

## **Appendix B: Burke Interview Modified for Older Readers (BIMOR)**

Name \_\_\_\_\_ Age \_\_\_\_\_ Date \_\_\_\_\_ Sex \_\_\_\_\_

Occupation \_\_\_\_\_ Education Level \_\_\_\_\_ Interview Setting \_\_\_\_\_

1. When you're reading and you come to something you don't know, what do you do?  
Do you ever do anything else?
2. Who is a good reader that you know?
3. What makes \_\_\_\_\_ a good reader?
4. Do you think \_\_\_\_\_ ever comes to something that gives him/her trouble when he/she is reading?
5. When \_\_\_\_\_ does come to something that gives him/her trouble, what do you think he/she does about it
6. How would you help someone having difficulty reading?
7. What would a teacher do to help that person?
8. How did you learn to read?
9. Is there anything you would like to change about your reading?
10. Describe yourself as a reader: What kind of reader are you?
11. What do you read routinely, like 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 to read?

For readers who live in bilingual or multilingual communities or households, it is important to gather information about their reading in their various languages. Ask readers: "Do you ever see or read any materials in languages other than English?" Probe to remind the readers that they might read newspapers and signs in the environment or on food packages, as well as letters or text messages from relatives or businesses in other countries, etc.

Goodman, Y., Watson, D., & Burke, C. (2005). *Reading miscue inventory: From evaluation to instruction* (pp. 273-274). New York: Richard C. Owen.