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Classroom Activities That Motivate Teens to Spend Leisure Time Reading

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CLASSROOM ACTIVITIES THAT MOTIVATE TEENS TO SPEND LEISURE TIME

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Abstract

This thesis examines practices which foster an appreciation of reading in teens with disabilities. Research shows that when given choice and opportunity, young people are more inclined to read for pleasure. The purpose of this thesis is to find out how teachers can improve their classroom practices in ways that motivate these young people. Teens with learning disabilities in reading can be reluctant to engage in reading activities due to past negative experiences and failures. Teachers must help the students overcome any obstacles in the way of success and teach the importance of proficient reading skills. Readers enjoy a more rich life, often having more life successes.

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CHAPTER I: INTRODUCTION

Do teens read for pleasure?

"I have a passion for teaching kids to become readers, to become comfortable with a book, not daunted. Books shouldn't be daunting, they should be funny, exciting and wonderful; and learning to be a reader gives a terrific advantage" --Roald Dahl

Those who work with teens who have learning disabilities often find that few of them spend time reading outside of school. Many teens think it is boring or would rather spend time watching television or online. It is difficult to convey the importance of being able to read well and that no matter what job someone has as an adult, they need to be able to read. Everyone has to fill out applications, tax forms, contracts, etc. It is a vital skill that is used every single day.

Also, students benefit greatly from developing a love and appreciation for literature. Simply reading for school assignments is not enough to gain high reading skills to fully understand documents they may need in the future. Often students do not have a choice in what they read for school so they may not have any interest in the topic.

There are many ways teachers encourage students to read inside and outside of school. Some of these include helping them find appropriate books, lending them recommendations, providing audio for students to listen to as they read, and building a reading community. The goal is to get them to read in the classroom or use classroom activities that encourage them to read. Students with learning disabilities often have difficulty reading and understandably do not want to spend their free time doing

something that causes frustration and stress. What specific strategies and methods can classroom teachers use to encourage and inspire teens with learning disabilities to read outside the classroom?

In order to answer this question, it is important to consider reading rates among students with disabilities, teens who identify as readers, and current practices that teachers use. In reviewing the literature, several methods have shown promise. Some current classroom practices are book clubs, teacher read-alouds, audiobooks, and electronic applications. To see what these strategies might look like in practice, classroom materials have been developed.

Definitions of terms

Reading is a very complex process with a number of competing definitions. In this context, reading will be defined as "an interactive, problem-solving process of making meaning from texts" (p. 1 Hughes, 2004). These interactive processes include using senses to access the information from text--such as sight, touch, and sound. Reading includes what is often first thought of as reading, looking at the words and comprehending them. Another method of reading is using Braille. Some people use the sense of touch to access text. The last method discussed here is audio. Other barriers might prevent people from accessing written word text and audio is a great way to overcome these obstacles. Struggling readers, those with an Attention Deficit Disorder or a learning disability, often read by listening to audio while looking at the written text. Hughes states that reading is a "problem-solving process" to comprehend the words on the page. However that is done is considered *reading*.

A second term to be defined is *leisure reading*. This is referring to reading that is done without a push from an outside source. It is reading for pleasure or to learn about something of interest. Leisure reading has no agenda. The International Reading Association (2014) defines leisure reading as

> recreational reading, pleasure reading, free voluntary reading, and independent reading, is independent, self-selected reading of a continuous text for a wide range of personal and social purposes. [...] Leisure reading is generally intrinsically or socially motivated and a pleasurable activity for the reader (p. 2).

A person might want to spend an afternoon lying in a hammock reading a fantasy novel. Another might be curious about the Spanish Civil War and find a book to learn more about it. No one has told them to read these books. No one expects a report or lesson from them. They simply *want* to spend their time reading. For this paper, terms such as recreational reading, leisure reading, and reading for pleasure are all interchangeable. Independent reading is, according to the National Council of Teachers of English (Independent Reading 2019), "a routine, protected instructional practice that occurs across all grade levels" (p. 1). *Independent reading* is a classroom practice that involves leisure reading in a structured environment. Students read a book of their choice, but during a specific time and with specific guidelines. Therefore, independent reading, in this paper, is not synonymous with leisure reading.

Another term in need of a definition is *Learning Disability*. According to the Individuals with Disabilities Act (Learning Disabilities Association of America 2018), a Learning Disability is

a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia (p. 1).

These processing issues can interfere with skills like reading, writing, math, organization, reasoning, memory, and planning. These problems can affect many aspects of a person's life, including relationships with others. Learning Disabilities are often identified in the early years of school and these students can receive help through special education programs. They should not be confused with learning problems that are the result of visual, hearing, or motor disabilities. Nor do they include intellectual or emotional disabilities or those who simply struggle to read. Typically, people with learning disabilities have average or above average intelligence (Learning Disabilities Association of America 2018). There is a discrepancy between achievement and potential. Someone of a particular IQ would be expected to achieve a certain level of academic achievement, when they do not, there could be a disability at play. Learning Disabilities are lifelong challenges but with support and intervention, they can be lessened. This paper will focus on people with a learning disability in reading specifically.

A learning disability in reading can present itself in different ways. Moore and Cahill (2016), in their article "Audiobooks: Legitimate 'Reading' Material for

Adolescents?" describe the differences among learners with disabilities. Commonly, students are "slow word callers," who "can decode but have a low semantic working memory and do not have sufficient fluency skills or vocabulary to support reading comprehension" (p. 5). Also common are "automatic word callers" who are able to decode and have some fluency skills but do not have a large vocabulary and have low working memory. Lastly, many disabled readers are "globally impaired readers" who have low semantic working memories, are not able to decode, lack fluency, and do not have an adequate vocabulary (Moore & Cahill 2016). These different types are all included in the definition of a reading disability.

The students discussed in this paper and those for whom the curriculum is built are young people. Throughout this document the students will be referred to as youth, adolescents, young people, and teenagers. The age of these people is 14-18 years or eighth to twelfth graders in a secondary school setting. The youth would be in a small-group special education English class for students who struggle with reading and who have not been successful in general education English classes. Typically these students have a learning disability in reading or possibly diagnosis of other health disabilities which affects their achievement in school. While the focus here is on students with learning disabilities, those with other diagnoses can also benefit from these practices.

The final term needing definition is *classroom practices*. Classroom practices are structures and routines that are used to organize instruction in a meaningful way. It is a broad term that includes most activities teachers use to communicate information and

guide the students in their own learning. Some examples include lecture and note

taking, group discussions, independent and partner work, modeling, and the use of

technology.

CHAPTER II: LITERATURE REVIEW

Literature Search Procedures

For the literature review of this thesis, searches of EBSCOhost, ERIC, and Academics Search Premiere databases were conducted for academic journals dated between 2000 and 2020. The keywords used in this research include "learning disabilities," "reading motivation for adolescents," "classroom reading practices," and "technology for reading." The structure for the literature review is in three sections: Reasons that adolescents read for pleasures; Factors influencing motivation to read; and Classroom practices that motivate students to read for pleasure.

