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Filling the Reading Void: Studying Reading Stamina in a Suburban High School through Action Research: A Companion Research Study

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Filling the Reading Void: Studying Reading Stamina in a Suburban High School through
Action Research

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"You have been given this day to use as you will. When tomorrow comes, this day will be gone forever; in its place is something that you have left behind.... Let it be something good."

Abstract

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A common practice in elementary schools is to allow students silent reading time during school. Experts agree this is best practice due to the benefits to students, especially in vocabulary development and reading stamina. As students age, however, this practice tends to decline in favor of activities that are meant to teach vocabulary in isolation and test preparation skills. In addition to these activities, English language arts classes typically read and study novels together as a class for the purpose of studying literary devices and literary analysis. Because of these practices, secondary students tend to read less, which in turn decreases reading stamina. In order to best prepare students for college, careers, and citizenry, adolescent students need increased literacy and stamina. Penny Kittle (2013), noted writer and reading expert, wrote *Book Love: Developing Depth, Stamina, and Passion in Adolescent Readers*, in which she described implementing a method of individualized instruction focused on a balanced approach of silent reading scaffolded by teacher conferencing (50%), mentor text study to improve writing skills (25%), and whole-class study of canonical texts (25%).

The researcher, an English language arts teacher at a suburban, low poverty high school in North Carolina, recognized stamina as a major issue with her students; therefore, she implemented Kittle's (2013) protocol in an effort to address the problem. The researcher studied the implementation of the project, called the Book Love Initiative, using a mixed-methods action research design. A concurrent companion study at a rural, high poverty high school in South Carolina employed the same method to determine if the method has more far-reaching implications than if the research were only conducted at one site. Both companion studies found student attitudes towards reading improved, reading volume and stamina increased, and the overall classroom environment improved.

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Chapter 1: Introduction

Introduction

The United States is currently plagued with a compliant educational system: an educational system consumed with test scores and academic credentials that only highlight the symptoms of persistent problems with declining abilities and an unprepared workforce rather than offering solutions to those problems. Alarming quantities of data and literature suggest students are not prepared with the reading skills needed to compete in a global postsecondary educational or economic market (Friedman & Mandelbaum, 2011). Only one third of United States high school students graduate ready for college (Conley, 2007). In a society faced with increasing global challenges, students must graduate high school equipped to develop their innovative and literacy capacities to successfully compete in the 21st Century.

Phi Delta Kappan Magazine, in its 48th annual *PDK Poll of the Public's Attitudes Toward the Public Schools* (Richardson, 2016), published statistics showing that while Americans do not agree with each other about the purpose of education, they do agree strong literacy skills are necessary to achieve varied successes. In the survey, 45% of respondents said the main goal of public education is to prepare students academically, 26% said citizenship should be the main goal, and 25% said the main goal of public education is to prepare students for careers (Richardson, 2016). These survey results indicate that 96% of those Americans polled think public education has the purpose of preparing students to be functioning members of society (Richardson, 2016). The survey results further indicate basic literacy skills are required to further education or to perform a job as well as to participate in the democratic process as an informed citizen (Richardson, 2016). A nation of readers is critical to the country's survival. The

Alliance for Excellent Education (2004) stated,

> being literate is closely linked to one's ability to access power and negotiate the
>
> world around them. Young people need to develop strong literacy skills to
>
> communicate effectively, gain respect from peers and authority, participate in
>
> their communities in a meaningful way, and fully contribute to society. (p. 1)

Friedman and Mandelbaum (2011) echoed that assertion. They argued the jobs of the

future will mandate a better educated, more literate society able to adapt quickly to

changes in technology and challenges posed by competition from other places in the

world.

Experts in educational change have also called for educational leaders to rethink

how students should become college and career ready, the newest buzz phrase to describe

the aspirations of successful secondary schools through literacy-focused initiatives (Lent,

2016; Plaut, 2009; Wagner, 2012). Plaut (2009) argued literacy is the "gateway to

learning" (p. 2). Furthermore, Plaut asserted a culture of literacy empowers adolescents

to participate in and transform society; full literacy allows students to evaluate and take a

critical stance beyond basic observation and comprehension.

Dintersmith and Wagner (2016) wrote that while more complex literacy

aspirations are admirable, most college and career pathways are still defined by success

on standardized testing, for which passive learning and basic comprehension is the norm

and expectation. In addition, they stressed the need for students to learn real-world

reading skills that can translate into reading ability rather than knowledge about the

literary canon and literary analysis, skills needed for college perhaps but not work or

citizenry (Wagner, 2014). Morgan and Pytash (2014) referred to the literary canon as the

group of texts taught as a traditional part of English classrooms and seen as the highest

quality literature that should be studied, particularly in preparation for college. Wagner (2012) also argued that preparing students for real-world literacy should not take away from preparing them for studying the type of literature needed for college preparation; both types could complement each other when done correctly. While Dintersmith and Wagner did not disagree with the concept of the canon, their argument was to keep learning authentic and to apply real-world skills, which has also been documented to help solve the problem of lacking student engagement (Plaut, 2009). A 2013 Gallup Poll revealed that with each year of school, students became less engaged (Busteed, 2013). High school students indicated they felt school was irrelevant and too focused on testing. Wagner (2014) also suggested school, while focused on standardized testing, was less focused on skills to prepare students for the changes and challenges of the 21st century.

The key to this preparedness is literacy. Whether students continue their education after high school or enter the work force or military, they must be able to read to be successful. Gioia (2008) argued data "demonstrates that reading is an irreplaceable activity in developing productive and active adults as well as healthy communities" (p. 6). Across six studies, Duncan et al. (2007) found the strongest predictors of later-life success were school-entry math, reading, and attention skills. For the most part, high school English curricula are determined with college preparedness in mind, which, according to Dintersmith and Wagner (2016), is a mistake. It is true that college is important, and a college education improves chances for both employment and higher wages; however, as college becomes more expensive, students are more often questioning the value of a college education in relation to other professions of interest. Other students, concerned with how to pay for college, prepare for jobs they can do while they attend college in order for higher education to be a viable alternative, indicating a

need for emphasis on both college as well as career preparation (National Center for Education Statistics, 2016). The statistics allude to a need for educators to address issues of preparedness in their curricula to allow for more meaningful, relevant learning that prepares students to follow many different paths after graduation, not exclusively the path of college. All adolescents have the right to what "literacy makes possible for them within and beyond school" (Plaut, 2009, p. 1). Whether it be college achievement or workforce success, "literacy enables students to have a voice, take a stand, and make a difference" (Plaut, 2009, p. 2).

Overview

Kittle (2013) explored and discussed the various reasons adolescent students do not read and the detrimental effects of decreased reading volumes in high schools across the country. Kittle argued, through providing appropriate texts along with structured class time, teachers can create a culture that leads to more complex and elongated reading behaviors. She provided strategies to increase the quantity, capacity, and complexity over time; to create a balance of independent reading, text study, and novel study; to help students deepen their thinking through writing about reading; and to build a school culture focused on the love of reading (Kittle, 2013).

Though some educators, specifically secondary English teachers, may argue students need to only read "the classics" during structured instructional time, Kittle's (2013) approach argued for a balanced blend of independent reading for enjoyment and full-class novels. Kittle focused on "managing, sustaining, and building an independent reading life in middle and high school" (p. 24). Kittle advocated for independent reading; the goal is to establish a culture where students long to read all types of literature, thus use literature as an avenue of growth and reflection. Cultivating a culture aimed to value

improvement, not failure or defeat, begins with offering a choice, not a predetermined, one-size-fits-all criterion (Kittle, 2013). This action research study paralleled a cycle of improvement and further investigated how Kittle's method applies to settings beyond her realm and can *fill the reading void* experienced by so many adolescent readers.

Chapter 1 of the study introduces the study, giving purpose, rationale, limitations, assumptions, the conceptual framework, and a list of terms and definitions. Chapter 2 describes the literature on the topic and the process of narrowing the literature to the research questions. Chapter 3 covers the methodology to be employed and implementation of the program at the study sites. Chapter 4 presents the findings of the study. To conclude, Chapter 5 discusses the findings and interpretation of the study and offers recommendations to future researchers.

Background

There are many important components of literacy: vocabulary, fluency, rate, and comprehension (Hiebert, 2014). Together, these components compose the skill of stamina: the ability to read and understand more complex texts and stick with those texts for a time period (Hiebert, 2014). Most primary and elementary school reading programs work to improve stamina by allowing students instructional time to read (Boushey & Moser, 2017). Although extensive research has been conducted on elementary reading stamina, few studies have researched ways to increase reading stamina in secondary learners (Hiebert, 2014; Rasinski, 2004; Routman, 1998; Smith, 1976). Hiebert (2014) emphasized the importance of increased reading stamina as a necessary skill to be developed over time and continuously through all grades, kindergarten through twelfth. Additionally, Hiebert (2014) described the skill of stamina as a "forgotten proficiency" (p. 1). She made the case that silent reading was essential to increasing stamina because

testing and real-world reading are situations where students must read silently. She advocated that all skills composing literacy proficiency – comprehension, accuracy, automaticity, fluency, and expanded vocabulary – were best nurtured through opportunities for students to read often and silently.

In a study of elementary reading best practices, Mosenthal, Lipson, Mekkelsen, Russ, and Sortino (2001) found that schools with the most successful reading programs allowed students to read at least 30 minutes per day. Smith (1976), Routman (1998), and Hiebert (2015) also stressed that allotting reading time during the school day signals to students that reading is important; important enough to set aside class time to do it, as the practice increases their ability to handle more complex texts so they can handle increasing levels of text complexity at a rate that suits their own abilities and pace. While silent reading during school time may not be common practice in every elementary school, it is recognized by researchers as best practice and is the norm in the districts involved in this particular study.

This action research study investigated the ways Kittle's (2013) instructional methods regarding reading stamina and choice reading might apply to larger settings. The action research study will provide educators with a framework to increase reading volume and stamina for high school students; therefore, this study and its companion study will add to the limited literature regarding methods to address stamina in secondary school students and may contribute to research determining which methods are successful and for which populations.

Because the action research was conducted as a companion study at high schools of different socioeconomic demographics, the intended audience was a broader audience of secondary literacy educators. This study sought to not only add knowledge to the

academic literature of secondary educators but to serve the professionals and students with whom the research protocol was applied. The research did not occur in isolation; the researcher intended it to spiral into an ongoing cycle of collaborative and critical reflection. As the researcher gained insight into the effects of an independent reading program, there may be a need to broaden the scope of understanding (Herr & Anderson, 2015).

Problem Statement

According to recent National Assessment of Educational Progress (NAEP) reports, adolescents reported they rarely or never read for fun or on their own (National Center for Education Statistics, 2016). Additionally, research continues to show a decline in adolescent reading habits (Conradi, Jang, Bryant, Craft, & McKenna, 2013; Gioia, 2008). More research is needed to explore the effects of reading programs geared to increase reading stamina, volume, and complexity in secondary learners. As secondary learners' habits and desires decline, English teachers are left pondering ways to entice adolescent learners and to open the doors to literary worlds. Literature also suggests free-choice reading strategies encourage a literate learning environment (Atwell, 2007a). Additionally, literature further suggests choice reading improves the scope, volume, and depth of reading because it is related to an intrinsically motivated desire to read and understand more (Wigfield & Guthrie, 2000). Despite the historical, though limited, research supporting a free-choice framework, secondary English teachers continue to find themselves at a crossroads between the classical canon of literature and emerging, adolescent literature. The reality remains; students do not always leave high school with the educational literacy skillset required to be successful in college or the workforce (Gioia, 2008; Sheninger & Murray, 2017).

Problem and Purpose of Study

   In a study of elementary reading best practices, Mosenthal et al. (2001) found that schools with the most successful reading programs allowed students to read at least 30 minutes per day. Smith (1976), Routman (1998), and Hiebert (2015) also stressed that allotting reading time during the school day signals to students that reading is important, important enough to set aside class time to do it, as the practice increases their ability to handle more complex texts so they can handle increasing levels of text complexity at a rate that suits their own abilities and pace. While silent reading during school time may not be common practice in every elementary school, it is recognized by researchers as best practice and is the norm in the districts involved in this particular study (Hiebert, 2014).

   Ironically, as students progress through school, less and less time is devoted in class to reading; thus, its importance is diminished (Smith, 1976). As students age, their engagement in school decreases (Busteed, 2013). Consequently, school emphasis on reading decreases as well (Hiebert, 2014; Rasinski, 2004; Smith, 1976). Smith (1976) concluded the result of not allocating reading time is a signal to students that reading at an older age is not as important; and subsequently, older student reading skills weaken because they are no longer conditioned regularly as they were when they were young (Broz, 2011; Gallagher, 2009; Gioia, 2008; Hiebert, 2014; Kittle, 2013). Whether in elementary, middle, or high school, "bookthinking (reading) achieves importance only when it is given a significant or prominent place in learning activity" (Smith, 1976, p. 512).

   Despite the research regarding the effects of silent reading time in elementary schools, limited research discusses the practice with secondary learners. There is a

plethora of research related to reading stamina in elementary learners that indicates student choice and independent reading go hand in hand to build reading stamina in younger children, yet there is little research related to the potentially positive impact of independent reading at the high school level (Hiebert, 2015; Rasinski, 2004). Kittle's (2013) work aimed to offer insight into adolescent literacy behaviors, and it served as a starting point to address adolescent literacy in her classroom.

There are many important components of literacy: vocabulary, fluency, rate, and comprehension. These components together, along with silent reading, compose reading stamina, defined as the ability to read and understand more complex texts while reading silently (Boushey & Moser, 2017; Hiebert, 2014). Rasinski (2000) also did extensive research on reading rate and argued its importance in helping build fluency as well as automaticity. Hiebert (2014) contended that building stamina was the best way to assist students in preparing for reading comprehension passages on tests like WorkKeys (a career-ready test mandated by states), the ACT, and the SAT as well as the high reading demands of college. Sheninger and Murray (2017) presented SAT data from 2011-2105 that shows nationwide reading skills are on a steady decline. Furthermore, Gioia (2008) argued that as adolescents read less, their reading comprehension erodes; and such declines have serious implications on society. It is through building stamina that students can adequately prepare for reading comprehension passages on tests like WorkKeys (a career-ready test mandated by states), the ACT, and the SAT as well as the high reading demands of college and competitive citizenry.

Studies also show it is not *what* students read, but *how much* they read that prepares them for college reading success (Bowen, Chingos, & McPherson, 2011; Schlafly, 2007). Getting students to read more is a challenge in high school because

secondary educators are tasked with ensuring students master a content or specific analytical skill (Plaut, 2009). Stankovich (1986), Broz (2011), and Allington (2011) asserted typical high school reading programs cover four to six novels per year, with an average total of 800 to 1,200 pages; however, most colleges require that the average freshman should be able to read between 300 and 600 pages per week. In order to develop stamina for reading, high school teachers must find a way to facilitate more opportunities for students to read while at the same time increasing rigor as they challenge each student to read more complex texts.

Though some educators, specifically secondary English teachers, may argue students should only read the canon during structured instructional time, Kittle's (2013) approach signaled to invested stakeholders that reading, *any reading*, is important, can improve skills, and can become an avenue for growth and reflection. In her own classroom, Kittle offered students time for independent reading of novels of their own choice, along with conferencing and journaling about what they were writing. In addition to time devoted to reading, she spent time with students studying mentor texts and reading canonical literature together. Kittle's method was designed to meet the varied ability levels in her class, rather than creating a curriculum based on the assumption that all students have the same ability and can read and understand the same material.

While at the time Kittle's (2013) methods seemed unorthodox in her traditional high school setting, they were successful with her population. Kittle's methods are aligned with research for this study, as they provide students choice in reading to help spark interests, whilst challenging them to read more complex texts; however, her methods were never tested on a wider audience. While Kittle's argument is compelling, there is little research with secondary students to support her claims. Hiebert (2014),

Rasinski (2004), and Smith (1976), proposed, in separate studies, that reading more makes better readers, but high school programs typically mandate less reading through whole class text study and analysis and are therefore a detriment to students even though this required reading is considered to be higher quality than student choice material. As Gioia (2008) acknowledged in a National Endowment for the Arts annual report on reading,

> Although there has been measurable progress in recent years in reading ability at the elementary school level, all progress seems to halt as children enter their teenage years. There is a general decline in reading among teenage and adult Americans…these declines have demonstrable social, economic, cultural, and civic implications. (p. 5)

Kittle, in stressing the rationale for her reading program, emphasized that in current practice of whole class novel reading as the only required reading in secondary school, teachers were actually contributing to the decline of student reading skills. She also argued requiring students to read books that were beyond their ability level put them further behind.

Hiebert (2014), Rasinski (2004), and Smith's (1976) arguments, like Kittle's (2013), promoted quantity of reading over perceived reading quality as a way to promote stamina. Their rationale was students who are allowed to choose reading materials will read more; will in turn become better readers; and as a result, will be capable of reading more complex canonical texts, as the more complex texts will not seem as difficult because of the stamina they have built through reading (Gallagher, 2009; Kittle, 2013). Kittle's pedagogy addressed her concerns regarding her students' zone of proximal development by encouraging students through conferencing to challenge themselves by

increasing complexity in their reading development (Wood, Bruner, & Ross, 1976). Hiebert (2014) considered this practice Scaffolded Silent Reading (ScSR) and promoted this practice through research as well.

Purpose of the study. In assigning whole class text studies, teachers essentially limit the amount of required reading, thus creating a problem with a clear majority of secondary reading programs. As reading opportunities decrease, so do reading skills, and along with them, reading stamina (Hiebert, 2014; Rasinski, 2004; Smith, 1976). This study proposed to extend the limited research on methods teachers can use to assist secondary students in developing stronger reading stamina to improve skills needed for high stakes testing (such as the ACT and SAT), college readiness, career preparation, and the basic responsibilities of an educated citizenry. The action research study paralleled a cycle of improvement and further investigated how Kittle's (2013) method applies to a setting beyond her realm and might *fill the reading void* experienced by so many adolescent readers.

The sample populations in the study were comprised of students at an upper-middle class, suburban high school in North Carolina (Stateline High School) and a Title I, rural high school in South Carolina (Foothills High School) in classrooms with 30-35 students of differing reading abilities. The teachers involved participated in the action research study because they were searching for new and better ways to meet the needs of all their students while still preparing them for the demands of college reading requirements and success on high stakes tests. Because the research on high school student reading stamina is limited, teachers used the method Kittle (2013) described. The initiative addressed teacher concerns about providing individualized instruction as well as increased complexity. The researchers studied the program as it was implemented to

collect data regarding increased reading stamina, volume, and text complexity.

