

UNIVERSITY OF WISCONSIN-LA CROSSE

Graduate Studies

THE EFFECTS OF DAILY BOOKTALKS AND INDEPENDENT CHOICE READING TIME
ON BELOW GRADE LEVEL READERS IN A NINTH- GRADE LITERACY CLASS

A Chapter Style Thesis Submitted in Partial Fulfillment of the Requirements for the Degree of
Reading Teacher/Reading Specialist

Angela Femali

Institute for Professional Studies in Education
Master of Science in Education-Reading Teacher/Reading Specialist

May, 2020

THE EFFECTS OF DAILY BOOKTALKS AND INDEPENDENT CHOICE READING TIME
ON BELOW GRADE LEVEL READERS IN A NINTH-GRADE LITERACY CLASS

By Angela Femali

We recommend the acceptance of this thesis in partial fulfillment of the candidate's requirements for the degree of Master of Science in Education-Reading.

The candidate has completed the oral defense of the thesis.

Pat Markos, Ph. D.
Thesis Committee Chairperson

Date

Alyssa Harlan, M.S.-Ed.
Thesis Committee Member

Date

William Gillespie, Ph. D.
Thesis Committee Member

Date

ABSTRACT

Femali, A.L. The effects of daily book talks and independent choice-reading time on below grade level readers in a 9th grade literacy class. MS in Education-Reading Teacher/Reading Specialist, May, 2020, 54 pp. (P. Markos).

A six-week quasi-experimental study was conducted in a ninth-grade literacy class with below grade level readers. The purpose of the study was to determine the effects of daily book talks and independent-choice reading time on student motivation to read for pleasure. Students were exposed daily to young adult novels of varying genres through book talks and were then provided ten minutes of independent reading time with the expectation that students read whatever interested them. Students were asked to complete pre- and post-study surveys as well as an interest survey and individual book conferences with the teacher. Data showed an increase in positive attitudes toward reading and self-perceptions of reading ability.

TABLE OF CONTENTS

	PAGE
LIST OF TABLES.....	VI
CHAPTER 1 : INTRODUCTION	2
Statement of the Problem	2
Purpose of the Study.....	4
Research Question	5
CHAPTER 2 : LITERATURE REVIEW	6
Reading Time	7
Book Access	14
Conferring.....	17
Summary.....	20
CHAPTER 3 : METHODOLOGY	21
Research Design and Rationale	23
Procedures and Data Collection Plan	24
Summary.....	24
CHAPTER 4 : RESULTS	25
Research Question	26
Description of Pre-Study Surveys	27
Findings	28
CHAPTER 5 : DISCUSSION.....	32

Research and Methods.....	32
Limitations.....	33
Interpretation of Results	34
Implications for Student Learning.....	35
Implication for Future Research.....	36
REFERENCES	38
APPENDIX A : BOOK TALK BOOKS.....	42

List of Tables

TABLE	PAGE
4.1 Individual Responses to Questions on the Reading Interest-Alyzer.....	28
4.2 Response to Select Questions on the burke Reading Interview.....	29
4.3 Number of Student Check Outs for books Included in Daily Book Talks.....	30
4.4 Student Post-Study Response on the Burke Reading Interview.....	31

CHAPTER 1

INTRODUCTION

Statement of the Problem

Barbara Bush once remarked, “If more people could read, write and comprehend, we could be much closer to solving so many of the other problems our country faces today” (Allen, 2018). I completely agree with her. Yet, reading for pleasure and practice is often pushed aside in high school classrooms in favor of content specific work and test preparation.

For 15 years I have required students to read three independent, self-selected books per trimester. I knew that it was important to read, and I knew that students needed some say in what they read. I was sure I was doing a “good thing” by requiring this. Over the years I have used various methods of holding students accountable. Some methods had deadlines. Other methods were just “as you finish the book complete this form.”

However, the “good” that I was sure I was doing was not being reflected in any sort of test score, reading growth, or overall, noticeable improvement in school work. What I was noticing was an increased need to use the bathroom, get a drink, or visit the library multiple times per week. It was all avoidance measures taken by students to get out of reading. I began to dig into the works of English teaching gurus: Penny Kittle (2013), Chris Tovani (2000), Kelly Gallagher (2003), Nancie Atwell (2007) and so on. I was not content with the status quo behaviors, and I knew that there had to be a missing component.

I have always believed that the single most important thing a person can do for themselves in terms of education is to learn to read effectively. If a person can read, and has the strategies to gain knowledge from that reading, then anything is possible. This is the heart of what Barbara Bush was getting at in her quote above. I needed my students to see the power that

comes from being a competent reader. My informal quest lead me to draw the conclusion that it was a matter of getting the right books into a student's hand. The key was matching students to books. But how? The answer seemed as straightforward as providing them with access to those books.

I began scouring used bookstores, searching rummage sales, and requesting donations. I assembled a library of what I thought were good books, yet nothing changed. Occasionally I'd point out a book that I'd acquired which I thought a particular student might like. They would give it a try, but more often than not nothing came of my recommendations. I started to read more about conferring with students. I'd been intimidated by this aspect of teaching. What if I had not read the book? What if the student asked me to explain something? The more I dug into the topic, the more I came to realize those things were okay. I talked about books with adults even when one of us had not read the book. I could certainly do the same with students.

As the state of Wisconsin began to place more weight on raising ACT scores with districts being judged by those scores, the need to help students develop lifelong reading habits felt even more urgent. I was offered the newly created position of high school literacy coach in my school district. It suddenly felt like the weight of responsibility for improving reading in our building rested on my shoulders. I returned to Gallagher (2003, 2009), Kittle (2013), and Miller (2012). They helped confirm my thinking with independent reading time. I was on the right track. Our middle school has done a lot to raise the achievement of incoming freshmen, but there was still a small group of students who were reading below grade level by two or more grades and needed the added practice of reading. I found that these students are not children who enjoyed reading, nor were they likely to pick up a book on their own outside of the classroom.

In many instances books were not available at home, and trips to the public library were not something that took place.

When I was growing up, a trip to the bookstore was something special. I remember the day I got my first library card and I remember the limit my mom put on the number of books I could check out. Without that limit I would not have left any books for the rest of the patrons. I absolutely loved to read and could not imagine not reading. If you wanted to punish me for some transgression, the most effective manner would have been to take away my current reading material although I would probably just read whatever else had words. Cereal boxes, shampoo bottles, the TV guide were all fair game. Imagine my surprise when I found out that not everyone was like me. My youngest child struggled to learn to read; my oldest child tries my patience with his stubborn insistence that he must do something--anything--other than read. I had to find a way to help others love reading as much as I did and do.

Purpose of the Study

As mentioned, I knew in many cases it was a matter of providing interesting books for students to borrow or have and time for students to read those books. Is that enough? Will simply putting the books in their hands, providing them quiet reading time to read the book of their choosing and the opportunity to talk about books be enough? That is what I want to know. Just like an athlete on the field or a performer in a rehearsal hall, readers need to practice reading in order to grow. As one begins to succeed as a result of that practice, one will begin to practice more frequently. The fruits of labor pay off and multiply.

