscue, which I had selected to make certain that he felt comfortable with the process. However, Raul reiterated his belief that no deviation from the passage was acceptable with this miscue in which he had substituted the definitive article 'the' for the indefinite article 'an' and had not self-corrected. Note that in the following sentences, the expected response is reported with the address, in this case [0101], which is the page of story [01] and line [01] in the story. The observed response was marked, recorded and discussed.

The
101 An old farmer and his son were taking their donkey to town to sell.

Res: Do you think this sentence would it be acceptable to somebody who never heard this sentence before?

Raul: It doesn't make sense.

Res: Why doesn't it make sense?

Raul: It doesn't make sense.

Res: The sentence actually starts with "*An* old man..." Is there really a huge difference between, *an*, which would be an unknown man, and *the*, which would indicate a man known to us as readers?

Raul: It just doesn't make sense.

Raul expressed his conviction that only a perfect rendering of a text was acceptable. I tried to lead him to the acknowledgment of the acceptability of this sentence, but he would not admit it. I told him that he had been looking ahead in the text to make a prediction, which is an effective strategy. He continued to state that his miscues were wrong and did not make sense even if the substitutions or omissions did not affect construction of meaning. His defensiveness was evident during the discussion and he kept stating that substituting a word or leaving out a word changes the meaning, even when he could give the meaning of the sentence which included a substitution or an omitted word.

Raul was communicating that each word constructed a meaning perfection. He was going to need a paradigm shift to accept that omissions could be acceptable as long as meaning was constructed. However, he acknowledged that he did use the strategy of re-reading, which helped with constructing meaning but did not make for a very efficient reader. Once he started to construct meaning utilizing the three coding systems, he would use less time and effort in reading.

Raul had previously stated in the first RMA session that he would read until he came to an unknown word and try to figure out that word or go get help. In reality he read through, substituted and omitted words. It appeared to be a shock to him that he actually substituted

common words for already known words. In other words, even though he had not come across any unfamiliar words in this reading, he still substituted words,

Possible sources of his miscues were explored, such as making predictions based on his prior knowledge from previous readings or from the information from which he had already constructed meaning from the current text, although Raul rejected any variation from the text in the initial sessions and stated that all miscues were “unacceptable.”

I explained the transactional model of reading more thoroughly to him. At this point Raul again shook his head “no” as he appeared to puzzle over the oral information presented and stated that this was not the standard approach to reading to which he had been exposed. It seemed that he was not convinced that this was a satisfactory approach to reading and disclosed that he had never heard of it before. In this discussion I pointed out that he was using sampling of the text and predictions when he read and that these strategies actually helped in constructing meaning. He was uncertain about his strategies.

Raul: I used those? What’s a strategy?

Res: Do you remember when you told me that you reread the text?

Raul: Yeah.

Res: Well, that’s a reading strategy. It helps you to read and more importantly, helps you to construct meaning from the text.

Raul nodded his head slightly, indicating that he was starting to accept that there were strategies that were new to him that he had either used or could learn in the RMA sessions. Learning miscue analysis appeared to be a revelation for Raul because he was not corrected for what called “mistakes” but instead was called upon to identify and categorize the miscues and to identify strategies used to create meaning. Raul and I looked to see if the resulting

sentence, from the example, was still syntactically or semantically correct, that is, if the sentence sounded like an English sentence and if the meaning had been maintained. We discussed this strategy again as part of the three language cueing systems that readers utilize while reading.

RMA-2: RMI.

Meaning construction. Based on the semantic acceptability of Raul's miscues, 73% represented no loss of meaning or partial loss of meaning construction while 27% resulted in loss of meaning. This meant that he was able to make sense of the text with his miscues 73% of the time which correlated with his retelling score.

Grammatical relationships. Sixty-five percent of his grammatical relationships indicated partial or full strength which was an indication that with his miscues he was capable of creating sentences that were structurally linguistic.

Graphic and sound similarities. Sixty-three percent of his miscues were graphically similar to the words in the text and 62% were phonically similar, both of which indicate that he was using the graphophonic cues of the language cueing system, but not relying upon them exclusively.

Retelling. Raul scored 8 out of 10 on his retelling. He recalled many details from the entire story. He could not give me the moral of the story, which may reflect the need to learn strategies for making inferences from details. He could not tell the theme of the story even in the aided retelling with prompting from the researcher.

Session three. We discussed the story *Home*, which Raul had read and retold in session two. The story described a young man returning from service who started feeding a

dog that had abandoned earlier by another serviceman. After the dog almost died, the main character him.

Raul's Oral Reading Summary Chart

Session→		RMA-3
Reading →		<u>Home</u>
RMI ↓		
<u>Retelling</u>	Unaided	6
	Aided	6
<u>Meaning Construction</u>	No Loss	30%
	Partial Loss	26%
	Loss	44%
		56 %
<u>Grammatical Relations</u>	Strength	40%
	Partial Strength	36%
	Overcorrection	0%
	Weakness	24%
		76 %
<u>Graphic</u>	High	54%
	Some	33%
	None	13%
		87%
<u>Sound</u>	High	50%
	Some	33%
	None	17%
		86 %

RMA-3: Miscue analysis. With a typescript of *Home* given to Raul, he listened to his miscues, once again identified by the researcher. After listening to several miscues in which Raul stated that they were unacceptable, he finally accepted some changes. We discuss the following miscue.

brought

[0453] After work I bought three more cans of Alpo and a

[0454] cheeseburger.

Res: The text reads: "...I *bought* 3 cans of Alpo...". You read: "...I *brought* 3 cans of Alpo..."

Raul: It doesn't make sense. [Raul shook his head].

Res: And now do we lose meaning a little bit, but listen, you're being hard on yourself. I *brought* 3 cans of Alpo versus I *bought* 3 cans of Alpo. Do they both make sense?

Raul: Well, yes, you can say that. [Raul actually looked up into the researcher's face for this].

Raul: And did we lose the whole meaning?

Raul: No.

Res: No. This is a very good miscue. You're doing an excellent job.

This was a change for Raul. This was the first time that he acknowledged the concept that substituting one word for another was acceptable if the meaning was maintained. He had sampled the reading by not just reading word for word and had predicted that the sentence would be that the main character *brought* three cans of Alpo rather than he *bought* three cans of Alpo. The inference that the Alpo had already been purchased was made by Raul as the reader. He was starting to accept that high quality miscues in which the reader could still construct meaning from the text made for effective readers in that they could make sense of print and use prior knowledge in reading text. His strategy was prediction based on his prior knowledge and based upon looking ahead. He had made an inference that the food was previously purchased and he confirmed it as he read.

RMA-3: RMI.

Meaning construction. Based on the semantic acceptability of Raul's miscues, 56% had no loss of meaning or partial loss of meaning construction while 44% in loss of meaning. This story was more challenging, which was reflected in decreased scores in being able to make sense of the text with his miscues and his retelling score. The meaning construction data correlated with his retelling.

Grammatical relationships. Forty percent of his miscues were rated as a strength for grammatical relationships, 36% were a partial strength making a total of 76%, and 24 % were rated a weakness. He continued to have a sense of grammatical acceptability as he read.

Graphic and sound similarities. Graphic similarity for high and similar was at 87% while sound similarity for both high and similar was at 83%. As the text became more demanding, he relied more on the graphophonic cueing system to guide him.

Retelling. Raul retold the story and achieved a score of 6 out of 10 points unaided. Raul retold the story with the main characters, but left out some relevant details, which prompting did not elicit. He did understand the plot, but seemed to confuse one crucial element. With prompting he clarified his statement. His retelling seemed to suggest that he made efforts to construct meaning from the text as he read.

Session four. A new story, *Easy Time*, in which a young man was facing imprisonment for stealing a car to impress his ex-girlfriend was introduced. The young man's uncle was trying to teach him to box as a survival skill for jail. In a change of format from the previous sessions, Raul read the story and retold it the same day we explored his miscues.

Raul's Oral Reading Summary Chart

Session→		RMA-4
Reading →		<u>Easy Time</u>
RMI ↓		
<u>Retelling</u>	Unaided	5
	Aided	6
<u>Meaning Construction</u>	No Loss Partial Loss Loss	30% 33% 40% } 60%
<u>Grammatical Relations</u>	Strength Partial Strength Overcorrection Weakness	28% 28% 19% 24% } 56%
<u>Graphic</u>	High Some None	60% 10% 30% } 70%
<u>Sound</u>	High Some None	20% 45% 25% } 65 %

RMA-4: Miscue analysis.

We discussed the following complex miscue.

[0104] He stopped, planted his ^{*feet*} left leg and kicked at his uncle.

Raul: "He... planted his *feet*." Is that what was actually printed?

Res: He stopped, planted his *feet*. Did you hear that?

Raul: "He planted his *left leg*". Could that be correct?

Res: You tell me. Why do you think you read it that way?

Raul: 'Cause it sounded like it made more sense.

Raul now enhanced the text in constructing his own meaning. He predicted what was about to occur and changed the sentence to be the way he [Raul] would have said it as that made more sense to him. It was a syntactically acceptable sentence with no change in meaning.

Res: No, so it was semantically acceptable you put down “yes”. Did it change the meaning: a little bit, maybe, partial or do you think “yes”?

Raul: I think it didn’t change no meaning at all.

He recognized that there was no loss, and I told him that it was a totally effective miscue and that he was absolutely right to use his own wording because in his mind he predicted what the text would be and was reading it the way he wanted. In fact he stated that he read it, “The way I would have thought it.” We discussed that the strategies he used were based upon looking ahead and substituting based upon his inference.

Raul had been very resistant to accepting any miscues. Now, with the use of the Miscue Analysis Procedure I Coding Form and a discussion of the transactional theory to guide in identifying strategies that he used in reading and the cueing systems he utilized, he was starting to understand how miscues could be coded and how if they aided with the construction of meaning that they could be acceptable.

RMA-4: RMI.

Meaning construction. In the analysis of his meaning construction, he had no loss or partial loss 60% of the time. Although this story was significantly more difficult than the first two, he was capable of constructing meaning from the text with his miscues to make sense of the text even with unknown words and new concepts. This correlated with his aided retelling score

Grammatical relationships. His grammatical relationships indicated a strength or partial strength of 56% as he came across concepts and words that were unfamiliar to him. His sense of linguistic structure was compromised, as compared to the first two stories, in this situation.

Graphic and sound similarities. His graphic similarity for high or similar visual components was at 70% while audition was at 65% for high or similar sounds. Compared to the less difficult stories, Raul decreased his reliance upon the graphophonic system as he came across unknown words, indicating that he was trying to incorporate his other language systems in constructing meaning.

Retelling. Raul scored 5 out of 10 with his unaided retelling of his story. Prompts increased his score to 6. Raul did not give a lot of details, but did identify the main characters, although he confused two of them in relationship to the main character and could not follow their development.

Session five. Raul continued reading *Easy Time*. In this section of the story, the main character was all alone the night before he was schedule to report to prison. He had revisited a cavern he used to visit and finding trash in the area, he decided to burn it.

Raul's Oral Reading Summary Chart

Session→		RMA-5
Reading →		<u>Easy Time</u>
RMI ↓		
<u>Retelling</u>	Unaided	6
	Aided	7
<u>Meaning Construction</u>	No Loss	36%
	Partial Loss	24%
	Loss	40%
<u>Grammatical Relations</u>	Strength	56%
	Partial Strength	20%
	Overcorrection	0%
	Weakness	24%
<u>Graphic</u>	High	43%
	Some	43%
	None	14%
<u>Sound</u>	High	38%
	Some	43%
	None	19%

RMA-5: Miscue analysis. In this individual session, we discussed the following miscue.

[14220], "...gathering up some paper[©] ^{and} trash and lighting it..."

Raul: "...*paper* and *trash*..." It just made more sense.

Res: It does make sense.

Raul: Yeah, it's better.

This statement by Raul, that his miscue made more sense than the original text, was one of many such statements throughout the session that indicated a stronger, more confident

reader than in the initial sessions. Even his facial expression had changed from quizzical when he had first learned of miscue analysis and the transactional reading process to calm and confident with a steady gaze when he told me his construction of meaning from the text utilizing his strategies was better. His value of himself as a reader was reflected in this strong, positive statement, in which he explained enhancing the text with *and*. We discussed that he had self-corrected the miscue, but he stated that even though he realized that there was no conjunction (*and*), he thought that there should be.

He used prediction and confirmation as strategies to add the conjunction, but used a combination of his cueing systems when he corrected his miscue. In other words, he knew that the text did not contain the conjunction, as evidenced by his self-correction, but he thought that his wording made more sense, even though it changed the meaning slightly. He knew he could still construct the essential meaning from the text with his own wording.

Res: Did the meaning change?

Raul: No. I mean, yeah. Partially, maybe, but some *paper trash* or *paper & trash*?

We discussed that one way to look at the trash was being just *paper* or trash that is made out of paper: *paper trash*, and another way indicated different types of trash, such as *paper* and *trash*.

Raul: It would be trash like, I don't know, from take-out.

This was definitely a window into Raul's mind about how he had approached the text. He inferred that it was trash that one would find from someone littering with paper items from fast-food places, predicted his own wording and confirmed his inference. I proceeded to tell him about how he had produced effective, efficient miscues and had made inferences

from the text. Instead of being just *paper trash*, he interpreted the text as *paper and trash* or trash that did not consist solely of paper.

Raul was no longer committed to his idea that all miscues were errors. He was trying and identifying several new strategies. He accepted the idea that he could construct meaning through his identified strategies of sampling the text while reading, making inferences and making predictions of the upcoming text. He expanded his strategy of making inferences by inserting additional words to a sentence which resulted in a meaningful sentence. In addition, he corrected his miscues often, to the point that he overcorrected his reading at times.

He had embraced the idea that miscues could lead to, as he said, even better sentences in which he could use reading strategies to construct sentences that were meaningful to him. Raul showed confidence that I did not know existed in him as he deftly exclaimed that his miscue was better than the expected response. He effectively demonstrated that he no longer felt that he had to reread sentences or text until he understood the text; his construction of meaning of the text through his internalizing the cueing system and his awareness of his reading strategies led to his comprehension.

RMA-5: RMI.

Meaning construction. Raul had no loss or partial loss with 60% of the miscues on meaning construction. He was still able to construct meaning 60% of the time even when confronted with unknown vocabulary and concepts and had a loss of meaning 40% of the time. This was comparable to his retelling score.

Grammatical relationships. Raul scored a strength or partial strength creating linguistically acceptable sentences with his miscues 76% of the time on grammatical

relationships. As he navigated through the story, his scores reflected that he was internalizing his ability to create sentences that made sense.

Graphic and sound similarities. His graphic similarity was at 86% for high and similar similarity and 81% for high and similar sound similarity, as he increased his use of the graphophonic system when he confronted difficult text.

Retelling. Raul scored 6 out of 10 unaided and 7 out of 10 aided in his retelling of the story. His re-telling was richer than in the first segment of this story; he not only included the characters and the events, but made inferences and judged some of the characters by their actions. He explained how the characters interacted in their relationships to one another and was able to identify the theme better.

Session six. In this session Raul got to participate with Hector in a collaborative session, but having this occur was originally unplanned. One day, after having seen Raul and Hector individually for five weeks, I was told by the Controlling Officer (CO) in the original pod that I had a choice: that day I could see Raul and Hector together or not at all. The CO explained that a lockdown was to occur within the next hour and he needed to have all the inmates back in the pod. He called Raul and Hector to his desk and offered them the choice of working together with me or not at all; their faces lit up and they agreed to do work together.

This section of *Easy Time* explored the times that the main character and his friends—and his ex-girlfriend—used to party together. He realized most of his friends were either dead, imprisoned or in the service and that his relationship with his ex-girlfriend was over.

Raul's Oral Reading Summary Chart

Sessions→		CRMA-6
Readings →		<u>Easy Time</u>
RMI ↓		
<u>Retelling</u>	Unaided	5
	Aided	5
<u>Meaning Construction</u>	No Loss	36%
	Partial Loss	29%
	Loss	35%
		65 %
<u>Grammatical Relations</u>	Strength	50%
	Partial Strength	36%
	Overcorrection	0%
	Weakness	14%
		86%
<u>Graphic</u>	High	50%
	Some	30%
	None	20%
		80 %
<u>Sound</u>	High	50%
	Some	30%
	None	20%
		80%

This first CRMA session was impromptu, but I had been preparing for the final CRMA group so I had some ideas of how to arrange a CRMA session. As CRMA introduces a new element of analyzing another reader's miscues with the reader and listener present to listen, I had to quickly set a mood of trust and respect for the two participants involved.

I asked if someone would read while the other one listened and then we would analyze the tape together. I gave them each a clean typescript of the story.

Res: Let's have someone read and listen to the tape. Who wants to be first?

Hector grinned, jerked his thumb and volunteered Raul.

Hect: He does.

Rather than protest this, Raul acquiesced, albeit without much enthusiasm. He actually winced when Hector gestured towards him with his [Hector's] thumb and gave Hector a baleful look.

Raul: [reluctantly] Okay

CRMA-6: Miscue analysis. We listened to Raul's reading on the tape and he identified the following miscue.

[15224] The nights ^{of} with Payaso and Joker and David and their girlfriends...

Raul: "The nights 'of' Payaso and Joker..." instead of "The nights 'with' Payaso and Joker..."

Res: Does that make sense?

Raul: Yes, yeah, they are both the same. I mean it changes it a little, but not that much.

The syntactic and semantic acceptability are the same and Raul stated that he put "yes" for both. I watched Raul throughout this analysis. He did not appear to be comfortable with his friend being in this session listening to his [Raul's] miscues as he kept his head down and did not look at Hector while Hector made comments.

Raul wanted to proceed on to another miscue in which he added a preposition to a clausal phrase, creating the addition of a prepositional phrase. We proceeded to discuss the following miscue from Raul's recorded reading.

[15225] Who would have

[15226] thought ^{of} ^ it?

Hect: Who would have thought *of* it?

Raul: I just thought of the word.

Hect: But it's not there.

Raul: It's okay. "Who would have thought *of* it?" It makes sense.

Res: You added a word and in fact it probably....

Raul: Maybe it needed it.

Hect: Oh, yeah.

This piece demonstrated good recovery of Raul's value of himself as a reader and that he understood that readers enhance text. Raul had made a prediction during his reading and was stating that the meaning remained the same. Hector backed off from what Raul might have perceived as an attack of his (Raul's) miscues ["Who would have thought *of* it?"] and ended up supporting Raul in Raul's analysis of this miscue and the construction of meaning. We discussed looking ahead for predictions and confirming for making inferences to determine which strategies were used.

In the following piece of information regarding the same miscue, Raul actually guided Hector in putting his [Raul's] miscues in the coding form. In a discussion regarding whether the miscue resulted in a sentence that sounded like a sentence in English and had maintained meaning, Raul assisted Hector in determining if it was acceptable.

Raul: "Yes" to both [referring to semantic and syntactic acceptability and showing Hector where to put "yes"]. You could add that word and have a sentence.

Hect: Yes, it made sense.

Not only was Raul explaining his responses, but by the end of the impromptu collaborative session, he was standing up to Hector and telling him why his [Raul's] miscues were acceptable and how to use the transactional language cueing system when reading. His miscues did not change the meaning and Raul was able to demonstrate that fact.

I had tried to determine how to make this spontaneous collaborative session work without either one losing ground in utilizing their new (to them) reading strategies in the process of exposing their miscues to each other. The new element of analyzing another reader's miscues with the reader and another listener in the same room may have caused Raul some initial anxiety, but the mood of mutual respect and trust between the two participants became evident very quickly. Raul's confidence in being able to explain how to construct meaning from the text was starting to manifest itself with his peer group by the end of the session. Both participants started to see how their strategies could result in highly effective miscues from which they could construct meaning and that word for word reading was unnecessary.

CRMA-6: RMI.

Meaning construction. Based on the semantic acceptability of Raul's miscues, 65% of his miscues resulted in no loss of meaning or partial loss of meaning construction while 35% resulted in loss of meaning. These data were indicative that Raul comprehended more than what his retelling score reflected.

Grammatical relationships. Eighty-six percent of his grammatical relationships indicated partial or full strength which was an indication that with his miscues he was increasingly creating sentences that were structurally linguistic.

Graphic and sound similarities. His graphic similarities were scored 80% for high and similar, and his sound similarities were score 80% for high and similar. Even in a fairly high stress situation, he was relying less on the graphophonic cueing system than on grammatical relations.

Retelling. Raul scored 5 out of 10 in his aided and unaided retelling of the story. Raul appeared reluctant to give out too many details and tried to get by with a cursory retelling. Prompts from me did not elicit new information because he appeared reticent to share information in front of his partner. As I suspected, the data from the meaning construction and grammatical did not support the idea that he was not constructing meaning from the text as he read. He was using the language cueing systems, but his retelling scores did not reflect this.

Raul's Oral Reading Summary Chart

Session→		CRMA-7
Reading →		<u>Easy Time</u>
RMI ↓		
<u>Retelling</u>	Unaided	7
	Aided	8
<u>Meaning Construction</u>	No Loss Partial Loss Loss	24% 62% 14% } 86 %
<u>Grammatical Relations</u>	Strength Partial Strength Overcorrection Weakness	66% 5% 5% 24% } 71%
<u>Graphic</u>	High Some None	50% 45% 5% } 95 %

Session→		CRMA-7
		<u>Easy Time</u>
Reading →		
RMI ↓		
<u>Sound</u>	High Some None	45% 50% 5% } 95%

Session seven. The main character in *Easy Time* was still alone, facing his prison sentence the next day. He was reminiscing about his brother's funeral after his brother had died in service.

CRMA-7: Miscue analysis. In the second CRMA session, the two students seemed to be looking forward to leaving the pod together and actually seemed to be waiting for me to arrive. Raul presented with a happy, excited face when I entered the sally port to their pod; he and Hector were talking and laughing as they waited for me to enter the pod door and joined me in our walk to the classroom.

Raul identified a miscue [adding a suffix, -ness, to a noun] when we all listened to the tape of his oral reading. We discussed the following miscue.

[15236] And when the honor guard fired the salute, Tony cried in public,

darkness

[15237] his dark sunglasses hiding his eyes.

Raul: That didn't make sense.

Hect: That didn't make sense.

We were able to discuss how something could start off sounding acceptable in the first part of a sentence in which it would read "his darkness", but end up not sounding correct in the full sentence. They coded this miscue as not having syntactic acceptability.

Raul: Can you? [use darkness in this sentence and have syntactic acceptability]

Hect: Where are we?

Raul: [Verbally rehearsing to himself and adding a new miscue: *of* to his sentence]

“The *darkness of* his sunglasses...” [to Hector and me] “The *darkness of* his sunglasses hiding his eyes...” How would that be?

Hect: You messed up, man, it didn’t make no sense.

Raul: Right. That didn’t make sense. Not a sentence.

Hect: I told you.

Raul: That didn’t make sense.

Hect: It says, “dark glasses”; you said “his darkness”. I told you!

Res: Instead of “dark sunglasses” you said “his darkness”.

Raul: [rehearsing again] “The *darkness of* his sunglasses...”

Hect: “The *darkness of* his sunglasses hiding his eyes...”

Raul: How would that be?

Hect: You weren’t paying attention, man. Can you say that?

Raul: Yes, it makes sense so even though I changed the words.

We discussed how the first part of a sentence can sound like a sentence, but ended up not sounding correct when the rest of the sentence is read. Raul felt comfortable with the statement that the miscue resulted in a sentence that was acceptable in the first part of the sentence as he did not contest it, even though he recognized that the sentence ended in a way in which it was difficult to construct meaning.

We next discussed if the expected and observed responses were graphically similar.

Hect: They both have *dark* in them.

Res: They certainly do. How would you code that?

Raul: Similar. They are not highly similar.

When challenged about his coding, Raul continued to display his confidence in his scoring with a very calm demeanor. Hector and I thought they could be coded highly similar, but Raul disagreed.

Raul: No, just similar like the sound, too.

Raul stated that the words were similar, but not highly so. I wanted to list the two words (the expected versus the observed) as highly similar, but Raul was adamant that he did not think so. It appeared that he was trying to form his own boundaries about the acceptability of a miscue. The pivotal point for Raul was that he finally was breaking from the idea that all reading had to match word for word. He had broken the idea to which he once adhered that all miscues were mistakes and had made a paradigm shift in front of his reading partner. Guided by his strategies in reading, Raul analyzed his miscues and accepted them as efficient and effective.

Raul appeared to be comfortable in accepting that his consistent pattern of substituting one word for another, such as one noun for another or one verb for another, did not affect his ability to construct meaning from the text. He was using predicting, sampling and confirming strategies with the text and was able to identify his strategies and why he had used one strategy over another.

CRMA-7: RMI.

Meaning construction. Raul constructed meaning with no loss or partial loss 86% of the time with his miscues. This was a strong indication that Raul was making use of more effective semantic predications while he read and was comparable to his aided retelling score.

Grammatical relationships. Raul's miscues were rated at 71% for strength or partial strength for syntactic acceptance. He was monitoring whether or not each sentence that he read made sounded as if it were an acceptable sentence in English, but he had sacrificed this area to the semantic system.

Graphic and sound similarities. His graphic similarities and sound similarities of his miscues were at 95% for high and similar respectively. Although Raul no longer focused exclusively on the graphophonic system when he encountered unknown words, he still used this cueing system to guide him in addressing the unknown concepts he encountered in the end of this story. The difference was that he integrated all the cueing systems as he moved to a meaning-centered view of reading.

Retelling. Raul appeared more relaxed in this, the second collaborative session, and even volunteered to read first. He retold the passage he had just read, scoring 7 out of 10 unaided and an 8 out of 10 aided. He demonstrated better comprehension by describing the characters and giving more details about this section of the story. He even accepted some probing questions from me which added to his aided retelling by him offering an inference based on the story. It seemed that he was utilizing his knowledge of the text through integrating the cueing systems to construct meaning from the text.

Session eight. The final session.

CRMA-8: Miscue analysis. The last session with all of the remaining participants revealed more details about how a young, adult, incarcerated male being tutored in Retrospective Miscue Analysis emerged as a valued reader. Raul had already talked about the reading process in his previous sessions and made statements that documented the changes in his own reading patterns and in his reading strategies. Now the group was

assembled to analyze a previously recorded reading of a young male, who was unknown to the participants, reading *The Baseball Glove* (Martinez, V., 1993) in which two brothers, one of whom is ambitious while the other is not, go to pick chiles in order to purchase a baseball glove. The participants each had a clean typescript on which they could write; they listened to the tape, collaborated on the retelling and identified the miscues that we discussed.

When Raul identified miscues he discussed whether or not they were very high quality and whether they affected the meaning much. Raul, who had worked hard on learning the coding form, often guided the others in coding the miscues in this CRMA session. The following is an example of the miscues that Raul helped the others to code.

[0110] ...he worked as a busboy for

[0111] the Bonneville Lakes Golf and Catering *Services* Service.

Raul told the others to look at *Services* instead of *Service* and asked if that was acceptable and if it changed the meaning. The others agreed that it was acceptable and it did not change the meaning. Raul proceeded to explain why the miscue was syntactically acceptable since the sentence sounded like a sentence in English and that the miscue was semantically acceptable since there had been no loss of meaning. He was able to explain that the reader had made a prediction as a strategy. When asked if *service* and *services* looked alike for graphics and what the “H” [for high similarity] meant, Raul confidently explained:

Raul: “High”. And semantically and syntactically they were acceptable.

He then declared it was a high quality miscue because there was no change in meaning. This was a very confident display of Raul guiding the others through the coding forms and explaining how a miscue did not always affect meaning making.

Raul attempted to have the group look at a miscue that he identified in which a gerund was substituted for a present progressive verb. The group did not discuss the miscue right away so Raul went back to the miscue later, determined to have it analyzed by the group. He appeared to be making a point that he could guide the others in analyzing the miscue he identified.

The group finally discussed the following miscue.

[0457] ...he didn't like *sweeting* over clods of dirt under

[0458] an 105-degree sun.

Raul: Does it make sense to say: "...he didn't like *sweeting*?

Adan: He...*sweeting*?

Raul: *Sweeting*. I thought it was another word

Res: Does it make sense to have...*sweeting*?

Raul: No [long pause as he rereads]. Can you even say the word *sweeting* [in this sentence]?

Adan: No.

Raul: No.

Hect: No.

Res: True, it does not make sense.

Raul had identified that the sentence did not make sense, compromising meaning making with this miscue.

Rand: Well, he didn't correct himself all the time.

Raul: Do they look alike?

Adan: Yeah.

Rand: Yeah

Raul: Similar, not very much though.

Adan: [verbally rehearsing the words to himself] “sweeting/sweating”. Well, I think they look the same.

Raul: [verbally rehearsing the words] “sweating/sweeting”...I think...

Rand: [Interrupts] Yeah.

Raul: Graphics and meaning...no

Raul guided them to the fact that the meaning changed, and semantically the non-word was not the same as the expected response. He did not think that the expected and observed responses were visually the same nor similar but the other participants disagreed. Raul felt comfortable enough to accept this, and in the following exchange, to allow Adan to correct him in sound similarity.

Raul: Sound similar? No.

Rand: No.

Adan: Yes. They are similar. Try them.

Raul participated in the analysis of all the miscues, but at the heart of his analysis was the acceptance that miscues can best be viewed as patterns and that the reader was using reading strategies to sample, predict and confirm construction of meaning of the text with miscues. He guided the others through the coding form, but accepted their input when they disagreed or corrected his assessment. He was confident enough in directing the others in this process to accept dissent while he coded the form.

The exit interview. When asked about how he felt about the sessions in the final group, Raul stated that everybody makes miscues and if he could not read a word from the context of the text, then the miscue might guide him in constructing meaning. In this group session he responded to interview questions by stating that he could read with other pod mates and felt he used the strategies that he had learned in constructing meaning from the text, using retrospective miscue analysis to assist him in the process. The essential difference was that he no longer relied entirely on how a word was pronounced; now he looked to see if the sentence sounded like a sentence in English and if he could construct meaning from the context. Throughout the final CRMA group, Raul's responses to interview questions reflected his understanding that he had learned to construct meaning from his reading of text:

Raul: Yeah, I use the story to get meaning.

Raul had not embraced the idea of constructing meaning from his reading in the first interview, but he expanded upon his acceptance of the concept in this final session.

Raul: Now I don't care if I ask what a word means or how to say it. I'm reading now and I can help others. I'm kinda proud of reading out loud.

Another comment of his reinforced his discomfort about reading in front of an audience and how he changed since he felt more assured in his reading.

Raul: I didn't like to be uncomfortable, but I feel that I can read in front of anyone.

Raul's statements that he was reading now coupled with how he can read out loud with confidence, was a reflection on his belief of being able to utilize effective context cues to construct meaning from his reading. This was more efficient and less boring than sounding out words and constantly re-reading the text, which is what he had done in reading the Bible. No longer did his mind go elsewhere as he comprehended the text and enjoyed

reading. He now displayed a significant change by actively thinking like a reader who worked to construct meaning by using syntactic and semantic cues, along with his graphophonic ones.

The detention center official, who arranged the setting and the release from the pods of the participants for the final CRMA session, joined the group midway through the session. I asked if anyone wanted to tell her what a miscue was. Raul seemed more animated by this question than previous ones and revealed more about what happened when a reader came across something he did not know in reading.

Raul: That is when you make mistakes. But they are not really...

Here Raul reverted back to the language he used before he learned about miscues in his first sentence, but he quickly clarified his statement. Raul used the language of miscue analysis to express his ideas which showed that he had internalized what he discussed in the RMA sessions by stating that some miscues "...do and some don't mix up the meaning. You gotta see if it makes sense." Raul continued to utilize the language of the transactional reading process to express the most important point of miscue analysis, which is that meaning must be maintained for comprehension to occur.

I asked the next question, "Have there been any changes in your reading as a result of our sessions?" The answers disclosed the participants' reading strategies.

Raul: Yeah, now I know if I can't read a word, well, people say, "Can't you read?", but now I know, that's a miscue.

In reference to *Easy Time*, the story at the point in which the young man was dropped off at a detention center for jail time, Raul agreed that you had to visualize the story in order to get the meaning to help "...predict what's gonna happen".

Of course, the most important change in the Raul's reading was that constructing a meaningful text while reading was paramount. This simple fact may seem simplistic, but it was a revelation to him. He now saw miscues as a fact of life for all readers but recognized that there were two types of miscues. There were the miscues that were high quality and maintained meaning and those that were not high quality and did not contribute to the construction of meaning.

Comparisons of the initial and exit interviews. Raul had stated in his first interview that he could read but that his mind went somewhere else when he started reading. That statement seemed to suggest that his goal was to be a meaning-maker; in truth, he was not always constructing meaning while reading at that time. He stated that he would try to pronounce a word he did not know, attempt to figure the word out and if that didn't work, he would get help to pronounce it.

Even though Raul ultimately stated that he was a good reader, he did not define himself as one in the first interview when talking about who he could identify as a good reader. He focused upon phonics and word attack skills as the definitive domain of a good reader, but recognized that the goal of reading was understanding, which cannot be attained through word by word attack skills. He appeared to know that he had to incorporate changes to increase comprehension and, therefore, increase enjoyment, but he did not seem to know how to accomplish this change.

