Increasing Reading Volume and Motivation
Using Independent Reading in the High School English Classroom

by
Stephanie Sandrin-Beam
August 2020

Master's Project
Submitted to the College of Education
At Grand Valley State University
In partial fulfillment of the
Degree of Master of Education

Abstract

The National Endowment for the Arts (2007) published a report which found that early adolescents and young adults read less and their motivation to read is lower when compared with other age groups. As recent as 2016, a third of American teenagers reported not having read a book for pleasure in at least a year (Twenge et al., 2019). According to American College Testing (2010), only one-third of high school graduates are ready for college-level reading. What's more, 93% of employers believe that critical thinking and clear communication skills are necessary qualities for today's workforce (Halt Research Associates, 2014). Reading expectations in college and literacy skills needed for the workforce are key concerns when deciding what steps must be taken to help increase reading volume and motivation in order to help raise academic achievement. This project involves providing teachers with in-service training on why and how to implement an independent reading program that supports student motivation and reading volume in high school. By offering this in-service training to teachers, students will benefit by having the opportunity to read a wide-range of high-interest texts, which has been shown to increase motivation and proficiency (Walker, 2013).

Table of Contents

Abstract ……..…… i

Table of Contents ……...…... ii

Chapter One: Introduction

Problem Statement ……. 1

Importance and Rationale of Project …….. 2

Background of the Project ……. 4

Statement of Purpose ……..…… 9

Objectives of the Project …….. 10

Definition of Terms ……. 10

Scope of Project ……... 11

Chapter Two: Literature Review

Introduction ……..… 13

Theory/Rationale …….. 14

The Transactional Reader-Response Theory of Reading……. 14

Self-Determination Theory (SDT) ……... 16

Research/Evaluation …… 18

Fluency, Reading Volume, and Comprehension ……. 18

Instructional Scaffolds, Gradual Release of Responsibility, and Achievement... 20

Engagement Through Choice and Text Complexity ……...… 22

Time Allocation for Choice Reading …….. 25

Building a Classroom Reading Community that Supports Engagement …… 27

Classroom Libraries …… 27

Book Talks ……... 28

Conferences …….. 28

Modeling a Reading Life to Students …….. 29

The Importance of In-Service Teacher Training ……. 29

Summary …….. 30

Conclusion ……...… 32

Chapter Three: Project Description

Introduction ……...…….. 33

Project Components ……. 34

Training Session 1: Introduction-- Scope and Purpose …… 34

Fluency, Stamina, Motivation, and Volume …… 36

Training Session 2: Supporting Students in IR with Effective Scaffolds …… 37

Choice …….. 37

Genre Study ……. 38

Gradual Release of Responsibility ……... 38

Setting Goals …… 39

Training Session 3: Building a Classroom Reading Culture and Community … 39

Libraries ……... 39

Book Talks ……... 39

Conferences …….. 39

Modeling a Reading Life to Students …….. 40

Sessions 4 and 5: Mid-Year and End-of-Year ……. 41

Surveys ……. 41

Project Implementation ..…….. 42

Project Evaluation ……..... 43

Project Conclusions ……. 43

References …… 45

Appendices

Appendix A- Timeline for In-Service Training ……... 53

Appendix B- Introduction to In-Service Training Presentation Slides …… 54

Appendix C- Session 1 Introduction Presentation Slides …… 56

Appendix D- Organizational Implications of IR Presentation Slides …….. 59

Appendix E- Motivation, Engagement, Fluency, and Stamina Presentation Slides …… 60

Appendix F- Session 2 Supporting Students Through Choice Presentation Slides ……. 62

Appendix G- Student Interest Survey …….. 65

Appendix H- Importance of Reading Across Genres Presentation Slide …… 66

Appendix I- Reading Across Genres Student Handout ……... 67

Appendix J- Effective Scaffolds that Support IR Presentation Slides ……. 68

Appendix K- Transfer Skill Exit Worksheet with Example …… 69

Appendix L- Setting Goals Presentation Slides …….. 71

Appendix M- Setting Goals Student Document …….. 72

Appendix N- Session 3 Building a Classroom Reading Culture Presentation Slide…… 74

Appendix O- Using Book Talks Presentation Slide …… 77

Appendix P- Conferring with Students Presentation Slides …… 78

Appendix Q- Student-Teacher Conference Notes Handout …… 79

Appendix R- Student-Led Conferences with Other Students Presentation Slide …… 80

Appendix S- Modeling a Reading Life to Students Presentation Slide …….. 81

Appendix T- Modeling a Reading Life to Students Teacher Handout ……..... 82

Appendix U- References and Suggested Reading Presentation Slides ……..... 83

Appendix V- Session 4 and 5 In-Service Training Presentation Slides …….... 88

Appendix W- Teacher Pre and Post In-Service Training Surveys …….. 90

Appendix X- Profile of a Reader and End-of-Year Student Surveys ……..... 93

Data Form …… 95

Chapter One: Introduction

Problem Statement

The National Endowment for the Arts (2007) found that early adolescents and young adults read less and their motivation to read is lower when compared with other age groups. In 2016, a third of American teenagers reported not having read a book for pleasure in at least a year while only 16% of 12th graders read a book or magazine every day (Twenge et al., 2019).

Reading proficiency among high school students is also problematic. In 2015, the NAEP reported that 66% of students entering high school (ninth grade) and 63% of high school seniors were reading at or below "proficiency" level ("proficiency" defined by the NAEP as "solid academic performance"), meaning that almost 40% of students were unable to demonstrate full competency in understanding challenging, grade-level material. What's more, although 4th grade and 8th grade reading scores have improved since 1992, 12th grade scores have continued to decline (NAEP, 2015).

Furthermore, studies have shown that a steep decline in motivation occurs in middle school and continues with every school year (McKenna et al., 2012; Kelley & Decker, 2009). Motivation is a key component to reading engagement and proficiency: students who are not motivated won't make the most of any reading instruction (Kamil, 2003).

This decrease in reading volume and motivation is a problem because research has consistently demonstrated that a correlation exists between time spent reading and academic achievement (Allington, 2014). Furthermore, as student reading proficiency declines, workforce demands for more complex literacy skills such as critical thinking are growing

(Cuevas et al., 2014). As a result, something must be done to help adolescent readers prepare to meet the potential demands of their future adult lives.

Importance and Rationale of the Project

According to American College Testing (2010) and the NAEP (2015), only one third of high school graduates are ready for college-level reading. In 2010, 1.7 million college freshmen had to take remedial literacy courses for no credit (National Center for Education Statistics, 2010). Reading expectations in college and literacy skills needed for the workforce are key concerns when deciding what steps must be taken to help increase reading volume and motivation in order to help increase student academic achievement.

One of the potential reasons why students aren't meeting college-level reading demands is because they don't have enough practice with long-form reading expected of college students. With only 16% of 12th graders who read a book or magazine every day and a third of American teenagers who have not read a book for pleasure in at least a year, many students are not developing the necessary stamina and fluency required in higher education (Twenge et al., 2019). What's more, students are engaged in a different kind of reading behavior. According to Twenge et al. (2019) the average 12th grader in 2016 spent an average of six hours a day online, texting and engaging on various social media platforms; what's more, 82% of 12th graders visited social media platforms almost every day in that same year. Online reading behavior does not replace long-form reading and as a result students have less experience with college reading demands. Twenge (2018) makes the case that when students spend time reading in spurts, scrolling through social media platforms it makes reading an 800-page textbook challenging (as cited in Anderson, 2018). The National Public Radio (2007) found that deeper reading is not as likely to occur when engaged in internet reading: "Internet reading produces shallower reading than book reading.

When reading the Internet materials, there is more emphasis on reading headlines and blurbs" (as cited in Gallagher, 2009, p. 112). Since many high school students seem to be gravitating towards these shallower forms of reading outside of school, they need ample time and practice in school to read long-form texts so that they can hopefully extend this practice at home.

College readiness is not the only issue facing a generation of students who read less. Workforce expectations are different than they were even a decade ago due to an ever-changing economy. According to the McKinsey Global Institute's 2012 report, the global economy could potentially see a surplus of 90 million to 95 million low-skill workers (those without college training in advanced economies) and a shortage of around 38 to 40 million high-skill workers (college or postgraduate degrees) by 2020 (Dobbs et al., 2002). What's more, a 2017 CareerBuilder survey revealed that 41% of employers hired college-educated employees for jobs that had previously only required a high school degree, up from 37% from the previous year; and 61% of hiring managers disclosed that they increased the education requirements because the continual advances in technology demanded more educated employees with advanced skills. The demand for a postsecondary education and advanced training is growing and thus preparing students for workforce demands is important when considering effective secondary instructional practices. Students who fall behind in literacy will have a harder time finding work in an economy that demands higher levels of education.

Minimal literacy skills have been linked to both poverty and crime. There is a strong correlation between illiteracy and poverty, which has been well documented. According to the National Institute for Literacy, 43% of adults with lowest literacy levels live in poverty and 70% of adults living on welfare have low literacy levels (as cited in Rea, 2012). When looking at the impact of illiteracy on crime, the National Center for Adult Literacy (NCAL) (2007) found that

70% of American prison inmates cannot read above a 4th grade level; what's more, according to The National Center for Education Statistics (2016), inmates who learn to read while in prison show only a 16% probability of returning to prison while inmates who remain illiterate are 70% more likely to return to prison (as cited in Clanton Harpine, 2019). More shocking still is the 2007 NCAL report that claims that 85% of adolescents and youth in the juvenile court system are "functionally illiterate," unable to cope with most job requirements and many day-to-day situations (as cited in Clanton Harpine, 2019).

Being an informed "expert citizen," according to Robert J. Sternberg, former president of the American Psychological Association, is crucial to participating in a democratic society: "active and engaged citizens must be creatively flexible, responding to rapid changes in the environment; able to think critically about what they are told in the media [...] able to execute their ideas and persuade others of their value; and, most of all, able to use their knowledge wisely [...]" (as cited in Gallagher, 2009, p.13). An informed citizen is one who can ultimately advocate for himself and others.

In the end, early and elementary literacy are important and have been the focus of many school reforms and policies nationwide. However, high school is a critical opportunity to help students master the necessary literacy skills needed for future success and well-being. In particular, greater attention must be paid to providing the best learning environment to help increase reading motivation and volume.

Background

There is growing concern that high school students are spending less and less time reading either at school or at home (Cuevas et al., 2014). High school students "read less often and for shorter amounts of time when compared with other age groups and with Americans of

the past" (Walker, 2013, p. 185). In 2016, a study looking at the reading practices of 9.9 million students over the course of the 2015-2016 school year reported that 54% of students read less than 15 minutes a day with only 18% of students reading more than 30 minutes every day; these numbers are problematic because between 10-15 minutes of daily reading has been shown to be the minimum required for students before they can see gains in reading (Gallagher & Kittle, 2018; Renaissance Learning 2016), and more than half of students don't meet the mark (Renaissance Learning 2016). This comes as national and international universities and businesses have begun to observe that students leaving American high schools struggle to comprehend sophisticated texts and engage in complex literacy; there is also a growing demand for more sophisticated literacy skills from employers (Cuevas et al., 2014). According to Halt Research Associates (2014), 93% of employers agree and 59% strongly agree that critical thinking, clear communication, and complex problem solving are more important than the actual students' university degree.

What can prepare future employees for meeting the demands of the workforce? To read widely and well. A benefit of reading widely is building/expanding students' background and contextual knowledge. Maryanne Wolf (2018) makes the case for the *Matthew-Emerson Effect* in *Reader Come Home: The Reading Brain in the Digital World*: "[...] those who have read widely and well will have many resources to apply to what they read; those who do not will have less to bring, which in turn, gives them less basis for inference, deduction, and analogical thought and makes them ripe for falling prey to unadjudicated information [...]" (p.109). In other words, those who don't engage in a variety of reading miss out on developing the critical thinking skills that so many employers deem important for professional contribution. More than that, students miss out on developing "cultural literacy" needed to participate in democratic life (Gallagher, 2009).

Before preparing students for the workforce, high school teachers worry about making sure their students can meet the demands of college. A student's ability to handle voluminous reading is crucial. Students can expect to read between 100-600 pages a week, depending on their program (Kittle, 2013). Even at the low end of 100 pages a week, this is a tall order for students who rarely read. If students don't read, they don't have the stamina to deal with volume.

The History of Independent Reading

In light of this growing concern over the fact that students are reading less and are less motivated to read by the time they reach high school, independent reading programs in all their various incarnations (i.e. Sustained Silent Reading (SSR), Drop Everything And Read (DEAR), Free Voluntary Reading (FVR), and Scaffold Silent Reading (ScSR)) have long been supported for promoting reading volume, motivation, and academic achievement; however, since the 2001 No Child Left Behind Act, secondary school teachers and administrators have been concentrating on assessing students' ability to read and comprehend what they read (Fisher, 2004). Only 36% of teachers say they can make time for independent reading every day (Scholastic, 2016). With pressure to meet certain performance standards from high-stakes standardized tests, few students are given time to read independently.

Before addressing the consequences of standardized testing on students' ability and motivation to read, it's important to look more closely at why independent reading fell out of favour with many schools and districts twenty years ago.

A controversial publication in 2000 from the National Institute of Child Health and Human Development, claimed that no evidence existed to support the implementation of an independent reading program (Fisher, 2004). Correlational evidence was available to demonstrate reading volume and student achievement, but no convincing causational evidence

existed. As a result, many schools questioned their practice and some abandoned it altogether. However, it's important to mention that the 14 studies that were analyzed promoted an independent reading program without teacher intervention; students read freely with little to no guidance from the teacher. When students aren't properly guided and given little to no scaffolds, it's easy to see why "DEAR" time came to be known by some as "Drop Everything and Find Waldo": some students were busy finding Waldo instead of engaging in deep reading (Miller & Moss, 2013). Teachers need to play a more active role when it comes to helping students select books as well as finding motivating and effective ways to provide necessary instructional scaffolds.

However, some studies have shown that even independent reading without support can yield some benefit. A six-month study published in 2004 by Wu and Jay Samuels in response to the Reading Panel's report showed that by giving students more time to read, poor readers in particular were able to improve their ability to recognize words and their vocabulary. However, in the last twelve years, more experimental studies have been conducted to assess and support a more causational relationship between a scaffolded silent reading approach and student achievement (Morgan & Wagner, 2013). Walker (2013) and Reutzel et al. (2008) demonstrated that in-school Scaffolded Silent Reading (ScSR) "led to gains that were better than national averages in reading rates and a 43 percent average increase in the proportion of ideas recalled, representing a substantial increase in comprehension over the school year" (as cited in Miller & Moss, 2013, p. 13). So independent reading with teacher guidance and effective instructional scaffolds has been shown to increase reading volume and comprehension.

Independent Reading, Motivation, and Instruction

Time spent reading freely has also been linked to improved reading skills and attitudes towards reading: Ivey and Broaddus (2001) observed that independent reading time was important for students in middle school; 63% of the 1,765 middle school students they surveyed indicated that independent reading time was their favorite activity in class (as cited in Fisher, 2004).

Furthermore, in Scholastic's *Kids and Family Reading Report* (2019), 89% of students said that their favorite books were the ones they chose themselves and 88% reported that they are more apt to finish a book if they were the ones to choose it. This may seem like an obvious statement, but choice cannot be underestimated or undervalued. If only 36% percent of K-12 teachers make time for independent, choice reading, most students aren't being given the opportunity to develop and invest in their own reading interests. Providing students with the opportunity to engage in choice reading is likely to increase motivation. When kids choose, they read. Self-determination is important when it comes to sustaining motivation.

When looking at the current decrease of reading volume and motivation among high school students, it's important to consider the instructional practices within the classroom. Most high school English classes often emphasize whole-class text studies where texts are chosen for students rather than by them (Guthrie & Wigfield, 2000). Many high school English classrooms also emphasize the teaching of canonical texts rather than on particular ways of thinking about texts (Bomer, 2011).

Much has been written about the importance of implementing independent reading in elementary schools as a way of helping younger students develop a love of reading. In middle school, independent reading programs often get implemented as a way of curtailing the "middle

school drop" where leisure reading sees a significant decrease (International Reading Association, 2014). By the time students reach high school, the perception of some critics is that independent reading is a waste of time, especially due to the time restrictions and curriculum demands of a secondary English classroom (Maguiness, 1999; Seow, 1999). However, much of the criticism comes from the fact that independent reading in the past has lacked the necessary guidance and scaffolding to get traction. In the end, students are clearly not reading as much as they should be and the kind of reading they are doing is not nearly enough to prepare them for college and the ever-changing workforce. It's important to consider a revised independent reading framework that will provide students with the necessary motivation to increase their reading volume.

Statement of Purpose

As previously mentioned, the purpose of this project is to support high school English teachers in the implementation of a scaffolded independent reading program. This project will develop in-service training materials (slides, handouts, surveys) to help promote the benefits of independent reading and to help support English teachers and administrators with implementation at the high school level. Both participating teachers and students will be given pre and post assessment surveys to determine the success of the in-training workshops and the implementation outcomes of the program itself (i.e. Are students reading more? Are they more engaged? etc.)

By offering this in-service training to teachers, students will benefit by having the opportunity to read a wide-range of high-interest texts, which has been shown to increase motivation, proficiency, and academic success (Walker, 2013).

Objectives

This project has two main aims:

- To provide high school students with a data-rich and evidence-based independent reading program that helps them increase their reading volume and motivation.
    - Objective: Students will increase their reading volume and motivation.

  This objective will be measured by using student pre and post assessment surveys.
- To provide teachers with quality in-service training that conveys the importance of independent reading in high school and supports the implementation of it.
    - Objective: Teachers will successfully implement an independent reading program in the classroom.

  This objective will be measured by using teacher pre and post assessment surveys.

Definition of Terms

Academic achievement: Results that are related to summative assessment or end-of-year exams.

Fluency: Oral or silent reading that is of appropriate rate and expression. It relies on automaticity in word recognition and prosody (expression).

Independent Reading/Free Reading: A broad umbrella term often used to encompass a variety of approaches which promote voluntary reading, text choice, reading with either plenty or minimal to no support from the teacher, and with or without an assessment/accountability component.

Independent Silent Reading (ISR): More content-oriented reading than the traditional SSR approach. Material is often chosen and assigned by the teacher to supplement a broader thematic unit and curriculum (Cuevas et al., 2014).

Reading Stamina: The amount of time that a student can focus and concentrate when reading.

Reading Volume: The amount of time spent and amount of reading done by a student.. It can also include a wide-range of reading (i.e. different genres, text types) done by the student.

Scaffolded Silent Reading (ScSR): Independent reading model that provides students with the necessary support, guidance, structure, accountability, and monitoring to develop an effective silent reading practice (Walker, 2013).

Sustained Silent Reading (SSR): A free reading period in class where students choose what they want to read, traditionally with no assessment or feedback from the teacher.

Uninterrupted Sustained Silent Reading (USSR): Similar to SSR, this independent reading structure emphasizes giving students time to read quietly, without interruption.

Scope of the Project

The project involves providing teachers with in-service training on why and how to implement an independent reading program that specifically supports student motivation and reading volume. This in-service training spans an entire school year, beginning with sessions at the start of the school year, one mid-year, and one final session at the end of the school year, which will be used to both reflect on and determine the level of success in meeting the project's objectives.

Independent reading is a very broad topic and many aspects could be addressed. The implementation of it is complex and in-service teacher training is considered crucial to its success (Walker, 2013; Pilgreen, 2000). To maintain a narrow, concise focus, appropriate to the scale of this project, which is specifically to help high school students increase their reading volume and motivation (engagement), this project will only address those aspects that relate directly to these two outcomes. Therefore this project will address fluency, reading volume, comprehension, instructional scaffolds, academic achievement, choice reading (self-selected

reading) and allocating time to it, text complexity, and promoting individual and community engagement, all within the context of an independent reading program.

However, this project will not address in detail how to curate and organize a classroom/school library to support independent reading except to promote its importance. This project also won't address how to incorporate accountability measures (i.e point system) or formal assessments (i.e. using rubrics, grading, etc.). Experts are divided on whether accountability/formal assessment measures actually help increase reading volume and motivation within the context of an independent reading program or whether they actually detract from authentic engagement (Jago, 2019). Students will however be assessed informally and formatively to check for understanding, to provide feedback, and to offer additional instructional resources.

Finally, an important factor that may hinder the effectiveness or implementation of this project is teacher buy-in: the motivation and perseverance to implement and reflect on the program consistently throughout the year. Consistency cannot be overstated and it will be the administrators job to provide support and any necessary subsequent resources for teachers. When implementing any new program, it is important to participate wholeheartedly in the ups and downs of the process and the level of reflection and participation from teachers and administrators will impact the program's success.

Chapter Two: Literature Review

Introduction

Adolescents read less and exhibit less motivation than other age groups (The National Endowment for the Arts, 2007). With only 16% of 12th graders reading a book or magazine every day and up to a third who read for pleasure, it's clear to see why students are not ready for college or future job demands since a strong correlation has always existed between time spent reading and academic achievement. (Twenge et al, 2019; Allington, 2014; Cuevas et al., 2014). The following literature review will explore current research related to the benefits of implementing independent, choice reading in the high school classroom as a way of motivating students to build a reading identity around choice, volume and fluency. This literature review will begin with an explanation of the theoretical framework and rationale that informs the research and evaluation of this project. The research will be synthesized and presented under these specific topics:

- Fluency, reading volume, and comprehension
- Instructional scaffolds, gradual release of responsibility, and achievement
- Engagement through choice and text complexity
- Time allocation for choice reading that promotes engagement and volume
- Building a classroom reading community that supports engagement
- The importance of in-service teacher training

This section will close with a brief summary and conclusion of the major findings and information that support this project.

Theory and Rationale

"The goal of independent reading as an instructional practice is to build habitual readers with conscious reading identities." -- NCTE 2019

Independent Reading and the Transactional Reader-Response Theory of Reading

Emotional engagement is at the heart of independent reading. It relies on students making their own reading choices, based on their own interests, and responding authentically and affectively to them. In other words, independent reading programs support a transactional reader-response approach to literacy education that sees the student at the center of reading, the one at the heart of meaning making. Students are interpretative agents with the autonomy to navigate their way through a wide-range of texts with the goal of constructing knowledge through their own cognition.

Since engagement is at the heart of meaning making, one of the limitations of reading teacher curated, whole-class canonical texts is that students might not necessarily connect to them. Often canonical or "classic" books are chosen as whole-class texts, not only to transmit a kind of cultural literacy, but to provide sophisticated opportunities to analyze and judge the qualities of a complex text (Gordon, 2018; Gallagher, 2009). Often literary devices are taught and students practice analyzing these devices and their effects on readers. However, Louise Rosenblatt (1995), who first articulated transactional reader-response theory, argues that students cannot deeply analyze the qualities (devices) of a text unless they fully engage with its content first: "The young reader's personal involvement in a work will generate greater sensitivity to its imagery, style, and structure; this in turn will enhance his understanding of its human implications" (p. 52). If students are not engaged or don't relate to what they are reading, they cannot develop a truly authentic, genuine and deep response to what they read. Students must be

encouraged to engage with literature affectively and understand that it can provide a source of existential understanding and emotional introspection. If they are not encouraged to respond to literature on a personal level, they risk ending up viewing literature as "something academic, remote from [their] own present concern and needs" (Rosenblatt, 1995, p.59). This kind of potential reaction goes against the reader-response principle that above all, literature should be read and enjoyed.

