

REAL Interview #1—Background Information

Part I *(filled in before interview; verified during it)*

1. **Student Name:** _____
2. **School:** Esperanza Leonardtown Margaret Brent Spring Ridge
3. **Gender:** Male Female
4. **Ethnicity:** African-American Caucasian
5. **Interviewer initials:** _____
6. **Date of interview:** _____

Part II

Tell student: **Before we start the interview, I have a few questions about your home and your family.**

1. **Who do you live with (all or most of the time)?**
 Mother or stepmother
 Father or stepfather
 Brother (How many? _____)
 Sister (How many? _____)
 Other (Who? _____)
 Other (Who? _____)
 Other (Who? _____)
2. **What is your father's job?** _____
3. **What is your mother's job (or major caretaker's job)?** _____

4. **How many books are there in your home? There are usually about 40 books per meter of shelving. Do not include magazines.**
 None 11-50 books 101-250 books more than 500 books
 1-10 books 51-100 books 251-500 books

REAL Interview #1

Statement of Purpose: Now I would like to ask you about some of your activities and your reading. There are no right or wrong answers. I just want to know your opinions. I'm going to record this so I can listen to it later. Do you have any questions before we get started?

Start recorder and say: Please state your first and last names and your school's name.

Recording Info

What folder are you recording in? A B C D

What is the message number? _____

1. Think about the different activities that you do that are most important to you [Prompt if needed: playing sports, being with friends, doing homework, watching tv, listening to music, playing video games, etc]. **You tell me an activity, and I'll write it on these post-it notes. Afterward we're going to do an activity with them.** [Write student's activities; limit 15; prompt if needed: **Do you have any others? Do you want to tell me any more?**]

2. Okay, let's put these activities on this map. The circle in the middle is for things that are most important to you. Less important things go further out in these circles. Where would you put these activities? Go ahead and put these post-its on this map, putting the activities where they belong in terms of how important they are to who you are. [Do concentric circles activity; have students place post-its in the spaces rather than on lines between circles]*

*** IF READING IS ONE OF THE STUDENT'S ACTIVITIES, GO TO SERIES A.**

*** IF READING IS NOT ONE OF THE STUDENT'S ACTIVITIES, ASK:**

DO YOU READ ABOUT ANY OF THESE ACTIVITIES? **

Prompts, if needed:

Do you read because you're interested in any of these activities?

Do you read any magazines or Websites or any other materials related to these activities?

Do you share your reading about these activities with any of your friends?

**** IF YES, GO TO SERIES B.**

**** IF NO, GO TO SERIES C.**

SERIES A

GENERAL RECREATIONAL READING

1. **How often do you read for your own enjoyment?** _____
 - a. *Do you have usual times or places that you read?* _____
 - b. *What have you read most recently? What did you read before that?* [Prompt students to name specific books, magazines, Web sites, video game guides, etc.] _____

2. **What did you like or find interesting about [fill-in item(s) listed for #1]?** _____
 - a. *Can you give me an example?* _____

3. **What (other) reasons do you have for doing this reading?** _____

4. **What, if anything, didn't you like about [fill-in item(s) listed for #1]?** _____

5. **Do you ever feel like reading [fill-in item(s) listed for #1] is a waste of time? Tell me more about that.** _____

6. **Who or what got you started reading [fill-in item(s) listed for #1]?** _____
 - a. *How long have you been reading [fill-in item(s) listed for #1]?* _____

GO TO SERIES C.

SERIES B

RECREATIONAL READING ABOUT LISTED ACTIVITIES

1. **What have you read most recently about your activities? What did you read before that?** [*Prompt students to name specific books, magazines, Web sites, video game guides, etc.*] _____

2. **What did you find interesting about [fill-in item(s) listed for #1] ?** _____
 - a. *How does reading help [fill-in item(s) listed for #1] you?* _____
 - b. *What are your other reasons for this reading?* _____

3. **What, if anything, did you NOT like about [fill-in item(s) listed for #1]?** _____

4. **Do you ever feel like reading [fill-in item(s) listed for #1] is a waste of time? Tell me more about that.** _____

GO TO SERIES C.