I began gathering popular young adult novels and reading or listening to audiobooks. I needed to become well versed in many genres and be able to offer those texts to my students. I also needed to be sure there was time to read built into every, single class meeting. The

expectation has to be that only reading or discussing reading will happen during that time. And I needed to get comfortable talking about books with students when I had not read the book being discussed. I wanted to see the impact and benefit on my students if all of these pieces could fall into place.

Research Question

The question that focuses my research is: *What is the effect of a daily book talk followed by independent reading time on reading volume and motivation in ninth-grade students who read below grade level?*

CHAPTER 2

LITERATURE REVIEW

A major focus of concern in public education seems to be on reading and mathematics achievement in our country. And it should be. It would seem those two components are the basis for most knowledge. Yet according to the National Center for Education Statistics (n.d.) the overall reading scores for twelfth-grade students has not shown measurable improvement in the last half decade, but has, in fact, declined since 1990. Students are achieving at lower levels today than they were three decades ago. Standardized reading tests are not standardized at all as Gallagher (2015) points out. He argues that what standardized reading tests really measure is background knowledge. Students need to read a wide variety of fiction and nonfiction texts in order to build a varied wealth of background knowledge.

The benefits of being a well-read student can be seen in test scores. In Atwell's *The Reading Zone* (2007) she notes that pleasure reading is an indicator in high achieving, standardized test scores. Atwell (2007) points out that the top 5 percent of U.S. students read up to 144 times more than the bottom 5 percent. In his book *Readicide: How Schools Are Killing Reading and What You Can Do About It*, Kelly Gallagher (2009) points out that schools are killing a love of reading by analyzing books to death. There is significant research to support students reading more in school and reading books of personal choice as a solution to "readicide" and declining reading achievement. This review discusses four areas important to a school reading program: reading time, book choice, book access, and conferring.

Reading Time

Reading in school at all grade levels is an important use of the school day. According to Scholastic's 2019 Kids and Family Reading Report, 94% of educators agree or strongly agree that students should have time to read at school. In the same survey only 26% of high school educators reported providing that time. This seems to be reflected in Enriquez's (2013) study of reading practices in an urban middle school, City School. She notes one student's frustration with his teacher who promoted reading in class often devoting a class period or more each week to independent reading up until state testing, then reducing it to a mere 10 to 20 minutes per day. The same student noted that teachers outside of his English Language Arts course did not value reading time at all as part of their courses. Hooley (2013) notes that research suggests reading time is not given priority at the high school level, and it shows in the numbers. Hooley (2013) found that a mere 33% of seniors could give the title of the last fiction book they had read. The remaining two-thirds of students reported that they did not read books for recreation. While this does exclude online, recreational reading, it is still worth noting that over half of high school seniors are not reading outside the school day.

Print-rich environments also play a role in students' reading habits. Merga and Moon (2016) found a strong correlation between parents' reading frequency and attitudes toward reading compared to their child's reading frequency and attitudes toward reading. In their 2015 study, Becnel and Moeller shared several examples of students who read their chosen books based on parental and sibling relationships further highlighting the connection of home environment and reading lives. One boy reported reading a fantasy series based on the fact that his mother recommended it. A shared reading culture is important in the lives of voracious readers (Becnel & Moeller, 2015).

It is critical that students be allowed to read during the school day. Gambrell (2015) notes that this is not happening in most classrooms with only 33% of students ages 6-17 having time during their school day devoted exclusively to reading. Even fewer students (17%) acknowledged that the reading time happened daily. Yet, Miller (2012) notes that students who read frequently are the students who score the best on standardized tests.

Reading builds knowledge and skills that pay off in all academic areas. Beers and Probst (2017) make the case that ten devoted minutes of reading per day has significant potential. If a student is already reading 65 minutes a day they are being exposed to 4.3 million words per year. By adding ten minutes of reading time, that exposure increases by 15% to just over five million words. On the other end, if a student reads approximately 2 minutes per day that student is exposed to 106,00 words per year. By adding ten minutes per day they will increase the word exposure by 556% to just under 695,000 words per year. Imagine how that could change a child's life. Providing reading time should become a priority in all classrooms. Gallagher (2003) points out that school is oftentimes the one place where students have access to a book, have time to read the book, and have a place to read the book. Nothing could be more significant in terms of building background knowledge, vocabulary, and potential.

Cross-curricular opportunities exist for building reading stamina and engagement. (Sanacore & Palumbo, 2010). By blending content reading with independent reading students are growing their knowledge, experience, and socialization skills. Sanacore and Palumbo (2010) also advocate for the inclusion of related drama activities to engage students' imaginations, especially at the middle school level, in reading.

Even within the common belief of consistent, independent reading time different structures exist. Miller (2009) builds her classroom practice on independent reading while

Roberts (2018) advocates for a blended whole novel/independent reading environment. Both women note that reading skills can be taught regardless of the text and then should be practiced through student's independent choice reading books. Miller (2009) notes that students who are reading below grade level are often given direct instruction with worksheet practice causing them to fall further behind in reading. If students are only shown what to do on paper without the opportunity to practice by reading independent texts, they simply fall further behind. Instead she advocates for extensive reading with results in her classroom showing students growing by several grade levels in an academic year simply by making independent reading the center of her courses.

Some English Language Arts teachers still adhere to a need to teach a whole class novel. Roberts (2018) discusses this similar approach with skills-based instruction taught through whole class novels in a two-to-three week period followed by two weeks of independent reading time in book club settings. This allows students to be exposed to reading skills, but then to practice them in actual reading events like a book club similar to what adult readers might experience. Gordon (2018) points out that if we only teach books at a palatable level for students rather than reaching for the tougher complex texts, we position them for failure on standardized tests and post-secondary school. The strategies taught are not likely to be retained if students are not given the opportunity to practice those strategies (Fisher & Frey, 2018). They wisely point out that if you rarely do something, it is hard to get better at it.

Mixed messages about the importance and value of reading are common. The need to shift to a single message put into consistent practice is evident.

Book Choice

It is not enough to simply provide reading time. Students need to be guided toward interesting, relatable books. What each student deems as interesting and relatable is a personal preference and, therefore, should be an individual choice. Students are much more likely to read if they are given a choice, although in some instances that choice needs to be structured.

Choice does not always mean throwing good sense to the wind and allowing a free for all. Beers and Probst (2017) point out that kids are more likely to enjoy reading, and to finish the reading when they have picked out the books for themselves. In the primary grades that might mean allowing students to read something below or above their reading level with scaffolded support for those who need it. It may also involve guiding students toward books of interest at a manageable reading level. Teachers need to be familiar with a wide range of books as well as take the time to really get to know their students and their interests.

Expectations for reading should be high. Atwell (2007) sets a standard of forty books per school year for her middle school students. Over the course of a single academic year that is an average of more than a book a week. Yet, her students achieve partly because time is provided and partly because it is a community of readers choosing good books for themselves. Miller (2009) holds a similar goal for her middle schoolers.