For Rosenblatt (1995), the "generic reader," the one who can analyze and judge the qualities of a text and derive meaning from it based solely on the text's own inherent truths does not exist. If students are expected to respond as such, the response itself risks being stifled. Often adolescents are reticent to participate in classroom discussions for fear of not having the "right" answer. However, there is no impersonal reading of any text as each reader constructs his or her own meaning. Readers should instead be met where they are in their understanding of a text and guided towards refining their understanding (Rosenblatt, 1995). By "refining," Rosenblatt (1995) means that the teacher should help "to initiate a process through which the student can clarify and enlarge his response to the work" (p. 73). In other words, reader-response theory does not promote relativistic interpretations, where all readings are equal and should go unchallenged. Rather, a teacher's role is to help students realize that some interpretations are more justifiable and arguable than others.

In some cases, an adolescent's response to classic texts may seem infantile or immature. Once again, Rosenblatt (1995) would remind us that one reason for a shallow reading is that the student simply isn't ready to fully grasp the text's scope. Students can only bring what they already know to their understanding of a text: "Such analysis of the work, such acquisition of new insights and information, will have value only as it is linked up with the student's own

primary response to the work" (Rosenblatt, 1995, p. 113). Analysis is not just a series of "verbal abstractions" but has its roots in personal insights that stem from "emotional and intellectual perceptions" (Rosenblatt, 1995, p. 49). To reiterate, a student's analysis will only be as authentic and insightful as the student's personal response to the text. Therefore, if we want to ensure that students have ample opportunity to develop their analytical skills, they need to have the opportunity to read books that interest them, that speak to them. Transactional reader-response theory provides a framework for understanding that meaning doesn't blossom out of an impersonal, generic reading but from real aesthetic experience (Rosenblatt, 1995).

Self-Determination Theory (SDT)

Self-determination Theory also guides much of the research presented in this literature review as all variations of independent reading programs aim to meet students' three basic needs: to feel competent, to feel related, and to feel autonomous (Williams et al., 2008). Independent reading models allow for students to develop their autonomy as they choose their own texts and progress at their own rhythm. When students choose their own books, they will choose those that interest them and with the teacher's guidance they can choose challenging books that will help them become proficient readers. The independent reading model allows for students to meet and satisfy their basic needs for self-determination.

STD, articulated by Deci and Vansteenkiste (2004), outlines three essential philosophical assumptions:

1. Humans are essentially proactive and are capable of controlling forces within themselves (i.e. emotional impulses and drives) and forces outside themselves (i.e. environment).
2. Humans are born with a proclivity for self-actualization, growth and development.

3. Social environments play an important role in helping individuals become self-actualized. The process is not automatic.

At the heart of SDT is the idea that humans are empowered and capable of understanding their strengths and limitations. Learning environments can either support or undermine our basic need to feel competent, related, and self-reliant. SDT places humans at the centre of their own growth; in other words, individuals need to cultivate a view of themselves as capable, effective, and accomplished by taking responsibility for their own goals, successes, and failures (Ward, 1988). This psychological framework of personal accountability has been linked to providing a greater quality of life (Wehmeyer & Schwartz, 1997). Students at the centre of their learning, such as they are when engaging in independent reading, are provided with a learning structure that encourages and promotes the intrinsic motivation necessary for self-actualization. Intrinsic motivation is at the heart of engagement. Simply put, if students are not interested or motivated by a particular activity, they will not be truly engaged. Engagement and motivation are key factors in academic success: “If intrinsically motivated to read on their own, children will sustain interest in reading and improve their reading abilities” (Williams et al., 2008, p. 135).

Intrinsic motivation at its source is really about our need to feel competent and autonomous: people will participate in activities with more enthusiasm if they make them feel a sense of personal control over their behaviour (Deci & Vansteenkiste, 2004). Choice is at the heart of independent reading programs and choice has been shown to positively impact people’s intrinsic motivation because it increases their sense of autonomy (Deci & Vansteenkiste, 2004). Having the choice to read self-selected books that foster autonomy in readers is important in helping them satisfy their intrinsic motivation for personal growth.

Research/Evaluation

Fluency, Reading Volume, and Comprehension

Fluency and stamina are important aspects of reading comprehension and play an important role in increasing reading volume (Allington, 2014; Kittle, 2013; Paige et al., 2012). Fluency involves automaticity in word recognition and prosody (expression) while stamina implies the amount of time that a student can focus and concentrate when reading. Fluency enhances textual meaning and fluent readers tend to have high levels of comprehension while less fluent readers have been shown to struggle with making meaning (Paige et al., 2012). Fluency is often ignored or given very little attention at the secondary level because the assumption is that it is a basic skill that is fully developed by the end of elementary (Paige et al., 2012). Reading volume can play an important role in helping students develop their fluency, even at the secondary level (Allington, 2014). Kittle (2013) recommends that students keep track of books that they want to read, based on student and teacher book talks, as a way to build momentum and avoid the potential *I don't know what to read next* struggle, which may stall a reader. Encouraging and maintaining voluminous reading can help students further develop their fluency (Allington, 2014).

Furthermore, developing fluency can help students progress in reading comprehension. A correlational study conducted by Paige et al. (2012) examined the extent to which the prosody aspect of fluency has an impact on reading comprehension in ninth grade. The study looked at the academic achievement (end-of-year state exam) and fluency rate of 108 students from a school in the bottom five percent of high schools within the state. To assess each student's fluency, the Multidimensional Fluency Scale rubric was used to assess expression and volume, phrasing, smoothness, and pace. The results of the study showed a positive correlation between

high reading test scores and fluency, suggesting that students who are fluent readers tend to demonstrate better comprehension (Paige et al., 2012).

It's important to consider the kind of voluminous reading that plays a role in developing fluency and improving comprehension. Often the assumption when it comes to teaching fluency is that students need opportunities to engage in repeated reading. Repeated reading often includes the practice of selecting texts for students to read a few times for accuracy in word recognition and expression. However, a 2003 meta-analysis of over 100 research studies on repeated readings actually demonstrated that when a repeated reading model was compared to a control group of students reading independently for the same amount of time, there was no difference in fluency outcomes (Allington, 2014). When engaging in repeated readings, students are increasing their reading volume, and this may suggest why there is no difference in fluency outcomes. Also, if there is no difference between models, it would be more engaging for students to spend their reading time with a choice text.

Within the last fourteen years, studies have supported the idea that reducing time spent on repeated readings and extending the time instead to reading new texts may actually help students develop fluency faster in developing both word recognition and comprehension (Allington, 2014). Furthermore, automaticity is best developed through wide and deep reading and scaffolded silent-reading interventions (Paige et al., 2012). This information is important insofar as it supports the implementation of an independent reading program in high schools because it gives students an opportunity to read more and read widely. In turn, students have an opportunity to work on fluency which helps them develop stronger comprehension skills. Independent reading provides a space for students with differentiated levels of fluency to work on increasing their reading stamina and volume in a self-paced reading model (Kittle, 2013).

Lastly, Kittle (2013) and Quirk and Schwanenflugel (2004) agree that building stamina and fluency requires students to set short and long-term goals in regards to how much they read (volume) and for how long they can read (stamina). Setting challenging, but researchable goals and meeting those goals has been shown to help students increase their motivation because when they reach their objectives, they reinforce their sense of self-efficacy as a reader (Quirk & Schwanenflugel, 2004). This information supports an independent reading model, where students individually monitor their fluency and stamina and set short and long-term goals for long-term success.

Instructional Scaffolds, Gradual Release of Responsibility, and Achievement

Providing students with independent reading opportunities and thus increasing their reading volume has a positive impact on comprehension. Many studies show a direct correlation between time spent reading and academic achievement (Sanden, 2014; Cuevas et al., 2014; Horbec, 2012). A meta-analysis, which compared free reading programs to more traditional, direct instructional programs, found that in 51 out of 54 (94%) research results, students in free reading programs did as well if not better than students in traditional programs on reading comprehension assessments (Sanden, 2014). Allington's 2001 own investigations found that no sound evidence exists to promote the idea that whole-class reading is more effective at supporting academic achievement than other models of reading. Independent reading at the very least provides as much opportunity for learning, but with more opportunity for engagement (Sanden, 2014).

However, a 2014 causal-comparative study did conclude that 10th grade students who followed an independent silent reading model in high school (ISR) were able to make greater gains on their end-of-course test scores in reading as well as their reading ability,

comprehension, and self-efficacy than students who didn't follow a similar instructional model (Cuevas et al., 2014). Students who participated in ISR showed more than twice the amount of gain in total reading ability. Furthermore, students from the ISR groups were found to be more likely to attribute their successes in reading to their own ability (Cuevas et al., 2014). This final point is especially important as it relates to motivation. It suggests that ISR helps students develop a sense of agency over their own learning which in turn helps increase motivation to read (Guthrie et al., 2000). The findings also suggest a correlation between reading volume and academic achievement, as those students in ISR also read supplementary material that related to their unit of study.

Using effective instructional scaffolds, along with ample reading, also supports academic achievement (Horbec, 2012). Providing both a focused lesson on a skill, concept, or literary device, and time for students to practice with their own independent reading, has been shown to yield positive outcomes (Gordon, 2018). For example, focused lessons prior to independent reading can take the shape of think-alouds, which have been shown to be a very effective tool to empower students (Fisher et al., 2017; Wilheim, 2001). They allow teachers to make the cognitive process of reading visible to the students, so that they can in turn practice the moves that skilled reading requires. Guided close reading of challenging texts can provide the necessary support for students to move towards tackling increasingly more complex texts independently (Gordon, 2018) and help struggling students who need additional instructional scaffolds as well as the active, social experience that think alouds create (Wilheim, 2001). Fisher et al. (2016) argue that this kind of instructional scaffolding leads to *transfer learning*. It is the end result of a learning process called *gradual release of responsibility* whereby students move from direct instruction and guided practice towards independent mastery (Fisher & Frey, 2011).

Gordon (2018) states that transfer is "what happens when readers take what [teachers] show them and use it in a new way, or [...] with their own book" (p. 18). In other words, by providing guided practice, like using think-alouds, for example, teachers can gradually release the responsibility to students. By providing the necessary support to help students transition into independent practice, students learn to make meaning on their own, building their confidence and autonomy (Gordon, 2018), which both contribute to increasing intrinsic motivation (Deci & Vansteenkiste, 2004).

Students show more engagement with reading when they are encouraged to set goals, self-assess, and practice comprehension strategy instruction within a scaffolded independent reading environment where instructional scaffolds are provided in 5-15 minute increments (Morgan & Wagner, 2013). Autonomy does not mean that students are left without the opportunity to receive instruction and feedback. By setting goals and monitoring their own comprehension, students have the potential to engage in reading as metacognitively aware and interpretative agents (Morgan & Wagner, 2013).

Engagement Through Choice and Text Complexity

Students' motivation to read and their attitude towards reading are key factors in developing reading skills, which includes comprehension (Clausen-Grace & Kelley, 2007). In McQuillan et al.'s 2001 study, which looked at ways to increase the amount of time spent reading for a student population who rarely read for pleasure, found that when surrounded by high-interest books and time to read in class, 90 to 95 percent of students took advantage of that time. More importantly, after one semester, students went from having a negative view of reading to reading a few books on their own. They also made gains in reading. This study confirms that highly motivated readers read more because they develop a sense of agency over

their own learning (Horbec, 2012), which is important because Deci and Vansteenkiste (2004) remind us that agency helps foster intrinsic motivation.

Sanden (2004) also maintains that reading programs in high school that provide opportunities for students to choose their own reading materials are more motivated to engage in reading; and they read more (Allington & Gabriel, 2012). A 2011 case study by Ivey and Johnson found that when teachers moved from whole-class assigned readings to students' self-selected readings, students' engagement rose and students felt a deeper sense of identity and agency (Morgan & Wagner, 2013). Besides increasing engagement, a 2013 case study found that choice reading also contributed to increased reading volume and achievement (Morgan & Wagner, 2013). These studies suggest that independent reading has the potential to increase motivation and engagement which in turn can increase reading volume and academic achievement. Miller and Moss (2013) also concluded in their research that engagement is one of the most crucial factors for increasing perseverance, stamina, and reading achievement.

At the heart of any independent reading program is the idea that intrinsic motivation should guide a student's desire to read. In other words, offering students the opportunity to select their own books based on their own interests and providing time for them to read in class, allows them to be more engaged as readers because they learn to navigate through self-selection what they enjoy and dislike (Atwell, 2007). Self-selecting texts that are meaningful to students also helps them relate to what they read (Rosenblatt, 1995). Research has shown that the books that hold the most significance for teenagers are those that allow students to make personal connections, to communicate empathy, and to shape their identity (Tatum, n.d.). Choice reading has been shown to increase enjoyment of reading and reading ability (Krashen, 2004), as well as a sense of agency (Ivey & Johnston, 2015). Choice reading also offers a naturally built-in

opportunity for differentiation: students will choose and read books that they not only want to read, but that they can also read (Gordon, 2018).

A common fear of moving towards more choice texts and away from teacher-curated, whole-class canonical texts is that students won't be as challenged (Kittle, 2013; Allington, 2001). The perception is that if students have the chance to read easy books they will at the expense of more complex and challenging texts.

First of all, there are benefits to engaging with easier reading. For one, it helps students work on increasing fluency and volume, which alone have been shown to help with comprehension and proficiency (Allington, 2002). Fluent, easy reading draws students in because it helps them build a sense of confidence and competence, and it helps them increase reading stamina (Gordon, 2018). Allington (2009), Torgensen and Hudson (2006), and Hievert and Fisher (2012) found that struggling readers in particular benefit from voluminous, easy reading that can be read with 99 percent accuracy or more (as cited in Miller & Moss, 2013). Easy reading also builds what Atwell (2007) and Gallagher (2009) call, "reading flow": "to come up for air while reading" (Gallagher, 2009, p. 61). In other words, the reading flow is the joy of what we experience when we are completely immersed in what we are reading, which should not be undervalued (Rosenblatt, 1995).

However, Carver and Liebert's (1995) research argues that only reading easy books won't help students progress and that teachers should guide and monitor what their students read to ensure that they are sufficiently challenging themselves (as cited in Miller & Moss, 2013). With appropriate instructional scaffolds, students can work through more complex reading (Miller and Moss, 2013), which reminds us that the role of the teacher is important in effectively

helping students navigate both choice and text complexity, as well as providing the necessary modeling and scaffolding to help students become proficient readers (Horbec, 2012).

Time Allocation for Choice Reading that Promotes Engagement and Volume

The 2016 national survey published by Scholastic reminds us that 94% of K-12 teachers agree or strongly agree that time should be given to students to read independently, however only 36% are able to make time for it due to curriculum demands. Therefore, how much time to allocate to independent reading (choice texts) versus other forms of reading (i.e. teacher-select, whole-class texts) is a concern for many teachers. For an effective independent reading program that encourages engagement, volume, and habitual reading, experts agree that students need time at school to read self-selected texts (Kittle, 2013; Miller & Moss, 2013; Gallagher, 2009; Fisher & Ivey, 2007; Atwell, 2007; Pilgreen, 2000). When it comes to determining how much time should be devoted to choice reading in school, experts are divided. Pilgreen's (2000) research recommends between 15 and 30 minutes twice a week for reading to become a meaningful habit as opposed to just another academic activity. Gallagher and Kittle (2018) recommend between 10-15 minutes of independent reading at the start of each class to promote and support regular engagement with books. According to Adams (2006) and Anderson, Wilson, and Fielding (1988) only 10 minutes of independent reading a day has been shown to yield positive results, such as a significant increase in word exposure (as cited in Gallagher and Kittle, 2018).

Furthermore, when it comes to determining the ratio of choice reading versus teacher selected, whole-class texts, Atwell (2007) argues that choice reading should be a daily occurence and that most, if not all reading, done in and out of the classroom, should be self-selected. Both Atwell (2007) and Gordon (2018) support teacher-selected texts for mini lessons within a reader's workshop model (i.e. think-alouds and mentor texts). Learning to select books for

ourselves is of paramount importance for Atwell (2007), because it encourages students to read with authentic intention. Fisher and Ivey (2007) agree with the importance of choice texts and argue that an overemphasis on whole-class texts limits variety, depth, and volume. In fact, they contend that whole-class reading can contribute to a decrease in reading volume, depth and motivation. Gordon (2018) makes a case that students should be encouraged to read widely by learning how to read across different genres. Likewise, Miller and Moss (2013) argue that genre-specific instruction is an often neglected area of reading instruction and should be taught to help students apply genre-specific reading strategies when they read independently.

On the other hand, Kittle (2013) and Gallagher (2009) both support a 50/50 approach when balancing self-selected reading with teacher-curated texts. Gallagher (2009) recommends allocating about half of class time to reading and analyzing teacher-curated, whole-class texts, which he calls "academic" reading, and the other half to reading choice books independently, engaging in "recreational" reading. He makes the case for including traditional, canonical texts for two reasons: to follow any obligatory district-mandated curriculum guidelines, but more importantly, to help students acquire a "shared cultural literacy" (p. 91). Kittle (2013) agrees with Gallagher's (2009) 50/50 approach, and advocates that students spend 50% of their time reading choice books, 25% reading mentor texts in the context of a reading workshop, and 25% engaged in whole-class or book club reading (i.e. small-group novel study). Allington (2001) argues that we should aim for a model that does not spend more than 20-30% of the time on whole-class texts so as to ensure student engagement. In the end, these different models provide both flexibility and effectiveness, and help teachers meet potential district and school curricular demands while also providing students with time to build a reading life (Gallagher, 2009).

Building a Classroom Reading Community that Increases Engagement and Volume

Classroom Libraries. Not only does choice play a role in increasing motivation, but classroom culture also plays an important part in fostering reading engagement as a communal and social activity (Gallagher & Kittle, 2018). Part of creating an engaging and motivating reading culture in the classroom is to provide students with access to many high-quality, high interest books (Pilgreen, 2000). Kim (2003), Morrow (2003), and Neuman (1999) found that students read 50 to 60% more when there are books readily available in the classroom (as cited in Miller & Moss, 2013).

Fountas and Pinnell (1996) recommends that classroom libraries hold between three hundred and six hundred books and the International Reading Association (1999) suggests that there should be at least seven books per student (as cited in Miller & Moss, 2013). Curating a classroom library takes time. In the meantime, school libraries can provide students with access to reading material. According to Gambrell (1995), school libraries account for 90 percent of students' access to books (as cited in Miller & Moss, 2013). A positive, statistically significant correlation exists between the amount of books available in a school library and student achievement on standardized tests (Sinclair-Tarr & Tarr, 2007). Krashen (1995) and McQuillan (1998) also found a positive correlation between the number of books students had access to and reading comprehension texts scores on the NAEP exam (as cited in Miller & Moss, 2013). The implication is that access to books is a predictor for student achievement because access plays a part in how much students are reading, and volume positively impacts achievement (Sanden, 2014; Cuevas et al., 2014; Horbec, 2012). Therefore, providing access to a plethora of reading material encourages students to read.

Book Talks. Another motivating factor that can help foster a classroom community of readers are book talks (Gallagher & Kittle, 2018; Gordon, 2018; Kittle, 2013; Miller & Moss, 2013; Atwell, 2007). For example, Gallagher and Kittle (2018) use between two and four minutes at the start of every class to generate interest in reading by sharing or having others share interesting books that they are currently reading or have read. Book talks can also be woven into mini lessons by using a passage from a high-interest book to explain a narrative concept or literary device and to promote the book itself (Kittle, 2013).

Conferences. Conferring with students individually is both a good tool for providing differentiation and instructional scaffolds, and engaging students as readers (Gordon, 2018, Kittle, 2013; Miller & Moss, 2013; Atwell, 2007). Finding the time to confer with each and every student, especially in high school with oftentimes large class sizes, is challenging for many secondary teachers. However, Garan and DeVoogd's (2008) and Reis et al.'s (2008) research suggests that independent reading is more effective when teachers confer with students. Even short conferences can be beneficial to students (Miller & Moss, 2013). Gordon (2008) recommends that teachers organize their conference time so that, ideally, they can meet with each student at least once every two weeks, depending on the number of students per class. Reis et al's (2008) research also determined that the best conferences are the ones spent helping students select appropriate books that match their level of ability and interest, providing supplemental guidance in using reading strategies, and engaging with students about what they are reading (i.e discussions). Student-teacher conferences are not the only way students can be encouraged to share their reading lives. Students conferring with each other about what they are reading is also a great way to build a classroom reading community and generate interest in books (Miller & Moss, 2013).

Modeling a Reading Life to Students. A teacher's reading life matters (Kittle, 2013). Pilgreen (2000) and Kittle (2013) both make the case for teachers needing to model reading engagement to their students by being readers themselves. Trelease (2006) reports a study of teachers in graduate school which found that 20 percent of teachers had read nothing in the past six months to a year, while a little over half said they had only read one or two books (as cited in Kittle, 2013). For teachers to fully engage in the implementation of a robust and effective independent reading program, they need to promote and excite students about reading, by participating in the process themselves as reader-teachers (Jago, 2019). Keeping a reader's notebook with information about books read can be helpful to use when recommending books to students (Kittle, 2013).

Furthermore, Pilgreen (2000) found that teachers undermined the importance of reading when they engaged in other activities during independent reading time. She makes the argument that in order for teachers to model the importance of reading, they need to either be reading or conferring with students during IR. Teacher credibility, which includes trust, competence, dynamism, and immediacy, is one of the top five most important factors that contribute to student learning success (Fisher et al., 2016). In other words, when advocating for the importance of reading for pleasure and building a reading habit, teachers must show credibility by participating in the process as well.

The Importance of In-Service Teacher Training

Supplementing any high school English classroom curriculum with an independent reading program will help increase reading volume and motivation. However, it is also important to consider the importance of training teachers when implementing an independent reading program to maximize its effectiveness and to provide support. According to Pilgreen (2000), one

of the key factors that leads to a successful implementation of an independent reading program is the participation of teachers in ongoing professional development. In fact, Kamil's 2008 study, which looked at effective ways to implement recreational reading of informational texts, found that the most successful approach involved providing teachers with ongoing professional development on how to implement the program and support students. In fact, students made greater gains than those whose teachers did not receive professional development. Therefore, in-service training plays a pivotal role in helping teachers implement a successful independent reading program.

Summary

Implementing an independent reading program to increase reading volume and motivation must come with evidence of its effectiveness. There is a clear body of literature which supports a positive correlation between time spent reading and academic achievement (Allington, 2014). Fluency and stamina are important aspects of reading and play an important role in increasing reading volume (Allington, 2014; Kittle, 2013; Paige et al., 2012).

Furthermore, providing students with independent reading opportunities, and thus increasing their reading volume, has a positive impact on comprehension and reading achievement (Sanden, 2014; Cuevas et al., 2014; Horbec, 2012). Independent reading in high school (ISR) can help students make greater gains in reading ability, comprehension, end-of-course test scores (in reading), and success/ability attribution (Cuevas et al., 2014).

Using effective instructional scaffolds, along with ample reading, also supports academic achievement (Horbec, 2012). Think-alouds and guided close reading of challenging texts can provide both the necessary support for students to move towards tackling increasingly more complex texts independently (Gordon, 2018). Students also show more engagement with reading

when they are encouraged to set goals, self-assess, and practice comprehension strategy instruction within a scaffolded independent reading environment (Morgan & Wagner, 2013).