SERIES C
RECREATIONAL READING CHECKLIST

- 1. I'd like to know how often you read some things for your own enjoyment.** [*Place response options in front of student.*] **For each item, you can answer *everyday, several times a week, about once a week, about once a month, less than once a month or never*. Remember, you should think only about the reading you do for enjoyment.**

| Material | Every-day | Several times a week | About once a week | About once a month | Less than once a month or Never |
|---|-----------|----------------------|-------------------|--------------------|---------------------------------|
| a) Email | | | | | |
| b) Instant messages | | | | | |
| c) Text messages | | | | | |
| d) Web sites | | | | | |
| <i>If 'about once a week' or more, ask: What 3 web sites do you visit most often?</i> | | | | | |
| _____ | | | | | |
| e) Novels (Fiction) | | | | | |
| f) Information books (Non-fiction) | | | | | |
| g) Comics | | | | | |
| h) Newspapers | | | | | |
| i) Video game guides | | | | | |
| j) TV Guide (magazine, on TV, or online) | | | | | |
| k) Magazines (besides TV Guide) | | | | | |
| <i>If 'about once a week' or more, ask: What 3 magazines do you read most often?</i> | | | | | |
| _____ | | | | | |
| 2. How often do you play video games with text? | | | | | |
| 3. How often do you play video games <u>without</u> text? | | | | | |

- 4. Follow up on one of highest frequency items: Tell me more about your reading of [X]. When do you read? Where do you read? Do you talk with anyone about [X]? _____**

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| <i>GO TO <u>SERIES D.</u></i> |
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**SERIES D
SCHOOL READING**

The next set of questions is about reading for school.

1. What do you think about the reading you have to do in school for your reading/language arts class? _____
 a. What reasons do you have for thinking that [fill-in with response from #1]? _____

2. What do you think about the reading you have to do in school for your science class? _____
 a. What reasons do you have for thinking that [fill-in with response from #2]? _____

3. Now I'd like you to think about your reading/language arts class. I'm going to read some statements out loud. [Place response card in front of student.] For each statement you can answer very true of me; somewhat true of me; not very true of me; or not at all true of me. [Read the stem before each lettered statement.]

| <i>Stem: In <u>reading/L.A.</u> class...</i> | Very true of me | Somewhat true of me | Not very true of me | Not at all true of me |
|--|-----------------|---------------------|---------------------|-----------------------|
| a) I can read the books well. | | | | |
| b) I think the reading is interesting. | | | | |
| c) I don't read unless I have to. | | | | |
| d) I have choices about what I read. | | | | |
| e) I can talk with others about what we read. | | | | |
| f) The teacher respects me. | | | | |
| g) What we read is important for my future. | | | | |
| h) Reading helps me learn important things. | | | | |
| i) I connect what I read to what I already know. | | | | |
| j) I write summaries of important material. | | | | |
| k) I memorize the important facts. | | | | |
| l) I relate the different readings to each other. | | | | |
| m) When I don't understand something, I reread it. | | | | |
| n) I take a lot of notes. | | | | |

4. I'm going to read the same set of statements again. This time you should think about your reading for science class. [Read each stem before each lettered statement.]

| <i>Stem: In <u>science</u> class...</i> | Very true of me | Somewhat true of me | Not very true of me | Not at all true of me |
|---|------------------------|----------------------------|----------------------------|------------------------------|
| a) I can read the books well. | | | | |
| b) I think the reading is interesting. | | | | |
| c) I don't read unless I have to. | | | | |
| d) I have choices about what I read. | | | | |
| e) I can talk with others about what we read. | | | | |
| f) The teacher respects me. | | | | |
| g) What we read is important for my future. | | | | |
| h) Reading helps me learn important things. | | | | |
| i) I connect what I read to what I already know. | | | | |
| j) I write summaries of important material. | | | | |
| k) I memorize the important facts. | | | | |
| l) I relate the different readings to each other. | | | | |
| m) When I don't understand something, I reread it. | | | | |
| n) I take a lot of notes. | | | | |

GO TO SERIES E.

SERIES E
SCHOOL READING CHECKLIST

1. I'd like to know how often you read some things for school. [Place response options in front of student.] For this part, you should think about all your classes.

| Material | Every-day | Several times a week | About once a week | About once a month | Less than once a month or Never |
|---|-----------|----------------------|-------------------|--------------------|---------------------------------|
| a) Textbook | | | | | |
| b) Workbook exercises | | | | | |
| c) Other book | | | | | |
| d) Your class notes | | | | | |
| e) Another student's notes | | | | | |
| f) Web sites | | | | | |
| g) Your journal | | | | | |
| h) Article from newspaper or magazine | | | | | |
| i) Teacher's handouts/worksheets | | | | | |
| j) Teacher's writing on chalkboard/white board/overheads | | | | | |
| k) Other – Is there anything else you read for school? _____ | | | | | |

2. Follow up on one of the highest frequency items: *Tell me more about your reading of [X]. When do you read? Where do you read? Do you talk with anyone about [X]?*

3. How much time do you spend reading for school – in class, in study hall, and at home COMBINED? Think about all your subjects and all the reading materials I just asked you about.