Raul had originally stated that no deviation from the text was ever acceptable, which implied that he believed that every miscue was a low quality, inefficient and ineffective one which detracted from ultimate-meaning construction. He relied heavily on the graphophonic cueing system and stated that he had not heard of any other systems or strategies to assist in

reading. When he was initially quizzed about his miscues, his answer was often “I don’t know” without further reflection. He read well and his re-telling of stories was adequate with most of the characters, many of the events and almost too many irrelevant details, but with little interest expressed about the text.

He had a remarkable transformation by breaking away from his thinking that reading was a word by word compilation. First he accepted that there were no clear cut answers on why he made some miscues, but that some miscues were acceptable. This was the first of his revolutionary changes. He recognized when miscues resulted in no loss of meaning and when a miscue was partially or entirely syntactically acceptable, that they were high quality. He came to understand that words did not have complete power in a text because some miscues interrupted the construction of meaning; some did not.

He made a significant change in his use of context cues to increase his awareness of syntactic and semantic cues. He would only self-correct miscues that did not make sense or did not sound like language. While he quit relying as much on graphophonic cues, he balanced these new strategies he developed to a more holistic approach to reading, which he was able to do because he had reflected on the reading process throughout the sessions.

Although Raul did not state in his first interview that he was embarrassed to read in front of others, this information emerged in the final CRMA group. He declared that he was no longer embarrassed to read in front of others and it was apparent that his anxiety over reading out loud had decreased or disappeared entirely as he was proud of his ability to read.

Confidence building in Raul. Raul underwent a tremendous change during the study. Initially, he as a reader focused almost exclusively on the graphophonic system at the expense of syntactic and semantic systems. Originally, he would sound out words, but he

often failed to comprehend their meanings. He thought that all responses that deviated from the text were wrong and could not possibly assist in meaning-making. Later, he told the final group that he had not liked reading in front of others although he participated in literacy groups.

Starting in the middle RMA sessions Raul was no longer committed to his idea that all miscues were errors, which was at the core of his valuation of himself as a reader. He tried and identified several new strategies. He accepted the idea that he could construct meaning through his identified strategies while reading and would put the text into his own words, if that added him in meaning construction.

Coding the miscues through the reading process became something that gave Raul great pride, and he was willing and anxious to share this information with others. Once he overcame his reluctance to read, retell the story and code his miscues in front of others, he shared his new-found information with confidence in the CRMA sessions.

Raul became much more self assured about having miscues and in articulating in a thoughtful manner why he has enhanced the text using the cueing system of transactional reading. He had changed and valued himself as a reader. The RMA sessions were forums for richer explanations of his miscues and more awareness of his use of the cueing systems and of his strategies. He started to reflect on his miscues and would argue a point to me about how his own prediction and interpretation of the text made more sense or was more fluid than what the author(s) had written. Raul went from being unyielding about miscues and labeling them as unacceptable deviations to passionately arguing about how his own comprehending of the text was the better construction. The learned helplessness of that appeared in the initial stages shifted during this time from Raul waiting for the instructor to give guidance to

him to his new found strategies to approach anything that gave him difficulties in the text with confidence.

Once Raul broke the bonds of learned helplessness established in his early years as a student, he quickly went from someone who needed guidance to the role of a confident teacher, first with Hector and later in the final group. The others demonstrated their respect of Raul's knowledge in these areas by listening to him and discussing these areas with him. They indicated that they accepted Raul's expertise in coding miscues and allowed him to guide them in categorizing the miscues. It was his special contribution to the collective construction of a cultural reading model that the inmates created. In the small CRMA group with Hector and even more evident in the final CRMA group, Raul displayed confidence in coding the miscues and proved that, in a trusting relationship such as the RMA and CRMA groups, he could blossom with his new-found knowledge of himself as a reader.

By the end of the final group session, Raul indicated by his actions that he no longer lacked confidence as a reader. He was more self-assured, not asking for help, trying out new strategies and applying the new knowledge to his reading. His poise and pride in his reading, manifestations of his valuation of himself, were evident by Raul not only in the CRMA group but by participating more actively in a literacy group with his pod-mates. There he was able to read out loud with confidence, not fearing if he miscued as he realized that was what every reader did. In this group he identified his reading strategies and his use of the language cueing systems which was information that he wanted to share with others in his pod area, including with the guards.

This confidence spilled into his personal life which partially demonstrated to a judge that he could be released on parole from the center. As further proof of his changed nature,

the latest information available from the detention official was that he had not repeated his pattern of being rearrested.

What Raul learned from the sessions. Raul stated that he read out loud with others in a literacy group and had been reluctant to do that in the past due to his miscues. Now he listened to other readers and discovered that everyone has miscues in oral reading. He continued to read along with the others in this group which opened up discussions about the reading content. He seemed to recognize the importance of sharing his reading experiences with others to assist in further construction of meaning of text that had been read and shared with others. Now he could read with other pod mates and felt he could help someone to explain the meaning of the text that he [the pod mate] did not comprehend.

The essential difference was that Raul no longer relied upon how a word was pronounced; now he looked for strategies that helped him read more effectively. He would only self-correct miscues that did not make sense or did not sound like language. While he quit relying as much on graphophonic cues, he balanced the new strategies he developed, such as making predictions and inferences, making corrections and confirming whether or not the other strategies, by not using just one. He had learned to ask himself if his reading made sense and to use the language cueing systems to construct meaning from the text.

By the end of the study, he had a remarkable transformation by breaking away from his thinking that reading was a word by word compilation. First he accepted that there were no clear cut answers on why he made some miscues, but that some miscues were acceptable. This was the first of his revolutionary changes. He recognized when miscues resulted in no loss of meaning and when a miscue was partially or entirely syntactically acceptable, that they were high quality. He came to understand that words

What was learned from Raul. What we can learn when we teach RMA to young, adult, incarcerated males is that they can change their strategies and attitudes about reading through the transactional reading process. Raul made a significant change in his use of contextual cues to increase his awareness of syntactic and semantic cues in a few weeks. He was able to score his miscues and incorporate the information that he learned in the miscue analysis coding form in guiding him about what language cueing systems he was relying upon and which ones he needed to use in constructing meaning from the text. By the end of the RMA sessions he recognized the difference and was using the language cueing systems that helped in his comprehension of the text. All the proceeding information aided him in meaning making through a more holistic approach to reading, which he was able to do because he had reflected on the reading process throughout the sessions. This knowledge became his contribution to the inmates' construction of a cultural reading model based upon the transactional reading process

An incarcerated male can learn a new theory of reading and be able to incorporate this into his everyday life, affording him the confidence to plan an existence outside of the center's walls. As he was the only one of the participants who had been paroled before and was up for parole again, he was busy planning what he could do with his newfound confidence in his reading abilities.

Case Study: Hector

Background. Hector appeared to have a lot of energy; I observed that he was talking to and laughing with several of the other participants when he came into the small room I had been assigned to recruit volunteers for the study. He graduated from a different local high school than Raul, and stated that he [Hector] really did not show up to school. His family

consisted of seven with him being the youngest of the five “kids”. The next oldest was two years older, and he attributed many of his difficulties at school to the fact that he was allowed “too much freedom” at home. By his own admission, he was generally uncontrollable by the time he was a teenager. In my discussions with him he told me about a dog that had helped give him some responsibility. When he told me that he really liked dogs, I decided I would select a story with a dog in it for one of the readings.

Session one. The Burke Interview Modified for Older Readers. Hector was interviewed to determine how he defined a good reader, how he viewed himself as a reader and about his own views of the reading process. Before we began the interview, he stated he needed improvement in his reading ability.

Hector said that when he was reading and came across something he did not know, he would “skip it”. An inquiry into what he would try to do differently yielded the same result. Hector: “Pretty much skip it and usually I get it but just read along”. At first this looked as if Hector grasped that meaning happened without needing to read every word; on closer inspection, it was clear that Hector’s view of meaning was a collection of words, since he stated that he felt good readers know a lot of words.

Hector identified his mother as a good reader and when asked what she would do when she had trouble in reading, he offered that, “She tries looking it up in the dictionary”. This was his only other identified strategy, along with skipping words, in all reading situations.

Hector stated that he skipped any unfamiliar words, implying that he would get the meaning without reading every word, but he felt that a dictionary was the best practice for a situation where someone, either a good reader or a student in a classroom, came across

something that they did not know. He regarded reading as a collection of words with agreed-upon definitions.

The subsequent questions from the interview indicated Hector's value of himself as a reader. In response to how he would like to improve his reading, Hector alleged that he was, "Just kind of a slow reader" who needed to improve his understanding of what he read, implying that a good reader is a fast reader. This became his objective throughout: he wanted to be the type of reader who understood text even while skipping words. In other words, he wanted to be an efficient and effective reader.

He volunteered his dilemma regarding his reading:

Hector: I only finished a book once. It was a big book and it was the only one I ever finished...besides, you know, Dr. Seuss.

Perhaps Hector did not view himself as someone who could finish a book or he was expressing that he did not think that reading books was a pleasurable activity. Either way, he did not express value of himself as a reader.

His statements that he was a slow reader, who only read one book in his whole life, were actually a reflection that he considered himself an ineffective, inefficient reader. Earlier in the interview, he identified skipping words as a strategy and stated that he would like to be able to read quickly by skipping words, but still be able to understand what he had read. Hector liked the idea that a reader could somehow skip whole sections of the text and still maintain meaning. Speed was something else that he admired in reading. He had yet to understand that he needed be able to have speed coupled with meaning to accomplish his desire of being a reader who could skip text quickly while still constructing meaning.

Hector's Oral Reading Summary Chart

Sessions→		RMA-2
Readings →		<u>The Old Man, His Son and the Donkey</u>
RMI ↓		
<u>Retelling</u>	Unaided	5
	Aided	5
<u>Meaning Construction</u>	No Loss Partial Loss Loss	29% 28% 43% } 57%
<u>Grammatical Relations</u>	Strength Partial Strength Overcorrection Weakness	52% 34% 5% 9% } 86 %
<u>Graphic</u>	High Some None	73% 27% 0% } 100 %
<u>Sound</u>	High Some None	85% 3% 12% } 88%

Session two. I introduced the coding form and how to code and mark the form to discuss the quality of the miscues before I played the recording of Hector reading the story *The Old Man, His Son and the Donkey* the previous week, in which a man and his son were leading a donkey to town to sell. After following the suggestions of everyone they met, including at one point having both the man and his son up on the donkey, the donkey escaped. The man learned that you cannot please everyone.

RMA-2: Miscue analysis. In Hector's interview the prior week, he had said that he skipped words and that he had difficulties gaining understanding of what he read. The following miscue reflected that he did skip words.

[0223] “The two of you^{up}there ...”

Res: You skipped the word *up*.

Hect: I did? I guess I didn’t see it.

Res: Does the sentence make sense?

Hect: “The two of you *up* there...” “The two of you there...” Yeah, that makes sense. It’s still a sentence.

Res: You see that you omitted a word, but the sentence still makes sense. You stated that in your interview, that you skip words.

Hect: Words I don’t know.

Res: And sometimes words that you know. It is okay to skip if the sentence makes sense.

Hect: I get messed up when I read.

Res: What do you mean?

Hect: I don’t always understand it.

Hector implied in his first interview that words could be skipped, and he seemed to adhere to that theory in his discussion of miscues. He argued that he still created whole sentences with his miscues but felt that the sentences did not make sense. Certainly, his first miscue was very efficient and effective and did not change the meaning. Hopefully, with the mini lessons on miscues, he would come to accept that substituting words did not always change the meaning of the text, but that he had to construct meaning if he were to omit words.

This session was more instructional than interactive with him. I explained the transactional method of reading and the language cueing systems to Hector. I kept the descriptions of the process short as it would be reviewed repeatedly in the next few sessions.

Hector took in the information and offered few comments. It was planned that when he would be able to integrate the reading process he would understand that skipping or substituting words without bothering to understand a passage would not lead to gaining meaning from the text or, in his words, “making sense”.

RMA-2: RMI.

Meaning construction. Fifty-seven percent of Hector’s miscues had no loss of meaning or partial loss of meaning which meant that forty-three percent of his miscues result in a loss of meaning. Hector appeared to be a moderately proficient reader and this story did not appear to be too challenging to him in oral reading. He read quickly but was unable to organize his retellings. When he did come across unknown words, he did not always focus on the text to construct meaning with his miscues as evidenced by the amount of his miscues that resulted in a loss of meaning. His meaning construction score correlated with his retelling of the story.

Grammatical relations. Eighty-six percent of Hector’s miscues resulted in a strength or partial strength in grammatical relations. This was an indication that Hector had a strong basis of what constituted a sentence that sounded correct.

Graphic and sound similarities. One hundred percent of Hector’s miscues were rated high or somewhat high for graphic similarities. Eighty-eight percent of his miscues were rated high both in sound similarities. This is an indication that Hector was text bound and relying upon the graphophonic system to guide him in addressing unknown words.

Retelling. Hector scored 5 out of 10 on both his unaided and aided retellings. He proceeded to give the details of the story quickly and then stopped. Prompts only yielded

statements from him that he did not know or could not remember. He claimed that he often did not remember what he read and that was, he stated, his main problem with reading.

Hector's Oral Reading Summary Chart

Session→		RMA-3
Reading →		<u>Home</u>
RMI ↓		
<u>Retelling</u>	Unaided	6
	Aided	7
<u>Meaning Construction</u>	No Loss	29%
	Partial Loss	43%
	Loss	28%
		72 %
<u>Grammatical Relations</u>	Strength	52%
	Partial Strength	24%
	Overcorrection	5%
	Weakness	19%
		76 %
<u>Graphic</u>	High	73%
	Some	27%
	None	0%
		100 %
<u>Sound</u>	High	46%
	Some	27%
	None	27%
		73 %

Session three. We discussed the story *Home*, which Hector had read and retold in session two. The story described a young man who starts feeding a dog that had been abandoned earlier by a serviceman. The man, who recently arrived after himself having been in the armed services, went to a store to buy the dog food on a borrowed motorcycle.

RMA-3: Miscue analysis. The use of the Miscue Analysis Procedure I Coding Form was utilized more thoroughly in this session. While previously I kept the explanations short

and limited to meaning maintenance and graphic and sound similarities, I now expanded to most of the coding form.

Hector anticipated an explanation that would have fit if the word substituted had remained in the same category as the expected response. We discuss the following miscue.

[0338] The “race-type

exhausted
[0339] exhausts on my old Harley-Davison rattled the win-

[0340] dows in the bar as I rode back to the bar.

Hect: I said *exhausted*?

Res: Yes. *Exhaust* and *exhausted* do they look alike?

Hect: Yes, except for the “-ed”.

Res: Right, they look a lot alike. Do they sound alike?

Hect: Yes.

Res: Yes, they do however here’s the problem. This is where...

Hect: It’s present.

Res: Well, you would look at it and think it’s present tense and that’s a good one. Maybe that’s how you’re thinking of it?

Hect: Yes.

Hector was demonstrating that he knew a lot about words and grammatical structure, information that had emerged in analyzing grammatical relationships in his RMI. In this case, though, he substituted a verb for a noun modifier. I had to proceed carefully as I wanted him to appreciate his own body of knowledge about reading and language.

Res: *Exhaust* is present tense except in this case an *exhaust* is an item on a vehicle:

exhaust pipes. *Exhaust* in this case describes a noun; it's not a verb. So you could be right to say *exhaust* for present tense but in this case it happens to be a thing. What happened to the meaning?

Hect: It changed.

We discussed how the meaning had changed and how he could tell me about this with his miscue. However, in his retelling of the story, he had understood that the main character was riding a motorcycle and Hector had not indicated that the main character was excessively tired. Hector had been able to construct meaning with this particular miscue through integrating the language cueing systems. Meaning had been compromised, but his retelling indicated that he was still able to construct partial meaning with this miscue.

Hector was still at the stage of having me guide him through the strategies that he selected for reading. I described sampling of the text to him as a strategy and of making predictions even if a word was unknown based upon the text and not simply upon graphophonics, which was the language cueing system that he heavily favored. Substituting words was a strategy that he used. He found that he could substitute words and still construct meaning, but not with every substitute; if meaning could not be constructed then he recognized that a correction should occur.

RMA-3: RMI.

Meaning construction. Seventy-one percent of Hector's miscues resulted in no loss or partial loss while 29% resulted in loss. Hector appeared to be more motivated to have a connection with this text as it was about a dog, which interested him. His meaning construction score correlated with his retellings.

Grammatical relations. Seventy-six of Hector's miscues resulted in a strength or partial strength for grammatical relationships. This continued to be a strong indicator that he created sentences that were structurally linguistic.

Graphic and sound similarities. Once again, one hundred percent of Hector's miscues were rated high or similar in graphic similarity, with 73% were rated high or similar in sound similarities indicating a continued strong use of the graphophonic cueing system while he read.

Retelling. Hector scored a 6 out of 10 when he retold the story without assistance. With probing questions he increased his score to 7 out of 10, describing an inference that he had not stated earlier. He had retold facts rather than discuss the relations between the characters.

Session four. A near riot had occurred in the pod. Hector's friend, Adan, was placed in isolation and was unavailable for participation in the sessions without special permission. Hector expressed concern about losing his friend and about what was happening in his pod as his sense of stability was shattered due to the new restrictions and the routine raiding of his cell.

The new format in the RMA sessions was to read the story, retell it and immediately identify and discuss the miscues which granted Hector better possibilities of more instant recall, an issue with which he struggled in retelling stories. *Easy Time* (Lopez, J., 1993), a story about a young man facing jail time [chosen because the participants had all faced a jail sentence] was introduced that took four sessions to complete; therefore, to maintain continuity with the story, this was the perfect time to change the procedures of the sessions. In this first segment, the main character's uncle was telling him that his father should have

taught him how to fight when he was younger. Having served time himself, the uncle felt that boxing was a skill needed in prison.

Hector's Oral Reading Summary Chart

Sessions→		RMA-4
Readings →		<u>Easy Time</u>
RMI ↓		
<u>Retelling</u>	Unaided	6
	Aided	6
<u>Meaning Construction</u>	No Loss	35%
	Partial Loss	28%
	Loss	37%
		63%
<u>Grammatical Relations</u>	Strength	61%
	Partial Strength	3%
	Overcorrection	3%
	Weakness	33%
		64%
<u>Graphic</u>	High	42%
	Some	54%
	None	4%
		96%
<u>Sound</u>	High	45%
	Some	50%
	None	4%
		96%

RMA-4: Miscue analysis. In earlier RMA sessions Hector had claimed that he skipped words. Here he is substituting a more conventional sentence than that in the text.

[0220] "...Didn't your old man teach you [©]
| *anything*
nothing?"

Res: Is that an acceptable thing if I said didn't your old man teach you *anything*? Is that acceptable; is that a sentence?

Hect: Yes.

Res: Actually you not supposed to have double negatives but that's what the author wanted to say. Semantically does it make sense to use *anything* for *nothing*?

Hect: Yes.

Res: You could say yes. You can say *anything* for *nothing*. Does the meaning change?

Hect: A little bit.

Res: A very little bit. There's a partial change in meaning because the author wrote it that way because he wanted to really push it in that your old man didn't teach you *nothing* instead of your father didn't teach you *anything*.

Hect: Yes.

Res: There's a difference right?

Hect: Yes.

Res: Okay so there is a little, tiny difference. Did you correct yourself?

Hect: Yes.

Res: Yes, you do correct yourself. Visually did they look alike?

Hect: Yes.

Res: Do they sound alike?

Hect: Yes.

Res: A little bit. Not 100% but a little bit. Okay good. So why do you think you said that?

Hect: Probably I was just going too fast and kind of look alike.

Res: Would you have said didn't your old man teach you *anything* or would you have said didn't your old man teach *nothing*?

Hect: What would I have said?

Res: Yes.

Hect: *Anything*.

Res: *Anything*, so once again you were using your own words while you read.

Hect: Rewriting.

Res: Yes, but that's actually okay because it makes that it gives you ownership of what you're reading.

Hector, who was the most reticent of all the readers, expressed that he used his own wording to read and by doing so became more valued as a reader. In this session, I explained that by self-correcting, the Hector was tapping into his previous body of knowledge about reading and language and using it within the context of the passage. He realized that when the resultant sentence made no sense and when meaning could not be constructed with his miscues, then he had to self-correct. In this case, Hector had constructed meaning from the text with his self-correction, but his original miscue was acceptable, too.

He acknowledged that he could construct meaning with his miscues. While before Hector was efficient in his reading, by using the minimal amount of text to barely construct meaning, he was now realizing that he needed to be effective in constructing meaning to obtain his goal of being a proficient reader who used the least amount of text to successfully construct meaning while reading.

RMA-4: RMI.

Meaning construction. Sixty-three percent of Hector's miscues resulted in no or partial loss, while 37% resulted in loss. This was a more demanding text for Hector, including multiple characters and concepts, but he continued to try to make sense of the text with his miscues. These data correlated with his retelling score.

Grammatical relations. Sixty-four percent of Hector's miscues resulted in strength in grammatical relationships while 33% resulted in a weakness. Recognizing a sentence with syntactic acceptability was still strong for Hector.

Graphic and sound similarities. Ninety-six percent of Hector's miscues resulted in graphic similarities and in sound similarities. He was still using the surface features of graphophonics as a predominate strategy.

Retelling. Hector scored 6 out of 10 on his retelling of the story. Prompts did not increase his score.

Session five. In this segment of *Easy Time*, the main character was alone in his house with the reality of jail time facing him the next day. He was staring in the mirror thinking of his family and his ex-girlfriend and realizing how alone he truly was.

Hector's Oral Reading Summary Chart

Session→		RMA-5
Reading→		<u>Easy Time</u>
RMI ↓		
<u>Retelling</u>	Unaided	5
	Aided	5
<u>Meaning Construction</u>	No Loss	25%
	Partial Loss	30%
	Loss	45%
		55 %
<u>Grammatical Relations</u>	Strength	40%
	Partial Strength	20%
	Overcorrection	0%
	Weakness	40%
		60%
<u>Graphic</u>	High	70%
	Some	20%
	None	10%
		90%

Session→		RMA-5
Reading→		<u>Easy Time</u>
RMI ↓		
<u>Sound</u>	High Some None	70% 25% 5% } 95 %

RMA-5: Miscue analysis. Hector was much more articulate in his explanations of his miscues and even teases about the last one he identified.

©
| *warm*

[13192] He ran warm water through his hair, warming his fingers

Hect: *Warm* instead of *warming* his fingers.

Res: You corrected yourself.

Hect: *Warm* his fingers—yeah, you can say that.

Res: *Warm* his fingers?

Hect: Like, you know, go *warm* his fingers.

Hector demonstrated how he used an effective strategy by substituting a present tense verb, *warm*, for a present progressive verb, *warming*, and was successful in making a meaningful sentence. Interestingly enough, *warm* was used as an adjective, *warm* water, in the main part of the sentence, which may have influenced his use of *warm* as a present tense verb in the phrase: *warming* his fingers.

Res: Great, you explained what you were thinking. Should we put partial for that?

Hect: Partial?

Res: Yes, you explained what was going on in your mind when you read that.

Hect: Okay, partial for *warm* and *warming*?

Res: You did correct yourself. Do they look alike?

Hect: Um, yes

Res: High?

Hect: Yes

Res: Do they sound like?

Hect: Yeah. Hm, what about eyebrō for *eyebrow*?

We had just discussed self-corrections so Hector skipped the analysis of the previous miscue to introduce a new miscue. I was trying to allow him to investigate his interests in miscue analysis; therefore, we discussed this new miscue that Hector just identified. The analysis of the previous miscue was dropped and the one in which he expressed interest was discussed.

[13194] The scar above his

eyebro
[13195] eyebrow from that fight after the football game...

Res: Do you think that's correct, that people would accept it as a word?

Hect: I don't know; probably laugh at me.

This statement of being ridiculed when reading orally was a revelation to me. Hector was a highly effective, efficient reader, but he exposed his belief that he did not think that others viewed him this way. He was sensitive to what others thought about him and monitored his words, whether read or spoken, carefully.

Res: No, I barely heard the difference myself

Hect: So I can put it down as partial?

Res: What do you think?

Hect: Yeah, partial.

Res: Then put down a “P”.

Hect: “P”?

Res: “P” for partial. Did you correct yourself?

Hect: No.

Res: It was very high in graphics and sound which is why it was hard to catch.

Hector revealed more of his background in identifying his miscues in this session. The fact that he identified his miscues was a big breakthrough for him as he used to be passive about his reading. Now he began to understand that he could construct meaning from the text with his own unexpected responses. *Warm* and *warming* were successfully used by him as ways that two words in the same class could be similar and constructed a somewhat meaningful sentence. We discussed his effective strategies of substituting one word for another in the same class, which syntactically resulted in a sentence making sense. His substitution of a nonsense word for another word revealed that he feared that people will laugh at his reading skills. This was unknown to me as he was a very effective reader.

Hector had just started to identify his own strategies in these sessions, agreeing that the expected and observed responses looked and sounded like, but he did notice that the miscue did not sound like English. He had used sampling as a strategy and made a prediction, but had self-corrected when he realized that the miscue did not sound like a sentence. He could still construct meaning with his miscues, as he had demonstrated in the previous miscue that someone could *warm* his hands, and bring in previous knowledge to achieve his goal of being efficient in reading.

RMA-5: RMI.

Meaning construction. Fifty-five percent of Hector's miscues resulted in no or partial loss, while 45 % resulted in loss. This text was more challenging for Hector with unknown words and multiple concepts, and he had difficulties constructing meaning from the text as a whole. His meaning construction score correlated with his retelling score.

Grammatical relations. Sixty percent of Hector's miscues resulted in strength in grammatical relationships while 40% resulted in a weakness. Recognizing a sentence with syntactic acceptability was still strong for Hector, but complex sentence structures within the story were challenging.

Graphic and sound similarities. Ninety percent of Hector's miscues resulted in graphic similarities and 95% in sound similarities. He was still relying heavily on the graphophonic cueing system.

Retelling. Hector scored 5 out of 10 on his retelling of the story. Prompts still did not increase his score. With the continuance of the new story, *Easy Time*, which included complex sentence structures and multiple concepts, Hector was not comprehending a great deal of the text.

Session six. Recall that Hector's RMA-6 session became CRMA-6 with Raul. Hector seemed more comfortable than Raul in this collaborative session. Once Raul had completed section of the session, it was Hector's turn to read his section of *Easy Time*, retell it and identify his miscues and strategies. In this segment of story, the main character was awakened on the day he was to report to jail by his mother who grabbed his toe to get him out of bed.

Hector's Oral Reading Summary Chart

Session→		CRMA-6
		<u>Easy Time</u>
Reading→		
RMI ↓		
<u>Retelling</u>	Unaided	6
	Aided	6
<u>Meaning Construction</u>	No Loss	28%
	Partial Loss	34%
	Loss	38%
<u>Grammatical Relations</u>	Strength	31%
	Partial Strength	38%
	Overcorrection	8%
	Weakness	23%
<u>Graphic</u>	High	58%
	Some	25%
	None	17%
<u>Sound</u>	High	50%
	Some	33%
	None	17%

CRMA-6: Miscue analysis. Hector identified a miscue in which he omitted an adverb, *again*, which connotes repetition, which did not affect the meaning of the sentence very much. The fact that the act of the verb was repetitious was demonstrated by the idea that the verb was listed twice, giving redundancy to the adverb.

We discussed the following miscue.

[16247] It grabbed his toe

[16248] *again* harder, and wouldn't let go.

Hector stated he did not know why he skipped the word *again*, but skipping words is a strong strategy for Hector. Raul supported Hector by saying that maybe Hector could not

make sense with that word, while I agreed that the miscue was high quality since the sentence made sense without the word. Raul pointed out that it could be scored with syntactic and semantic acceptability and I agreed. We all accepted the new sentence as making sense and constructing a very similar meaning. The only difference was between how the author stated it and how Hector read it.

CRMA-6: RMI.

Meaning construction. Sixty-two percent of Hector's miscues resulted in no or partial loss of meanings. The text was still a challenge for Hector, but he was trying to address unknown words with new strategies and achieved some mixed results. These data correlated with his retelling

Grammatical relations. Sixty-nine percent of Hector's miscues were categorized as a strength or partial strength. Hector continued to recognize structural patterns for sentences. He did overcorrect once.

Graphic and sound similarities. As evidence that he was no longer completely reliant upon the graphophonic cueing system, 17% of Hector's miscues had no graphic nor sound similarities. His miscues still were rated 58% as high graphic similarities and 50% as high sound similarities, but he was using the other cueing systems in reading.

Retelling. Hector scored a 6 out of 10 aided and unaided in his retelling.

Session seven. As stated earlier in Raul's case study, Hector and Raul were talking together, laughing, and appeared to be relaxed and waiting for me to arrive for their session. This session marked the end of the sessions and the last pages of the story, *Easy Time*. The uncle of the main character of *Easy Time* drove him to jail and gave him some last minute advice about surviving in prison.

Hector's Oral Reading Summary Chart

Sessions→		CRMA-7
Readings →		<u>Easy Time</u>
RMI ↓		
<u>Retelling</u>	Unaided	7
	Aided	8
<u>Meaning Construction</u>	No Loss Partial Loss Loss	46% 23% 31% } 69 %
<u>Grammatical Relations</u>	Strength Partial Strength Overcorrection Weakness	43% 43% 0% 30% } 86%
<u>Graphic</u>	High Some None	66% 34% 0% } 100%
<u>Sound</u>	High Some None	29% 71% 0% } 100%

CRMA-7: Miscue analysis. We discussed the following complex miscue of Hector's, identified by Raul as we listened to the taped recording.

[20308] Tony got out of the car. Alex embraced him and said to be cool not to ^{*be backed*} ^ back
[20309] down.

Raul: "...not to *be backed* down.

Hect: What did I say?

Res: That is what you read, "...not to *be backed* down". You caught yourself, you knew you were doing this, but you didn't change it.

Hect: Oh, I said *be*!

Raul: Added an *-ed* on the end of *back*: “backed down”.

Res: Is that how you would say it?

Hect: Not to be backed down?

Raul: Yes.

Res: Or would you say,” not to *back* down”? Which one would you say?

Hect: “Not to *back* down”, “not to *be backed* down”. I don’t know. I guess I was...

Raul: It’s not wrong. It’s just how you feel you put it in your own words.

Res: Yes

Hect: I guess you couldn’t say it like that though, not *to be*.

Raul: You can say it. “Not to *be backed* down”? I think you can say it, “I’m not going to *be backed* down, I don’t care what he does to me I’m not going to be backed down”.

You can say it. So it’s acceptable.

Res: Does it change the meaning?

Raul: Not really

Res: A little bit?

Hect: Okay. No.

Raul: The meaning didn’t change.

The miscue was the addition of the verb “*to be*” to a verb phrase: *back down*. With the addition of *be*, Hector changed the tense of the verb *back* from simple present to simple past tense: *backed*. This was a good conjugation of the verb in two different verb phrases which resulted in a complex verb phrase that was semantically and syntactically acceptable. The exciting part was that Raul and Hector co-constructed this into a meaningful chunk of

text. It was very dramatic to observe their cooperation in constructing the meaning of the text utilizing this miscue.

Res: If you think the meaning was the same, put “yes”.

Hect: “No”.

Raul: Yes!

Res: Did you correct it? No, you didn’t, and then so you need to put the other miscue down too because instead of saying *back* you said *backed*, which was part of the whole phrase.

Hect: Put “Yes”, “P”, “No”, “No”?

Res: Yes, good! On this next one, you can score it, because you can say *back* and *backed*.

Raul: We ask “Do they look alike?”

Res: Yes.

Raul: Yes, do they kind of sound alike?

Hect: Yes.

We discussed how his miscues were high quality and many were ones he would use rather than the ones that the author had used. I told him that he was a strong oral reader, but he again stated he never read any book for pleasure. We discussed how he did not like to retell the stories, something that his partner, Raul, had noticed. I pointed out that he could read almost any book he wanted, but that he needed to use his new found strategies to contribute to his comprehension.

Hector continued to use and identify the strategy of skipping words in the text, but now he had the support of Raul and the researcher to verify that sometimes he could make sense of the text without the word. Hector’s goal had been to be as efficient in reading as

possible, and he now saw that sometimes he could use the least amount of text and make meaning from what he had read. He could be an efficient reader as long as he used the language cueing systems to guide him through his reading.

CRMA-7: RMI.

Meaning construction. Sixty-nine percent of Hector's miscues resulted in no or partial loss of meaning. Even with a challenging text, Hector was using other strategies to guide toward a meaning centered view of reading when he came across unfamiliar words and text. This correlated with his retelling score

Grammatical relationships. Eighty-six percent of Hector's miscues were judged to result in a strength or partial strength in grammatical relationships. He continued to produce sentences with syntactic acceptability and often corrected his miscues when he felt that the sentence did not sound like English.

Graphic and sound similarity. Sixty-six percent of graphic and sound similarities respectively were high. Hector still predicted unknown words based upon his graphophonic cueing system. However, based on his meaning construction, he was moving from a word-focused view of reading and was no longer limiting himself with the graphophonic cueing system exclusively.

Retelling. Hector scored 7 out of 10 unaided and 8 out of 10 aided in his retelling. This is a change for Hector as he was giving more details and making inferences from the material he read. Other than RMA-3, when prompts did increase his aided score, this was only the second time that he elaborated on the story with probing questions. Since Hector declared that he forgot much of the text as he read it a mini brainstorming session between Raul, Hector and the researcher of chunking information to help with quick recall of details

of the story ensued. We discussed how he could utilize the information he already knew about the story to make predictions. The strategy that Hector, Raul and I discussed was that he could read a paragraph, stop and confirm what it meant and then go and make a prediction about what was next.