Reading programs in high school that provide opportunities for students to choose their own reading materials are more motivated to engage in reading (Sanden, 2014) and to read more (Allington & Gabriel, 2012). Choice reading contributes to increased reading volume and achievement (Morgan & Wagner, 2013). In addition, students need time in class to read (Kittle, 2013; Miller & Moss, 2013; Gallagher, 2009; Fisher & Ivey, 2007; Atwell, 2007; Pilgreen, 2000).

Finally, classroom culture also plays an important part in fostering reading engagement (Gallagher & Kittle, 2018). Students read more when books are readily available in the classroom (Kim 2003; Morrow, 2003; Neuman, 1999, as cited in Miller & Moss, 2013). Another motivating factor that can help foster a classroom community of readers are book talks (Gallagher & Kittle, 2018; Gordon, 2018; Kittle, 2013; Miller & Moss, 2013; Atwell, 2007). Conferring with students individually is both a good tool for providing differentiation and instructional scaffolds, and engaging students as readers (Gordon, 2018, Kittle, 2013; Miller & Moss, 2013; Atwell, 2007). Research suggests that independent reading is more effective when teachers confer with students (Garan & DeVoogd, 2008; Reis et al., 2008).

When it comes to the reading lives of teachers, Pilgreen (2000) and Kittle (2013) both make the case that teachers need to model reading engagement to their students by being readers themselves and engaging in professional development. According to Pilgreen (2000), one of the key factors to successfully implementing an independent reading program is for teachers to participate in quality staff training.

Conclusion

Independent reading has the potential to increase motivation and engagement which in turn can increase reading volume and academic achievement. Students do well when the independent reading is monitored and guided by the teacher. Students who are fluent readers tend to demonstrate better comprehension. They should have the opportunity to read more and read widely as they develop stronger comprehension skills within a learning environment that supports reading as both a personal and social activity.

Independent reading also helps students develop a sense of agency over their own learning which in turn helps increase motivation to read. By setting goals and monitoring their comprehension, students have the potential to engage as metacognitively aware and interpretative agents. Reading volume and academic achievement are positively correlated, thus supporting an independent reading program, which provides students with effective instructional scaffolds and time to read choice texts in class, is a useful and necessary component to any high school English classroom.

Chapter Three: Project Description

Introduction

High school students read less than elementary and middle school students (National Endowment for the Arts, 2007). Twenge et al. (2019) reminds us that a third of American teenagers have not read a book for pleasure in at least a year and only 16% of 12th graders read a book or magazine every day. Reading proficiency is also problematic (NAEP, 2015). Furthermore, there is a steep decline in motivation that begins in middle school and continues every school year (McKenna et al., 2012; Kelley & Decker, 2009). Motivation is a key component: if students are not motivated, they will not benefit from reading instruction (Kamil, 2013).

Therefore, increasing both reading volume and motivation are important goals in order to improve reading proficiency. Morgan and Wagner (2013), Walker (2013), Reutzel et al. (2008), as cited in Miller and Moss (2013), remind us that making room in the English curriculum for a scaffolded independent reading program will help students increase their motivation, fluency, and volume, thus preparing them for college and career.

There is currently a barrier between teachers' positive attitudes about independent reading and a concrete implementation of a structured independent reading program. A 2016 national survey published by Scholastic reminds us that 94% of K-12 teachers agree or strongly agree that time should be given to students to read independently, however only 36% are able to make time for it due to curriculum demands. An effective response to the challenges of implementing an independent reading program is to offer high-quality professional development, one that goes beyond one-session training (Walker, 2013). The goal of this project is to provide training for high school teachers and administrators who want to implement an independent

reading program that is rooted in research and that will help increase students' reading volume and motivation.

The following sections will describe the project's components (i.e. presentation slides, handouts, and surveys), which will be followed by an explanation of how these materials and information should be implemented. Finally, evaluation tools, including criteria for determining the success of the project, will be provided in order to explain and outline how the project will be evaluated for success. A conclusion will bookend this chapter.

Project Components

The project components include a one-year in-service training timeline (Appendix A) that teachers will receive on the first day of training, in-service presentation slides for each training session, handouts, and surveys for both teachers and students relevant to the successful implementation of an independent reading program. The in-service professional development sessions will address critical components for a successful *scaffolded silent reading program* (Walker, 2013): the purpose and philosophy behind IR, time allocation and overall structure, fluency, reading volume/engagement, comprehension, motivation, supporting and engaging students through instructional scaffolds, choice, goal setting and self-assessment, as well as how to build a classroom reading culture and community that increases engagement.

Training Session 1: Introduction-- Scope and Purpose

The in-service training presentation will begin with a timeline, aims, and objectives for those attending the training (Appendix B). The first session will include an agenda and an introductory discussion (Appendix C) whereby the following quote by Kylene Beers will be used as a starting point: *If we teach a child to read but fail to develop a desire to read to read, we have created a skilled nonreader, a literate illiterate. And no high score will ever undo that*

damage. Teachers and administrators will be asked to discuss the meaning of this quote and how it might connect with the topic of independent, choice reading. The quote was chosen as an entry point to situate independent reading within the transactional reader-response theory of reading which values real engagement from all readers: “The young reader’s personal involvement in a work will generate greater sensitivity to its imagery, style, and structure [...]” (Rosenblatt, 1995, p. 52). Students should be encouraged to engage with literature that is meaningful to them.

Furthermore, a list of reasons (Appendix C) for why independent reading is important will be shown to teachers and administrators to provide necessary statistics to highlight the fact that many high schoolers are not engaged in reading for pleasure on a regular basis (Twenge et al., 2019) and that many students do not meet college expectations (Twenge et al., 2019).

Before introducing some of the research behind independent reading, attendees will receive clarification about what constitutes independent reading or IR, as many synonymous terms exist to refer to it. They will also receive some information about the philosophy behind IR, rooted in transactional reader-response theory of reading, which will be connected back to the original quote by Kylene Beers.

The next part of the presentation focuses on providing teachers and administrators with an overall look at the organizational aspects of IR (Appendix D), such as time needed to devote to it and the incorporation of a balance between choice texts and teacher-curated texts. Atwell (2007) and Gallagher and Kittle (2018) will be provided as potential models to follow. Allington (2001) reminds us that teachers should aim for a model where students spend between 50-80% of their time on choice reading. This particular part of the implementation process is important to discuss since 64% of teachers struggle to make time for IR (Scholastic, 2016). Providing options will allow attendees to see the possibilities given their particular contexts.

Furthermore, the second slide in Appendix D focuses on what IR looks like every day. In other words, it answers the potential question of how much time students should be spending reading independently in the classroom. Given that many attendees will be coming from potentially different teaching contexts, there are two options that have been shown to be effective: an ideal 10-15 minutes every day, according to Gallagher and Kittle (2018) or a minimal 15-30 minutes twice a week (Pilgreen, 2000).

Fluency, Stamina, Motivation, and Volume. After providing scope for understanding what independent reading entails and why it's important, the presentation will move on towards addressing how IR can be beneficial in helping students develop their fluency, stamina, motivation, and volume. The first part will address motivation and engagement (Appendix E). Attendees will be introduced to the theory of Self-Determination, which is central to understanding the importance of independent reading, and which explains the importance of providing a learning environment where students are intrinsically motivated: "If intrinsically motivated to read on their own, children will sustain interest in reading and improve their reading abilities" (Williams et al., 2008, p. 135). Therefore, engagement and motivation are vital components to ensuring academic success.

The presentation continues with explaining fluency and stamina and its impact on comprehension. Fluency receives very little attention in high school (Paige et al., 2012), so it's important to bring it up as a topic within the context of this training session. Reading volume helps improve fluency (Allingotn, 2014), so providing students with an independent reading program with the goal of getting students to read more will be beneficial towards helping students build fluency and stamina. Teachers will also be given examples on how to help

students build and maintain reading momentum, such as keeping track of books they might want to read in their reader's notebooks (Kittle, 2013).

Training Session 2: Supporting Students in IR with Effective Scaffolds

Choice. The second training session will begin with a slide that focuses on why student-selected reading is important (Appendix F). The purpose will be to provide attendees with the necessary research to show that choice not only increases motivation (McQuillan et al., 2001), but it also increases engagement, which in turn increases stamina (Miller & Moss, 2013). For teachers who might be hesitant to shift from a predominantly whole-class reading culture to one that is centered on student choice, this part of the session will be particularly important. Some may even ask whether their students will be challenged enough by their choice texts. The fourth slide in Appendix F will address this potential concern by explaining some of the reasons why "easy" reading is not always a bad thing: it can help increase fluency and volume (Allington, 2002), engage and build confidence, increase stamina (Gordon, 2018), and help struggling readers in particular (Allington, 2009; Torgensen & Hudson, 2006; Hiebert & Fisher, 2012, as cited in Miller & Moss, 2013). However, teachers will be encouraged to monitor their students' text choices to ensure that they are sufficiently being challenged (Carver & Liebert, 1995, as cited in Miller & Moss, 2013).

In order to help teachers match students with high-interest books, teachers will be given a "Student Interest Survey" handout (Appendix G) that they can photocopy and give to students to fill out on the first day of school. This survey will provide teachers with information about each student's favorite and least favorite type of book. Students will also have to check off different themes, topics, genres, and forms that interest them the most. Teachers will use these surveys to make suggestions of books to students.

Genre Study. Part of the scaffolding that teachers will be expected to provide is guiding students towards expanding their horizons as readers. Miller and Moss (2013) and Gordon (2008) remind us of the importance of reading across genres which will be conveyed to teachers and administrators (Appendix H). Teachers will be provided with a student handout (Appendix I) that they can photocopy. Students will use this handout all year long to check off different forms and genres that they have read. The point of this handout is to provide students with a way to monitor themselves as readers, which gives them some ownership over their reading lives. Morgan and Wagner (2013) remind us that students show more engagement with reading when they are encouraged to set goals and monitor themselves.

Gradual Release of Responsibility. At this point in the second training session, teachers will receive information (Appendix J) about using a *gradual release of responsibility* model to provide instructional scaffolds that support autonomy, motivation and ensure *transfer learning* (Gordon 2018; Fisher & Frey, 2011). Within this model, attendees will receive information about how they can use teacher-student conferences and response prompts to guide, support, and informally and formatively assess students' understanding of concepts, skills, and strategies taught. Attendees will receive a "Transfer Skill Exit Worksheet" (Appendix K), which they can photocopy and distribute to students. This worksheet functions like an exit ticket in that students must demonstrate their understanding of a point taught during a mini lesson by applying it to what they are currently reading. Students use the first part of the worksheet during a mini lesson to take notes and then complete the second half at the end of class. They leave it behind with the teacher which provides them with an opportunity to make quick assessments about each student's level of understanding.

Setting Goals. The second session will end with a focus on the importance of setting goals (Appendix L). Kittle (2013) and Quirk and Schwanenflugel (2004) remind us that setting challenging, but reachable short-term and long-term goals helps students persevere, build stamina, increase motivation and self-efficacy. Teachers will receive a handout (Appendix M) that they can photocopy and distribute to students at the beginning of every term. Students use the handout to set long-term goals (end-of-term goals), mid-term goals, and short-term goals (weekly goals) in regards to how much they can read per week (volume) and for how long (stamina). Students should aim to read more and spend more time reading every week.

Training Session 3: Building a Classroom Reading Culture and Community

Libraries. The third session focuses on classroom culture and begins with a look at the importance of building and maintaining a classroom library (Appendix N). Teachers and administrators participate in a discussion about access, reflecting on whether their school library or classroom library--for those teachers who might already have one-- provide their students with rich access to high-quality, high-interest books. Students who have access to a classroom library have been shown to read 50-60% more (Kim, 2003; Morrow, 2003; Neuman, 1999, as cited in Miller & Moss, 2013). Teachers are provided with some ideas on how they can build or grow their classroom library.

Book Talks. Teachers will be introduced to using book talks as a way to promote reading in the classroom (Appendix O). Book talks provide students with ongoing ideas about what to read next and can generate enthusiasm in a classroom (Gallagher & Kittle, 2018; Gordon, 2018; Kittle, 2013; Miller & Moss, 2013; Atwell, 2007).

Conferences. The next part of this third session will focus on incorporating both student-teacher conferences (which was previously discussed within the context of a gradual release

model). Although high school teachers in particular might be overwhelmed with the idea of conferring with potentially big groups of students, Garan and DeVoogd (2008) and Reis et al. (2008) remind us that independent reading is more effective when teachers confer with students, while Miller and Moss (2013) emphasize that even short conferences can be beneficial. Teachers will receive a handout entitled, "Student-Teacher Conference Notes" (Appendix Q), which they can use to keep track of their conferences with students, including both the meeting date and focus of each conference. The handout is meant to be used over a two-week period, when ideally they will have had time to meet with every student at least once in order to ensure adequate support (Gordon, 2008).

Furthermore, Miller and Moss (2013) remind us that student-led conferences are important to build a classroom reading community and so attendees will receive a model on how to structure effective student-led conferences with other students (Appendix R).

Modeling a Reading Life to Students. The second session will end with a focus on the importance of modeling a reading life to students (Appendix S). Teachers and administrators will be invited to think about how their reading life or lack of reading life might enhance or hinder students in the classroom/school. Both Kittle (2013) and Pilgreen (2000) remind us that teachers need to participate in the classroom not just as teachers, but as readers too. Teachers need to model their own engagement to students. A handout (Appendix T) will be given to teachers with additional information and examples on how they can use what they have read to participate in book talks and to curate interesting passages to use as mentor texts. A list of references and suggested readings is included (Appendix U) to provide teachers and administrators with additional opportunities to further their knowledge about independent reading.

Sessions 4 and 5: Mid-Year and End-of-Year Discussions, Reflections, and Setting Goals

The focus and goal of the fourth training session will be for teachers and administrators to refine their practice and set new implementation goals for themselves (Appendix V). Teachers and administrators will engage in a think-pair-share where the point will be to flesh out common successes and challenges. Teachers will be invited to ask questions and voice their concerns. Additionally, attendees will also be invited to share some case studies (i.e. a student who just doesn't want to read, a student who always seems to read the same thing and isn't motivated to read other kinds of books, etc.). Teachers will be encouraged to film themselves in one-to-one interactions with students in order to share and reflect on their practice (i.e. quality of feedback given to students). Teachers will also be asked to bring informal and formative assessments in to observe how fluency and comprehension can be gleaned from a student's independent reading. The point is for teachers and administrators to provide support to one another. For example, if a teacher struggles with motivating reluctant readers or with providing on-the-spot feedback, support will be provided in the form of additional training if concerns are shared with the workshop leader prior to the training session.

The final, end-of-year session is meant to be a reflection on the past year and an opportunity to set new goals for the upcoming year. This session follows the same format as the fourth session, with the addition of completing an end-of-year survey.

Surveys

Both teachers and students will be responsible for completing surveys. Teacher will complete a "pre in-service training" scale survey (Appendix W), meant to assess both their attitude towards the training topic (implementing independent reading) and their observations about student reading motivation and volume in general. They will also complete a "post in-

service training" scale survey (Appendix W) at the end of the year which is similar in content to the first one, with additional questions about their appreciation of the in-service training.

Likewise, students will also be asked to complete "profile of a reader" scale surveys (Appendix X) at the beginning and end of the school year. The focus will be to ascertain their interest in reading, their motivation to read, and the quantity of reading they engage in on a regular basis. The final survey will also ask them to explain whether or not, after a year of independent reading, they have been able to increase their reading motivation and volume.

Project Implementation

This project is meant to be a broad template for how to provide in-service training for teachers and administrators looking for support on how to implement an effective independent reading program. In my particular case, I will be implementing this in-service training in 2021-2022 at my school with the possibility of presenting it to other teachers in other schools during district-wide professional development days. There will be five in-service training sessions to coincide with a trimester school year: three at the end of August (or before school starts), one mid-year (January-February), and one at the end of the year (June). The first three sessions will be given over a three day period, in my case, either in the morning or afternoon. However, the first three sessions could be given in a day with breaks in between.

The purpose of scheduling these sessions in this way is to provide a training-implementation-reflection model whereby teachers reflect on the implementation process throughout the year so that they can refine their practice by receiving additional support and training. Kamil (2008) and Pilgreen (2000) remind us that providing ongoing professional development and support yields successful outcomes.

Project Evaluation

To determine the success of this training, I will provide teachers with a 5-point Likert psychometric scale survey both at the beginning of the year and during the final training session in June (Appendix X). Open-ended questions will also be included to glean more specific information that will help determine teachers' needs, attitudes, and outcomes. The final survey will include scaled questions on the quality of the training and on the successful level of implementation of the program. Both survey results will be compared to determine if the training helped teachers create an environment where students were more engaged and read more, in other words, if they meet the main objectives of this project.

Students will also receive two scaled surveys to measure and compare both reading volume and motivation between the start of the school year and the end of the school year. The in-service training will be successful if both teachers and students on the whole report an increase in reading volume and motivation, and if teachers report finding the training helpful in meeting the objectives.

Project Conclusions

The project is expected to help high school students increase their reading volume and motivation to read. Simultaneously, it also aims to provide teachers and administrators with the tools to successfully implement a data-driven and research-based independent reading program. As high school students move closer to attending college and/or preparing to enter the workforce, an inability to engage in the literacy demands of the 21st century economy can potentially contribute to significant social and financial challenges (Cuevas et al., 2014). Therefore, by implementing a research-based independent reading program, high school students

will be able to develop their sense of identity and agency through the tools that enable them to become self-aware, interpretative agents and lifelong consumers of literature.

References

Allington, R. (2014). How reading volume affects both reading fluency and reading achievement. *International Electronic Journal of Elementary Education, 7*(1), 13–26.

Allington, R. (2002). What I've learned about effective reading instruction from a decade of studying exemplary classroom teachers. *Phi Delta Kappan, 83*(10), 740–747. https://doi.org/10.1177/003172170208301007

Allington, R. (2001). What really matters for struggling readers: Designing research-based programs. Addison-Wesley.

Allington, R., & Gabriel, R. E. (2012). Every Child, Every Day. *Educational Leadership, 69*(8), 10–15.

American College Testing. (2010). The condition of college and career readiness 2010. Retrieved April 16th, 2019, from www.act.org/research/policymakers/cccr10/pdf/ConditionofCollege CareerReadiness2010.pdf

Anderson, Porter. *New Report: American Teens Spend Less Time Reading*. 21 Aug. 2018, publishingperspectives.com/2018/08/publishing-challenge-sharper-focus-less-time-reading/.

Atwell, N. (2007). The Reading zone. Scholastic.

Bomer, R. (2011). Building adolescent literacy in today's English classrooms. Heinemann.

CareerBuilder Survey (2017). *41 Percent of Employers Are Hiring College-Educated Workers for Positions That Had Been Primarily Held by Those with High School Degrees*. 16 Mar. 2017, press.careerbuilder.com/2017-03-16-41- Percent-of-Employers-Are-Hiring -

College-Educated-Workers-for-Positions-That-Had-Been-Primarily-Held-by-Those-with-High-School-Degrees-Finds-CareerBuilder-Survey.

Clanton Harpine, E. (Ed.). (2019). After-School Programming and Intrinsic Motivation: Teaching At-Risk Students to Read. Springer International Publishing., https://doi.org/10.1007/978-3-030-22845-3

Clausen-Grace, N., & Kelley, M. (2007). You can't hide in R5: Restructuring independent reading to be more strategic and engaging. *Voices from the Middle, 14*(3), 38–49.

Cuevas, J. A., Irving, M. A., & Russell, L. R. (2014). Applied cognition: Testing the effects of independent silent reading on secondary students' achievement and attribution. *Reading Psychology, 35*(2), 127–159. https://doi.org/10.1080/02702711.2012.675419

Deci, E. L., & Vansteenkiste, M. (2004). Self-determination theory and basic need satisfaction: Understanding human development in positive psychology. *Ricerche di Psicologia, 27*(1), 23-40.

Dobbs, R., Madgavkar, A., Barton, D., Labaye, E., Manyika, J., Roxburgh, C., & Madhav, S. (2012, June 1). The world at work: Jobs, pay, and skills for 3.5 billion people. Retrieved June 25, 2020, from https://www.mckinsey.com/featured-insights/employment-and-growth/the-world-at-work

Fisher, D. (2004). Setting the "opportunity to read" standard: Resuscitating the SSR program in an urban high school. *Journal of Adolescent & Adult Literacy, 48*(2), 138–150. https://doi.org/10.1598/JAAL.48.2.5

Fisher, D., Frey, N., & Hattie, J. (2017). Teaching literacy in the visible learning classroom. Corwin Literacy.

Fisher, D., Frey, N., & Hattie, J. A. (2016). Visible learning for literacy: Implementing the practices that work best to accelerate student learning: Grades K-12. Corwin.

Fisher, D., & Frey, N. (2011). The First 20 days: Establishing Productive Group Work in the classroom. International Reading Association, June 11. Retrieved https://dpi.wi.gov/sites/default/files/imce/ela/resources/Fisher_and_Frey_Engaging_the_Adolescent_Learner.pdf

Fisher, D., & Ivey, G. (2007). Farewell to A Farewell to Arms: Deemphasizing the Whole-Class Novel. *Phi Delta Kappan, 88*(7), 494–497. https://doi.org/10.1177/003172170708800706

Gallagher, K. (2009). Readicide: How schools are killing reading and what you can do about it. Stenhouse Publishers.

Gallagher, K., & Kittle, P. (2018). 180 days: Two teachers and the quest to engage and empower adolescents. Heinemann.

Garan, E., & DeVoogd, G. (2008). The Benefits of Sustained Silent Reading: Scientific Research and Common Sense Converge. *The Reading Teacher, 62*(4), 336–344. https://doi.org/10.1598/RT.62.4.6

Gordon, B. (2018). No more fake reading: Merging the classics with independent reading to create joyful, lifelong readers. Corwin.

Guthrie, J. T., & Wigfield, A. (2000). Engagement and motivation in reading. In M. L. Kamil, P. B. Mosenthal, P. D. Pearson, & R. Barr (Eds.), Handbook of Reading Research (Vol. 3, pp. 403–422). Erlbaum.

Guthrie, J. T., Wigfield, A., & VonSecker, C. (2000). Effects of integrated instruction on motivation and strategy use in reading. *Journal of Educational Psychology, 92*(2), 331–341. https://doi.org/10.1037/0022-0663.92.2.331

Halt Research Associates. *It Takes More Than a Major: Employer Priorities for College Learning and Student Success*. 31 Oct. 2014, Retrieved on July 15th, 2020 from www.aacu.org/publications-research/periodicals/it-takes-more-major-employer-priorities-college-learning-and

Horbec, D. (2012). The link between reading and academic success. *Engineers Australia, 47*(2), 58–67.

International Reading Association. Leisure Reading. (2014). *A Joint Position Statement of the International Reading Association, The Canadian Children's Book Centre, and the National Council of Teachers of English.* Retrieved from http://literacyworldwide.org/docs/default-source/where-we-stand/leisure-reading-position-statement.pdf

Ivey, G., & Johnston, P. H. (2015). Engaged reading as a collaborative transformative process. ents and *Journal of Literacy Research, (47)*(7), 297-327. https://doi.org/10.1177/1086296X15619731

Jago, C. (2019). The book in question: Why and how reading is in crisis. Heinemann.