_____ 3-6 hours/day

_____ 10-20 minutes/day

_____ 2-3 hours/day

_____ 10-20 minutes three days a week

_____ 1-2 hours/day

_____ 10 minutes once a week

_____ 30-60 minutes/day

_____ less than 10 minutes once a week

_____ 20-30 minutes/day

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|-------------------------|
| GO TO <u>SERIES F</u> . |
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SERIES F

READER VIGNETTE A [MALE]

Tell student: I'm going to read a description of someone your age named Jason. Then I'm going to ask you some questions about how you are like and not like Jason. Do you have any questions? [Give vignette to student.]

Jason has many friends. He spends a lot of his spare time with them watching TV and playing basketball. Jason reads the sports section of the newspaper, so he can argue with his friends about who the best players are.

Jason tells his parents that reading for school is a waste of time. He says that it won't help him get a job. He says that guys who read ought to get a life.

- 1. Do you spend your spare time like Jason?**
- 2. Are your reading habits similar to Jason's?**
- 3. Do you think Jason's right, that reading won't help you get a job? What do you want to do after you finish school?**
- 4. What do you think about Jason saying that "guys who read ought to get a life"?**
- 5. Do you usually try hard on school reading? Why/why not?**

FINAL QUESTION: Tell me more about [central activity on student's map].

Thank you, [student's name].

SERIES F

READER VIGNETTE A [FEMALE]

Tell student: I'm going to read a description of a girl your age named Jasmine. Then I'm going to ask you some questions about how you are like and not like Jasmine. Do you have any questions? [Give vignette to student.]

Jasmine has many friends. She spends a lot of her spare time with them watching TV and shopping. Jasmine reads fashion and celebrity magazines, so she can talk about the latest styles and news with her friends.

Jasmine tells her parents that reading for school is a waste of time. She says that it won't help her get a job. She says that girls who read ought to get a life.

- 1. Do you spend your spare time like Jasmine?**
- 2. Are your reading habits similar to Jasmine's?**
- 3. Do you think Jasmine's right, that reading won't help you get a job? What do you want to do after you finish school?**
- 4. What do you think about Jasmine saying that "girls who read ought to get a life"?**
- 5. Do you usually try hard on school reading? Why/why not?**

FINAL QUESTION: Tell me more about [central activity on student's map].

Thank you, [student's name].

Student Name: _____ **Interviewer Initials:** _____

Gender: M F **School:** ES LT MB SR **Date:** _____

REAL Interview #2

Statement of purpose: **Today we're going to talk some more about your activities and about reading. There are no right or wrong answers. I just want to know your opinions. I'm going to record this so I can listen to it later. Do you have any questions?**

Start recorder and say: **Please state your first and last names and your school's name.**

Recording Info

What folder are you recording in? A B C D

What is the message number? _____

READER VIGNETTE B [MALE]

Tell student: **I'm going to read another description of someone your age. Then, like last time, I'm going to ask some questions about how you are like and not like the person in the story. [Give vignette to student.]**

Andrew enjoys downloading music from the internet. He also goes online to read the news about his favorite musicians and sports teams. Andrew reads mystery novels because he thinks they are exciting.

Andrew checks books out of the library every week. He always does his homework, except he doesn't like reading for social studies. Andrew thinks that being a good reader helps him do well in school.

- 1. Do you spend your spare time like Andrew? Explain.**
- 2. Are your reading habits similar to Andrew's?**
- 3. Like Andrew, do you really like certain kinds of books?**
- 4. Do you ever borrow books from the library or people that you know? Where (else) do you get things to read?**
- 5. Do you like the kinds of readings that your teachers assign? Why or why not?**
- 6. Do you agree with Andrew that being a good reader can help you do well in school?**

Student Name: _____ **Interviewer Initials:** _____

Gender: M F **School:** ES LT MB SR **Date:** _____

REAL Interview #2

Statement of purpose: **Today we're going to talk some more about your activities and about reading. There are no right or wrong answers. I just want to know your opinions. I'm going to record this so I can listen to it later. Do you have any questions?**

Start recorder and say: **Please state your first and last names and your school's name.**

Recording Info

What folder are you recording in? A B C D

What is the message number? _____

READER VIGNETTE B [FEMALE]

Tell student: **I'm going to read another description of someone your age. Then, like last time, I'm going to ask some questions about how you are like and not like the person in the story. [Give vignette to student.]**

Amber enjoys downloading music from the internet. She also goes online to read the news about her favorite musicians and actors. Amber reads mystery novels because she thinks they are exciting.