Session eight. The final session.

CRMA-8: Miscue analysis. The four remaining students, Raul, Hector, Adan and Randal, met together in the isolation unit, where Adan remained. On this date, a new element was introduced of listening to the prerecorded tape of a young male, who was unknown to the participants, reading *The Baseball Glove* (Martinez, V., 1993) in which two brothers, one of whom is ambitious while the other is not, go to pick chiles in order to purchase a baseball glove. The participants each had a clean typescript on which they could write; they listened to the tape and identified the miscues. We discussed the miscues and strategies that the reader used in reading.

After discussing several miscues and the reading strategies of the reader, the participants listened to the recording with each participant trying to find a miscue that the others wanted to discuss. Finally, Hector discovered a very complex miscue which was then discussed by the entire group. The complex miscue consisted of a noun substituted for another noun and the omission of an adverbial clause and a subject-verb phrase. The substitution was the first miscue, but most of the participants focused on the omission.

[08118] I also wanted a

[08119] baseball glove so bad a sweet hurt bloomed inside a hollow place in my

[08120] ^{side}stomach every time I thought about it. Baseball had a grip on my fantasies

[08121] and wouldn't let go.

Hect: He did a lot of stuff!

Raul: He made a lot...

Adan: [Interrupts] I heard that he....

Hect: [Interrupts] He said was "as empty as a Coke bottle..." [earlier in the text] and, wait, look down here! [it was here that Hector discovered a very complex miscue].

Raul: He missed some words

Hect: A la mode! He missed a lot!...That's huge!

Adan: "...every time I thought about it..." He left that whole thing out.

Res: It's a very complex miscue. Did it change that much of the meaning?

Raul: Yes!

Hect: No. [He was right].

Raul: You don't think...

Hect: [Interrupts] No, because....

Rand: [Interrupts] Because it came right along with it. It came right along with the story. It didn't change that much. [He was correct; we all were able to construct meaning from the text even without the clauses].

Hect: I think about it, and it did make sense.

Rand: It did? Yeah!

Hect: Yeah. Because everytime I thought about it. "Baseball had a grip on my fantasies and wouldn't let go". He's talking about his stomach, but then like he's thinking about how baseball have a grip on his fantasies and wouldn't let go.

Hector really explained well the idea that an entire section was skipped, but that meaning had been maintained. This was Hector's ideal in reading of being able to miss whole sections of the text and still be able to construct meaning. The reader was an efficient reader in using the least amount of text to maintain meaning.

Res: So you still understood it when he missed the whole section? Have you ever missed or skipped a whole sentence or section while reading?

Hect: Um, yeah. I skip words.

Res: Does it change the meaning?

Hect: Sometimes you have to read it all over again.

Res: So...was it a high quality miscue after all?

Hect: Yeah, it made sense and made it go faster, too.

Previously, Hector identified his strategy of skipping words, but he added the new strategy of skipping words only if the passage made sense.

Res: You're saying it was efficient?

Hect: If that's what faster means! [laughter]

Hector demonstrated understanding of the concepts of miscues and the transactional reading process and acknowledged construction of meaning through integration of the cueing systems as the primary goal of reading. He accepted that some miscues were high quality and acceptable and that meaning can be constructed even when whole sections of the passage are omitted. Hector liked the idea that you could skip passages and still maintain meaning; this idea was at the center of his goal in reading. Speed was something that he admired in reading and he knew that he must be able to have speed coupled with meaning to be efficient.

He had identified skipping words as a strategy of his early on, but he needed to recognize that meaning-making had to be united with his strategy.

The exit interview. Elements from the Burke Interview Modified for Older Readers guided by Ann Marek's Closing Interview (Goodman & Marek, 1996) were now incorporated into the final session. When asked what he thought about the sessions we spent together, Hector complained that there had been too many readings while others claimed that they had no idea that everyone has miscues. The discussion switched to constructing meaning with miscues.

Adan: You can skip a lot with meaning.

Hect: You can skip a lot if the meaning stays the same.

Rand: You can get the meaning even with a miscue.

Hect: Yeah, I got that. Meaning is everything.

Hector, who used to skip words without attempting meaning construction, was now dedicated to the idea of gaining meaning while reading quickly. He had learned that the only way to accomplish both tasks of reading rapidly and constructing meaning was to utilize the language cueing systems. He had to pay attention to the material he was reading. In his first interview he had stated that he would use a dictionary to figure out meaning for individual words. By interacting with his fellow participants in the final CRMA group, he articulated that a more efficient approach was to construct meaning from the text.

In the first interview Hector stated that he was a slow reader who needed to improve his understanding of what he read. Previously, he did not take risks when encountering an unknown word and would skip the word or words without attempting to construct meaning from the text. He equated a good reader as a fast reader and being a swift reader was his goal.

He learned that only when meaning is not compromised can words be skipped or substituted. He also discovered that one miscue in a sentence can still result in meaning construction, but that several can result in complete loss of meaning. In his initial interview, Hector had expressed his concern that he had only read one book his whole life and was not a very good reader. Now he casually acknowledged that he knew he could read.

The detention center official, who had arranged the setting and the release from the pods of the participants for the final CRMA group, returned. When asked if anyone wanted to tell her what a miscue was, the participants seemed more animated by this question than previous ones and revealed more about what happens when a reader comes across a word he does not know. All the participants, including Hector, wanted to talk about the definition of miscues and about high and low quality miscues based upon whether meaning is maintained. The most important point of miscue analysis, which is that meaning must be maintained for a miscue to be high quality, was explained. When another participants described how a reader constructed meaning from the text even with miscues, Hector offered his insight of the process by explaining that a high quality miscue did not change meaning and used little text; therefore, it was efficient.

Hect: Mostly it won't change it. It's...what's that word again for fast?

Res: Efficient.

Hect: Oh, yeah, that's it; what she said.

Res: High quality miscues are effective miscues, and they can be efficient too.

The next question was a continuation of the previous question about the participants' attitudes toward reading. The question was "How do you feel about your ability to continue improving your reading?"

Hect: They keep taking my books.

Offic: I can get books for you if you want.

Hect: Uh, I want to, but I've only read two books, Ma'am, in my whole life.

Offic: Well, you know what? That's better than none.

Hect: Yeah?

Hect: [Interrupts] Do you know I get this book and stuff? Know why I don't read it? It's only the second book that I've read and finished. Every time I get through a book, I stop. Every time, man. Every time I get to a part, I stop.

Res: Why?

Hect: I'm just not interested. I was... I'd get into a book, I...big words.

Offic: Big words?

Hect: Oh, well, seems like if it [the author of the book] starts talking about something else that don't interest me and I give up.

This prompted information from the other participants about reading a book then discussing it with a cell mate or a pod mate. They suggested having a discussion if someone read a book by the same author. All these strategies for literacy helped them keep reading, they claimed, as it was entertaining to talk and express their ideas around the central theme of literacy.

All the participants seemed to recognize the importance of sharing their reading experiences with others to assist in further construction of meaning of text that had been read and shared with others.

Hect: I'd like that.

Hector had not had that experience of reading with others. However, two months after the final CRMA group I saw Hector for some follow-up questions, and he was engaged in collaborative reading. He had a new cell mate with whom he was reading, and they were sharing books.

Comparison of the initial and exit interviews. A comparison of the Hector's responses regarding the first session with the Burke Interview Modified for Older Readers (BIMOR) and the final CRMA group utilizing some elements of the BIMOR along with some of Ann Marek's Closing Interview indicated some good contrasts. Hector previously skipped unknown words but revealed through inquiry that he viewed reading as a collection of words and had not constructed meaning while he read. Even in the first session Hector had been close to realizing that meaning happened without needing to read every word, but he needed to discover that meaning had to be constructed from what he had read, bringing in his knowledge from previous readings, from previous passages in the text, from sampling the text and making predictions of the upcoming text. With this information, he understood the ultimate purpose of reading, gaining meaning from the text. For Hector, the ultimate purpose of reading was not only to gain meaning from the text, but to do it speedily.

Hector's confidence building. Hector's frustration about reading was expressed in his joking behavior throughout the RMA sessions. He was often witty, but his comedy sadly centered upon his dissatisfaction of not remembering what he had read and wanting to be an efficient reader.

Hector did appear self assured in other areas as evidenced by the following episode. Once when we entered the classroom, there were not enough chairs. I was promised another

chair at the office, but there was a commotion in the hall, and getting me a chair did not seem to be a high priority for the officers.

Hect: [jumps up] I'll get one! [He yells down the hall, loudly] Hey!

Hect: [to me] We'll get you a chair [he yells down to hall to someone]. Hey! I thought we were getting a chair in here!

This display proved that Hector was not shy, but he did not appear to be as confident about his reading. Once while discussing a word omission in miscue analysis, Hector offered this piece of his past.

Hect: We have bad memories.

Res: Of reading?

Hect: Yes. You feel...too many corrections.

Hector stated that he was corrected in his reading in the past with the implication that he did not feel valued as a reader from the way of reading was taught in his school years. I was startled at his response as the omission of a word that we were discussing at that particular time did not change the overall meaning of the story in question. Perhaps in another setting, someone would have corrected him and have told him to reread the passage to add the word, even though the word added little one way or another to the meaning of the story.

This attitude toward reading that Hector seemed to possess started to change at the end of the beginning RMA sessions when he expressed that he wanted to read, retell the story and identify his miscues on the date of the reading. Therefore, we determined that the agenda for subsequent RMA sessions would be that we would discuss the miscues of the text read at one sitting. He stated that he forgot the miscues over the intervening week and that he

had wanted to tell me the information the previous week, but had not because that was not the procedure of the RMA sessions. This simple request gave new meaning to a person who as an inmate had little control over his environment. Here he saw a flaw in the tutoring process, voiced it and by having it honored, increased his confidence in the reading process.

His own belief system emerged through these new sessions as he articulated how his background determined his reading. Hector revealed a fear that others would laugh at him for his miscues, but was still confident enough to identify and explain miscues, even in front of a stranger [the researcher] in the RMA sessions, another inmate [Raul] in the small CRMA sessions and the other three participants, the researcher and an official of the detention center in the final CRMA session.

In the final CRMA session, Hector displayed his confidence by expressing his frustration with his reading and his lack of interest in any particular genre. He was not reticent about discussing this with the whole group, showing his self-assurance that the other participants would not only understand but help him with his goals for reading. The others did offer assistance and Hector later utilized that help in the upcoming months.

In the final CRMA session, Hector found that for which he had been searching; he identified a complex miscue in which much of the text was missing but in which meaning could still be constructed. Hector had wanted to see the proof that efficient readers could miss a lot of text, and he had the confidence to seek it out and, once found, analyze it to determine if the meaning had been maintained. After he discovered that meaning could be constructed even with much of the text being skipped, he was self-confident that he could accomplish his goal as being an efficient reader himself. His goal of reading as little text as possible and still maintain meaning was seen to be attainable once everyone in the group

supported his analysis that missing an entire chunk of text had happened in the reading while the construction of meaning had been maintained. This was his signature contribution to the collective model of the reading process.

This confidence in his reading extended beyond the study. He was assigned a new roommate who was an avid reader; Hector had the interest and confidence to join his roommate in reading and to establish a literacy group between the two.

What Hector learned from the RMA. Despite Hector's ability to read proficiently, it became obvious why Hector did not display great interest in reading. His lack of motivation came through in some outbursts in the final CRMA group in which he stated that anytime he came across something he did not understand or like in a book, he quit. He could not identify any type of reading that he might enjoy.

He had stated in the initial session that he wanted to understand his reading better. It became apparent that his goal of reading quickly and skipping words was not serving him well as a strategy. He did not take risks with difficult words and would skip them without analyzing whether or not they contributed to meaning making in his reading.

The true test of the strategies he had always used for reading emerged in his retellings of the stories. He disliked these retellings. He was quick to say he could not remember what happened in any of the stories and would leave out main characters, some events and many details, but he did respond to prompts. He was so brief in his retellings, rushing through the beginning and ending abruptly leaving out the plot and theme, that it was obvious that he did not want to retell the story. He improved towards the end of the sessions as he learned new reading strategies, such as predictions, substitutions and self corrections, through the reading process. These strategies aided him by having him attend to meaning construction while he

read by predicting a new word or substituting a word and analyzing whether the word helped create a meaningful sentence as he read the subsequent text. Even he recognized that he was able to retell the stories with more holistic elements, such as making inferences and describing the theme.

Slowly, Hector learned how to monitor his reading by taking more risks with unknown words by not omitting them. He learned, especially in his CRMA sessions with Raul, how to use the language cueing systems to utilize context cues. He had to examine his reading to make meaning using semantic and syntactic cues available to him through the reading process. At first he was annoyed because it slowed him down, but he improved in his meaning construction and was able to accept that high quality miscues were effective and very efficient. Being efficient was his new self-proclaimed goal.

What was learned from Hector. Hector had expressed that he wanted to be an efficient reader who was able to construct meaning from the text he read. At the end of the CRMA session, he still expressed disappointment about having only read one book when everyone else in the group was able to discuss reading genres for pleasure.

Two strategies which were new to him that emerged from the final CRMA group were that he needed to construct meaning from a book was to visualize the text mentally and to discuss whatever he was reading with someone else. Two months later when I saw him to clarify some questions that I had regarding the study, he had accomplished incorporating these strategies into his reading with his new cell mate who was, according to Hector, an enthusiastic reader. Hector had finished his third book, which meant two books were finished within the four-month time period since he had started working with me. He had started a fourth book. Hector remarked on his newfound preference in reading material, “In a

long book, it seems like they develop the plot, and the background and everything, scene after scene after scene. I do like to read books, mysteries.” His main complaint was that there had been another raid into his cell and the guards had stolen his library [his term] of four books.

After the study, he had emerged from not viewing reading as an enjoyable pastime to someone who identified his reading preferences and was upset that his books had been confiscated. This was a significant change that was unexpected since he left the final CRMA group still without having identified reading as gratifying.

Hector’s conversion was a powerful example that some people need time to process the lessons they had learned. When he left, he was not someone who was utilizing the transactional reading process for his own pleasure. Within a few months, he was on his way to achieve his goal of being an efficient reader who comprehended his reading material of choice.

Case Study: Adan

Background. Adan presented as a seemingly quiet, very personable young man, who addressed me initially as “Ma’am” and later as “Teacher”. The youngest of all the participants, he had dropped out of school at a very young age, missing much of middle school before leaving school in the eighth grade. He stated that he “...had the time but did not pay attention in school. It [instruction] would go in one ear and out the other.” He was, he informed me, an only child whose family consisted of “me and my mom”. He shared that he did like dogs, especially puppies. Adan was charged with crimes of a very serious nature which meant he would be imprisoned for a long time.

Session one. The Burke Interview Modified for Older Readers. During the initial conference Adan was interviewed in private using the Burke Reading Interview Modified for Older Readers (BIMOR) (Goodman, Watson, and Burke, 1987). The first part of the interview revealed how Adan described his current strategies of reading, which reflected his views of what reading strategies should be. This individual interview exhibited who Adan identified as a good reader and how he viewed himself as a reader. Through the interview process Adan offered information that reflected his own views of the reading process in which he described himself as needing improvement in his reading ability.

In response to the question taken from the BIMOR about when Adan was reading and came to something he did not know and what he did, his response showed that Adan adhered to the graphophonic cueing system. He stated that he would stop and try to figure out a word, phonetically, before he continued.

Adan: I go over it to try to learn it better to see what it tells me.

Res: Do you ever do anything else?

Adan: I just read the book until I get what the sentence reads.

Although the graphophonic system was his first step in reading, he was not just decoding word by word. He was searching for meaning, too, as he revealed through his statements that he using the strategy of re-reading for comprehension to assist him in making predictions.

Adan identified his roommate as a good reader and discussed what made that person a good reader. The questions of what his roommate did when he came to something that gave him difficulties along with how Adan or a teacher would help a person who was having difficulties were incorporated as well. This part revealed Adan's beliefs about "expert"

readers. Adan claimed that his roommate "...reads a book in a day. I figure he has more experience in reading books; he's younger". He was saying that a good reader has to read.

Asked what his roommate did when he came to something that gave him trouble when he was reading, Adan responded that his roommate "...stops and asks for help". His response to how he [Adan] would help someone having difficulty reading, he stated, "It's hard for me to read myself", but he stated that a teacher "...would go through and help him [the person struggling with reading]". One of the reading strategies that he identified was asking for assistance, which based on his answers, probably meant having someone help the reader pronounce the word. He did recognize, though, that reading a lot, in and of itself, was a strategy that helped readers; he intrinsically understood that prior knowledge from reading assisted in future readings.

Adan struggled to answer the question about what a good reader did with an unfamiliar word either as an observer of a good reader or in trying to remember what teachers had taught as strategies in classrooms. First he claimed that his roommate, the good reader Adan had identified, never came across an unknown word. When prompted, Adan stated that his roommate "... stops and asks for help"; implying that only a better reader can help someone who is not a perfect reader. Adan could not expand upon his statement that his roommate asked for help; he could not describe what that help might have been. The same answer occurred when he was asked what a teacher might do with someone; he stated that "She would go through and help him". Adan knew the person needed "help", but he was not certain how that would be accomplished. Adan was stating that he had not become a good reader because he dropped out of school too early. The implication was that he was an imperfect being; having, as he stated, "messed up" his life. Even his roommate, who was a

good reader by Adan's admission, would have to seek access to another, better reader to become improve his reading.

The subsequent questions exposed Adan's value of himself as a reader. One question was about what Adan would like to improve his reading. Adan wanted to "...practice his skills to be a better reader, to be intelligent." It was particularly chilling that Adan thought that he would be intelligent (not "more" intelligent) if he were a better reader showing his belief that reading and intelligence were equated. By thinking he fell short of his standard of reading, he thought that he had fallen short of being intelligent. Adan seemed tentative about his reading skills and affirmed that, in regards to his view of himself as a reader, he identified the acquisition of (reading) "skills" as the way to improve his reading. Adan was stuck in a skills-based view of reading. His description of himself as a reader was that he was "... (N)ot a very good one. A little bit but not good".

Adan had dropped out of school very early in life and had expressed his belief that reading was equated to intelligence, at the same time stating that he was not a very good reader. His statements were evidence that he thought good readers embody intelligence and indicated that since he did not think he was a good reader, he thought he lacked intelligence.

Session two. I introduced the coding form and how to code and mark the form to discuss the quality of the miscues. I played the recording of the previous week of Adan reading *The Old Man, His Son and the Donkey*. In the story a man and his son were leading a donkey to town to sell. The father tried to follow the various suggestions from strangers about riding the donkey alone or with his son or with them carrying the donkey. After the donkey escaped, the man learned that you cannot please everyone and if you try to do so, you end up with nothing.

Adan's Oral Reading Summary Chart

Session →		RMA-2
Reading →		<u>The Old Man,</u> <u>His Son and the</u> <u>Donkey</u>
RMI ↓		
<u>Retelling</u>	Unaided	7
	Aided	7
<u>Meaning</u> <u>Construction</u>	No Loss	9%
	Partial Loss	58%
	Loss	33%
<u>Grammatical</u> <u>Relations</u>	Strength	8%
	Partial Strength	42%
	Overcorrection	0%
	Weakness	50%
<u>Graphic</u>	High	11%
	Some	67%
	None	17%
<u>Sound</u>	High	11%
	Some	33%
	None	56%

RMA-2: Miscue analysis. We began with his very first miscue being one where he substituted one verb for another. Although the two verbs were not syntactically similar, they were graphically similar:

were

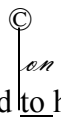
[0104] “And those two walk when they might ride”

Adan: I do something and read too fast, and I forgot one word out of the sentence, and I read it wrong. I probably mis-spaced it.

We discussed coding for syntactic and semantic acceptability and discussed how the resultant text did not sound like a sentence with this miscue. He stated that the sentence did

not make sense. The sentence he had constructed was unacceptable to him; therefore, he could have changed it while reading. We continued to discuss briefly, as this information was new to him, about how to use his integration of the language cueing systems to determine if he should correct the miscue. In this case, the miscue did not assist him in constructing meaning.

In the next miscue we discussed the expected response *to* versus the unexpected response *on* and how he self-corrected.

[0111] “Get right down,” he said  his son”.

Res: You said, “‘Get right down,’ he said *on* his son

Adan: I said what again? I said *to*; I said “...*on* his son”?

Res: Yes.

Adan: “Get right down he said *to...on*”?

A mini lesson on self-correction ensued where I explained that Adan had corrected himself and was aware of correcting himself. The sentence he had mentally constructed was not acceptable to him, and he had changed it.

Res: You corrected yourself, which is fantastic. You can use your internal listening skills to figure out the meaning. You already know a lot about miscues.

Adan tried to construct meaning with his miscues when he continued to read a passage. I encouraged him by stating that many of his miscues did not change the meaning of the text; I had been careful to select miscues from the previous week that reflected this statement. Adan was already beginning to see that some miscues could be very effective and

did not change the meaning of the text much, but that he could correct it if he felt he needed to do so to help with producing text that made sense. With him this idea appeared to be a very different, but useful, way of viewing reading. At this point I did not introduce the idea that some miscues do not detract from meaning construction and can be ignored because I wanted to encourage him in his self-corrections.

RMA-2: RMI.

Meaning construction. Sixty-seven percent of Adan's miscues had no loss or partial loss of meaning and thirty-three percent resulted in a loss of meaning. It was a fairly easy text for Adan, but the concepts seemed to confuse him. His scores correlated with his retelling scores.

Grammatical relations. Fifty percent of Adan's miscues resulted in a strength or partial strength in grammatical relations. This was an indication that Adan tried to make the text sound like language and attempted to make sense of what he was reading.

Graphic and sound similarities. Seventy-eight percent of his miscues were rated high in graphic and forty-four percent high in sound similarities. This was an indication that Adan relied upon the graphophonic system to guide him in addressing unknown words, but that he also substituted words that were not similar in graphics and sounds in his miscues. He was willing to take risks beyond the sound to symbol relationships.

Retelling. Adan scored 7 out of 10 possible points in both his unaided and aided retellings. He had numerous hesitations during the reading of *The Old Man, His Son and the Donkey*, but retold many of the details. Because he misunderstood one key element in which the father and son were trying to carry a perfectly healthy donkey which so upset the donkey

that it ran away, he missed the moral of the story. He could not make this inference without understanding this crucial detail.

Adan's Oral Reading Summary Chart

Session →		RMA-3
Reading →		<u>Home</u>
RMI ↓		
<u>Retelling</u>	Unaided	6
	Aided	6
<u>Meaning Construction</u>	No Loss Partial Loss Loss	14% 43% 43% } 57%
<u>Grammatical Relations</u>	Strength Partial Strength Overcorrection Weakness	43% 37% 2% 18% } 80%
<u>Graphic</u>	High Some None	75% 16% 9% } 96%
<u>Sound</u>	High Some None	64% 25% 11% } 89%

Session three. We discussed the story *Home*, which Adan had read and retold in session two. The story described a young man who had returned from service and saw a dog that had abandoned earlier by another serviceman. While sitting in a bar, the starving dog came in to beg for some potato chips.

RMA-3: Miscue analysis. In this session, Adan appeared to embrace the idea that there are language cueing systems that he could use while reading and that words could be substituted for other words and still maintain meaning, concepts that we had discussed in

session two.. Since his first RMI had indicated difficulties in his meaning construction, I had selected miscues that addressed this area to boost his confidence. I told him that the following miscue was an example of a miscue that did not detract him from constructing meaning from the text.

[0112] The night before, a German shepherd-looking mon-

[0113] grel had come into the bar begging for potato ^{*photo*} chips.

Adan: Yes, “*potato* chips”.

Res: You called it “*photo* chips”.

Adan: “*Photo* chips”?

Res: Do they sound alike?

Adan: They sound alike; they look alike too.

Res: Yes, they look alike. Can you substitute one for the other?

Adan: Yes. But it doesn’t make any sense.

Res: Very good. They can be substituted for another, but, no, it makes no sense.

Adan: [using the code in Miscue Analysis Procedure I to score] Yes, maybe, no, no.

Res: Good! We don’t have “*photo* chips” but if we did, the sentence would make perfect sense.

This analysis included an increase of Adan’s understanding of miscue analysis in the beginning sessions as we discussed how he did not have to correct that miscue because he was able to construct meaning from the story even with the miscue. He seemed to understand the basic elements of miscues and was starting to take risks in his reading. In his first story, he would try and sound out the words; in this story, he substituted a word for an

unknown one suggesting that he was more into meaning construction than word calling. For example, he read “photo” for “potato” without trying to sound them out.

I told Adan that he did what good readers do by making substitutions and making predictions rather than stopping to sound out each word, which was part of the graphophonic cueing system. We discussed that when he came to a sentence while reading orally that he would try to predict the next words and that was preferable to having him try to sound out a word and giving up without envisioning the upcoming text.

It appeared that he was beginning to understand that he had to have a transactional relationship with the text to construct meaning. This led to another strategy of his, which he stated earlier was to ask someone to define a word or use it in a sentence.

Adan: Like when I’m in my room reading with my roommate I’ll sit there and sound it out like a couple of times and I’ll just get frustrated and like, “What does this say?”

Note that he asked what the passage “said” rather than what the word in isolation was, which was a good indication that he was seeking to construct meaning from the text. I reminded him that reading was always about meaning. He seemed determined to construct meaning from the text with or without miscues and stated that previously when he was reading, he did not listen for the sense of the text, but now he would.

RMA-3: RMI.

Meaning construction. Adan scored 57% no loss or partial loss with his miscues in this section. He was experiencing difficulties in constructing meaning from his miscues. When he did come across unknown words, he did not always focus on the text to construct meaning with his miscues as evidenced by the amount of his miscues that resulted in a loss of meaning. However, sometimes his miscues did not reflect his meaning construction. In his

retelling he talked about the dog begging for food which supported the idea that chips were food and not part of a photograph. This showed that when meaning is constructed, Adan could miscue with one word orally, while constructing the actual meaning internally through the entire language cueing system.

Grammatical relationships. Adan increased to 80% of his grammatical relationships having partial or full strength. He was creating sentences that sounded like English sentences and was attempting to create linguistically acceptable sentences while reading. I explained that usually if what he said did not sound right, he wisely went back and asked himself if it made sense. This resulted in his ability to make corrections as he interacted with his reading.

Graphic and sound similarities. Ninety-six percent of Adan's miscues were high or similar in graphic similarities. Eighty-nine percent were high or similar in sound similarities. Adan was still relying heavily on the graphophonic cueing system to guide him in reading.

Retelling. Adan scored 6 out of 10 on his unaided retelling of the story. Prompts did not increase his score. The data from the meaning construction supported that he was not constructed meaning by integrating the cueing systems.

Session four. After being placed in solitude, Adan wanted to have his sessions expanded to a longer time period. He requested a new format which allowed him to identify his miscues soon after retelling rather than waiting a week between the reading/ retelling and the miscue analysis. *Easy Time* (Lopez, J., 1993), a story about a young man facing a jail sentence, was introduced that took four sessions to complete. The first section was about the young man's uncle teaching him how to box in preparation of surviving jail time. This appeared to be a very difficult text for Adan as there were many words that were unknown to

him, some idiomatic speech and instances where he had to make inferences. This was reflected in his retelling scores in his RMI.

Adan's Oral Reading Summary Chart

Session →		RMA-4
Reading →		<u>Easy Time</u>
RMI ↓		
<u>Retelling</u>	Unaided	6
	Aided	6
<u>Meaning Construction</u>	No Loss	33%
	Partial Loss	28%
	Loss	39%
<u>Grammatical Relations</u>	Strength	45%
	Partial Strength	29%
	Overcorrection	0%
	Weakness	26%
<u>Graphic</u>	High	68%
	Some	29%
	None	3%
<u>Sound</u>	High	62%
	Some	27%
	None	11%

RMA-4: Miscue analysis. By requesting an extension to his time in the middle sessions, Adan affirmed his commitment to engage in miscue analysis. We discuss the following miscue.

[0105] His Uncle Alex turned slightly, taking the kick on his hip,

around

[0106] spun, and kicked Tony hard. Tony swung around.

Adan: *Hard*

Res: *Hard*. Okay. So let's look at this; as I said miscues show us it gets to be a mind into yours as a reader. It just tells me as a reader what's going on in your mind. Put down *around* on the miscue coding form.

Adan: *Around* on the first line?

Res: What did the text say?

Adan: *Hard*.

Res: *Hard*. Now let's see if this makes, is this a real sentence? Listen to me. "His Uncle Alex turned slightly, taking the kick in his hip, spun and kicked Tony *around*." Is that a real sentence?

Adan: Yes.

Res: It is acceptable as a sentence.

Adan: Do I put a check?

Res: Just put "yes" a check. Did it change the meaning?

Adan: Not this one.

Res: Did it change the meaning at all? Are *hard* and *around* similar kinds of words?

Adan: Kicked Tony *around*, kicked Tony *hard*. They are similar.

Res: Let's check that they're similar right there. Did it change the meaning?

Adan: No.

Res: Fine, you don't feel it changed the meaning.

Adan: No.

Res: Good.

Adan: Like kicked him *hard* and kicked him *around* is like me saying *around*; is like, you know, *kicking me around*.

Adan was talking more and becoming more articulate when discussing his miscues

Res: Okay. And you saw *around* in the next sentence?

Adan: I mean like *kicking me around*. So I think I saw *around* coming up.

Res: The meaning's the same in *kicking me around* and *kicking me hard*?

Adan: Yes.

Res: So go ahead and check it. Now let's discuss it. So even though it wasn't the same word is this acceptable that you changed it that much?

Adan: I would say "yes." It's acceptable.

I told him that I thought the resultant sentence was acceptable too. We discussed how readers have miscues and keep the meaning of the text. The goal in reading is not to have fewer miscues but to read with meaning. Since Adan liked to change what the author was trying to say into his [Adan's] own words, he could reconstruct meaning by using his own language.

Adan: Yes, that's what I do a lot as you can see.

Res: In the next sentence? As long as it still is a sentence and you keep the meaning the same is that acceptable in your mind?

Adan: Yes.

Res: And that means it was an acceptable miscue?

Adan: Yes.

Res: We just want to go on and make sure that we're clear in what we're doing. If the miscue makes sense, you have already learned to just continue reading without correcting it. Is this making sense?

Adan: Yes, now we're going with it and you know how I read and I know where to put stuff down and how to check it.

Adan next discussed how he felt about miscue analysis.

Res: So how do you feel about that as a miscue?

Adan: It is acceptable. I'm learning how to just keep going.

Res: All right. How are you feeling about this? Getting a sense of what miscue analysis is? The goal is not to eliminate miscues, but to construct meaning.

Adan: Little by little. I get the meaning of it but the only thing that's hard for me is I don't really know my verbs and my nouns.

Res: You don't really have to know your verbs and your nouns to know that. As a school teacher, I didn't teach nouns and verbs in isolation because it made no sense. I think you do you have an awareness of them, because you are constructing sentences with your miscues that make sense. They sound like English. For example, let's look at this one when you said *fist* instead of *first*.

We discussed the following miscue.

[0108] His uncle

[0109] stood over him, knees bent, [©]*first* fists clenched like an oriental warrior.

Adan: Over here [Adan shows me the miscue].

Res: "His uncle stood over him, knees bent, *first* clenched". Do you even know what a *first* is as a word? Is it a noun, verb, adjective?

Adan: No.

Res: Do you feel that you really have to know?

Adan: Yes.

Res: Why?

Adan: Because it really bothers me, because I don't know stuff like that, you know what I mean?

We discussed that for reading purposes, he already recognized that “*first* clenched” did not make sense and that he needed to have something that was more acceptable semantically. Even though he did not recognize *fist* as a noun, he knew that the sentence needed a noun there and not to have something that was functioning as an adjective. An adjective was not going to work, but a noun would. I told him that he instinctively knew that and that he had enough structure to know the difference between nouns and adjectives, something he already learned in his education, because he recognized their categories. Although he was reluctant to give up the idea of being taught word categories separately, he did accept that he would not have been able to make the correction if he had not internalized the difference. The resultant sentence would have sounded correct to him. The important point for reading was that if it did not make sense to him and interfered with meaning construction, that he needed to correct it.

Adan: Yes.

Res: “His uncle stood over him knees bent *first* clenched...” It would have sounded fine. You corrected it.

Adan: I'm starting to see that it is okay [if he does not label words as parts of speech].

Adan was becoming much more thoughtful and reflective in his statements about his miscues. He was beginning to understand that he could make sense of sentences even with

miscues that did not have semantic nor syntactic acceptance as long as those miscues did not inhibit his construction of meaning.

He was able to explain his thought processes in his miscues as he did when he used prediction as a strategy. In this strategy, he was looking back on what he had read and looking forward to predict a word. This is what he had done when he had predicted "...kicked Tony *around*" rather than "...kicked Tony *hard*" in a previous example. He had predicted that the word *around* would be in the upcoming text and stated that he thought in terms of *kicking me around* rather than *kicking me hard*.

If Adan determined that the sentence did not make sense while he was reading, he was learning to correct those. He was integrating his language cueing systems to guide him in utilizing his miscues, incorporating his miscues into his construction of meaning if he comprehended the text or correcting them if he needed the corrections to construct meaning from the text.

RMA-4: RMI.