Kamil, M. L. (2008). *How to Get Recreational Reading to Increase Reading Achievement*. In *57th Yearbook of the National Reading Conference*, edited by Youb Kim et al., 31-40. Oak Creek, WI: National Reading Conference.

Kamil, M. L. (2003). Adolescent Literacy: Reading for the 21st century. Alliance for Excellent Education.

Kelley, M. J., & Decker, E. O. (2009). The current state of motivation to read among middle school students. *Reading Psychology, 30*(5), 466–485. https://doi.org/10.1080/02702710902733535

Kittle, P. (2013). Book Love : Developing Depth, Stamina, and Passion in Adolescent Readers. Heinemann.

Krashen, S. (2004). The power of reading: Insights from the research. Heinemann.

Maguiness, C. (1999). *Show Us How: A School-Wide Programme for Reluctant Readers.* Biennial Conference of the International Federation for the Teaching of English. University of Warwick, UK. Retrieved from https://files.eric.ed.gov/fulltext/ED442076.pdf

McKenna, M. C., Conradi, K., Lawrence, C., Jang, B. G., & Meyer, J. P. (2012). Reading attitudes of middle school students: Results of a U.S. survey. *Reading Research Quarterly, 47*(3), 283–306. https://doi.org/10.1002/rrq.021

McQuillan, J., Beckett, J., Gutierrez, L., Rippon, M., Snyder, S., Wager, D., & Zajec, E. (2001). If you build it, they will come: A book flood program for struggling readers in an urban high school. In B. Ericson (Ed.), Teaching reading in high school English classes (pp. 69–83). National Council of Teachers of English.

Miller, D., & Moss, B. (2013). No more independent reading without support (N. K. Duke & E. O. Keene, Eds.). Heinemann.

Morgan, D. N., & Wagner, C. W. (2013). "What's the catch?": Providing reading choice in a high school classroom. *Journal of Adolescent & Adult Literacy, 56*(8), 659–667. https://doi.org/10.1002/JAAL.193

NAEP - 2015 Mathematics & Reading Assessments. (n.d.). Retrieved from https://www.nationsreportcard.gov/reading_math_g12_2015/#reading?grade=12

National Center for Education Statistics. (2010). *Digest of Education Statistics: Table 241.* Retrieved from http://nces.ed.gov/pubs93/93275.pdf

National Endowment for the Arts. (2007). To read or not to read: A question of national consequence. Research Report no. 47. Washington, DC.

Paige, D. D., Rasinski, T. V., & Magpuri-Lavell, T. (2012). Is fluent, expressive reading important for high school readers? *Journal of Adolescent & Adult Literacy, 56*(1), 67–76. https://doi.org/10.1002/JAAL.00103

Pilgreen, J. L. (2000). The SSR handbook: How to organize and manage a sustained silent reading program. Boynton/Cook Publishers.

Quirk, M. P., & Schwanenflugel, P. J. (2004). Do Supplemental Remedial Reading Programs Address the Motivational Issues of Struggling Readers? An Analysis of Five Popular Programs. *Reading Research and Instruction, 43*, 1–19. https://doi.org/10.1080/19388070509558408

Rea, A. *How Serious Is America's Literacy Problem?* 29 Apr. 2020, www.libraryjournal.com/?detailStory=How-Serious-Is-Americas-Literacy-Problem

Reis, S. M., Eckert, R. D., Mccoach, D. B., Jacobs, J. K., & Coyne, M. (2008). Using Enrichment Reading Practices to Increase Reading Fluency, Comprehension, and Attitudes. *The Journal of Educational Research, 101*(5), 299–315. https://doi.org/10.3200/JOER.101.5.299-315

Rosenblatt, L. M. (1995). Literature as Exploration (5th ed.). Modern Language Association of America.

Sanden, S. (2014). Out of the shadow of SSR: Real teachers' classroom independent reading practices. *Language Arts, 91*(3), 161–175.

Scholastic. (2019). Kids & Family Reading Report. Retrieved 2020, from https://www.scholastic.com/readingreport/home.html

Scholastic. (2016). Teacher and principal school report: Equity in education. Retrieved from https://www.scholastic.com/teacherprincipalreport/Scholastic-Teacher-and-Principal-School-Report-Literacy.pdf

Seow, A. (1999). "What Do We Really Want Out of USSR?" *Teaching of English Language and Literature (TELL), 15*(2). 1-4.

Sinclair-Tarr, S., & Tarr, W., Jr. (2007). Using Large Scale Assessments to Evaluate the Effectiveness of School Library Programs in California. *Phi Delta Kappan, 88*, 710–711. https://doi.org/10.1177/003172170708800917

Tatum, A. W. (n.d.) *Enabling texts: texts that matter.* Retrieved from http://profdev.ngedge.com/authormonographs/Alfred_Tatum_Enabling_Texts_Texts_that_Matter.pdf

Twenge, J. M., Martin, G. N., & Spitzberg, B. H. (2019). Trends in U.S. Adolescents' media use, 1976–2016: The rise of digital media, the decline of TV, and the (near) demise of print. *Psychology of Popular Media Culture, 8*(4), 329–345. https://doi.org/10.1037/ppm0000203

Walker, K. P. (2013). Scaffolded silent reading (ScSR): Advocating a policy for adolescents' independent reading. *Journal of Adolescent & Adult Literacy, 57*(3), 185–188. https://doi.org/10.1002/JAAL.235

Ward, M. (1988). The many facets of self-determination. NICHCY Transition summary. *National Center for Children and Youth with Disabilities, 5*, 2–3.

What kids are reading: And how they grow. (2016). Renaissance Learning.

Wilheim, J. D. (2001). Improving comprehension with think-aloud strategies. Scholastic Professional.

Williams, L. M., Hedrick, W. B., & Tuschinski, L. (2008). Motivation: Going beyond testing to a lifetime of reading. *Childhood Education, 84*(3), 135–141. https://doi.org/10.1080/00094056.2008.10522991

Wolf, M. (2018). Reader, Come Home: the Reading Brain in a Digital World. Harper.

Wu, Y.-C., & Jay Samuels, S. 2004. "How the Amount of Time Spent on Independent Reading Affects Reading Achievement: A Response to the National Reading Panel." Paper presented at the International Reading Association Conference, Reno, NV, May 2-6, 2004.

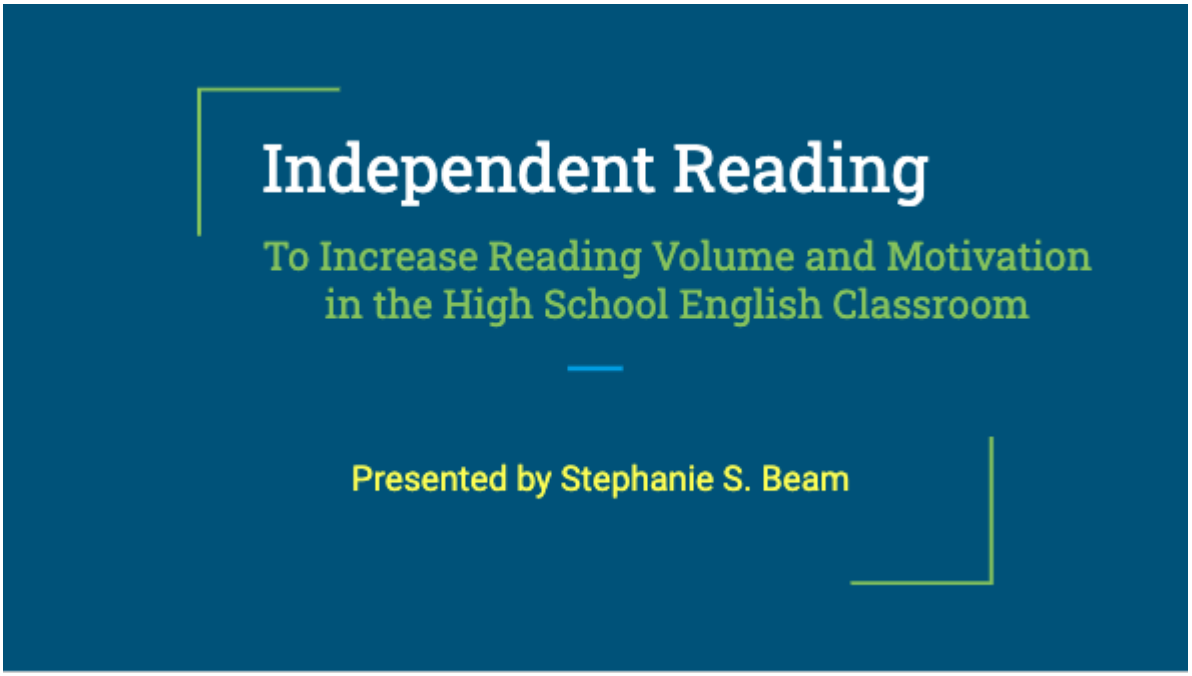
Appendix A

Timeline for In-Service Training Handout 1

Training	What will we cover
First In-Service Training	**When**: In August or prior to the first day of school
Session 1 **Focus**: Introduction to independent reading (scope and purpose-- time allocation and constraints). The big picture: fluency, reading volume/engagement, comprehension, and motivation	1) Introduction to the overall scope and purpose of an independent reading program as well as the research and educational philosophy that supports it. 2) How to integrate it into your classroom (time allocation and other curriculum demands) 3) Topics that will be addressed: motivation, engagement, fluency, and volume
Session 2 **Focus**: How to support and engage students through instructional scaffolds, choice, and self-assessment.	1) Increase engagement through student-selected reading (choice texts). 2) Using a gradual release of responsibility model to provide instructional scaffolds that support autonomy, motivation, and achievement. 3) Importance of reading across different genres 4) Helping students set goals and self-assess.
Session 3 **Focus**: How to build a classroom reading culture and community that increases engagement and volume.	1) The importance of classroom libraries. 2) Using book talks to promote reading in the classroom. 3) Using teacher-student and peer conferences to provide support and foster engagement. 4) Cultivating and modeling a reading life to students.
Second In-Service Training	**When:** Mid-year
Session 4 Focus: Reflection on implementation thus far to refine one's practice and set new implementation goals.	Discussions, Q&A, analyzing case studies, and setting new goals.
Third In-Service Training	**When:** End of year
Session 5 **Focus:** Reflection on the past year and setting new goals for the following year	Discussions, Q&A, analyzing case studies, setting new goals, completing a survey.