Conceptual Base of the Study

The study investigated whether Kittle's (2013) methods might also apply to larger settings of adolescent learners. The conceptual base of the study had four legs: the conceptual framework, the theoretical framework, the action research methodology, and the companion research model. Ravitch and Riggan (2017) argued the conceptual framework is the guiding force behind methodology and research questions. Likewise, Ravitch and Riggan also posited the composition of a conceptual framework as the basis for any solid research study. The researchers in this study identified issues with reading in the older adolescent students at their respective high schools, which formed the base of the conceptual framework. Reading stamina was identified in both schools through an organizational analysis and a needs analysis and was cited by administrators and teachers as a skill needed for success on high stakes testing. In seeking to investigate solutions to this problem, the researchers formed the theoretical framework aligned with Kittle's methods. The conceptual framework, together with the theoretical basis of the study, dictated the action research methodology employed by the researchers, as action research involves convenience sampling and study of ongoing practice guided by research questions (Herr & Anderson, 2015). By working together to research in disparate settings and combining their findings, the researchers are confident a companion study model made a stronger argument, as it helped determine whether Kittle's methods were applicable only to one setting or were apt to be successful in a wider range of educational situations and socioeconomic backgrounds or not feasible in either.

Conceptual framework development. The researchers noticed several common problems among students in the schools involved in the study. First, students were able

to comprehend complex reading material that was not lengthy and did not require much time to read. Teachers at their schools also noted anecdotally that students were unable to persist in reading lengthy passages. Individual word recognition and understanding were not problems identified; however, when put together in longer reading passages, comprehension of terms seemed to become overwhelming for students. This anecdotal evidence echoed Morgan and Pstash (2014) who also found English teachers noticed student apathy toward whole class readings and text study of canonical literature. Teachers also noted the number of students who declared their ability to work around reading and chose to read summaries of the novels studied on the internet, a practice Merga (2013) called "alliteracy" (p. 243).

At both schools in the study, curriculum choices of whole class literature were made based on college preparatory reading lists and guided by the College Board Advanced Placement Test recommendations (McCammon, 2016). While the researchers did not argue against the recommended selections, the teachers did notice it was difficult to motivate students to read whole class reading selections and many students chose to read summaries of the novels from websites offering synopses and study points of key concepts. In analyzing this problem, teachers noted motivation and apathy as major issues in reading, contributing factors to students reading less and less. The College Board Advanced Placement Program does have a recommended reading list; but it also recommends that students read more, not less (McCammon, 2016). Kittle's (2013) method advocated for students to read more, regardless of whether what they read was on the recommended list or not; through reading more, students increase vocabulary and critical thinking skills, so long as they increase text complexity as they continue reading (McCammon, 2016).

Standardized testing requirements at both Stateline and Foothills continue to increase in complexity. In North Carolina, the ACT and WorkKeys assessments are administered to indicate college and career readiness and end-of-course (EOC) tests are administered in core classes: Math I, English II, and Biology. The EOC tests in North Carolina are aligned to the Common Core State Standards. In South Carolina, some form of college-placement test is required to indicate college readiness as students can choose to take either the ACT or SAT. Career readiness is tested through career pathway assessments. Until 2017, the test was WorkKeys; but in 2018, the test changed to WIN Career Readiness Test. In addition, EOC tests are administered to indicate proficiency in core classes required for graduation. Local data analyses indicated reading scores associated with these tests have decreased, and research indicates that reading stamina decreases universally as students go through school. Noting student deficiencies in reading ability, despite academic and intellectual achievement, triggered a desire for researchers to understand the local problem in an effort to offer solutions to increase student achievement.

The concept of stamina involves several different components, as stated earlier; and each of these components seems to be nurtured in the early grades in ways they are not in the latter high school grades. While studies have illustrated the benefits of Silent Sustained Reading (SSR) in younger students and middle school students, no studies have determined benefits of SSR for high school students who are in college preparatory classes, as the existing studies of SSR in secondary school students have had mixed results (Foorman, Francis, Davidson, Harm, & Griffin, 2004; Kuhn & Schwanenflugel, 2009). Individualization seems to disappear as students get older and as teachers teach more whole class novels (Broz, 2011; Kittle, 2013). According to Gioia (2008),

individualized reading is a steadily declining activity among adolescents.

The concept of reading stamina is made up of several different skills working in concert to produce the ability to read silently with understanding and fluency at a rate that supports comprehension and does not hinder it (Hiebert, 2014). Recognizing the different skills involved in reading stamina, researchers wanted to understand Kittle's (2013) methods' impact on stamina, methods which require individualized instruction. While Lexile levels assist teachers in choosing books to challenge reading skills at the two sites involved in the study, Lexile levels are typically not tested after the eighth or ninth grade, leaving teachers little guidance regarding student reading abilities in the upper grades. This method of testing assumes Lexile levels are not important after the middle school years, as current practice involves teaching the same novels to the whole class without regard for individual competencies. The conceptual framework for this research study was born out of teacher questions regarding current practice, more effective pedagogy, and methods considering differing student abilities, along with a desire to increase opportunities for students to develop the all-important skill of stamina (Hiebert, 2014).

Theoretical framework rationale. Grant and Osanloo (2014) asserted the importance of the theoretical framework in a study to be based on the construction of knowledge about the study's concept and to provide the rationale by which the study is justified. They also explained that the theoretical framework provides the "lens from which to support thinking on the problem and analysis of data" (Grant & Osanloo, 2014, p. 15). The researchers began with a conceptual belief that reading stamina is an important construct to foster, one that seems lost in the typical secondary curriculum; then, Kittle's (2013) work formed the basis for the theoretical framework.

As the researchers investigated solutions to the problem of low achievement versus high intellectual capacity, they came across many research studies suggesting reading stamina in younger students is developed as students are given the opportunity to read silently in class. In the studies, most often students read books of their choice that matched individual Lexile levels because stamina is an individually developed skill (Hiebert, 2015; Rasinski, 2000, 2004). The theoretical framework was guided by some basic findings that limited research exists on reading stamina in older adolescents, but that reading stamina is an important part of success in secondary school as well as preparing for college, work, and citizenship. Researchers developed the theory that if such practices were applied in a secondary school setting, as Kittle (2013) suggested, student reading stamina would increase as it did in her own students. Additionally, the researchers theorized Kittle's reading framework would affect student attitudes about reading, increase the volume of texts read, and affect the classroom environment by creating a culture embracing reading.

Because the researchers sought to understand the nature of how the study affected change in the classroom, the study was conducted using a transformative lens (Creswell, 2014; Plano-Clark, 2005). In their work on various types of mixed-method design, Creswell, Plano-Clark, Gutman, and Hanson (2003) described transformative studies as those where the theoretical framework indicates some type of change would occur in either the participants of the study or the institutions where the study takes place. Creswell (2014) also indicated that action research was driven by a pragmatic worldview. As pragmatism forms the basis for most research involving the study of cause and effect, the basis for the theoretical framework is seen through a transformative and pragmatic lens (Creswell, 2014). Creswell defined pragmatism as a lens that "arises out of actions,

situations, and consequences" (p. 245). Through the lens of pragmatism, there is a concern with application and solving problems (Creswell, 2014). Plano-Clark (2005) asserted that pragmatism forms the basis for most research involved the study of cause and effect; therefore, the basis for the theoretical framework is also pragmatic. Additionally, Creswell contended a mixed method action research design uses a transformative framework "to establish the research problem, the questions, the data collection and analysis, interpretation, and the call for action" (p. 249). Through the action research process, the researchers relied on the reflective practice to determine how the evidence and information are used in application.

Action research. Herr and Anderson (2015) defined action research as a "systematic inquiry that is collective, collaborative, self-reflective, critical, and undertaken by the participants of the inquiry" (pp. 3-4). Herr and Anderson also emphasized that action research is pragmatic in nature, takes place to solve an existing problem, and "is done by or with insiders to an organization or community" (p. 3). Due to the ongoing and systematic nature of the study, the researchers examined what happens in English classrooms when a new reading framework is adopted. Such investigation required research in the present tense. The researcher at Stateline High School is both a teacher and a researcher. The teacher at Foothills is not a teacher in the study but assisted teacher participants in creating the framework of the study, created the study protocol as a companion researcher, and served as a teacher leader in the process. Harrison and Callan (2013) emphasized that in action research, both practitioners and researchers participate in the design and implementation of the study as well as the analysis of the results. Harrison and Callan also proposed the purpose of action research to be gathering data and information to improve practice for the practitioner; stressing that the researcher,

if not a practitioner, should have a useful role in the research and not simply be an observer.

In the study, the researchers examined what happens in English classrooms, Stateline High School and Foothills High School, where a new reading framework was adopted. Additionally, the study involved the pragmatism by which the conceptual framework was determined. The researchers sought to solve an existing problem with a convenience sampling as participants by employing methods to effect change in pedagogy based on research. These three factors determined the study be an action research study, allowing researchers to be observers of what happened in the classrooms and measure the impacts of the method. The pragmatic nature of the study also implied a certain urgency, so measures were taken in accordance with findings to either implement the method school wide, modify the method to suit its setting, or go back to the existing method of instruction with recommendations for further study. With action research as the underpinning of the method, findings justified whatever action was precipitated by the study (Hammond, 2013; Herr & Anderson, 2015).

Companion research model. McNamara, Lara-Alecio, Hoyle, and Irby (2006) characterized companion dissertations as "collaborative inquiry by one or more students in which each dissertation may utilize two or more different target populations yet they may focus on the same problem, phenomenon, or topic" (p. 2). This action research study at Stateline High School was a companion dissertation to a parallel investigation of the Book Love Initiative in a Title I high school in rural South Carolina (Foothills). The researchers jointly developed the problem statement, the purpose of the study, the definition of terms, the research questions, and the mixed-methods research methodology.

Robinson and Tagher (2017) described companion research as inquiry involving collaboration among researchers who have mutual interests. In Robinson and Tagher's study, they found the result of companion research was a deeper, richer research and data analysis. In this companion evaluation model, the studies at both locations followed similar protocols. The researchers jointly developed the problem statement, the purpose of the study, the definition of terms, the research questions, and the mixed-methods research methodology. They established the intervention, Kittle's (2013) protocol (Appendix A, fully explained with the methodology), as well as a plan of authorship (Appendix B) and worked to determine if Kittle's protocol does in fact increase stamina as she claims.

The action research study provided educators with a framework to increase reading depth and stamina for high school students; therefore, the companion study model adds to the limited literature regarding methods to address stamina in secondary school students and contributes to research determining which methods are successful, whether for diverse or similar populations. A mixed-methods approach, guided by a pragmatic worldview, was chosen to "provide the best understanding of the research problem" (Creswell, 2014, p. 11). The researchers explored the correlations and relationships to uncover themes related to the implementation of an independent variable, Kittle's (2013) reading framework. Through a post-positivist lens, the researchers developed their knowledge through observation and relied on that lens to explore and observe the issues related to reading depth and stamina in two different secondary settings, thus addressing a greater global problem.

Research Questions

The purpose of the study was to extend the limited research on methods teachers

can use to assist secondary students in developing stronger reading stamina in an effort to improve skills needed for high stakes testing, college readiness, career preparation, and the basic responsibilities of educated citizenry. The central idea guiding each research question was based on the conceptual and theoretical framework: What happens in a secondary English classroom when a teacher creates and utilizes a balanced approach of appropriate level choice reading, text study, and novel study? The researchers named Kittle's (2013) method the Book Love Initiative. To more directly answer the central question, the study sought to answer the following four questions.

1. In what ways are student attitudes about reading impacted because of participation in the Book Love Initiative?

2. When utilized in secondary English classrooms, how can the impact of the Book Love Initiative framework on reading volume be described?

3. When utilized in secondary English classrooms, how can the impact of the Book Love Initiative framework on reading stamina behaviors be described?

4. How has the Book Love Initiative affected the classroom environment and student learning?

Professional Significance of the Problem

The Book Love Initiative addressed teacher concerns about providing individualized instruction as well as increased rigor. The researchers studied the program as it was implemented and collected data regarding increasing reading stamina and text complexity while increasing engagement by offering students a choice of reading materials at appropriate Lexile levels. Materials may or may not have been a part of the customary canonical texts that have traditionally been studied while teaching using a whole class study approach.

This study was significant because it has the potential to provoke dialogue regarding the decline of secondary school reading and high school students' lack of interest in reading anything for an extended time period. By using a companion study model, the parallel studies may help future researchers and educators explore the costs of neglecting and nurturing voided independent reading behaviors in adolescent learners. The collected data, both qualitative and quantitative, may help secondary English teachers gain a deeper understanding of the effects related to implementing a free-choice reading program when combined with whole class novel study while teaching writing using mentor texts (see Kittle protocol, Appendix A).

Overview of the Methodology

As noted previously, the study involved action research in high school English classrooms where researchers studied Kittle's (2013) methodology put into practice and its effects on student perceptions and classroom culture. Creswell (2014) contended that collection of qualitative and quantitative data, by nature of the data, would yield different types of research results. Creswell also advocated combining, or triangulating, the types of data collected in order to yield richer results by which to make stronger conclusions. The study consisted of a mixed-methods approach combining quantitative data collected from testing student reading rates and perceptions and qualitative data collected from interviewing teachers, observing classroom practices, and maintaining a researcher's daily reflection journal. Peer debriefing and cross-checking codes for inter-coder agreement ensured both quantitative and qualitative reliability through both post-positivist and pragmatic lenses (Creswell, 2014).

Researchers, participants, and sample involved in the study. There were two researchers involved in the study, the researcher at Stateline and the researcher at

Foothills. The researcher at Stateline was both the implementing teacher and researcher in study, thus an insider participant (Herr & Anderson, 2015). The researcher at Foothills, while not a participant in the study, served to create the protocol alongside the companion researcher and worked as a teacher leader in monitoring the process and how the study was progressing in the classrooms involved at Foothills. Because the researcher at Foothills is not a teacher, the participants in her study were four classroom teachers who agreed to participate, while the Stateline participants were the researcher and students. The action research component of the study dictated that the sample be a convenience sample (Herr & Anderson, 2015), and the sample in this study was comprised of students in the ninth and tenth grade English classes of the study participants. All class sizes ranged in size from 18-33.

The protocol. The Book Love Initiative was a new paradigm at both Stateline and Foothills, as Kittle's (2013) method was not previously used in either school; the previous approach was whole class novel teaching, reading, and discussion. The Book Love Initiative was supported from the school administration; and the principals had voiced support for students to be given structured class time to read silently, even though this practice was not the norm in the school. Teachers were provided a protocol to follow based on the methods detailed in Kittle's writings. The protocol was identical at both schools. As part of the protocol, teachers and schools collected data on student reading rate (quantitative) and silent reading behaviors and student perceptions about reading (qualitative). Also part of Kittle's method, teachers conferenced with students regarding their perceptions of reading (qualitative). Finally, one researcher interviewed teachers at the rural South Carolina site to determine their perceptions of how the Book Love Initiative and the implemented protocol (Appendix A) impacted their classroom, both

from a pedagogical and classroom culture lens (qualitative); while the researcher who conducted research at the North Carolina site, Stateline, kept a reflective journal to collect similar information and data and interview students.

Assumptions related to methodology. The assumptions for the study were that teachers followed the program methodology with fidelity in both schools and in all classrooms. Each teacher had subject matter related to their standards (different in North Carolina and South Carolina) but followed the recommendations made by Kittle (2013). The methodology assumed on a very basic level that teachers followed Kittle's percentage rules. Kittle recommended that over the course of a quarter, teachers spend 50% of class time on activities surrounding independent reading; 25% of class time reading, annotating, and imitating mentor texts; and 25% of class time on large group or whole class novel study. In addition to these general percentage recommendations, she also recommended that teachers follow a daily plan that involved agenda items, SSR, conferencing, notebook work, book talks, and reflection time. While it is understood that periods of high stakes testing, exams, and unforeseen events may interrupt the established daily routine, teachers were generally expected to follow the plan with fidelity. This methodology is outlined in Chapter 3, and the full protocol is described in detail in Appendix A.

Definitions of Key Terms

Canon. Sometimes referred to the literary canon, the group of texts taught as a traditional part of English classrooms and seen as the highest quality literature that should be studied, particularly in preparation for college (Morgan & Pytash, 2014).

Fluency. The student's ability to read, either aloud or silently, with the proper inflection; a skill required for true comprehension (Rasinski, 2004).

Individualization. The plan of reading for an individual student (Rasinski, 2000; Stauffer, 1969).

Lexile level. Assigned to a student, a research-based level, denoted by a number, that indicates a measure of a student's ability to understand a text based on rate and vocabulary. When assigned to a text, Lexile levels are measured by the number of words on a page and the level of vocabulary used in the passage. Lexile levels can range from 200L to 1600L. Most students reading on grade level fall within the same Lexile level range (Krashen, 2002).

Reading comprehension. The student's ability to understand what s/he is reading (Hiebert, 2014).

Reading rate. The time it takes a student to read a passage with understanding (Rasinski, 2000).

Reading stamina. The student's ability to sustain silent reading with fluency in order to understand and engage in the passage and to increase text complexity over time (Hiebert, 2014, 2015).

SSR. A time period designated by a teacher for students to read silently, usually for at least 15 minutes (Morgan, 2013).

Reading volume. A combination of time spent reading and words read in that time (Kittle, 2013).

Setting of the Study

Stateline High School. This part of the companion research study was conducted at Stateline High School (pseudonym), a public high school in southeast North Carolina in a large school district. The town of Suburban has a population of over 12,000, with over 50% of the population holding at least a Bachelor's degree (United States Census

Bureau, 2017). Suburban residents who hope to continue their education can reach many quality institutions within a short distance from the town, including four universities and two community colleges. Many of the families residing in Suburban have moved from the northeastern United States for better schools and jobs near the large metropolis of Charlotte. The median income for Suburban is $92,445 (United States Census Bureau, 2017). The researcher provides this information to provide information relevant to the purpose of the companion study and goals of the research.