Meaning construction. Sixty-one percent of Adan's miscues resulted in no loss or partial loss with his miscues. As the text had many words that were unknown to him and some idiomatic speech, this was a challenge for him to construct meaning.

Grammatical relationships. Seventy-four percent of Adan's miscues resulted in strength or partial strength for grammatical relationships. Adan was able to retain grammatical function of the text with his miscues.

Graphic and sound similarities. Ninety-seven percent of Adan's miscues reflected some or high graphic similarity to the text items. Eighty-nine percent of his miscues had some or high sound similarity. This reversion to a heavy reliance on the graphophonic

strategy from his earlier sessions may be a reflection of the many unknown words he encountered in this text. It reflected a word-focused view of reading.

Retelling. Adan scored 6 out of 10 on the unaided and aided retelling of the story.

Session five. In this segment of *Easy Time*, the main character decided to take a swim in the ocean since he was all alone on the night before he began his prison sentence. He dried off in the wind.

Adan's Oral Reading Summary Chart

Session →		RMA-5
Reading →		<u>Easy Time</u>
RMI ↓		
<u>Retelling</u>	Unaided	6
	Aided	7
<u>Meaning Construction</u>	No Loss	12%
	Partial Loss	53%
	Loss	35%
<u>Grammatical Relations</u>	Strength	29%
	Partial Strength	53%
	Overcorrection	0%
	Weakness	18%
<u>Graphic</u>	High	81%
	Some	19%
	None	0%
<u>Sound</u>	High	75%
	Some	25%
	None	0%

RMA-5: Miscue analysis.

We discussed the following miscue.

©
| *dying*

[11167] Now, the wind was drying up all the moisture...

Res: Say that again.

Adan: *Drying* and *dying* aren't the same but you can use *dying* in the same category: "The wind was *dying* down".

He demonstrated his understanding of categories for two present progressive verbs.

However, these words are not semantically acceptable to make a meaningful sentence. After we discussed how the words were both verbs and in the same category, we further discussed the acceptability of substituting one verb for another.

Res: There is only one problem. Listen to the text: "Now the wind was *dying* up the moisture". Now does that make sense?

Adan: "Now the wind was *dying* up the moisture"? No.

Res: No, so we can't say that.

Adan: No.

Res: But to say that the wind was *dying*, that's a good one.

Adan: Partial?

Res: Yes, it's a partial. Listen to you the way you got there. Did you correct yourself?

Adan: Yes.

Res: Yes. There was a partial loss of meaning and there was only a partial strength. You did correct yourself so you were fine on that aspect so we'll put a partial strength.

Very good. That's how we're going to categorize it.

He told me that since he was in solitary confinement that he could read out loud alone in his cell. This led to a strategy of checking if the resultant sentence with a miscue made sense.

Adan: I was listening and I caught myself.

This was a great way for him to check grammatical relationships and to make sense of his reading. This would confirm if the text was logical. If the sentence did not make sense, it was hard to construct meaning from the miscue. He would try to reprocess those words if the text resulted in nonsense. Even though he relied a lot upon the graphophonic system for this strategy, he was able to articulate his strategy of predicting words.

Adan: I anticipated it. I try to anticipate words.

Many times, his predictions resulted in miscues that were high quality or miscues that could be ignored as they did not add nor detract from meaning construction. He just needed to learn that it was fine to have miscues that aided in constructing meaning or to ignore those that did not influence the construction of meaning.

Adan used corrections from the very first reading. He used them accurately, but was starting to accept that some miscues could be ignored as that was an efficient way to read. Not all miscues were alike, and high quality miscues still contributed to the construction of meaning, while some words did not affect meaning construction much at all.

RMA-5: RMI.

Meaning construction. Adan had no loss or partial loss of meaning sixty-five percent of the time with his miscues. Although he had to remember elements of the story from the previous week, he was capable of constructing meaning from the text with his miscues.

Grammatical relationships. His grammatical relationships indicated a strength or partial strength of eighty-two percent. His sense of linguistic structure was intact even when confronted with unknown words and concepts.

Graphic and sound similarities. Adan's graphic similarities for high or similar visual components were at eighty-one percent while audition was at 75% for high or similar sounds. Confronted with words and ideas that he did not know, he resorted to the graphophonic cueing system, even while utilizing the other cueing systems.

Retelling. Adan scored 6 out of 10 on his retelling unaided and 7 aided.

Session six. In this section of *Easy Time*, the main character was alone on the night before he starts his prison sentence. He made some tea and reflected upon the fact that most of his friends were either dead, imprisoned or in the service, that his relationship with his ex-girlfriend was over and that his parents were separated.

Adan's Oral Reading Summary Chart

Session→		RMA-6
Reading →		<u>Easy Time</u>
RMI ↓		
<u>Retelling</u>	Unaided	7
	Aided	7
<u>Meaning Construction</u>	No Loss	17%
	Partial Loss	50%
	Loss	33%
		67 %

Session→		RMA-6
Reading →		<u>Easy Time</u>
RMI ↓		
<u>Grammatical Relations</u>	Strength Partial Strength Overcorrection Weakness	72% 10% } 82% 0% 18%
<u>Graphic</u>	High Some None	71% 29% } 100% 0%
<u>Sound</u>	High Some None	59% 41% } 100% 0%

RMA-6: Miscue analysis. Adan identified the miscues from the recording.

[13197] He returned to the kitchen, removed the pan from the flame, letting the boil

[13198] die down, the tea ^{step} steep.

Adan: tea *step*?

Res: "...the tea" and you said *step*? "...letting the boil die down, the tea *step*".

Adan: Oh. "...letting the boil go down, the tea *step*. *Steep*?

Res: *Steep*. Have you ever heard that word before?

Adan: Yes, I heard it before. *Steep*. Like the water's too steep, like or... Are they two different meanings, like *steep*, like "the water's too *steep*".

Res: Right. When you walk into swimming pool too *steep* for a baby, there is a different meaning. Have you ever made tea?

Adan: Yes.

Res: And you let the tea bag *steep*? It's going to sit in there for awhile.

Adan: Expand.

Res: Yes, it expands, otherwise you don't just stick the bag in the cup and pull it out because it has to *steep*. It's that kind of *steep*.

Adan: Oh.

Res: Good. I'm glad you asked that question [he had asked if there were two meanings for *steep*]; you're questioning it for me. Let's go on.

Adan: So was it acceptable?

Res: You tell me.

Adan: They aren't the same meaning but I guess the tea could *step*, no.

Res: Hmm. No? So syntactically...

Adan: No, and semantically, no, too.

Syntactically it was acceptable.

Res: How about looking the same?

Adan: They do, a lot, and they sound the same, too. So, High, for both?

Res: Yes, I can easily see how you could see *step* for *steep*; that is easy to do. It did change the meaning, but not the overall meaning. You may have missed that the tea was steeping, but you knew he had tea, so was it a big change in the story?

Adan: No.

Even though he had substituted a word, *step*, that could be either a verb or a noun, in this case, in his mind, Adan classified *step* as a verb that could be substituted for another verb, *steep*. Adan accepted the idea that not all miscues were alike and that some miscues could be ignored as they did not affect meaning construction much at all. The salient fact was that Adan reconstructed the important meaning from the story that Tony had some tea.

RMA-6: RMI.

Meaning construction. Sixty-seven percent of his miscues resulted in no loss or partial loss of meaning. Adan increased on semantic acceptability, seemingly incorporating the strategies that he had been learning in his RMA sessions. These scores correlated with his retelling.

Grammatical relationships. Eighty-two percent of Adan's miscues resulted in strength or partial strength for syntactically acceptable sentences. Adan had learned to make sense of reading while creating sentences that sound like English.

Graphic and sound similarities. Seventy one percent of Adan's miscues retained high graphic similarity and phonological high similarity was scored for fifty-nine percent in the miscues for text items. Adan continued to use phonographic strategy for unknown words.

Retelling. Adan scored 7 out of 10 in both his unaided and aided retelling of the story.

Session seven. The final segment of *Easy Time* was read. In this segment of the text, the main character has gone alone to an area in which he once partied with his friends; this area was now overgrown with brush and full of trash. He was still alone and faced his prison sentence the next day.

Adan's Oral Reading Summary Chart

Session →		RMA-7
Reading →		<u>Easy Time</u>
RMI ↓		
<u>Retelling</u>	Unaided	8
	Aided	9
<u>Meaning Construction</u>	No Loss Partial Loss Loss	24% 52% 24% } 76 %
<u>Grammatical Relations</u>	Strength Partial Strength Overcorrection Weakness	59% 34% 0% 7% } 93 %
<u>Graphic</u>	High Some None	68% 24% 8% } 92 %
<u>Sound</u>	High Some None	68% 24% 8% } 89%

RMA-7: Miscue analysis. Listening to his recorded reading, Adan identified a miscue in which he substituted a preposition for a present progressive verb. We discussed the following miscue.

Adan identified another miscue, which was a substitution of one noun for another. We discussed the following miscue.

[14221] He got the paper lit, then went

bush

[14222] back up and gathered some brush to start a fire.

Adan: *Bush*.

Res: What is the text?

Adan: *Brush*?

Res: What is *brush*?

Adan: *Brush*. "... went back up and gathered some *brush*".

Res: Can *brush* be partially acceptable? Can you take *bush* and use it as *brush*?

Adan: Yes?

Res: Yes? *Brush* means kind of debris; sometimes you can pull up a little *bush*. *Brush* can be all sorts of things, usually its...

Adan: *Brush*?

Res: Some *brush*, yes. *Brush* is usually some stuff such as leaves and twigs, something that's been living: gathered some *brush*. So could a *bush* be part of *brush*?

Adan: Partial.

Res: Yes, it could be; go ahead and put it down.

Adan: So when I said *bush*...

Res: What do you think?

Adan: Yes. It looks almost exactly the same.

Res: Okay. Did you know what it meant?

Adan: *Brush*? No. "Partial" or "yes" on Syntactic Acceptability. It made sense.

He was confusing semantic and syntactic acceptability so we went on to discuss the difference between the two. I guided him on this one and hoped that I would have another chance to have him demonstrate his understanding of the difference.

Res: Yes, it was completely acceptable, so 'yes'. Was there semantic acceptability?

Adan: "Partial"

Res: Actually, it was very acceptable. I would put “yes” again.

Res: And is there meaning change?

Adan: No, not really, just “partial”. Maybe.

It appeared that he was not quite certain, but the important element was that he did understand that the meaning had not changed.

Res: I think that *brush* and *bush* are very acceptable both semantically and syntactically.

The meaning did not change much. Did you correct?

Adan: No.

Res: You didn’t and why should you? It was a very efficient miscue.

Adan: Yes?

Res: Yes, it is better to go on with reading if you can get the meaning.

Adan: Yes. I don’t look closely enough at the words; I need to pay attention better.

Res: However, you do not need to read every word if you can make sense out of what you are reading.

Adan: Really? Don’t you think I mess up, though?

We discussed how everyone has miscues and that they were high quality as long as they made sense and the reader could get the meaning of the text. Adan accepted that low quality miscues sometimes did not interfere with the meaning and if he thought that any miscue interfered with the meaning, he could correct them while reading. We further discussed how he was doing well with the process, being able to explain his miscues with eloquence, many of which were efficient and effective. We discussed how Adan was becoming a more proficient reader who had learned many strategies in the RMA sessions.

Res: You are doing so well. You are really thinking the miscues out on these. You are able to code your miscues and describe your strategies with eloquence.

Adan: Yes? What else can I do? I mean, read, yeah, but what else?

Lacking the opportunity to read with others as he was in isolation, we discussed how he could use the context of stories well to help predict words and make inferences as he read and to make corrections to aid in meaning construction. He had already shown that he knew how to do that. He read in solitary confinement and used looking ahead and looking back in the text when he came across an unknown word to confirm its meaning. We identified the reading strategies that he has used and discussed them. He used substitutions, mostly of words that are unknown to him such as the substitution of *bush* for *brush* in the above session where he did not know the definition of *brush*.

RMA-7: RMI.

Meaning construction. Seventy-six percent of Adan's miscues resulted in no loss or partial loss of meaning. This was evidence that he was constructing meaning while he read which was reflected in his retelling.

Grammatical relationships. Eighty-two percent of Adan's miscues reflected strength or partial strength. He had learned to create grammatically acceptable sentences while he read.

Graphic and sound similarities. Ninety-two percent of Adan's miscues were rates to be graphically similar and eighty-nine percent had strong sound similarities. Adan continued to use the graphophonic system, but had learned other strategies in approaching unknown words.

Retelling. Adan received a score of 8 out of 10 unaided and 9 out of 10 aided.

Session eight. The final session.

CRMA-8: Miscue analysis. Recall that the final session had to be held in the isolation unit, where Adan remained. The inmates listened to the prerecorded tape of a young, unknown male reading *The Baseball Glove* (Martinez, V., 1993) in which two brothers work in order to purchase a baseball glove. The participants listened to the tape, collaborated on the retelling and identified the miscues that we discussed.

The full text of the final session is in the appendix. Conversations were collapsed for each of the participants to highlight their data specifically, but can be found in their entirety in the appendix.

The following complex miscue was discussed. The discussion demonstrated that Adan had the confidence to contradict the others in their analysis of the miscue. His dialogue focused on meaning construction.

[0105] (my mom believed he sold drugs, or did some other

shameless act
[0106] illegal shamelessness).

Rand: It fit in; it'll go in real good

Raul: You can use it in a line (sentence)

Adan: It is not a "shameless act"; he isn't; he's not acting.

Raul Maybe he was looking ahead, though.

Adan: He didn't correct this one.

Rand: It didn't really change. Syntactically acceptable?

Adan: Yeah, but it changes the meaning, I think.

Adan contradicted Randal who had stated that the meaning did not change and convinced Raul to state that the meaning had changed.

Rand: It didn't really change because, you know...

Raul: [Interupts] What he's doing, they think he's going on drugs and think, think he's acting...

Rand: [Interupts]...and some days he's "doing".

Raul: Yeah, because he's "doing" and some days he's "doing drugs" so he's "acting". So it did change...So they are the same, syntactically and semantically?

Res: What do you [meaning the others] think?

Adan: Yeah, it was high quality [miscue], I think.

They analyzed the miscue not just by a description of the adjective's impact on the noun it was modifying but also by the action of the agent. To me this was a very complex analysis of a complex miscue. Adan was delving into more than the conventional meaning of the word, *shameless*, and was trying to construct meaning from alternate meanings of the word. He understood that shamelessness springs from someone's actions; therefore, he determined that the agent was *acting shamelessly*, which was slightly different than possessing *shamelessness*. He ended with the idea that even if the meaning did change, meaning still could be constructed from the text.

The complex miscue that Hector identified was used where Adan focused on the omission of clauses in the first and second sentences.

[08118] I also wanted a

[08119] baseball glove so bad a sweet hurt bloomed inside a hollow place in my

[08120] ^{side}stomach every time I thought about it. Baseball had a grip on my fantasies

[08121] and wouldn't let go.

[08121] and wouldn't let go.

Adan: "...every time I thought about it..." He left that whole thing out.

Rand: What was he talking about?

Adan: Butterflies

Rand: Like little bubbles in his stomach

Adan: Butterflies in his stomach

Res: What gave him butterflies?

Rand: Baseball glove.

Adan: The glove. He wanted it.

Adan articulated his comprehension of the passage succinctly. I had not considered the feeling of wanting something so bad that it gave you butterflies in your stomach. The participants' discussion of this section gave me a glimpse into their world of wanting something so bad they would possibly break the law for it. None of these ideas evolved from me; it was the participants who identified an all encompassing passion, which focused upon their shared beliefs.

I asked the group if they ever missed or skipped a whole sentence or section while reading and Adan offered his observation. Later he described how a reader could still understand the passage when he missed the whole section.

Adan: He missed this whole thing...

Hect: Um, yeah. I skip words.

Res: Does it change the meaning?

Hect: Sometimes you have to read it all over again.

Raul: Not me, if I read and if I lose my place, I'll back up a paragraph.

Adan: But sometimes that's a waste when you got it.

Adan effectively stated the essential element of the reading process. If a reader constructed meaning from what had been read, that was reading comprehension. With high quality miscues, a reader did not have to re-read a passage. The reader did not have to waste time with corrections if the reader utilized all the language cueing systems while he interacted with the text. It was more efficient to move on with the reading and carry the constructed meaning to new, unread sections.

The exit interview. Elements from the Burke Interview Modified for Older Readers guided by Ann Marek's Closing Interview (Goodman & Marek, 1996) were now incorporated into the final session. The first question was about how the participants felt about themselves as readers after the seven Retrospective Miscue Analysis sessions.

Res: What did you think about the sessions we spent together?

Adan: I can get a word if I get the rest of the story. I don't need a dictionary.

Being in isolation, Adan did not have many chances to ask someone what a word meant, nor did he always have access to a dictionary. He was forced to construct meaning from the text on his own.

Res: How do you feel about yourselves as readers now?

Adan: I'd always be too shy to ask what does this word mean and I can even ask what does this mean? If I don't know it, I ask or figure out [by himself] what it means.

Adan continued to state that he could keep reading to understand a word if he could understand the rest of the story. He felt he did not need a dictionary even with words with which he had problems. All this, he stated, made him or anyone else a better reader.

Adan: I can keep reading. If I can get the rest of the story, even with a word I don't know, I can get it.

Adan reported in the first interview that he wanted to be a better reader, to be intelligent. He no longer appeared tentative about his reading because he realized that all readers possess the ability to construct meaning from their reading. His earlier reflection that he fell short of the standard of reading and of being intelligent was replaced by his confidence in his ability to construct meaning from his reading.

I asked the next question, "Have there been any changes in your reading as a result of our sessions?" The answers disclosed one of Adan's reading strategies.

Adan: When you're reading it [the text], you put a picture in your mind. Then you understand. Like the one, the California trip [referring to a story they read earlier].

Rand: The whole story helps with meaning.

Res: Right! You can construct meaning from the previous text...

Rand: [Interrupts]...and make predictions for the next part of the text and pull it all together.

Adan: [He was still talking about the same story about California that he mentioned earlier]

Like when he was all dazed out looking at the people act and stuff, right then daydreaming what life could be like in Hollywood.

When I asked if that was that how he constructed meaning from the text, Adan's answer exhibited exactly why I chose another story, *Easy Time*, about a young man preparing to go to jail. I hoped that the participants could identify with the youth and Adan did. He

referred to the point in the story in which the young man was being dropped off at the detention center for jail time.

Adan: I could picture myself being dropped off at jail. I think about when he was left all alone when the guy drove off. It was his uncle, wasn't it?

When the others agreed that they needed to see the continuity of text to get the meaning, Adan disagreed.

Adan: No, you need to get a picture, man, that's the meaning. Like the movies. You just start seeing it [the content, contextually] in your head and then it's like, you know it. Pull them all together, then you can see it and you won't forget.

The next question was adopted from Ann Marek's Closing Interview. "Do you have different attitudes towards reading now?"

Adan: Even a word I have problems with, if you don't know it, ask or figure out what it means. That makes you a better reader.

Adan encapsulated his acquisition of miscue analysis and the transactional reading process with his statement. He had wanted to know how he could address unknown words in text and expressed the strategies that would guide him in future literacy acts.

Comparison of the initial and exit interviews. In the first interview, Adan had shown that he adhered to the graphophonic cueing system and had stated that he would try to figure out a word phonetically, ask someone what the word was or turn to a dictionary. He did not appear to know what a good reader did with an unfamiliar word either as an observer of a good reader or as a student in his eight years in school. In the exit interview, Adan recognized that the language cueing systems were available to him and that he did not need

to solely rely upon the graphophonic cueing system since the syntactic and semantic cueing systems were utilized by him consistently.

In the first interview, it appeared that Adan believed that the good reader was the embodiment the impossible standard of perfection. Having dropped out of school at an early age, he seemed to imply that being a proficient reader was denied him. In the exit interview he expressed the idea that all readers have miscues and that the point of reading was not to eliminate miscues, but to continually integrate the text into meaning by using a multitude of reading strategies that he could describe and incorporate into his reading. The RMA sessions along with being in isolation had fine-honed his strategies; he did not have the luxury of asking a cell mate or pod mate for help, nor could he use a dictionary in isolation if dictionaries were not available. He had to rely upon the context of what he was reading to guide him in understanding the text; being in isolation had forced him to adopt new strategies for reading and had given him an opportunity to focus on reading as a leisure activity.

When asked in the first interview to describe himself as a reader, he stated that he was not a very good one. Since he had dropped out of school so early in life and seemed to believe that that reading was equated to intelligence, his statements seemed to indicate his idea that since he did not think he was a good reader, he lacked intelligence. Adan's belief that reading and intelligence were equated indicated Adan's previous value of himself as a reader in the first interview. Then, Adan was stuck in a skills-based view of reading and had not been exposed to integrating the language cueing system for meaning making in reading. In his exit interview, he could not only describe himself as a good reader, but he articulated what constituted a good reader.

Adan's confidence building. Adan held a dominant role of power by taking over other participants' dialogues regarding miscues and changing the discussion over to his objectives. In the final CRMA session, he exuded confidence and appeared comfortable in expressing his opinions. Randal and Raul would sometimes be united in disagreeing with him, but Adan maintained his position of power with the confidence of knowing the language of transactional reading. His self-identity and values were revealed through his participation in the arguments. He remained dominant throughout the final CRMA group session even when others were debating ideas that were in conflict with his point of view.

An example of Adan's confidence was when I attempted to have the group describe the construction of meaning of the text through the interaction of the author's text and what the participants brought to it. The participants may have had similar backgrounds, but each approached the construction in different ways. Adan incorporating this idea into his own belief system and expanded on it. He utilized the story, *Easy Time* (Lopez, J, 1993), which was about a young man preparing to go to jail to demonstrate how he [Adan] exacted meaning from text. He described how he identified with the main character on line stating "I could picture myself being dropped off at jail. I think about when he was left all alone when the guy drove off". The others supported Adan's idea of interacting with the text through visual perception, which was a concept that the others had not verbalized. Adan had the self-assurance that he could explain his strategy and have the others not only accept it, but incorporate it into their own reading strategies.

Adan emerged as the participant who most often discussed his own beliefs about a miscue or about the reading process even when others vocally disagreed with him. Though the others respected his leadership abilities, he had to first prove to them that he could

discuss miscue analysis and the reading process. After he established his learning, he proceeded with his objective of having each of the others contribute their knowledge in constructing a cultural model of the transactional reading process. Adan encouraged Raul in his knowledge of coding miscues, Hector in his search in defining an efficient and effective reader and Randal in his descriptions of how prior knowledge contributed to reading.

In the final CRMA group, Adan could have just used his role of leader to display the traditional dominance in the group that the others' afforded him as leader, but he did not. He felt assured enough, once he confirmed his command that he held in the group, to establish his own personal objectives to glean as much information about the transactional process as he could in the short time he had with the other participants once he ascertained that the others were firmly skilled enough in the process to contribute to his objective. It was his self-assurance in his leadership abilities that led the others in collectively creating a holistic model of reading that he could use for his own education once the final CRMA group was dissolved.

What Adan learned from the RMA sessions. Adan made changes in the way he viewed the reading process and discussed these changes in the group. He became more integrative in his reading by adding new reading strategies to his repertoire in the course of the RMA sessions. Using context was more efficient than his previous strategies of sounding out words, asking for help, using the dictionary and constantly re-reading. He had entered the study wanting to learn how to address reading with more strategies and eagerly absorbed concepts of the reading process and strategies that he identified with the researcher. He stated in the final CRMA group that he believed he was a better reader by the end of the study.

Originally, Adan identified the use of the graphophonic system as his primary strategy in his initial interview. In the RMA sessions, he was observed using other strategies that he had not identified. By the final CRMA group, Adan could discuss strategies such as word predictions, determining definitions through context, and incorporating corrections when he determined that meaning from the text had been compromised with a miscue. He had also learned to ignore miscues if they did not interfere with meaning. All these became more balanced with the graphophonic cues he used and he conveyed this notion of using the semantic and syntactic cues in his discussions.

Adan learned to confirm his new strategies along with one he developed on his own to aid in monitoring comprehension. The idea of picturing the reading as a video or film was a new strategy that he formulated on his own to construct meaning from all the assigned readings and the books he read on his own. He described his newfound strategy in the final CRMA group. Alone in his cell, he could integrate all his senses while reading and developed a more holistic manner of reading. He shared his strategy with the group to assist them, especially Hector, in constructing meaning from text.

Adan welcomed the new (to him) reading strategies from the beginning of the study. His use of context cues was more efficient and was reflected in Adan's comprehension of his reading. When Adan retold stories at the outset he tried to recall the story word by word which gave many minor details but left out main events that led to confusion in his retellings. The omission of main details sometimes deprived him of the ability to recognize the theme. By the final session, he could describe the main characters, include the most important events and sequence the details, of a story.

Adan had the conviction that his attitudes about the subject of reading were correct and dominated many of the subjects that were introduced by others. He was perceived by others to be the leader of the discourse in many instances. His knowledge of reading was his cultural capital that he possessed and wished to share with others. By the final session, Adan had learned this about himself from the retrospective miscue analysis sessions as evidenced from his contributions in the conversations in the CRMA group.

What was learned from Adan. The power of the CRMA final session demonstrated that the participants did not blindly follow any one person as a leader without that person showing the validity of his observations about miscue analysis and his beliefs about the transactional reading process. This was an unexpected result; as the researcher I thought a dominant leader would emerge without the other participants questioning his role. However, each participant had enough background about the discussions of miscues and the reading process to either protest or support any other's ideas. They were not hesitant to vocalize dissent or approval when others voiced their opinions. Even with a clearly identified leader of the group, the group would not accept his ideas without inquiry and challenged his ideas when they disagreed.

Adan proved to be a leader as evidenced in the final CRMA group; from our discussions of the first miscue he typically took over the discussion and contradicted others who challenged his statements with calm confidence. Other indications of his leadership were by the ways in which the others would defer to him in the discussions, but the analysis indicated that he wanted more from the final CRMA group than his establishment of group dominance. He could have just used his role of leader to display the traditional dominance in the group that the others' afforded him as leader, but he did not. He felt assured enough,

once he confirmed his command that he held in the group, to establish his own personal objectives to glean as much information about the transactional process as he could in the short time he had with the other participants.

Adan's poise was projected in the fact that he was determined to create a cultural model of reading in conjunction with the other participants rather than merely dominate the group. Once he ascertained that the others were firmly skilled enough in the reading process to contribute to his objectives, all the participants took turns being leader in order to use each person's knowledge about the topic to create a collective model about miscues and the transactional reading process. The unspoken underlying consensus of the group was to create this model, but it was Adan's leadership abilities that led the others in collectively creating a holistic model of reading that he could use for his own education once the final CRMA group was dissolved.

From this, I learned that a group needs to have leadership external to the researcher/teacher. Adan had a vision regarding his reading process; he wanted to construct a model of the transactional reading process with his peer group. Without his vision, the final CRMA group may not have focused so tightly on the reading process.

Case Study: Randal

Background. Randal was the last inmate interviewed. He was the only participant who was not local as he came from a large southern city. He came here, he stated, because he had "gotten in trouble with the law" in his hometown and wanted to start a new life. He said he figured that the cost of living was low in this town and that influenced his decision to move here. He had three sisters and one brother, and was the youngest in his family, the next

oldest being two years older. He stated that “everybody” back home worried about him being imprisoned so far away from them.

Randal had a very pronounced southern drawl, which lengthened his sessions due to his slow pace and multiple pauses while he read. He often combined words such as *thadda* for *that would have* or contractions such as *thass* for *that’s*. Of course, neither his combinations nor contractions were counted as miscues, but they were noted.

During this part of the session, which was to establish a rapport with each of the participants individually, he shared that he really enjoyed reading and was in a literacy group that the inmates had established in the pod to read together and to discuss the books that they read.

Session one. The Burke Interview Modified for Older Readers. Randall was the last to be interviewed with the researcher’s question taken from the Burke Interview Modified for Older Readers (BIMOR), which is listed in the method’s section.

When asked what he would do if he came across an unknown word, he responded that he would stop and try to figure it out or “Ask somebody else”. Stopping and figuring out the word would be using the word attack skills in phonics. By asking someone else, he was turning to someone who he thinks reads better than he does.

The next group of questions analyzed in the BIMOR centered around which person Randal thought was a good reader and what made that person a good reader. The questions of what the identified good reader did when they came to something that gave him/her difficulties and what that person did about it along with how the participant or a teacher would help that person were incorporated as well. This part of the BIMOR revealed Randal’s beliefs about “expert” readers.

Randal told the researcher before the interview that he liked to read for pleasure and participated in literacy groups in the pod. During the interview he offered initial ideas that troublesome words should be skipped. He had exhibited some confidence in his reading abilities. He stated that he knew "...A couple of people in here; one is really good" who were good readers and that what made the one a good reader is that he "...is kinda good at writing..." and that the good reader did not have any mistakes. After Randal identified a cellmate as a good reader, he offered some powerful insight into the idea that all people have miscues, even though he does not have the language to describe that at this initial interview.

Res: Do you think he [the cellmate] ever come across something like this in trouble when he's reading?

Rand: We all do. Everybody comes across words they don't know.

Res: When he does come across something that gives him trouble what do you think he does about that?

Rand: Ponders it. Tries to come up with a good word.

Ponder was a great word to describe what a reader does when confronted with an unknown word. I asked how he or anyone else such as a teacher would help someone in that situation, he responded that someone "...would become a better teacher to him, to abbreviate words and hand him a dictionary or something, teach them how to read words, how to pronounce them".

Although Randal was aware that everyone had difficulties with unfamiliar words, as evidenced by his remark that everyone, including Randal, came across unknown words, he reverted back to using the dictionary or lessons about phonics as strategies regarding new

words and abandons his earlier ideas that meaning can be obtained by skipping the new word or substituting another word.

Randal fathomed that words are extremely important to reading. However, my goal was that Randal would learn that reading was not just a simplistic matter of knowing word attack skills and learning vocabulary. Reading is a complex integration of cueing systems that leads to meaning constructed by Randal.

The subsequent questions from the BIMOR exposed the participants' value of themselves as readers. It is important to continue to note that all these interviews were done individually and privately. One question was about what Randal would like to change about his reading. Randal expressed that he described himself as not up to his acceptable standards as a reader; devaluing himself because he was not at the same level as a highly qualified reader.

Res: How would you like to improve your reading?

Rand: Pick your level up, don't rely on others, don't rely on my reading. I want better understanding as a reader.

Res: Understand better. That's all good information. What kind of reader are you?

Rand: I'm a good reader but not a good speller.

Randal was expressing his belief that good readers are good spellers. This fits into his view that reading consists of words, which he stated in response to earlier questions, and that there are perfect readers who are perfect in spelling, also. He had expressed that he had fallen short of that goal.

Randal spoke of reading as a pleasurable event in the interview and talked about the satisfaction of participating in collaborative reading groups. Because Randal read for

pleasure, he had very clear insights about how all readers eventually come upon unfamiliar words, words that they “ponder”. When pressed to give some reading strategies, though, he reverted back to schoolroom strategies that he had learned about using the dictionary and phonics to be a better reader. Words have power, was the message that he conveyed, without the understanding that it is the interaction of the author and the reader, along with the integration of all the reading cueing systems that leads to comprehension.

Session two. I introduced the coding form and how to code and mark the form to discuss the quality of the miscues before I played the recording of Randal’s reading *The Old Man, His Son and the Donkey*, the story we had read the previous week, in which a man and his son were leading a donkey to town to sell. The father tried to follow the suggestions about either riding the donkey alone, with his son, with his son riding alone or with the donkey being carried by the man and his son. After the donkey escaped, the man learned that you cannot accommodate everyone.

Randal’s Oral Reading Summary Chart

Session→		RMA-2
Reading →		<u>The Old Man, His Son and the Donkey</u>
RMI ↓		
<u>Retelling</u>	Unaided	10
	Aided	
<u>Meaning Construction</u>	No Loss Partial Loss Loss	38% 38% 34% } 76%
<u>Grammatical Relations</u>	Strength Partial Strength Overcorrection Weakness	44% 25% 0% 31% } 69 %

Session→		RMA-2
Reading →		<u>The Old Man, His Son and the Donkey</u>
RMI ↓		
<u>Graphic</u>	High Some None	64% 9% } 73 % 27%
<u>Sound</u>	High Some None	46% 27% } 73 % 27%

RMA-2: Miscue analysis. Miscue analysis was explained through the use of the Miscue Analysis Procedure I Coding Form to give Randal a visual guide to his reading and help him analyze and categorize his miscues, mainly focusing on substitutions, self-corrected or not, meaning change, and graphic and sound similarities. Randal exhibited a pattern of substituting one word for another, which did not always result in meaning construction. A later review of his miscues indicated that his individual miscues may have resulted in partial loss or loss, but that overall his comprehension was excellent.

Randal explained his miscues quickly in his individual session. Even though his reading was very slow and laborious, he knew what he had read and why he had miscues, which is how his session unfolded. We began with [0101].

talking

[0101] An old farmer and his son were taking their donkey to town to sell.

Res: You read "...were *talking*..."

Ran: Yes, I was rushing through that part and thought I saw, *talking*

Randal starts by being defensive over his first miscue. I try to talk about how they look graphically similar.

Res: They certainly look alike. And two people can talk together, so you could say that the father and son were talking if you had not seen the rest of the sentence.