Reasons Adolescents Should Read for Pleasure

It is important for students to read in school in order to learn history and science, but why should they read for pleasure? Those who leisure read have been found to have increased career opportunities with higher academic achievement, increased social connection and empathy, stronger self identity, and better mental health.

Reading for pleasure has lifelong benefits and can lead to fulfilling and successful careers. For example, according to the article "Influences on Australian Adolescents Recreational Reading," (Rutherford, 2018) higher levels of academic achievement and a more successful career potential have been correlated with frequent leisure reading. "International surveys indicate that youth who read frequently and willingly achieve significantly higher results on a range of literacy measures, and this sustained, volitional choice to engage in pleasure reading can ameliorate the negative impact of lower socioeconomic position" (p. 45). Reading supports educational and

occupational aspirations by opening doors to academic programs and a broad spectrum of careers.

Reading for pleasure can also benefit relationships with others. For instance, it can increase empathy and social connection. Several benefits are discussed in "Rewards of Reading: Toward the Development of Possible Selves and Identities" by Richardson and Eccles (2007). When young people read, they see the world through the eyes of others in a way that invokes empathy and understanding. Books bring the reader into the mind of characters--characters who are similar to or completely different from themselves. While putting themselves in others' shoes, teens can learn why people act the way they do or say the things they say.

People read to learn information not only about the world but also about themselves and their identity. Richardson and Eccles interviewed several young people for their study. One young Black male read books about race and history and educated himself about different stereotypes. He discovered that he can use his knowledge to better take on the world and speak up for himself and others. The more they read, the more these young people can pick and choose what concepts and ideals are most important and begin to build their own identities. The authors say,

> An arena in which adolescents can safely try on and contemplate future selves in the world of work, romantic relationships, adventure, risks, success and failure, come to terms with discrimination, find strategies for navigating personal and social relations, and settle on personal values and beliefs, is through the reading they undertake voluntarily (p. 344).

Teenage years are a time for people to question and reimagine possibilities. Adolescents should learn as much as they can and the best way to do so is through reading. When teachers or adults give students a certain book to read, they typically have some ulterior motive. The students might assume the author is important or correct because this important adult told them to read their book. When young people choose which authors to read, they have more freedom to make opinions and find their own truths. This not only increases their personal growth but also creates opportunities for greater social connections.

Reading also supports mental health. The article, "The Language of Feelings: A Reading and Storytelling Group in an Adolescent Unit" by Killick and Bowkett (2014), discusses the positive impacts on teens with severe mental health issues. They say, "The benefits of reading and storytelling upon well-being and emotional literacy have been increasingly recognized" (p. 586). The young people in the unit come together to tell stories and to read novels. Through this action they develop skills to recognize the thoughts, feelings, and motivations in themselves and in others. This increases their capacity to understand and build stronger relationships.

Factors Influencing Motivation to Read

Readers are typically people who grow up around books and people who read. They are people who discuss books and have read many different titles and genres. The purpose of a study done by Strommen and Mates (2004) was to attempt to answer the question of how teens who read for enjoyment are different than those who do not.. Students in sixth and ninth grades who identify as either a "reader" or "not-reader" were

interviewed. Some of the questions that were asked of the "readers" group included "Where do you get the things you read?" and "Do you ever talk about things you read with family or friends?" Similar sets of questions were given to the "not-readers" group except they were focused more on if there are any types of reading the student enjoys.

The results of the study include that readers regularly interact around books with other members of their social circle who love to read, that readers see being an active member of a community of readers as an important part of their identity, and that parents or other family members of readers explicitly prioritize reading as a recreational activity. The author discussed the importance parents and other adults play in shaping a young reader. Relationships with others involving books was the biggest commonality among those who were considered "readers."

Motivation and leisure reading is particularly likely to drop off dramatically with 'lightly engaged' readers. A study done by Rutherford, Merga, and Singleton (2018) titled "Influences on Australian Adolescents' Recreational Reading," shows that students typically spend less time reading as they get older. The authors interviewed students who were 11-12 years old and those who were 15-16 years old from the same towns. Their results show that the percentage of "lightly engaged" readers is much higher for the 15–16-year-olds in the sample (50%) than for 11–12-year-olds (32%). However, the proportion of heavily engaged readers does not show a large decline with age. It seems students who are readers in earlier years continue to be readers as teens. However, students who are moderate readers in early years tend to read less frequently as they age.

One reason teens stop reading for pleasure may be its negative stigma. An article about motivation to read written by teachers (Pitcher, et al., 2007) consisted of a survey of many diverse students in grades 6 through 11. The survey showed that most students thought their teachers never did anything to make reading fun or exciting. There is also a negative connotation associated with the word "reading." Young people don't put texts, emails, magazines, online articles, etc. in the same category as novels for school. The article also addresses what teachers need to consider in their reading classes. Some of these include providing choice, varied materials and levels, and modeling their own enjoyment.

In the article "It's All about the Book: Motivating Teens to Reading," by Lapp and Fisher (2009) there is a discussion about a diverse class of 11th grade students and how they became motivated to read more. The teachers assigned book clubs where small groups would choose a book to read and discuss together. They also did read-alouds and had large group discussions and debates over themes and topics. The teachers came to the conclusion that having the power to choose the book was a big motivator for students. Also, they said that interaction was important to keeping the students engaged and challenged.

In their article, "Reading Motivation and Later Reading Achievement for Students with Reading Disabilities and Comparison Groups (ADHD and Typical): A Three-year Longitudinal Study," Jiyeon Lee and Sydney Zentall (2015) discuss the changes in the reading profiles of children from elementary school to middle school. They hypothesized that their study would show that all students' motivation would decrease over time. The

authors compared three groups of students: those with ADHD, those with reading disabilities, and those with typical reading ability. Their hypothesis was supported by the research. They also found that students with ADHD or a reading disability had more of a drop in motivation than the typical group.

Lee and Zentall found that students who struggled with reading early on in school were more likely to avoid reading in later grades. They had failed in the past and wanted to avoid that feeling, thus refusing to read and further hurting their reading achievement. They say,

> Similarly in prospective analyses of prior research, children with [reading disabilities] at the elementary level more than children without reading problems (a) scored lower in intrinsic motivation and were less willing to learn new things (curiosity), (b) engaged less often in personal reading activities, (c) avoided challenges and work, and (d) were less likely to judge success from internal standards, and more often judged successes from external standards (extrinsic motivation). (p. 68)

While all students lose motivation over time, due to increased activities and decreased independent reading time in school, those with disabilities lose even more because of the challenge of reading. These early signs predicted later reading achievement. One finding that stood out to the authors was the decrease in independent reading time in higher grades had a negative effect on motivation. In kindergarten through third grade, students often have significant time to explore books. This typically becomes less prevalent as they age due to increased academic standards and lack of time. The result

is especially harmful to students with reading disabilities (Lee & Zentall, 2015). They are not likely to spend free time reading because it is too difficult for them. There is little intrinsic motivation when they have failed so often.