One good way to help guide students to interesting books is frequent book talks. Tucker (2017) explains how Minnesota principal Steven Geis uses book talks to interest students in books. He presents short, engaging “book commercials” any time he is in front of students in order to motivate them to read. As a result the elementary school where Geis is principal has seen an uptick in book circulation and reading fluency. Miller (2012) also notes that she introduces students to authors through read alouds, shared reading and book talks. Ripp (2018)

notes that despite having a classroom full of books, her library was not being utilized. Students were opting for leaving the classroom to visit the school library despite hundreds of books available to them in the room. Ripp (2018) realized that students were visiting the library because the librarian was knowledgeable about books and could match student to book. Ripp (2018) had purchased the books, but not read them. She was unable to talk about them with students. Gallagher and Kittle (2018) start each class with a brief book talk to engage their students. Knowledge and book talk help empower students to choose books of interest. Fisher & Frey (2018) note books recommended by individuals in trusted positions are more likely to be read by students. They implemented a 12 week pilot program to increase out of school reading volume with forty-four elementary classrooms across six different schools. They focused on four areas: access, choice, discussion opportunities, and book talks. What they found was an increase in reading volume across the classrooms. Teachers in the Fisher & Frey (2018) program reported a 9% increase in library book check out rates, higher fluency rates compared to the prior school year, and anecdotal reports of more students and parents reading more books. These results indicate the combination of choice, access, discussions, and book talks is beneficial for students to increase reading volume.

The focus of the Common Core Standards shifts to emphasizing informational texts in the upper grade level bands of 9-10 and 11-12 (National Governors Association Center for Best Practices & Council of Chief State School Officers, 2010). As a result students are quite often left with textbook reading and nothing recreational. Hooley (2013) reports that high school seniors in her study preferred narrative reading informational texts. Roberts (2018) points out that students are then woefully unprepared for the kind of intense, voluminous reading required at the collegiate level in even general education humanities courses. She cites her own

experiences grappling with Joyce's *Ulysses* (1920) as evidence of a "good" student who was unable to read on her own at the expected university academic level. In fact Gallagher (2015) points out that the only mention of recreational reading in the Common Core State Standards is in a 2012 supplement. This buried information illustrates the lack of emphasis on the importance of pleasure reading. However, students need opportunities to read narrative fiction and build reading stamina if we are to expect them to pursue independent reading lives.

The shift from traditional methods of teaching to better practices is always difficult. English Language Arts teachers often have a hard time letting go of the classics and whole class novel formats. Roberts (2018) book *A Novel Approach* lays out one strategy for tackling this problem. This strategy is also supported by Raney (2017) who finds that teaching a whole-class skill-based lesson, that students then practice in their independent books is beneficial. The skill-based lesson can be taught using a whole-class novel, practiced with that whole-class novel, and then demonstrated individually with an independent novel as Roberts (2018) describes. Another possibility described by Raney (2017) is to teach the whole-class skill-based lesson using a short, common text and then practice individually with an independent novel. Both options allow for student choice while continuing with pieces of the traditional class model.

Gallagher and Kittle (2018) point out in *180 Days* that they devote one-quarter of their course to whole class study and one-quarter of their course to book clubs, which allow for a little choice with students choosing from a limited selection. The remaining half of their course is devoted to independent book choice used to practice the skills learned with the whole class novel and book club books. They know that students are more engaged readers when the book is a personal choice. Gallagher and Kittle believe so strongly in this choice that they devote the first quarter of their school year to independent, choice reading time. Gordon (2018) points out that

while whole class novels should still exist, they should be treated as the training ground for reading strategies and skill-building activities which are then transferred to choice novels.

Hudson and Williams (2015) found that students' ability to choose what they read had the biggest impact on struggling readers. Allowing the choice to be a personal one motivated students to read.

The benefits of the blended model are twofold. First, students are becoming engaged readers with reading stamina. Second, they are being exposed to the classics and given the skills and wherewithal to grapple with complex texts. How then do students get their hands and eyes on quality, engaging, choice books? Schools have to provide the students with access.

Book Access

Beers and Probst (2017) remind us that students who grow up in households without books average a three-year lag academically compared to students who grow up in households with books. Schools are the one place that all students can access books easily. Students deserve books that are interesting, engaging, challenging, and available to borrow from school. Of course the school library provides that, but the best possible place for students to access books is right in the classroom where they are reading. As the International Reading Association (2000) point out in their position statement, students who have ready access to books are more apt to become regular readers. They recommend 20 books per child in every school library and seven books per child in each classroom. This allows for students to check out a new book every school day of the year. Once the library is established, the International Reading Association (2000) recommends adding one new book per student each year to the classroom library and two new books per student to the school library each year to allow for continued, relevant access. As they point out in their position statement, students who have ready access to books are more apt to become regular readers.

Enticing, young adult books are sometimes a foreign entity to teachers. As adults, teachers tend to gravitate to adult books and rightly so. The effort to read YA books is well worth it though. As Ripp (2018) learned, when teachers can “sell” books to students by talking up the plot and “pitching” the book, students are eager to read it. Miller (2018) as well as Atwell (2007), Ripp (2018), and Gallagher (2003) all advocate for the well cultivated classroom library. Each notes that their classroom contains a library numbering in the thousands of books. While such large libraries are not possible for each classroom across the country to obtain in a single year, it is worth noting that over time, teachers can pull together books from donations, sales, and even personal purchases that will provide students with interesting reading. When the teacher is

able to talk about those books knowledgeably with a student, it increases the appeal for students (Ripp, 2018).

Becnel and Moeller (2015) report students often read books recommended by favorite teachers, librarians and peers. In their study, three groups of tenth-grade students were interviewed. Becnel and Moeller (2015) also found that all three groups of students disliked assigned course reading in school. Students felt teachers in these instances were not only telling students what to read, but how to think about the assigned reading. Instead, students prefer the freedom of choice. When asked about discussions around those independent books, students reported conversations at home, with peers, and, less frequently, with instructors. Becnel and Moeller (2015) did report that students were often talking with a particular teacher or librarian who had read extensively and could talk with the students about the books and topics that were of interest to the students. Being able to make these sorts of recommendations requires a connection with students and a connection with books.

It is important to keep in mind that books should appeal to a wide range of genres, reading abilities, cultural differences, and interests. Books should also support curricular goals. Gordon (2018) reminds us that it is important to not only expose students to a taste of the classics, but to demonstrate strategies with those classics that can be transferred to personal choice books. Roberts (2018) makes a similar case for using whole class novels to teach the skill and then independent reading to practice the skill. For example, if the lesson is about building suspense, then there should be books with suspense for students to practice with.

It is also important for students to see a reflection of themselves in what they read some of the time. While books are good for opening new windows and doors into other worlds, they are also good for showing us who we are and who we can become. For that reason it is

important to include books that reflect your class population. Lele (2017) points out that books need to range from easy to complex. They should be interesting with popular, trending topics, and characters that are easy for students to identify with. At a recent conference in Oshkosh, Wisconsin, Roberts remarked how much she would have liked to have book to read about teens who are gay when she was in high school. She did not see herself and her sexuality reflected in the books she was given as a teen. In her writing, Roberts (2018) notes that while it can be difficult to find texts that reach diverse audiences, it is absolutely a necessity.

The importance of diverse texts for our students is also a matter of building a responsible citizen. Chimamanda Ngozi Adichie presented a TED talk in 2010 entitled “The Dangers of a Single Story.” In it she talks about her earliest experiences with reading and learning to write. All of the books she had been exposed to were about blue-eyed Caucasian children who drank tea and talked about the weather. Adichie is a Nigerian woman. The books did not reflect her appearance or her culture, yet her childhood writing was about white children. As she grew older and began writing in university programs she encountered people who thought her stories were not “African” because her characters were not the stereotypes held about Africans. Her talk shows us the danger of never having texts or experiences with those that both reflect ourselves and that open authentic windows into other cultures. The books students read should do both if we are to have well-rounded citizens.