Rand: I was rushing.

In actuality, he did maintain the syntactic acceptability partially as the two people could have been *talking*, but Randal was not going to accept this way of thinking right now.

Res: So you thought you were rushed, and they look alike.

Rand: I was rushing trying to read; I was rushing to try to read myself.

Although this miscue resulted in a sentence that was partially syntactically acceptable, Randal might not have constructed the meaning that the donkey was being taken to town to be sold, except that the end of the sentence in the text stated that salient feature. Although he did not self-correct, he may have absorbed the information as he read. He might have used his skills in phonics while he listened to himself reading the text while matching the contextual information to the graphics.

We discussed the next miscue.

I feel
[0113] { It feels good to ride.

Res: You said, “*I feel* good to ride”.

Rand: “*I feel* good to ride” is that what it said?

Res: No, the expected response was “*It feels* good to ride”.

Randal substituted a first person singular pronoun with the third person singular pronoun with the same verb and made the change to match subject verb agreement. By substituting these two words, the resultant sentence still was a high quality miscue by being syntactically and semantically acceptable. Here is how Randal explained it:

Rand: "*It feels* good to ride" makes sense.

Res: Right, you said, "*I feel* good to ride" in yours. Once again your reading makes sense and fits the second part of the sentence. "*I feel* good to ride"-- he still feels good about riding, doesn't he? But it actually was, "*It feels* good to ride" not "*I feel* good to ride". Are the two are pretty close in meaning?

Rand: Yes.

Res: So we can change the text if it means the same.

Rand: Yes, ma'am.

I had targeted a very high quality miscue that Randal had accepted as being interchangeable for meaning. It had been my goal to relax him and he seemed content with this strategy because he did not defend his miscue.

RMA-2: RMI.

Meaning construction. Based on the semantic acceptability of Randal's miscues, seventy-six percent of his miscues had no loss or partial loss of meaning and thirty-four percent resulted in a loss of meaning. His miscue pattern was of substituting one word for another, which did not always result in meaning construction. He had miscues that were semantically acceptable but resulted in a loss of meaning as in the *talking/taking* miscue, but he must have brought his own experiences to the story to make sense as he scored very high on his retelling. The coding form does not always reflect all the information of a reader. When meaning is constructed, a person can miscue with one word orally, while constructing the actual meaning internally through the entire language cueing system. A review of his miscues indicated that his individual miscues may have resulted in partial loss or loss, but his comprehension was excellent.

Grammatical relations. Sixty-nine percent of Randal's miscues resulted in a strength or partial strength in grammatical relations. The *talking/taking* miscue was partially syntactically acceptable even though there was a loss of meaning; others of his miscues resulted in a syntactic strength. This was an indication that Randal was successful in making the text sound like language almost 70% of the time. This contributed to his comprehension of the text.

Graphic and sound similarities. Seventy-three percent of his miscues were rated high in both graphic and sound similarities. This is an indication that Randal was relying upon the graphophonic system to guide him in addressing unknown words, but that he would also substitute words that were not similar in graphics and sounds in his miscues. He was willing to take risks beyond the sound to symbol relationships and had moved to a meaning centered view of reading, which was reflected in his retelling score.

Retelling. Randal's retelling was a revelation to me as he had labored through the reading with many pauses. He captured the salient details of the story and summarized the moral succinctly; therefore, his holistic score was a ten out of a possible ten. He had integrated the semantic, syntactic and graphophonic cueing systems and brought his own previous knowledge which was reflected in his retelling of the story. Individually, his RMI scores were not as high as his retelling score, but he had combined the information available through the cueing systems while he read.

Session three. We discussed the story *Home*, which Randal had read and retold in session two. The story described a young man returning from service who saw a dog abandoned earlier by another serviceman. The main character fed and eventually rescued the dog and in the process faced his own issues of abandonment.

Randal's Oral Reading Summary Chart

Session→		RMA-3
Reading →		<u>Home</u>
RMI ↓		
<u>Retelling</u>	Unaided	7
	Aided	9
<u>Meaning Construction</u>	No Loss Partial Loss Loss	8% 58% 35% } 65 %
<u>Grammatical Relations</u>	Strength Partial Strength Overcorrection Weakness	24% 39% 0% 38% } 63 %
<u>Graphic</u>	High Some None	81% 10% 9% } 91 %
<u>Sound</u>	High Some None	17% 73% 10% } 90 %

RMA-3: Miscue analysis. We discussed the following miscue, which continued in his pattern of substituting one word for another. There was a change in Randal's previous statements about his miscues being due to his reading too fast and this discussion about the following miscue represented this change in his pattern of explanations.

[0112] The night before, a German shepherd-looking mon-

©
| *begin*

[0113] grel had come into the bar begging for potato chips.

Rand: *Begin*. I saw it in my head.

Res: But you corrected yourself.

Rand: Yes, ma'am

Res: Because you're looking ahead. That's very normal and good. And you corrected yourself so that was an excellent miscue. Why did you correct to *begin*?

Rand: Looking ahead.

Res: Did a dog going into a bar *begin* for potato chips make sense?

Rand: No, but it could of.

Res: How?

Rand: He coulda *begin* to *beg* or something. But he didn't, so I hadda change it. I saw it in my head.

In this session, I explained that by self-correcting, Randal was tapping into his previous body of knowledge about reading and language and using it within the context of the passage.

His claim that he looked ahead may have been a prediction as he used previous text to assist in the next miscue. The previous text to the miscue on line [0344] presented information about food that had been purchased by the main character to feed to the dog.

The previous text was:

[0336] "I bought three cans

[0337] of Alpo and stuffed them into my leather coat.

The actual miscue occurred in:

[0344] He at all three cans of ^{*the*} dog food

Res: He ate all three cans of *dog* food

Rand: Reading too fast.

Res: Does it make sense?

Rand: The dog food. You can say that.

Res: It absolutely does make sense. You captured the correct meaning. Did you need to say what kind of food?

Rand: Thought I saw *Alpo* earlier. Here it is [0336].

Res: Correct. So you did not need to say dog food again, because Alpo is dog food.

Rand: Uh, huh; that's right.

He was starting to explain how he utilized information from the story itself to guide him in his reading and how he was not completely relying upon the graphophonic cueing system, even though his miscue scores showed a heavy reliance on this system. His statements in the latest session represented a break of his pattern of stating that his substitutions were due to the fact that he had read too quickly.

RMA-3: RMI.

Meaning construction. Sixty-five percent of Randal's miscues resulted in no loss or partial loss of meaning construction. This matched the unaided retelling score. Although this is not a score of semantic strength, the reading was more challenging than the first story and had vocabulary that challenged him.

Grammatical relationships. Sixty-three percent of Randal's miscues resulted in strength or partial strength. He had more difficulties in this session of reading sentences that made sense, which would compromise his success in integrating meaning.

Graphic and sound similarities. Ninety-one percent of Randal's miscues were graphically similar and while ninety percent had sound similarities. Randal was very capable

of applying the appropriate graphophonic rules for pronunciation, but had not quite accepted that his focus on this cueing system when he encountered unknown words would not always assist in meaning.

Retelling. Randal scored 7 out of 10 in his unaided retelling of the story. With prompts, he was able to provide more details about the plot, the characters and events and discussed another inference that he recognized placing him at 9 out of 10 with assistance. His unaided retelling matched his meaning construction scores.

Session four. A new story, *Easy Time*, in which a young man stole a car to impress his ex-girlfriend and was apprehended and sentenced to some months in jail, was read. The young man's uncle was trying to teach him to box so he (the young man) would feel comfortable while in jail. In a change of format, Randal read the story and retold it the same day we explored his miscues.

Randal's Oral Reading Summary Chart

Session→		RMA-4
Reading →		<u>Easy Time</u>
RMI ↓		
<u>Retelling</u>	Unaided	8
	Aided	8
<u>Meaning Construction</u>	No Loss	16%
	Partial Loss	52%
	Loss	32%
		68%
<u>Grammatical Relations</u>	Strength	39%
	Partial Strength	42%
	Overcorrection	0%
	Weakness	19%
		81%

Session→		RMA-4
Reading →		<u>Easy Time</u>
RMI ↓		
<u>Graphic</u>	High Some None	39% 42% 19% } 81%
<u>Sound</u>	High Some None	23% 54% 23% } 77%

RMA-4: Miscue analysis. We discussed the following miscue.

[0227] Tony darted in at Alex, *blocked* backed off, and came in quick, throwing
[0228] the punch.

Rand: *Blocked!* They look alike.

Res: You said *backed* and you said *blocked*. Okay. They kind of look alike: *blocked* and
backed. Do they sound alike?

Rand: No, they don't sound alike at all.

Res: Does it still maintain the meaning?

Rand: Tony darted in at Alex, *blocked* off...

Res: Does that make sense?

Rand: That's not a big boxer, no.

Randal started becoming far more articulate in this session as he gave more thoughtful interpretations of his miscues. Rather than dismissing them with explanations that he had read too fast or that he missed a letter as in previous sessions, he started to discuss how he constructed meaning from his miscues. I appreciated the fact that I could no longer

lead him into my own constructions; my constructions had no meaning for him and he stated so.

RMA-4: RMI.

Meaning construction. Sixty-eight percent of Randal's miscues resulted in no loss or partial loss. In this new story, *Easy Time*, he was encountering words or concepts which were unfamiliar. His higher score for retelling was evidence that he was combining the cueing systems [see the following] to construct meaning from the text.

Grammatical relationships. Eighty-one percent of his miscues resulted in sentences that had grammatical strength or partial strength, indicating that he was making linguistically acceptable sentences as he read. His reading sounded like language and actually contributed in his attempts to create meaning, but he did sacrifice semantic acceptability for syntactic acceptability.

Graphic and sound similarities. Eighty-one percent of Randal's miscues were rated high or similar in graphic similarity while seventy-seven were high or similar in sound similarity. It seemed as if Randal was starting to use other strategies other than just the graphophonic cueing system. When confronted with unknown words, Randal's substitutions were a graphophonic match which helped make sense of the text.

Retelling. Randal scored 8 out of 10 on both his unaided and aided retelling of the story. His comprehension was high and matched his scores for grammatical relationships and graphic and sound similarities.

Session five. In this section of the story, *Easy Time*, the main character was reminiscing about his father, who had served in the Navy, and about his brother, who died a hero in combat.

Randal's Oral Reading Summary Chart

Sessions →		RMA-5
Readings →		<u>Easy Time</u>
RMI ↓		
<u>Retelling</u>	Unaided	7
	Aided	8
<u>Meaning Construction</u>	No Loss Partial Loss Loss	13% 56% 31% } 69%
<u>Grammatical Relations</u>	Strength Partial Strength Overcorrection Weakness	23% 58% 0% 19% } 81%
<u>Graphic</u>	High Some None	51% 37% 11% } 88%
<u>Sound</u>	High Some None	43% 40% 17% } 83 %

RMA-5: Miscue analysis. In this individual session, Randal listened to the tape of his reading and quickly identified his miscues. Randal still tended to skip quickly through the analysis of each miscue, but I was able to elicit information through the coding form which was an indication of how far Randal had come in utilizing the language of the coding of miscue analysis. He was a person who used to get defensive about his miscues. Now he identified all he could find and was able to explain his use of strategies in his miscues. We discussed the following miscues.

[11160] His father was drunk,

\$ *Naral*

[11161] telling Naval stories—how they landed the Marines with their light calvary...

Although Randal identified the miscue, he stated the expected response rather than the observed one:

Rand: *Naval*...

Res: And what did you read?

Rand: *Naral*

Res: Why did you read...

Rand: It ain't got no /r/ in it.

Res: Do they look alike?

Rand: Close

They look almost exactly the same, so we categorize them as highly similar.

Res: Sound like?

Rand: No...close.

They did sound alike, so we code it as similar, but not highly so.

Res: You corrected yourself. What happened?

Rand: Hm...trying fast reading, because I could have just taken my time and I thought it was a *naval* story.

Res: Excellent! You made a prediction based on your previous knowledge.

Randal identified the *Naval/Naral* miscue and his understanding of the meaning of the sentence led him to a naval story. Even though his observed response was of a \$ *naral* story, he verbally rehearsed the expected response, *naval*, during the discussion. He self corrected to *naval* when he read as he constructed the meaning of the sentence as a *naval*

story. This was reflected in his retelling score as he showed comprehension of the text even though a substitution for an unknown word would have been scored as a partial loss of meaning.

RMA-5: RMI.

Meaning construction. Sixty-nine percent of Randal's miscues resulted in no loss or partial loss, while thirty-one percent resulted in loss. This was a more demanding text with many unknown words, but he continued to construct meaning of the text with his miscues. These data correlated with his retelling scores.

Grammatical relationships. Eighty-one percent of his miscues resulted in strength in grammatical relationship while 19% resulted in a weakness. Recognizing a sentence as linguistically intact was a strength for Randal.

Graphic and sound similarities. Eighty-eight percent of Randal's miscues resulted in graphic similarities and eighty-three for sound similarities. Even though the surface features of the graphophonic system remained high, he incorporated the other systems, too.

Retelling. Randal scored 7 out of 10 on his unaided and 8 out of 10 in his aided retelling of the story. The unaided retelling correlated with his score for meaning construction.

Session six. Randal had been placed back in isolation since I had seen him last and was then reassigned to another pod where the Controlling Officer would only allow me to conduct the sessions in one of the small rooms off the pod area. This represented less than ideal circumstances with constant noise and interruptions, but Randal ignored all the external noises.

Randal read this section of *Easy Time* in which the main character was spending his last night alone before he entered jail the next day. The main character was reminiscing about his family, his friends and his ex-girlfriend and decided to swim alone. Again, Randal read the section, retold it and we identified and discussed his miscues.

Randal's Oral Reading Summary Chart

Session→		RMA-6
Reading →		<u>Easy Time</u>
RMI ↓		
<u>Retelling</u>	Unaided	8
	Aided	8
<u>Meaning Construction</u>	No Loss	31%
	Partial Loss	38%
	Loss	31%
		69 %
<u>Grammatical Relations</u>	Strength	38%
	Partial Strength	21%
	Overcorrection	10%
	Weakness	31%
		59 %
<u>Graphic</u>	High	73%
	Some	27%
	None	0%
		100%
<u>Sound</u>	High	54%
	Some	46%
	None	0%
		100%

RMA-6: Miscue analysis. In his first miscue discussed, Randal substituted a mass noun for a gerund. We discuss the following miscue:

[11173] The wind felt warm and Tony removed his ^{*clothes*} clothing.

Rand: How about the one right here?

Res: Why did you read *clothes* for *clothing*?

Rand: Because he "...removed his jacket, and took off his *clothes*".

Res: He "...removed his jacket and removed his "*clothing*." That didn't make sense to you?

Rand: Yeah.

Res: Since *clothing* did not make sense to you, you substituted *clothes*?

Rand: Yeah.

Res: Are *clothes* and *clothing* the same? Can we score them syntactically acceptable?

Rand: Yes, ma'am. *Clothes/clothing*, yeah.

Res: Yes, they are very close. Actually, you read the word in the text the first time and corrected it.

Rand: Um, hm. I heard myself say *clothing* for *clothes*. I was reading too fast.

Res: Can we say they have the same meaning; are they semantically acceptable?

Rand: Both cover your body.

Res: But it did not sound correct to you? It helps me when you explain what you were thinking.

Rand: Like...both are the same but they mean it a different way, like with everything. One is *clothes*, a type of clothes, but *clothing* is more than one thing.

Res: That was a fantastic clarification. How about graphic similarities?

Rand: Yes, ma'am, they look alike! And sound alike, too!

Res: So this was a very effective miscue. You could have let it go and not corrected it and it would have been an efficient way of miscueing.

Rand: It made sense.

Randal substituted words in both the previous miscue and in the following, but he was able defend his thinking for the word substitutions. He became a very effective reader even with the new material that contained concepts and ideas outside of his previous experiential reading material. Only when he over-corrected, when he did not need to, did he lose efficiency in his reading. We discussed the following miscue, which was a substitution of one present tense verb for another.

©
| *drove*

[12181] He dove again, pushed

[12182] off the bottom, and swam to the surface.

Rand: Oh, "...he *dove* here".

Res: Yes, and you said "he *drove*" .

Rand: Yes. Uh, huh.

Res: Do you know what was going on there?

Rand: "He *drove* again". That's what I said. I don't know, it sounded like it said *drove* and then I corrected myself.

Res: Can you say, "He *drove*"?

Rand: Yes, ma'am.

Res: Does it have...

Rand: A meaning? Yes.

Res: Not the same meaning.

Rand: He *drove* again. Doesn't have the same as *dove* and *drove* but you can use it in a sentence.

Res: Right. So I see. Yes you can say that it's kind of partial, a minor change for syntactic acceptability. Tell me what are you thinking for semantic acceptability. "He *dove*/ he *drove*".

Rand: "He *drove*", I don't know. Thinking of "He *drove* somewhere".

Res: There would be a difference between *dove* which is *diving*.

Rand: *Drove* would be *driving your body*? [He is stating that *driving* your body into water is similar to *diving* {your body} into water].

Res: I never, I didn't look at it, but you have a point there. Semantically, they are can be acceptable, if you say it that way.

Rand: You can *drive* your body again to the water.

Res: Wow! Yes, you surely can. How about graphic similarity?

Rand: Oh, yes, ma'am, they look and sound alike! Um, hm!

Res: What a high quality miscue! I can see how you were very effective in using a different word and I liked the way you explained it.

Randal was very pleased with this last miscue which was actually extremely efficient and effective. I could see his confidence rising as he explained to me that *dove*, the expected response and *drove*, the observed response, were very similar in meaning to him. His explanation was exceptionally good and convinced me that his scoring was accurate. In his mind, and now in mine, the two words were [almost] interchangeable.

This was a complete change from his previous statements that he read too quickly when some words were unfamiliar to him. He now recognized that a sound to symbol analysis of these words were not sufficient in guiding him in semantic predictions.

RMA-6: RMI.

Meaning construction. Sixty-nine percent of Randal's miscues were rated as having no loss or partial loss in meaning construction. This indicated that he did have a meaning-centered view of reading. Randal may have been correcting disruptive constructions while he paused during his reading. The *dove/drove* miscue was a very good indicator how his miscues may have appeared to have a loss of meaning when he clearly was constructing meaning from the text.

Grammatical relationships. Fifty-nine percent of his miscues were rated as having strength or partial strength for grammatical relationships. He had more difficulty in this section of unknown text in creating linguistically sound sentences which were needed to make sense of the text. Not being able to rely heavily on his semantic and syntactic cues, he might have used his skills in phonics while he listened to himself reading the text while matching the contextual information to the graphics. The next cueing system analysis supported this idea.

Graphic and sound similarities. One hundred percent of his miscues for both the graphophonic cueing system were rated high or similar. Randal would still resort to sound to symbol relationships when he encountered an unknown word. Although he had started to learn not to focus upon the graphophonic cueing system alone for meaning making, it served him in this segment of the story.

Retelling. Randal scored 8 out of 10 on his unaided and aided retelling of the story. His comprehension had been explained by his description of how he extracted meaning from the text with his miscues.

Session seven. Randal experienced continued difficulties in the original pod; by RMA-7 he was re-assigned to a different pod. Physically remote from any other of the participants, his session was an individual one.

In this last segment of the story, *Easy Time*, the main character was rummaging around on a shelf for a medal of honor won by his older, deceased brother. The main character was feeling alone with the pressure of a jail sentence facing him, many of his friends either dead or in prison, his girlfriend stating she never wanted to see him and his parents divorcing. The medal held meaning for him.

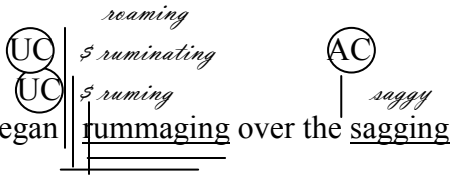
Randal's Oral Reading Summary Chart

Sessions→		RMA-7
Readings →		<u>Easy Time</u>
RMI ↓		
<u>Retelling</u>	Unaided	7
	Aided	9
<u>Meaning Construction</u>	No Loss	40%
	Partial Loss	41%
	Loss	19%
		81 %
<u>Grammatical Relations</u>	Strength	46%
	Partial Strength	40%
	Overcorrection	2%
	Weakness	12%
		86%
<u>Graphic</u>	High	64%
	Some	30%
	None	6%
		94 %
<u>Sound</u>	High	49%
	Some	40%
	None	11%
		89%

RMA-7: Miscue analysis. Listening to his recorded reading, Randal identified a miscue in which he made multiple substitutions. The sentence also contained another miscue which will be discussed later.

We discuss the following miscue.

[13200] Tony walked out to the

[13201] back porch, with his cup of tea, and began  over the sagging
[13202] shelves his father had built.

Rand: I did not know the spelling [referring to *rummaging*].

Res: That was a really hard word for you and you tried *roaming*, *ruminating* and everything else.

Rand: *Rummaging*.

I was not certain how he was able to read the text during the analysis. Perhaps by having read the previous sections of the story, he was able to use the current text to cue him in reading the word. He had previously demonstrated using his skills in phonics while he listened to the text being read out loud by him to match the contextual information to the graphics. It is possible for a person to orally miscue with one word, while constructing the actual meaning internally.

Res: *Rummaging*. Remember when you told me that people are getting into your stuff, aren't respecting you, what are they doing? They are *rummaging* through your stuff.

Rand: Yes, the same as tearing up my stuff?

Res: Pretty much. If I *rummaged* through all these papers...you've seen me when I can't find something. I start *rummaging* through it?

Rand: Yes, ma'am.

Res: I start looking through all the pages really fast and I make a big mess; that's rummaging. Have you ever heard of a *rummage* sale at church?

Rand: No. I never heard that word before *rummage*, *rummaging*.

I explained what a rummage sale was.

Rand: Like a yard sale.

Res: Similar to a yard sale, but the individual person does not get the money. People rummage through the stuff for sale.

Rand: Got it.

I told him that he took risks and did not just abandon a word, but tried to figure it out.

When he could hear it was not acceptable, he would try re-reading it and then went on.

Res: Do the other words look like *rummaging*?

Rand: Tried to sound it out.

He claimed that he used pronunciation as his strategy in reading this unknown word.

I tried to elicit the information that he actually used the meaning from the text along with the graphic and sound system, a combination of cues, in his observed response.

Res: Yes, good, they look and sound like *rummaging*. You were using your phonics training, but then abandoned that strategy to get meaning from the text, instead.

Rand: Yes. I try to reread, but if that doesn't work, I skip it.

Res: You can usually figure out the meaning from the rest of the sentence?

Rand: Yes

Res: Did you here?

Rand: Didn't have to.

Substituting one present progressive verb for another would have been acceptable, but he abandoned *roaming* for non-words, while still maintaining the present progressive tense. Abandoning his effort to focus upon sounded out the word, he worked efficiently to construct meaning. Since the specific term, *rummaging*, was unknown to him, he decided to move on with the sentence rather than wasting time on it. The regressive and progressive context while reading granted him comprehension of the text with an unknown word.

Randal identified the second miscue in that sentence, a substitution of an adjective, *saggy*, for a gerund, *sagging*.

We discussed the miscue.

Rand: *Saggy*?

Res: You said it correct the first time.

Rand: *Sagging*? It doesn't sound right.

Res: Okay, so you thought it was *saggy*.

Rand: *Sagging*?

Res: Yes.

Rand: Didn't put the *-ing*.

Res: Did the meaning change?

Rand: No, not much.

Res: Your miscue was syntactically correct?

Rand: "...over the *saggy* shelves..." *Saggy*. *Sagging*. Still don't know what it is.

Res: *Sagging*, *saggy*. See that box over there?

Rand: Yes.

Res: We can call it a *sagging* box or a *saggy* box. Both sag. It hasn't changed the meaning much, right?

Rand: Yes. No.

Res: Did you correct? I mean after you said it the first time and changed it.

Rand: No. Didn't sound right.

Res: You didn't correct. You did a good job because you put it in your own words and kept the meaning. Are they semantically the same?

Rand: Now that you told me the meaning, yeah.

Res: You're pretty self-confident as a reader... You try to read for the main idea and move on from a word that you do not recognize. Did the two words look alike?

Rand: Sorta. They confused me by their looks.

Res: Very similar. Did they sound alike?

Rand: Well, yes and no. I didn't think it sounded right.

Res: You are right; you stated that. You can substitute one word similar in meaning for another and in this case they were close enough in graphics and sound, by what you said, to be confusing to you. You said the word, but thought it sounded wrong. But the sentence made sense with the word you substituted.

Rand: Didn't know that word, though. Now I do.

In this one sentence, Randal twice encountered words that were unknown to him. He was able to use the language cueing systems to guide him in addressing these words and was able to successfully construct meaning in both cases with his observed responses. By ignoring unknown words and using regressive and progressive knowledge of the semantic context and relying upon effective semantic predictions, Randal had shown his pattern of

addressing new reading material outside his own experiential background of reading material. He had proven that he could construct meaning even when concepts and terms were unknown to him.

RMA-7: RMI.

Meaning construction. Eighty-one percent of Randal's miscues resulted in no or partial loss, while 19% resulted in loss. Even though this remained a more demanding text that still contained many new concepts and ideas, Randal was using the available semantic context in making sense of the text with his miscues. This high score correlated to his retelling scores.

Grammatical relationships. Eighty-six percent of Randal's miscues resulted in strength or partial strength in grammatical relationships. Recognizing a sentence with syntactic acceptability was still strong for Randal, but he recognized that he could not compromise the semantic system for the syntactic one if he were constructing meaning from the text.

Graphic and sound similarities. Ninety-four and eighty-nine percent of his miscues were rated high or similar for graphic and sound similarities respectively. Randal was still influenced heavily by the visual components of unknown words, but he demonstrated he had to rely more upon the syntactic and the semantic systems to construct meaning from the text.

Retelling. Randal retold the section of the story he had just read and scored 7 out of 10 unaided and 9 out of 10 with prompts. His scores on the language systems supported these scores. He stated that he liked to figure out the main meaning of the text while he read, whether it was the moral, a character's nature or the plot of the story. In regards to the last segment of the story, Randal described the brother of the main character by stating, "He had

heart”, which encapsulated the reason that the young man sought out his brother’s medal.

This statement that he was looking for meaning was probably why his comprehension scores were so consistently high.

Session eight. The final CRMA session.

The last session with all of the remaining participants was assembled to analyze a previously recorded reading of a young male, who was unknown to the participants, reading *The Baseball Glove* (Martinez, V., 1993) in which two brothers, one of whom is ambitious while the other is not, go to pick chiles in order to purchase a baseball glove.

Randal had been in isolation, returned to the original pod and had been placed in a different pod. He had not seen the other participants in weeks. Randal now recognized that he had to rely upon the reading strategies that fostered semantic meaning if he wanted to read materials that were challenging to him.

The first miscue was a noun with two suffixes that was substituted by two nouns. One of the substituted words was the original noun with only one suffix attached. This noun, sans the final suffix, functioned as an adjective to another new noun to complete the complex miscue. Randal who knew that he had to rely upon the reading strategies that fostered semantic meaning if he wanted to create meaning from the text had the confidence to address the miscue first.

The following complex miscue was discussed.

[0105] (my mom believed he sold drugs, or did some other

shameless act

[0106] illegal shamelessness).

Rand: It fit in; it’ll go in real good

Raul: You can use it in a line (sentence)

Adan: He didn't correct this one.

Rand: It didn't really change. Syntactically acceptable?

Adan: Yeah, but it changes the meaning, I think.

Rand: It didn't really change because, you know...

Raul: [Interrupts] What he's doing, they think he's going on drugs and think, think he's acting...

Rand: [Interrupts]...and some days he's "doing".

Raul: Yeah, because he's "doing" and some days he's "doing drugs" so he's "acting". So it did change.

Rand: Uh, I would think of the possibility that they're both the same; uh huh.

Raul: So they are the same, syntactically and semantically?

Adan: Yeah, it was high quality [miscue], I think.

Rand: And they looked and sounded close.

Res: So we can say it was an efficient and effective miscue?

Rand: Yes. You got the meaning.

Randal had recognized that there may be more than one way to construct meaning from the text. Even though the other participants felt that meaning construction had been partially lost with the miscue, Randal felt there was it could be rated as a semantic strength in meaning construction and had the confidence to state so. The participants were investigating more than the conventional meaning of the word and were trying to construct meaning from alternate meanings of the word. This was why both Randal and Adan could be correct in their construct of meaning. The participants were the ones who understood the concept that

shamelessness springs from someone's actions. The semantic context helped them determine that the agent was *acting shamelessly* and this resulted in his *shamelessness*.

Recall the complex miscue that Hector discovered; it was discussed by the entire group. The complex miscue consisted of a noun substituted for another noun and the omission of an adverbial clause and a subject-verb phrase.

[08118] I also wanted a

[08119] baseball glove so bad a sweet hurt bloomed inside a hollow place in my

[08120] ^{side}stomach every time I thought about it. Baseball had a grip on my fantasies

[08121] and wouldn't let go.

Adan: "...every time I thought about it..." He left that whole thing out.

Res: It's a very complex miscue. Did it change that much of the meaning?

Raul: Yes!

Hect: [Interrupts] No, because....

Rand: [Interrupts] Because it came right along with it. It came right along with the story. It didn't change that much.

Randal was correct; we all were able to construct meaning from the text even without the clauses. He proved that he was concentrating on the semantic system in constructing meaning.

Res: So you still understood it when he missed the whole section? Have you ever missed or skipped a whole sentence or section while reading?

Hect: Not me I never...

Rand: [Interupts] When I read a book...

Raul: [Interrupts] When I miss something I come back to it.

Hect: Um, yeah. I skip words.

Rand: Everybody does it, misses some words.

This statement of Randal's brilliantly captured the idea of miscues and the reading process. As long as a reader could construct meaning from passages, missing words did not affect comprehension. Although Randal was not using the language of miscue analysis, he demonstrated understanding of the concepts. Meaning can be constructed even when whole sections of the passage are omitted. Randal captured the idea perfectly by stating that the reader had the context in his mind and was using previous knowledge of the text and prediction strategies to construct the meaning.

The exit interview. Elements from the Burke Interview Modified for Older Readers guided by Ann Marek's Closing Interview (Goodman & Marek, 1996) were now incorporated into the final focus session. The first question was about how the participants felt about themselves as readers after the seven Retrospective Miscue Analysis sessions.

Res: What did you think about the sessions we spent together?

Rand: ...it does really inspire me to more read more.

Adan: You can skip a lot with meaning.

Hect: You can skip a lot if the meaning stays the same.

Rand: You can get the meaning even with a miscue. [That's] important to know.

Randal talked about being opened up to an understanding of the transactional reading process, in which the holistic process of utilizing information from all the cueing systems of the syntactical cueing system, the graphophonemic cueing system and the semantic cueing system. He accepted these three cueing systems as assisting him in building content and in

comprehending the text. While previously he had focused on grammatical and graphophonic cues as his predominate strategies, Randal learned new ways to utilize semantic context in constructing meaning from the readings.

Throughout the final CRMA group, Randal understood that he had to construct meaning from his reading.

Res: How do you feel about yourselves as readers now?

Rand: Sometimes...I think I mess up but I really just don't really care anymore, 'cause I know I'm a good reader.

At some level, he had accomplished constructing meaning from text by being an avid reader prior to the study. He just needed to expand his use of predicting and confirming strategies that he already had and reduce focusing on the graphophonic system with unknown words and concepts. His new found confidence in his reading was evident through his statement.

Res: High quality miscues are effective miscues, and they can be efficient, too.

Rand: They [are]okay if you keep the meaning. You can figure it out anyway, even with a miscue.

Randal confirmed what the other participants had explained. A miscue can be high quality if it maintains meaning in reading and that a reader can still construct meaning from the text with a miscue.

I asked the next question, "Have there been any changes in your reading as a result of our sessions?" The answers disclosed the participants' reading strategies.

Rand: The whole story helps with meaning.

Res: Right! You can construct meaning from the previous text...

Rand: [Interrupts]...and make predictions for the next part of the text and pull it all together.

Res: Is that how you construct meaning from the text?

Adan referred to *Easy Time* where the young man was being dropped off at a detention center for jail time, and stated that he [Adan] could picture himself being dropped off at jail.

Raul: Yeah, you need to see it to get the meaning.

Rand: You need to pull in all those things, what you know, how it looks and sounds and whether it makes sense. Sometimes I remember from other books.

Randal was stating how he used his prior knowledge to help construct semantic meaning with the current readings. Although he was upset when faced with reading material that was unfamiliar to him, he had learned in the RMA session how to use specific strategies to construct meaning.

The next question was adopted from Ann Marek's Closing Interview. "Do you have different attitudes towards reading now?"

Adan: Yeah, everyone has problems.

Rand: You hafta get the meaning.

Raul: Yeah.

Rand: You can get the meaning even with a miscue. Thass important to know.

Randal next described to the others how he liked to discuss the same books or the same authors with others in the same pod and described it as a good time. He stated that was what he did to keep reading.

Randal had talked about collaborative reading groups in his initial interview. Even though he had been put in isolation, been returned to the original pod and then placed in

different pod, he always continued to read. If possible, he sought out people with whom he could share the reading experience, and that was what kept him reading.