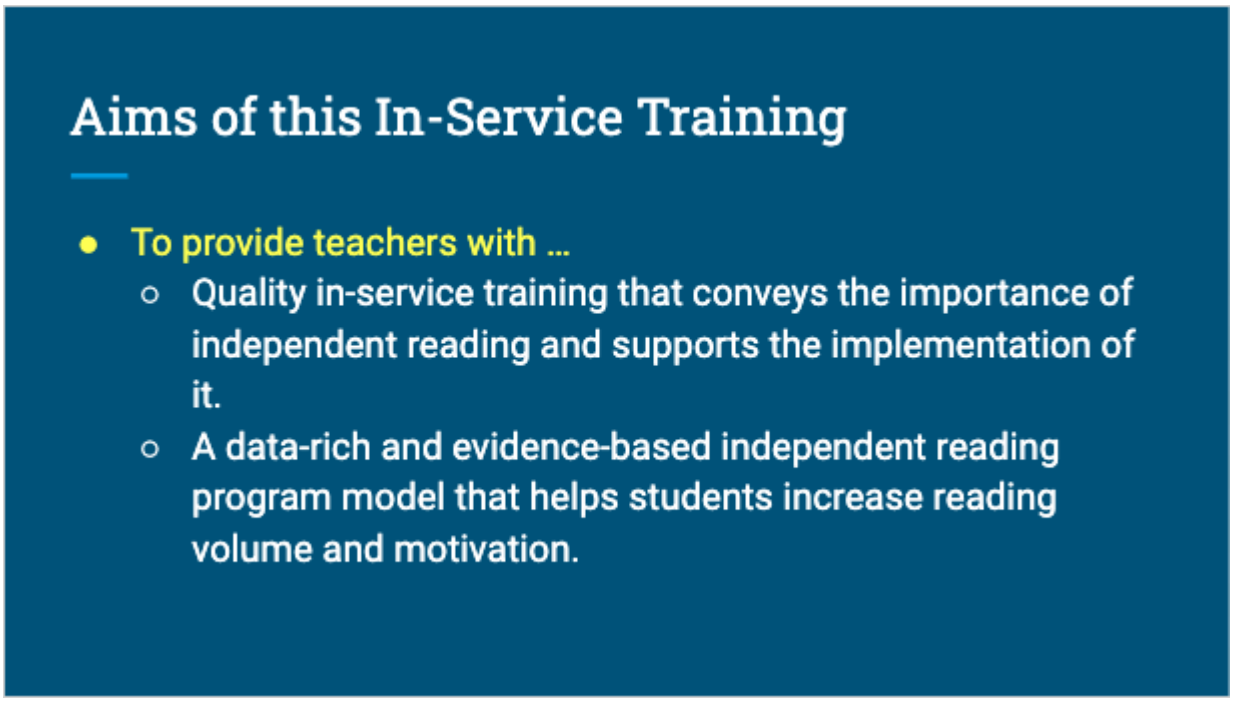
[1] Created by Stephanie S. Beam, 2020

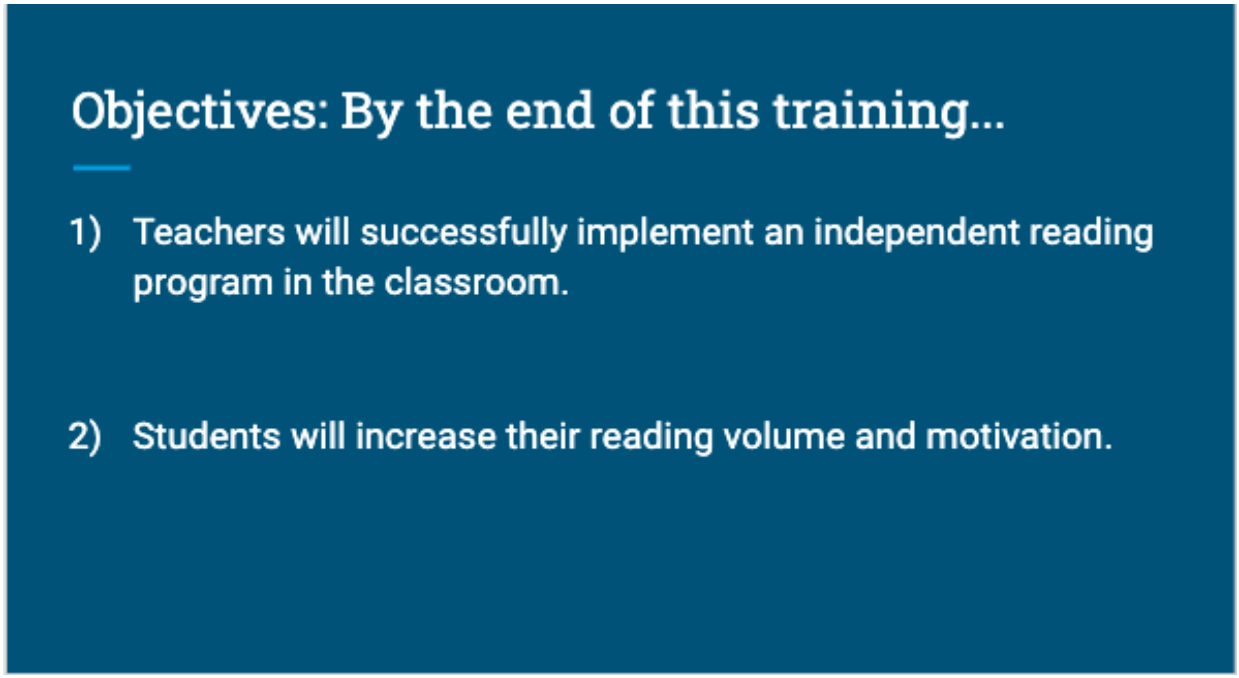
Appendix B



[2] Created by Stephanie S. Beam, 2020

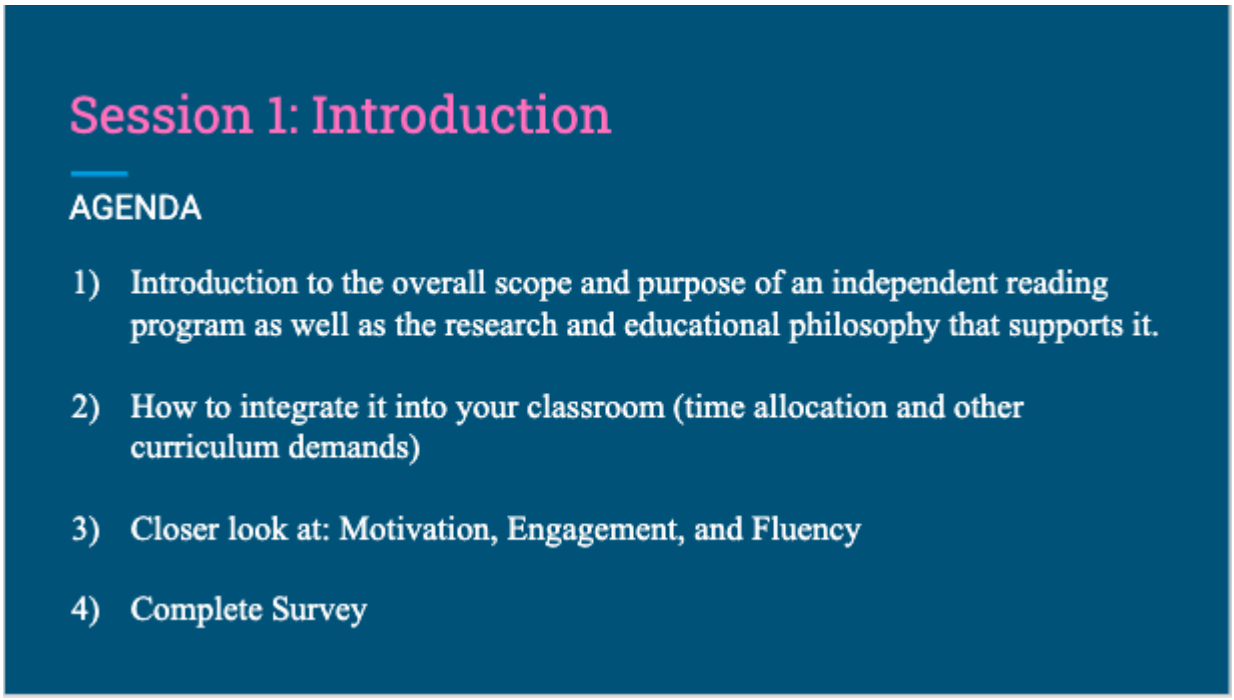
Appendix B

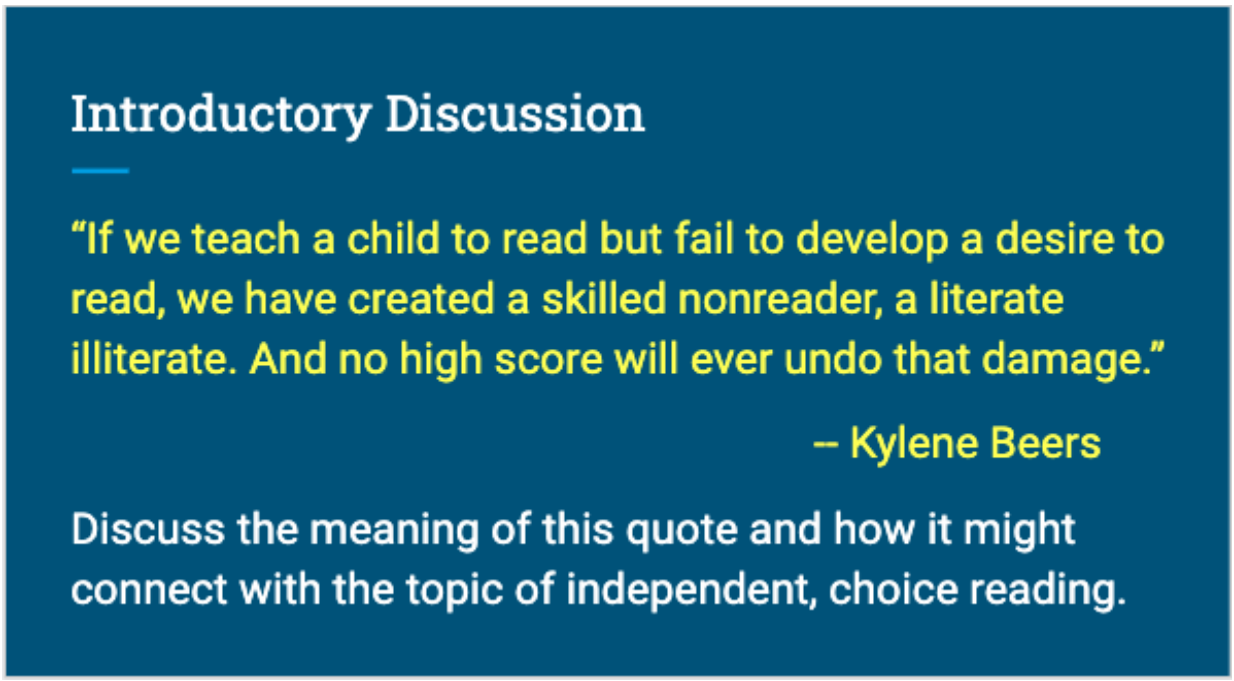




[3] Created by Stephanie S. Beam, 2020

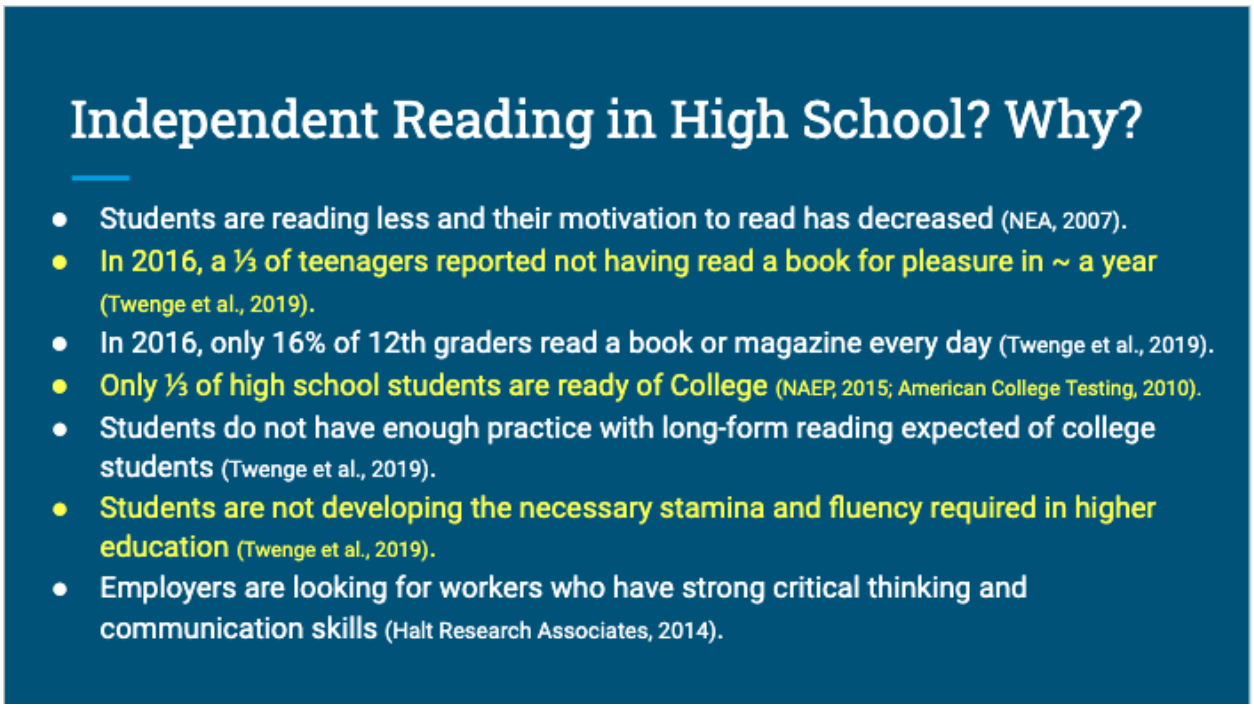
Appendix C





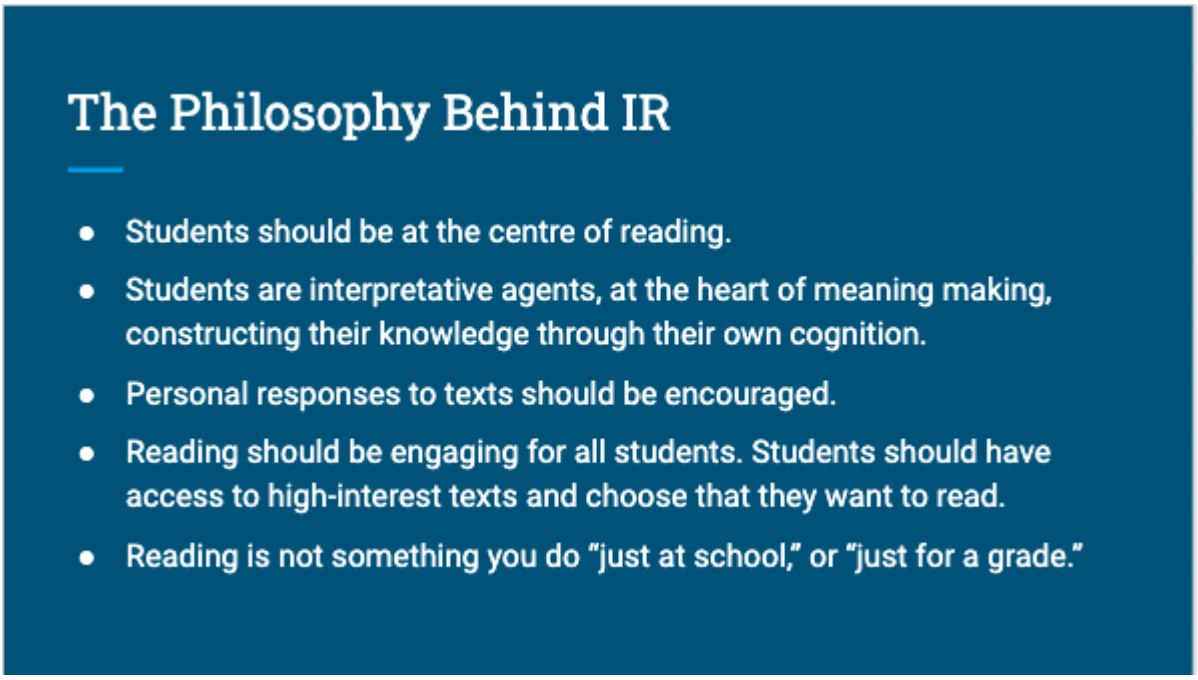
[4] Created by Stephanie S. Beam, 2020

Appendix C



[5] Created by Stephanie S. Beam, 2020

Appendix C



[6] Created by Stephanie S. Beam, 2020

Appendix D

What does IR look like in the HS Classroom?

STRUCTURE: Two options (which can be adapted)

OPTION 1 (Atwell, 2007)	OPTION 2 (Gallagher & Kittle, 2018)
• Students mostly read choice texts. • Teacher-curated texts are typically only used in mini lessons as mentor texts to be studied with the guidance and support from the teacher.	• 50/50 approach: - ½: Choice reading - ½: Teacher-curated texts (i.e. mentor texts, whole-class reading)

Aim for a model where students spend 50-80% of the time on choice reading (Allington, 2001).

What does IR look like in the HS Classroom?

How much time should students spend reading in class?

Aim for...

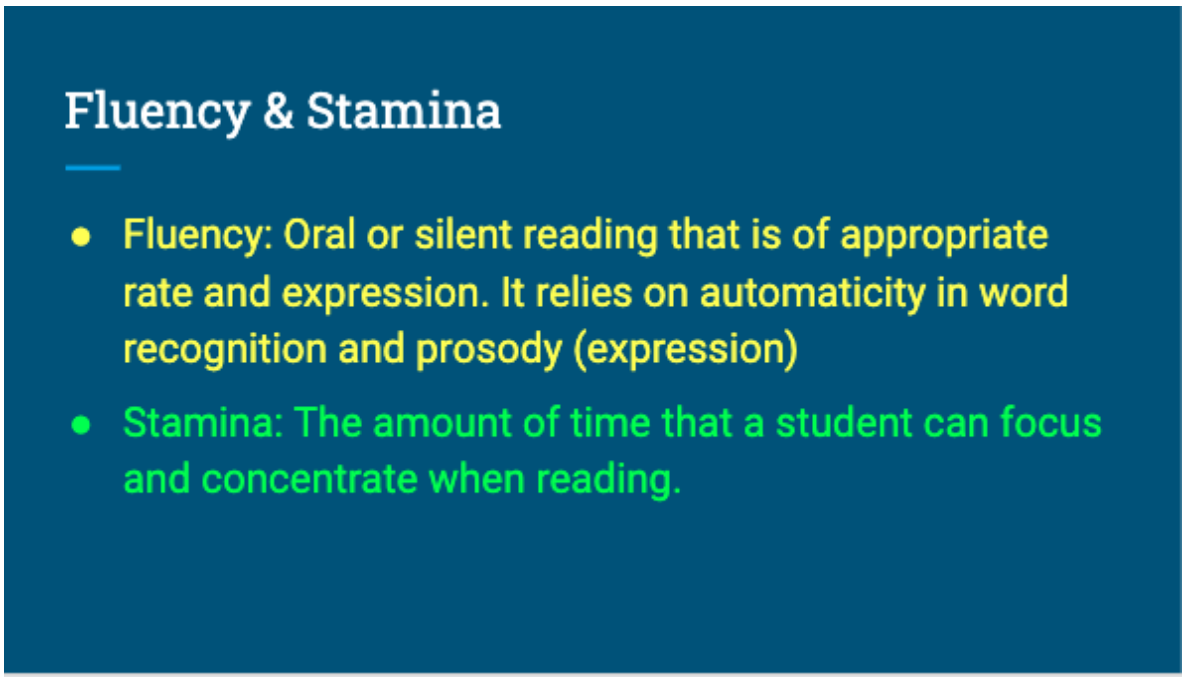
1) 10-15 minutes every day-- if you can (Gallagher & Kittle, 2018).

OR

2) 15-30 minutes twice a week (Pilgreen, 2000)

[7] Created by Stephanie S. Beam, 2020

Appendix E



[8] Created by Stephanie S. Beam, 2020

Appendix E

Fluency, Stamina, Motivation, & Volume

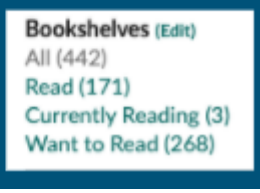
- Fluency is given very little attention in high school (Paige et al., 2012).
- Fluent readers have higher levels of comprehension (Paige et al., 2012).
- Reading volume helps improve fluency (Allington, 2014).
- Students should read more and read widely, across different genres (Gordon, 2018).

How to Build + Maintain Reading Momentum

- Help students keep track of books they might want to read to build and maintain reading momentum (Kittle, 2013)

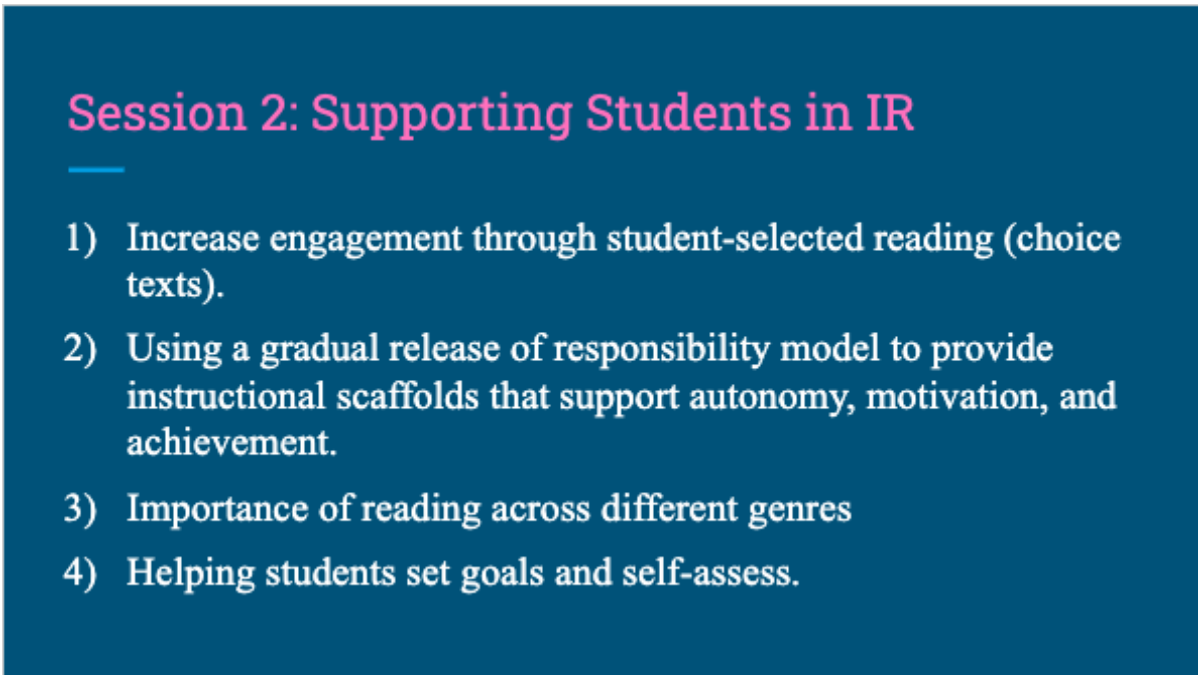
Options:

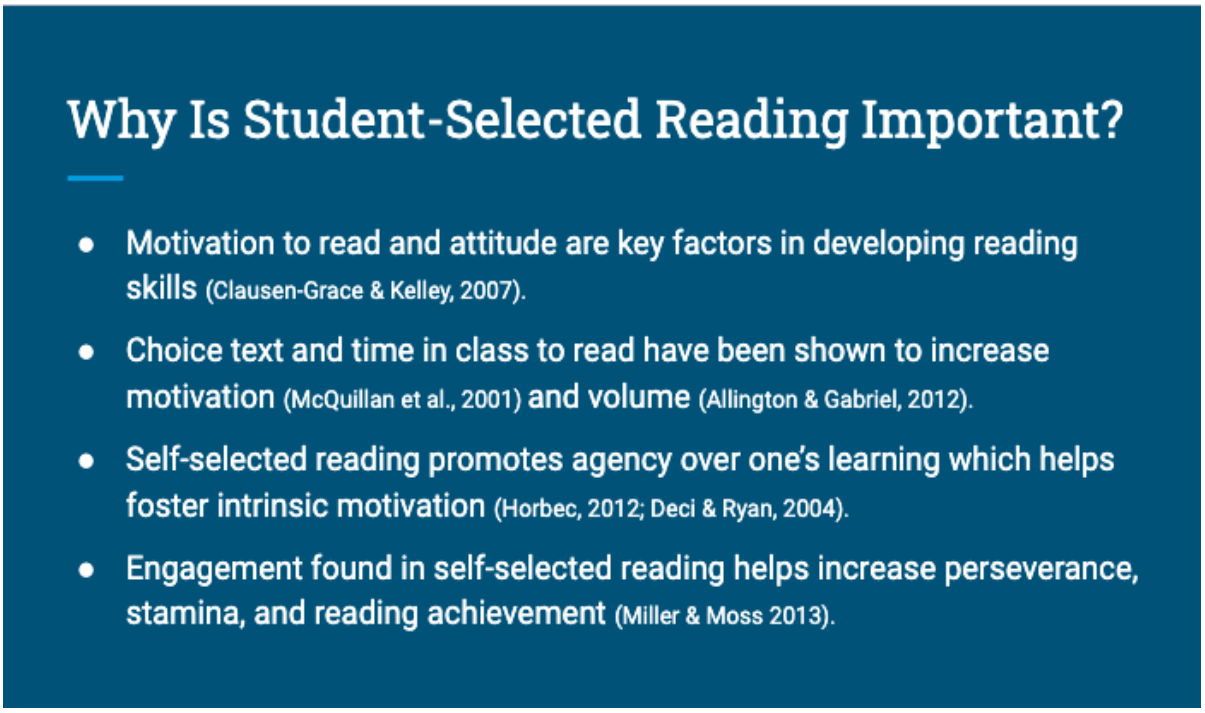
1) In their notebook, students can reserve a page to keep track of their *to-read* titles as well as another page for books read.
2) Technology: students can use a digital platform like goodreads to create and share titles with other students as well as write reviews.



[9] Created by Stephanie S. Beam, 2020

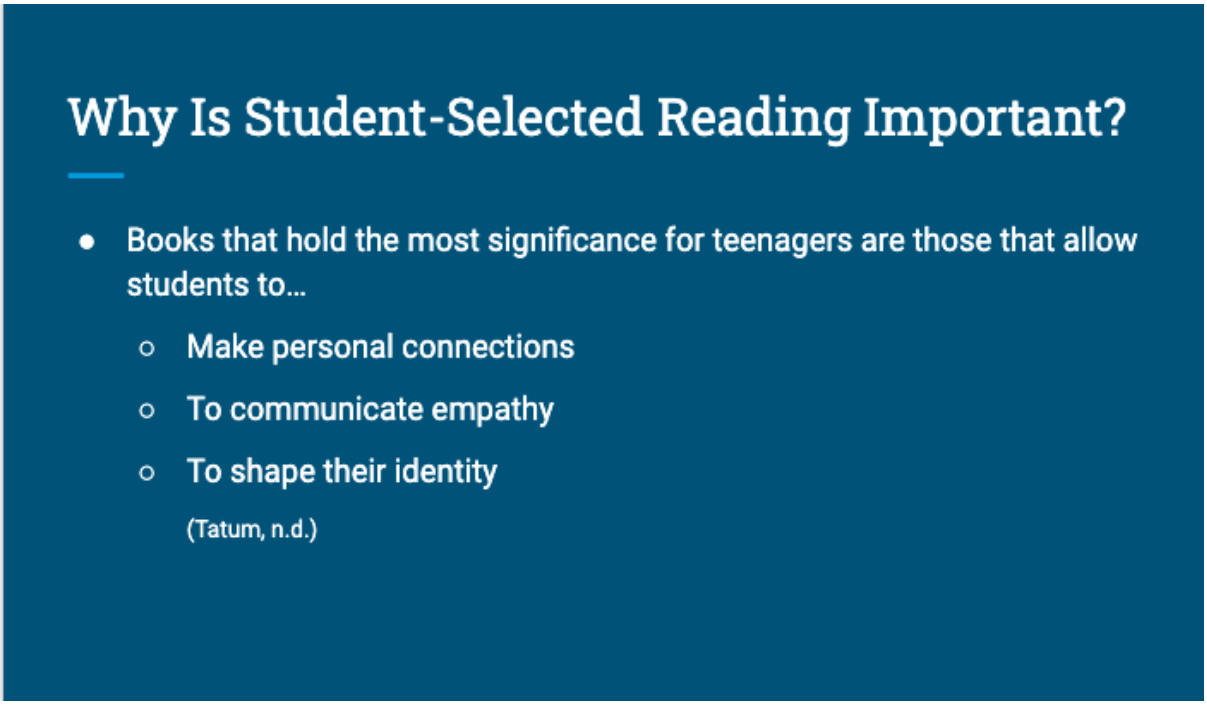
Appendix F

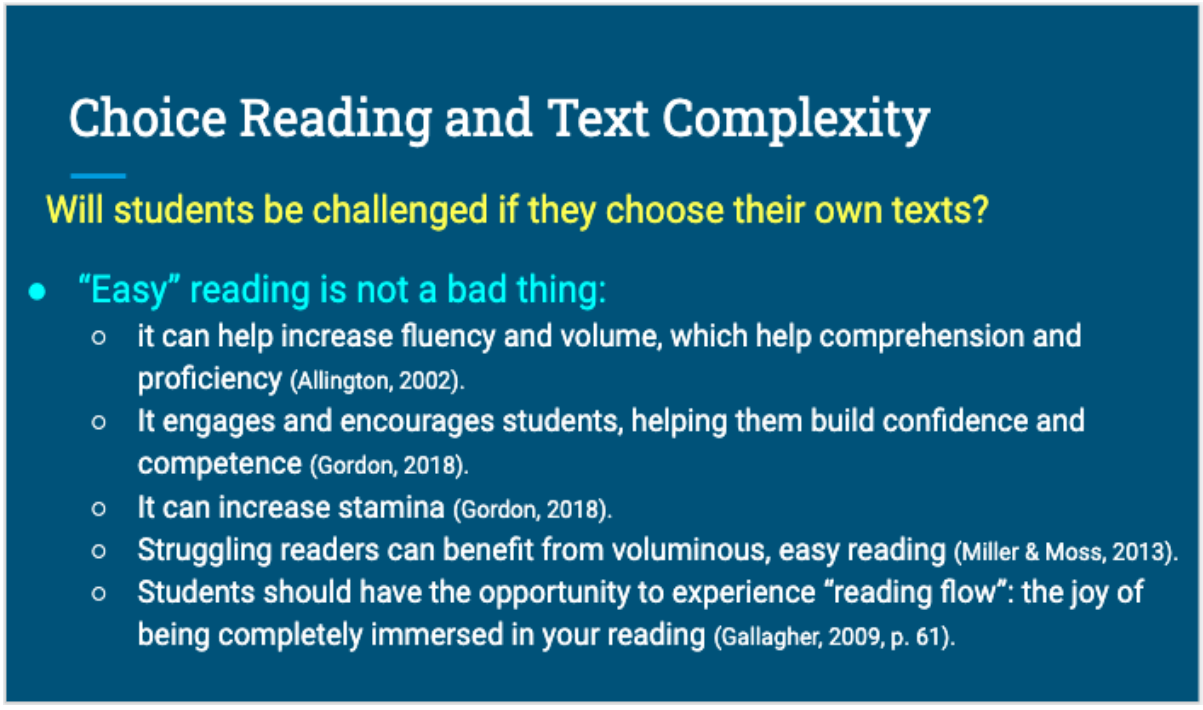




[10] Created by Stephanie S. Beam, 2020

Appendix F





[11] Created by Stephanie S. Beam, 2020

Appendix F

[12] Created by Stephanie S. Beam, 2020

Appendix G

Student name: _____ **Student Handout**

Student Interest Survey

1) If you had to read a book for school, describe your ideal book. Would it have a lot of action, romance, mystery, be character driven, etc.? Would it be fiction/nonfiction? Would it be graphic novels, short stories, or poetry? What themes or topics would it explore?

2) What are some of your favorite books (title) and why?

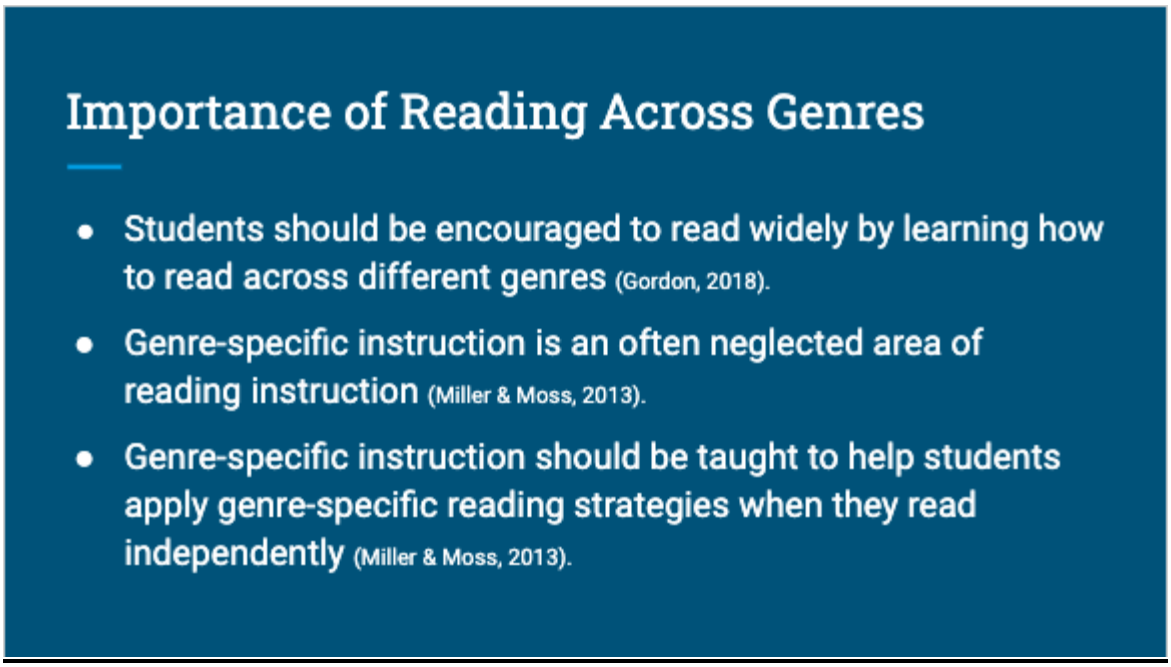
3) What are some of your least favorite books (titles) and why?

4) Pick **themes/topics/genres/forms** that interest you or would interest you most from the list below and place a checkmark (✓) next to them. Some boxes have been left empty if there is an area of interest that you would like to add that hasn't already been included.

Death & Dying		Body Image/Health		International (Books from other countries)	
Love		LGBTQ+		Sports/Athletes	
Friendship		Family		Graphic Novels	
History		Nature/The Outdoors		Fantasy	
Mysteries		Suspense/Thrillers		Poetry	
Classics		Drama (plays)		Music	
Autobiographies/ Biographies		History		Science Fiction	
Science		Psychology		Realistic Fiction	
Coming-of-Age					

[13] Created by Stephanie S. Beam, 2020

Appendix H



[14] Created by Stephanie S. Beam, 2020

Appendix I

Student name: _____ **Student Handout**

Reading Across Genres

<u>Directions</u>: Every time you finish reading a particular genre, check it off in the box below and write the title of the book below it. The point of independent reading is not only to read more books, but to challenge yourself to read books you might not normally choose. Expand your horizons! (Remember: You may read from a genre that is not included in the box below, so you will need to add it.)