There are approximately 1,551 students enrolled in the school; 81% are White, 8% are Black, 5% are Hispanic, 2% are two or more races, and 1% is Asian. Less than 7% of the study body receives free and reduced lunch. The average percent of students who attend two or more blocks, 90-minute academic or elective periods, per day is over 97%, which is well above average for the state of North Carolina. With a focus on globalization, the mission of Stateline High School aims to empower students to compete in a global world academically and in future job markets.

During the 2016-2017 school year, the site offered 46 honors-level classes and 15 advanced placement (AP) level classes. Additionally, 460 students took AP-level courses and 787 AP exams were taken, resulting in 595 students with scores over three out of five. In the 2016 graduating class cohort, 95.8% of students graduated, which is the second highest in the district and 10% higher than the state average. Of the 2016 class, 74% plan to attend a 4-year college and 21% plan to attend a 2-year college. In response to a district-wide literacy plan, English teachers at Stateline, specifically the researcher, noted reading stamina was low; students were unable to persist in reading longer passages in both English and in the other content areas. Additionally, English teachers noted student apathy and lack of participation in whole class reading assignments;

students were not reading outside of class and did not participate in discussions regarding reading selections. The Career Development Coordinator at Stateline also acknowledged declining reading scores on WorkKeys assessments, with reading being the lowest of the three assessed areas (reading, math, and digital literacy).

Foothills High School. In parallel to the Stateline High School study, the same Book Love Initiative protocol and research methodology was conducted at Foothills High School (pseudonym) and studied by the companion researcher. Both researchers, in determining if there are broader implications to their own research, synthesized the data analysis for each school; therefore, it is important to understand the demographics of Foothills as well.

Foothills High School, a high school in the Upstate of South Carolina, is in a county with six other public school districts. Foothills is the largest geographic district with the smallest population. The town of Foothills has a population of about 4,000 (United States Census Bureau, 2017). Students come from several other neighboring towns and communities to attend school. It is a single attendance district with one primary, one elementary, one middle, and one high school. This system has the positive effect of creating close bonds among the students, as all students attend the same schools. There are few transfer students, so most students know each other. While it is a tight-knit community, the town lacks industry to employ and support its citizens. This results in a small tax base, as most people living in Foothills drive to larger neighboring cities to work. The town has an average income of $39,000 annually (Liston, 2016). Foothills High School has 770 students in Grades 9-12. The gender breakdown is almost evenly divided: 49% female and 51% male. Over half of the students (52%) are on free or reduced lunch. The ethnic breakdown of the school is overwhelmingly White/

Caucasian, with 73% of students identifying in this demographic. Black/African-American students make up 13% of the population, and 9% identify as Hispanic/Latino. Students identifying with more than one race compose 4% of the student body. Students identifying with other ethnic groups combine to make up less than 1% of the student population. The student body, therefore, is from an overwhelmingly White, rural, poor background and their parents are mostly blue-collar workers lacking a college education.

The companion researcher noted declining reading abilities seem to have troubled Foothills in the last several years. Student ACT and SAT scores, which used to lead the county, are now equal to the county's median scores. WorkKeys scores have also declined over the 4 years the test has been a state requirement. In addition, over a 10-year period, English I EOC scores declined from being some of the highest in the county to some of the lowest. In a survey sponsored by the district's literacy committee, teachers noted reading stamina was low; that students were unable to persist in reading longer passages in both English and in the other content areas. In addition, English teachers noted student apathy and lack of participation in whole class reading assignments. Students were not reading outside of class and did not participate in discussions regarding reading selections. After teachers at Foothills had read Kittle's (2013) work, they were anxious to try her method and feared their practices were detrimental to students.

Delimitations of Study

The decision to focus on students in English language arts classes was one of the first decisions the researchers made. The researchers wanted to focus on reading depth and stamina in high school students; therefore, studying English language arts classrooms

was a purposeful decision. Because the researcher at Foothills is not an English teacher,

teachers at each site opted into the study; therefore, the students assigned to them became

the participants in the study as a convenience sample. Students enrolled in the

researcher's classes at Stateline became a convenience sample. Furthermore, other

factors that may have affected reading depth and stamina were not studied.

Limitations of Study

Although specific steps were made to ensure the validity and reliability of the

study, there are limitations with the qualitative aspects of the action research study. The

researchers carefully deliberated positionality, or conscious neutrality, during the action

research study (Herr & Anderson, 2015). The researchers had existing relationships with

the teachers and many of the students in the sample population; therefore, it was

impossible to remove all subjective bias from the research. The researcher at Stateline

was the implementer of the study; therefore, she had a direct relationship with the

students throughout the action research study (Herr & Anderson, 2015).

Companion study. While the sites are in neighboring states, the socioeconomic

differences in the two groups are clear upon examination of demographic data provided,

so generalizations of data regarding its success or failure are valid. The companion study

was intended to represent a broader population; however, generalizations of data should

be made with caution. The two sites were chosen because they represent opposite

socioeconomic demographics; however, the data collection was limited and may only

represent those demographic groups or be limited geographically. Notably, the same

constructs were measured through the uniform protocol and methodological design.

Summary

In summary**,** the action research study stemmed from the work of Kittle (2013)

and studied the impact of appropriate book selection, structured class time to read, and regular responses to thinking in secondary English language arts classrooms. Kittle described a program that provides practical strategies on increasing book volume, capacity, and complexity; creating a balanced literacy plan; helping students deepen their thinking through reading and writing; and building a culture focused on the love of reading. This study examined the impact of independent reading on reading depth and stamina on high school students. The action research study further explored the impact of implementing Kittle's reading program on high school English students at two high schools to intentionally *fill the reading void* experienced by many adolescents and relied on research related to adolescent reading behaviors to investigate the implications of cultivating an independent reading framework in secondary settings.

Chapter 2: Literature Review

Introduction

After years of reading instruction transforms into passive consumption, how do secondary English teachers reignite and cultivate a lifelong passion for reading literature? The National Council of Teachers of English (NCTE, 2004) defined reading as "a complex, purposeful, social and cognitive process in which readers simultaneously use their knowledge of spoken and written language, their knowledge of the topic of the text, and their knowledge of their culture to construct meaning" (p. 1). As the definition acknowledges, adolescent reading behaviors are developmental and vary through purpose and engagement throughout their entire lives.

Even in high-performing schools, students long for and need a reading pedagogy that increases their volume, complexity, and pleasure, thus increasing their stamina in preparation for lifelong success and independent thinking. Despite the work of many middle school reading frameworks (Atwell, 2007b; Miller, 2009; Rief, 2000), secondary teachers continue to seek a rigorous independent reading pedagogy. Kittle (2013) emphasized the value of such a rigorous framework:

> At its core is the belief that we are launching readers for life – into life – and that although reading more will have an important impact on SAT and ACT scores and on preparing students for the volume of reading in college, it also enlarges their worldview and gives them a greater understanding of the complexities of arguments so often truncated on the news. (p. xiv)

Gordon and Lu (2008) warned that adolescents are reading less and less as shown by a downward trend of reported independent reading. According to the National Center for Education Statistics (2016), 15- to 19-year-olds spend less than .12 hours a day

reading for leisure, which is significantly less than any other age demographic reported. Kittle's Book Love Initiative provides a framework to cultivate a passion for reading in adolescents; however, her work cannot remain isolated within the pages of her own writing. Secondary English teachers cannot afford to continuously neglect the independent reading practices of their students, or today's adolescents will pay the costs of voided imaginations and individual worldviews.

Literature Search Strategy

The study's purpose was to extend the limited research on methods secondary teachers can employ to assist students in developing stronger reading stamina to improve skills needed for high stakes testing (such as the ACT and SAT), college readiness, career preparation, and the basic responsibilities of an educated citizenry. Mainly relying on ProQuest and EBSCOhost, the researcher examined the existing research related to secondary choice reading programs through a pragmatic lens. The researcher used the following keywords to search for related literature: adolescent reading, self-selected reading, choice reading, silent reading, reading stamina, adolescent reading volume, adolescent reading behaviors, and adolescent reading motivation.

The researcher clarified the constructs and explored the "intellectual contours and fault lines within [the] conceptual domain" (Ravitch & Riggan, 2017, p. 29). As the researcher worked to find the connecting boundaries through concept mapping and further research, common themes began to emerge. The researcher synthesized the constructs of the literature review through a concept map outline organized by reoccurring themes: adolescent attitudes about reading, the effects of student choice on reading volume, and research related to adolescent reading stamina. The researcher used this concept map framework to organize and construct the literature review.

Chapter Overview

Leading adolescent researchers agree the challenges many students face with reading are *not* related to their inability to read but are mostly related to their inability to independently sustain focus for extended periods of time while reading (Hiebert, 2014). Furthermore, Hiebert (2014) directly stated adolescents lack stamina: "the ability to sustain mental effort without the scaffolds or adult supports" (p. 3). Sanden (2011) echoes Hiebert's (2014) remarks as she claimed, "reading more leads to better reading" (p. 10). According to Gallagher (2009), Kittle (2013) challenged the damaging instructional practices secondary English language arts teachers have instilled as the norms in classrooms across America. Kittle's approach aims to implement a pedagogy that simultaneously increases text complexity and passion to cultivate a rigorous reading life for adolescents.

In this chapter, the literature review will provide an overview for each topic addressed by Kittle's (2013) work: adolescent attitudes about reading, individual student choice, reading volume, and reading stamina. First, the literature review will identify and synthesize the existing research related to each of the constructs that are the foci of the study. Following each construct, the researcher will review the literature related to addressing the focused constructs explored throughout the study. Primarily, the literature review will focus on the four main constructs related to Kittle's approach as they apply to the research questions guiding the study. Additionally, the researcher will review the studies associated with pedagogy aimed to improve and increase each of the four constructs.

Adolescent attitudes about reading. Adolescent success with reading not only requires a comprehension skillset, but it also requires an innate positive attitude towards

reading. McKenna (2001) defined attitude as a predisposition towards reading, ranging from positive to negative. Daily, secondary English teachers are tasked with the goal of fostering lifelong reading habits (Cramer & Castle, 1994; Kittle, 2013). In order to cultivate such a habit, educators must consider adolescent preconceived attitudes towards reading to yield more positive and impactful reading practices. Corresponding research reveals a disinterest in reading stems from limited choices in reading and a general lack of engagement in school activities (Dickerson, 2015).

Today's adolescents are considered digital natives and were born into a world inundated with various technologies and digital literacies (Horne, 2014). Unfortunately, because of their access to digital resources, many students are considered *alliterate*: students who can read but choose not to read (McKenna, 2001). Additionally, research reveals many adolescents remain disengaged from their academic studies because they are uninterested in the curriculum (Christenbury, Bomer, & Smagorinsky, 2009). Horne (2014) suggested, "if adolescents hold negative perceptions toward the act of reading, they will spend little free time voluntarily engaged in reading. Thus, their literacy skills wane as they put forth decreasing amounts of time and effort into literacy activities" (pp. 42-43). By understanding why adolescents choose not to read, educators may gain insights into how they may begin altering student attitudes towards reading with a more positive impact.

Due to the emphasis the Common Core State Standards place on increasing text complexity, secondary English teachers have a renewed interest in adolescent reading behaviors. Recently, researchers cited by Conradi et al. (2013) discovered several factors that influence adolescent attitudes about reading, including their perceptions of themselves as readers and their ability to choose what they read (Ivey & Broaddus, 2001;

Worthy, Moorman, & Turner, 1999). Citing Mark Twain, Conradi et al. reminded

readers, "A person who won't read has no advantage over one who can't read" (p. 565).

Unfortunately, the dismal reality is most adolescents lack the motivation and desire to

read independently or as part of a required curriculum (Intrator & Kunzman, 2009).

Much of the literature suggested adolescents lack interest in reading because they lack

exposure to high-interest adolescent fiction (Krashen, 2002).

Allington (2011) and Guthrie (2004) cited research arguing the motivation to read

increases when the classroom environment is rich in reading materials. Kittle's (2013)

Book Love Initiative reinforces the implications of an abundant classroom library. Miller

(2009) argued building a classroom environment can affect student engagement when

teachers invite students to curate the classroom library, not simply collect books for it.

Increasing the number of books living within the classroom not only upsurges the

exposure to high-interest literature, but it provides an authentic opportunity for students

to take ownership of the learning and reading environment. Research related to

adolescent attitudes towards reading consistently acknowledged providing access to a

variety of reading materials communicates to adolescents that reading is a meaningful

activity and cultivates an atmosphere for students to develop an ongoing reading habit

(Rasinski, 2011).

Improving adolescent attitudes towards reading. Creating classroom cultures

that encourage, support, and celebrate balanced reading frameworks are powerful ways to

help adolescents improve their attitudes towards reading (Kittle, 2013; Springer, Wilson,

& Dole, 2014). Hiebert (2014) and Springer et al. (2014) suggested incorporating and

connecting high-interest, popular texts thematically to increase student engagement and

improve student attitudes towards reading. Pyne (2012, as cited by Springer et al., 2014)

encouraged inviting college volunteers to mentor the high school students to create a

reading community and cultivate positive attitudes about reading. The assumption

suggested positive mentor readers can foster positive reading attitudes for younger,

impressionable readers. Strommen and Mates (2004) suggested when teachers create

classroom environments that help students see themselves as a community that views

reading as an enjoyable activity, they are more likely to desire time to read for pleasure

and individual growth.

Research studies continue to challenge historical attempts to address and improve

adolescent reading attitudes; in order to see improvement in adolescent reading attitudes,

instructional reading materials need to be engaging and of high interest (Alvermann,

2001; Fisher & Ivey, 2006; Ivey & Broaddus, 2001). Experiences continue to find

superficial reading tasks bear no gains for readings, yet effective reading instruction

focuses on individual interest and offers diverse, self-selected reading materials

(Alvermann, 2001); thus, promoting high-interest and relative motivators to read should

be a high priority for adolescent reading teachers (Gambrell, 2011).

Along with Kittle's (2013) suggestion to encourage Book Talks and establish

voluminous classroom libraries, research encourages the exposure to multiple types of

literature on a daily basis to increase student attitudes towards reading. In a study by

Hulleman et al. (2010, as cited by Gambrell, 2011), students who were given an

opportunity to write about how the text they were reading was relevant to their lives were

more motivated and more interested than students who were asked to simply write about

the material. Secondary educators might enhance student interests and engagement by

openly trusting and valuing students' varied reading interests, thus reinforcing relevance

and choice matters (Kittle, 2013). Learning (2014) argued conflict and challenging ideas

are truths applicable to humanity. Learning further attested diversity enriches empathy, knowledge, and understanding; therefore, dialogue about diverse literature can invite evolving and vibrant thoughts, interests, and inquisition in an adolescent classroom.

Choice reading. Despite research supporting choice reading, many educators compromise reading instruction that includes self-selected choice texts. Allington and Gabriel (2012) argued students read more when they have the opportunity to choose what they read. Consequently, a meta-analysis study by Guthrie (2004, as cited by Allington & Gabriel, 2012) discovered student choice is one of the most powerful instructional designs for improving reading motivation and comprehension. Guthrie (1996, as cited by Fisher & Ivey, 2006) warned compliant students are not likely to become lifelong learners or readers; therefore, it is essential that teachers provide engaging reading opportunities with authentic, relevant materials.

Adolescence is a developmental age in which young people long for control. Consequently, if students feel they do not have control over what they read, they are often unmotivated, not engaged, and lack interest (Alexander & Fox, 2011; Intrator & Kunzman, 2009). Krashen (2002) not only supported self-selected choice reading but staunchly advocated for its implementation as the most effective tool to increase a student's ability to read, write, spell, and comprehend. Adolescents who are intrinsically motivated to read are often students who read because of the enjoyment they receive from the activity. When students find enjoyment in reading, they are more likely to perceive themselves as skilled readers (Fisher & Ivey, 2006; Lenters, 2006). Tacy (2017) asserted self-selected reading materials can be a catalyst for life-long reading and offer differentiated reading components whole class texts do not offer.

Increasing student voice. Individual student cries to be authentically engaged

are often silenced by conformity through whole class texts. High school English teachers can and should foster individuality through allowing students more choice when selecting independent novels (Lenters, 2006). If students are provided more opportunities to self-select, they are more likely to engage in out-of-school independent reading (Tacy, 2017). Biancarosa and Snow (2006) suggested,

> One way that motivation and engagement are instilled and maintained is to provide students with opportunities to select for themselves the materials they read and topics they research. One of the easiest ways to build some choice into the students' school day is to incorporate independent reading time in which they can read whatever they choose. Yet this piece of the curriculum is often dropped after the primary grades. (p. 16)

Diverse texts offer multiple perspectives; they tell more than a single story. Langer (2001) found effective literacy instruction emphasizes connections between student lives, their prior knowledge, and the texts. In order to move literacy instruction beyond strategy and simple comprehension, adolescents need sustained experiences with a variety of self-selected, high-interest texts (NCTE, 2004). Miles (2012) found that when students are given the choice of what to read, they find more enjoyment in their readings.

According to Adichie (2009), a consequence of teachers not cultivating opportunities for students to choose their own stories to explore is that it makes recognition of equal humanity difficult. Adichie argued only exposing individuals to limited, canonical texts emphasizes how humans are different rather than how they are similar. How do teachers logistically offer students an opportunity to choose their own reading materials to avoid the dangers of a single story? Moore, Bean, Birdyshaw, and Rycik (1999) insisted adolescents deserve classroom libraries representing high interest,

popular culture topics such as popular television and movies, music, cultural backgrounds, and popular authors. They acknowledged adolescence as a development stage of independence, thus adolescents choosing their own reading materials provides an opportunity for authentic engagement and ownership (Moore et al., 1999). Once students find their own voice to select their own reading materials, they start to make connections between genres and authors and begin to crave greater volumes and more complex texts (Kittle, 2013).

Reading volume. In a 1996 study, Paul found by the time students enter high school, they spend equal amounts of time in literature-based reading activities as kindergarten students. Furthermore, Paul (1996) reported that students who performed the highest in the NAEP Reading Study read 59% more than those students who scored in the lowest quartile. Based on the findings in the study, Paul concluded the volumes of literature-based readings explained and affected individual reading performances.