Comparisons of the initial and exit interviews. Randal's responses to how he felt about himself as a reader in the first interview indicated that he felt that reading consisted of words and that he was not up to the same level as a really good reader. He stated that he would stop and figure out the word in isolation, using his skills in phonics and word attack skills to aid him. At that initial interview, Randal identified learning how to pronounce words, how to abbreviate them and how to use a dictionary as useful strategies when coming across an unknown word, which was inconsistent with the idea that he read for pleasure.

With the RMA sessions, he re-defined his strategies to actively construct meaning from the reading. Even up to the final RMA session, session seven, he still clung to the idea that he had to know words to read well. In the CRMA session he stated a change in his belief in that he now accepted that constructing meaning from the story [text] through available semantic content was the most important strategy that he employed. He stated that readers do miss words and do have unexpected responses, but more importantly he knew that he could sometimes skip a word or produce a high quality miscue such as a comparable word substitution and still be successful in understanding the text. As long as he could construct meaning from his reading, high quality miscues that emerged from his readings were acceptable as were omissions of words or phrases that did not affect meaning construction.

Randal could now state that he knew he was a good reader because he knew how to construct meaning from any text he read. This was an especially important statement as he had been confronted with text in the RMA sessions that was unrecognizable to him at times. At first this unknown quality made him defensive, but he came to trust his previous use of

strategies in his prior readings and to discard those strategies that did not assist him in understanding meaning in new situations.

He still sought out other readers with whom to discuss the books and authors he liked. The only difference was that he could now seek out other pod mates who had a greater selection of genres and authors than Randal himself had explored. There would be no literacy groups from which he would be excluded, if he had an interest to join, as he had the meaning constructing strategies to guide him through any specific, unknown terms and concepts that he encountered.

Confidence building in Randal. Randal's confidence was evident in his sharing of his beliefs, his ideas about literacy groups and his descriptions of strategies that he had used for many years as a person who read for pleasure. In his individual sessions, he had displayed his new-found confidence of reading out loud with an increased reading pace. He knew that every reader has miscues and became confident enough not to be concerned about them in oral reading. This idea and others regarding reading were expressed to the group whenever he could engage in the discussion.

When Randal first started the program he shared as an aside that he did not like to read out loud to groups. As he appeared to be proficient in his chosen reading, it was a surprise to me until he started reading, which was very labored in his oral reading. After going through the difficulties of accepting that he needed to integrate all the cueing systems to construct meaning, Randal started to increase his reading pace. His confidence in being unconcerned about his miscues came through this act.

Randal emerged as the person who most often shared his knowledge and beliefs about reading, about miscues and about reading strategies with the researcher and the CRMA

group. Broaching any topic in this group indicated that the speaker had a strong confidence in himself about discussing the transactional reading process and indicated self-assurance.

Randal was the first person in the CRMA group to start to analyze the first miscue.

Lastly, as the participant who most often attempted to initiate a discussion, without being successful in maintaining the discussion, Randal proved he was not submissive in his quest to express his views. When he had something to say, he felt entitled to share it. He felt comfortable in his knowledge about miscue analysis and reading for meaning; sometimes he would just interrupt others, including the researcher, to share his wisdom. He was self-confident enough about his beliefs and knowledge about reading to do so.

What Randal learned from the RMA sessions. Randal set an impossible standard for himself of the perfect reader, one who never had miscues and understood everything read. Originally he identified the graphophonic cueing system along with re-reading to assist him in reading. This seemed a contradiction as he was an eager reader while struggling with phonics and re-reading text is tedious. Willing to take risks, though, he would attempt unknown words that sometimes resulted in non-words, and attempt to self-correct until he exhausted his options of phonics, prediction and application of previous knowledge. In the RMA sessions, it became apparent that he already knew he had to construct meaning from the reading for it to be pleasurable, but had not expressed that thought. He quickly grasped that some miscues that impeded construction of meaning were miscues that needed correction but those that did not affect meaning did not. He understood that his prior knowledge that he took to his reading assisted him in how he understood and related to the text.

Once he learned how to make use of context cues to construct meaning with a miscue, he surged ahead on his reading which helped him when he was alone in isolation, removed from his support group of readers in the pod. He reverted to re-reading on his own if he were un-successful in meaning construction. His statements in the first few sessions about rushing while reading which resulted in miscues, resurfaced whenever new unknown terms or concepts resulted in low quality miscues had an impact on the story in which he could not construct semantic meaning. By the time of the final CRMA group, he could draw upon the strategies of predicting and confirming unknown words with great success and knew which strategies were acceptable for constructing meaning.

What was learned from Randal. On the surface level, Randal was already a proficient reader. What was learned from him was that even proficient readers may be resistant to oral reading. Randal was a proficient reader with a seemingly laborious oral reading pace, even taking into account his southern drawl. This occurred in the first story, which did not seem to be particularly challenging.

It was evident from the outset that Randal read to understand any given text, but needed to learn how the cueing systems aided him and to learn strategies to gain more enjoyment from his reading. He initially became upset when faced with new terms and concepts.

He accepted that he could use his previous reading experiences and his knowledge of how to transact with the text to provide strategies which guided him through unfamiliar material. He just needed to coordinate using the semantic system in conjunction with the graphophonic and syntactic systems in order to knowingly construct meaning from the text. His years of reading as an enjoyable activity served him in this process.

As he started to make a conscious use of the available semantic context of the new reading material, his slow, laborious oral reading rate was replaced with a faster rate. Randal gained confidence in his ability to read out loud, to analyze his miscues while he read and to apply new strategies more effectively and with more flexibility. While before, when confronted with new terms and concepts that were unrecognizable to him, he had become defensive and uncertain about how to extract meaning from unknown words, he gradually began to trust that the text would not be nonsense.

When comfortable with new reading material, Randal became a more proficient oral reader. Once he learned to apply the strategies he already knew to these new situations, Randal learned to become more efficient in his reading, and his reading pace was faster. The last time I heard about him, he had changed his reading preference from humor and mysteries to political readings.

Cross Case Study Analysis

By the final session all four participants exhibited some commonalities in the RMA sessions and in the final CRMA group. There was a stated fear from them about their perception of themselves as readers when reading out loud. It was something that they all had recent or older experiences that had caused bad memories. Another idea that they all embraced was the idea of reading comprehension being the goal in reading. They needed to learn how to have a transactional relationship with the text in order to incorporate all the language cueing systems while reading. They did so by learning the coding system of miscues that not only guided them in integrating the language cueing systems, but gave them a way of assessing their connection with the text as they read and the opportunity to talk

about this. As such, miscue analysis was a teaching tool that they had learned that would guide them in future literacy acts.

Fear of oral reading. All of the participants had exhibited a fear of reading out loud both in the pod with fellow inmates and with the researcher. The controlling officers in the pod from which the participants in the study were located volunteered their judgments of the oral reading of these inmates. Randal was pronounced by the controlling officers of the original pod as a poor reader. He was the one who joined in literacy groups and had been most often observed reading out loud. Interestingly enough, he was a moderately proficient reader as evidenced by his comprehension scores; however, he did have a torturous reading pace when I started working with him. Raul had also been observed in the Bible reading group and was pointed out as having reading difficulties by the controlling officers. The controlling officers in the pod thought that Adan could read orally, but later the guards in the isolation unit reported that he struggled with oral reading. Hector, who was the most proficient at oral reading as a word caller, stated that he would not read out loud for fear of being ridiculed, which was actually more a reflection of his limited comprehension of the reading material. When asked about what he had just read, he would declare that he did not know or offer a string of unorganized details from the reading.

Raul had a dramatic change in his attitude toward reading which assisted him in being more confident about oral reading. He went from being bound to the graphophonic cueing system of reading to embracing the language of miscue analysis and the transactional reading process. He had been a person who rejected any deviance from the methods he had learned previously in school and was reluctant to accept any new ideas that were contrary to his long-held beliefs in this area. He once admitted that he had been consumed by fear of being

laughed at while he read, but he learned to reject his self-consciousness. Once freed from his self-consciousness and learned helplessness, Raul chose others in his pod to help him so that he could read to people who could assist with his reading; he was no longer embarrassed to ask about words with which he was unfamiliar. He felt empowered to establish his own goals and to embrace a new reading process in order to become more thoroughly involved in literacy activities by participating in reading out loud in his group.

Hector did not know what type of book he liked to read as he had only read one book in his whole short life because of what he described as having bad memories about previous reading classes. He had never been observed reading out loud in the pod, although in the RMA sessions, he read the material without difficulties in phonics. His attitude toward reading was to accomplish it quickly, which sounded as if it were a chore that had to be accomplished quickly to get it out of the way. He had stated that good readers were fast and knew all the words; he himself was what would be called a word-caller while reading. Hector never made any reference to reading for pleasure. He displayed a limited knowledge of reading strategies, listing the graphophonic and re-reading as the ones he relied upon. Once he was engaged in constructing meaning from the text, he was initially annoyed because it slowed him down, but he improved in his meaning construction and was able to accept that high quality miscues were effective and very efficient. Being efficient was his new self-proclaimed goal. He could still read well orally, but he was taking the time to construct meaning from the text in his reading. After the study, it was reported that did engage in oral reading activities in the pod.

Adan, who had dropped out of school in the eighth grade, discovered that he was a moderately proficient reader, but he worried that the paucity of his vocabulary was holding

him back. In the initial RMA session, he immediately volunteered that he was a poor reader. He was inhibited in reading out loud in his initial sessions by his hesitations in addressing unknown words. In the final group, he had emerged from a person who responded to the external labels of being a poor oral reader to someone who could take control of his own progress in reading. He expressed confidence that he could read out loud and that he felt self-assured that everyone has miscues while they read.

Randal's interpretation of the literacy groups in which he participated was that you have to be able to read out loud or not be a good reader. He understood that his prior knowledge that he took to his reading assisted him in how he transacted with the text. Randal was thorough but concise in retelling of stories, but his slow, laborious reading impeded his view of himself as a reader. Once he obtained the confidence to accept that he was already constructing meaning before he started the study, he no longer was defined by his internal conception expressed by his hesitancy in oral reading and he gained confidence in his ability to read out loud. The fact that his fluency had notably increased in his oral reading during the study was an indicator that he had escaped free of judgment of his oral reading and felt comfortable enough to read orally in his literary groups.

Some of the participants were argumentative about being exposed to a reading process that was new to them and were reluctant to abandon the more traditional reading programs that they had learned when they had been in public schools, even though those reading strategies that had not always worked well for them, particularly in granting them confidence in their reading. They needed this confidence in able to participate in oral reading in their literacy groups. At times, they treated the researcher similar to a teacher and expected the researcher to assist them in sounding out words. It was indicative that most people do not

like change and the transactional reading process was not only new to them but threatened their preexisting beliefs about reading. They had to change their opinions to recognize that everyone has miscues and that slowing down to have someone assist them in phonics actually impeded their meaning construction. Once they eliminated that strategy of waiting for assistance for every challenging word, they realized that they could participate in reading orally in their literacy groups.

Reading comprehension. The true indicator of the participants' changes in their reading patterns came from their creation of meaning from the text. It was the readers' perceptions, perspectives and experiences that created an interaction with the text. Utilizing the transactional reading process as a model, they could extract meaning from any story that they read. The following oral reading summary charts address comprehension of the text as evidenced through the participants' retelling scores and through the scores on the language cueing systems of meaning construction, grammatical relations and the graphophonic systems. These charts do not provide a statistical analysis of the averages of the scores, but are profiles of each the participants.

Raul's Oral Reading Summary Chart

Sessions→		RMA-2	RMA-3	RMA-4	RMA-5	CRMA-6	CRMA-7
Readings →		<u>The Old Man, His Son and the Donkey</u>	<u>Home</u>	<u>Easy Time</u>	<u>Easy Time</u>	<u>Easy Time</u>	<u>Easy Time</u>
RMI ↓	Reading Level	<u>4</u>	<u>6</u>	<u>8</u>	<u>8</u>	<u>8</u>	<u>8</u>
<u>Retelling</u>	Unaided	8	6	5	6	5	7
	Aided	8	6	6	7	5	8
<u>Meaning Construction</u>	No Loss Partial Loss Loss	20% 53% 27% } 73%	30% 26% 44% } 56 %	30% 30% 40% } 60%	36% 24% 40% } 60 %	36% 29% 35% } 65 %	24% 62% 14% } 86 %
<u>Grammatical Relations</u>	Strength Partial Strength Overcorrection Weakness	29% 36% 0% 35% } 65%	40% 36% 0% 24% } 76%	28% 28% 19% 24% } 56 %	56% 20% 0% 24% } 76%	50% 36% 0% 14% } 86%	66% 5% 5% 24% } 71%
<u>Graphic</u>	High Some None	31% 32% 37% } 63 %	54% 33% 13% } 87%	60% 10% 30% } 70%	43% 43% 14% } 86%	50% 30% 20% } 80 %	50% 45% 5% } 95 %
<u>Sound</u>	High Some None	24% 38% 38% } 62 %	50% 33% 17% } 83 %	20% 45% 25% } 65 %	38% 43% 19% } 81%	50% 30% 20% } 80%	45% 50% 5% } 95%

Hector's Oral Reading Summary Chart

Sessions→		RMA-2	RMA-3	RMA-4	RMA-5	CRMA-6	CRMA-7
Readings →		<u>The Old Man, His Son and 3 the Donkey</u>	<u>Home</u>	<u>Easy Time</u>	<u>Easy Time</u>	<u>Easy Time</u>	<u>Easy Time</u>
RMI ↓	Reading level	<u>4</u>	<u>6</u>	<u>8</u>	<u>8</u>	<u>8</u>	<u>8</u>
<u>Retelling</u>	Unaided	5	6	6	5	6	7
	Aided	5	7	6	5	6	8
<u>Meaning Construction</u>	No Loss Partial Loss Loss	29% 28% } 57% 43%	29% 43% } 71 % 28%	35% 28% } 63% 37%	25% 30% } 55 % 45%	28% 34% } 62% 38%	46% 23% } 69% 31%
<u>Grammatical Relations</u>	Strength Partial Strength Overcorrection Weakness	52% 34% } 86 % 5% 9%	52% 24% } 76 % 5% 19%	61% 3% } 64% 3% 33%	40% 20% } 60% 0% 40%	31% 38% } 69 % 8% 23%	43% 43% } 86% 0% 14%
<u>Graphic</u>	High Some None	73% 27% } 100 % 0%	73% 27% } 100 % 0%	42% 54% } 96% 4%	70% 20% } 90% 10%	58% 25% } 83 % 17%	66% 34% } 100% 0%
<u>Sound</u>	High Some None	85% 3% } 88% 12%	46% 27% } 73 % 27%	45% 50% } 96% 4%	70% 25% } 95 % 5%	50% 33% } 83% 17%	66% 34% } 100% 0%

Adan's Oral Reading Summary Chart

Sessions →		RMA-2	RMA-3	RMA-4	RMA-5	RMA-6	RMA-7
Readings →		<u>The Old Man, His Son and 3 the Donkey</u>	<u>Home</u>	<u>Easy Time</u>	<u>Easy Time</u>	<u>Easy Time</u>	<u>Easy Time</u>
RMI ↓	Reading level	<u>4</u>	<u>6</u>	<u>8</u>	<u>8</u>	<u>8</u>	<u>8</u>
<u>Retelling</u>	Unaided	7	6	6	6	7	8
	Aided	7	6	6	7	7	9
<u>Meaning Construction</u>	No Loss Partial Loss Loss	8% } 58% } 66 % 33%	14% } 43% } 57 % 43%	33% } 28% } 61 % 39%	12% } 53% } 65 % 35%	17% } 50% } 67 % 33%	24% } 52% } 76% 24%
<u>Grammatical Relations</u>	Strength Partial Strength Overcorrection Weakness	8% } 42% } 50 % 0% 50%	43% } 37% } 80 % 2% 18%	45% } 29% } 74% 0% 26%	29% } 53% } 82% 0% 18%	72% } 10% } 82% 0% 18%	59% } 34% } 93% 0% 7%
<u>Graphic</u>	High Some None	11% } 67% } 78 % 17%	75% } 16% } 96% 9%	68% } 29% } 97% 3%	81% } 19% } 100% 0%	71% } 29% } 100% 0%	68% } 24% } 92 % 8%
<u>Sound</u>	High Some None	11% } 33% } 44 % 56%	64% } 25% } 89% 11%	62% } 27% } 89% 11%	75% } 25% } 100% 0%	59% } 41% } 100% 0%	68% } 24% } 89% 8%

Randal's Oral Reading Summary Chart

Sessions→		RMA-2	RMA-3	RMA-4	RMA-5	RMA-6	RMA-7
Readings →		<u>The Old Man, His Son and 3 the Donkey</u>	<u>Home</u>	<u>Easy Time</u>	<u>Easy Time</u>	<u>Easy Time</u>	<u>Easy Time</u>
RMI ↓	Reading level	<u>4</u>	<u>6</u>	<u>8</u>	<u>8</u>	<u>8</u>	<u>8</u>
<u>Retelling</u>	Unaided	10	7	8	7	8	7
	Aided		9	8	8	8	9
<u>Meaning Construction</u>	No Loss Partial Loss Loss	38% 38% } 76% 34%	8% 58% } 65% 35%	16% 52% } 68% 32%	13% 56% } 69% 31%	31% 38% } 69% 31%	40% 41% } 81% 19%
<u>Grammatical Relations</u>	Strength Partial Strength Overcorrection Weakness	44% 25% } 69% 0% 31%	24% 39% } 63% 0% 38%	39% 42% } 81% 0% 19%	23% 58% } 81% 0% 19%	38% 21% } 59% 10% 31%	46% 40% } 86% 2% 12%
<u>Graphic</u>	High Some None	64% 9% } 73% 27%	81% 10% } 91% 9%	39% 42% } 81% 19%	51% 37% } 88% 11%	73% 27% } 100% 0%	64% 30% } 94% 6%
<u>Sound</u>	High Some None	46% 27% } 73% 27%	17% 73% } 90% 10%	23% 54% } 77% 23%	43% 40% } 83% 17%	54% 46% } 100% 0%	49% 40% } 89% 11%

Retelling scores. The retelling of the reading material was essential to miscue analysis. Retelling scores, both unaided and aided with prompts from the researcher, represented the comprehension of the text by the reader. As the reader engaged in a transaction with the text, he tried to make sense of the text; his retelling was his effort after the reading and revealed the comprehension of the reader. The retelling scores, scored in holistic manner, were a reflection of the process of utilizing the language cueing systems while the reader interacted with the text to construct meaning. What the charts indicated was that the participants were all literate because their comprehension scores indicated as much.

The stories selected were at a fourth, sixth and eighth grade level with the participants' comprehension scores ranging from 5 to 10 in their retelling scores. Recall that in the methods section that these comprehension scores can range from 0 to 10. Although some of the retelling scores of the participants were low, representing 50% comprehension of the text [Hector, RMA-2 and RMA-5; and Raul unaided, RMA-4 and CRMA-6 (which may have been due to having another participant in the session)], all showed improvement by the end of the final session even with more difficult reading levels.

The retelling scores tended to be higher for the less challenging text in RMA-2 [Adan, Raul and Randal], but not as rich in character interactions, events and details for all the participants in first parts of *Easy Time*. By the ending segment of that story, they were all, to varying degrees, able to describe the characters and the plot of the story as well as make inferences. They demonstrated taking a more holistic approach of the transactional reading process and incorporated an integration of the language cueing systems of meaning construction, grammatical relations and the graphophonic system, which resulted in gradually increasing comprehension as evidenced by the scores from their retellings. Generally, retelling scores correlated with meaning making scores from the oral reading charts.

Meaning making scores. Meaning making was part of the active process of reading and was looked at through the language cueing system of meaning construction for the resultant score in each participant's oral reading chart. Meaning construction while reading was based upon what the analyst (teacher or researcher) of the miscues believed the author intended in the text. As the researcher, I endeavored to be insightful while coding; I was looking for patterns in each of the reader's efforts to construct meaning while he read. The miscues were scored as semantically acceptable if they resulted in no meaning change or if

they were corrected successfully. Partially semantically acceptable meant that they were semantically acceptable but resulted in some meaning change or were only partially semantically acceptable and had not been successfully corrected. The miscues were scored as a loss only if they were semantically unacceptable and had not been corrected effectively.

Most of the participants scored in the high fifties for some portions of meaning construction [Adan, RMA-3; Raul, RMA-3; Hector, RMA-2 and 5] with Randal scoring in the sixties, indicating difficulties in construction meaning from the text, particularly in the beginning sessions. By the time of the final session, they could explain the strategies of predicting and confirming unknown words with great success and knew which miscues were acceptable for constructing meaning and their slowly improving scores on meaning construction indicated this. Also, their scores on meaning construction matched well with their retelling scores for the most part. Randal was the exception as his retelling scores were consistently higher than his meaning construction, which indicated that he had a transaction with the text after his oral reading and was able to synthesize the information he had gathered for his retelling.

While the participants displayed similar patterns in some aspects, individually, they were unique in their endeavors to construct meaning from the text. Raul had originally rejected any deviation from the text. Eventually he rejected his thinking that reading was a word by word compilation and accepted the idea that some miscues were acceptable if they did not disrupt the construction of meaning. For Hector, meaning construction while reading was a challenge because his style of reading was word calling. His lack of motivation in reading due to not constructing meaning while he read came through as demonstrated in his scores for retelling and meaning construction in his oral reading chart. Once Hector realized

that reading comprehension was valued by the others in the group, which started in CRMA-6 with Raul, he was able to start to construct meaning from the text and to retell whole passages that he read. Adan learned to confirm his new strategies along with one he developed on his own to aid in monitoring comprehension. The idea of picturing the reading as a video or film was a new strategy that he formulated on his own to construct meaning. Randal understood how he needed to construct meaning while he read. His meaning construction scores were slightly higher than the other participants, but did not reflect all the aspects of his reading, as his comprehension scores were much higher. Willing to take risks, he would attempt unknown words, uniquely among the participants, because he already engaged in a transactional relationship with any text he read. In the group session he talked about prior knowledge that he used to assist in his reading to help him understand a text.

Grammatical relations scores. Grammatical relations, which was determined by analyzing if the sentence created with an unexpected response was syntactically acceptable or not, often was a strength for the participants, as indicated by the patterns in their oral reading charts.

Grammatical relations were based upon the capability of the reader to be aware of the syntax and semantics of what he is reading to determine if it made sense. The reader had to have an awareness if what he read was syntactically and semantically acceptable or to correct the miscues if the miscues did not result in syntactic and semantic acceptability. Partial strength reflected that the miscue was acceptable syntactically, but not fully semantically, and that the miscue was not corrected. The combination of strength and partial strength resulted in a pattern of high scores for grammatical relationships in many instances for all the participants as coded in the oral reading charts. Weaknesses were indicated when the

miscues were not fully acceptable syntactically or semantically; in addition they were not corrected successfully. An overcorrection was indicated when miscues were acceptable both semantically and syntactically but the reader self-corrected.

With RMA-2, some of the participants had not incorporated the idea of the text needing to sound similar to an English sentence [Adan, RMA-2 and Randal, RMA-3] or they were challenged when they came to the most difficult text [Hector, RMA-4 & 5 and Raul, RMA-4]. They may not have trusted that the authors would not make illogical sentences at that point; gradually, they accepted that the sentences in the stories had to make sense. The participants had a linguistic strength in creating sentences that sounded as if they were grammatically correct in English, scoring higher in the last two sessions [Adan, Hector and Randal in RMA-7 and Raul in RMA-6]. They all were able to explain in the final session that when a miscue was partially or entirely syntactically acceptable, that those miscues were high quality and that they would only self-correct miscues that did not make sense or did not sound like language. The participants consistently used the grammatical relations as the cueing system that they used the most effectively to balance against the graphophonic system.

Graphophonic scores. At the first interview the participants focused almost exclusively on graphophonic strategies and expressed the idea that reading consisted of phonics and word attack skills. Their score on graphic and sound similarities were based upon how much the miscue looked or sounded like the intended response. Looking at their oral reading charts, their patterns revealed that they did resort to sound and graphic similarities when they came across words that were unknown to them. When they were comfortable with a familiar format of a folk tale of a fourth grade reading level in RMA-2,

they ranged from a low of 44% [Adam] to 88% [Hector] of phonically similar miscues to a high of 100% [Adan, RMA-4 & 5; Randal, RMA-6; Hector, RMA-7] in sound similarities when they encountered a more challenging reading level with concepts and words with which they were unfamiliar.

Graphic similarities were scored with a low of 63% [Raul, RMA-2] to a high of 100% for the more challenging text of *Easy Time* [Adan, RMA-5&6; Randal, RMA-6 and Hector, RMA-7]. Hector scored 100 % for both RMA-2 & 3, indicating that graphic cues exerted a strong influence for determining cues from the text to assist him with unknown text.

The essential difference between the graphophonic strategies they first used and the ones they stated that they used while in the final group was that they no longer relied entirely on how a word was pronounced. Even though the text became more demanding in terms of reading level for concepts, ideas and vocabulary, the participants learned to rely less heavily on the graphophonic cueing system and to incorporate the other cueing systems in transacting with the text.

Summary of chart scores. The oral reading charts indicated that the participants gradually came to terms with the fact that reading was a complex interaction with the text rather than what they once viewed as a rather simplistic mechanical phoneme-by-phoneme or word-by-word decoding task. The participants had originally identified few strategies while reading that they used to help them determine the meaning the author was making as they tried to build meaning for themselves as readers. They identified re-reading as the single most useful to them in the initial interviews. This was not a bad strategy as long as they used the re-reading to rethink or reconnect to the reading material, but their oral reading charts indicated that they were not doing so in the first few sessions.

Towards the ending sessions, the participants seemed to accept the fact that reading was a much more complicated interaction of utilizing all the language cueing systems to contribute to comprehension of the text. They came to realize that they had to use their own language and thoughts as a problem solving technique to figure out the meaning of the text. Their statements and the meaning construction of the oral reading charts indicated that they had evolved in their thinking in that they could use their own world view and their new-found strategies to develop a more holistic approach to reading which contributed to their comprehension of the text. Their contributions to the discussions and comprehension scores showed that they now worked to construct meaning from the text. There was a sense that comprehension of any text could provide a life-long source for learning or pleasure. After tutoring in Retrospective Miscue Analysis, the participants perceived themselves as readers and understood that reading process issues were imbedded in the text; by interacting with the text, meaning could be constructed through the language cueing systems.

Self assessors of reading. Through the miscue coding system the participants valued their own contributions to a reading act and were comfortable enough to engage in a process of creating a cultural model of the process reading utilizing the language cueing systems. They became their own teachers who could assess their own meaning construction while reading; this was evidenced by their ability to articulate their ideas and to participate creatively and to accept criticism from the others about their interpretations, judgments and assumptions which forced them to reflect on the reading self-critically and to reflect upon the complexity of each reader.

There was a paradigm shift evident among the participants during the final group discussion about miscues. They no longer wanted to control discussions merely to display

how much they had learned; their goal became one of collectively creating a model of reading through their interactions as teachers. Each participant became a peer teacher to the others and was accepted as a teacher if he was able to demonstrate how to make meaning from the text and about utilizing strategies to do so. I will demonstrate this briefly with each of the participants.

Eventually in the CRMA sessions--first in a small group with Hector and then the focus group--Raul started to become his own teacher and a teacher for others. Feeling confident in this revision of attitude, he was able to teach others within the final group and lead discussions about the difference between high and low quality miscues. Throughout the RMA sessions, Raul had worked hard to learn the codes for the three language cueing systems, and to apply them to miscues. He was able to guide the others through coding miscues because the other participants recognized his comfort with the language of miscue analysis. The other participants accepted his fluency in using the codes and in applying them and allowed him to host a topic as long as he was willing to wait until the group permitted him to do so. His confidence in the language of miscue analysis was evident as he refused to back down when his proposed topic was not accepted; he just patiently returned to it.

Hector needed to recognize the teacher within himself. He had stated that he did not understand the reading process, but through his control of various subjects, he revealed an authoritative understanding of how construction of meaning of the text could be created even with miscues, thus proving that he did understand the main concept of the reading process. The other members did not contradict his ideas and granted him the status of teacher when he espoused his views. He accepted that he had the background to access how he was starting to

comprehend text and the willingness to make the effort to pursue literacy events. His goal of being an efficient and effective reader was the goal of others, too.

Adan's initial interpretations of miscues were not originally supported by the group. His ideas were unique and inspired by his own internal analysis of the text. Eventually, he guided the others in his personal construction of the meaning of the text and through his ideas of the transactional reading process, while eliciting information from them. Through his role of participant/ teacher, this interaction evolved into a collective thought process of holistic approaches to reading.

Randal had read extensively before joining the study. The group recognized that they needed Randal's knowledge about transactional reading that he introduced to the group through his topics. He used contextual relationships to integrate the ideas, meanings and feelings gleaned from his previous readings to the text at hand and added this idea to the groups' comprehension of the holistic process of reading.

The participants accepted anyone as a teacher who was able to clearly and convincingly explain how to make meaning from the text and about which strategies were most effective in doing so. In short, they all emerged as teachers at various times in the discussions and appeared to recognize themselves as teachers. This happened internally through each participant understanding that his own beliefs were worthwhile and externally with each participant being accepted as a teacher by the group. Their new responses became evidence that the participants were taking risks in reading, making literary choices, entering into functional literacy events, valuing what they did as readers and becoming self-reliant in their sense of what they were reading. These were all markers of their assessment of

themselves as readers which they could use in their individual literacy events after the study ended.

Changes through retrospective miscue analysis. Retrospective miscue analysis was a teaching tool for the participants. In order for a reader to gain value himself, there has to be a shift from the perspective of being a troubled reader over to someone who defines himself as a reader. In the beginning of the study the participants were self-conscious as they tried to articulate their interpretation about the miscues and the text to the other participants. Early in life each participant learned to mistrust his own reading strategies. Years of systematic reinforcement from outside forces, including teachers, about the participants' inability to learn phonics, even though that proved to be inaccurate, caused learned helplessness, but they were willing to explore ways to break free of this. Miscue analysis became a tool, a catalyst, in changes in their reading approaches.

Originally, in the RMA sessions, Raul required guidance to organize his ideas to align with the analysis of miscues, especially when the miscues did not assist in the construction of the meaning of the text. Raul had the most remarkable transformation by breaking away from his thinking that reading was a word by word compilation. First he accepted that there were no clear cut answers on why he made some miscues, but that some miscues were acceptable. He recognized when miscues resulted in no loss of meaning and when a miscue was partially or entirely syntactically acceptable, that they were high quality. He came to understand that words did not have complete power in a text because some miscues interrupted the construction of meaning; some did not. By the time of the final group, Raul had already decided to revise his attitude toward reading and started to incorporate his prior readings to examine his attitudes and understandings; his new-found attitude led to a

framework of reading that guided him in examining his miscues as either helping or hindering the construction of meaning from the text.

Hector, too, experienced a literary transformation through his understanding of miscue analysis. During the RMA sessions, it was observed that he was a word caller. As such, his attitude toward reading was to accomplish it quickly, and he stated that good readers were fast and knew all the words. In the final group, his statements contradicted what he had initially claimed, that good readers knew all the words being read, and he stated that he had learned to use context to analyze whether or not the miscue helped create a meaningful sentence as he read the subsequent text and shared this information in the group discussions. He indicated that he had learned new strategies, such as meaningful predictions and substitutions for unknown words, through the reading process that aided him by having him attend to meaning construction while he read. He took more risks, predicted a new word or substituted a word.

Adan learned the language of miscue analysis as a catalyst to learn a new process of reading. He identified the use of the graphophonic system as his primary strategy in his initial interview. In the RMA sessions, he was observed using other strategies that were part of the language cueing system of miscue analysis that he had not identified. By the final group, Adan could discuss strategies such as word predictions, determining definitions through context, and utilizing syntactic and semantic cues to create meaning from the text. All these became more balanced with the graphophonic cues he used and he conveyed this notion of using the miscue analysis language coding systems of semantic and syntactic cues in his discussions.

As the participant who most often controlled group discussion, Adan emerged as the leader of the group. Even when others were united against him in their beliefs about a miscue or about the reading process and vocally disagreed with him, he controlled the discussion. Although he was the accepted leader, he had to prove himself conversant in miscue analysis and in reading strategies in order to participate in the discussions. He was not the person who would often introduce a subject matter, but he was masterly about controlling the direction of the discussion toward his end. It was his strong determination to construct a cultural model of the transactional reading process through the use of miscue analysis that dominated the final session.

By the time of the final CRMA group, Randal could describe the strategies of predicting and confirming unknown words with great success and knew which miscues were acceptable for constructing meaning. In addition, he learned the language of the transactional reading process and was able to direct the others in identification of strategies. His interest and work in this area had given him a better understanding of the transactional nature of the reading process. He incorporated the language of miscue analysis along with the use of the three cueing systems to create meaning from the text he had read with good success.

The participants had worked hard in creating a cultural model of reading based upon the language of miscue analysis that they mutually agreed upon through their discussions in the final group. The salient feature that all the participants identified as a strategy for efficient reading was that they had to engage in a conscious awareness of reading not only through recognition of high quality miscues but by utilizing a holistic approach in the construction of meaning. Their whole point of reading was no longer to be a reader without

miscues, which they recognized as an impossible task, but to be able to construct meaning from their reading. Further, miscues that lacked meaning were to be dealt with in some way; the participants stated that they could construct meaning even with low quality miscues.

