



EXTEND READING TRACKER

CASE 2

by Chris Parkin

ANNA

The girl who did read but couldn't

THE SITUATION

Aged 13 years, Anna had been previously told she had a reading age of 15 - 16 years.

Her parents were surprised when she failed to get into one of the top two streams of the local girls' high school because of her reading.

They believed the high school must have made a mistake with their testing.

THE CONVERSATION

"What has happened?" I asked.

"I had a test. They said I wasn't good enough at reading to go into a top stream," she replied.

"So you believe you are?"

"Yes," she said.

"What makes you think that?"

"Because my teachers at primary had told me I was above average. Last year my report said I had a reading level of 15-16 years."

"Okay," I said. "So tell me Anna, do you often read at home?"

"All of the time," she said.

"What types of books do you read?" I inquired.

"Girls' adventure stories. I mostly like stories that have horses in them."

While Anna said she read books most nights, I discovered that she almost exclusively read a limited range of fiction: adventure with a touch of mystery.

THE RESULTS

A thirteen year old girl reading girls' adventure stories and stories with horses in them seems normal and, on the face of it, should not be regarded as a problem.

You could argue that a young teenage girl eating lots of lettuce is harmless too. In fact, it would be regarded as a positively healthy choice. But if her diet was exclusively lettuce then you would be very concerned.

The primary school results that Anna was referring to were from a word recognition assessment. So she had a word recognition level of 15-16 years. She was self-motivated to read (particular) books.

BUT, the high school's assessment of Anna included high level comprehension questions of a range of text types (fiction and non-fiction) - types that she didn't read.

HOW ANNA WAS HELPED

Anna was tested with PROBE. The results confirmed the school's findings. While the word recognition test results showed her to be competent at decoding words, comprehension was an issue.

Her situation had to be discussed openly and honestly with her.

She needed some work in targeting specific areas of comprehension such as reorganisation and inference. The KEY comprehension series was helpful for this.

While she loved the genre she had been reading, she needed to extend her range of fiction and non-fiction reading.

While she appeared to accept the evaluation and the guidance, it wasn't until she shaded in the first week's **type graph** that she understood it.

Her Extend Reading Tracker graph is on the next page.



EXTEND READING TRACKER

ANNA

WEEKLY RECORDING EXAMPLES - 1st and 12th week

Because of the likelihood of more than one story a day sessions was altered to days

WEEK 1				
GOAL		days	day	Total minutes for the week
Number of sessions: ...6...		6	30	180
Date	Name of book/story	type	minutes	comment
7/2	Horse Shy	F1	30	Saddle Club
7/2	Whales Stranded on Beach	NF5	5	news
8/2	Horse Shy	F1	25	
8/2	Fire leaves Family Homeless	NF5	5	news
9/2	Horse Shy	F1	25	
10/2	Living with a Gorilla	NF5	15	news
10/2	Horse Shy	F1	25	
11/2	Horse Shy	F1	30	
11/2	Blueberry Pancakes	NF8	10	recipe
12/2	Horse Shy	F1	35	

HOW DID I DO? days 6 actual number of reading sessions: 6 actual minutes for Week 1: 205

EVALUATION 😊 😐 😞 COMMENT: I need to increase my range

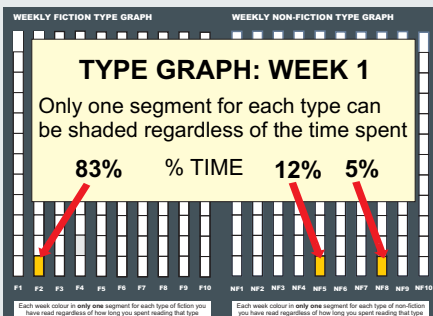
WEEK 12				
GOAL		days	day	Total minutes for the week
Number of sessions: 6		6	40	240
Date	Name of book/story	type	minutes	comment
26/4	A Bad Beginning	F7	50	novel
27/4	Florence Nightingale	NF2	20	2 websites
27/4	The Great Barrier Reef	NF1	25	magazine article
28/4	A Bad Beginning	F7	45	
29/4	The Herald	NF5	20	news - 3 items
29/4	A Bad Beginning	F7	30	finished
30/4	The Story of Oxygen	NF3	20	
30/4	Our Dog Montie	F3	20	short story
2/5	The Story of Hydrogen	NF3	15	
2/5	Saturday Afternoon	F1	25	short story

HOW DID I DO? days 6 actual number of reading sessions: 6 actual minutes for week 1: 270

EVALUATION 😊 😐 😞 COMMENT:

Week 1: While she read 3 news items and a recipe, she spent 170 minutes of the 205 minutes (83%) reading a novel from a series she had been reading for more than a year.

Week 12: Her choice of fiction had shifted (as the type graph shows). Quite often her choices were based on school subject topics (e.g. English, History, Science)

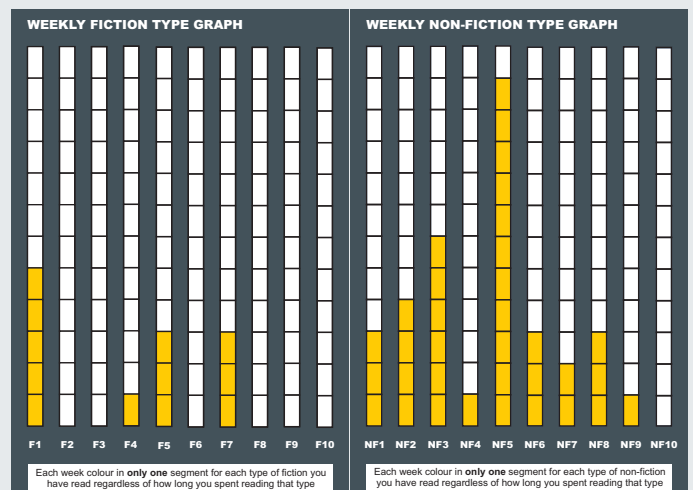
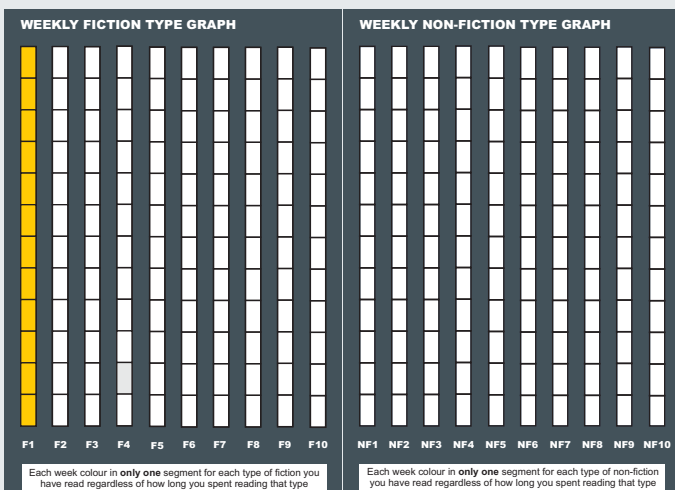


Initially, it was suggested that Anna read widely, but it wasn't demanded. She needed to see for herself (by means of the type graph) the evidence of her narrow reading diet. As you can see on the type graph to the left she could only shade one segment.

This visual representation was an incentive to make significant change to her reading diet. She began to vary the types of novels she read and, with some direction, to add non-fiction types.

How Anna's 12 week type graph would have looked when only reading one genre

How Anna's 12 week type graph looked when she used the Tracker to help monitor her reading



The EXTEND Reading Tracker's strength is the way it can encourage both a greater engagement with reading and a range of text