Reinforcing the importance of adolescents reading high volumes of self-selected choice texts, Allington (2013) noted students improve as readers when they are engaged in reading appropriate level texts; therefore, students need sufficient opportunities to read texts in order to grow as readers. Morgan and Pytash (2014) argued secondary classrooms that rely on whole class novels will find students who perceive the reading as relevant but will also find readers who are disengaged and simply do not complete the assigned reading. According to Topping (1999), "Reading is a skill. The more you do it, the better you become. The better you become, the less effort it takes. The less effort it takes, the more you can do – and the more you want to do" (p. 3). Consequently, if students perceive reading to be a continuous cycle of unaccomplished challenge and failure, they will avoid all lengthy reading behaviors. Horne (2014) cited research by

Paul (1996) who used an analogy to compare the literacy skill development to learning to swim. Paul (as cited by Horne) claimed the water cannot be too deep or too shallow, and floatation devices should only be used if and when necessary. The analogy illustrates the causal effects of practice: swim more, swim better; read more, read better.

Allington (2012, as cited by Kittle, 2013) noted a similar notion: "reading lots at your reading level is what makes you a better reader – just like most things in life, actually" (p. 7). Kittle further echoed the common idea by insisting secondary English teachers can hold kids accountable and help improve their reading skills by paying attention to the quantity of their reading habits. According to Tompkins (2009), by adulthood, most individuals read 250-300 words per minute; therefore, as one's reading rate increases, so must the volume. While teaching canonical whole class novels is a valued practice, secondary English teachers must not neglect opportunities to increase the volume at which students read independently.

Increasing adolescent reading volume. When students are provided a varied selection of age and level appropriate reading materials, they are more likely to experience a desire to read (Duncan, 2010; Tacy, 2017); consequently, they are likely to read more. Currently, research is showing the majority of adolescent readers need structured instructional time and support to read multiple and diverse texts in order to improve stamina and gain the experience needed to make connections to more texts (Greenleaf, Schoenbach, Cziko, & Mueller, 2001; Kuhn & Schwanenflugel, 2009; NCTE, 2004). Teachers can facilitate student and literature-centered, authentic discussions regarding student novels to provide appropriate guidance for selecting additional texts (NCTE, 2004). Fisher and Ivey (2006) asserted the amount of time adolescent readers spend actively engaged in reading should substantially outweigh the

amount of time students spend using strategies and reading skills to understand texts. Furthermore, if students are to become successful readers, they should be reading more (Allington, 2011). Cunningham (2005) argued successful athletes did not become good athletes without regular practice. Likewise, he asserted children who do not read high volumes of books would not become good readers (Cunningham, 2005).

In the past, many educators have utilized incentive programs to entice young and adolescent readers; however, Fawson and Moore (1999) argued reading incentive programs do not support or enhance authentically autonomous reading engagement. Atwell (2007b) argued increasing book volume results in intrinsic delights, not extrinsic celebrations with temporary effects. Both Cunningham (2005) and Gambrell (1996) recommended one of the simplest ways to motivate children and adolescents to read more is to read portions of texts aloud and to verbally discuss different texts daily.

More recently, Atwell (2007b) coined the term "book talk" to refer to the discussion of books during the class period. Within her Book Love Initiative, Kittle (2013) delivers a book talk daily to help students find a book that may interest them. Furthermore, Kittle argued book volume is contagious and will result in increased volumes. Spreading reading contagion through book talks and discussing different genres of literature demonstrate to adolescents that there are different types of books to be enjoyed, accepted, and read in and outside the classroom (Cunningham, 2005).

Reading stamina. In order to actively engage in reading multiple text volumes, students must be able to read for longer periods of time. Springer et al. (2014) defined reading stamina as "the ability to maintain reading effort over time without support" (p. 304). Additionally, they asserted stamina is a vital yet underdiscussed aspect of reading proficiency (Springer et al., 2014). Hiebert (2014) recognized "stamina is a major

challenge for many American students, silent reading proficiency depends on extensive reading opportunities, and appropriate instructional applications can increase students' silent reading proficiency" (p. 3). While many students understand the vocabulary and comprehend complex texts, they do not have the stamina to read silently for extended periods (Hiebert, 2014). Springer et al. cited the National Survey of Student Engagement (2003) which reported, "49% of all college students were assigned at least 22 textbooks or article packets of comparable length" (p. 304). Although an average student may possess the abilities to comprehend the college-level texts, research suggests most students lack the reading stamina to successfully complete the assigned readings (Hiebert, 2014; Johnson, Freedman, & Thomas, 2008).

Boushey and Moser (2017) coined the term "CAFÉ" (para. 1) to describe the elements of reading pedagogy: comprehension, accuracy, fluency, and expanded vocabulary. Together, these elements, combined with silent reading time, encompass the construct of reading stamina. Boushey and Moser (2006) sought to lead students to independence in literacy. Researchers agreed that a student's ability to persist with texts is influenced by these factors but is mainly cultivated by reading more (Hiebert, Samuels, & Rasinski, 2010). The researchers agreed developing stamina is best achieved through high-interest, choice text, yet the skill of stamina will enable them to persist through the more complex, less desirable text they may face in college or the workforce (Hiebert, 2015; Swanson, 2013).

Increasing adolescent reading stamina. Springer et al. (2014) recommended secondary teachers gradually increase student reading assignments throughout the year or semester to increase their stamina. Santa (2006, as cited by Springer et al., 2014) also suggested teachers model reading behaviors that require effort to demonstrate active

persistence and stamina. Modeling is a behavior often left to elementary educators; however, Fisher and Frey (2008) made an argument for implementing the gradual release of responsibility (GRR) model as the framework for reading curriculum focused on increasing reading stamina. Fisher and Frey argued the GRR model supports independent reading strategies and promotes autonomous reading behaviors through modeling, paired and collaborative practice, and independent practice. Fisher and Frey asserted, "social learning theory tells us that humans learn from the interactions they have with others" (p. 19). The collaborative aspects of the GRR model provide an opportunity for students to assume greater responsibility for their own learning through observing the teacher maintaining extended perseverance and stamina during reading.

Additionally, literature regarding reading stamina consistently reinforces the need to increase text complexity. For stamina to improve, the complexity of the text must initially be appropriate and continue to increase as the reader improves. Gambrell (2011) stated,

> If the text is too difficult, the reader is likely to give up. On the other hand, if the text is too easy, the reader is more likely to become bored. The most motivating reading tasks and activities are moderately challenging, requiring the student to put forth some effort – but with effort comes some level of success. (p. 176)

In order for students to choose moderately challenging yet successful texts, a number of researchers recommended teachers monitoring and guiding student independent reading behaviors (Chua, 2008; Sanden, 2011). Once students achieve a level of success with a more complex text, there is a greater likelihood they will be willing to read more complex texts (Gambrell, 2011). Essentially, reading stamina, which is most increased by reading more, contributes to the reader's ability to persevere through a challenging text (Hiebert

et al., 2010).

Effects of an Overall Balanced Literacy Program in Secondary Classrooms

Today's adolescents are not reading as much as they used to; and as they get older, they begin to read even less (Rideout, 2014). In addition to minimal research regarding effective reading programs aimed to increase stamina and basic literacy behaviors in secondary settings, current teaching practices appear to contribute to the downward trend in adolescent reading behaviors (Kittle, 2013). Broz (2011) asserted,

> If students do not read the assigned texts, nothing important is happening in your literature classroom-nothing very important to develop your students' reading and interpretive abilities is happening, no matter how many lectures you deliver, vocabulary words students "learn," elements of fiction students define, quizzes students take, essay test answers students write, or films you show. (p. 15)

Kittle's (2013) methods discussed ways to develop reading skills and ignite passion in high school students by allowing them to choose books geared towards their own personal interests and lives. The limited research on adolescent reading programs presents an argument aimed at increasing reading stamina through engaging student interests, offering student choice, and increasing volume and text complexity outside of the traditional high school canon (Morgan & Pytash, 2014). Stamina, which is the skill most relevant to lifelong success, is most dominantly neglected in secondary classrooms, yet is most prevalent to future preparedness.

Though some educators, specifically secondary English teachers, may argue students should only read the canon during structured instructional time, Kittle's (2013) approach signals to students that reading, *any reading*, is important, can improve skills, and can become an avenue for growth and reflection. The researcher found the literature

to support this main assertion.

Kittle's (2013) own classroom research aligns with the literature researched for this study, as both support providing students choice in reading to help spark interest, while challenging them to read more complex texts. To prepare students for future successes and to cultivate an often-voided love of reading, the research supports a need to balance challenge, increasing volume and stamina with pleasure (Hiebert, 2014; Kittle, 2013; Rasinski, 2004).

From the literature, the researcher discovered a relationship between existing literature regarding reading stamina and adolescent reading behaviors. Additionally, the researcher discovered research supporting the ways adolescent reading stamina can be improved within Kittle's (2013) Book Love Initiative. The researcher relied on the initial research constraints to organize the literature review; the researcher sought to answer the following research questions, denoted in Chapter 1.

1. In what ways are student attitudes about reading impacted because of participation in the Book Love initiative?

2. When utilized in secondary English classrooms, how can the impact of the Book Love Initiative framework on reading volume be described?

3. When utilized in secondary English classrooms, how can the impact of the Book Love Initiative framework on reading stamina behaviors be described?

4. How has the Book Love Initiative affected the classroom environment and student learning?

Need for Further Research

Further research is needed to explore secondary learner perspectives about self-selected reading programs. This study, along with the companion study, explored the

effects of a self-selected reading program; however, more research regarding adolescent reading behaviors is needed. Additionally, there is still limited research associated with standardized reading assessments for secondary learners. Researchers may look to develop specific instruments or tools to measure adolescent reading stamina.

Summary and Conclusions

"Readicide" is a term Gallagher (2009) used to reference the nation's reading epidemic. Gallagher defined the term as "the systematic killing of the love of reading, often exacerbated by the inane, mind-numbing practices found in schools" (p. 2). Gallagher blamed the predicament on the disproportionate preparation for standardized tests through short reading passages and a lack of choice and advocated for more high-interest reading materials in today's secondary English classrooms. Students in classrooms across America are involuntarily engaged in a race to the top; yet, along the way, they lose a passion and purpose that impacts lasting learning (Wagner, 2012). Echoing the sentiment, Kittle (2013) asserted, "Kids who aren't reading are not engaged in learning that lasts" (p. 156).

To demonstrate the concept of reading apathy, Dintersmith and Wagner (2016) began with an introduction compiled with letters of gratitude. In a personal letter opening the text (Dintersmith & Wagner, 2016), Wagner reflected on the number of English classes in which the lessons consisted of grammar or a discussion where the teacher did all of the talking. The narrative illustrated "the contradiction between what students must do to earn a high school or college degree versus what makes them most likely to succeed in the world of work, citizenship, and lifelong learning" (Dintersmith & Wagner, 2016, p. 8). Researchers continue to criticize the shallow, low-level content and instructional design aimed towards passing a standardized assessment at the cost of high-

quality, authentic reading instruction (Allington, 2011; Dintersmith & Wagner, 2016; Fisher & Ivey, 2006; Kittle, 2013; Paul, 1996). Kittle (2013) challenged teachers to explore an adolescent reading pedagogy that can increase reading volume, stamina, and interest; building a classroom culture focused on the love of reading. Adolescents soon entering an evolving global market deserve a pathway to proficient reading skills (Daggett & Hasselbring, 2007).

Chapter 3: Methodology

Restatement of the Problem

As high schools focus more on preparing students for high stakes testing and skills of literary analysis common in college preparatory programs, a focus on literacy and essential 21st century skills decreases (Berliner, 2011). Although test scores continue to decline, high school reading programs have not changed; and secondary English language arts teachers continue to require whole class study of the same novel and vocabulary acquisition (mostly in isolation), which experts agree limits the amount of reading students do, contributing to a decline in reading stamina (Sanden, 2011). Scholastic's (2017) Kids and Family Reading Report reported a steady decline in reading volume beginning at age eight and an even starker decline of teachers encouraging high-interest, choice texts between ages 15-17. Horne (2014) argued reluctant readers must have opportunities to improve their literacy skills by reading high-interest materials daily. National data trends further suggest high school students are not provided daily opportunities to read subjects of interest. Kittle (2013) confirmed in her own research that most of her students were working hard at not reading teacher-assigned material, as most students in her classes reported they had never read a book from beginning to end while in high school, a concept Merga (2013) dubbed "alliteracy" (p. 243). Broz (2011) addressed this concept in her research, and other authors and reading experts confirm most students do not enjoy reading in high school; they work hard to avoid it because they find it uninteresting and unengaging (Allington, 2011; Gallagher, 2009; Glaus, 2014). Kucer (2014) also suggested students can read and recognize vocabulary words, but the holistic skill of reading, and therefore reading stamina, decreases in high school as students read less. As they read less, their reading skills decline, so many students may

arrive in secondary school prepared for college preparatory English classes but graduate high school woefully unprepared for college, work, and citizenry (Conley, 2007).

Rationale for the Study

The research study investigated the effects of applying Kittle's (2013) method, the Book Love Initiative, to ninth and tenth graders in an English 2 class. The method advocates for and includes student independent reading of choice literature, journaling about the books they read, conferencing with teachers about their reading, studying mentor texts to improve writing, and studying canonical texts in whole class settings. Similarly, this research study sought to establish a culture where students long to read all types of literature, thus using literature as an avenue of growth and reflection. A detailed outline of the protocol used in the English classes is included in Appendix A. The intent of the study was to understand how Kittle's approach impacted student attitudes about reading, reading volume, and reading stamina as well as how the implementation of methods impacted the classroom environment as perceived by the teacher as researcher and students. Subsequently, the researchers in these companion studies sought to extend the very limited research on methods teachers can use to assist secondary students in developing stronger reading stamina to improve the skills they need for success on high stakes tests, college readiness, career preparation, and the basic responsibilities of educated citizenry (Hiebert, 2015). The method can be utilized in any classroom following protocol. The methodology described in this section outlines the protocol, instrumentation, and methodology that guided the work of the study.

The study occurred concurrently at two disparate locations, a suburban low-poverty high school (Stateline) and a rural, high-poverty high school (Foothills). The researchers involved hope the research will have greater implications than if conducted in

only one setting. Due to the nature of the research, a mixed-methods, action research model was applied to the convenience samples in both locations (Creswell, 2014; Herr & Anderson, 2015). The researchers implemented the study because (a) reading stamina has been identified as an issue at both sites in the study; (b) teachers at both sites felt their methods of whole class novel teaching were not effectively fostering holistic reading behaviors; and (c) teachers at both sites felt an urgency to study what was happening in their classrooms so that the change in practice had solid, research-based rationales and outcomes. To be sure, the research on college and work preparedness clearly provides a rationale for change in practice, although there is little research on actual applications of methods such as Kittle's (2013) in the secondary classroom, another basis for the study (Gallagher, 2009; Kittle, 2013).

Description of the General Methodology of the Study

   Review of the research questions. The researchers sought to understand how the Book Love Initiative impacts student attitudes toward reading, student reading volume and stamina, and the classroom culture as measured by teacher and student perceptual data. The research questions were

1. In what ways are student attitudes about reading impacted because of participation in the Book Love Initiative?

2. When utilized in secondary English classrooms, how can the impact of the Book Love Initiative framework on reading volume be described?

3. When utilized in secondary English classrooms, how can the impact of the Book Love Initiative framework on reading stamina behaviors be described?

4. How has the Book Love Initiative affected the classroom environment and student learning?

Mixed-methods design and rationale. The researchers used a mixed-methods design. Creswell (2014) contended using a mixed-methods research design helped to provide richer data, as quantitative measures were supplemented with qualitative narrative. The mixed-methods design entailed collecting and analyzing "both qualitative (open-ended) and quantitative (closed-ended) data in response to research questions or hypotheses" (Creswell, 2014, p. 217). The researchers used Butin's (2010) method of operationalizing the study to help determine the types of data that could be collected to best answer the research questions. Using the mixed-methods research methodology, the researchers analyzed the independent variable, the Book Love Initiative. The dependent variables studied were the effects of the Book Love Initiative on student attitudes towards reading, reading volume, reading stamina, and the overall instructional/environmental effects.

The quantitative data in this study included data from closed-ended survey questions, observational checklists, recorded student reading rates, and recorded numbers of pages and books read by students. Additionally, qualitative data included data from open-ended survey questions, field notes from teacher-student conferences, student/ teacher interviews, and field notes from the researcher's own research journal. As a result of the data collection process, the researchers planned to use the data to determine how the Book Love Initiative affected or impacted adolescent student reading behaviors. In using a mixed-methods approach to this study, the researchers established a more detailed picture of how implementation of the Book Love Initiative not only affected quantifiable data but attitudes and perceptions regarding reading and the initiative's protocol, which are qualitative in nature (Creswell, 2014). Table 1 outlines the alignment between the research questions and the data collected.

Table 1

Research Questions and Data Collected

Research Question	Data Collected to Answer the Question	Data Type
In what ways are student perceptions and attitudes about reading impacted because of participation in the Book Love Initiative?	Kittle's (2013) reading survey pre and postimplementation	QUAN and QUAL
	Sydney Attribution Scale pre and postimplementation	Quantitative
	Teacher conferences with students	Qualitative
When utilized in the secondary English classroom, how can the impact of the Book Love Initiative framework on reading volume be described?	Student reading logs	Quantitative
When utilized in secondary English classrooms, how can the impact of the Book Love Initiative framework on reading stamina behaviors be described?	Observational Checklists	Qualitative
How has the Book Love Initiative affected the classroom environment and student learning?	Researcher interviews with Students	Qualitative
	Researcher's Reflective journal	Qualitative

Quantitative data included data from closed-ended survey questions, student survey data from the Sydney Attribution Scale (SAS; Marsh, 1983), and reading logs submitted by students. Qualitative data included information from open-ended survey questions, field notes from teacher-student conferences and from the researcher's own reflective journal, and interviews with students. In using a mixed-methods approach to this study, the researchers established a more detailed picture of how implementation of the Book Love Initiative not only affected quantifiable data but attitudes and perceptions regarding reading and the initiative's protocol, which are qualitative in nature.

History of the mixed-methods design. The researchers performed the study using a theoretical and pragmatic lens, theorizing that participation in the Book Love Initiative would impact student attitudes about reading, reading volume, reading stamina,

and classroom culture (Creswell et al., 2003). The first accounting of mixed-method designs is fairly recent, around 1950, and was determined to be a valid method as researchers contended that both quantitative and qualitative viewpoints should be considered (Johnson, Onwuegbuzie, & Turner, 2007). Although early mixed-methods research (also called mixed research) used triangulated data, mixed methods has more recently become a combination of quantitative and qualitative data used to explain a given phenomenon. Mixed-method research was borne out of a need for pragmatic research and recognition that the research questions determine the approach to research rather than the approach determining the question (Johnson et al., 2007). It was, therefore, the pragmatist nature of this research, along with the research questions to be investigated, that determined the mixed-method design of the study, a QUAN + QUAL study (Creswell, 2014).