Lee and Zentall also discussed extrinsic motivation, finding similar patterns in their conclusions: students with reading disabilities have less intrinsic motivation as well as, less extrinsic reading motivation than their peers, especially at older age levels (Lee and Zentall, 2015). However, if rewards are used to help motivate students, it is best the rewards support the behavior. For example, rewarding a student with a book is effective because of its close proximity to the desired behavior (Marinak & Gambrell, 2008).

Professors Barbara Marinak and Linda Gambrell performed a study assessing students' motivation when offered proximal rewards versus rewards not proximal to reading. One group of students was rewarded with books after completing reading tasks, and the other was rewarded with tokens for other prizes. The researchers concluded that there was significantly more motivation in those students who received proximal rewards. The tokens undermined the intrinsic motivation of the students and were more detrimental to learning than receiving no reward. The authors concluded that if rewards are used to help motivate students, they should be related to the desired learning behaviors (Marinak & Gambrell, 2008). While related rewards can work for short term growth, the ultimate goal is to instill a love of reading in young people.

Classroom Practices that Motivate Students to Read for Pleasure

There are many methods that teachers use to motivate teens to be successful readers. Teachers continually strive to engage and inspire their students in new ways.

Some of these methods include reading aloud, creating book clubs, providing variety and choice, and using technology. These practices have been studied and researchers have concluded that they can increase confidence, skill, and motivation in students.

Modeling

Reading Aloud

Reading aloud to students is beneficial for any age level. The article by Blessing (2005) encourages teachers to spend about 15-20 minutes at a time reading books to their class. It is not something that has to be done every day, but the author encourages reading at least one novel aloud. Students enjoy relaxing and listening to a story and they are able to doodle or draw while they listen which promotes creativity and may help with story comprehension.

Virginia Barret (2000), a reading specialist, also discusses the benefits of reading aloud in her article "Are We Reading to Our Teens?" One benefit she discusses is that students' comprehension improves since they are not struggling with decoding and fluency problems. More benefits discussed include increased listening skills, motivation to read new genres, and improved imaginative and creative thinking skills. Reading aloud to an entire class can also help build positive social relationships among classmates. The students are able to share predictions, thoughts, and emotions about the book and make meaningful connections with each other.

Teacher modeling

"Do as I say, not as I do" only goes so far with some teens. Teachers should live the words they tell their students. It is important to show young people how exciting and

fun reading can be. Rebecca Pasco (2007), a school media specialist, writes, "Build a community of juvenile readers by surrounding them with adult readers. Don't TELL them what to read and why—SHOW them what to read and why" (p. 22). She suggests that teachers use any time they can to read in front of their students. For example, read while the students have independent reading time, while they take tests, or during any time they are working independently or with partners. Young people pick up on the behaviors of the adults around them and often emulate them. Teachers should model the behaviors they want to see in their students.

Variety and Choice

Book Clubs

Book clubs are a good way to incorporate variety into a classroom. A study conducted by Tijms, et al., (2018) used a bibliotherapeutic book club as an intervention to promote a more positive attitude toward reading and increased comprehension. The article, titled "Bibliotherapeutic Book Club Intervention to Promote Reading Skills and Social–Emotional Competencies in Low SES Community-Based High Schools: A Randomised Controlled Trial," defines bibliotherapeutic as reading and discussing stories that involve characters who have challenges similar to the students--in this case, those of low socioeconomic status. One random group of students received the intervention, the other did not. The interventionists chose books with connections between the story and the lives of the readers. Research shows that novels with topics that relate to the obstacles or problems that students have experienced themselves "tend to increase students' reading attitudes because they can identify with the main

character, share similar experiences and make predictions regarding the book" (p. 529). The discussions following the reading helped increase comprehension because the students discussed characters, made connections, and predicted future events. The students were assessed before and after completing the 12-week intervention. A comparison of pretest and posttest scores on the reading attitude questionnaire resulted in more positive effects on students who received intervention. The students showed less resistance to reading. While this intervention might not make reading classic literature for class more enjoyable, it does put a more positive emphasis on reading for pleasure. Luckily, book clubs do not have to revolve around classic literature--any book can be used.

A study by Catharine A. Whittaker (2012) titled "Integrating Literature Circles Into a Cotaught Inclusive Classroom" concluded that effective instructional approaches for students who struggle with reading include peer and teacher feedback, frequent interaction, and encouragement to complete tasks. Teachers can incorporate these elements into literature circles or a book club classroom practice. Whittaker studied the impact the literature circles had on the students and concluded that they were a positive impact on the enjoyment of all readers--both avid and struggling. The students were eager to choose their own texts and participated in the discussions.

Variety

Teens should be introduced to a wide variety of literature. There are so many different types of books available and they all have their benefits. Neesha Meminger, in her article, "Getting Diverse Books Into the Hands of Teen Readers: How Do We Do It?"

discusses methods of introducing young people to new literature. She suggests finding out what the teen is interested in and "whenever possible, use the "pile" method—even if the pile is only two or three books. Try, if you can, to offer more than what the teen is asking for" (p. 12). Teens often want to read the new, popular books, but they still are not for everyone--especially if they are written at a higher level than the reader can comprehend independently. Teachers can try to find a similar book but that is more appropriate for the individual. Also, teens often do not know what to look for when browsing bookshelves. Teachers can steer them in the right direction. Meminger says, "I found caring teachers, librarians, and youth counselors who were able to steer me toward new paths—toward depictions of girls like me—lonely, isolated, silent—who were able to find their way, and who were able to learn to love themselves despite everything around them telling them they were not valuable or wanted" (p. 11). Getting to know and understand the students is essential for teachers to foster the young people into becoming readers.

Another example of teachers providing variety is allowing graphic novels and Manga books as legitimate options for their students. Classic literature is often required reading in English classes. These are often old, out-dated novels that were not intended for a teen audience. How can students be expected to connect with these books? Teens deserve a chance to read a book they can see themselves in, a book that inspires, a character they can relate to, or find a place where they can escape. Graphic novels might do just that. These are books presented in comic format. They have pictures and read left to right. Manga refers to Japanese comics, similar to graphic

novels; however, one reads them right to left, starting at the back of the book. Graphic

novels can be used in a classroom in different ways. Graphic novels can benefit

students as an adaptation or support for comprehending classic literature.

For example, graphic novels can be more enjoyable to read for many students,

especially those who struggle with comprehension. Classic novels were often not

written for teenagers. Fifteen-year-olds are often expected to read novels that were

clearly written for a much older audience--*The Scarlet Letter* or *Moby-Dick*, for example.

It makes sense that students struggle to connect with this book. High-level readers can

successfully complete difficult texts even if they are not interested in it, but struggling

readers would likely find the task too daunting. A study by Afton Schwertner (2008)

suggests using graphic novels as a "leveler." He used literature circles with his fifth

grade class and introduced them to graphic novels. As the students were working

through the books together, they were interviewed and assessed for comprehension

and enjoyment. Students who had previously not engaged in the discussions were now

participating and contributing as much as the others. Schwertner says,"the simple

sentence structure and visual supports caused these reluctant readers to feel motivated

to read and allowed the struggling readers to feel more confident in their reading

ability"(p. 65). The graphic novels were accessible to all readers. Another conclusion

Schwertner made was that introducing graphic novels to class motivated students

during independent reading time as well. Students took their new success in the

literature circles and were able to pick books that interested them to read

independently--often other graphic novels.