FORM & GENRE BOX

FICTION	FORM	NONFICTION
- Fantasy _____	- Drama/play _____	- Autobiography/Bio _____
_____	_____	_____
- Historical Fiction _____	- Graphic Novel _____	- Essay collection _____
_____	_____	_____
- Horror _____	- Novel _____	- Memoir _____
_____	_____	_____
- Mystery _____	- Novella _____	- Self-help _____
_____	_____	_____
- Realistic Fiction _____	- Poetry (collection) _____	- Travel (non-fiction) _____
_____	_____	_____
- Science Fiction _____	- Short story (collection) ____	- Other _____: _____
_____	_____	_____
- Other _____: _____	- Other _____: _____	
_____	_____	

[15] Created by Stephanie S. Beam, 2020

Appendix J

Effective Scaffolds that Support IR

1. Using a gradual release of responsibility model to provide instructional scaffolds that support autonomy, motivation, and achievement.
2. Using teacher-student conferences to provide support.
3. Using response prompts (i.e. exit ticket, worksheets) to monitor and informally assess understanding of concepts taught.

Gradual Release of Responsibility Model for IR

Mini Lesson/Focus Lesson On a skill, genre, strategy or literary device	- Modeling/Think alouds - Explanations and/or demonstrations - Mentor texts	Teacher: Demonstrates and models a skill, strategy, or how to read within a specific literary form/genre, or explains a concept or literary device. Think alouds are used to model the process of thinking while reading. Student: Takes notes, asks questions, and listens attentively
Guided Practice/ Collaborative Practice	Modeling/Think alouds - Explanations and/or demonstrations - Mentor texts	Teacher: Invites students to contribute their understanding by analyzing a passage from a mentor text while providing additional explanations and modeling as needed. Student: Begins to practice by contributing ideas/answers under the supervision and coaching of the teacher.
Independent Practice	- Student-teacher conferences - Students reading independently - Exit-tickets and worksheets	Teacher: Provides ongoing feedback and support, as necessary, to each student during student-teacher conferences. Student: Uses what they've learned and applies it within the context of their own independent reading. (Student transfers their learning to a new context.) They can show their independence and acquisition of a new skill/concept by applying it either during a conference or in an exit-ticket/worksheet response.

[16] Created by Stephanie S. Beam, 2020

Appendix K

Transfer Skill Exit Worksheet

Directions: Complete the following information through today's mini lesson and independent reading.

Date: _____

What am I focusing on today?

_____

Learning Objective:

_____

Notes from the mini lesson:

Notes from my reading that can help me demonstrate my understanding and meet the learning objective:

[17] Created by Stephanie S. Beam, 2020

Appendix K

Transfer Skill Exit Worksheet (EXAMPLE)

Directions: Complete the following information through today's mini lesson and independent reading.

Date: ***May 24, 2020***

What am I focusing on today? ***Dynamic vs static characters***

Learning Objective: ***I can differentiate between a dynamic character and a static character and provide convincing justifications.***

Notes from the mini lesson:

Static characters: Characters who do not change throughout the book and who play a role in helping the dynamic character change in some way.

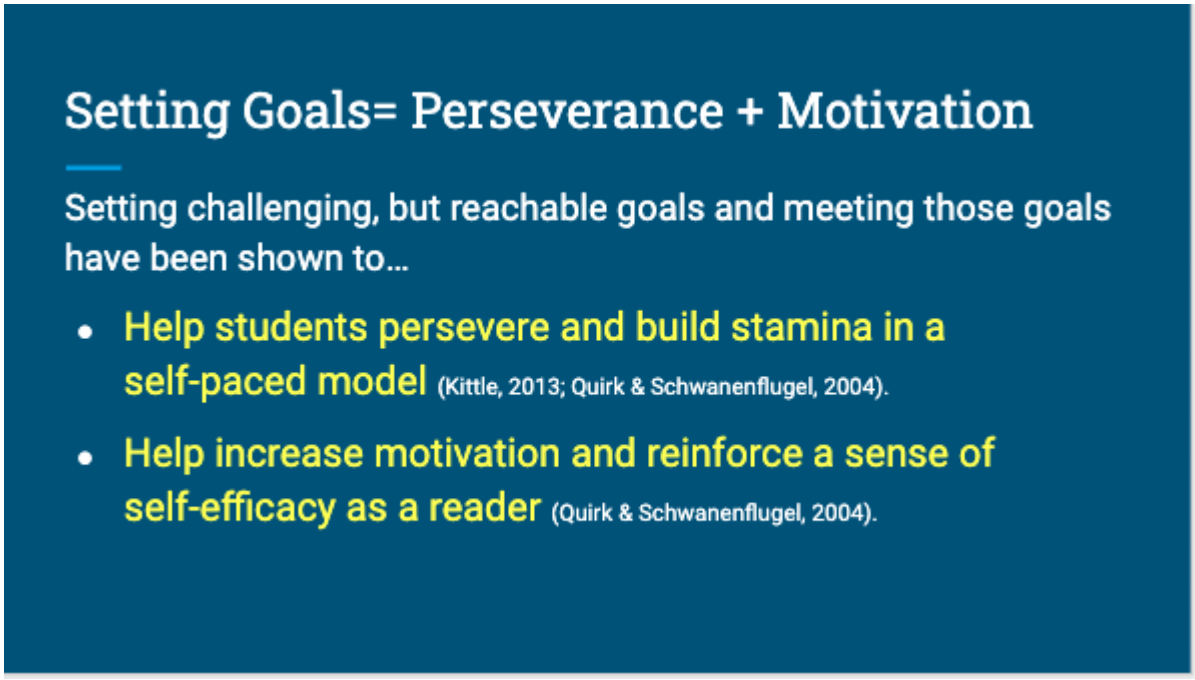
Dynamic characters: Characters who go through some kind of transformation/change (i.e. values, worldview, attitude, personality, etc.)

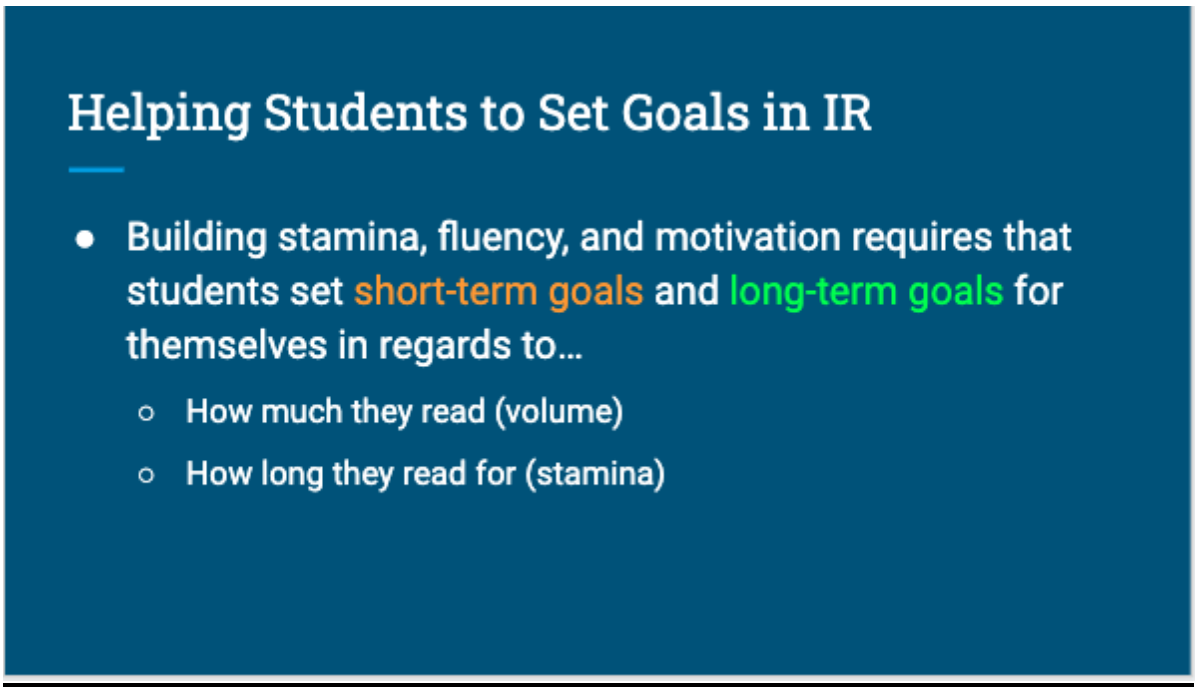
Notes from my reading that can help me demonstrate my understanding and meet the learning objective:

In Othello, I think Iago is the static character because he is consistently antagonistic towards everyone, especially Othello. He wants to take Othello down by spreading rumors about his wife Desdemona and making Othello rage with jealousy. I think Othello is a dynamic character because at first, he has a sense of confidence about his relationship with Desdemona, but as Iago plants the seeds of jealousy, he becomes more and more rageful towards his wife.

[18] Created by Stephanie S. Beam, 2020

Appendix L





[19] Created by Stephanie S. Beam, 2020

Appendix M

Student name: _____

Independent Reading: Setting Goals for Term ____ (write term #)

When and where do you plan to read outside of school in order to meet your short-term and long-term goals? (i.e. before bed, on the bus, every other night, etc.)

When: _____ Where: _____

Long-term goal: *By the **end of term**, I will be able to read _____ **pages** per week.*

*I will be able to read for _____ **hours** a week.*

Reflection (To be completed at the end of term)

Did you meet your goal? Why? (i.e. Did you have to change your long-term goal halfway through the term?)

Mid-term goal: *By **midterm**, I will be able to read _____ **pages** per week.*

*I will be able to read for _____ **hours** a week.*

Reflection (To be completed at midterm)

Did you meet your goal? Why? Will you have to adjust your long-term goal? Explain.

[20] Created by Stephanie S. Beam, 2020

Appendix M

Short-term goal (weekly goals)

How to determine the number of pages and hours you should be reading per week:

- *Read for 5 minutes.*

- *Multiply the number of pages you read* ***by 12 (i.e. 2 pgs x 12= 24 pgs/hour; 2.5 pgs x 12= 30 pgs/hour)***

- *The number represents what you are theoretically capable of reading per hour.*

- *This number should be your starting point.*

Week 1 _____ (write the date)

By the end of this week, I will have read _____ pages and for _____ hour(s). Goal met? ___

Week 2 _____ (write the date)

By the end of this week, I will have read _____ pages and for _____ hour(s). Goal met? ___

Week 3 _____ (write the date)

By the end of this week, I will have read _____ pages and for _____ hour(s). Goal met? ___

Week 4 _____ (write the date)

By the end of this week, I will have read _____ pages and for _____ hour(s). Goal met? ___

Week 5 _____ (write the date)

By the end of this week, I will have read _____ pages and for _____ hour(s). Goal met? ___

Week 6 _____ (write the date)

By the end of this week, I will have read _____ pages and for _____ hour(s). Goal met? ___

Week 7 _____ (write the date)

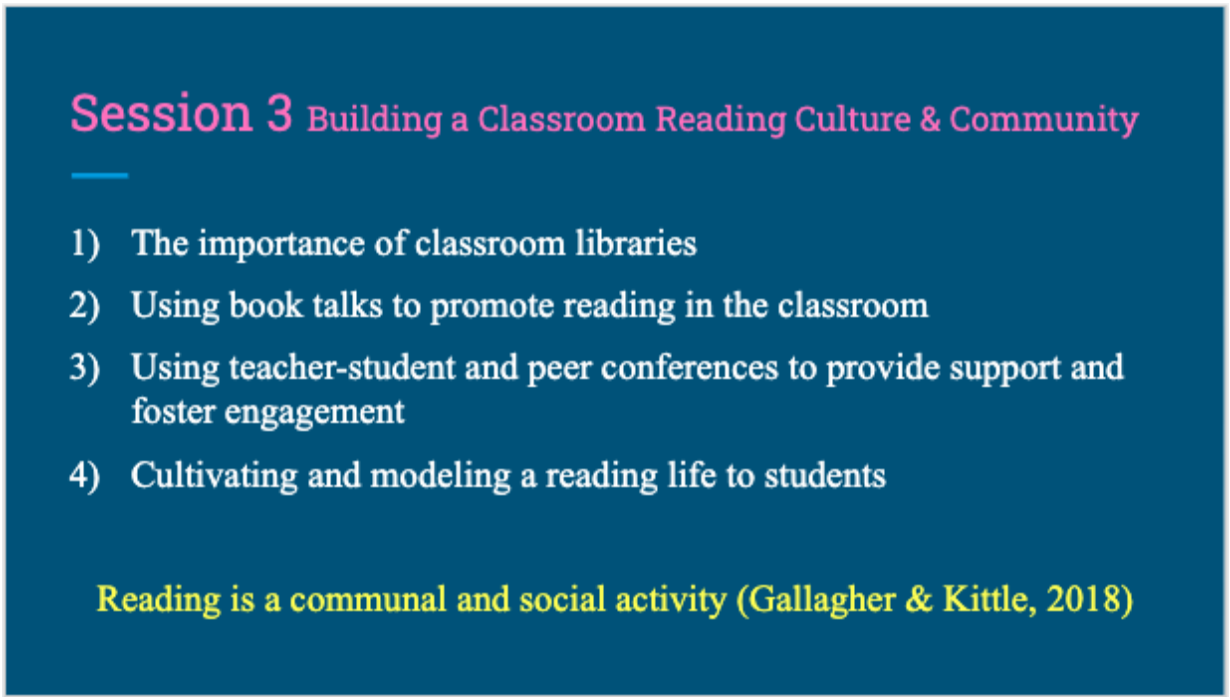
By the end of this week, I will have read _____ pages and for _____ hour(s). Goal met? ___

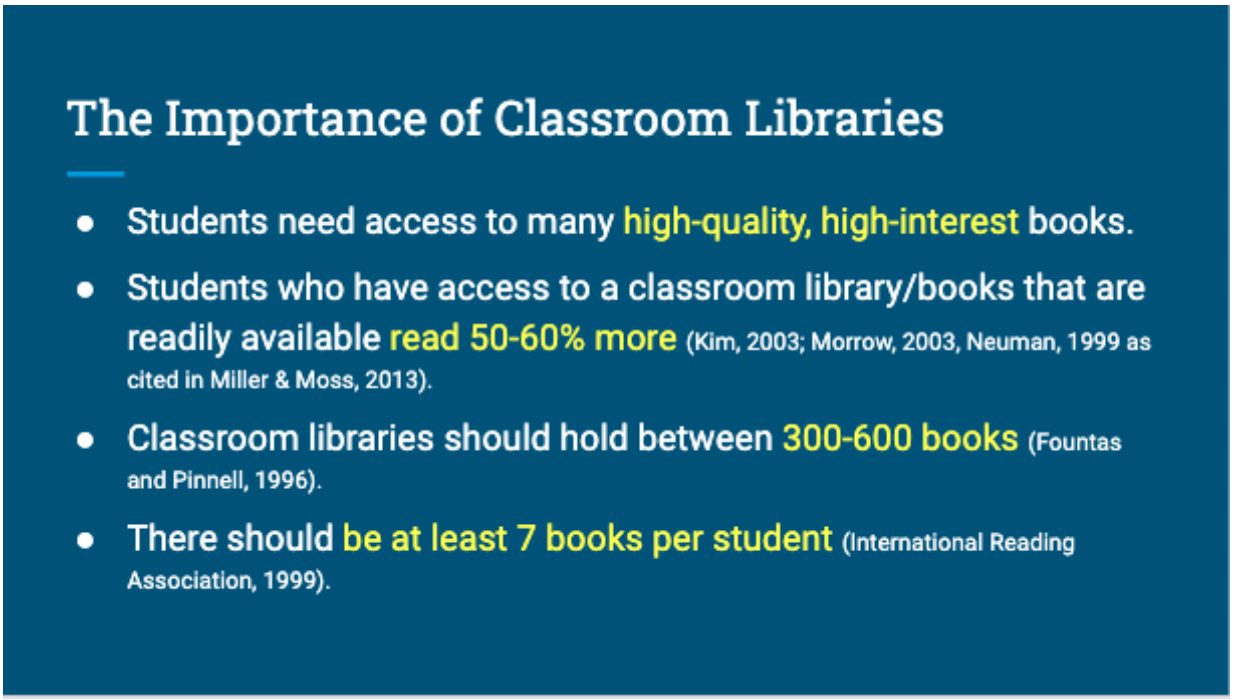
Week 8 _____ (write the date)

By the end of this week, I will have read _____ pages and for _____ hour(s). Goal met? ___