   Action research rationale. Herr and Anderson (2015) defined action research as an "inquiry that is done by or with insiders to an organization or community" (p. 3). The action research occurred at Stateline High School (and concurrently at Upstate High School) and was conducted by the researcher who is an English language arts teacher. Herr and Anderson also stated many other researchers "argue that action research should always be collaborative regardless of whether the researcher is an outsider or insider to the setting under study" (p. 3). As an English language arts content expert, the researcher was one of the study participants, as the research took place in her own classroom. The researcher in South Carolina did not perform research in her own classroom but investigated what happened in the classrooms of her colleagues. While she had a vested interest in the success of the students at her school, she was not personally biased regarding student success. As such, she was able to lend a more objective eye to the

research in both schools. The companion researchers conducted the action research to collaboratively support and enhance the validity and scope of the study. Herr and Anderson asserted, "action research is best done in collaboration with others" (p. 4). As such, the companion dissertation researcher served as a stakeholder "with relevant skills or resources" (Herr & Anderson, 2015, p. 4).

Action research was most appropriate for this study because the participants were trying to solve problems. In keeping with Creswell's (2014) description of mixed methodology as a pragmatic approach, so too is the action research design, as the research occurred in real time and had a practical purpose. Swartzlander (2016) stated, "The process of action research is recursive in nature. The plan, act, observe, reflect, replan cycle of action research allows the researcher and research partners to link and relink theory to practice" (p. 45). Researchers and teachers in this study attempted to address the problem of reading stamina by collecting data throughout the initiative and used those data to reframe classroom pedagogy in a continuous cycle aimed to improve student learning. The study was fluid and ever changing; therefore, analysis of data may have been affected by the adaptation of best practices throughout the study, affecting how the companion researchers reported the data and made recommendations.

Researcher role as teacher in the study. In the spring of 2017, the companion researcher recognized issues with reading stamina, problems with student apathy and motivation in English, and declining test scores, so she encouraged English teachers at her school and the researcher (English teacher) in this study to read Kittle's (2013) book. Both the teachers at Foothills and this researcher were receptive to Kittle's ideas and agreed to implement the method. Both companion researchers requested permission from their principals to try the method beginning in the fall of 2017. The companion

researchers developed the protocol according to Kittle's guidelines and determined the

perceptual surveys to be used (discussed in the action research design) in the summer of

2017. Prestudy data collected as part of the classroom protocol was considered archival

data. The researcher collected surveys administered to her students at the beginning of

the school year (archival data) and collected poststudy surveys at the end of the research.

Figure 1 illustrates the study timeline from ideation to implementation.

Study Timeline

Fall 2016: CNA uncovers issues with declining / stagnant test scores. Literacy survey indicates stamina is an issue

Spring 2017: English teachers and researcher approach principal, who is supportive of the change in method. Researcher also acquires permission to study the implementation (if approved by GWU).

Spring 2017: Researcher shares Book Love with English teachers who are noting students with "alliteracy" (Merga, 2013) and apathy toward reading.

Summer 2017: Researchers devise protocol for the Book Love Initiative and share with teachers, who work together to perfect it.

Fall 2017: Teachers begin implementation of the protocol and begin collecting data for adjustments in instruction.

Teachers use information collected to adjust instruction and conference effectively.

Figure 1. Timeline of the Study: Ideation to Implementation.

As the teacher who implemented the study at Stateline High School, data

collected throughout the Book Love Initiative were used to reframe classroom pedagogy

in a continuous manner. Survey data gave the teacher information about student reading

behaviors and how they perceived their reading abilities, which allowed the teacher to

direct conferences about what students were reading and ways students might challenge

themselves. Data on student interests helped the teacher determine which books and

genres were needed to add to the classroom library. Students who indicated their reading

abilities were lacking were encouraged when they completed books they started.

Use of action research in the school setting. Schools are the perfect setting for an action research study, as ideally, schools are communities of learners seeking to learn the best, most relevant practices to follow to yield the most impact for students. Sagor (2000) proposed seven steps for an action research study:

1. Selecting a focus.

2. Clarifying theories.

3. Identifying research questions.

4. Collecting data.

5. Analyzing data.

6. Reporting results.

7. Taking informed action (p. 3).

The researcher, in conjunction with the companion researcher, followed these steps in designing the study implementation and reflection in her own classroom setting. The focus of the project was to examine the effects of Kittle's (2013) method. The theoretical base for the project, fully described in Chapter 1, is that participation in the Book Love Initiative impacted attitudes about reading, reading volume and stamina, perceptions about reading ability, and classroom culture. The researchers identified the research questions as well as the types of data that were collected and analyzed. Sagor also proposed one of the purposes of action research in a school was "to make progress on schoolwide priorities" (p. 7). It was a priority of the English teachers involved in the study to positively impact their students by improving their ability to read to prepare them for the demands of college, work, and citizenry. They had seen their students' apathy toward reading, had identified stamina as an issue, and were concerned their current pedagogy was perhaps detrimental to students; therefore, they conceived the

project and wished to make informed decisions as to whether the project had a positive impact.

      Companion methodology. The researchers chose a companion dissertation model. While it was clear the research could have taken place at one site, the conceptual and theoretical bases of the study are solid whether conducted at one site or the other, the researchers both had an interest in the subject of reading stamina, and both researchers recognized reading stamina as an issue at their individual sites. They also found very little research on increasing reading stamina in older students. While there were several "how to" books available for that purpose, there was little in the way of actual research studies to document success or failure of those methods in the classroom. The studies that were available were either inconclusive or contradictory; and despite how Kittle (2013) or even Gallagher (2009) extoled the success of their methods in the classroom, the researchers saw the need to use data collection and analysis to confirm the positive impact of the method. Recognizing the need for more research in the area and being aware of the disparate nature of their specific sites, the researchers saw an opportunity to add to the existing volume of studies recognizing lack of reading stamina as a problem in secondary school and offering alternative pedagogy to solve the problem. As the companion model is meant to be collaborative and as action research is collaborative in nature, the companion study model was a good fit for this study. Robinson and Tagher (2017) stated that companion studies yield "consideration of differing perspectives, richer data, stronger data analysis, and robust research outcomes" (p. 564).

      As the study took place in two dissimilar locations, it offers diverse perspectives on the effectiveness of Kittle's (2013) method; and as the data were analyzed at both sites, the outcomes may also be applicable to disparate settings, shown by comparison

and analysis of data collected from both schools. The companion research model helped to corroborate evidences collected from the study, as the Stateline researcher is an English content expert and can lend her voice to the study in terms of best practice for English, and the companion researcher can lend an objective voice to the study as someone who is outside the department and classroom study.

The study was a mixed-methods action research study. In order to ensure qualitative reliability, the researchers proposed a companion approach to validate consistency "across different researchers and different projects" (Creswell, 2014, p. 200). Because the same methods were applied in different school environments, the research was enhanced and showed that methods can be applied in diverse settings (more than simply one type of school). The researchers incorporated several validity strategies to "check the accuracy of the findings" (Creswell, 2014, p. 200). In addition to converging different data sources, the researchers used the companion for "peer debriefing to enhance the accuracy of the account" (Creswell, 2014, p. 202).

Additionally, the researcher relied on the companion dissertation researcher to review the study to add validity to the research. To ensure reliability, the researcher relied on the companion researcher to cross-check codes through "intercoder agreement" (Creswell, 2014, p. 203). This occurred through using the same design and coding methods in both schools. The researcher relied on the companion to "check transcripts to make sure that they do not contain obvious mistakes made during transcription" (Creswell, 2014, p. 203). Each researcher validated the method of the other. They drew conclusions from the research in their own school, then converged the data with research in the companion school, thus composing richer research than research conducted in only one setting.

The action research was studied with two different sample populations (Title I, rural and high socioeconomic, suburban). White (2015) argued having a companion study "allowed the study to be larger in scope and richer in content" (p. 110). White further recommended the companion researchers "were able to provide additional measures of accountability and support to the research process" (p. 110). By copying the methodology in both settings, the researchers hoped to elaborate on the exploration of Kittle's (2013) approach as a solution to the problem of low reading stamina. Action research approaches problems with actions to solve them (Pine, 2009). The researchers purposefully and ethically engaged in an inquiry process to study the impacts of their posed solution to the dominant adolescent reading problems.

Kittle's (2013) work guided the contextual framework, but the study was theoretically framed by literature that applies to the particular setting where the research took place. White (2015) said, "When choosing a companion with whom to do research work, it is important that both parties are independent researchers but are also willing to work collaboratively with their companion researcher" (p. 110). By using research to justify the study in both locales and then studying the methods in their own schools, both parties were independent researchers for the study. Additionally, Herr and Anderson (2015) stated many other researchers "argue that action research should always be collaborative regardless of whether the researcher is an outsider or insider to the setting under study" (p. 3). Because the researchers selected an action research design, a collaborative companion dissertation helped each researcher consider their own research ethics, validity, and trustworthiness of each study's findings (Herr & Anderson, 2015).

As previously stated, the researchers asked the same research questions but investigated the implications of the Book Love Initiative in their own varied sample sites.

To enhance the depth of literature supporting the study and framework, the researchers gathered and synthesized their own literature presented in the literature review. The evaluation design and methodology were the same, but the samples differed. Collaboratively, the researchers created a planned dissertation authorship table shown in Appendix B.

Switch to first person rationale. Due to the nature of the companion study and the action research design, the remainder of this study represents the researcher as a companion creator of the study but also an insider participant; therefore, I will only refer to my involvement in the methodological design as the singular researcher using personal pronouns such as I and my. When referring to the creation of the study as companions and the synthesis of the analyzed data, I will refer to the plural researchers using plural pronouns such as we and our. Both companion studies utilized the same data collection methods, instruments, and analysis; however, I interviewed students because I implemented the protocol in my classroom, and my companion researcher interviewed the teachers who implemented the protocol at her site. Furthermore, I kept a reflective journal, explained in more detail in the instrumentation section, to maintain objectivity.

Herr and Anderson (2015) and Swartzlander (2016) both contended when an action researcher writes in the third person, they remove themselves from the work taking place in their own professional setting. Furthermore, Herr and Anderson suggested using third person instead of first person pronouns signals that "the action researcher lacks a fundamental understanding of the epistemology of the insider action researcher" (p. 42). Though the action research aspect of this study hoped to have an impact on the individual sites, the companion design also ensured the results of the action research were more democratic, as it represented a collaborative approach to inquiry (Herr & Anderson,

2015).

Methodology

      Setting of the study. The study took place at a comprehensive public high school serving ninth through twelfth grades in a small suburb southeast of Charlotte, North Carolina. At the time of the study, there were approximately 1,551 students enrolled in the school. Demographically, 81% were White, 8% were Black, 5% were Hispanic, 2% were two or more races, and 1% was Asian. Seven percent of the study body received free and reduced lunch. The average percent of students who attended two or more blocks per day was over 97%, which was above average for the state of North Carolina. The median income for the town of Suburban was $92,445 (Onboard Informatics, 2018). According to the school's mission, the students are empowered to compete in a global world academically and in future job markets.

      During the 2016-2017 school year, the site offered 46 honors-level classes and 15 AP-level classes. Additionally, 460 students took AP-level courses and 787 AP exams were taken, resulting in 595 students with scores over three of five. In the 2016 graduating class cohort, 95.8% of students graduated, which was the second highest in the district and 10% higher than the state average. Of the 2016 class, 74% planned to attend a 4-year college, and 21% planned to attend a 2-year college.

      Participants. In comparison to the concurrent action research study, the research was conducted in my own classroom. To obtain approval for this study, I completed and submitted a request to Stateline Public Schools for initial approval and received support from Stateline Public Schools to complete the research study within the district (Appendix C). Next, I applied to the Institutional Review Board (IRB), who approved the study. There were two levels of participants in this study: the students and the

teacher-researcher as an insider participant. Since students participated in this action research study, I sent parent consent forms for each student asked to participate in the study (Appendices D).

The student participants in this study included three classes enrolled in my English 2 classes; therefore, I served as an insider participant in the study. There were 87 students enrolled in my classes. A convenience sampling was the most appropriate access since the study was framed around action research; however, this type of statistical analysis required a reflective and objective interpretation of how the findings were shaped by my own background and involvement with the students (Creswell, 2014).

Interview participants. Though the student participants were selected due to convenience and accessibility, I present the individual narratives of the student participants within the appropriate context of action research (Herr & Anderson, 2015). To protect the research interview participants and guard against impropriety that might reflect on my site, I solicited interview participants from the previous semester in which students were exposed to the Book Love Initiative (Creswell, 2014). In doing such, I ensured there were no perceived power or influence issues related to student perceptions and grading consequences, thus promoting honest, safe, and ethical feedback and dialogue (Creswell, 2014). Using Creswell's (2014) guidelines, I interviewed eight students using his specific interview protocol techniques.

I encouraged students to create a pseudonym to represent their perceptual identity beliefs. Because this examined the effects of a reading program that promoted individuality, I conducted the study under the premise that individual narratives best told the story, and the four main constraints were best analyzed through the individual voices of the participants (Fitzpatrick, Sanders, & Worthen, 2011). What I found was, the most

powerful student voices were those that emerged during the day to day of the Book Love
Initiative protocol implementation. Nonetheless, the mixed-methods approach presented
a broad scope, and I still believe student participant voices speak the loudest.

Research Design and Rationale

Because this was a companion study, in an effort to ensure validity and reliability
of the study, we implemented the program using the same action research design at both
schools (Herr & Anderson, 2015). The study was a mixed methods action research study
focused on the effects of implementing Kittle's (2013) choice reading framework.
Because the research on high school student reading stamina is minimal, we used an
action research model to implement the method Kittle described in her book. A protocol
quick reference was provided to all teachers implementing the method, which is found in
Appendix A. The protocol is described in full detail with a rationale below.

Action Research Design

The action research study was completed as a companion study to offer more
depth and scope to currently limited research on increasing reading stamina and volume
in secondary learners. As companion researchers, we asked the same questions but in our
own varied sample sites. The evaluation design and methodology were the same (except
for the difference between student and teacher interviews and the addition of my
reflective journal), but the samples differed. One study took place at a Title-I rural high
school (Foothills), and one study took place at a high socioeconomic suburban high
school (Stateline).

By duplicating the action research study in varied sample populations, we hoped
to add more relevant research to a more diverse population of educators. Because the
action research was conducted as a companion study at high schools of differing

socioeconomic demographics, the intended audience is a broader audience of secondary literacy educators. The action research study provided educators with a framework to increase reading depth and stamina for high school students; therefore, the two studies add to the limited literature regarding methods to address stamina in secondary school students and contribute to research determining which methods are successful and for which populations.

The framework for the dissertation was based on Kittle's (2013) own work. Kittle documented the methods she used in her classroom and how those methods were successful for her students. She based her methods on reading research from a variety of sources and justified using noncanonical literature in her classroom by researching college requirements and student reading abilities. While Kittle's methods were research based, she applied them in a very limited setting. This study investigated how the application of her methods in two very different classroom settings could, in a way, validate her research as applicable to a variety of environments. In addition, teachers in both schools were reluctant to release the canon taught as whole class texts. In agreeing to participate in an action research study, they understood the methods they used, standardized at both schools, would be studied and the impacts analyzed based on collected data. A companion study applied Kittle's methods in different settings from her own and may be the basis for recommending her method to be applied in a variety of school settings or, depending on the outcome, in only a limited setting. Since the study was a mixed methods action research study, we proposed a companion approach to validate consistency "across different researchers and different projects" (Creswell, 2014, p. 200).

Classroom Protocol

Kittle's (2013) work provided practical strategies to support teachers as they attempt to increase reading stamina, volume, and complexity over time. All participating teachers at both sites implemented the same daily classroom protocol. The protocol was a daily system to individually match adolescent readers to books that helped students develop commitment, stamina, and pleasure in reading (Kittle, 2013). Certain aspects of the protocol were also used as data collection instruments, which will be further described in subsequent sections.

Classroom libraries. The protocol began with the teacher working to establish and maintain classroom libraries for students. Worthy (1996) recognized the importance of classroom libraries in her work with elementary students; and most elementary teachers, reading teachers in particular, have extensive classroom libraries as a way to promote reading and maintain strong classroom management. Teachers at Stateline have not historically maintained classroom libraries; however, I applied for grants, asked administration for monetary resources, and purchased books to build a voluminous classroom library. Routman (2016) suggested that independent reading works well when students have easy access to books and that classroom management was easily disrupted if students had to go to the library to search for books each time they finished one and needed to check out another. Kittle (2013) claimed that a full library had approximately five to seven books per student. Eventually, I was able to build a sufficient classroom library with four to six books per student and continue to work with Stateline's media specialist and administration to supplement the growing needs of the classroom library.

Letter to parents. When school began, I wrote a letter to parents explaining the methods to be used in the classroom and encouraged parents to allow students to bring

novels to school to read. I also made the disclaimer, according to Kittle's (2013) recommendation, that I was not censoring reading materials and that some students may read material parents themselves did not find appropriate. I also posted these letters to my website. All parents signed and returned the letters acknowledging their agreement.

Survey of reading behaviors and attitudes. At the beginning of the semester, I administered a survey obtained from Kittle's (2013) teaching materials (Appendix E) to each student to gauge their interests, their attitudes about reading, and their past reading behaviors. These data and teacher conferences were used to help students make appropriate leveled reading selections. As students who considered themselves reluctant readers chose books, I made it clear that if students found the books to be uninteresting or too hard, they could abandon the book and choose another book without finishing the one they started. Students could not use "uninteresting" as an excuse not to do assigned reading. As part of the action research study methodology, I administered the same survey again at the end of the study to determine if students have changed reading behaviors and attitudes as a result of participation in the Book Love Initiative.