A study by Michael P. Cook (2014) researched the comprehension of students using classic text versus graphic novels. They used a short story by Edgar Alan Poe called, "The Cask of Amontillado." In the study, some students read only the classic version, another group read only the graphic novel, and the last group read both. The study's findings show that regardless of the group students were in, students who read the graphic adaptation scored better on the comprehension test on average than the students who read only the traditional text. The students were interviewed following the study and they "described the graphic text as more engaging than a traditional text for several reasons: it was easier to understand, it was less confusing, and it was fun to read" (p. 89). The few students who had negative or indifferent responses claimed that the graphic novel version had less writing, therefore fewer details. Others did not realize that they had to pay careful attention to the pictures to get the whole story. A conclusion from this study could be that graphic novels shouldn't replace classic literature, but they can support it. Although, perhaps the best graphic novel adaptation would consist of the complete original text along with detailed pictures. Also, students need to be taught *how* to read graphic novels in order to fully grasp the content.

The other way to incorporate graphic novels into the classroom is as stand alone stories. Graphic novels have shown to increase students' motivation and comprehension of reading, likely due to the engaging illustrations that draw attention to the page (Jennings, Rule, & Vander Zanden 2014). Illustrations have long been included as a comprehension support for emerging readers. Typically as students age, they are given picture-less books, potentially removing visual supports for

understanding and motivation. Three teachers performed a study where they compared

their students' motivation and comprehension among different forms of text. The fifth

grade students were given graphic novels and text-rich novels. The study showed that

reading graphic novels "stimulated more student discussion using the structure of

thinking skills and greater story comprehension" (p. 271) compared with the novels with

no illustration (Jennings, Rule, & Vander Zanden 2014). Graphic novels are an obvious

choice to incorporate into classroom libraries and curriculum.

Choice

With the unlimited genres and formats of text, giving students opportunities to

explore is important for increased motivation. A group of English teachers in

Pennsylvania wrote an article called "Student Choice in the Culture of Standardized

Testing" (2020) that discusses classroom practices providing choice. They tried the

following methods in their classrooms: "(1) selecting "just right" books; (2) learning to

"abandon" books when appropriate; (3) using "Book Bingo" to increase the range of

texts students read; and (4) pairing whole-class readings with independent reading

choices" (p. 81). The students were taught to select books by answering a few

questions; such as, is the topic of interest to me? Is the text too difficult? And they were

supposed to read the book for about 20 minutes before deciding to continue or not. This

leads to the second practice, which is putting a book back on the shelf if it is not a fit.

The teachers do not want to force students to keep going with books that students do

not want to read. This can foster a dislike in reading. When there is a relationship

between the students and the teacher, they can discuss the books and trust each other

to make positive choices. "A tuned-in teacher can encourage students to engage with books of their choice-to continue to foster their own reading identities by selecting the texts that they read" (p. 81).

The third practice the teachers use, which incorporates both choice and variety, is "Book Bingo." Figure 1 shows an example of the assignment they used. Students had to fill up at least one row of the card by the end of the year or semester. Some boxes on the Bingo card include "Mystery novel," "Young Adult (YA)," "Non-fiction," and "Graphic Novel."

Figure 1:

Book Bingo from "Student Choice in the Culture of Standardized Testing" (p. 84, 2020)

A graphic novel	A book that took place in a different country	A book that involved sports or athletes	You gave a book talk	A book that taught me a new lesson about life
Book:	Book:	Book:	Book:	Book:
A book that was nonfiction	You recommended a book to a friend	A book set in the past	A book that took more than a week to finish	I read 100 pages
Book:	Book:	Book:	Book:	Book:
A book that involves a crush, romance or dating	A book that you read entirely outside of class	Free Space	I recommended a book to Mrs. McFadden	A book with a mystery
Book:	Book:		Book:	Book:
You read 200 pages	A book that a friend or family member recommended	A book that was fiction	You wrote a book review	A book with more than 15 chapters
Book:	Book:	Book:	Book:	Book:
You visited your local library and asked for a book recommendation	A book that was part of a series	A book that you finished in a week or less	You read 300 pages	A book that took place in another world
Book:	Book:	Book:	Book:	Book:

Students are encouraged to try new genres in hopes of finding one or more that may become a favorite. Finally, the teachers also read books together as a whole class. These books might be at a higher level than the students could read independently since there would be more support during the process. It strikes a good balance in the structure of the class.

Time and Volume

Time should be set aside for independent reading during the school day. During this time students can choose whatever book they want to read. This can be a break from the classic literature often required by standards. Luckily, in smaller special education classrooms, teachers have more freedom to choose which books the class reads as a group. For general education classrooms, however, time spent reading a prefered text can be very beneficial for students.

In an article by Richard L. Allington (2014) called "How Reading Volume Affects Book Reading Fluency and Reading Achievement," he says, "If educators hope to improve either the oral reading fluency or the reading comprehension of struggling readers then expanding reading volume, it seems, must necessarily be considered" (p. 17). Students should be exposed to a wide variety and volume of books. The more varieties students are exposed to, the more likely they are to find a genre that they enjoy. Providing time for independent reading is especially important for struggling readers. There is a positive relationship between increased print exposure and higher ability readers. When struggling readers are exposed to more books, they practice more

and become more fluent and accurate (Allington 2014). Since many children are not exposed to text at home, they need it at school.

An article called "To Read or Not to Read: A Meta-Analysis of Print Exposure From Infancy to Early Adulthood" discusses the impact of print exposure on children. The authors, Suzanne E. Mol and Adriana G. Bus (2011), report that reading routines, as part of a child's leisure activities, advances oral language, spelling skills, and word form knowledge. This in turn leads to willingness to read for pleasure. The authors analyzed 99 different studies regarding print exposure on children from preschool to college. They concluded that there is a correlation between exposure and reading comprehension and spelling skills. "During their development, children who choose to read books in their leisure time have larger vocabularies, better reading comprehension, and better technical reading and spelling skills than peers who do not read as frequently" (p. 285). They claim that low ability readers, with less print exposure, are unlikely to improve their reading and spelling skills to the same extent as their peers who do choose to read for pleasure.

Technology

While technology can refer to just about anything, in this paper it refers to more computer and electronic-based technology. The dictionary defines technology as "methods, systems, and devices which are the result of scientific knowledge being used for practical purposes" (Technology, 2020). This could refer to anything from a pair of scissors to the Mars Rover. The following technological advancements are practices that can and have been used in a classroom to support learners.

Programs and Applications

Today there are an increasing number of applications and programs that people can use to increase their reading skills, recommend and review books, and build a community around reading. Technology can be a very useful tool in aiding students on the path to becoming readers. Since most teens have personal devices like cell phones, tablets, computers, etc., using apps could be a beneficial tool for teachers. Teens tend to spend a lot of their time on screens, so why not use that as an advantage?