Conferring

Inevitably, accountability rears its head in the classroom. How do we hold students accountable for all of this free choice, independent reading? After all they are in school to learn, so there has to be proof of the learning that is happening right? Conferring is one way to meet this. Consider that adult readers naturally talk about their reading lives. If the ultimate goal of education is to teach students to become confident, productive, responsible members of society then discussion of a given topic must be one of the skills that are taught. Discussing books is a good practice ground for this.

Conferring takes place in a variety of ways. Simply letting kids talk with one another about books is one such way. When Raney (2017) made the shift to free choice independent reading in his English classroom he noticed that kids began enthusiastically discussing their books with one another, asking each other questions and sharing copies of the books with each other. When Raney made the switch he had students keep weekly reading logs for their independent reading selections. He states that these logs became burdensome and tedious for students to turn in every week. Raney switched to having students turn the logs in twice per grading quarter. He has students add a reflection piece about what they noticed concerning their reading lives. While both iterations of the reading log served Raney (2017) for grading purposes, the biggest impact came from book discussions. Students began presenting interesting books to each other. Raney (2017) holds brief book chats with his students three times a week. He states that these brief chats allowed him to tailor his teaching to his student's needs. He was able to support students as individual needs arose and he was building stronger student-teacher relationships along the way.

Whole-class discussions are another option for talking about books. While the teacher can take part in this discussion, it is not teacher-driven (Fisher & Frey, 2018). Instead the teacher

is there to observe and perhaps interject an occasional remark or question. For the most part it is student-driven.

Serravallo (2019) writes about several types of conferences. There are individual conferences with students where a teacher can do a number of different things depending on where the student is in the reading and what the student's needs are. These conferences are good for getting to know students, their reading lives, and their needs as a reader. It is here where teaching can be individualized although it is important to remember this is not an opportunity to deliver a lecture on reading strategies to an audience of one. Instead it is important to support the student's practice of skills that were taught to the class while reinforcing those skills the student has already mastered.

A second broad category of conferring is small-group conferences. Here teachers are able to pull a few students who might be in need of the same support or strategy lesson (Serravallo, 2019). This is a good place to reinforce skills for a group of two to four students. Partnerships or book clubs and literature circles are another time to take advantage of small groups of students to do a quick chat or conference about their reading (Serravallo, 2018).

A third option for conferring with students is a goal-setting conference. As so much of the literature has mentioned, goal-setting is an important element in the reading lives of students (Miller, 2009; Gallagher & Kittle, 2018; Serravallo, 2019). Goals motivate us and give us purpose while energizing us to reach the goal (Cabral-Márquez, 2015). They are an important part of the reading experience. Goals may vary by age group or classroom, but a brief chat with a student about their goals can be beneficial. Students may not be familiar with the idea of a reading goal or how to set specific, relevant, attainable goals, and, therefore, require guidance from a teacher (Cabral-Márquez, 2015). A teacher and student may want to set a goal for

volume, difficulty, or even a next book. Reading ladders are one good way to set reading goals while providing some scaffolding (Lesesne, 2010). Essentially the ladder begins with a book students can access with little problem, and then each “rung” adds a new level with the top rung being a book that students have grown to master. The number of rungs is up to the reader or teacher. The ladders can be built on theme, genre, author, or almost any other category one can imagine. If the class has just completed a whole- class novel, using something akin to a reading ladder might be the next step in moving students to independent reading (Gallagher, 2015). By creating reading ladders the student and teacher are discussing books and reading, while setting a goal.

A fourth type of goal-setting conference might be one that is strategy focused. Servello (2019) lays out a method for this type of conference. The teacher guides the child to set a goal that focuses on an area the child needs to build in. The teacher briefly teaches a strategy for the child to practice and then together teacher and student set a goal. Follow up conferences might provide additional coaching from the teacher as the child practices or the teacher may notice that the student has reached the goal and a new goal setting conference is needed (Serravallo, 2019).

Reading logs or reading journals might also be considered as a means of conferring. Gallagher & Kittle (2018) often use journaling as a means to deepen thinking about the reading that is taking place. When students have time to write freely about reading it causes ideas to coalesce and grows new thoughts and ideas. Dickerson (2015) devotes time in each class to independent reading, journaling and sharing. From the journals she is able to gather useful information about what students are and are not reading and doing in the time she calls Reading Zone. And while journaling is a valuable reflective practice it is not recommended as the only

practice in conferring. Even Dickerson (2015) who relies mainly on reader notebooks has short three- minute conferences at the end of Reading Zone time to talk about books.

Each type of conference provides an opportunity for anecdotal notes and informal assessment that lead to accountability. Teachers become aware of not only what their students are reading, doing, and need support with, but also form better relationships and a sense of community with their students (Raney, 2017).

Summary

Through researching the relevant literature it is apparent that there is a place for personal choice and independent reading in the high school classroom. Students who have some level of choice become more engaged readers. Because engagement is an important component of reading, student choice seems to offer an in road to increasing reading volume. In a world where student lives outside of school are fully scheduled, providing access to books and time to read those books is critical. Just as in adult reading lives, talking about the books being read helps the reader to form ideas, opinions, and become better citizens simply by being informed. In any activity a person can not become more skilled without practice, and rea

CHAPTER 3

METHODOLOGY

The purpose of my study was to see if providing time to read daily and introducing students to popular young adult books would increase motivation and engagement in reading. I wanted to see whether or not providing students with focused reading time would give them the motivation to read more outside of class. And, I wanted to see if introducing them to books that are popular among their age group would increase their volume of reading. The question that guided me over the six weeks of the study is: *What is the effect of a daily book talk followed by independent reading time on reading volume and motivation in ninth-grade students who read below grade level?*

Context of the Study

The study took place over the first six weeks of the first trimester in a ninth-grade literacy course at Berlin High School in Berlin, Wisconsin. Berlin is a rural farming and blue collar community with a growing transient population. The population of Berlin High School is 540 students with 6.7% of those students coming to BHS via open enrollment. The population is made up of predominantly white students accounting for 83.3% of the population. 12.4% of the population is Hispanic and the remaining 4.3% are American Indian, Asian, African American, Pacific Islander or two or more races. Of the student population, 36.9% are economically disadvantaged, 12% are students with disabilities and 4.4% are English Learners. The students were selected based on enrollment in the course which was recommended by their eighth grade Language Arts instructor.

Book talks were the first thing we did in the 70 minute class period with 10-15 minutes of independent, silent reading time following the book talk. Students were allowed to borrow any

book in the room and were expected to only be reading their independent choice book during this time. I would also quietly conference with students occasionally about their choice books during this time. By providing independent, choice reading time students had the opportunity to begin reading books in a casual, no-stakes situation taking the pressure off how well they did or did not read. Instead it put the focus on reading for pure enjoyment.