By the end of the final session, it appeared that everyone understood that readers, even those defined as good readers, could miscue. The participants presented an altered framework of construction from their previous thinking that every word had to be maintained word by word in reading. They had grasped the concept that irrelevant or confusing referents in the text could be ignored as long as meaning was maintained and that became their foundation for their reading model. Each participant had a unique contribution to this collective cultural model of miscue analysis as a teaching tool. Adan provided the leadership to construct the model and Hector provided the idea of the effective, efficient reader as an ideal, even while recognizing that all readers have miscues. The coding system for the language systems was explained and demonstrated by Raul. Randal brought to the model the idea that prior knowledge brought in from previous readings helped a reader to internalize the language cueing systems.

Chapter V

Answering the Research Questions

This chapter reports the conclusion of the study rooted in the ideas that emerged from Chapter IV based upon the research question. In addition to the research findings, a section identifying areas for future study will be included.

Research Question

What can we learn when we teach retrospective miscue analysis to young, adult, incarcerated males?

What I learned from the study: My assumptions. I started the study wanting to know how to engage in reading with young adult struggling readers, who have been labeled by others as illiterate. I had seen similar cases as a regular education high school teacher and with post-secondary students throughout my teaching career and was eager to try to use RMA as a process with young adult learners. I had not sought having a study in a prison, but as they are the most disenfranchised readers of all society, it made sense to set up a study there. It turned out that I had many assumptions with this particular population which did get challenged throughout the study.

The participants as readers had a history of failure where they expressed that they had little or no control over their outcomes as readers; most of the inmates in the pod were described by the officials as being illiterate. I wanted to know what was going to heal these youths. A traditional top down format would not work; however, I was not certain how to engage them in RMA without them taking over and being off-task. I looked at engaging with

them in the transactional reading process through miscue analysis and assumed that since they were volunteers that they would be fully engaged in the process.

Although I had worked with secondary students and adults, I had never visited a prison before. The sights, sounds and rules all seemed overwhelming. I walked into a pod that had one controlling officer for one hundred inmates; it was noisy and startling. He put me up to the microphone to advertise the study; although I had practiced what I would say, I did not think it would be broadcast to one hundred inmates. It was a little disconcerting to see youths leave the bathrooms and showers, look up from card games and away from the television, to listen to what I had to say. I felt compelled to be entertaining and engaging while I recruited subjects, but I was pretty certain that I was neither. I was concerned that I might not recruit any volunteers. When I first described my study, a large group crowded at the doorway to volunteer; finally eight inmates went into the small room indicated for signing up for the study and two volunteers left immediately after I described it.

I assumed if the remaining inmates wanted to engage in the study, they would give it their all as they were interested in the outcome. That did not always happen. Even though some may have thought that tutoring was better than staying in the pod, Hector and Raul had become trustees who cleaned the pods and did inventory, respectively, and started to ask for the sessions to be reduced by the fifth session. The impromptu CRMA sessions of sessions six and seven were a help as these two became more interested once they worked together in their small group. It was only after they were in the final group of all four remaining participants that they learned that reading was honored by others.

Another assumption about the study was that the participants would enjoy the individual sessions. I learned that the group sessions, the CRMA sessions, could have been

moved up earlier in the study. There were six original members of the study, Cesar, Adan, Hector, Randal, Jose Antonio and Raul. Four of them, Adan, Randal, Cesar and Jose Antonio, enjoyed being the center of my attention for the individual tutoring; Hector did not like individual tutoring and sometimes Raul did not either. I was used to this aspect of tutoring; some people enjoy the attention and some want the comfort of a classroom where they can basically hide among the other students. However, I had assumed that in prison that all the participants would want to get away from the pod area and have my undivided attention. This was not the case.

In fact, it turned out that of the four who remained for the full seven sessions, Raul, Adan, Hector and Randal all seemed to enjoy seeing each other more in the final CRMA session and engaging in a new language for miscue analysis and the transactional reading process that they could discuss. Once again, I had assumed that they wanted to learn the process for their own reading. I discovered that some wanted to tutor others in this process; they may have felt that the study gave them access something unique which the other inmates did not possess. They may have had a different status since they were engaged in the study. I do know that when the study was ending, I had some inmates who wanted to volunteer for the next session, where, as one inmate stated it, “you learn yourself to read”. Sadly, there was not going to be a next group as my study had ended.

I learned that the inmates were sophisticated enough to engage in RMA and CRMA sessions without going off-task. They handled individual tutoring, which may have been a little boring for them, through the initial sessions which resulted in mini-lessons about miscue analysis and the transactional reading process. Once they started to engage in discussing their miscues, they had a chance to interact more and still held to the objectives of

the sessions. Even in a large group such as the final group, they were able to stay on task, discuss the miscues of an audio tape of another reader and build their reading model of the transactional reading process.

My assumptions about being involved with inmates in (C)RMA sessions were challenged throughout the study. I had assumptions that they were struggling with reading as much as the officials in the center had told me, that they would enjoy having time away from their pod to learn a reading process and that they might engage in off-task behavior in the final CRMA session. None of these assumptions were true. Another assumption that I had was that they were learning the process for their own personal gains in reading, but I not realized that there was a certain status associated with being involved in a new reading process. Certainly, I was pleased that my assumptions were inaccurate and that the study provided them and me with new insight into how RMA sessions can function in a prison environment.

Readers gained confidence through RMA. Confidence would be difficult for any struggling adult reader to gain in any setting after years of feeling disenfranchised by the educational system. In a prison system there would be even more challenges as their autonomy has been compromised and there are rules that govern every aspect of an inmate's life. Power in prison was definitely top down and a reading program needed to encourage the participants' discussions of their beliefs in order to encourage valuation of themselves as readers.

My first step in the study was to have volunteers as participants as I was not looking to have inmates appointed to my group. With willing participants, they had to engage in an act where they had some measure of control over their time. I also wanted inmates who

wanted to participant in a reading program and who were not just looking to kill time while they served in the center.

Once I started working with the participants, it was obvious that they were not illiterate. They could describe themselves as readers and talk about their attitudes about the way they felt in highly sophisticated ways, but they did rely upon others to guide them in making sense of their reading. It was this passivity that I hoped to change.

In a prison situation, many people of authority were able to make judgments about each of the participant's reading. I was told that Randal really needed help in his reading, because he read orally with many pauses and a slow pace and that Raul was similarly limited. Hector was deemed to be a good reader while several officials told me that Adan could read already and was 'pulling the wool' over my eyes. This information proved to be the opposite of what I concluded. Randal could construct meaning from text while Hector was a word caller. This correlates with what many researchers in prison have found: assessing inmates' reading abilities are difficult (Laster, 2008), (Tuijnman, Kirsch & Wagner, 1997).

In order for the participants to gain confidence in learning, they had to trust me in the sessions and trust themselves about their ability to make sense of what they read. The RMA sessions proved to be a safe enough haven that they could agree or disagree with me about a miscue or its analysis, although this took a long time to establish (Moore & Gilles, 2005). The participants were not open to me in the initial sessions and seemed skeptical about any information about reading that I provided that conflicted with their own memories of reading techniques.

The first few sessions were pretty routine, but by the fourth session, inmates were transferred out of the pod, restrictions in accessing the inmates were occurring and my time

with them was compromised. The fact that I showed up every Saturday, then on Sundays and even during the week after work started to gain the confidence of the inmates and the officials. I did what I could to enable the inmates to finish the study with me.

Gradually, the participants' confidence individually increased as they emerged from their old self images of passive readers throughout the session; that is, they no longer relied on others such as the researcher when trying to create meaning. The participants transformed with even more self-confidence as a result of the dialogue in the final CRMA group. Each person moved toward the goal of a contributing, self-aware role in the increasing complex discourse in the RMA sessions and the final CRMA group.

The confidence radiating from the participants spilled into their personal lives. This was demonstrated by Raul participating fully in a literacy group with his pod-mates which partially demonstrated to a judge that he could be released on parole from the center. As further proof of his changed nature, he did not repeat his pattern of being rearrested. Hector was assigned a new roommate who loved to read; according to Hector, the discussion of books and their themes with his cell-mate became the focal point of the day as he discovered reading as a pleasurable activity. Adan confidently discussed reading material with his guards, gaining a new respect from them of his commitment to learn. At his insistence, he was being evaluated to enter a new educational program at the center. Randal went to a new pod and felt poised enough to spread the concept of literary groups beyond his original pod. His self-assurance in his reading expanded to engaging others in more political readings. All four felt compelled and confident enough to submit requests to the center's officials that they (the participants) be allowed to continue their education, whether they remained in the center or not. They not only realized the social nature of literacy, they developed the self-reliance

to be involved in the very stuff of literate lives that they recomposed, essentially starting to change who they were.

RMA provides a frame for a collaborative reading model. It was apparent from the recruiting sessions that the participants wanted to have a method of reading with which they could contribute and relate. The participants were active in producing their own collaborative group model (Gee & Green, 1998a) of the transactional reading model while they were in the final session. This situational event became a facilitated activity with each participant taking ownership of certain segments of the discussion. The participants all had shared vocabulary and concepts from the RMA lessons (Worsnop, 1982; Goodman, Watson & Burke, 2005; Goodman, 2005, and Moore & Gilles, 2005).

For the participants, the final group met for a particular purpose; in this case the purpose was about reading and creating a reading model that would reflect what Greene and Walleet (1991) call the culture of the group. This was particularly important for incarcerated youths who need to negotiate a new cultural model of reading together. However there was a cultural barrier (Muth, 2007) between me and the inmates in having an open discussion with them in control of the session. I was not certain that they were socially mature enough to participate in a group event without me controlling the discussions. Certainly, in RMA and CRMA sessions, Hector in particular had demonstrated that he would call down to hall to officials and trustees, go up to the classroom window to stare at the female inmates who picked up the laundry and would exhibit other off-task behavior such as turning the tape recorders on and off when he was not supervised. I had no idea what to expect with having the group together. With the exception of Adan and Randal, all of the six original participants had asked for favors such as chewing gum, paper and pencils that were

contraband in the center. I was apprehensive about managing a group session as the time approached.

Part of leadership consisted of facilitating a group (Lewis, 1995), and Adan was the leader. Not only had he been the leader in the original pod, but all of us had to go to his isolation unit, putting him in a position of strength, although the officers were going to leave his hands manacled for the event. I had not noticed the manacles as Adan had his hands under the table after he sat down. After the others urged me to have the restraints undone, I requested that the officers do so and they complied. It was the other participants who were concerned about their leader being in a negative situation that had caused the change.

It was Adan who really wanted the group to create their own collective model of the reading process. He intuitively understood that to accomplish a goal of constructing a collective reading model with features that they agreed upon (Gee & Green, 1998; Green & Wallet, 1981; Green and Harper, 1982) was through the activities of principled discussions among each other, and he allowed others to control the discussions. Sometimes there were opposing viewpoints to a speaker's ideas and one another's opinions, but it remained a safe environment for them to disagree and to interrupt one another. It helped that there were two guards assigned to the classroom the whole time because it was in the isolation unit. I am not certain what would have happened otherwise, but in this case, the participants adhered to their goal. The participant in control of a discussion encouraged the others to ask and answer questions in an effort to elicit details and to bring out definitions of the reading process. The others could challenge the leader and each other as they all searched for commonality in creating their model of reading, but no fights erupted. They were oppositional to each other in analyzing the miscues and allowing one person to have one point of view and the others to

have another, but only Hector made some challenging comments to Randal, which did not amount to any actions, either stemming from the situation, Adan's leadership, my interception to change the subject or the guards' presence.

The final group setting became what Moore & Gilles (2005) called a safe place for the participants to try out their ideas and to support each other. They reflected the culture in which they identified themselves as readers and another culture in which they were identified as inmates who were readers. In the final CRMA group the participants were not reticent in engaging in discussions about reading; in fact, they appeared eager to share their beliefs about their new understanding of the transactional reading process. They actively partook in discussions to introduce new ideas and engaged in conversations about reading with the other participants, the researcher and the official from the detention center who interacted with the final CRMA group. If the participants agreed or disagreed with the conclusions being drawn about the formation of their model of the transactional reading process in a discussion, they were vocal in their support or opposition as being oppositional to the others when engaged in analysis was part of the process. Even when they were verbally disagreeing with one another, they must have been respectful as the guards stepped outside of the room within the first few minutes and only one ever poked his head back in again, that I saw.

The idea of voicing and defending their own opinions in an educational setting may have been new to the inmates (Lewis, 1995). Certainly, any group function that promoted a participant's ability to state his beliefs, as long as the statements were not discouraging to others, had to contain an element of trust in order to foster discussion (Moore & Gilles, 2005). The participants were socially mature enough to trust each other to allow challenges to each other's beliefs in their discussions; it was acceptable to be oppositional to the others

and even to interrupt abruptly in analyzing the miscues as long as the discussion focused upon the creation of their group version of a model of reading. I was surprised that this was the focus of the group and felt a sense of accomplishment that they had achieved their collective model of reading and had not just engaged in a group session of complaints about the center.

RMA builds upon the oral culture of prison. The study focused upon oral reading and encouraged oral responses which may have been why the participants ultimately embraced RMA with its emphasis on oral reading, oral retellings and discussions of miscues. There appeared to be a tradition of having thoughts expressed verbally in a prison environment (Lewis, 1995). In the detention center televisions were on that provided entertainment, literacy groups that were set up where inmates or outside facilitators read out loud, card playing with discussions were ever present along with other social discussions. This oral part of RMA may have resonated with them as expressing thoughts and expressions in an oral manner was a tradition in the pod.

In the beginning of the study the participants were self-conscious as they tried to articulate their interpretation about the miscues and the text to the researcher and would even cut short the analysis. In retrospect, I discovered that I talked too much while they were in the process of analyzing their miscues. Faced with silence and resistance, I started to talk to fill the void; this may have dampened even further their desire to speak.

The first few sessions were not very exciting as the participants pushed back on what they considered a strange approach to reading. Each participant had learned to mistrust his own reading strategies early in life. Years of systematic reinforcement from outside forces, including teachers, about the participants' inability to learn phonics, even though that proved

to be inaccurate, caused negative feelings about reading, but they claimed that were willing to explore ways to break free of this. This was not true in the early sessions, where they were argumentative and mistrustful about any method that allowed deviations to the text. Most attempts to elicit a deep analysis of a miscue were met with gloomy silence in resistance to the transactional reading process and resentment that I had identified their miscues.

Once I engaged them in the coding of the language cueing systems and had them identify their own miscues, they started to verbally reflect more upon the transactional reading process (Worsnop, 1982; Goodman & Marek, 1996 and Goodman, Watson & Burke, 2005). Those two features of identifying and coding their miscues may have been the hook that they needed to engage in the process. They began to explore their ideas of having been victims while in school, abandoned the methods of reading that they had learned previously, and questioned their prior cultural models and their evaluations of themselves as readers in response to the discussions. This came out through their oral expression, a process which was encouraged in prison, but may not have been encouraged in their previous schooling (Lewis, 1995). Once the participants realized that their statements had value, they started to share their beliefs about how they addressed reading and started to explore their individual strategies based on their own opinions that would serve them well as readers.

The final group was an oral group with the participants listening to a taped reading and discussing the reader's miscues. The act of listening to someone read and discussing the reading was a format very familiar to the participants: it matched their literacy groups. Throughout the final CRMA group, as Moore and Gilles (2005) predicted for CRMA groups, the participants articulated their opinions and values. Throughout the final session, all the participants had the opportunity to come to grips with their own values and their sense of self

in the world of the detention center and the world outside. The structure of RMA had granted each participant the opportunity to hear others read out loud. By the end of the final session, the participants could come together in an oral tradition that was familiar to them to create their own model of the transactional reading process.

Miscue analysis is a reading self-assessment tool. I knew that miscue analysis was an assessment tool for a teacher or researcher (Goodman & Marek, 1995; Goodman, Watson & Burke, 2005), of course, but I had not realized how much it could be utilized as one for readers. Initially, the participants were leery of the miscue coding system but they later became fascinated that they could participate in the coding of their miscues. They were interested in analyzing not only their miscues, but their strategies that they used to contribute to their reading acts. The key for the participants was in the coding forms. It may have been what comforted them in what was a predominately oral process because they embraced having a written reference while they discussed their miscues. While articulating their ideas about their miscues, they could glance down at the coding form to guide them in their oral analysis. In the final group they used the coding form and the language of the coding system to participate as a group in order to present their opinions about a miscue and to accept support or criticism from the others about their interpretations. In this way, I was not the sole source of instruction (Lewis, 1995).

The participants started to realize that they could use their knowledge about analyzing miscues not only for their own reading but to help others, too. Each participant recognized that he had the ability to become a peer teacher to the others in the collaborative groups. This did not happen in the first impromptu CRMA group, as Raul appeared to resist interacting with the researcher and his partner, but it did happen in the second impromptu

CRMA group for Raul and for all the participants in the final CRMA group. They became rather boisterous in their shared knowledge and the realization that they could continue with miscue analysis on their own.

The coding system guided the participants in the language cueing systems of meaning construction, grammatical relations and graphophonic similarities (Goodman & Marek, 1995; Goodman, Watson & Burke, 2005). Although they all tended to use a checkmark in the columns with a flourish, sometimes they got carried away and checked too many columns even after our discussions. In the late RMA sessions and the CRMA sessions they demonstrated an understanding of the categorization and a pride in telling each other about this in the final session, thereby becoming peer teachers to one another in the group sessions.

Raul had learned the language of miscue analysis and the coding system effectively. The others turned to him for advice about how to code miscues and how the language cueing system was evaluated in the miscue. It appeared to be his crowning achievement when others sought his advice about reading. I learned that Raul had begun to tell others in the pod about miscues and to assure other inmates that everyone has miscues. He demonstrated to others in the pod how miscues can be categorized as high or low quality depending upon being able to make meaning from the text with them.

Hector's goal was to be what is called an efficient and effective reader (Goodman, 2005). Hector would joke about his goal, perhaps thinking it was unattainable, but he started to understand that there were ways that he could miss a word or even phrases and still comprehend the text. He was excited, stating "a la mode, he missed a lot!" when he discovered the complex miscue in the final session that was the embodiment of what he endeavored: to use the least amount of text and still understand the text. It appeared to be his

personal triumph that he had discovered evidence of his goal in another reader; especially when the others were able to construct meaning even with a complex miscue that had so much text missing.

Adan's initial interpretations of miscues were not understood nor supported by the final group, which can be the case for readers interacting with the text (Rosenblatt, 1978). He had to guide the others through his personal construction of the meaning of the text. It did not appear to bother him at all; he calmly held out while they disagreed with him and then persuaded them that he was correct. Once in the final session the participants were engaged in a particularly rousing debate over a miscue, which caused a guard to look in. Adan was not pleased to see the guard and did make a comment about this, but immediately returned to the question about the miscue. This demonstrated that Adan and all the participants were more interested in clarifying fine details about evaluating miscues than in complaining about their environment

Randal used contextual relationships to integrate the ideas, meanings and attitudes (Rosenblatt, 1978) taken from his previous readings to any current text. He had to interrupt to tell the others, but he wanted them to know that he, too, had self-assessment skills. He had something to say and had a need to be acknowledged by this group of readers as one of the peer teachers.

I expected that the coding system of miscue analysis would become a guide for the participants to individually analyze reading on their own, but not that it would help them become peer teachers to one another. It gave the participants an awareness that they stated they had not had prior to the study and gave them an assessment tool to practice on their own after the study ended. It seemed to help them be aware of their ability to construct meaning

with their miscues or to self-correct while they read if they could not construct meaning. They demonstrated their ability to be peer teachers to one another and to others in their pods and established their assessment of themselves as readers which they could use in their own literacy events after the study ended.

RMA focuses on comprehension and may inhibit the aesthetic stance toward meaning. Another idea that emerged from the data was that the eight week session, dictated by the circumstances of the center, may not have been long enough to promote the idea of a transactional relationship with the text to its fullest. The short study was effective in guiding the participants through the meaning making for concepts and ideas that lead to reading comprehension which they expressed through their retellings after the reading (Goodman, Watson and Burke, 2005). The participants demonstrated evidence that through RMA they had started to construct meaning from the text using the language cueing systems enough to describe characters and their interactions, events and concepts that had been presented in the story. Rosenblatt (1978, p. 24) refers to this type of reading as efferent because the reader carries away specific ideas or meaning after the reading; the participants had engaged in reading to gain meaning. This was demonstrated in their increases in their retellings for reading comprehension and how they effectively articulated this concept. It was a good beginning and what they needed to be on the continuum in the very involved process of reading.

The goal was for the readers to be successful not only in reading comprehension, but to engage in further meaning-making through aesthetic reading where the readers paid attention to the feelings, beliefs and associations that were evoked while they read (Rosenblatt, p. 25). There was some small evidence that Randal had begun this process,

utilizing his prior knowledge that was aroused by his current readings. Adan, too, described how he could picture himself in front of the detention center being left off to serve time as he read *Easy Time*. Both of these participants alluded to aesthetic reading when they recognized that being willing to risk a prison sentence whether for impressing a girl in a stolen car in *Easy Time* or wanting a baseball glove so bad that an ache is present in *The Baseball Glove*, was what they gleaned from the two stories. These evocations did not come from me as I could not relate to committing a crime just to impress someone nor to obtain some material item beyond my reach. These two participants may have been ready to move beyond meaning for comprehension, but that idea was only really evident in the final session. Raul and Hector, too, had given me small glimpses when they stated the text in their own words as they were listening to themselves read out loud. These were brief demonstrations of how the participants could, in the future, engage with the text aesthetically, but we were only able to scratch the surface in eight weeks.

The participants did acknowledge the complexity of the reading process, but I was not able to take them further in this study, due to the time constraints. Rosenblatt (p.6 9) states that the process of constructing meaning from the text is a process over time in which the individual reader interacts and has a dialogue with the text. The interpretation is not just the meaning of the text but the interaction that evokes the reader's senses to organize the meaning making from the continuous act of the reader and the text acting upon each other. Rosenblatt describes this continuous act as occurring when a reader brings his individual background knowledge and attitudes into the reading act (p. 48) and what the reader is living through during his relationship with that particular text (p. 25).

Since the participants had the basis of constructing meaning with the text and were aware that the process of reading was much more complex than they had imagined, they may have been taken further into a more complex interaction with the text, but not in the way this study was structured. Extended time, a change of venue for discussions with different types of texts and a way to make certain that the journals that the participants started would have been safe from cell raids, might have promoted a more aesthetic act for their reading, but it was beyond the confines of this study to accomplish that end.

I might have been more successful in the idea of meaning making if I had looked at the data in a different way; it was hard to state which data were the most important aspects of the study. I was overwhelmed by the huge amount of data and the seemingly impossible task of compacting it into one coherent research study.

Implications for C/RMA Sessions

Due to the nature of the study, being conducted in a metropolitan detention center, results could not be shared with the participants or with the center. Confidentiality was paramount and the tapes that were made during the sessions had to be destroyed a year after they were collected. Other difficulties occurred such as the time when the journals that the students maintained were confiscated during raids into their cells and two of the six original participants were sentenced outside the center in the middle of the study and had to be dropped. Even with these impediments, the officials of the center graciously allowed me to work with participants in isolation and to have the final CRMA group in the isolation unit; they were very accommodating for the study. The participants themselves responded to the support and respect that they received.

The potential benefit from this study was that the information could be given as feedback to educators on the use of Collaborative Retrospective Miscue Analysis to increase valuation of an individual student in reading, even in the less than ideal setting of a metropolitan detention center.

Future Research

The recommendations that follow reflect the pedagogical implications and aspects of potential future investigations, using CRMA.

Analysis of students coding miscues. There is a great deal of information involved in the coding of miscues that result from oral readings. Many teachers may feel challenged regarding the wealth of information from the sessions and the need to code the miscues quickly. A potential question about RMA sessions pertains to the students coding their own miscues independently. It is true that there needs to be an organizational framework for the data; however, this study indicated that the students themselves can code the miscues as compared to the teacher's provision of the data or guiding the students in the process. Moore and Gilles (2005) allowed their students to code their miscues; this one change has the potential to lead to further valuation of the students as readers.

Comparison of between (C)RMA and other interactive reading programs. A lingering question emerged from the present study: How could other reading programs be compared to (C)RMA? The idea of grouping teachers who use RMA with teachers using collaborative reading methods in reading classes might indicate a difference how students engage in meaning construction and comprehension in the different methods.

Based on this study, it would be potentially quite revealing to compare reading teachers with different methods and their reading groups to focus on an analysis how each

teacher allowed the students to engage in discussions. The end result could be powerful for the students and the teachers. Such a study would contrast reading groups could be established which would allow the students expanded opportunities to be able to give their own ideas about their reading which might reveal which methods are the most effective for students to guide themselves through the reading process. A longitudinal study over one or two years rather than an eight week study would be preferable.

The recommendations for CRMA sessions and for future research serve as a resource to educators who are contemplating using CRMA with students. The recommendations constitute an invitation to researchers and teachers who want to explore the uses of collaboration and discussions in the reading process.

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Appendix A

Burke Interviews Modified for Older Readers

Blank form:

1. *When you're 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 that give him/her trouble when s/he is reading?*
5. *When _____ does come to something that gives him/her trouble, what do you think s/he does about it?*
6. *If you knew someone having difficulty reading, how would you help that person?*
7. *What would a teacher do to help that person?*
8. *How did you learn how to read?*
9. *What would you like to do better as a reader? Is there anything you would like to change about your reading?*
10. *Describe yourself as a reader, too; what kind of a reader are you?*
11. *What do you read routinely, for instance, every day or every week?*
12. *What do you like most of all to read?*
13. *Can you remember any special book or the most memorable thing you have ever read?*
14. *What is the most difficult thing you have read?*

Burke Interview Modified for Older Readers: Adan

Res: *When you're reading and you come to something you don't know what do you do?*

Adan: I go over it to try to learn it better to see what it tells me.

Res: *Do you ever do anything else?*

Adan: I just read the book until I get what the sentence reads over and over again.

Res: *Who's a good reader that you know?*

Adan: My roommate.

Res: *What makes him a good reader?*

Adan: When he reads, he reads a book in a day. I figure he has more experience in reading books when he was younger.

Res: *Do you ever think your roommate comes to something that gives him trouble when he's reading?.*

Adan: Do you what?

Res: *Do you think that he ever comes to something that gives him trouble when he's reading?*

Adan: No.

Res: *When he does come to something that gives him trouble what do you think he does about it?*

AS: He stops and thinks and asks his other roommate for help.

Res: *If you knew someone was having difficulty reading how would you help that person?*

Adan: I have not had that happen before

Res: You never had that?

Adan: It's hard for me to read myself.

Res: *What do you think a teacher would do to help a person? Think back about when you were in school.*

Adan: She would go through it and help him.

Res: *How did you learn how to read?*

Adan: I just practiced over the years.

Res: *What would you like to improve as a reader? Is there anything you would like to change about your reading?*

Adan: I would like to practice my skills to be a better reader, to be intelligent.

Res: *So when you describe yourself as a reader, what kind of reader are you?*

Adan: Not a very good one. A little bit but not good.

Res: *What do you read routinely, for instance, every day or every week?.*

Adan: It take me about two or three weeks to read a book.

Res: *What do you like most of all to read?*

Adan: Mysteries, murder cases, fiction. The Rival: missing girls and cowboys.

Res: *Can you remember any special book or the most memorable thing you have ever read?*

Adan: Steward Woods' *LA Dead*. Another detective came to LA to help.

Res: *What is the most difficult thing you have read?*

Adan: Another murder novel.

Burke Interview Modified for Older Readers: Hector

Res: *When you are reading and come to something you don't know, what do you do?*

Hect: Skip it.

Res: *Do you ever do anything else?*

Hect: Pretty much skip it and usually I get it but just read along.

Res: *Who is a good reader you know?*

Hect: My mom, my sisters.

Res: *What makes your mom a good reader?*

Hect: She went to college when she was younger. Two of my sisters, too. They did a lot of reading.

Res: *Do you think your mom ever comes to something that gives her trouble when she is reading?*

Hect: I am pretty sure she does.

Res: *When she does come to something that gives her trouble, what do you think she does about it?*

Hect: She probably looks it up in the dictionary.

Res: *If you knew someone who was having difficulty reading, how would you help that person?*

Hect: I'd give them a dictionary.

Res: *What would a teacher do to help that person?*

Hect: Give them a dictionary.

Res: *How did you learn how to read?*

Hect: Just I guess through the years, picking it up.

Res: *What would you like to do better as a reader?*

Hect: To understand what I am reading.

Res: *Is there anything you would like to change about your reading?*

Hect: Pretty much what the words are and understand better.

Res: *Describe yourself as a reader.*

Hect: I only finished a book once. It was a big book and it was the only one I ever finished...besides, you know, Dr. Seuss.

Res: *What kind of a reader are you?*

Hect: Just kind of a slow reader.

Res: *What do you read routinely, for instance, every day or every week?*

Hect: I am reading this book about this little girl and she sees her brother all the time.

Res: *What do you like most of all to read?*

Hect: Probably...mystery.

Res: *Can you remember any special book or the most memorable thing you have read?*

Hect: *The Second Chance.*

Res: *What is the most difficult thing you have read?*

Hect: *The Second Chance.*

Burke Interview Modified for Older Readers: Randal

Res: I'm going to ask you about reading. *When you read and you come to something you don't know what do you do?*

Rand: I stop and try to figure it out.

Res: *Do you ever do anything else?*

Rand: Ask somebody else.

Res: *Who is a good reader that you know?*

Rand: A couple of people in here; one is really good.

Res: *What makes him a good reader?*

Rand: He is kinda good at writing hisself; he don't have no mistakes.

Res: *Do you think he [the cellmate] ever come across something like this in trouble when he's reading?*

Rand: We all do. Everybody comes across words they don't know.

Res: *When he does come across something that gives him trouble what do you think he does about that?*

Rand: Ponders it. Tries to come up with a good word.

Res: Ponder! That's a good word itself. *If you knew someone who was having difficulty reading how would you help that person? Have you ever helped anybody?*

Rand: We all try to get the right word.

Res: *What would a teacher do to help that person?*

Rand: She would help him become a better reader.

Res: (again trying to clarify this strategy) How would she do that?

Rand: She would become a better teacher to him, to abbreviate words and hand him a dictionary or something, teach them how to read words, how to pronounce them.

Res: *How did you learn how to read?*

Rand: My mother.

Res: *What would you like to do better as a reader? How would you like to improve your reading?*

Rand: Pick your level up, don't rely on others, don't rely on my reading. I want better understanding as a reader.

Res: Understand better. That's all good information. *Describe yourself as a reader; what kind of reader are you?*

Rand: I'm a good reader but not a good speller.

Res: *What do you read routinely, for instance, every day or every week?*

Rand: We got some books.

Res: *What do you like to read most of all?*

Rand: Romantic novels, novels with drama or murder.

Res: Can you remember any special books or the most memorable thing you have ever read?

Rand: *I Hope that They Serve Beer in Hell.* I like humor.

Res: *What is the most difficult thing you have ever read?*

Rand: Steve Forrest. Two girls get kidnapped, the sister is trying to solve it. She is running away.

Burke Interview Modified for Older Readers: Raul

Res: *When you're reading and come to something you don't know, what do you do?*

Raul: Try to pronounce it.

Res: Okay. *Do you ever do anything else?*

Raul: I try to read it so I try to figure out the word and if that doesn't work, I get help.

Res: *Who is a good reader you know?*

Raul: My dad.

Res: *What makes your dad a good reader?*

Raul: I always used to see him reading.

Res: *Do you think your dad ever comes to something that give him trouble when he is reading?*

Raul: No, because he is a very good reader and a ver good speller. In fact, he went to college for spelling. He did not graduate.

Res: *When your dad does come to something that gives him trouble, what do you think he does about it?*

Raul: I don't know. I never talked to him about reading.

Res: Do you know someone else who was a good reader?

Raul: No.

Res: *What might a good reader do if he came to something that gave him trouble?*

Raul: I do not know what a good reader would do when he approached a word that he could not pronounce.

Res: *What would anyone do with something that gives him trouble when he is reading?*

Raul: Really, I don't know.

Res: What would anyone do when he comes to an unfamiliar word?

Raul: The reader would have to learn how to pronounce words before the reader moved on.

Res: *If you knew someone having difficulty reading, how would you help that person?*

Raul: Good question. I don't know.

Res: *How did you learn how to read?*

Raul: Just by picking up a book and trying to read little by little.

Res: *So how would you like to improve your reading? Is there anything you would like to change about your reading?*

Raul: Better understanding and learn how to pronounce words more clearly.

Res: How to pronounce words. *Describe yourself as a reader, too; what kind of a reader are you?*

Raul: What do you mean?

Res: You felt as if you could read but you don't understand.

Raul: I could read but it just... my mind goes somewhere else when I start reading. I have to teacher myself how to get into the book to understand it.

Res: *What do you read routinely, for instance, every day or every week?*

Raul: About the Nazis invading France.

Res: *What do you like most of all to read?*

Raul: I am kinda into history, yes, and nature stuff.

Res: *Can you remember any special book or the most memorable thing you have ever read?*

Raul: The article that they wrote about on probation.

Res: *What is the most difficult thing you have read?*

Raul: If I cannot read it—I throw it to the side and won't read it. Matter of fact, trying to read some thing I like, like the Bible, if I do not understand, I try to read it again. Go over it to what I remember. I backtrack my reading. I read a page. Like the Bible, I read ½ a page last night.