Validity of student reading survey. When creating and designing a survey, Lumsden (2007) recommended the following steps:

1. Define the research.

2. Divide research into subcategories and determine target audience.

3. Design and implement content.

4. Pilot test the survey.

5. Administer to the target audience.

Since the reading survey was an existing survey created by Kittle (2013) to use as part of the protocol, we assessed construct validity by aligning each item to the

conceptual framework concepts: stamina, volume, and attitude. Through this process, we determined which items specifically addressed the concepts studied. Because the importance of piloting the survey was stressed throughout literature (Creswell, 2014; Lumsden, 2007), we shared Kittle's reading survey with the participating English teachers at Foothills High School and with the English department chair at Stateline High School prior to administration for feedback. The teachers agreed upon the identified constructs and their alignment to each item. Based on their feedback, the survey was not modified, as it was created by Kittle as part of the protocol; but we agreed to only use Items 1, 2, 4, and 5 to measure attitudes towards reading.

Testing reading rate. At the beginning of each quarter, students were tested for reading rate. Rate was tested by having students read a book of their choice for 10 minutes and then record the number of pages read within that 10-minute period. This rate was recorded and used to establish both advancement in reading as well as the number of pages expected to be read for homework. Because a linchpin of the Book Love Initiative is individualization, the number of pages expected in homework each week matches the student's ability to read. All students are expected to read for 2 hours outside of class time per week. Daily, the students recorded the page number they were currently reading on a reading log (Appendix F) to ensure accountability. At the end of each week, pages read were totaled and divided by time allocated in class for reading and the 2 hours expected outside of class. Students were given a grade based on completion of this reading assignment.

Student-teacher conferences. Weekly, I conferenced with students about their reading. In these conferences, we discussed characterization, plot, and other key literary elements as well as simple details of the book. Conferences, together with pages read,

kept students accountable for reading. According to Kittle (2013), reading conferences fall into three categories: "monitoring the student's reading life, teaching strategic reading, and helping the student plan the complexity and challenge of reading" (p. 79). A list of sample questions used to conference with students is found in Appendix G. As further evidence of tracking progress of reading behaviors, I observed students using an observational checklist, seen in Appendix H.

Student journals and reading reflections. The students frequently journaled about what they were reading to practice Kittle's (2013) principle of writing about reading. I regularly collected the journal reflections and provided feedback to students regarding their responses. Journals were also used so students could write about literary analysis and author's craft to help deepen comprehension and increase complexity over time. A list of sample journal prompts is seen in Appendix I.

Book talks. Book talks introduce new high-interest books to students. Daily, books were shared with the class. This exposed students to books they would not normally plan to read. Kittle (2013) advocated book talks as critical for students to understand the vast array of literature available to them and was adamant that enthusiasm about a given book inspired her students to read it or at least try it. Wozniak (2010) also found book talks to be a key in encouraging boys in her study to read more. Worthy et al. (1999) promoted book talks as a means of encouraging students to read quality literature. Book talks helped students add titles to their "to read next lists" (Kittle, 2013, p. 59), which were kept in their notebooks as evidences of goals for future reading when they finished a book.

SAS. To gauge student perceptual data regarding their reading abilities, I administered the SAS, shown in Appendix J. The scale was created to gauge student

self-perceptions of academic abilities and was designed for adolescents to give their self-perceptions of ability in both English and mathematics (Craven, Marsh, & Dehus, 1991). Marsh (1983) determined there was a positive correlation between perceived innate ability and high self-concept and subsequently academic success; the findings were determined with internal consistency (reliability coefficient average of .80). I only used questions related to English ability in the SAS. In particular, it gauged whether students perceived their success or failure in reading is related to their natural ability, the amount of effort they put into the skill, or external factors that are beyond their control. As part of the action research methodology, the students took the SAS again at the end of the study to determine whether participation in the study changed their self-perceptions. The SAS is in Appendix J.

Validity and reliability of the SAS. The SAS is a test developed by attribution researcher Herbert Marsh (1983). The test seeks to understand whether students attribute their academic abilities to internal or external factors by asking. In measuring how students perceive their abilities, Marsh drew conclusions about self-concept relating to academic abilities. He found students who attribute their academic success to intrinsic abilities had better self-concepts as opposed to students who attributed success to outside factors. Subsequently, those students with higher self-concepts had higher academic achievement when results of the SAS were correlated with achievement test scores. Likewise, students who attributed academic failure to lack of ability had lower self-concepts. Those low self-concepts correlated to low academic achievement. Marsh determined with high internal consistency (reliability coefficient average of .80) there was a positive correlation between perceived innate ability and high self-concept and subsequently academic success. As well, he found a positive correlation between

perceived innate inability, low self-concept, and poor academic performance. His

findings were consistent over time with different age groups (fifth grade through college)

with a reliability coefficient of .70-.86 (Marsh, 1983).

Instructional time allotment. Following Kittle's (2013) guidelines, 30% of class

time was spent in activities related to reading, book talks, journaling about reading, and

conferencing about reading. During this time, the reading log was distributed to the class

to record pages read. The other 70% of class time was divided into mentor text study

(35%) and whole class novel study of canonical texts (35%).

Instrumentation

Multiple instruments were used to collect data for the study. Instruments were

used to collect data related to the research question constructs: attitude, book volume,

reading stamina, and overall classroom environment. Table 2 outlines which instruments

aligned with each construct.

Table 2

Research Constructs and Instrumentation Tools Alignment

Research Construct	Reading Survey (Pre & Post)	SAS (Pre & Post)	Student Reading Logs	Student-teacher Conferences Notes	Teachers' Observational Checklist	Student Interviews
Attitude	X	X		X		
Volume	X		X			
Stamina					X	
Classroom environment						X

As the table shows, we measured the constructs of attitude toward reading, reading volume, reading stamina, and the overall classroom environment. The reading survey, SAS, and student-teacher conference notes assessed attitudes toward reading. Open-ended responses to Kittle's (2013) reading survey and student reading logs were used to evaluate reading volume. Teacher observational checklists were used to assess stamina. In this study (Stateline), interviews with students and my reflective journal determined how the classroom environment was affected as a result of the initiative. Table 3 outlines the data collection instruments and methods of analysis as they relate to each research question.

Table 3

Research Questions and Methodology

Research Question	Tools / Instruments	Data Collected	Method(s) of Analysis
In what ways are students' attitudes about reading impacted because of participation in the Book Love Initiative?	Kittle's (2013) reading survey pre and postimplementation: Likert items 1, 2, 4, & 5; open-ended items 6 & 7.	Students preferences and attitudes about reading and reading practices	Wilcoxon signed-rank test to determine median difference of Likert items Creswell's (2014) approach to theme coding of open-ended items
	SAS pre and postimplementation (all items)	Student perceptual data regarding reading abilities	ANOVA Test to determine differences of perception before and after treatment
	Teacher conferences with students	Qualitative themes to describe attitudes toward reading success and failures	Creswell's (2014) approach to theme coding
When utilized in secondary English classrooms, how can the impact of the Book Love Initiative framework on reading volume be described?	Student reading logs and Kittle's (2013) reading survey	Data regarding number of pages and the number of books and pages read in each time; Data regarding pages read outside of class	Paired samples *t* test
When utilized in secondary English classrooms, how can the impact of the Book Love Initiative framework on reading stamina behaviors be described?	Observational checklists used by the teacher	Data regarding student reading behaviors related to stamina	Creswell's (2014) approach to theme coding
How has the Book Love Initiative affected the classroom environment?	Student Interviews	Qualitative themes in the narrative voice of the main participants	Creswell's (2014) approach to theme coding

Quantitative Data Collection Instruments and Procedures

Since an action research design guided the data collection process, data were

collected throughout the spring semester of the 2018 school year as part of the

implemented protocol. The quantitative data included student surveys and student

reading logs. Although the term *quantitative* is usually associated with numbers,

Creswell (2014) called quantitative data *closed-ended* data, which allowed us to

understand quantitative data in a different manner. Quantitative data collected in this study included closed-ended data from the reading behaviors and attitudes surveys and data on reading rate and pages read. I collected all quantitative data, as they were part of the overall program protocol. I surveyed students using the two surveys, Kittle's (2013) reading survey and the SAS, at the beginning and end of the study. Additionally, I collected quantitative data regarding reading volume from student reading logs throughout the study window. Because of the nature of action research and its intimate involvement in the problem-solving process, much of the data collection happened daily and in real-time application (Pine, 2009). The schedule and procedures of the data collection process are outlined subsequently.

Kittle's (2013) reading survey. Data regarding student attitudes towards reading and previous year reading volume were naturally collected at two times: I administered the SAS survey at the beginning of the semester during the week of January 29-February 2 and again during the week of May 21-25.

SAS. Data regarding student attitudes towards reading were naturally collected at two times: I administered the SAS survey at the beginning of the semester during the week of January 29-February 2 and again during the week of May 21-25.

Student reading logs. Daily, students recorded the number of pages they read in class and at home. I used the number of pages and books read from January 29-May 21 as postimplementation data.

Quantitative Data Analysis

      Kittle (2013) survey data analysis. The Kittle survey data were used to identify

behaviors to assist me in communicating and conferencing with students. Additionally, it

was an instrument used to determine changes in reading behaviors because of

participating in the Book Love Initiative. We used Likert Items 1, 2, 4, and 5 and open-

ended Items 6 and 7 (discussed in the section on qualitative data) to answer Research

Question 1. Those items determined reading behaviors at the beginning of the study and

further informed how those behaviors had changed at the end of the study. I analyzed

reading surveys using the Wilcoxon signed-rank test to determine the median difference

of Likert-style items (Lund Research Ltd., 2013). The Wilcoxon test was appropriate for

this analysis because it was designed to be used with a single sample of study participants

who were tested at two points in the study to determine (a) if there were changes in the

sample and (b) whether those changes were statistically significant.

      SAS. I administered the SAS like the reading survey, pre and poststudy. Data

from the SAS, although descriptive in nature, were analyzed using ANOVA by assigning

each description a number and then testing each category separately. I analyzed the SAS

using one-way analysis of variance (ANOVA) to determine central tendency for each of

the six categories: reading success *and* failure due to ability, effort, or external factors

(Lund Research Ltd., 2013). The data were displayed graphically in a table listing both

the Z score and the statistical significance (two-tailed). I used a one-way ANOVA test

for both constructs, reading success and reading failure, to determine if noted changes

were statistically significant (Lund Research Ltd., 2013).

      Student weekly reading logs. I analyzed weekly reading logs using measures of

central tendency (the mean) and the measures of spread (standard deviation) using a

paired samples *t* test (Lund Research Ltd., 2013). The paired samples *t* test was used to determine whether the mean difference between paired observations was statistically significant from zero (Lund Research, Ltd., 2013). The reading logs were considered a continuous variable, and the participants tested were the same individuals tested at two different time points in the study; therefore, the sample was paired and the continuous variable was tested for statistical significance.

Qualitative Data Collection Instruments and Procedures

Qualitative data collected included open-ended questions from Kittle's (2013) reading survey (pre and poststudy), teacher-student conferences, teacher observation checklist notes, and student interviews. Additionally, as part of the action research process, I kept a reflective journal as qualitative evidences of implementation; such journaling helped to ensure objectivity. Butin (2010) and Creswell (2014) contended qualitative data can help researchers infer narratively upon collecting open-ended data; therefore, the reflective journal documented my actions and observations as the study progressed continuously (Pine, 2009). Using Pine's (2009) reflective question stems, Appendix K shows the reflective questions I created to guide the narrative of the reflective journal.

We planned to use a mixed-method design to provide quantitative and qualitative results to generalize or describe the effects of the Book Love Initiative (Creswell, 2014). We chose a mixed-method approach because it increased the validity and accuracy of the measures of the initiative and painted a broader picture of the initiatives impacts (Fitzpatrick et al., 2011). Herr and Anderson (2015) "lay claim to the reality that we are 'setting in action' research to address a local context and concern and that we are actively involved in the problem-solving process" (p. 88). Because of the nature of action

research and its intimate involvement in the problem-solving process, much of the data

collection happened daily and in real-time application (Pine, 2009). The schedule and

procedures of the qualitative data collection process are outlined subsequently.

Kittle's (2013) reading survey. Data regarding student attitudes towards reading

and previous year reading volumes were naturally collected at two times; the teacher-as-

researcher administered the SAS survey at the beginning of the semester during the week

of January 29-February 2 and again during the week of May 21-25.

Student-teacher conferences notes. Daily, I conferenced with students about

their reading behaviors, understanding, and analysis. I recorded anecdotal notes from the

student-teacher conference notes from January 29-May 21 and used them it as

postimplementation data.

Teacher-as-researcher observational checklist. Daily, I recorded anecdotal

field notes of student reading behaviors. I used an observational checklist to collect

evidences of reading behaviors related to the research constructs: attitudes towards

reading, reading volume, and reading stamina. I used the data collected from the

observational checklist from January 29-May 21 as postimplementation data.

Researcher's reflective journal. I completed a reflective journal three to five

times a week during implementation of the Book Love Initiative. I used the data

collected in the reflective journal from January 29-May 21 as postimplementation data.

Student interviews. Student interviews occurred at the end of the research study

in May. Interviews were recorded and transcribed. Students who participated in the

Book Love Initiative in a previous semester were interviewed to maintain integrity and to

ensure honest, uninfluenced results since the researcher was the teacher.

Interview protocol. Using Kittle's (2013) protocol, I hoped to positively impact

student attitudes towards reading, their reading stamina, their reading volume, and the classroom culture; thus, as depth, stamina, and passion are multifaceted, qualitative terms, the qualitative data entailed building an argument either for or against the method and how it has affected both teaching pedagogy and classroom culture. As Creswell (2014) advised, using a mixed methodology allowed us to see the study from different points of view, and knowing how the students feel about the Book Love Initiative is important in drawing conclusions about whether it is successful. The pragmatic nature of the study indicates that if students and I do not feel the Book Love Initiative was a positive, worthwhile change in pedagogy, I will not continue it, whether or not it increased depth, stamina, and passion in student behaviors.

All student interviews were conducted by a neutral but qualified interviewer. The interviewer was an educational doctoral candidate who had experience with research interview protocols and procedures. The power structure of the student-teacher relationship was discussed by the outside interviewer so students felt comfortable answering interview questions honestly without fear of repercussion. Additionally, students were randomly selected from a prior implementation of the Book Love Initiative to ensure interview participants were free to respond honestly without specific fears of grading consequences.

The student interview participants were encouraged to create a pseudonym to represent their perceptual identity beliefs. All interview data were sorted by student pseudonyms. In subsequent sections, I present the individual narratives of the student participants within the appropriate context of action research (Herr & Anderson, 2015). I chose to use pseudonyms for the participants and the school to ensure the anonymity of the participants and the school. Additionally, I obtained parental permission for all

student interviews, and only the interviewer and the student know the identity of the

pseudonym. Specifically, I ensured the confidentiality and anonymity of the student

participants by Creswell (2014):

1. informing all students and parents/guardians of the research study and purpose
    in writing and verbally.

2. obtaining written permission to participate in the study from the student and
    parent/guardian.

3. filing a research application with the Institutional Review Board.

4. informing participants of the data collection instruments and activities.

5. providing transcriptions and interpretations of all interviews.

6. asking for participation and offering withdrawal at any time without penalty.

7. maintaining the confidentiality of the study participants throughout the course
    of the study.

Qualitative Data Analysis

Collected qualitative data were analyzed using Creswell's (2014) approach to

theme coding. Creswell recommended using general topics to describe themes

represented in qualitative data collection and coding survey items with those theme

labels. I used narrative to explain both the item constructs and their related theme labels.

This process applied meaning to the research data and allowed us to construct and

converge findings based on coded themes.

The open-ended survey responses, student conference notes, observation

checklist, reflective journal, and student interviews allowed for an additional level of data

and a way to better understand the impact of the Book Love Initiative. This qualitative

data further validated the information collected in Kittle's (2013) reading survey, the

SAS, and the reading log data by providing insight into the more authentic impacts of the Book Love Initiative. Qualitative information from each instrument was used in comparison to one another and in comparison to same-construct quantitative data to build a coherent justification for themes (Creswell, 2014). Furthermore, qualitative themes were established by converging several motifs in the conference notes and observations tools, along with perspectives from participant responses that were like one another. Additionally, the companion research method offered a natural yet intentional occurrence of peer debriefing. As companion researchers, we reviewed the other's themes and asked questions about the theme coding process to involve additional interpretation, thus adding validity to both studies (Creswell, 2014).

The data from the opened-ended survey responses, the student conference notes, the observation tool, the reflective journal, and the student interviews were coded into recurring motifs, analyzed into themes, and presented in narrative form throughout the findings of this research study. Collecting qualitative data using this approach helped us determine the impacts of the Book Love Initiative on adolescent reading habits from the adolescents themselves.

Kittle (2013) reading survey open-ended items. Two items on Kittle's survey asked students to respond in an open-ended fashion. Open-ended Item 6 asked students to complete the thought *I am a reader who…* Open-ended Item 7 asked students *How have you grown as a reader?* I analyzed responses to these items separately and then coded the responses according to common themes identified through the analysis process. Creswell's (2014) approach to theme coding was used to determine the themes.

Teacher-student conferencing data. I used student conference note data to answer Research Question 1, which asked if the initiative had an impact on reading

attitudes. Creswell (2014), in his descriptions of mixed-method research, advised using

qualitative data to validate quantitative data collected to answer a question, as this

process provides richer and more complete data with which to make determinations.

While I equated the importance of quantitative and qualitative data in this study (a

QUAN + QUAL study), for this particular question, I relied on conference data as

supporting information to corroborate results. Furthermore, I used compelling quotes

gleaned from teacher-student conferences to illustrate student perceptions of how their

attitudes toward reading had changed.

     Observational checklist data. Because reading behavior data from teacher

observational checklists were descriptive, I analyzed them in a manner consistent with

qualitative analysis. I used Creswell's (2014) approach to theme coding to categorize the

data and then generalized conclusions regarding the effectiveness of the program by

using descriptors on the checklist to describe whether student reading behaviors indicated

their reading stamina had improved.

     Reflective journal. I relied on the reflective journal to document my actions and

observations as the study progressed (Pine, 2009). Using Pine's (2009) reflective

question stems, Appendix K shows the reflective questions I created to guide the

narrative of the reflective journal. Furthermore, I relied on the reflective journal to

clarify the bias I brought to the study (Creswell, 2014). The self-reflection created an

honest narrative, as it discusses how my interpretations of the findings were shaped by

my actions (Creswell, 2014; Pine, 2009). The data from the reflective journal were coded

into recurring motifs, analyzed into themes, and presented in narrative form throughout

the findings of this research study. Like other qualitative data, the researcher analyzed

these data, identified common themes, and drew conclusions about the data according to

Creswell's (2014) recommendations.