[21] Created by Stephanie S. Beam, 2020

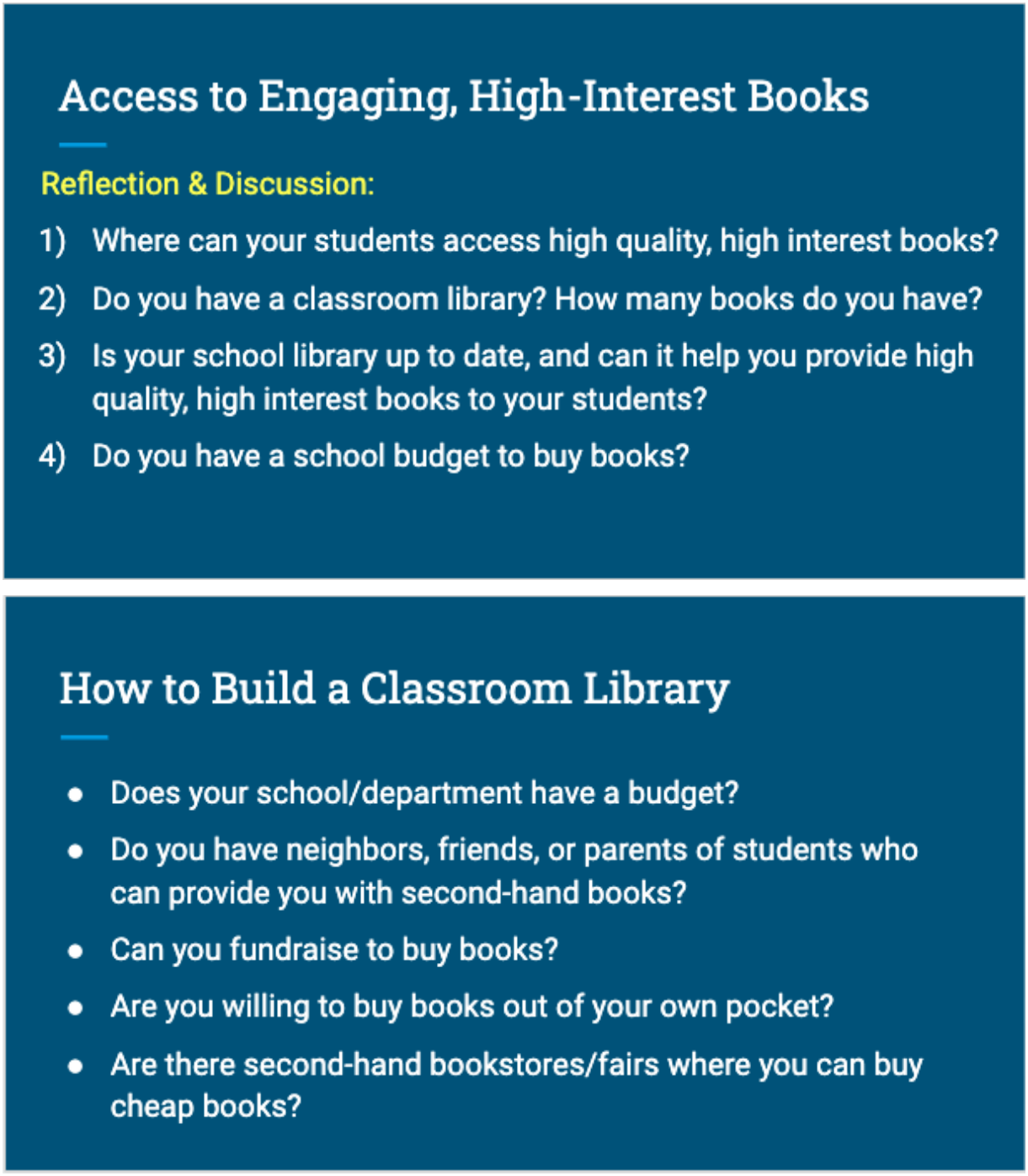
Appendix N





[22] Created by Stephanie S. Beam, 2020

Appendix N

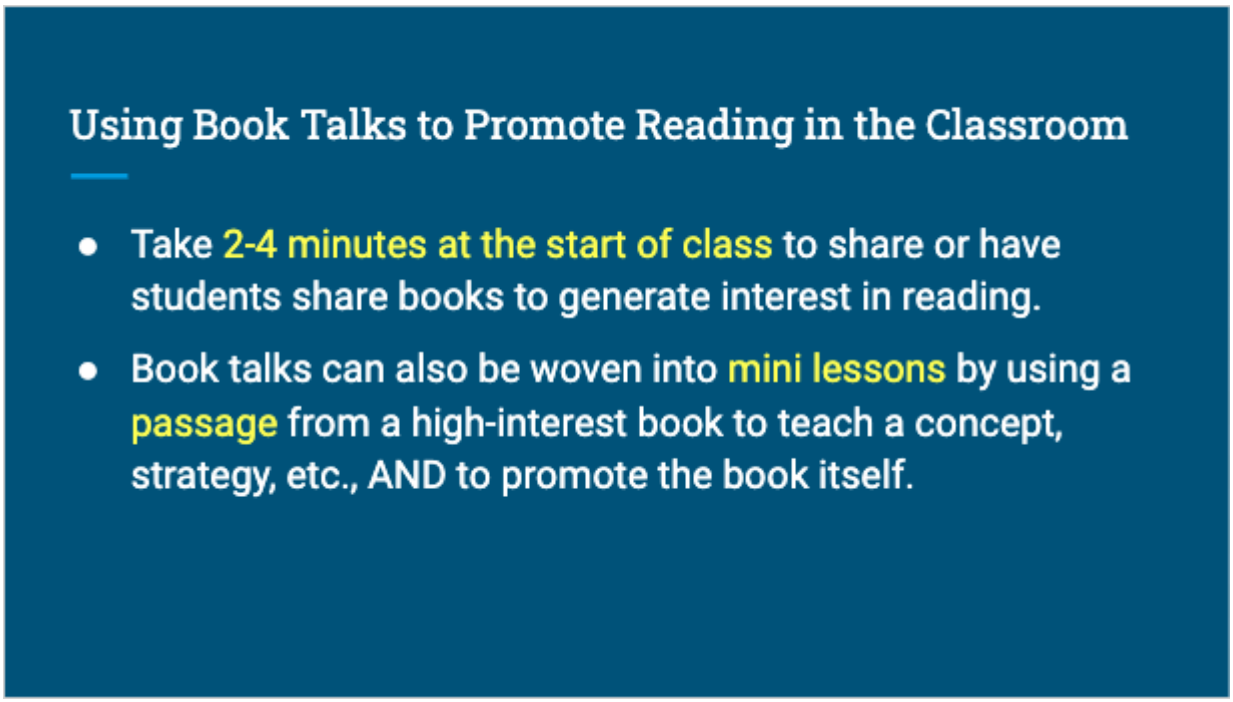


[23] Created by Stephanie S. Beam, 2020

Appendix N

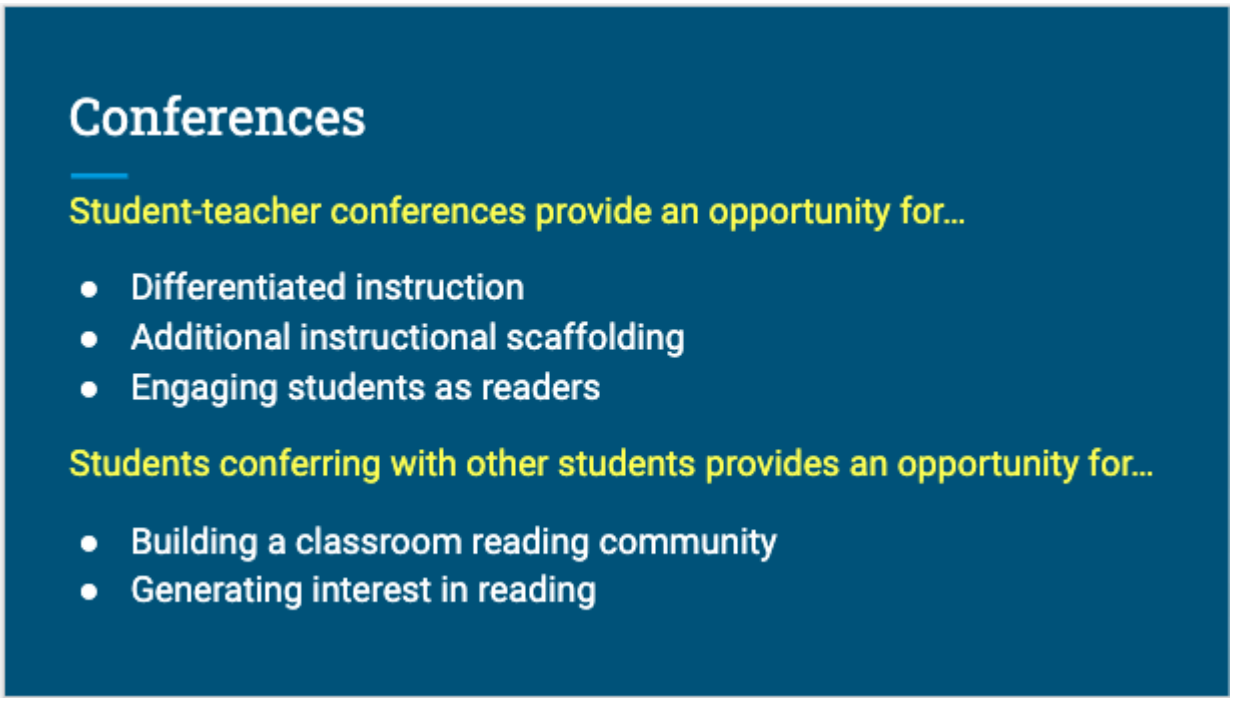
[24] Created by Stephanie S. Beam, 2020

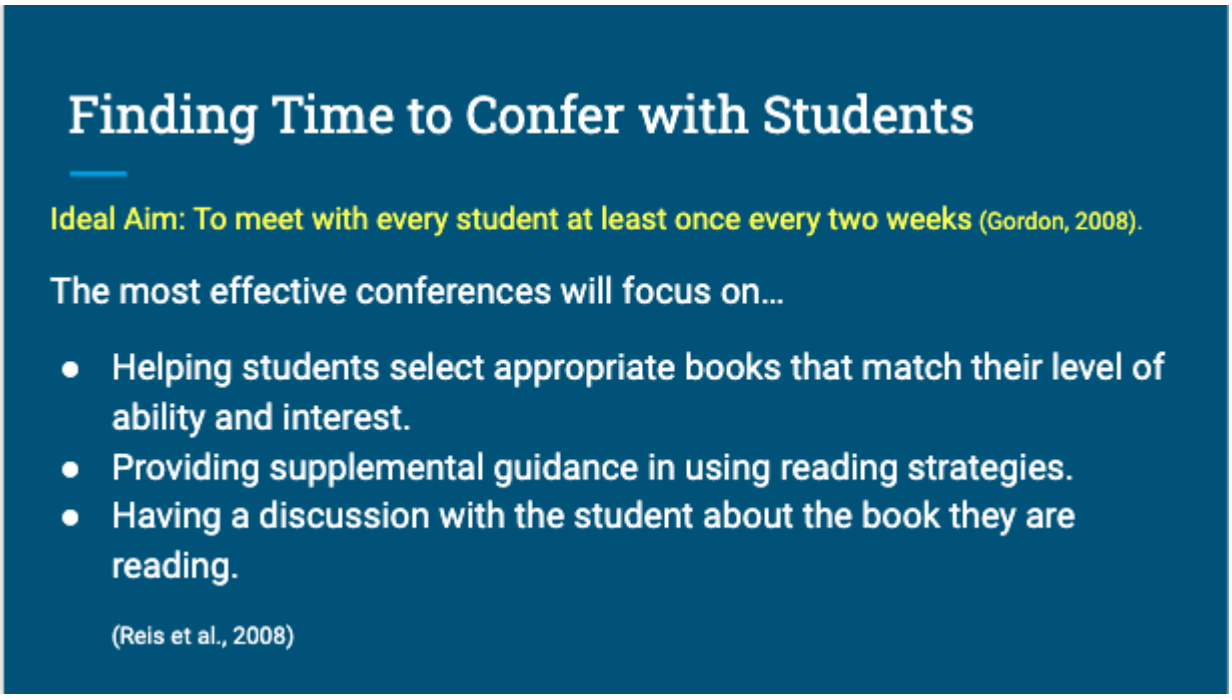
Appendix O



[25] Created by Stephanie S. Beam, 2020

Appendix P





[26] Created by Stephanie S. Beam, 2020

Appendix Q

Student-Teacher Conference Notes

Ideal Aim: To meet with every student at least **once every two weeks** (Gordon, 2018).

Date: From _____ to _____ (2 weeks)

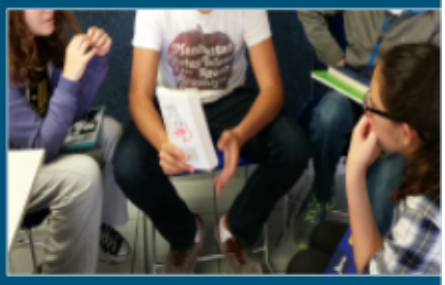
List of students in alphabetical order	Date Met	- Focus of the conference - Observations - Important points to remember
Example: ***Mulroney, Jessica***	***Monday, May 24th***	***Today's focus: Helping Jessica figure out how to keep track of the many characters in her novel.*** ***I suggested that she keep a mind map in her notebook of all the characters and how they relate to one another.*** ***Next time I confer with her I want to see the results of this mind map and whether it helped her.***

[27] Created by Stephanie S. Beam, 2020

Appendix R

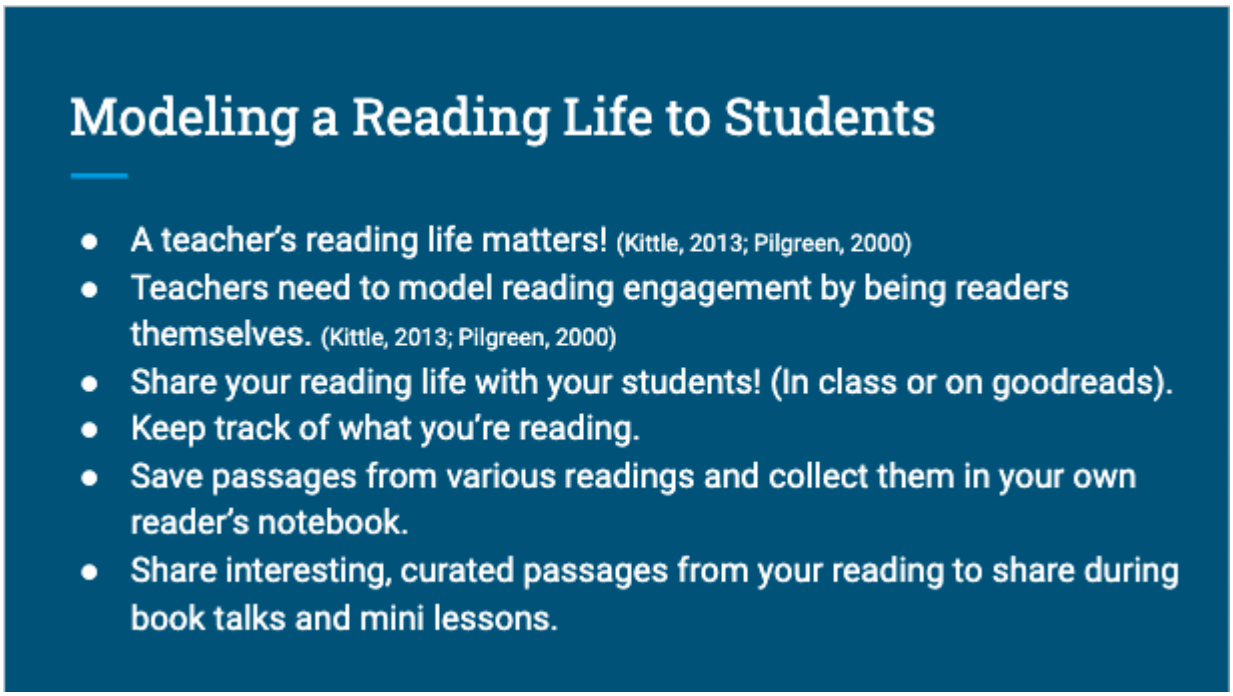
Student-Led Conferences with Other Students

- Students form groups where they each take turns presenting their book.
- They address the book's main plot and some basic character information.
- They describe how they are enjoying it. If they really aren't enjoying it, they have to explain why. If it's a matter of personal taste, they are encouraged to describe a reading audience who might enjoy it.
- Students take turns asking follow-up questions.
- After, each student is encouraged to add interesting titles to their "*to-read*" list in their notebook.



[28] Created by Stephanie S. Beam, 2020

Appendix S



[29] Created by Stephanie S. Beam, 2020

Appendix T

How to Use your Reading Life to Model a Reading Habit and Close Reading Skills to Your Students

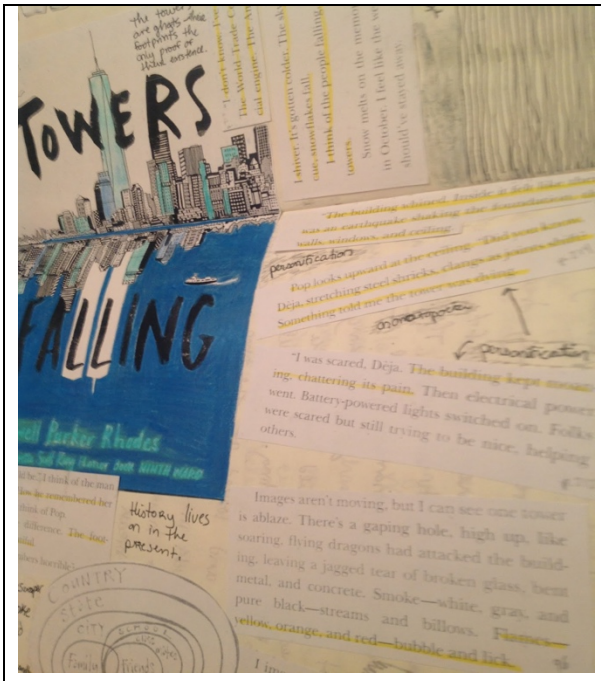
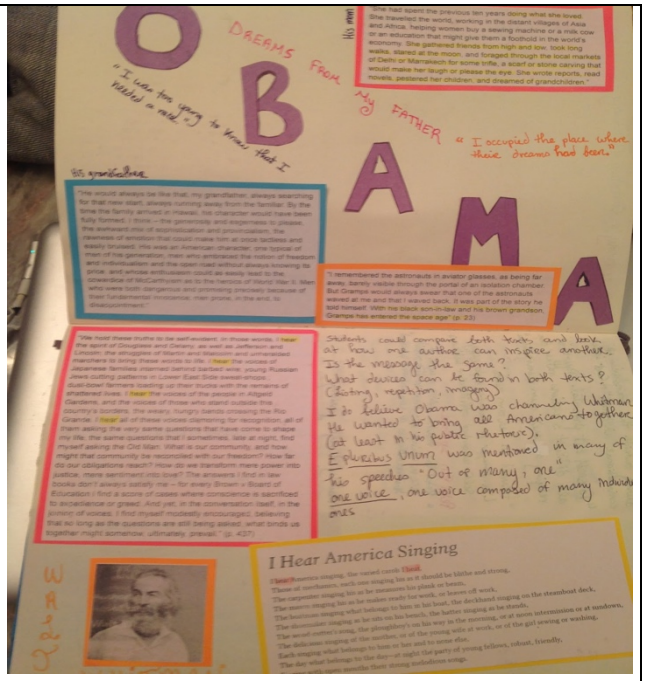
1) Book Talks

Read and keep track of passages from different books that can be used to hook students during book talks.

2) Mentor Texts for Mini Lessons/Instructional Scaffolding

Keep track of high-interest passages from various texts in your reader's notebook that can potentially be used as mentor texts to model literary devices, comprehension strategies, intertextuality, etc.

Examples:

	
***Towers Falling* by Jewel Parker Rhodes (2016)** Modeling the identification and analysis of literary devices (i.e. onomatopoeia, personification, metaphor, etc.) can help students pay attention to it on their own. Using a high-interest book as a mentor text can provide an opportunity to practice specific skills and to promote the book itself as a potential read.	***Dreams from My Father* by Barack Obama (1995)** ***I Hear America Singing* by Walt Whitman (1860)** Intertextual analysis is one way to connect whole-class texts to independent reading. In the example above, President Obama's conclusion in *Dreams My Father* is compared with Walt Whitman's *I Hear America Singing*. Modeling in this context allows students to make connections between what they read as a class and what they read independently.

[30] Created by Stephanie S. Beam, 2020

Appendix U

References & Suggested Reading

Allington, R. (2014). How reading volume affects both reading fluency and reading achievement. *International Electronic Journal of Elementary Education, 7*(1), 13–26.

Allington, R. (2002). What I've learned about effective reading instruction from a decade of studying exemplary classroom teachers. *Phi Delta Kappan, 83*(10), 740–747. https://doi.org/10.1177/003172170208301007

Allington, R. (2001). What really matters for struggling readers: Designing research-based programs. Addison-Wesley.

Allington, R., & Gabriel, R. E. (2012). Every Child, Every Day. *Educational Leadership, 69*(8), 10–15.

American College Testing. (2010). The condition of college and career readiness 2010. Retrieved April 16th, 2019, from www.act.org/research/policymakers/cccr10/pdf/ConditionofCollege CareerReadiness2010.pdf

Anderson, Porter. *New Report: American Teens Spend Less Time Reading*. 21 Aug. 2018, publishingperspectives.com/2018/08/publishing-challenge-sharper-focus-less-time-reading/.

Atwell, N. (2007). The Reading zone. Scholastic.

Bomer, R. (2011). Building adolescent literacy in today's English classrooms. Heinemann.

References & Suggested Reading

CareerBuilder Survey (2017). *41 Percent of Employers Are Hiring College-Educated Workers for Positions That Had Been Primarily Held by Those with High School Degrees*. 16 Mar. 2017, press.careerbuilder.com/2017-03-16-41- Percent-of-Employers-Are-Hiring -College-Educated-Workers-for-Positions-That-Had-Been-Primarily-Held-by-Those-with-High-School-Degrees-Finds-CareerBuilder-Survey.

Clanton Harpine, E. (Ed.). (2019). After-School Programming and Intrinsic Motivation: Teaching At-Risk Students to Read. Springer International Publishing., https://doi.org/10.1007/978-3-030-22845-3

Clausen-Grace, N., & Kelley, M. (2007). You can't hide in R5: Restructuring independent reading to be more strategic and engaging. *Voices from the Middle, 14*(3), 38–49.

Cuevas, J. A., Irving, M. A., & Russell, L. R. (2014). Applied cognition: Testing the effects of independent silent reading on secondary students' achievement and attribution. *Reading Psychology, 35*(2), 127–159. https://doi.org/10.1080/02702711.2012.675419

Deci, E. L., & Vansteenkiste, M. (2004). Self-determination theory and basic need satisfaction: Understanding human development in positive psychology. *Ricerche di Psicologia, 27*(1), 23-40.

[31] Created by Stephanie S. Beam, 2020

Appendix U

References & Suggested Reading

Dobbs, R., Madgavkar, A., Barton, D., Labaye, E., Manyika, J., Roxburgh, C., & Madhav, S. (2012, June 1). The world at work: Jobs, pay, and skills for 3.5 billion people. Retrieved June 25, 2020, from https://www.mckinsey.com/featured-insights/employment-and-growth/the-world-at-work

Fisher, D. (2004). Setting the "opportunity to read" standard: Resuscitating the SSR program in an urban high school. *Journal of Adolescent & Adult Literacy, 48*(2), 138–150. https://doi.org/10.1598/JAAL.48.2.5

Fisher, D., Frey, N., & Hattie, J. (2017). Teaching literacy in the visible learning classroom. Corwin Literacy.

Fisher, D., Frey, N., & Hattie, J. A. (2016). Visible learning for literacy: Implementing the practices that work best to accelerate student learning: Grades K-12. Corwin.

Fisher, D., & Frey, N. (2011). The First 20 days: Establishing Productive Group Work in the classroom. International Reading Association, June 11. Retrieved https://dpi.wi.gov/sites/default/files/imce/ela/resources/Fisher_and_Frey_-_Engaging_the_Adolescent_Learner.pdf

Fisher, D., & Ivey, G. (2007). Farewell to A Farewell to Arms: Deemphasizing the Whole-Class Novel. *Phi Delta Kappan, 88*(7), 494–497. https://doi.org/10.1177/003172170708800706

References & Suggested Reading

Gallagher, K. (2009). Readicide: How schools are killing reading and what you can do about it. Stenhouse Publishers.

Gallagher, K., & Kittle, P. (2018). 180 days: Two teachers and the quest to engage and empower adolescents. Heinemann.

Garan, E., & DeVoogd, G. (2008). The Benefits of Sustained Silent Reading: Scientific Research and Common Sense Converge. *The Reading Teacher, 62*(4), 336–344. https://doi.org/10.1598/RT.62.4.6

Gordon, B. (2018). No more fake reading: Merging the classics with independent reading to create joyful, lifelong readers. Corwin.

Guthrie, J. T., & Wigfield, A. (2000). Engagement and motivation in reading. In M. L. Kamil, P. B. Mosenthal, P. D. Pearson, & R. Barr (Eds.), Handbook of Reading Research (Vol. 3, pp. 403–422). Erlbaum.

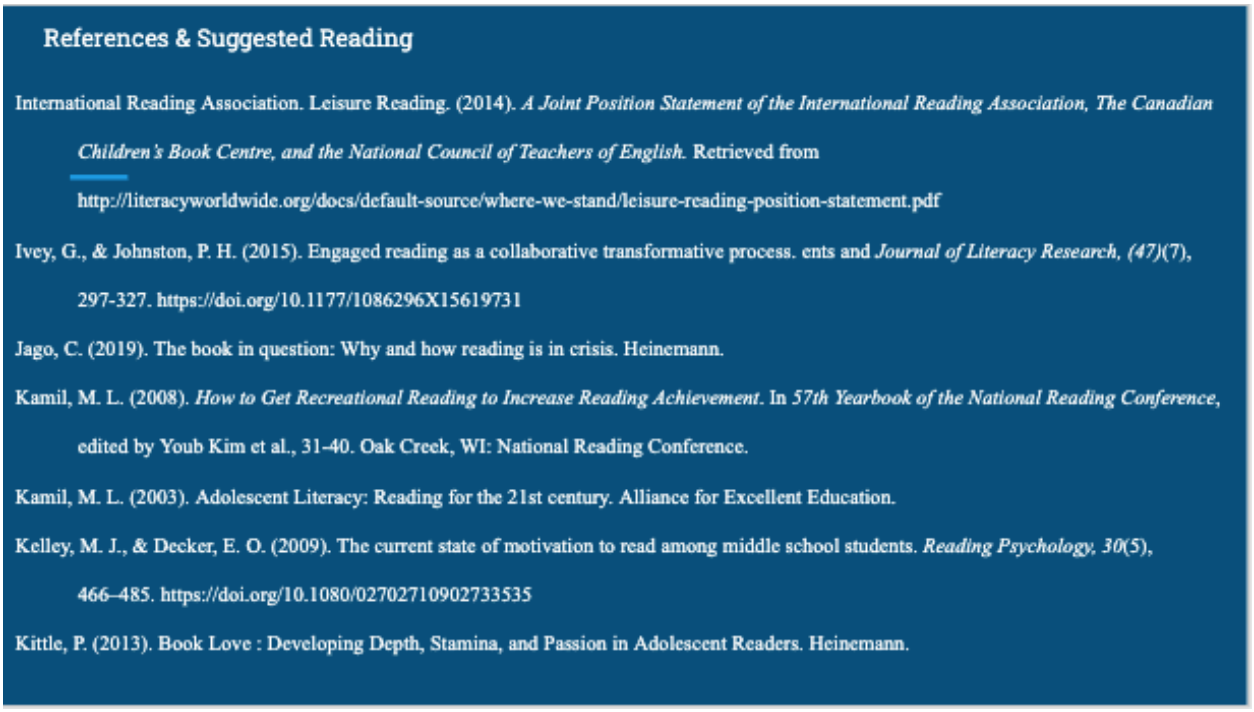
Guthrie, J. T., Wigfield, A., & VonSecker, C. (2000). Effects of integrated instruction on motivation and strategy use in reading. *Journal of Educational Psychology, 92*(2), 331–341. https://doi.org/10.1037/0022-0663.92.2.331

Halt Research Associates. *It Takes More Than a Major: Employer Priorities for College Learning and Student Success*. 31 Oct. 2014, Retrieved on July 15th, 2020 from www.aacu.org/publications-research/periodicals/it-takes-more-major-employer-priorities-college-learning-and

Horbec, D. (2012). The link between reading and academic success. *Engineers Australia, 47*(2), 58–67.