Appendix B

Miscue Analysis Coding Form

MISCUE ANALYSIS PROCEDURE I CODING FORM

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[illegible]

(Goodman, Watson, Burke)

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Appendix C

The Final CRMA group Transcript

CRMA: The Final CRMA group 12/26/07

[0105] (my mom believed he sold drugs, or did some other

shameless act
[0106] illegal shamelessness).

1 Rand: It fit in; it'll go in real good

2 Raul: You can use it in a line (sentence)

3 Adan: It is not a "shameless act"; he isn't; he's not acting

4 Raul Maybe he was looking ahead, though.

5 Res: Good, it was a prediction; he looked ahead and predicted *shameless act*?

6 Adan: He didn't correct this one.

7 Rand: It didn't really change. Syntactically acceptable?

8 Adan: Yeah, but it changes the meaning, I think

9 Rand: It didn't really change because, you know...

10 Raul: [Interrupts] What he's doing, they think he's going on drugs and think
11 think he's acting...

12 Rand: [Interrupts]...and some days he's "doing".

13 Raul: Yeah, because he's "doing" and some days he's "doing drugs" so he's
14 "acting". So it did change.

15 Res: That would be semantically partial?

16 Rand: Uh, I would think of the possibility that they're both the same, uh, hunh.

17 Raul: So they are the same, syntactically and semantically?

18 Res: What do you [meaning the others] think?

19 Adan: Yeah, it was high quality, I think.

20 Rand: And they looked and sounded close.

21 Res: So we can say it was an efficient and effective miscue?

22 Rand: Yes. You got the meaning.

23 Hect: And it was fast.

odd

[0106] Nardo lost the first job for not show up...

24 Rand: The first *odd*?

25 Adan: *Odd*?

26 Hect: *Odd*?

27 Raul: *Odd*?

28 Adan: Because he saw *job* as *odd*.

29 Hect: That's because it's *odd*.

30 Rand: He saw some dude running off with his, uh, money and this was the first

31 thing that ran through his head so, it's *odd*.

32 Hect: Another prediction?

33 Res: Looks like it. Does it make sense?

34 Rand: No

35 Raul: No

36 Adan: No, but they look a lot alike and they sound alike, too.

37 Res: Was it high quality?

38 Rand: What? No, but it didn't change it much.

39 Raul: It didn't make much sense, but the rest of the sentence did.
40 Adan: You could get the meaning even with it. Made you stop and think.

[0110] ...he worked as a busboy for

[0111] the Bonneville Lakes Golf and Catering *Services* Service.

41 Raul: Look at "services" instead of "service"; is that acceptable?
42 Adan: Yes.
43 Res: Does it change the meaning?
44 Adan: No.
45 Raul: No.
46 Rand: Nah.
47 Res: Why not?
48 Rand: Just add more services.
49 Res: Does he correct himself?
50 Rand: No.
51 Adan: No.
52 Raul: No
53 Adan: What is that? "Sematic" or "sem-attic"?
54 Rand: What?
55 Hect: No, the other one.
56 Raul: The first one.
57 Adan: "Syntax"?

58 Res: When the sentence makes no sense.

59 Adam: Oh. Well, they (“service” and “services”) look alike. Do

60 “graphic”...what is the “H”?

61 Raul: “High”. And semantically and syntactically they were acceptable.

62 Adan; I forgot about those

63 Hect: I forgot there. Are you putting those down? They sound the same.

64 Rand: Oh. It was just a little bitty change.

65 Res: Then it was high quality?

66 Rand: Yeah. No change.

67 Raul: Yes.

68 Res: We call it efficient if there is not change in meaning and he does not slow

69 down to correct himself. We call it effective if the miscue is syntactically and

70 semantically acceptable. It can be both.

Raul attempted to have the group look at the following miscue.

sweating

[0457] ...he didn’t like sweating over clods of dirt under

[0458] an 105-degree sun.

71 Raul He [referring to the tape recording] said “sweating” (instead of “...he

72 didn’t like ‘sweating’.”

of

[0455] ...although he would have

[0456] used that excuse...

73 Adan: He said would *of*.

74 Rand: That’s what he said. I didn’t hear that one; I missed it.

75 Raul: That's what he said.

76 Res: He did?

77 Raul: He did.

78 Adan: See, he said "would *of*" instead of "he would *have*"

79 Raul: Yeah, it is common.

80 Rand: Yeah. It doesn't change anything.

81 Adan: Yeah, instead of "would". Do I put down "would" or "have" [as the word
being replaced]

82 Res: Is that acceptable?

83 Adan: Yeah, that's acceptable.

84 Rand: Would it be all right? It'd be all right

85 Raul: No! It changes it. Syntax is okay, but semantically, it's wrong.

86 Hect Yes, it could be all right.

87 Raul: Yes, all right. I think it changes partially, but it is all right.

88 Rand: Yes, leave my teacher alone.

89 Raul: Do *have* and *of* look alike?

90 Adan: Yeah.

91 Rand: Yeah.

92 Res: Really?

93 Hect: No! Not even!

94 Res: What if it were 've and *of*?

95 Raul: Okay, they are not similar. Do they sound alike?

96 Rand: Yeah.

- 97 Adan: No.
- 98 Res: Maybe it depends upon how you pronounce it? It could be similar.
- 99 Raul: Did it change the meaning?
- 100 Adan: No
- 101 Raul: Let's put "partial" because it means about the same thing, huh?
- 102 Rand: Let's put "partial".
- 103 Adan: I use *of*, I think. Maybe.
- 104 Res. Many people do.
- 105 Rand: I do.
- 106 Raul: Does he correct himself?
- 107 Adan: "Partial" on "synthetically"... "syntax".
- 108 Raul: "Partial" for syntactically acceptable.
- 109 Rand: Did the meaning change?
- 110 Adan: No. I still get confused with the two of these [semantically and syntactically acceptable].
- 111 Rand: The meaning did not change.
- 112 Res: Good. You maintained the idea of the meaning if it a contraction. It is not
- 113 acceptable as *would of*.
- sweeting*
- [0457] ...he didn't like sweating over clods of dirt under
- [0458] an 105-degree sun.
- 114 Raul: Does it make sense to say: "...he didn't like *sweeting*?
- 115 Adan: He...*sweeting*?

116 Raul: *Sweeting*. I thought it was another word
117 Rand: Do they look a lot alike?
118 Raul: No! You spell *sweet*.
119 Hect: I do. It's just *sau...sweat...kat*.
120 Res: Does it make sense to have...*sweeting*?
121 Hect: No.
122 Raul: No!
123 Res: So semantically it isn't acceptable, right?
124 Rand: It changes. It fits into the sentence, but it doesn't make sense.
125 Res: Yes, syntactically it is acceptable. Can we accept that as a sentence?
126 Raul: No [long pause as he rereads]. No
127 Res: Can you even say the word *sweeting*?
128 Adan: No.
129 Raul: No.
130 Hect : No
131 Res: True, it does not meake sense, but it does sound like a sentence.
132 Rand: Well, he didn't correct hisself all the time.
133 Res: Do they look alike?
134 Adan: Yeah.
135 Rand: Yeah
136 Raul: Similar, not very much though.
137 Adan: [verbally rehearsing the words to himself] "sweeting/sweating". Well, I
138 think they look the same.

139 Raul: [verbally rehearsing the words] “sweating/sweeting”...I think...

140 Rand: [Interrupts] Yeah.

141 Raul: Graphics and meaning...no

142 Hect: Yes!

143 Raul: Partially?

144 Hect: I’ll go partially.

145 Res: Are you referring to meaning or sound? They look a lot alike. The

146 meaning is different; I agree.

147 Raul: Sound similar? No.

148 Rand: No.

149 Adan: Yes. They are similar. Try them.

150 Hect Yeah. [To me] I’ll read this [story] when I go back.

151 Res You’ll read it

152 when you go back?

153 Hect Yeah. Do you want it back?

154 Res: No, it’s yours.

[0459] That summer was a scorcher, maybe the worst in all the years our

[0460] family lived in that desert, which our town would’ve been if the irriga-
that irrigated

[0461] tion water pumped in from the Sierras was turned off.

155 All: *Irrigation!*

156 Adan: “Irri...

157 Hect: [Interrupts] He got *irrigated* for *irrigation*.

158 Rand: That one it says “our family lived”. *Irrigated*.
159 Res: He said that?
160 Adan: Yeah.
161 Res: Back to *irrigated* for *irrigation*. Is that the miscue?
162 Adan: E-yuh.
163 Raul: Uh, huh
164 Res: Did it change the meaning?
165 Raul: No
166 Hect: To the syntax
167 Adan: No, it didn’t change the meaning. It’s water
168 Hect: Like the ditches, huh?
169 Raul: Did he correct it?
170 All: No
171 Raul: Do they look alike?
172 Rand: Yeah.
173 Adan: Yeah.
174 Raul: No.
175 Hect: No.
176 Raul: Partial, though
177 Hect: [incredulously] Are you guys doing those [graphic and sound] checks, too?
178 Rand: You have to check looking and sounding alike, too
179 Adan: They sound alike, though.
180 Raul: Partial strength for each other

181 Hect: No...kind of, yeah.

182 Adan: Partial

183 Raul: They don't sound right

184 Rand: No!

185 Adan: No!

186 Hect: No!

187 Res: You are all in agreement that it sounds wrong? I need a buzzer.

188 Hect: Like a game show.

189 Adan: Awk! Awk! Irrigated...how do you spell *irrigated*?

190 Rand: irr...

191 Hect: igat...

192 Raul: ed

193 Res: Do you think he made a prediction there?

194 Raul Yup! That's what he did; it was wrong.

195 Adan: Yeah.

196 Adan:[continues] *irrigate* & *irrigation*. They sound the same, alike; they look alike

197 Rand: They're more changed than look alike

198 Adan: Not *irrigated*, There is a semantic acceptability

199 Raul: You know, *irrigated* is a syntactic acceptability, too. And he did correct himself.

200 Hect: Yeah, he did correct himself

201 Raul: Yeah, he did correct himself and the meaning...

202 Adan: He got a bunch of "no's" on the corrections

203 Raul: Was the meaning changed, though?

204 Adan: No, hunh?

205 Raul: Meaning: no...corrections...

206 Hect: Semi meaning...[self-rehearsal of the miscue]

207 Adan: They looked alike...

208 Raul: They sound alike

209 Res: What happened in your readings when you came across a multisyllabic,
210 long word like this one?

211 Rand: I'd try to read the word and if I can't get it, I'd think what'd it said like..

212 Hect: [Interrupts] Then...

213 Rand: [Interrupts] we'd said it out even if it wasn't a word

214 Res: [Interrupts]...and some would wait for me

215 Raul: [Interrupts]...to help us

216 Res: Did I ever?

217 Adan: Nah.

218 Hect: You [Adan] didn't have to be helped

219 Raul: Ah, no

220 Rand: I'd be right

221 Res: Some people had problems with "Sylvia", "com'on"...

222 Rand: I know. [I'd] say "Símon" (for "com'on) aboth of them all through these.
223 I said exactly what she said. "Yeah, Símon" and all like that.

224 Raul: I said, "I can't...yeah".

225 Adan: [Interrupts] Maybe...for "eucalyptus". I waited for you

226 Rand: Was there a pause in the tape or anything [meaning while I waited for

227 them to attempt to pronounce a word]?

228 Res: Oh, yeah, there were pauses. Are we finished with the miscue? Was it

229 high quality?

230 Adan: Yeah, but we learned not to wait for you when reading.[yawns, they have

231 been up since 4 AM and it is now almost 10 AM]. How old is your son?

232 Res: 22; he's laughing because there are cuss words (they all look ahead)

233 Hect "Ass"?

234 Res: Yup

235 Raul That's not a curse word.

236 Hect It depends how you use it: You silly ass.

237 Rand ...a jackass. Summarizes the first story: "...and the lady laughed. I don't

238 know why you ride that little bitty donkey and they towed the donkey..."

239 Raul: Oh, that was weird.

[08108] I was of my Uncle Louie's line of useful blood.

240 Raul: He talks about his uncle who cannot sit still. Uncle Louie?

241 Res: Is there a miscue?

242 Adan: No, I didn't hear one

243 Hect: No, I didn't.

244 Rand: I didn't

245 Adan I should have looked for it

246 Hect Where're we at?

[08113] The first chance my uncle got, he started fumbling about the house...

247 Rand "The first chance...are" (cued the rest).

[08110] ^{whole}tomorrows will a dull day's work.

248 Adan Yeah, he got..."whole" for "dull".

[08112] ^{or}Andy of Mayberry—

249 Raul "Andy or" instead of "of"

250 Res: Excellent, he did miscue—good for you for catching those.

[08113] ^{trims}sockets and floor trim, ⁱⁿpainting lower shelves and screwing legs back onto

251 Hect "Floor trims".

252 Res: Great, he did. I didn't catch that

253 Hect Yeah.

254 Res: I heard "in" instead of "onto"

255 Raul "Into"

[08119] baseball glove so bad a sweet hurt bloomed inside a hollow place in my


[08120] ^{side}stomach...

256 Adan "So bad..."

257 Raul "...in my side". (for "in my stomach) and wouldn't let go...

[08118] I also wanted a

[08119] baseball glove so bad a sweet hurt bloomed inside a hollow place in my

[08120] ^{side}stomach every time I thought about it. Baseball had a grip on my fantasies

[08121] and wouldn't let go.

258 Hect: He did a lot of stuff!

259 Raul: He made a lot...

260 Adan: [Interrupts] I heard that he....

261 Hect: [Interrupts] He said said was "as empty as a Coke bottle..." and, wait,
262 look down here!

263 Rand: [reads to himself, identifying the first miscue of a substitution] I wanted a
264 baseball glove so bad a sweet hurt bloomed inside in my *side*..."

265 Raul: He missed some words

266 Hect: A la mode! He missed a lot!

267 Rand: [He continues to identify the first miscue of a substitution]"...*side*..and
268 wouldn't let go".

269 Hect: That's huge!

270 Raul: That's a miscue. It's a big miscue!

271 Adan: "...every time I thought about it..." He left that whole thing out.

272 Res: It's a very complex miscue. Did it change that much of the meaning?

273 Raul: Yes!

274 Hect: No.

275 Raul: You don't think...

276 Hect: [Interrupts] No, because....

277 Rand: [Interrupts] Because it came right along with it. It came right along with
278 the story. It didn't change that much.

279 Raul: I thought he made, I don't know, I thought it was all the same.

280 Res: What was the sentence about?

281 Rand: He wanted a glove real bad.

282 Hect: I think about it and it did.

283 Rand: It did? Yeah

284 Hect: Yeah. Because every time I thought about it. “Baseball had a grip on my

285 fantasies and wouldn’t let go”. He’s talking about his stomach, but then like he’s

286 thinking about how baseball have a grip on his fantasies and wouldn’t let go.

287 Adan: [rehearsing out loud to himself] “It had a place in my *side*...”

288 Rand: What was he talking about?

289 Adan: Butterflies

290 Rand: Like little bubbles in his stomach

291 Adan: Butterflies in his stomach

292 Res: What gave him butterflies?

293 Rand: Baseball glove

294 Adan: The glove. He wanted it.

295 Res: So you still understood it when he missed the whole section? Have you

296 ever missed or skipped a whole sentence or section while reading?

297 Raul: I really never had that.

298 Hect: Not me I never...

299 Adan: [Interrupts] He missed this whole thing...

300 Rand [Interupts] When I read a book...

301 Raul [Interupts] When I miss something I come back to it.

302 Hect Um, yeah. I skip words.

303 Rand Everybody does it; misses some words

304 Res: Does it change the meaning?

305 Raul: Sometimes it does and sometimes it doesn't.

306 Adan: But sometimes you're like...

307 Rand: [Interrupts] It [the passage] talks about someplace then you go back to the

308 story and you know that you probably skipped it and you know, look at something

309 in the book and start reading from there.

310 Hect: Sometimes you have to read it all over again

311 Raul: Not me, if I read and if I lose my place, I'll back up a paragraph.

312 Adan: But sometimes that's a waste if you got it.

313 Res: I skip sections if they are repetitious. You do have to go back, though, if

314 you skip ahead and have lost the meaning. The meaning is the most important

315 element of the passage.

316 Rand: I guess that what is my experience is. When you talk about the same thing

317 you jump right back to what you were talking about like you said "baseball" for a

318 time you came back down it was talking about baseball again. But it does have in

319 your mind that this is going to happen: this and that so you're like...

320 Raul: [Interrupts] Yeah. You don't have to read it again if you got it.

321 Res: So...it was a high quality miscue after all?

322 Hect: Yeah, it made sense and made it go faster, too.

323 Res: You're saying it was efficient?

324 Hect: If that's what faster means! [laughter]

325 Adan: And the meaning stayed the same?

326 Res: So it was effective?

327 Rand: You don't see it but you missed it but it's there.

328 Raul: Yeah, if the meaning is the same.

329 Res: So if the meaning didn't change, what was it about?

330 Rand: Two brothers who want a glove.

331 Adan: Only one wanted a glove.

332 Rand: And one was lazy.

333 Raul: But the other one liked to work. Like his uncle.

334 Adan: The first one worked, but not for long.

335 Hect: He had a lot of jobs, huh?

336 Res: Can you remember any?

337 Hect: One where he danced with a girl with braces.

338 Adan: He was a waiter there.

339 Rand: A busboy.

340 Raul: And one where he parked cars.

341 Res: Really? [looks at transcript quickly]. Oh, yes!

342 Rand: Yeah.

343 Res: What did you think about the sessions we spent together?

344 Raul: Now I know if I can't read a word, I can just read or ask what a word

345 means. It is okay if it's a miscue. Everybody has miscues. We all have them and

346 don't know how to say them. And I know it's all right because everybody does

347 that. You opened that up to me.

348 Rand: You open, well, you kinda opened me up.

349 Raul: Uh, huh

350 Rand: Because of you, like, a lot of things you really bring me out for as to read

351 and whatever, it's like if you didn't...

352 Adan: [Interrupts] Yeah, I...

353 Hect: [Interrupts] Too many readings...

354 Rand: [Interrupts]...read it and it ain't, well, I try to fix it if it ain't so I really just

355 be like, it does really inspire me to more read more.

356 Adan: You can skip a lot with meaning.

357 Hect: You can skip a lot if the meaning stays the same.

358 Rand: You can get the meaning even with a miscue. Thass important to know.

359 Res: What do you do when you come to a word and you don't know it?

360 Raul: If you come to a word and you make a miscue, those aren't mistakes and

361 you can ask someone.

362 Hect: I go back and read it again, read it 2-3 times

363 Rand: Yeah, I re-read it 2-3 times

364 Res: And if you do not know what it means?

365 Raul: Go to the dictionary and look it up

366 Hect: Yeah, use the dictionary.

367 Raul: That's what I do, go to the dictionary and look it up

368 Res: Does the dictionary really help? I use one as a last resort. I try to figure it

369 out from the reading or I ask someone to use it in a sentence. Then I have two

370 sentences so I can compare the meaning.

371 Adan: Yeah, that's what I do. I just ask someone; what does this mean?

372 Res: Do you try to get the meaning from the rest of the passage?

373 Rand: Sometimes. Sometimes I skip it and go back if I don't get the meaning.

374 Hect: That works.

375 Raul: Sometimes you can skip it and it's okay if you get the meaning.

376 Res: Those are efficient miscues.

377 Hect: Like if you miss a lot?

378 Raul: Only if it's okay.

379 Rand: You hafta get the meaning.

380 Res: Those are effective miscues. Do you remember High Quality miscues?

381 Adan: But I don't always know the words in the story.

382 Res: It is hard to read a word you don't know. What do you do?

383 Adan: Like "fir" [a word from the story *Easy Time* from the RMA sessions] .

384 Res: Do you remember what it was?

385 Rand: Oh, yeah: "fir". It's like a palm tree with palm fronds [same story,

386 different trees]. Now I'll never forget it.

387 Adan: Wasn't it like a Christmas tree?

388 Res: Right.

389 Rand: Oh, that's right. A Christmas tree. That's a fir tree. I just guess I got it

390 messed up.

391 Raul: A Christmas tree. I remember talking about a Christmas tree, that right.

392 A fir tree is a Christmas tree?

393 Hect: Is that a fir tree? A Christmas tree? I don't remember that.

394 Res: You didn't get that from that passage? The rest of the story can help you

395 to construct meaning.

396 Rand: The story helps with the meaning.

397 Raul: Yeah, I use the story to get meaning.

398 Hect: Yeah, I got that. Meaning is everything.

399 Adan: I can get a word if I get the rest of the story. I don't need a dictionary.

400 Res: How do you feel about yourselves as readers now?

401 Rand: Sometimes I be like saying because I think I mess up but I really just don't

402 really care anymore, 'cause I know I'm a good reader.

403 Adan: Everyone has a fix...

404 Raul: [Interrupts] No, go ahead.

405 Adan: I'd always be too shy to ask what does this word mean and I can even ask

406 what does this mean? If I don't know it, I ask or figure out what it means. I know

407 that makes me a better reader.

408 Raul: Yeah.

409 Adan: Yeah, everyone has problems

410 Raul: Now I don't care if I ask what a word means or how to say it. I'm reading

411 now and I can help others. I'm kinda proud of reading out loud.

412 Res: Hector?

413 Hect: Yeah, well, what they said. Yeah, I know I can read now.

The official arrives again.

414 Res: Would anyone like to tell her what a miscue is?

415 Raul: That is when you make mistakes. But they are not really...

416 Hect: [Interrupts] When you read a mistake. Some are right...

417 Raul: [Interrupts] There are different kinds of miscues, not really mistakes.
418 Hect: Some are right...
419 Adan: [Interrupts] Sound alike, look alike or mix up the sound...
420 Raul: [Interrupts] Some do and some don't mix up the meaning. You gotta see
421 if it makes sense.
422 Adan: Some are right, high quality.
423 Hect: Mostly it won't change it. It's...what's that word again for fast?
424 Res: Efficient.
425 Hect: Oh, yeah, that's it; what she said.
426 Res: High quality miscues are effective miscues, and they can be efficient, too.
427 Rand: They okay if you keep the meaning. You can figure it out anyway, even
428 with a miscue.
429 Res: Have there been any changes in your reading as a result of our sessions?
430 Raul: Yeah, now I know if I can't read a word, well, people say, "Can't you
431 read?", but now I know, that's a miscue.
432 Res: You said you are reading the Bible.
433 Raul: Yeah, the Bible is hard.
434 Hect: I don't care if I make mistakes when I never knew because they aren't mistakes.
435 Adan: When you're reading it, you put a picture in your mind. Then you understand.
436 Like the one, the California trip [referring to a story they read for homework].
437 Rand: The whole story helps with meaning.
438 Res: Right! You can construct meaning from the previous text ...
439 Rand [Interrupts]...and make predictions for the next part of the text and pull it all

440 together.

441 Adan: [He was still talking about the same story he mentioned earlier] Like when
442 he was all dazed out looking at the people act and stuff, right then daydreaming
443 what life could be like in Hollywood. You guys read that one, huh? Huh?

444 Raul: You read that, huh?

445 Randal: I read them, too. Like there were two totally different people going
446 through the cornfield.

447 Hect: [to Randal] You read all of them? [Hector laughs].

448 Rand: I read them, and I got a picture, too.

449 Hect: You read it, huh? No, I can imagine.

450 Res: Some people did all the assigned reading.

451 Hect: [to Randal, incredulously] You read all of them?

452 Rand: Some people don't read at all.

453 Hect: What are you trying to say?

454 Res: When you get tired and don't use all your cues such as checking for
455 looking and sounding alike or checking for semantic and syntactic acceptability,
456 what happens?

457 Raul: You make more miscues. I know that when like I get tired I make more mistakes.
458 I stop [start] skipping words and everything. I cannot connect from the past [other
459 readings?]

460 Res: Is that how you construct meaning from the text?

461 Adan: [Referring to *Easy Time*, in which a young man is about to go to jail]. I
462 could picture myself being dropped off at jail. I think about when he was left all

463 alone when the guy drove off. It was his uncle, wasn't it? And he and Jimmy had
464 a fight...

465 Raul: Yeah, you need to see it to get the meaning.

466 Rand: You need to pull in all those things, what you know, how it looks and
467 sounds and whether it makes sense. Sometimes I remember from other books.

468 Res: Remember some of the strategies we identified? What were yours?

469 Hect: I don't remember it.

470 Adan: No, you need to get a picture, man, that's the meaning. Like the movies.
471 You just start seeing it [the content, contextually] in your head and then it's like,
472 you know it. Pull them all together, then you can see it and you won't forget.

473 Hect: Like video?

474 Rand: Mm, hm.

475 Raul: Like a film in your head to see it. You can predict what's gonna happen.

476 Hect: Okay, I get it.

477 Res: How do you feel about your ability to continue improving your reading?

478 Hect: They keep taking my books.

479 Offic: I can get books for you if you want.

480 Hect: Uh, I want to, but I've only read two books, Ma'am, in my whole life.

481 Offic: Well, you know what? That's better than none.

482 Hect: Yeah?

483 Adan: I can keep reading. Even a word I have problems with, if you don't know
484 it, ask or go figure out what it means. That makes you a better reader.

485 Raul: Some words I know and some words they might not know, so hopefully,

486 I'll get it together so...I don't like to be uncomfortable, but I feel I can read in
487 front of anyone and...

488 Hect: [Interrupts] Do you know I get this book and stuff? Know why I don't
489 read it? It's only the second book that I've read and finished. Every time I get
490 through a book, I stop. Every time man. Every time I get to a part, I stop.

491 Res: Why?

492 Hect: I'm just not interested. I was... I'd get into a book, I...big words.

493 Offic: Big words?

494 Hect: Oh, well, seems like if it [the author of the book] starts talking about
495 something else that don't interest me and I give up.

496 Res: Next time that you read, you can share the same...

497 Hect: Authors?

498 Res: Yeah, when you can read...

499 Rand: [Interrupts] the same authors...

500 Raul: [Interrupts] or same books...

501 Rand: [Interrupts] in the same pod...

502 Raul: [Interrupts] and talk about...

503 Rand: [Interrupts] Yeah, thass a good time. Thass what I do. Helps me keep reading.

504 Res: And then you can talk about the books with the others.

505 Raul: They [pod mates] can help you understand the words and the book.

506 Hect: I'd like that.

507 Offic: Those of you in F-8, there is a gentleman who wants reading material

508 Res: He wants someone to listen to him read in English

509 Raul: We can do that [he points to himself and Hector].

510 Offic: Our programs can go into some units. I know we are going into the

511 women's pods right now.

512 Rand: Can I go in? [long pause] Can I go into the women's pods?

513 Offic: Good luck! [laughs] We are trying to go into your pods.

514 Rand: I want to take the GED

515 Offic: The charter school is coming, but because of the funding, it will be in July.

516 Adan: In July? I'll still be here. If they let me do it.

517 Adan: [to Hector] I want to do it, eh?

518 Rand: They will not let me go to the other pods, the misdemeanor pods.

519 Adan: [aside to Raul]: Did you know you were coming over here?

520 Hect: Uh, huh

521 Raul: They just said, "You're going over to read"

522 Hect: I said, "Hey, what?"

523 Adan: That's messed up

524 Hect: You're the one who did it [meaning that Adan was in segregation]

525 Rand: They won't let me go in those pods: the misdemeanor pods.

526 Hect: Why don't you try to get me in there?

527 Offic: Don't worry about that

528 Hect: All right.

529 Offic: Are you allowed to have books in your cell?

530 Adan: Yeah.

531 Offic: I have plenty of books.

532 Adan: Nora Roberts? [pause] John Grisham? I like something, like murder, you know.

533 Res: Have you read Tony Hillerman? He writes about New Mexico and two

534 Native American detectives.

535 Offic: There are a lot of landmarks...Cuba...

536 Rand: The other book I was reading, *3 Bird Hill*, the one I was telling you about

537 and what's his name?

538 Res: Sorry, I don't remember. He [Adan] read one you [to Randall] might like;

539 he read one about a lawyer.

540 Rand: *Rattlesnake Lawyer*? [*Rattlesnake Lawyer* by Jonathan Miller]

541 Adan: *Street Lawyer* [*The Street Lawyer* by John Grisham]

542 Rand: Jonathan, Jonathan, uh, Miller

543 Adan: John Grisham

544 Rand: John Grisham? He used to be JJ Lawyer.

545 Adan: Oh.

546 Rand: A couple of years and he talk about killing the Rattlesnake Lawyer. He

547 was doing all this stuff, it was all messed up.

548 Hect: I really like *The Partner* by John Grisham

549 Res: That's the first time that I heard you say you liked a book.

550 Hect: Oh, I didn't?

551 Res: No, oh, don't tell me that you actually liked a book.

552 Raul: No, no.

553 Offic: How many of you read *The Client*?

554 Raul: You can use the movies from the books.

555 Hect: Yeah, I like to watch movies a lot. That's what I do when I'm out then.
556 When the new released movies come out, I always watch. I'll take the girlfriend
557 to the movies.
558 Raul: Especially Comcast; it's got 800 channels
559 Rand: Yeah, I'll just be still there with my girl.
560 Res: I'd rather read the book. Anyone want to tell her [the official] about the
561 story we read?
562 Rand: These two guys want to get a baseball glove, and they work to get the
563 money.
564 Raul: They're brothers.
565 Hect: [Interrupts] And one is lazy.
566 Raul: And one is like his uncle--hardworking.
567 Adan: He's the one--but only one wants the glove.
568 Rand: What's the name of the book?
569 Res: The story?
570 Rand: It's about people who get murdered and all.
571 It's about a home. And it's based on a real story.
572 Raul: *Devil's Rejection*?
573 Rand; It's a real story. It's ...
574 Adan: You're talking about *Texas Chainsaw*...
575 Rand: Yeah, that's real, too. It's, uh, about some houses...
576 Offic: *Amityville*.
577 Rand: Yeah, *Amityville*. They say the house is a real story. Some people went in

578 there with demons there. It's a real event. It had like a cellar or something down
579 there and some day, the people, like sometime it was talking about the little girl?
580 It was talking about a cat or a dog or something but it was talking about the little girl.
581 Res: She died?
582 Rand: Uh, huh.
583 Res: That is set back East on the water. You know you can travel without
584 going anywhere with a book and you can read it anytime.
585 Rand: Tucker Max, if y'all will get Tucker Max
586 Raul: Are you recording this?
587 Res: Yes, I said I would record all this.
588 Offic: We may have *Skeleton Key*. You may like that; it's about Voodoo.
589 Rand: I've seen the movie to that.
590 Offic: Some people get reincarnated.
591 Rand: Some black people? There are two older people and what they do, they
592 kidnap the girl, the young girl. She got in trouble. That was a good movie, too.
593 Offic: The book is even better.
594 Rand: It's a true story. They put something in their mouth and they couldn't
595 talk; they couldn't speak to nobody. And they were trying to get away and the
596 lady found out what they goin' to do and when they caught her, she, they put it in
597 her, too. So both of them go to the bodies they had so like when they get old, this
598 body here, that's what they sew up to this body here.
599 Res: I like movies when the directors cut out characters. Some books, such as
600 Russian novels have too many characters. I liked the *Trilogy of the Rings* for that.

601 There were just too many characters in the books.

602 Adan: Russian novels? I like movies with Russians

603 Rand: The million Russian novels and they sent in the Russians to kill everyone.

604 Adan: *The Island* is a good movie. I don't know; I seen it the other day.

605 Raul: Yeah

606 Adan: There are some rich people and they have clones made up of them.

607 Hect: Yeah.

608 Adan: The rich people, whenever they're sick or they're going to die, they use

609 these clones to replace them so they can live longer. They're like, they're like

610 twins, so they live underground or whatever. They know nothing of the outside

611 world, nothing.

612 Res: Oh, I read that recently. It is a short story; we've been reading short stories.

613 Adan: Every time their number is called, they think they win the lottery. They

614 think they're going to an island.

615 Res: Then they cut off a limb?

616 Adan: They cut off a part. There's these two people who go out to the outside world.

617 Offic: There was a movie where a doctor experimented on people with animals.

618 Res: Oh, "The Island of Dr. Moreau"

619 Offic: I can get those books for you.

620 Raul: I'd like that one.

621 Res: I brought the books my sons liked, not the ones I read.

622 Hect: Mary Poppins? Is that what you read? [laughs]

623 Res: No, I just don't like really gory books. I don't want to get that image in my mind.

624 Rand: A lot of Stephen King books will do that to you.

625 Raul: Did you ever hear of *Second Chance*?

626 Rand: [Interrupts] There was a woman who was a detective and a woman
627 politician. And they put her daughter in a cage...

628 Raul: *Silence of the Lambs*

629 Adan: Oh, and *The Island of Dr. Moreau*.

630 Offic: I can get those books for you.

The guards arrive to escort the participants away. The participants called out to me as they were led down the hall.

631 Rand: Tucker Max! Tucker Max! [referring to the author of: *I Hope They Serve Beer in Hell, The Definitive Book of Pick-up Lines, Belligerence & Debauchery: the Tucker Max Stories*].

632 Raul: Thank you for working with us on reading!

633 Res: Thank you. I really enjoyed meeting you all, you're the...

634 Hect: [Interrupts]..."The Reading Rainbow"?

635 Adan: [To Raul] Oh, yeah, huh?

636 Raul: I used to watch it.

637 Raul / Rand: [singing] "The Reading Rainbow"; I can be anything! Take a look,
638 it's in a book...

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