Role of the Researcher

At the time of this study, I was a forty-eight-year old white, female educator residing in the Berlin community and beginning my twenty-first year of teaching. Twenty of those years have been as an English and Theater teacher, and this was my first trimester as a literacy coach. I hold a Bachelor's degree in Theater Arts and English from the University of Wisconsin-Oshkosh which was also where I later obtained my secondary education licensures for Theater and English. I hold a Masters of Education in Professional Development from the University of Wisconsin-LaCrosse and am working towards my Master's degree in Reading with the Reading Specialist certification, also through the University of Wisconsin-La Crosse.

My personal educational philosophy is one I practiced daily in my classroom. I believe that the most important thing a person can do is learn to read and comprehend what is being read. With that skill a person can learn anything. I believe that every child is entitled to the best efforts of their teacher, and the teacher's responsibility is to provide each child with their best effort daily. I believe it is the responsibility of the teacher and their school district to remain current on best practices and research, and to design lessons and delivery based on the best practices and related research. I am looking for a way to improve students' reading scores based on best practices and research. I have concerns about the lack of time students have to read in

school, and the lack of immediate access to interesting, appropriate books in the high school where I teach.

In this study I was taking on the role of both researcher and co-teacher. The course was under the direction of my colleague, Cory Wilhite, who was inviting me in to his classroom as a co-teacher for his ninth grade literacy course. I presented daily book talks, modeled independent reading and modeled conferencing for both Cory and the students in the class. As the teacher responsible for the book talks, I read and listened to a wide variety of young adult books.

Description of Participants

All students in the class were invited to participate in the study on a voluntary basis. Their parents were provided a description of the study as well as an informed consent to sign if they agreed to allow their child's data to be included in the study. There were 10 students enrolled in the course based on the eighth grade Language Arts teacher's observations and knowledge of each student's reading abilities. Only eight students returned parental consent to take part in the study. Of those eight students, three were female and five were male. One male and one female are Hispanic. The remaining eight students are caucasian. There is one female student who has an Independent Learning Plan (IEP) due to a Specific Learning Disability (SLD) in the area of reading. One female student was previously homeschooled and had not been enrolled in school system prior to the 2019-2020 school year.

Research Design and Rationale

The research followed a quasi-experimental design. The study was conducted in a colleague's class. I chose this group of students because of their perceived abilities and motivation in reading. In my new role as literacy coach I am responsible for assisting teachers in

increasing literacy in their content areas and classes. A literacy course for below grade level readers was a good fit for my study and my new role.

Procedures and Data Collection Plan

Increasing motivation and engagement was a hard thing to measure. Instead a great deal of observational data was collected. The first step was to have students complete a reading survey about their reading habits, family's habits, and personal views on reading. The second step was to conduct a Burke Reading Interview with each student in order to assess more completely how each student views reading. The Burke Reading Interview acted as the pre test data. Step three was to introduce independent reading time in the classroom, and have students choose a book to read during independent reading time. The class took time to visit the school library, but students were also allowed to bring books from outside of school. Beginning the second day of independent reading time in class step four started. Step four was for me to present a book talk prior to reading time so that students were exposed to a wide variety of books. Students could borrow the book being talked about to read if they chose to. Students were asked to keep track of the books that had been read during the course of the study. Book talks continued daily throughout the research period. Step five was to conduct individual conferences with students. This step started after there had been a week of independent reading periods in order to allow students time to get into their books. A minimum of two conferences per student were conducted during the research period. Step six took place at the end of the research period with individual Burke Reading Inventories being conducted as a post test. The final step occurred after the research period ended with conferring notes, observational data, and the results of the pre and post Burke Reading Interviews compiled to analyze the results of the study.

Summary

The study was conducted at the beginning of the 2019-2020 academic school year. Students were asked to read independently chosen books during a ten to fifteen-minute silent reading period at the beginning of each class meeting. To help students find interesting, appropriate reading material I conducted a daily book talk. The books I talked about each day were available for students to borrow. It was my hypothesis that student reading motivation and volume would increase because of the exposure to new books and the provided time allowed to read independent choice books.

CHAPTER 4

RESULTS

The purpose of this study was to determine the effectiveness of a daily book talk followed by independent reading time on reading volume and motivation in ninth-grade students

who read below grade level. Book talks were presented to all ten students in the class and independent daily reading time was provided to all students with the expectation that the time be used for reading a book and not doing other homework. All ten students participated in the book talks and independent reading, but only eight students returned their signed parental consent to be part of the study. At the beginning of the study each student was interviewed by the researcher using the Burke Reading Interview model in order to determine each student's attitude about reading in school, and at home for pleasure.

Throughout the research period reading data was collected to assess the impact of the study components on each student's motivation and attitude. As described in chapter three, data collection took place through a variety of methods including reading conferences, surveys, and the Burke Reading Interview. This chapter will present the findings of the study followed by an analysis of the pre- and post-data obtained in the Burke Reading Interview.

Research Question

The research question that guided the investigation and data collection was as follows:

What is the effect of a daily book talk followed by independent reading time on reading volume and motivation in ninth-grade students who read below grade level?

To answer that question data were collected through a variety of methods. Students were interviewed using the Burke Reading Interview framework at both the beginning and end of the investigation. Data from these interviews were compared to determine if attitudes toward reading had changed. Additional data were obtained through individual reading conferences with students, and a survey about family attitudes surrounding reading and books.

Description of Pre-Study Surveys

At the beginning of this study, students were asked to complete a survey regarding their personal and familial reading habits. Adapted from Donalyn Miller (2009) the Reading Interest-Alyzer served to show attitudes about reading outside the school day. Table 4.1 shows the individual results of students in several areas.

Student	Student Reads for pleasure	Student has library card	number of books at home	number of books completed since 1-1-19
1	no	no	30-50	0
2	no	no	10-19	1
3	yes	yes	10-19	3
4	no	no	30-50	0
5	yes	no	0-9	3
6	yes	yes	20-29	1
7	no	no	0-9	0
8	no	no	0-9	2

Table 4.1 *Individual responses on the Reading Interest-Alyzer.*

The survey showed that three students read for pleasure. Those students who read for pleasure reported reading anywhere from one to three books over the course of the first eight months of 2019. Two of the three students were also the only students in the group that had a public library card.

Student number five reported reading for pleasure although books are scarce in her home. Students number seven and eight reported a scarcity of books as well with only zero to nine books at home. Students one and four reported that there were at least 30 to 50 books in their home. Both students also later reported that a family member is a good reader. Neither student reported being someone who reads for pleasure. It is also interesting to note that the two students who reported the highest number of books, considered themselves non-readers.

Students were also interviewed individually using the Burke Reading Interview framework. Each student was interviewed by the researcher on the same day. Student responses are shown in Table 4.2.

Student	a good reader you know	What makes them good	How did you learn to read	are you a good reader	Why or why not	Goal
1	parents	always reading	preschool teacher	yes	I know the words	read more often
2	8th grade teacher	helped him to read	Kindergarten teacher	no	not interesting	fluency
3	another student	reads a lot and enjoys it	stepdad reading to her as a small child	average	struggle to understand	read out loud
4	mom and grandma	read for work and read the Bible	Mom	no	don't like to read	read more often
5	8th grade teacher	teaches reading	teacher at school	no	struggle to keep reading	stamina
6	Grandma	She reads a lot	Kindergarten teacher	average	I don't read a lot	comprehension
7	Grandma	reads big books	Doesn't know	no	gives him headaches	enjoy it
8	Sister	always reading	kindergarten teacher	average	I don't read a lot	comprehension

Table 4.2 *Student Responses to select questions on the Burke Reading Interview*

Findings

Data obtained in the Burke Reading Interview showed that all but one student believed themselves to be average or struggling readers. Yet students all knew someone in their life to be a good reader and most believed that person to be a good reader based on the fact that they read a lot.