      Student interviews. In an effort to discover how the Book Love Initiative impacted participant classroom environments, I conducted student interviews. I used interview questions seen in Appendix L to gain a picture of how participants were affected by the program; their perceptions of the classroom environment; and in general, whether they considered the initiative to be a positive or negative change in pedagogy. Again, I analyzed these data, identified common themes, and drew conclusions about the data according to Creswell's (2014) recommendations.

Summary of Data Collection and Analysis Procedures

      Both quantitative and qualitative data were then further evaluated to determine how the Book Love Initiative impacted student reading attitudes and behaviors as well as its impact on the classroom environment, if at all. Once quantitative surveys and reading logs were completed, they were analyzed to determine the effect on the participant attitudes towards reading, their reading stamina, and reading volume. Additionally, once qualitative data were completed, they were analyzed to determine common responses, behaviors, perceptions, and themes that were present or emerged during the Book Love Initiative implementation. These themes were then merged with the quantitative data in order to determine the overall impact of the Book Love Initiative.

Companion Study Synthesis of All Data for Analysis

      Quantitative and qualitative data were gathered concurrently, and both types of data were significant to determine success of the method. Concurrent collection of data is indicative of a transformative mixed method QUAN + QUAL study, which was originally established by Plano-Clark in 2005 (as cited in Creswell, 2014). We coded data to establish themes and considered data gathered from the companion studies to

make generalizable recommendations based on the findings. As part of the companion process, we synthesized the findings at both schools to make global recommendations regarding both sites. Creswell (2014) contended, "A strong mixed-methods study should contain the qualitative question, the quantitative question or hypothesis, and a mixed-methods question" (p. 148). We worked to develop research questions that represented "both forms of inquiry" (Creswell, 2014, p. 148). The research questions were presented at the outset of the single-phase study because the "quantitative and qualitative data [was] collected simultaneously and merged" (Creswell, 2014, p. 149). The research questions were created with consideration to the data collection and analysis instruments and procedures.

According to Fitzpatrick et al. (2011), "The aim of the data analysis is to reduce and synthesize information-to make sense of it" (p. 444). We considered two data analysis questions for each research question:

1. What methods of data analysis are appropriate for the questions the study is trying to answer, the information the researcher plans to collect, and the method the researcher will use to collect information?

2. What methods of data analysis are most likely to be understood and to be credible to the audiences who will receive reports?

We used a convergent parallel mixed-methods design to further analyze and interpret the program evaluation questions. According to Creswell (2014), a convergent parallel mixed-methods design assumes both the quantitative and qualitative data provide different types of information; however, together, the different types "yield results that should be the same" (p. 219). We used a side-by-side approach to compare, or converge, the data findings (Creswell, 2014).

Synthesizing companion site data analysis and interpretation. To present the results of both companion sites, we "collected [our] own quantitative and qualitative data, analyzed them separately, and the compared the results to see if the findings confirm or disconfirm each other" (Creswell, 2014, p. 218). Creswell (2014) contended there are several ways we might have merged the two data bases. We compared the two companion sites' databases to integrate the results from both sets of data, and then we merged the databases through data transformation (Creswell, 2014, p. 223). The process of data transformation included merging "the two databases by changing the qualitative codes or themes into quantitative variables and then combining the two quantitative databases" (Creswell, 2104, p. 223). Once the databases were merged, we displayed the data in a table as a single visual in Chapter 5 (Creswell, 2014). Figure 2 illustrates the method the researchers used to synthesize the companion site data.
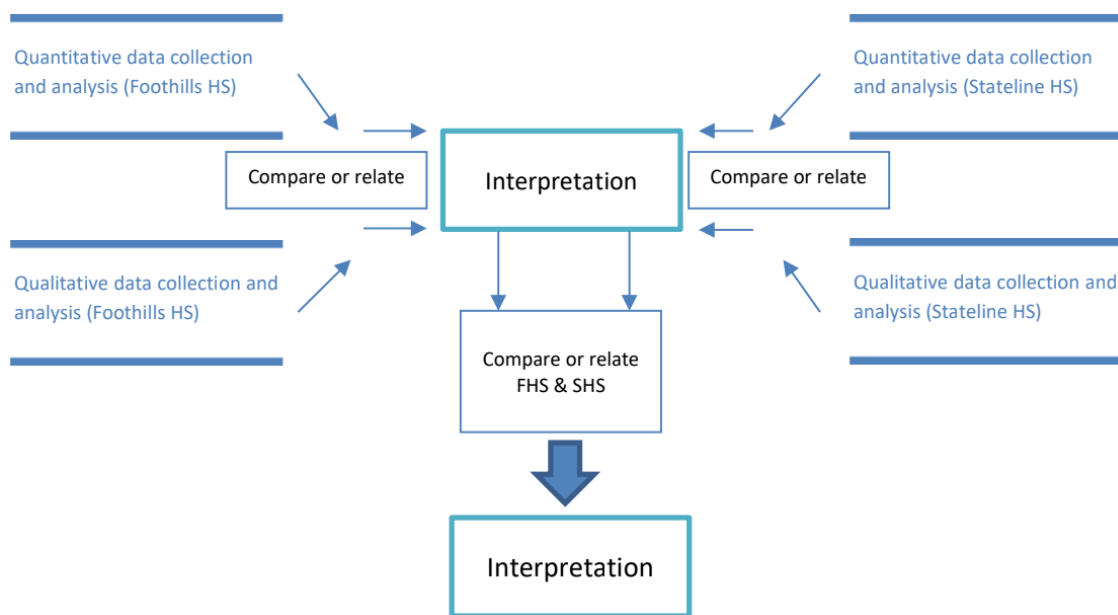

Figure 2. Companion Research Data Synthesis Plan.

We included a report comparing the results from each site in the discussion

section of the study (Creswell, 2014). In the discussion, we discuss whether there is a clean convergent or divergent situation between the two disparate, companion sites and the differences that may exist between concepts and/or themes (Creswell, 2014). The companion nature of the study required both of us to collect and analyze data at our individual sites and then bring those data together to determine if there are more global recommendations that may be made as a result of both studies. As part of the companion process, we compared the findings at both schools and coded themes to understand the comparison of data at both schools. Themes are displayed graphically and elaborated with narrative. We synthesized the findings at both schools in order to compare and contrast the method's effectiveness in each setting. Together, we used both sets of data to make recommendations for further study. Based on the synthesized findings, a rationale for teachers in varied settings to use the method based on the heterogeneous characteristics of the schools involved in the companion research emerged.

Ethical Consideration

The participants in this study included three classes enrolled in my English 2 classes; therefore, I served as an insider participant in the study. Though the student participants were selected due to convenience and accessibility, I intentionally used the reading program to influence student learning because I am a vested and interested party in the successes of the initiative; however, I made all efforts to remain objective and avoid my own biases in the study (Herr & Anderson, 2015). Ratner (2002) argued if qualitative methodology "strives to direct researchers' subjective processes to objectively study the psychology of subjects, it will make a great contribution to social science" (para. 29). Though the convenience sampling may be biased, my own subjective processes and methods can help better comprehend the behaviors, responses, and results.

Summary

In summary, the study employed a mixed methodology of data collection and research in an action research format corroborated by a companion study at another disparate site. The research data collected in this study took place in Stateline High School, a high socioeconomic school southeast of Charlotte, North Carolina, and was analyzed in comparison to the companion site, Foothills High School. I am both a participant in the study and the teacher of the participants. I implemented the Book Love Initiative and monitored its effects regarding reading behaviors and reading attitudes, reading volume, reading stamina, and overall classroom environment. Throughout the study, I followed a very specific protocol and data were collected and analyzed based on the established protocol. The companion researcher served as a resource regarding the methodology and protocol and was responsible for cross-referencing data and the analysis of that data. Data collection and analysis took place in the spring of 2018 as part of the protocol implementation.

Chapter 4: Results

Restatement of the Problem

The purpose of the study was to extend the limited research on methods English language arts teachers can use to assist secondary students in developing stronger reading stamina. Increased reading stamina is believed to improve the skills needed for high stakes testing, college readiness, career preparation, and the basic responsibilities of educated citizenry. The central idea guiding each research question was based on the following overarching question: What happens in a secondary English classroom when a teacher creates and utilizes a balanced approach of appropriate level choice reading, text study, and novel study?

Until educators appreciate the value of immense reading opportunities and engagement, we will never educate all children (Schmoker, 2011). Furthermore, Schmoker (2011) argued, "Literature is primarily about us as individuals, as people seeking to understand ourselves and the world we share" (p. 96). Despite the surfeit of research suggesting students should be engaged in daily reading activities, English language arts teachers continue to limit the amount of reading students do during class time, thus contributing to a decline in reading stamina, volume, and enjoyment (Sanden, 2011). Allington (2011) recommended students read at least 60 minutes a day; however, national data continue to report students reading fewer than 15 minutes a day. As students read less, their reading skills decline; so many students may arrive in secondary school prepared for college preparatory English classes but graduate high school woefully unprepared for college, work, and citizenry (Conley, 2007). The research on college and work preparedness clearly provides a rationale for change in practice, although there is little research on actual applications of methods such as Kittle's (2013)

in the secondary classroom; therefore, the research sought to understand how the Book Love Initiative impacts student attitudes toward reading, student reading volume and stamina, and classroom culture. The findings are organized by research questions.

Overview of the Chapter

Chapter 4 provides a restatement of the problem and purpose of the study, presents the findings using a presentation of both quantitative and qualitative data, and summarizes the general results from the Stateline study. I used both quantitative and qualitative data to study the problem and chose to organize the chapter with a section discussing each type of quantitative data and analysis based on recommendations from Urdan (2017). The companion nature of the study is further described in Chapter 5, which will provide a summary of data collected in both the Stateline and Foothills studies, along with a synthesis of findings from both studies and recommendations for practice, policy, and research.

This chapter continues to represent the shift from the researcher being a co-creator of the companion study to an insider participant in this study. As first explained in Chapter 3, when an action researcher writes in the third person, they remove themselves from the work taking place in their own professional setting (Herr & Anderson, 2015; Swartzlander, 2016). Furthermore, to ensure expressing a "fundamental understanding of the epistemology of the insider action researcher" (Herr & Anderson, 2015, p. 42), I will use first person pronouns to present the findings of my study and to discuss the implications of the findings. Though the action research aspect of this study hoped to have an impact on the individual sites, the companion design also ensured the results of the action research were more democratic as it represented a collaborative approach to inquiry (Herr & Anderson, 2015). This shift from co-collaborator and study creator to

insider participant is represented by the continuation of first person narrative within Chapters 4 and 5 of the study.

Presentation of Results, Organized by Research Questions

Research Question 1. In what ways are student attitudes about reading impacted because of participation in the Book Love Initiative? To address this question, the following data were collected and analyzed.

Kittle's (2013) reading survey. Items 1, 2, 4, and 5 from Kittle's survey measured student attitudes toward reading before and after the Book Love Initiative. The Wilcoxon signed-rank test analyzed the Likert scale responses to the reading survey (Lund Research, 2013). The survey items used were

Item 1. I read in my free time.

Item 2. I enjoy reading.

Item 4. I "fake read" in school.

Item 5. Reading is hard for me.

Kittle's (2013) survey helped determine participant reading attitudes and habits and helped plan conferences with students, journaling assignments, and the types of books to collect for the classroom library. Because this survey was part of the established protocol, only the items that provided information about reading behaviors, reading behaviors while in school, and perceptions of reading ability were used.

The instrument was a Likert-style survey using a scale of 1 (*never*) to 10 (*always*) to rate behaviors indicating attitudes. Students also answered open-ended questions. These open-ended questions were quantitative (number of books read) and qualitative (explained in the section on qualitative data).

Description of the data pre and poststudy. Eighty-eight students responded to the

study at the beginning and end of the study. Table 4 describes the statistics of the data

collected in both the pre and poststudy surveys.

Table 4

Descriptive Statistics for Reading Survey Items Pre and Poststudy

Description	Pre 1	Post 1	Pre 2	Post 2	Pre 4	Post 4	Pre 5	Post 5
Mean	2.43	5.33	4.03	7.68	4.06	1.86	3.33	3.30
Minimum	1	1	1	1	1	1	1	1
Maximum	9	10	10	10	10	8	10	10
Mode	1	8	3	9	1	1	1	2

On all the items, pre and poststudy, the minimum score was 1 (*never*) and the

maximum score was 10 (*always*), with the exception of prestudy Item 1 (9) and poststudy

Item 4 (8). On Item 1 (*I read in my spare time*), the prestudy mean was 2.43, and the

poststudy mean increased to 5.33. On Item 2 *(I enjoy reading)*, the prestudy mean was

4.03, and the poststudy mean increased to 7.68. On Item 4 *(I fake read in school),* the

prestudy mean was 4.06, and the poststudy mean decreased to 1.86. On Item 5 *(Reading*

is difficult for me), the prestudy mean was 3.33, and the poststudy mean was 3.30.

I also determined the frequency distribution for all items to gain a more accurate

picture of the program's impact on reading attitudes and behaviors. Table 5 shows the

frequency distributions of each item.

Table 5

Frequency Distribution for Pre and Poststudy Likert Items

Item	I read in my free time		I enjoy reading		I fake read in school		Reading is difficult for me	
Response	Pre-1	Post-1	Pre-2	Post-2	Pre-4	Post-4	Pre-5	Post-5
1 Never	48.9	9.1	21.6	1.1	18.2	53.4	28.4	17.0
2	17	8.0	13.6	3.4	17.0	25.0	25.0	25.0
3	9.1	9.1	13.6	n/a	14.8	13.6	9.1	17.0
4	10.2	11.4	13.6	2.3	13.6	3.4	5.7	18.2
5	4.5	11.4	12.5	2.3	9.1	1.1	9.1	10.2
6 Often	5.7	13.6	6.8	12.5	11.4	2.3	10.2	4.5
7	2.3	13.6	4.5	19.3	1.1	n/a	6.8	5.7
8	1.1	17	4.5	18.2	5.7	1.1	3.4	1.1
9	1.2	3.4	3.4	25.0	3.4	n/a	n/a	n/a
10 Always	n/a	3.4	5.7	15.9	5.7	n/a	2.3	1.1

To fully understand the frequency distributions and better visualize the variations in responses after implementation, Figures 3, 4, 5, and 6 illustrate the changes in responses from the presurvey to the postsurvey.

Item 1: I read in my free time.

Figure 3. Frequency of Distribution for Item 1: I read in my free time.

In comparison, the presurvey indicated 48.9% of students never read in their free time; however, the postsurvey results indicated a more varied distribution of reading behaviors. Specifically, more than 20% of students indicated they often or always read in their free time after exposure to the Book Love Initiative.
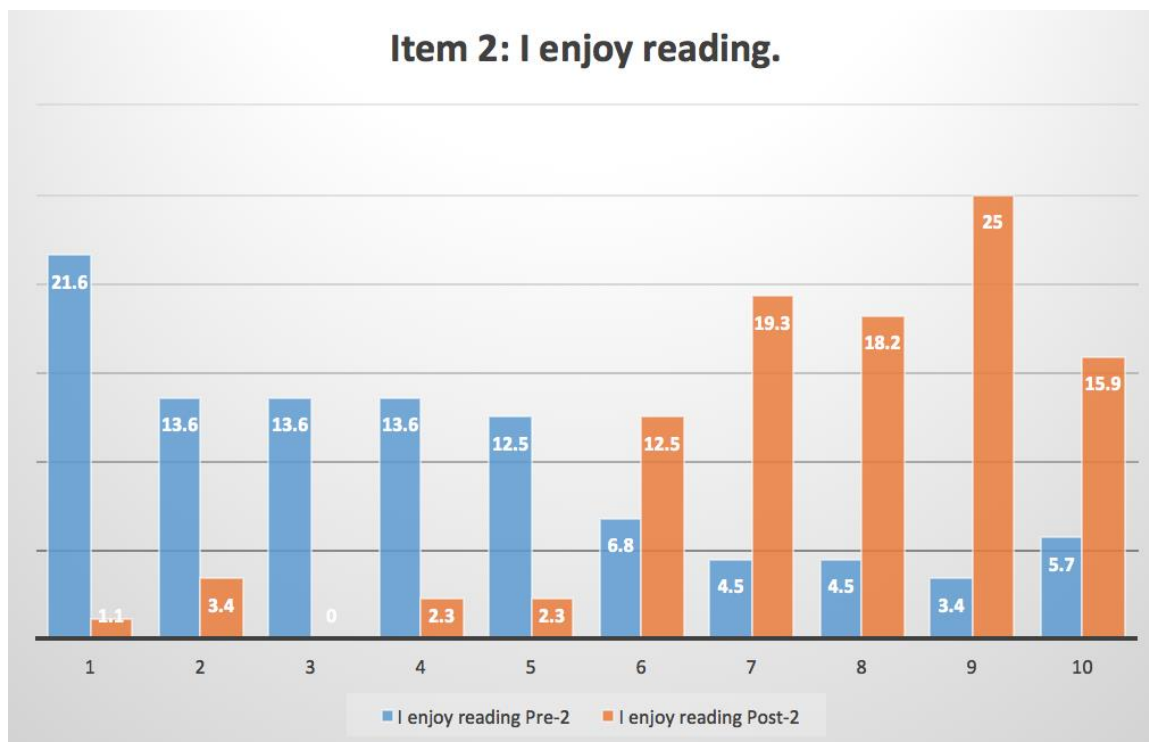
Figure 4. Frequency of Distribution for Item 2: I enjoy reading.

Figure 4 illustrates a clear picture of changes in reading enjoyment. Combined percentages of positive responses indicated 74.9% of students rarely to never enjoyed reading prior to exposure to the Book Love Initiative; however, after exposure, 90.0% reported they sometimes to always enjoying reading.

Item 4: I fake read in school.