Amber checks books out of the library every week. She always does her homework, except she doesn't like reading for social studies. Amber thinks that being a good reader helps her do well in school.

- 1. Do you spend your spare time like Amber? Explain.**
- 2. Are your reading habits similar to Amber's?**
- 3. Like Amber, do you really like certain kinds of books?**
- 4. Do you ever borrow books from the library or people that you know? Where (else) do you get things to read?**
- 5. Do you like the kinds of readings that your teachers assign? Why or why not?**
- 6. Do you agree with Amber that being a good reader can help you do well in school?**

If (a) or (b) ask:

- a. Can you give an example of a school reading assignment that was boring? Can you give another example? Do you avoid reading [*student's example*] because it's boring? *yes* *no*
- b. How long has [*student's example*] been boring? *yes* *no*
- c. Can you tell me more about why you chose [**very** or **somewhat**] true...? *yes* *no*

4. I like to get rewards and recognition for reading:

- (a) *very true of me* (b) *somewhat true of me*
- (c) *not very true of me* (d) *not at all true of me*

If (a) or (b) ask:

- a. Can you give an example of a school reading assignment that you liked getting rewards and recognition for? Can you give another example? *yes* *no*
- b. How long have you enjoyed reading [*student's example*] for rewards and recognition? *yes* *no*
- c. Can you tell me more about why you chose [**very** or **somewhat**] true...? *yes* *no*

5. I think I can learn something new from most of my reading assignments:

- (a) *very true of me* (b) *somewhat true of me*
- (c) *not very true of me* (d) *not at all true of me*

If (a) or (b) ask:

- a. Can you give an example of a school reading assignment that you learned something new from? Can you give another example? *yes* *no*
- b. How long have you felt that you can learn something new from [*student's example*]? *yes* *no*
- c. Can you tell me more about why you chose [**very** or **somewhat**] true...? *yes* *no*

6. It is important to me to be a good student:

- (a) *very true of me* (b) *somewhat true of me*
- (c) *not very true of me* (d) *not at all true of me*

If (a) or (b) ask:

- a. Can you give an example of a school reading assignment that you did to be a good student? Can you give another example? ___ yes ___ no
- b. How long have you read [*student's example*] to be a good student? ___ yes ___ no
- c. Can you tell me more about why you chose [**very** or **somewhat**] true...? ___ yes ___ no

7. Many school reading assignments are too hard for me:

- (a) *very true of me* (b) *somewhat true of me*
- (c) *not very true of me* (d) *not at all true of me*

If (a) or (b) ask:

- a. Can you give an example of a school reading assignment that was too hard? Can you give another example? Do you avoid reading [*student's example*] because it's too hard? ___ yes ___ no
- b. How long has [*student's example*] been too hard for you? ___ yes ___ no
- c. Can you tell me more about why you chose [**very** or **somewhat**] true...? ___ yes ___ no

8. I do NOT like it when I do NOT get choices in my school reading:

- (a) *very true of me* (b) *somewhat true of me*
- (c) *not very true of me* (d) *not at all true of me*

If (a) or (b) ask:

- a. Can you give an example of a school reading assignment that you did NOT like because you didn't get choices? Can you give another example? Do you avoid reading [*student's example*] when you don't get choices? ___ yes ___ no
- b. How long have you gotten choices about [*student's example*]? ___ yes ___ no
- c. Can you tell me more about why you chose [**very** or **somewhat**] true...? ___ yes ___ no

9. I enjoy my school reading:

- (a) *very true of me* (b) *somewhat true of me*
- (c) *not very true of me* (d) *not at all true of me*

- a. Can you give an example of a time when you didn't care if other students read better than you? Can you give another example? ___ *yes* ___ *no*
- b. How long have you NOT cared whether other students read better than you? ___ *yes* ___ *no*
- c. Can you tell me more about why you chose [**very** or **somewhat**] true...? ___ *yes* ___ *no*

13. I do not like reading assignments that I have to work on alone:

- (a) *very true of me* (b) *somewhat true of me*
- (c) *not very true of me* (d) *not at all true of me*

If (a) or (b) ask:

- a. Can you give an example of a school reading assignment that you didn't like because you had to work alone? Can you give another example? Do you avoid reading [*student's example*] because you have to work alone? ___ *yes* ___ *no*
- b. How long have you not liked [*student's example*] because you have to work alone? ___ *yes* ___ *no*
- c. Can you tell me more about why you chose [**very** or **somewhat**] true...? ___ *yes* ___ *no*

14. Being a good student is NOT a priority for me:

- (a) *very true of me* (b) *somewhat true of me*
- (c) *not very true of me* (d) *not at all true of me*

If (a) or (b) ask:

- a. Can you give an example of a school reading assignment that made you feel that being a good student is NOT a priority for you? Can you give another example? Do you avoid reading [*student's example*] because it is NOT a priority for you to be a good student? ___ *yes* ___ *no*
- b. How long has [*student's example*] made you feel that being a good student is NOT a priority for you? ___ *yes* ___ *no*
- c. Can you tell me more about why you chose [**very** or **somewhat**] true...? ___ *yes* ___ *no*

15. I enjoy reading the same things as my friends for school:

(a) *very true of me* (b) *somewhat true of me*

(c) *not very true of me* (d) *not at all true of me*

If (a) or (b) ask:

a. Can you give an example of something you read for school because your friends were reading it? Can you give another example? _____ yes _____ no

b. How long have you read [*student's example*] because your friends do? _____ yes _____ no

c. Can you tell me more about why you chose [**very** or **somewhat**] true...? _____ yes _____ no

16. Many things we have to read do NOT mean anything to me.

(a) *very true of me* (b) *somewhat true of me*

(c) *not very true of me* (d) *not at all true of me*

If (a) or (b) ask:

a. Can you give an example of a school reading assignment that did NOT mean anything to you? Can you give another example? Do you avoid reading [*student's example*] because it doesn't mean anything to you? _____ yes _____ no

b. How long have you felt that [*student's example*] does not mean anything to you? _____ yes _____ no

c. Can you tell me more about why you chose [**very** or **somewhat**] true...? _____ yes _____ no

17. Being a good reader will help me in the future at school:

(a) *very true of me* (b) *somewhat true of me*

(c) *not very true of me* (d) *not at all true of me*

If (a) or (b) ask:

a. Can you give an example of a school reading assignment that will help you in the future? Can you give another example? _____ yes _____ no

b. How long have you felt that reading [*student's example*] well will help you? _____ yes _____ no

c. Can you tell me more about why you chose [**very** or **somewhat**] true...? _____ yes _____ no

18. My teachers do NOT care about me:

- (a) **very true of me** (b) **somewhat true of me**
(c) **not very true of me** (d) **not at all true of me**

If (a) or (b) ask:

- a. Can you give an example of a school reading assignment that showed that your teachers do NOT care about you? Can you give another example? Do you avoid reading [*student's example*] because your teachers do NOT care about you?
_____ yes _____ no
- b. How long have you felt that your teachers do NOT care about you?
_____ yes _____ no
- c. Can you tell me more about why you chose [**very** or **somewhat**] true...?
_____ yes _____ no

19. I want to be the best reader in my class:

- (a) **very true of me** (b) **somewhat true of me**
(c) **not very true of me** (d) **not at all true of me**

If (a) or (b) ask:

- a. Can you give an example of a school reading assignment on which you wanted to be the best? Can you give another example?
_____ yes _____ no
- b. How long have you wanted to be the best reader in your class?
_____ yes _____ no
- c. Can you tell me more about why you chose [**very** or **somewhat**] true...?
_____ yes _____ no

20. I avoid reading so I won't look stupid:

- (a) **very true of me** (b) **somewhat true of me**
(c) **not very true of me** (d) **not at all true of me**

If (a) or (b) ask:

- a. Can you give an example of a school reading assignment that you avoided so you wouldn't look stupid? Can you give another example?
_____ yes _____ no
- b. How long have you avoided reading [*student's example*] so you won't look stupid?
_____ yes _____ no
- c. Can you tell me more about why you chose [**very** or **somewhat**] true...?
_____ yes _____ no

21. Reading is NOT that important for success in school:

- (a) *very true of me* (b) *somewhat true of me*
(c) *not very true of me* (d) *not at all true of me*

If (a) or (b) ask:

- a. Can you give an example of a school reading assignment that you did NOT think was important for success in school? Can you give another example? Do you avoid reading [*student's example*] because you don't think it's important?
_____ yes _____ no
- b. How long have you felt that reading [*student's example*] is NOT that important for success in school? _____ yes _____ no
- c. Can you tell me more about why you chose [**very or somewhat**] true...? _____ yes _____ no

22. I like to have choices about what, when, and how to read for school:

- (a) *very true of me* (b) *somewhat true of me*
(c) *not very true of me* (d) *not at all true of me*

If (a) or (b) ask:

- a. Can you give an example of a school reading assignment where you liked having choices? Can you give another example?
_____ yes _____ no
- b. How long have you liked having choices in [*student's example*]? _____ yes _____ no
- c. Can you tell me more about why you chose [**very or somewhat**] true...? _____ yes _____ no

Thank you, [*student's name*] for your help and cooperation.