Students were provided an opportunity to check out library books from the school library. Then, daily book talks began, followed by ten minutes of independent reading to read a self-selected book. Table 4.3 shows the books used in book talks and the frequency of students borrowing the books.

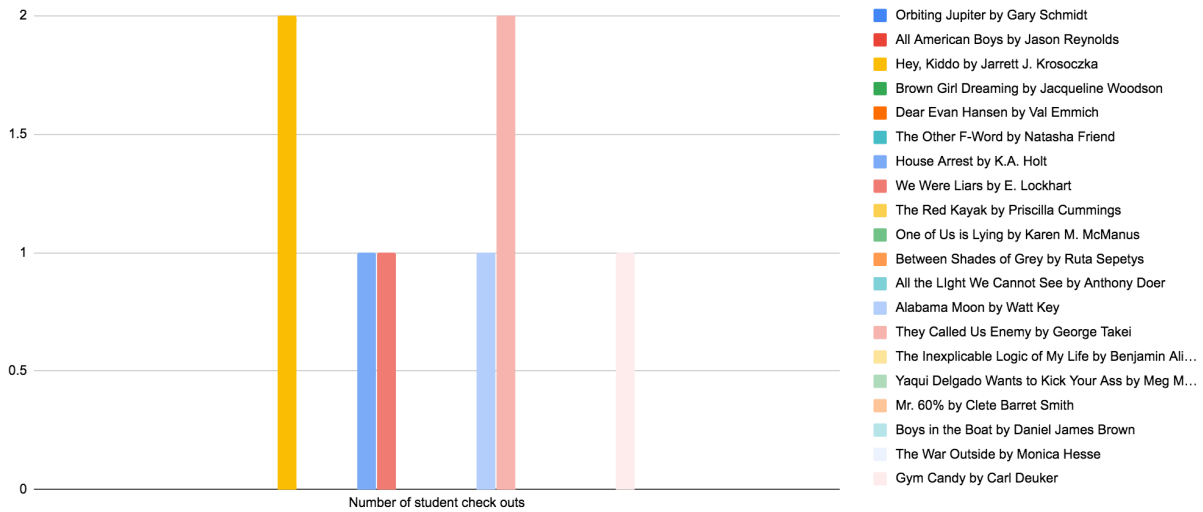


Table 4.3 Number of student check outs for books included in daily book talk rotation

After the six-week study period had concluded, students were again interviewed using the same Burke Reading Interview framework. Results of the final interview can be seen in Table 4.4. Student opinions remained largely the same, but in some cases there were variations on the theme.

Student	a good reader you know	What makes them good	How did you learn to read	are you a good reader	Why or why not	Goal
1	parents	always reading	preschool teacher	yes	I know the words	comprehension
2	neighbor	She works at library	Kindergarten teacher	no	not fluent	fluency
3	another student	reads a lot	parent reading to her	average	focus	read out loud
4	mom	read for work	Mom	yes	does what good readers to do correct self	read more often
5	8th grade teacher	teaches reading	teacher at school	yes	read 3 books so far	nothing
6	Grandma	Reads a book in two week time period	Kindergarten teacher	yes	Enjoys book he chooses	nothing
7	Grandma	Sees her reading	Doesn't know	yes	Reads fluently and knows all the words	Comprehension
8	Sister	always reading	kindergarten teacher	average	read 2 books so far in class	comprehension

Table 4.4 Student post-study responses to select questions on the Burke Reading Interview

Students did not change their answers significantly on the first three questions: “Who is a good reader that you know?”, “What makes them a good reader?”, and “How did you learn to read?” The biggest impact can be seen in the fourth question: “Are you a good reader?”. Students four, five, six, and seven all changed their answer to the fourth question “Are you a good reader?” from no or average to yes. Student number one’s opinion remained a yes meaning that 50% of the students saw themselves as good readers at the end of the study. Students number

three and number eight kept their answer at average. Only number eight saw themselves as not being a good reader.

When asked why each student believed themselves to be good readers, answers changed from mostly negative connotations about what the student was not able to do to mostly positive connotations about what the student was able to do. For instance, student number eight initially said he wasn't a good reader because he didn't read a lot. At the end of the study he said he was a good reader because he had read two books thus far in class. Number four went from saying he was a poor reader because he doesn't like to read to saying he was a good reader because he does what good readers do to correct himself.

Finally, the one student who did not change his answer from the beginning to the end of the study saw himself as a poor reader because books were not interesting in the beginning to seeing himself as a poor reader because he was not fluent at the end of the study.

Finally, individual reading conferences were conducted with the students twice during the course of the study. The first round of conferences were used to gather plot information on the book each student was reading as well as to begin to build a relationship for the second round of conferences. In the second round of conferences, most students were at least halfway through their chosen book. Table 4.5 shows the major themes to emerge from the second round of conferences when students were asked why they chose the book they had, why they kept reading the chosen book, and if they were enjoying the book, what made it enjoyable.

Student	Why choose this book	Why keep reading	What makes it enjoyable
1	cover	forced	relatable character
2	sport interest	really liked it because I chose it for myself	relatable plot
3	friend recommend	its good	not sure
4	like the topic	really liked it because I chose it for myself	like reading about war
5	book talk	interesting storyline	history combined with graphic novel
6	read it before	never finished it	not sure
7	teacher forcedme	have to	its not
8	book talk	its interesting	relatable

Table 4.5 *Results of student reading conferences*

Data obtained from the reading conferences adds another layer to the analysis. Two students reported enjoying their self-selected book because they were allowed to choose it for themselves. One student did not enjoy his book at all because the teacher was “forcing” him to read. The remaining five students cited relatable characters and enjoyable topics as some of the reasons for continuing reading the chosen book. Most books were found by the students in the library during the provided library time. Over the course of six weeks, six of the books presented in class during book talks were checked out by a total of four students. In two cases, the books borrowed were graphic novels. One of the borrowed books was returned the next day because the student did not care for the plot. One of the borrowed books was the book being “forced” by the teacher. Finally, the last two books were still being read and enjoyed at the end of the study. Overall, all eight students had completed at least one book during the course of the study or were near completion of their book at the end of the study.

Chapter 5

Discussion

If Barbara Bush's statement that "If more people could read, write and comprehend, we could be much closer to solving so many of the other problems our country faces today" (Allen, 2018) is true, then successfully instilling a love of reading in all students is important. The purpose of this study was to determine if providing independent reading time and exposure to high-interest books would improve attitudes toward reading for pleasure. The study took place over the course of six weeks in a ninth-grade literacy course with below grade level readers who were recommended for the class by their eighth-grade language arts teacher. These recommendations were based on standardized test scores as well as teacher knowledge of student motivation and skill level.