An article called " How Youth and Adults with Negative Reading Histories Found a Way to Enjoy Reading" (2020) discusses how reluctant readers use a phone app to increase their reading skills. The author, Leigh A. Hall, explains their experiences saying, "collectively they believed that reading on the app allowed them to experience growth. As they saw improvement, they began to question their long-standing identities as poor readers" (p. 680). The people involved in her study were youth and adults who self identify negatively as readers. The purpose of the study was to find out if using an interactive reading app would encourage users to read more both in and out of the app. The app, called Delight Games, involves reading in order to progress in the game. The app's home page reads, "Well, even for you book haters, now reading is addictive because with Delight Games interactive novels you make the choices for the main character, alter the story, alter your stats, and try to stay alive" (p. 675). Hall interviewed participants after using the app. They all enjoyed the game and thought the stories were engaging and fun. Hall reports, "Their experiences with Delight Games allowed them to enjoy reading, see themselves in a positive light, and even consider

how they could use the app to become better readers" (p. 681). While the participants liked the app, many did not bring their newfound enjoyment into other aspects of their lives. Most said they still did not read for pleasure outside of using the app. Still, it is a positive step toward self-identity as a reader and teachers can help them take the next step with similar classroom practices.

Another technological tool that assists readers with learning disabilities is the web-based program called *Strategic Reader.* The article, "Addressing Learning Disabilities With UDL and Technology: Strategic Reader" (Hall, Cohen, Vue, & Ganley, 2014). discusses how it was developed to assess the reading outcomes of students, especially those with disabilities, by adding a digital program to the curriculum. *Strategic Reader* uses formative assessment to support the literacy environment. It allows access to digitized texts and offers scaffolds to support comprehension. The program provides specific, individualized feedback to both the teacher and the student, making larger class sizes more manageable. This aspect also lets students be self-reflective on their work, which enhances their motivation. According to their study, Hall, Cohen, Vue, and Ganley report that middle school students with disabilities self-reported that they were more engaged when using *Strategic Reader*. The study also shows a growth of reading skills when students used the program as opposed to those who did not.

Goodreads is a website and phone app that allows people to track, rate, and review the books they have read. On the app, the user can recommend books to friends and family and make lists of books they are interested in reading. For his doctoral dissertation, Matthew D. Duvall (2017) studied the use of Goodreads with a group of

high school students. He had the students make accounts on the website, as did he, and they all became "friends." The class had read the book *Eleanor and Park* together so the assignment was to write a review and rate the book on the site. Duvall could then comment on and assess the reviews for a score and to gain insight on what the students truly felt about the novel. Another assignment the group completed was reading reviews of the book and discussing whether or not they agreed with the statements. This made for engaging discussions. Duvall states, "Although reading a book for pleasure or writing a review for others might not truly be authentic for these students, it is possible that the use of Goodreads allowed the students to collaborate with an audience of readers and writers for whom such practices are, indeed, authentic" (p. 71). As the students become readers this process would become more authentic. One aspect of Goodreads that Duvall wishes he could have used was the "Ask an Author" feature, which allows readers to connect with authors and ask questions. Often authors go on the site and hold Q&A sessions, which would be an excellent opportunity for the students.

Book Trailers

A way to pique someone's interest in a book is through a book trailer. According to Chance and Lesesne (2012), "book trailers are a visual representation of a book. In one way book trailers are similar to a movie trailer; they are designed to interest a reader in a particular book" (p. 27). They are short, visually enticing videos that should get a reader excited about a specific book. Teachers could show these videos to their students before a trip to the school library or when a new YA novel comes out. Book

trailers can be very useful for struggling readers, especially those who have difficulty

making the pictures in their mind. The videos can be a jumping off point to give the

students a person to picture when reading about a character or a place to envision

when the setting is described. Another way to incorporate these into the classroom

would be to have the students make book trailers themselves. After finishing an

independent reading book, the students could find images and music that reflect the

topic and tone of the book. Along with a brief summary of the plot, the student could

create a video that both reflects their knowledge of the book and recommends the book

to fellow students.

Audiobooks

Audiobooks, which are growing in popularity among readers of all ages, have

become more prevalent in the everyday lives of students. According to Pew Research

Center (Perrin, 2020), the percent of people surveyed who had read an audiobook in

the previous year increased from 14% to 27% from 2011 to 2018. Pamela Varley

(2002), in her article "As Good as Reading: Kids and the Audiobook Revolution,"

explains that recorded books are traditionally used by English Language Learners and

students with disabilities. She says that "audiobooks have become a bridge to reading

— a way for children to absorb literature at their own comprehension level while they

address the mechanics of the decoding process" (p. 253). Listening to books can be

helpful to all students, however. For children who missed out on bedtime stories when

they were young, audiobooks have been proven to help kids learn the pace and rhythm

of literary language (Varley, 2002). Audiobooks can help fill in the gaps so many students struggle with, leveling the path to success.

Frank Serafini (2004), a professor of Literacy Education at the University of Nevada discusses many advantages of using recorded books in the classroom in his article, "The Many Benefits of Audiobooks." He states,

audiobooks serve the classroom by:

• supplementing teachers' and parents' ability to read to their children and students

• providing access to new vocabulary, a key to success in reading

• providing demonstrations of fluent reading

• providing readers access to books they are unable to read for themselves

• supporting struggling readers by helping them focus on meaning rather than the decoding of text

• fostering a love of literature and reading (p. 9).

While listening to recorded books cannot replace learning to read words off a page, it should not be dismissed as a beneficial supplement. This is another example of a leveler for struggling readers. High school students are expected to read specific novels regardless of their ability. Once students reach a certain grade, reading becomes more about comprehension and analysis, and less about decoding. Teens are no longer being taught how to read. It is an expectation that they already know how to. Many students get left behind. Audiobooks can provide scaffolding for struggling readers and allow them to fully participate in class discussions and analytical activities.

In their article, "Audio-Supported Reading and Students with Learning Disabilities," Jackson and Karger (2015) explain, "pairing written text with speech helps to sustain engagement during the reading task. Listening while viewing text can connect students directly to the text itself while the meaning of the text can be captured through listening" (p. 9). Listening to the audio of a book while following along with the words helps build vocabulary and comprehension. Students can connect with text that is beyond their ability and engage in a similar way to their peers.

Audiobooks can also help students stay focused and on task. The article "Using Audiobooks to Meet the Needs of Adolescent Readers" says, "For the students with auditory, attention, and limited English language needs, the use of headphones and the ability to control the volume and speed of the narration can prove effective" (p. 108). Students are literally plugged into a device with their headphones which can help keep them focused. Volume can be increased or decreased to assist in blocking out other stimuli in the classroom. The pace can be slowed to help with concentration and comprehension. Many students struggle with decoding unfamiliar words, therefore slowing down the narration can help with recognition (Wolfson, 2008).