[32] Created by Stephanie S. Beam, 2020

Appendix U



References & Suggested Reading

International Reading Association. Leisure Reading. (2014). *A Joint Position Statement of the International Reading Association, The Canadian Children's Book Centre, and the National Council of Teachers of English.* Retrieved from http://literacyworldwide.org/docs/default-source/where-we-stand/leisure-reading-position-statement.pdf

Ivey, G., & Johnston, P. H. (2015). Engaged reading as a collaborative transformative process. ents and *Journal of Literacy Research, (47)*(7), 297-327. https://doi.org/10.1177/1086296X15619731

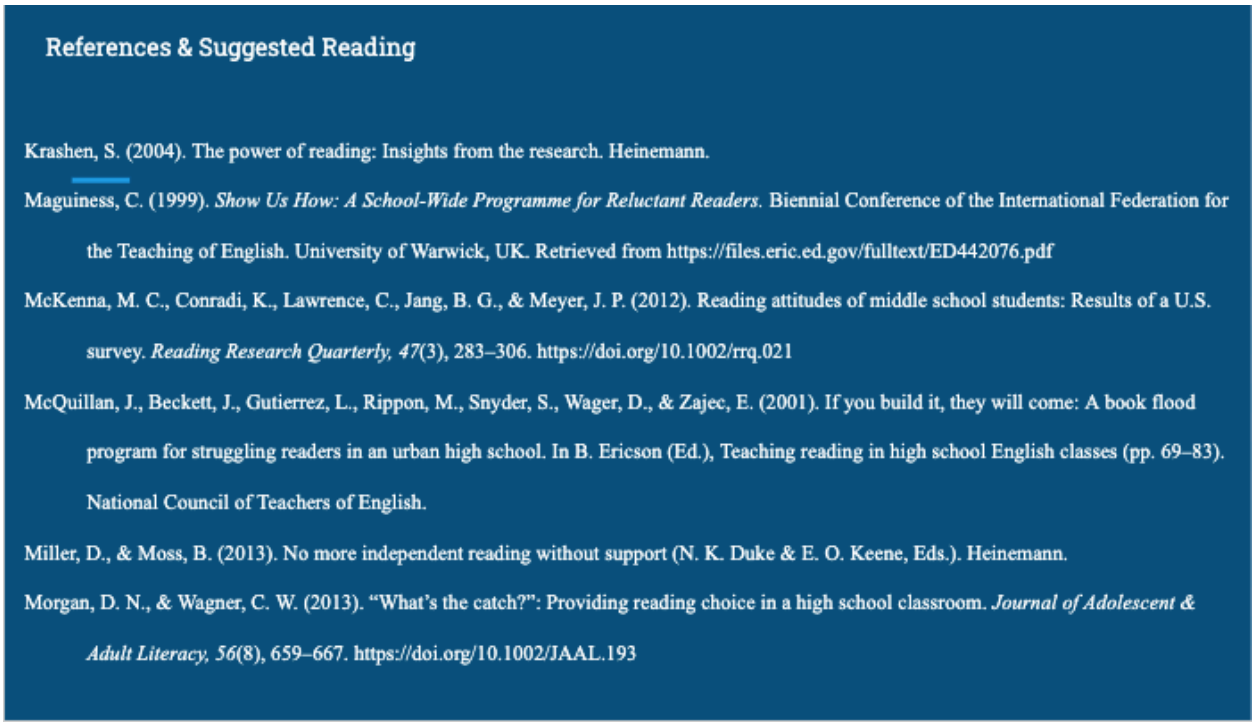
Jago, C. (2019). The book in question: Why and how reading is in crisis. Heinemann.

Kamil, M. L. (2008). *How to Get Recreational Reading to Increase Reading Achievement*. In *57th Yearbook of the National Reading Conference*, edited by Youb Kim et al., 31-40. Oak Creek, WI: National Reading Conference.

Kamil, M. L. (2003). Adolescent Literacy: Reading for the 21st century. Alliance for Excellent Education.

Kelley, M. J., & Decker, E. O. (2009). The current state of motivation to read among middle school students. *Reading Psychology, 30*(5), 466–485. https://doi.org/10.1080/02702710902733535

Kittle, P. (2013). Book Love : Developing Depth, Stamina, and Passion in Adolescent Readers. Heinemann.



References & Suggested Reading

Krashen, S. (2004). The power of reading: Insights from the research. Heinemann.

Maguiness, C. (1999). *Show Us How: A School-Wide Programme for Reluctant Readers.* Biennial Conference of the International Federation for the Teaching of English. University of Warwick, UK. Retrieved from https://files.eric.ed.gov/fulltext/ED442076.pdf

McKenna, M. C., Conradi, K., Lawrence, C., Jang, B. G., & Meyer, J. P. (2012). Reading attitudes of middle school students: Results of a U.S. survey. *Reading Research Quarterly, 47*(3), 283–306. https://doi.org/10.1002/rrq.021

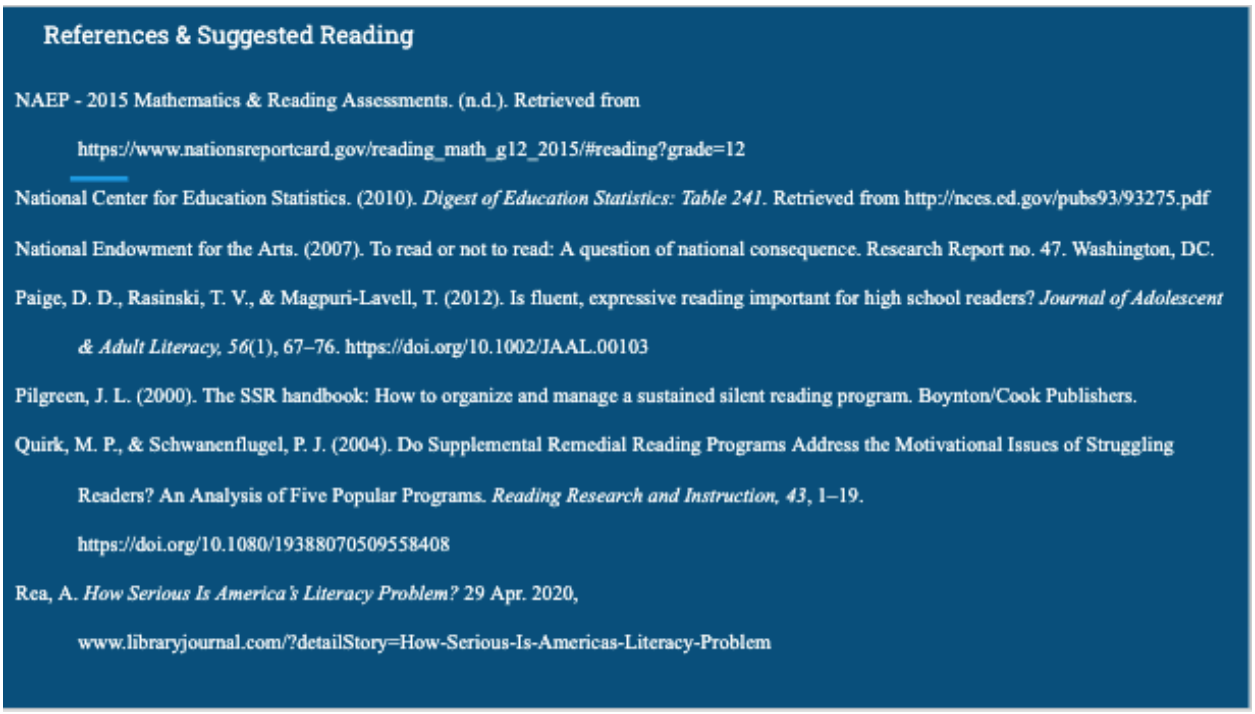
McQuillan, J., Beckett, J., Gutierrez, L., Rippon, M., Snyder, S., Wager, D., & Zajec, E. (2001). If you build it, they will come: A book flood program for struggling readers in an urban high school. In B. Ericson (Ed.), Teaching reading in high school English classes (pp. 69–83). National Council of Teachers of English.

Miller, D., & Moss, B. (2013). No more independent reading without support (N. K. Duke & E. O. Keene, Eds.). Heinemann.

Morgan, D. N., & Wagner, C. W. (2013). "What's the catch?": Providing reading choice in a high school classroom. *Journal of Adolescent & Adult Literacy, 56*(8), 659–667. https://doi.org/10.1002/JAAL.193

[33] Created by Stephanie S. Beam, 2020

Appendix U



References & Suggested Reading

NAEP - 2015 Mathematics & Reading Assessments. (n.d.). Retrieved from https://www.nationsreportcard.gov/reading_math_g12_2015/#reading?grade=12

National Center for Education Statistics. (2010). *Digest of Education Statistics: Table 241*. Retrieved from http://nces.ed.gov/pubs93/93275.pdf

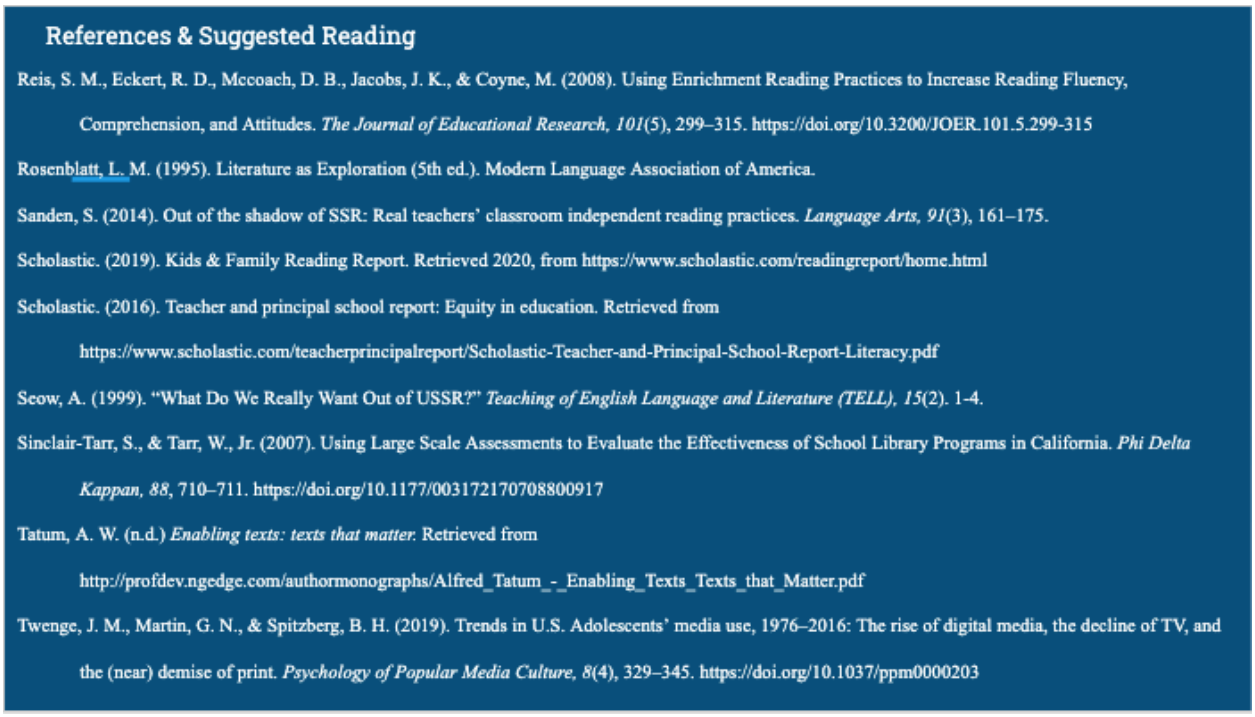
National Endowment for the Arts. (2007). To read or not to read: A question of national consequence. Research Report no. 47. Washington, DC.

Paige, D. D., Rasinski, T. V., & Magpuri-Lavell, T. (2012). Is fluent, expressive reading important for high school readers? *Journal of Adolescent & Adult Literacy, 56*(1), 67–76. https://doi.org/10.1002/JAAL.00103

Pilgreen, J. L. (2000). The SSR handbook: How to organize and manage a sustained silent reading program. Boynton/Cook Publishers.

Quirk, M. P., & Schwanenflugel, P. J. (2004). Do Supplemental Remedial Reading Programs Address the Motivational Issues of Struggling Readers? An Analysis of Five Popular Programs. *Reading Research and Instruction, 43*, 1–19. https://doi.org/10.1080/19388070509558408

Rea, A. *How Serious Is America's Literacy Problem?* 29 Apr. 2020, www.libraryjournal.com/?detailStory=How-Serious-Is-Americas-Literacy-Problem



References & Suggested Reading

Reis, S. M., Eckert, R. D., Mccoach, D. B., Jacobs, J. K., & Coyne, M. (2008). Using Enrichment Reading Practices to Increase Reading Fluency, Comprehension, and Attitudes. *The Journal of Educational Research, 101*(5), 299–315. https://doi.org/10.3200/JOER.101.5.299-315

Rosenblatt, L. M. (1995). Literature as Exploration (5th ed.). Modern Language Association of America.

Sanden, S. (2014). Out of the shadow of SSR: Real teachers' classroom independent reading practices. *Language Arts, 91*(3), 161–175.

Scholastic. (2019). Kids & Family Reading Report. Retrieved 2020, from https://www.scholastic.com/readingreport/home.html

Scholastic. (2016). Teacher and principal school report: Equity in education. Retrieved from https://www.scholastic.com/teacherprincipalreport/Scholastic-Teacher-and-Principal-School-Report-Literacy.pdf

Seow, A. (1999). "What Do We Really Want Out of USSR?" *Teaching of English Language and Literature (TELL), 15*(2). 1-4.

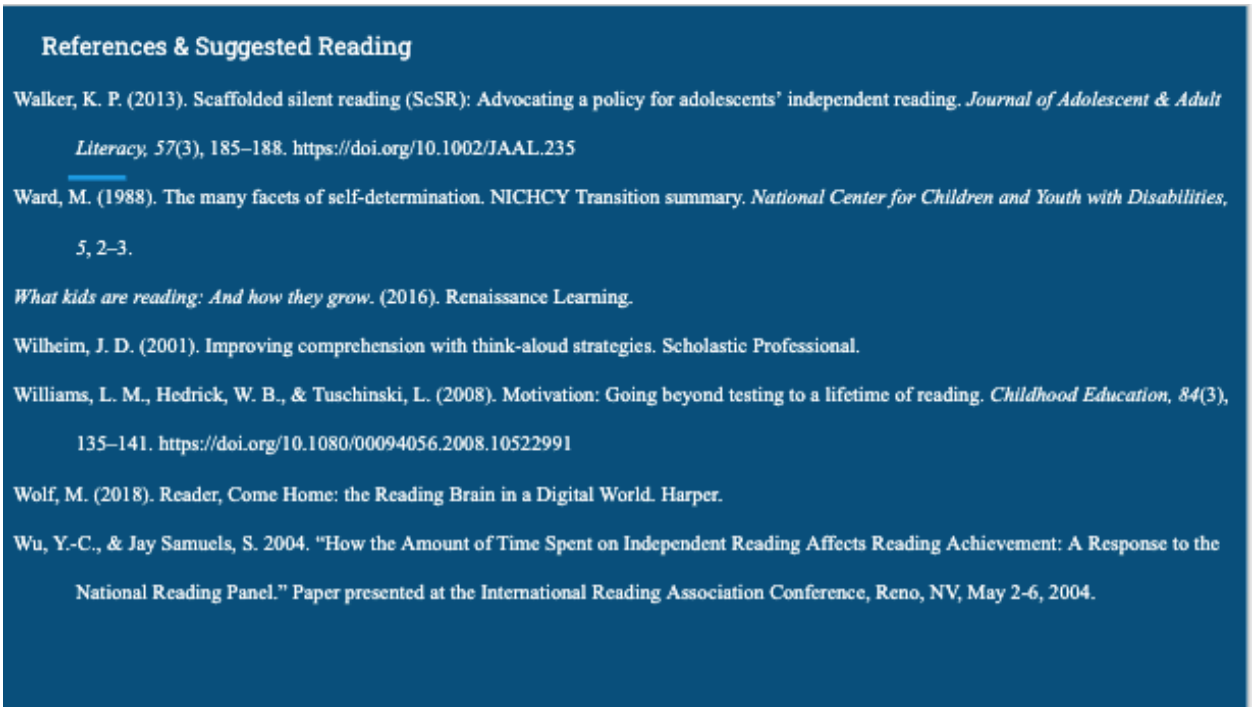
Sinclair-Tarr, S., & Tarr, W., Jr. (2007). Using Large Scale Assessments to Evaluate the Effectiveness of School Library Programs in California. *Phi Delta Kappan, 88*, 710–711. https://doi.org/10.1177/003172170708800917

Tatum, A. W. (n.d.) *Enabling texts: texts that matter.* Retrieved from http://profdev.ngedge.com/authormonographs/Alfred_Tatum_-_Enabling_Texts_Texts_that_Matter.pdf

Twenge, J. M., Martin, G. N., & Spitzberg, B. H. (2019). Trends in U.S. Adolescents' media use, 1976–2016: The rise of digital media, the decline of TV, and the (near) demise of print. *Psychology of Popular Media Culture, 8*(4), 329–345. https://doi.org/10.1037/ppm0000203

[34] Created by Stephanie S. Beam, 2020

Appendix U



References & Suggested Reading

Walker, K. P. (2013). Scaffolded silent reading (ScSR): Advocating a policy for adolescents' independent reading. *Journal of Adolescent & Adult Literacy, 57*(3), 185–188. https://doi.org/10.1002/JAAL.235

Ward, M. (1988). The many facets of self-determination. NICHCY Transition summary. *National Center for Children and Youth with Disabilities, 5*, 2–3.

What kids are reading: And how they grow. (2016). Renaissance Learning.

Wilhelm, J. D. (2001). Improving comprehension with think-aloud strategies. Scholastic Professional.

Williams, L. M., Hedrick, W. B., & Tuschinski, L. (2008). Motivation: Going beyond testing to a lifetime of reading. *Childhood Education, 84*(3), 135–141. https://doi.org/10.1080/00094056.2008.10522991

Wolf, M. (2018). Reader, Come Home: the Reading Brain in a Digital World. Harper.

Wu, Y.-C., & Jay Samuels, S. 2004. "How the Amount of Time Spent on Independent Reading Affects Reading Achievement: A Response to the National Reading Panel." Paper presented at the International Reading Association Conference, Reno, NV, May 2-6, 2004.

[35] Created by Stephanie S. Beam, 2020

Appendix V

[36] Created by Stephanie S. Beam, 2020

Appendix V

[37] Created by Stephanie S. Beam, 2020

Appendix W

Name: _____

Pre In-service Training Survey (Session 1- Beginning of the Year)

Directions: Complete the following survey by deciding how much you agree or disagree with each statement and placing an X or ✓underneath the chosen descriptor.

	Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
1. I would be able to explain what independent reading entails to a colleague.					
2. I see many advantages to implementing independent reading in my classroom.					
3. I see many disadvantages to implementing independent reading in the high school English classroom.					
4. I'm hesitant about implementing an independent reading program in my classroom.					
5. Generally speaking, students from previous years were motivated to read and they enjoyed reading.					
6. In past years, I have found that my students read enough to prepare them for the expectations of college.					
7. In past years, I have found that many of my students struggle with various reading skills.					

What problems do you anticipate in the early stages of implementation?

What solutions could you envisage applying to these potential problems?

How are you feeling about incorporating an independent reading program in your classroom?

[38] Created by Stephanie S. Beam, 2020

Appendix W

Name: _____

Post In-service Training Survey (Session 5-End of Year)

Directions: Complete the following survey by deciding how much you agree or disagree with each statement and placing an X or ✓underneath the chosen descriptor.

	Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
1. I would be able to explain what independent reading entails to a colleague.					
2. I see many advantages to implementing independent reading in my classroom.					
3. I see many disadvantages to implementing independent reading in the high school English classroom.					
4. Generally speaking, my students are more motivated to read and enjoy reading than they were at the beginning of the year.					
5. My students read more than they did at the beginning of the year.					
6. Independent reading has helped me differentiate my instructions to help all students, especially my struggling readers.					

Reflect on how independent reading has changed/not changed your students' reading motivation and volume.

What goals would you have for next year? What do you want to work on to make independent reading more successful in your classroom? How will you implement these new goals?

[39] Created by Stephanie S. Beam, 2020

Appendix W

About the Training

	Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
1. This year-long in-service training was helpful.					
2. Implementing an independent reading program would have been more difficult without this in-service training.					

Comment on the in-service training you received this year. What was helpful? What could be improved?

Other comments:

[40] Created by Stephanie S. Beam, 2020

Appendix X

Name: _____

Profile of a Reader: Survey

Directions: Complete the following survey by deciding how much you agree or disagree with each statement and placing an **X or ✓**underneath the chosen descriptor.

	Always *Every day*	**Often** A couple of times a week	**Sometimes** A couple of times a month	**Rarely** A couple of times a year	**Never**
1. I read for pleasure.					
2. I read for school.					
3. I read outside of school.					

	Strongly Disagree	**Disagree**	**Neither agree nor disagree**	**Agree**	**Strongly Agree**
1. I usually finish all the books my English teachers assign.					
2. I have a hard time finishing reading assignments that my teachers assign.					
3. I would read more if I could read what I wanted.					
4. I enjoy reading in general.					
5. I usually enjoy reading books my English teachers assign.					
6. Reading is my least favorite activity.					
7. I'm a fast reader.					
8. I have good comprehension skills.					
9. I would prefer to listen to an audiobook than to read the same book in print.					

- How many books have you read this past year? _____ books
- What would you like your teachers to know about you as a reader?

- What would motivate you to read more?

[41] Created by Stephanie S. Beam, 2020

Appendix X

Name: _____

Profile of a Reader: End-of-Year Student Survey

Directions: Complete the following survey by deciding how much you agree or disagree with each statement and placing an **X or ✓**underneath the chosen descriptor.

	Always *Every day*	**Often** A couple of times a week	**Sometimes** A couple of times a month	**Rarely** A couple of times a year	**Never**
1. I read for pleasure.					
2. I read for school.					
3. I read outside of school.					

	Strongly Disagree	**Disagree**	**Neither agree nor disagree**	**Agree**	**Strongly Agree**
1. I usually finish all the books my English teachers assign.					
2. I have a hard time finishing reading assignments that my teachers assign.					
3. I enjoy reading in general.					
4. I usually enjoy reading books my English teacher assigns.					
5. Reading is my least favorite activity.					
6. I'm a fast reader.					
7. I have good comprehension skills.					
8. I would prefer to listen to an audiobook than to read the same book in print.					

How many books have you read this past year? _____ books

Have you read more this year than in previous years? Explain why/why not.

Are you a more engaged and motivated reader? Explain why/why not.

[42] Created by Stephanie S. Beam, 2020

GRAND VALLEY STATE UNIVERSITY
ED 693/695 Data Form

NAME: Stephanie Sandrin-Beam

MAJOR: (Choose only1)

- ○ Adult & Higher Education
- ○ Advanced Content Specialization
- ○ Cognitive Impairment
- ○ College Student Affairs Leadership
- ○ Early Childhood Education
- ○ Early Childhood Developmental Delay
- ○ TESOL
- ○ Educational Differentiation
- ○ Education Leadership
- ○ Educational Technology
- ○ Elementary Education
- ○ Emotional Impairment
- ○ Learning Disabilities
- ○ Library Media
- ○ Middle Level Education
- ◉ Reading
- ○ School Counseling
- ○ Secondary Level Education
- ○ Special Education Administration

TITLE: Increasing Reading Volume and Motivation Using Independent Reading in the High School English Classroom

PAPER TYPE: (Choose only 1)

- ◉ Project
- ○ Thesis

SEM/YR COMPLETED: Summer 2020

SUPERVISOR'S SIGNATURE OF APPROVAL_____

Using key words or phrases, choose several ERIC descriptors (5 - 7 minimum) to describe the contents of your project. ERIC descriptors can be found online at: http://eric.ed.gov/?ti=all

1. Independent Reading
2. Secondary Education
3. High Schools
4. Reading Motivation
5. Reading Fluency
6. Reading Achievement
7. Adolescents
8. Sustained Silent Reading
9.
10.