Participants of the study were interviewed prior to the beginning of the study as well as at the conclusion of it. Participants were also exposed to a different young adult book each day of the study with the invitation to borrow the book if they were interested. Finally, participants also took part in two reading conferences with the researcher over the course of the six week study period. This chapter will review the methods used to gather data during the study as well as a discussion of the limitations that need to be taken into account when interpreting the data. An analysis and interpretation of the data will follow with a discussion of implications for further research and finally a conclusion.

Research and Methods

The research followed a quasi-experimental design and took place in a ninth grade literacy classroom taught by a high school English teacher. There were eight participants, all of

whom were in ninth-grade and reading at least two levels below grade level. The research period lasted six weeks during which data were collected and analyzed.

Prior to the study beginning, students were asked to complete a reading interest survey and participate in a Burke Reading Interview. These served as the pretest data. Students were then asked to check out a library book for independent reading. Students were presented with daily book talks from the researcher on a different young adult novel each day. These book talks consisted of a brief summary and a short reading sample from the book to entice the audience. Each book talk ended with an invitation to read the book if students were interested.

Students were then asked to read a book of their own choosing for ten minutes in class. During this time the teacher and the researcher modeled reading and conducted individual book conferences to determine why students choose their books, why they stayed with them, and how likely they were to continue reading the book.

At the conclusion of the study students were again interviewed by the researcher using the same Burke Reading Interview questions that were used prior to the study's start.

Limitations

There are several limitations to keep in mind when analyzing and discussing the results of this study. The first limitation is the small sample size. Only eight students were a part of this study. These students were part of a very select and unique population of rural, below grade-level readers in a school district with a high rate of socio-economic need. Generalizing these results to a larger population may not yield the same results. The data are only relevant to similar student population.

A second limitation to consider is that data were from two individual teachers gathering conference notes independently. Therefore, the manner in which questions are delivered and answers are interpreted by each person could affect the data.

The third limitation is the short time frame of the study combined with the age of the students. The study was conducted over six weeks which is not a very large window for influencing the motivation and attitudes of ninth-grade students whose habits have been established for quite some time. Unlike emergent or beginning readers, the subjects of this study had been reading for many years and the attitudes toward reading are most likely the result of many years of struggles and failures with fewer successes. More time would be needed to cause a larger and/or longer lasting impact on student motivation and attitudes toward reading.

Interpretation of Results

Ninth-grade students participated in this study by taking part in pre- and post-interviews, reading conferences, and a survey. Students were asked to listen to book talks and read independently-chosen books during the research period. A comparison of results from the pre- and post-interviews was conducted. The results were interpreted holistically and combined with researcher and teacher perceptions from reading conferences. The data were used to determine if there had been a shift in motivation or attitude toward reading for pleasure. Analysis of this data showed that some progress had been made for the group as a whole. In the post-interview five of the students saw themselves as good readers. This was an increase of four students compared to the pre-interview results. Of the five students who viewed themselves as good readers, four had increased their opinion of themselves from either average or not good readers. Additionally, two students viewed themselves as average readers which was a decrease of one student. Both of these students had begun the study with the same self-perception. Overall, at the end of the

study only one student viewed himself as not being a good reader. That student had begun the study with the same viewpoint. In the area of self-perception of reading ability, four students viewed their abilities as being better than when the study began.

By providing students with a variety of books and exposing students to books through book talks successful matches were made engaging readers in a novel for the duration of the book. Students were generally not abandoning books without completing them pointing towards the importance of allowing choice as well as exposing students to a wide range of books to choose from.

Implications for Student Learning

Students need time to practice in order to change perceptions. Beers and Probst (2017) make the case that ten devoted minutes of reading per day has significant potential. By providing that time, students were able to practice their reading skills in a low stakes situation and were more likely to gain confidence in their abilities. The data collected in the study shows that 50% of students who took part increased their self-perceived ability after six weeks of independent reading time. This further bolsters the point that Beers and Probst make. Providing time to practice their reading skills and experiencing success through the progression of the book made a positive impact on student perceptions of themselves.

Students need choice in what they are reading. Hudson and Williams (2015) found that students' ability to choose what they read had the biggest impact on struggling readers. Not all students know what they like, how to find it, or even what might be available that interests them. Tucker (2017), Miller (2012), Ripp (2018) and Gallgher and Kittle (2018), among others, make the case for daily book talks in the classroom. By exposing students to a variety of available books, students have a say in the material they read and are more likely to continue reading it

because of enjoyment. This is highlighted in the study by the fact that there were six different book talk books checked out by the students. Students were able to pick something of personal interest and continue with it throughout the six week study or, if they were not enjoying their initial selection, students were able to trade the book in for another title they might enjoy more.

Implication for Future Research

My research was derived from a desire to increase motivation and inspire positivity when it came to reading for pleasure. The driving thought that providing time, choice, and potential material would impact that attitude has led to some small, positive changes. Future research could expand the study in several ways.

First, increasing the sample size across grade levels, or even schools, would result in more accurate data that could be applied more widely. Increasing the length of the study would also help with data accuracy. My goal is to prepare every student to be the best citizen they can and that comes with the ability to read, comprehend and act. A well-informed citizen is a well-read citizen. Reading has to become a part of everyday life so that the world remains broad. Failing to read causes the world, and a personal view of that world, to narrow.

Going forward, it is important to have built-in time during the school day for students to practice reading. While expectations of reading outside of school are certainly warranted, students meeting those expectations is not always the case. Students need that time in a guaranteed fashion such as a class expectation. Students also need access to a wide variety of books that reflect both their interests and their backgrounds. Gone are the days when the classics are the mainstay of the English classroom. Young adult novels have come into their own and should be included in classroom libraries if not curricula. Teachers should be able to speak

about the books that are in their classrooms, if not from having personally read the books which is ideal, then from having heard from others through book conferences and book talks.

We can not allow students to simply get by filling out home reading logs. We need to hold ourselves accountable and provide the means and the access for students to read independently.

REFERENCES

- Adichie, C. N. (2009). Retrieved from https://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story
- Allen, E. (2018, April 20). A legacy in literacy: Books about the life of Barbara Bush. [Web log post]. Retrieved August 4, 2019, from <https://bookriot.com/2018/04/20/books-about-barbara-bush/>
- Atwell, N. (2007). *The reading zone: How to help kids become skilled, passionate, habitual, critical readers*. Scholastic.
- Becnel, K., & Moeller, R. A. (2015). What, why, and how they read: Reading preferences and patterns of rural young adults. *Journal of Adolescent & Adult Literacy*, 59(3), 299-307. doi:10.1002/jaal.452
- Beers, G. K., & Probst, R. E. (2017). *Disrupting thinking: Why how we read matters*. Scholastic.
- Brown, D. J. (2016). *The boys in the boat: nine Americans and their epic quest for gold at the 1936 Berlin Olympics*. NY, NY: Penguin Books.
- Cabral-Márquez, C. (2015). Motivating Readers. *The Reading Teacher*, 68(6), 464-472. doi:10.1002/trtr.1332
- Cummings, P. (2016). *Red kayak*. Winnipeg: Manitoba Education and Advanced Learning, Alternate Formats.
- Dickerson, K. (2015). Reimagining reading: Creating a classroom culture that embraces independent choice reading. *Penn GSE Perspectives on Urban Education*, 12(1), 57-68 <https://www.urbanedjournal.org/archive/volume-12-issue-1-spring-2015/reimagining-reading-creating-classroom-culture-embraces-indepe>
- Doerr, A. (2017). *All the light we cannot see: a novel*. New York, NY: Scribner.
- Duker, C. (2008). *Gym candy*. Perfection Learning Prebound.