The majority of these activities are inexpensive and incorporated easily into the classroom. All of the practices have a proven successful track record or are currently being studied further by researchers. Teachers can take these ideas and use them in ways that make sense for their students. Chapter III discusses ideas for teachers and includes materials for assignments and classroom activities.

CHAPTER III: APPLICATION OF THE RESEARCH

Description and Purpose

This section of this thesis will focus on the development of a curriculum that uses the classroom practices researched in Chapter II. The following lessons and activities have been designed for a small reading class for secondary students with Learning Disabilities. Chapter II gives several examples of practices that could be used to improve reading skills and to motivate teens to read more. The purpose of this section is to use that research to create assignments and classroom practices and routines that help to instill a love of reading in students. The ultimate goal of this project is to help students with disabilities to identify as *readers*.

At the start of the school year, the students fill out a reading inventory. Many lose interest in reading as they become teens, especially if they struggle with reading (Rutherford, Merga, & Singleton, 2018). Teachers need to be aware of their students' obstacles and their interests in order to provide the necessary motivation. The reading survey, seen in Appendix A, is a collection of questions edited from Schoenbach (2012) that ask about time spent reading, the enjoyment of reading, types of books or magazines the students enjoy, genres of movies and television shows they enjoy, and how they chose books. This will give the teacher a basic impression of the student's relationship with reading and what we should focus on for the remainder of the year.

Throughout the school year many classroom practices will be implemented. Appendix B is a weekly schedule a teacher could use. This example does not take into account assignments for building vocabulary, written skills, comprehension activities, or

other aspects of a typical English class. This shows only the reading assignments which leave time for other activities during the class period.

Independent Reading Time

This activity will start as 5 - 10 minutes of reading whichever book the student chooses. Gradually, as the students build stamina, the time will be extended to 20 - 25 minutes per session. Independent Reading Time incorporates the research done by Allington (2014) to ensure young people are given the opportunity to read a wide variety and a large volume of books. This also supports the research done by Mol and Bus (2011) which discusses the necessity of exposure to print materials in adolescence. The students will use the time to read a variety of books, including non-fiction, graphic novels, biographies, romance, and YA. The bookmark handout, Appendix C, will be used to assist students in choosing books and increase independence. The handout will be printed on thick, colored paper and can be used as a bookmark. It is a constant reminder that if the book is not a good fit, it is acceptable to put it back and try something new. This will be helpful since the school and classroom libraries will include a wide variety of genres and formats.

Grading for independent reading is based on participation. Students have likely previously failed past assignments or classes based on reading skills. During Independent Reading Time, they are simply asked to spend time reading. They have the choice of material and can change their mind whenever they need to. Daily points are earned through positive participation in the activity.

Another assignment to be used during Independent Reading Time is Book Bingo.

This assignment has been modified from the one used in "Student Choice in the Culture of Standardized Testing" (Mitchell, et al., 2020). See Appendix D for the assignment details. This assignment is to use throughout the school year to ensure students are reading a variety of genres and a large volume of books. Creating a *Bingo* is not required as part of the assignment, though the students could receive a prize for completion. The prize would be related to the task, for example, a book (Marinak & Gambrell, 2008). The goal of the assignment is to get the students thinking about and tracking the types of books they read. Some students might become competitive or have intrinsic motivation to achieve a *Bingo* or complete the entire card. They will earn credit and rewards based on effort and completion. The students will earn grades based on trying new genres in an effort to promote choice and variety.

Book Clubs

Depending on interest, the book clubs can be of small or larger groups. Ideally the groups would consist of three to five students. The groups can then decide if they want to read silently and discuss along the way or if they want to take turns reading aloud. Another option might be to listen to the audio book, together or separately. Appendix E shows a list of possible novels for the students to choose from. As the story progresses, the groups will work on small assignments relating to characters, plot, setting, parts of the story, etc. Each day there would be a check-in to track progress on individuals within each group to make sure they are all reading at approximately the same pace. The first time the class did a book club, groups would be required to either read aloud together or listen to the audio together. Once the class had more practice

with the book club format, they may be given more individual independence.

Every group would be required to keep a log of each day's progress. The students write down which pages were read, how they read, a brief summary, vocabulary words, and a picture. A class period during a Book Club unit would devote the majority of time to independent or group reading. The class would start as a whole group and have a short lesson. Then the groups would break off and spend time reading or discussing. The class would end with coming back together and filling out the Reading Log.

The individuals in each group would take turns in different roles. Litcircles.org provides some ideas for these roles: Questioner, Summarizer, Illustrator, and Vocabulary Word Finder. The Questioner would be in charge of coming up with the discussion questions for the day and would pose them to the group. The Summarizer consolidates the discussion into a few sentences. The Illustrator draws a picture of a key scene from the part of the book discussed and the Vocabulary Word Finder picks two words from the reading and defines them (Schlick Noe & Johnson, 2004). See Appendix F for the Reading Log.

An example of a lesson at the start of class would be *Making Predictions*. Since this is used on the daily reading log, the students need to know how to make a realistic prediction. This can be a good tracker of comprehension as well. If students understand what they are reading, they are more likely to consider possible outcomes the book might have. An example of this type of assignment is shown in Appendix G.

Tech Assignments

With the increase of technology usage in and out of school, it is important to use these tools to pique the interest of students (Chance & Lesesne 2012). An example of an assignment that uses technology is making a book trailer. Appendix H outlines the details. After the teacher shows the class several examples of book trailers, the students will be assigned to make their own using either the book they are currently reading or a previously read book. They need to know enough about the book to include basic plot and main characters, but they do not need to know the ending since they would not want to include it in the project and spoil it for future readers. Before they are given the assignment, the students will view examples of book trailers and receive detailed instructions from the teacher.

Resources and Audience

A diverse library would be required for this curriculum. Of course, most schools have a media center where students can check out books, but it may not be accessible at all times. Having several books right in the classroom, in front of the students would be beneficial. Teachers typically put a lot of their own money into their classrooms. Fortunately, books are really the only materials needed for these assignments. The rest is created by the teacher and the students or is available online. Instead of spending large amounts of money, teachers do have other options. Today, most schools have one-to-one devices (laptops or tablets) for students. Teachers are typically people who have a large personal library and would be willing to share their books with the students. They could ask for donations to supplement their classroom libraries, write grants, or

visit secondhand bookstores. For the book club assignment, public libraries offer "book clubs in a bag' that can be checked out.

The audience these materials are created for include special education teachers and their adolescent students. The students will use the materials as descriptions of assignments, reminders of previous lessons, and new information to guide their learning and reading comprehension. Teachers may see positive effects of these lessons and want to do similar things in their classrooms. Typically, school staff is willing to share materials and ideas. Assignments can be kept in a shared document folder for easy access. Materials can easily be modified to fit different courses, such as science and social studies, or any other small group class offered.