- Emmich, V., Levenson, S., Pasek, B., & Paul, J. (2018). *Dear Evan Hansen: the novel*. London: Penguin Books
- Enriquez, G. (2013). "But they won't let you read!": A case study of an urban middle school male's response to school reading. *The Journal of Education*, 193(1), 35-46. <https://doi.org/10.1177/002205741319300105>
- Fisher, D., & Frey, N. (2018). Raise reading volume through access, choice, discussion, and book talks. *Reading Teacher*, 72(1), 89–97. <https://doi.org/10.1002/trtr.1691>
- Gallagher, K. (2003). *Reading reasons: Motivational mini-lessons for middle and high school*. Stenhouse.
- Gallagher, K. (2009). *Readicide: How schools are killing reading and what you can do About it*. Stenhouse.
- Gallagher, K. (2015). *In the best interest of students: Staying true to what works in the ELA classroom*. Portland, ME: Stenhouse.
- Gallagher, K., & Kittle, P. (2018). *180 days: Two teachers and the quest to engage and empower adolescents*. Heinemann.
- Gambrell, L. (2015). Getting students hooked on the reading habit. *The Reading Teacher*, 69(3), 259-263. <https://doi.org/10.1002/trtr.1423>
- Gordon, B. (2019). *The war outside*. New York: Little, Brown and Company.
- Hesse, M. (2019). *The war outside*. New York: Little, Brown and Company.
- Hudson, A. K., & Williams, J. A. (2015). Reading every single day. *The Reading Teacher*, 68(7), 530-538. doi:10.1002/trtr.1349
- International Reading Association. (2000). *Providing books and other print materials for classroom and school libraries: A position statement of the International Reading Association*. Newark, DE: Author. Retrieved from https://www.literacyworldwide.org/docs/default-source/where-we-stand/providing-books-position-statement.pdf?sfvrsn=e44ea18e_6 .
- Key, W. (2010). *Alabama moon*. New York: Square Fish, an imprint of MacMillan.
- Kids & family reading report. (2019). Retrieved from <https://www.scholastic.com/readingreport/home.html>

- Kittle, P. (2013). *Book love: Developing depth, stamina, and passion in adolescent readers*. Portsmouth, NH: Heinemann.
- Krosoczka, J. (2019). *Hey kiddo*. SCHOLASTIC US.
- Lele, S. (2017). Making independent reading work. *California English*, 22(3), 14–16. Retrieved from <https://cateweb.org/journals/february-2017/>.
- Lesesne, T. S. (2010). *Reading ladders leading students from where they are to where we'd like them to be*. Portsmouth, NH.
- Lockhart, E. (2019). *We were liars*. S.l.: DELACORTE.
- McManus, K. M. (2018). *One of us is lying*. New York: Delacorte Press.
- Medina, M. (2013). *Yaqui Delgado wants to kick your ass*. Someville, MA: Candlewick Press.
- Merga, M. K., & Moon, B. (2016). The Impact of Social Influences on High School Students' Recreational Reading. *The High School Journal*, 99(2), 122-140. doi:10.1353/hsj.2016.0004
- Miller, D. (2009). *Book Whisperer, The: Awakening the Inner Reader in Every Child*. John Wiley and Sons.
- Miller, D. (2012). Creating a classroom where readers flourish. *The Reading Teacher*, 66(2), 88-92. <https://doi.org/10.1002/TRTR.01109>.
- Miller, D. (2014). *Reading in the Wild: The Book Whisperers Keys to Cultivating Lifelong Reading Habits*. Jossey-Bass.
- National Governors Association Center for Best Practices & Council of Chief State School Officers (2010). Common core state standards. National Governors Association Center for Best Practices, Council of Chief State School Officers, Washington D.C.
- Raney, G. (2017). Promoting choice: A commitment to independent reading. *California English*, 22(3), 9–11. <https://cateweb.org/journals/february-2017/>
- Ripp, P. (2018). *Passionate readers: The art of reaching and engaging every child*. Routledge.
- Reynolds, J., & Kiely, B. (2017). *All American boys*. New York: Atheneum.
- Reynolds, J. (2019). *Long way down*. New York, NY: Antheneum.
- Roberts, K. (2018). *A novel approach: Whole-class novels, student-centered teaching, and choice*. Heinemann.

- Roberts, K. (2019, July 30). Kate Roberts presents: A novel approach-whole class novels, student centered teaching, and choice. CESA 6 Literacy, Oshkosh Convention Center, Oshkosh, WI.
- Sáenz Benjamin Alire. (2018). *The inexplicable logic of my life: a novel*. Boston: Houghton Mifflin Harcourt.
- Sanacore, J., & Palumbo, A. (2010). Middle school students need more opportunities to read across the curriculum. *The Clearing House*, 83(5), 180-185. DOI: [10.1080/00098650903583735](https://doi.org/10.1080/00098650903583735)
- Sepetys, R. (2011). *Between shades of gray*. New York: Philomel Books.
- Serravallo, J. (2018). *Understanding texts & readers: Responsive comprehension instruction with leveled texts*. Heinemann.
- Serravallo, J. (2019). *A teacher's guide to reading conferences: Grades K-8*. Heinemann.
- Smith, C. B. (2017). *Mr. 60%*. Crown.
- Takei, George/ Eisinger, Justin/ Scott, Steven/ Becker, Harmony (ILT). (2019). *They called us enemy*. Random House Inc.
- Tovani, C. (2000). *I read it, but I don't get it comprehension strategies for adolescent readers*. Portland, Me.: Stenhouse.
- Tucker, K. (2017). Book talk: A culture of literacy. *Principal*, 97(2), 4. Retrieved from <https://www.naesp.org/principal-novemberdecember-2017-comprehensive-literacy-instruction/principal-novemberdecember-2017-c>
- Williams, R. R. (2018). *The other F-word*. Illinois: Outskirts Press.
- Woodson, J. (2014). *Brown girl dreaming*. New York: Puffin Books.

APPENDIX A

BOOK TALK BOOKS

Alabama Moon by Watt Key

All American Boys by Jason Reynolds

All the Light We Cannot See by Anthony Doer

Between Shades of Grey by Ruta Sepetys

Boys in the Boat by Daniel James Brown

Brown Girl Dreaming by Jacqueline Woodson

Dear Evan Hansen by Val Emmich

Gym Candy by Carl Deuker

Hey, Kiddo by Jarrett J. Krosoczka

House Arrest by K.A. Holt

Mr. 60% by Clete Barret Smith

One of Us is Lying by Karen M. McManus

Orbiting Jupiter by Gary D. Schmidt

The Inexplicable Logic of My Life by Benjamin Alire Saenz

The Other F-Word by Natasha Friend

The Red Kayak by Priscilla Cummings

The War Outside by Monica Hesse

They Called Us Enemy by George Takei

We Were Liars by E. Lockhart

Yaqui Delgado Wants to Kick Your Ass by Meg Medina