Sustainability

The many assignments and practices that go into this classroom are set up to be modified and adapted over time and with different groups of students. Ideally, the students will learn to take responsibility for their own learning as they progress through school. They will take what they learn with them and use the skills in their adult lives. Students will continue to cycle in and out of the classroom over the years. Special education teachers always need to be able to differentiate to meet the needs of their students. These assignments and ideas can be tweaked to match the class needs. These practices can be slowly implemented into the classroom, one by one, or can be used to totally rehaul the curriculum. There tends to be more freedom in a special education classroom than in a general education English class. While these teachers need to follow the standards and expectations set up by the district, special education

teachers can change the curriculum to suit their classes. No curriculum should be

designed to last forever, but reading will never go out of style.

CHAPTER IV: DISCUSSION AND CONCLUSION

Summary

The introduction of this paper suggests that teens should spend leisure time reading. All people need reading skills in their lives to do things like buy cars and houses, file taxes, and sign documents like leases and contracts. Reading is essential to everyday life as an adult. Also, those who read typically have more empathy and social skills (Rutherford, Merga, & Singleton, 2018).

The literature review discusses different classroom practices teachers can use to increase both reading ability and engagement in students with learning disabilities in reading. The Individuals with Disabilities Act states that a Learning Disability is "a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia." Children often lose interest in reading as they become teens, especially those who struggle with reading (Rutherford, Merga, & Singleton, 2018). Teens with learning disabilities need extra practice and support in finding appropriate reading materials. Since reading is a struggle for them, these teens need extra motivation from their teachers.

There are many classroom practices that encourage reading for pleasure. Research shows that reading aloud to children is extremely important for development (Blessing, 2005; Barrett, 2000). Listening to a capable reader helps to improve fluency,

vocabulary, and comprehension skills. Teachers can read books that are at a higher level than the students can read independently; therefore introducing books to them they otherwise could not access.

Also, young people need time to read a variety and high volume of books (Allington, 2014; Mol & Bus 2011). Since many students do not get this time at home, they must have it at school. During Independent Reading Time, students can read any book they choose. A variety of genres and topics should be available (Meminger, 2011). When students are given time to try a large volume of books, they are likely to find a genre that interests them. A way to incorporate variety into the classroom is to have book clubs. Students can choose books that interest them and read them with peers. Together they can dissect the novel to better understand the story and increase comprehension skills (Tijms, Stoop, & Polleck, 2018). Plus, since choice is a part of the assignment, engagement should increase.

Technology is an effective method to increase student engagement (Hall, Cohen, Vue, & Ganley, 2014). There are many programs and applications that support reading. Some of these include Strategic Reader, Delight Games, and Goodreads (Hall, 2020; Duvall, 2017). Students can use these to participate in reading communities outside of the classroom. These and other apps are always changing and improving and new research is always being done to assess how they can help students. Since technology is such an important part of everyday life now, it is best to embrace it and use it in the best way possible.

Another use of technology is audiobooks. These are great levelers, helping students who struggle with reading to access the grade-level texts their peers are reading. Audiobooks help increase fluency, vocabulary, and comprehension (Serafini, 2004; Wolfson, 2008; Varley, 2002; Moore & Cahill, 2016). Listening while reading along also assists with engagement--blocking out distractions (Jackson & Karger, 2015).

The next part of this thesis is the application project. Curriculum has been created to incorporate this research into classroom instruction. The classroom practices were designed for a small class of secondary students with learning disabilities. Some assignments include making book trailers, book bingo, and book clubs. These activities use the research from the literature review to motivate students to become lifelong readers.

Professional Application

Since this curriculum is broken into many different parts, teachers can slowly implement the practices into their classrooms. Instead of a complete overhaul, teachers can choose assignments that work with their students and attempt implementation. Curriculum should be something that continues to evolve over time. Implementing an entirely new curriculum would be overwhelming for the teacher. By bringing in one idea at a time, teachers have more time to prepare and feel confident with the materials. These structures can remain in place but the text and the way that they are accessed can change to meet the needs of young readers. Special education teachers use creativity and personalization in their lesson planning already. Most teens have cell

phones or devices that distract them from class work and teachers must find new ways to compete for their attention. The curriculum designed from this research will have to evolve with the everchanging classroom dynamic.

Limitations of the Research

Much of the research that has been done on these topics, especially regarding the use of audio, is from over ten years ago. Technology is constantly changing and teachers need to adapt to it. Not much research has been done on different applications either. For example, only one study could be found on the usage of Goodreads. While the research showed positive results, it is difficult to make solid conclusions off this study.

Implications for Future Research

Research will continue to be done on different technologies and how students use and respond to them. The methods discussed in this paper should be tested thoroughly and often due to evolving teenage needs. Teachers require education credits to maintain their licenses and continuously learn and update their lessons. This curriculum should be tested and honed to meet real classroom needs in order to determine if it is best practice and produces positive change. These classroom practices should be used consistently and with fidelity to produce accurate results. Consistency is especially important for Independent Reading Time in order for the students to build stamina for longer reading sessions.

To fully assess this curriculum, teachers should take preliminary data on the students' current levels of achievement. Some questions they should ask include: How

much time do you spend reading for pleasure? What types of books do you like? Have you ever used reading apps such as Goodreads? Do you like graphic novels? Asking these questions at the start and end of the school year can give the teachers an idea of the impact. For more concrete data, other methods of assessment should be used.

Conclusion

The purpose of this thesis is to find out how teachers can improve their classroom practices in ways that motivate teens with disabilities to read for pleasure. Many ideas were researched, discussed, and tweaked to make assignments teachers can use in their classrooms. Teens with learning disabilities in reading can be reluctant to engage in reading activities due to past negative experiences and failures. Teachers must help the students overcome any obstacles in the way of success and teach the importance of good reading skills. Readers enjoy a more rich life, often having more career and personal successes. While the tools provided here are a good starting point, there is much more that needs to be done to instill the importance of reading in young people.

Appendix A

<u>Reading Survey</u>

1. What is your favorite class in school?

2. What is your favorite pastime or hobby?

3. What obligations do you have besides school? Work? Sports? Music?

4. What is a possible career you are interested in?

5. What is your favorite movie?

6. What type of music do you like best?

7. How many books are there in your home?
   0–10   More than 10   More than 25   More than 50   More than 100
8. How many books do you own?
   0–10   More than 10   More than 25   More than 50   More than 100
9. Who are your favorite authors? (List as many as you'd like.)

10. How do you choose a book to read? (Check all the ones that describe what you do.)
    look at the book cover
    ask a teacher or librarian
    pick a book that looks easy
    look at the pictures in the book
    ask a friend or classmate
    look for books on a particular subject
    see how long the book is
    ask a family member
    look for a particular author
    look in special displays at the library or bookstore
    pick from a best-sellers list
    look for books that have been made into movies
    look for particular kinds of books (drama, horror, etc.)
    look for books I've heard about
    read a few pages
    look for books about my culture
    I have no method of choosing a book

11. Do you ever talk with a friend or someone you live with about something you have read?

12. Do you borrow books from friends, family members, or teachers?

13. Does your family get a newspaper regularly?

14. Does your family get any magazines regularly?

15. Is there a computer in your home? Yes No
   If yes, who uses the computer most often?

   For what? (Circle all the ones that are true)
      Internet browsing   email   business   school work   games

16. Does your family read in a language other than English? Yes No
   If so, which language(s)?

17. Who reads a lot in your home?
   What do they read?

18. What are some different reasons people read?

19. What does someone have to do to be a good reader? (Circle the 3 most important ones.)
      read aloud well
      understand what they read
      read a lot
      pronounce all the words correctly
      know when they are having trouble understanding
      read different kinds of books
      read fast
      enjoy reading
      concentrate on the reading
      read harder books
      know the meaning of most of the words

20. Do you think you are a good reader? Yes   No   It depends
   Explain why:

21. Do you think reading will be important to your future? Yes   No
   Explain why:

22. From what you can remember, learning to read was

     very easy for you   easy for you   hard for you   very hard for you

23. What do you usually do when you read? (Circle all that describe what you do.)

     I read silently.
     I look over what I'm going to read first to get an idea of what it is about.
     I try to pronounce all the words correctly.
     I get distracted a lot while I'm reading.
     I ask myself questions about what I'm reading.
     I have trouble remembering what I read.
     I try to get the reading over with as fast as I can.
     I read a section again if I don't understand it at first.
     I try to figure out the meaning of words I don't know.
     I read aloud to myself in a quiet voice.
     I look up words I don't know in the dictionary.
     I picture what is happening in the reading.
     I try to read with expression.
     I put what I'm reading into my own words.
     I try to understand what I read.
     I think about things I know that connect to the reading.

24. What is the best way for you to read?

     read silently to myself
     read aloud by myself or with a partner
     listen to the teacher read in class
     listen to other students read in class

25. Do you ever read at home, other than for your school assignments?

        Yes   No
   If yes, what kinds of things do you read? (Check all the ones you like to read.)

        Newspapers
        Novels
        letters or email
        Magazines
        Information books
        Poetry
        comic books
        song lyrics
        Cookbooks
        website pages
        Computer manuals
        how-to books

video game strategy books or magazines

26. How often do you read, other than for your school assignments?
    every day   frequently   once in a while, not often   never

27. How often do you read at home for school assignments?
    every day   frequently   once in a while, not often   never

28. How long do you usually read at a time?
    1–10 minutes   11–30 minutes   31–60 minutes   more than an hour

29. What kinds of books do you like to read? (Check all the ones you like to read.)
    science fiction
    adventure/action
    Horror
    Mysteries/ thrillers
    how-to books
    sports
    (auto)biography
    true-life drama
    Poetry
    short stories
    History
    science/nature
    Humor
    picture books
    comic books
    Romance
    fantasy/myth
    information books
    teen problems
    other (describe):

30. Do you borrow books from the school or public library?

31. Do you read in a language other than English?
    If yes, which language(s)?

32. In general, how do you feel about reading?

Appendix B

Weekly Calendar:

Monday	Tuesday	Wednesday	Thursday	Friday
-Independent reading time	-Teacher read-aloud	-Book Clubs/ Independent Reading Time	Tech Day: -goodreads -computer apps -book trailers	-Teacher read-aloud -Independent reading time

Appendix C

Bookmark Handout:

IS THIS BOOK RIGHT FOR ME?

Have you read a book in this format before?
Yes: did you enjoy it?
   If yes, give this one a try. If not, maybe find something else.
No: try it!

Can you answer "yes" to the following questions?
Does the topic interest me?
Can I understand it?
Will it challenge me in a good way?

Not sure?
Give it a shot - read it for at least 15 minutes

Appendix D

Book Bingo card:

Directions: Over the course of the school year your job is to read as much as you can during Independent reading time! You must read a VARIETY of books. Each book you read can count toward UP TO 2 boxes on the BINGO card. Get 5 in a row for a BINGO to earn a prize!

Example: *The Hunger Games* can count as BOTH Fantasy/Sci-Fi AND Female Author. Write the book title in the box and check with the teacher to make sure it works!

Book with a MYSTERY	Book with ROMANCE	NON-FICTION book	GRAPHIC Novel/Manga	HISTORICAL fiction
BIOGRAPHY	FEMALE Author	Book with an LGBTQ character	Book over 250 pages	Book involving SPORTS
NON-FICTION book	YOUNG ADULT (YA) novel	CHOICE SPACE _____	Book with a MYSTERY	Book with ROMANCE
Book with ACTION/ ADVENTURE	GRAPHIC Novel/Manga	Book with a MYSTERY	FANTASY/ SCI-FI Novel	Book with FOREIGN SETTING
Author is PERSON of COLOR	Book over 250 pages	DYSTOPIAN novel	NON-FICTION book	GRAPHIC Novel/Manga

Appendix E

<u>Book Club Books</u>

Female Authors:
The Hate U Give by Angie Thomas
Speak by Laurie Halse Anderson
I Am Not Your Perfect Mexican Daughter by Erika L. Sanchez

Graphic Novels:
American-Born Chinese by Gene Luen Yang

Nimona by Noelle Stevenson

I am Alfonso Jones by Tony Medina

Sci-Fi/Fantasy:
A Wrinkle in Time by Madeleine L'Engle
The Giver by Lois Lowry
Howl's Moving Castle by Diana Wynne Jones

Romance:
To All the Boys I've Loved Before by Jenny Han
Simon vs. the Homo Sapiens Agenda by Becky Albertalli
Eleanor & Park by Rainbow Rowell

Appendix F

Book Club Reading Log:

DATE	PAGES READ	VOCABULARY/ DEFINITIONS	SUMMARY	ILLUSTRATION
		* *		
		* *		
		* *		
		* *		

Appendix G

Making Predictions:

Directions: Complete the table below. Based on the plot of the story, make a prediction about what could happen next. Give a reason why you think this could happen in the story. Use complete sentences.

Plot	Prediction	Reason
The kids looked out the window at the hill across the road. They had just unwrapped their presents to find brand new sleds. Grey clouds began forming in the sky and the kids grinned at each other.		
She had forgotten to study the night before. Now, as the teacher handed back the tests, she felt nervous.		

Appendix H

Create a Book Trailer Assignment:

Make your own Book Trailer

• Watch other trailers to get a good sense of what a trailer can do.

Links: https://www.youtube.com/watch?v=tu5Erw-posg

https://www.youtube.com/watch?v=AvVG9k3_Yfk

https://www.youtube.com/watch?v=DGFhKttEixI

• Complete this outline. What do you need to include?

● Title and author: _____

● Publisher and year: _____

● Cover image of the book or item ▢

● Pictures/videos that show setting, mood, characters, and conflict ▢

● Music or soundtrack ▢

● Words or narration (write ideas below):

Scoring Rubric

Criteria	Good (4-5)	Fair (2-3)	Poor (0-1)	Points
Information	Includes all needed parts from the checklist	Includes some of the needed parts from the checklist	Includes little or none of the needed parts from the checklist	
Images/Video/ Sounds	Videos/ images/ sounds were appropriate to the novel and entertaining	Some video/ images/ sounds were used	Little to no video/ images/ sounds were used	
Spelling/ grammar	No spelling or grammar errors	Few spelling or grammar errors	Many spelling and grammar errors	

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