Blue bars labeled "I fake read in school Pre-4"; orange bars labeled "I fake read in school Post-4"

Category	Pre-4	Post-4
1	18.2	53.4
2	0	25
3	14.8	13.6
4	13.6	3.4
5	9.1	1.1
6	11.4	2.3
7	1.1	0
8	5.7	1.1
9	3.4	0
10	5.7	0

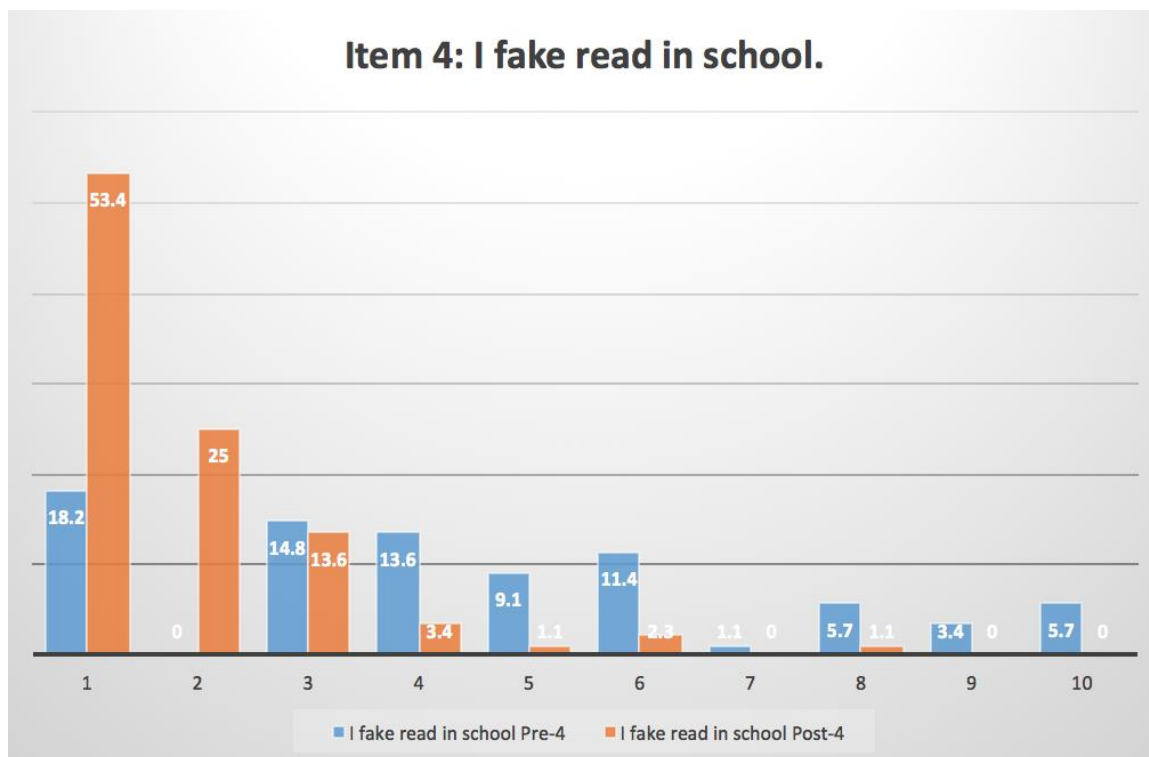*Figure 5.* Frequency of Distribution for Item 4: I fake read in school.

Figure 5 most clearly indicates a change in fake reading behaviors, as more than 78% of students reported they never or close to never fake read in school after exposure to the Book Love Initiative. Prior to exposure, the evenly distributed results indicated a greater prevalence of fake reading during sustained silent reading periods.
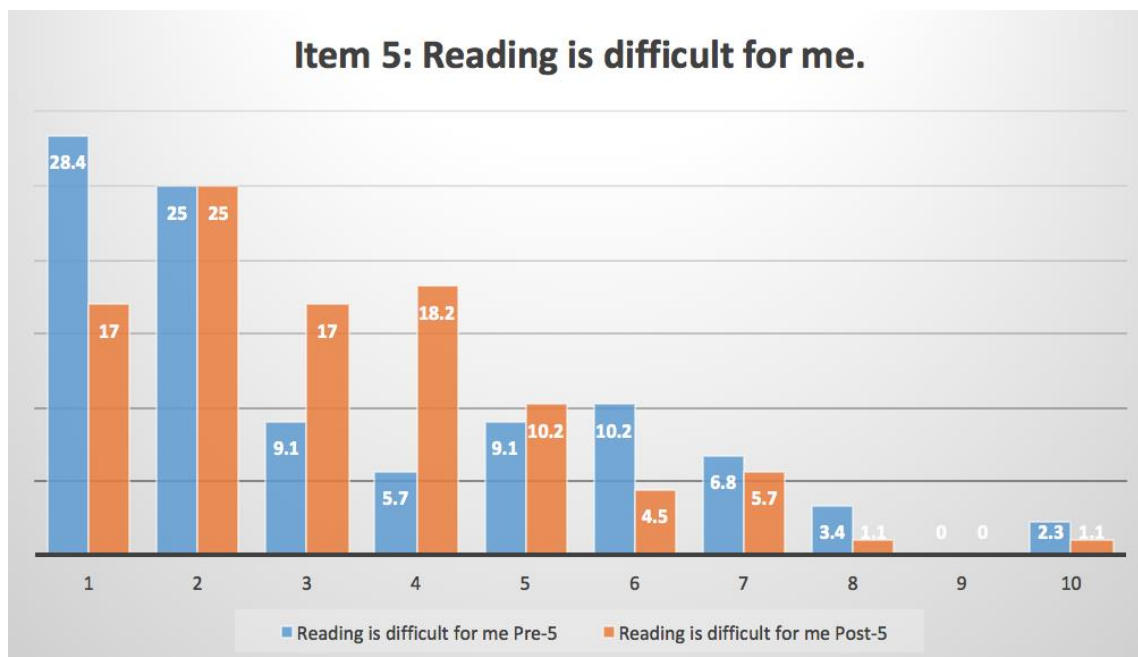
Figure 6. Frequency of Distribution for Item 5: Reading is difficult for me.

Figure 6 illustrates a significantly unchanged distribution of responses, thus indicating student perceptions of reading difficulties remained unchanged because of participating in the Book Love Initiative.

To further analyze the Kittle (2013) reading survey data, a Wilcoxon signed-rank test compared student attitudes about the specific reading practices using their pre and postresponses. Table 6 compares student attitudes about reading practices, as determined by Kittle's reading survey Likert Items 1, 2, 4, and 5, because of the Book Love Initiative.

Table 6

Wilcoxon Signed Ranks for Kittle's (2013) Reading Survey (Pre-Post)

	Post 1 – Pre 1	Post 2 – Pre 2	Post 4 – Pre 4	Post 5 – Pre 5
Z	-7.164	-7.825	-6.186	-.242
Asymp. Sig. (2-tailed)	.000	.000	.000	.809

The results of the Wilcoxon test indicated a statistical significance of .000 on Items 1, 2, and 4, thus *indicating* a positive impact on student free-time reading habits (Post-Pre 1), their enjoyment of reading (Post-Pre 2), and their at-school fake-reading habits (Post-Pre 4). The results of the Wilcoxon signed-rank test indicate significant differences of each construct measured in Items 1, 2, and 4 with Z scores (standard deviations) of -7.164 (Item 1), -7.825 (Item 2), and -6.186 (Item 4). The results of the Wilcoxon test indicated a statistical significance of .809 for Item 5, which further indicated the initiative did not have a statistically significant positive impact on student difficulties associated with reading behaviors. The Z score (standard deviation) of Item 5 was -.242.

SAS survey responses. The SAS measured student perceptions of abilities. The scale, developed by Marsh (1983), was designed to measure perceptions of ability based on supporting data and the premise that perception of high ability correlated with high achievement due to increased self-concept. Marsh found that students who perceived their reading success was related to high ability and, even to some degree, increased effort, while at the same time perceiving their failure was *not* due to low ability, had higher achievement than those students who perceived their success in reading as due to external factors or who those who perceived their failure was due to low ability (not low effort). To analyze not only student perceptions of why they succeeded but also student perceptions of why they failed, the SAS was used.

On the survey, students answered questions regarding their perceived reasons for success and failure in reading tasks. Students answered items with responses in a range of false, mostly false, sometimes false, sometimes true, mostly true, and true. In choosing answers to items, it was possible for students to express more than one

preference. For example, faced with a given situation, students could possibly answer true to more than one choice. The key to the survey, shown in Figure 7, illustrates how answers as a group informed me about student perceptions. Figure 7 is the SAS key that categorized student survey responses.

SAS Key

Reading Success Ability
(The student believes his success in reading is due to his ability)
1a. You are good at reading

5b. You always do well at reading

7b. You are a good reader

8c. Your reading is good

10a. You are good at reading

11c. You always do well on reading tests.

Reading Success Effort
(The student believes his success in reading is due to his effort)
1b. You work hard at reading

5a. You really work hard at reading

7c. You have been working hard at your reading all year

8a. You earned it by working hard

10c. You made a special effort to read it

11b. You tried very hard

Reading Success External
(The student is not confident of ability/perceives factors external to control are determinant of success/does not know source of success.)
1c. The teacher made a mistake

5c. They are only being nice

7a. No one else wanted to do it

8b. You were lucky

10b. The story was an easy one

11a. You were lucky

Reading Failure Ability
(The student believes his lack of success in reading is due to his lack of ability)
2b. You are a poor reader

3a. You are bad at reading aloud

4c. Your reading is poor

6c. You always do badly at reading

9a. Your reading is not good enough

12b. You are a poor reader

Reading Failure Effort
(The student believes his lack of success in reading is due to his lack of effort)
2c. You should have read it more carefully

3c. You were careless about reading the story

4b. You were daydreaming

6a. You are lazy in reading

9b. You decided to do other things instead of getting the poem ready

12a. You need to try harder at reading

Reading Failure External
(The student is not aware of lack of ability/perceives factors external to control are reason for failure/does not know source of failure.)
2a. The story was too hard for everyone

3b. You had to read the hardest part of the story

4a. The teacher picks hard stories

6b. The teacher doesn't like you

9c. The teacher forgot to ask you

12c. The story is boring

Figure 7. SAS Key.

Based on the SAS survey responses, I used the Figure 7 key to code student

responses in perceptual categories of both success and failure. Table 7 displays the

descriptive statistics of the data.

Table 7

SAS Success Results Descriptive Statistics

Success Attribute	Pre Number of Responses	Percentage	Post Number of Responses	Percentage
Ability	22	28%	37	48%
Effort	37	47%	35	44%
External	20	25%	7	8%

Of the 79 students who completed the pre and postsurveys, due to attendance or

enrollment factors, 47% initially reported they attributed their reading success to their

perceived effort, and only 28% attributed their reading success to their ability. The

remaining 25% attributed their success to an external factor, like the teacher or parental

supports. After exposure to the Book Love Initiative, 48% of students attributed their

reading success to their ability, and 44% attributed it to their effort. Only 8% attributed

their success to an external factor after participating in the Book Love Initiative.

Table 8 shows the results of a one-way ANOVA used to determine the level of

significance about student perceptions of their reading successes because of participating

in the Book Love Initiative. Seventy-nine total students took the SAS survey due to

attendance or late enrollment in the course.

Table 8

ANOVA for SAS Survey Success Results

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	5.985	2	2.993	8.153	.001
Within Groups	28.632	78	.367		
Total	34.617	80			

The results of the ANOVA indicate a significant difference in student perceptions about their reading successes among students who participated in the Book Love Initiative: $F_{(2, 78)} = 8.153$, $p = .001$.

Table 9 displays the descriptive results of student perceptions of their reading failures as indicated by their responses on the SAS.

Table 9

SAS Failure Results Descriptive Statistics

Failure Attribute	Preinitiative Number of Responses	Percentage	Postinitiative Number of Responses	Percentage
Ability	24	30%	14	18%
Effort	41	52%	43	54%
External	14	18%	22	28%

Of the 79 students who completed the pre and postsurveys, due to attendance or enrollment factors, 52% initially reported they attributed their reading failures to their perceived effort; after the Book Love Initiative, a comparable 54% attributed their reading failures to their perceived effort. Most notably, 30% of the responding students initially attributed their reading failures to their ability, but only 18% responded similarly after exposure to the Book Love Initiative. Additionally, 18% first attributed their failure to an external factor, like the teacher or parental supports, while 28% attributed their

failure to an external factor after participating in the Book Love Initiative.

Table 10 shows the results of a one-way ANOVA used to determine the level of significance about student perceptions of their reading failures because of participating in the Book Love Initiative.

Table 10

ANOVA for SAS Survey Failure Results

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.614	2	.807	1.831	.167
Within Groups	34.386	78	.441		
Total	36.000	80			

The results of the ANOVA indicate there was not a significant difference in student perceptions about their reading failures among students who participated in the Book Love Initiative: $F_{(2, 78)}$, $p = .167$.

Kittle's (2013) reading survey open-ended responses, conference notes, and reflective journal. Kittle's reading survey asked students to share their preferences and attitudes about their own reading practices in two open-ended items, 6 and 7, which asked students to describe themselves as readers and to discuss how they have changed as a reader since participating in the Book Love Initiative. Furthermore, from the two survey questions, three major themes emerged: Students used to dislike reading but now enjoy it because they discover more books that appeal to their interest, student choice helped create an intrinsic motivation, and students desire a challenge.

Improving adolescent attitudes towards reading. Questions 6 and 7 of Kittle's (2013) reading survey asked students to describe themselves as readers and to discuss how they have changed since participating in the Book Love Initiative. Of the 87

students responding to the survey questions, 37 responses addressed the idea that they used to dislike reading; but after participation in the Book Love Initiative, they now enjoy reading. One student responded,

> I have grown as a reader because I find reading enjoyable and actually feel a desire to pick up books a lot. Recently, on car trips I have spent the entire time reading and I never would have done that before.

Another student said,

> I have grown a lot as a reader; I used to never read and now I read all the time. I even read in gym class when I'm waiting for my team's turn to play. A lot of the time people think it's weird that I read so much and before this class I likely would not have ever read but now I just really enjoy it and see the value and pleasure in reading.

My observations as recorded in my journal reflections underscore this shift. As a researcher and teacher, I was very cognizant of my students' changing perceptions and attitudes about reading during the Book Love Initiative. On January 31, the first week of the semester, I reflected "my 1st block students were passively looking through books during book talks. Many scored books a 4 (1-10) based on interest. They were done reading and seemed bored looking through the books within 15 minutes." As the semester progressed, I noticed on two different occasions, once at the end of February and once on May 14, the same class of students "walked into class discussing the books they were currently reading. Student talked about how she couldn't stop reading over the weekend and shared her book, *Perks of Being a Wallflower* (Chbosky, 1999) with her table group." Additionally, I noted on February 23,

> Students are finishing books and expressing enthusiasm by entering the room and

starting to read BEFORE class starts AND are initiating dialogue with me about how much they loved their book. For example, Student entered today and said, "I was wrong! I cannot believe who actually killed him!"

As the semester progressed, I observed students entering class daily discussing their books and eager to begin reading.

In March, my observation checklist revealed notes regarding two students talking about discussing books in their Spanish class. One student shared with me another student conducted a Spanish presentation on a book he was enjoying as part of the Book Love Initiative. She added, "Ms. W., he won't stop talking about it. In this class, in Spanish, he talks about it all the time. It must be pretty good." Furthermore, another classroom CTE teacher, sought me out to tell me when students finish work in her class, they are immediately pulling out novels and reading. One student told her he did not realize how much he loved reading and cannot wait to start his next book when she asked him if that was reading homework or simply for his own enjoyment.

When students took the postimplementation Kittle (2013) reading survey, one student asked, "Does this question mean do I get lost as in confused when I read or do I get lost in the adventure/story?" Other students chimed in and said they believed it to mean the latter. As the discussion evolved, students realized the first time they took the survey, they read it to mean they lost their place because they were distracted or bored; however, this time, they read it to mean they got lost in the fictional escape and enjoyment or the discovery of the plot. The class discussed how this interpretation and perspective had shifted from the beginning of the semester to the end. One student (and others passionately nodded in agreement as he talked) said,

Ms. W., I am not the same reader I was before. Reading is not a boring chore. It

is the exact opposite. It is a way for me to escape my reality and question my

own beliefs. I get lost now, but it is not lost in my own daydreams. I love reading

more than I could have ever imagined!

When given time to read, the Book Love Initiative cultivated feelings of satisfaction and

joy.

Increasing choice reading and empowering student voices. Of the student

responses that reference reading enjoyment, 19 responses attributed their newly

discovered enjoyment to the exposure of high-interest literature. Question responses

from Kittle's (2013) reading survey and my own observational and reflective data present

a picture of the Book Love Initiative that suggests when adolescents see and hear others

excited about books of interest, they connect more deeply with the texts. For example,

one student responded,

Because of Book Talks, I have also become more interested in certain topics I

never knew anything about. I want to learn more about them and I know the way

to learn more about them is to read more about them.

Another student response suggests newly found interests helped build stamina and

increased reading volume, as he explained, "I have grown to sticking to the habit of

reading because before this class I did enjoy reading; I just never found books that

interested me." Furthermore, another student elaborated,

I have grown as a reader by starting out struggling to "get into" a book that didn't

interest me, so I would quit before I ever finished. But now that I have read more,

I have found types of books and genres that interest me more; I enjoy it more.

The Book Talks helped expose me to books I didn't even know existed, which is

how I found most of the books I've read and enjoyed.

Through student comments during the initiative like "I have learned how to love reading and how to choose good books for me and my personal interests," as the implementing teacher, I recognized a need to find books that represent a greater cultural diversity and reflected on this in my journal. On February 8, I discovered and reflected, "many of the books in my classroom library appeal to a singular student demographic and do not represent many diverse cultures." As a result of this reflection, I purchased more diverse texts in March using money provided by our School Improvement Team. To find more culturally diverse texts, I participated in a national Twitter Chat initiated by NCTE. Figure 8 shows the resource I used and heavily relied upon to find young adult literature resources.

2018 Book Recommendations: YA and Adult Fiction

For English teachers, picking a favorite book is almost impossible! But we asked them to do exactly that during our January #NCTEchat, New Year/New Ideas. During the chat, we asked educators to share one text (poem, book, novel) that they would recommend every teacher (or student) read in 2018. As you might expect, we received HUNDREDS of wonderful recommendations!

Get ready to add to your To Be Read pile, because over the next few weeks we'll be sharing all of the recommendations we received. This week we'll be sharing recommended YA and adult fiction books. If you're wondering why you don't see some of your favorite YA novels, they might be coming in our next post about poems and verse and poetry books!

Be sure to check out the other blog posts in this series so far, professional development and children's book recommendations.

If we missed one of your favorites, be sure to let us know on Twitter! All recommendations were pulled from January's #NCTEchat archive, which you can find here.

Book descriptions are taken from the Goodreads website.
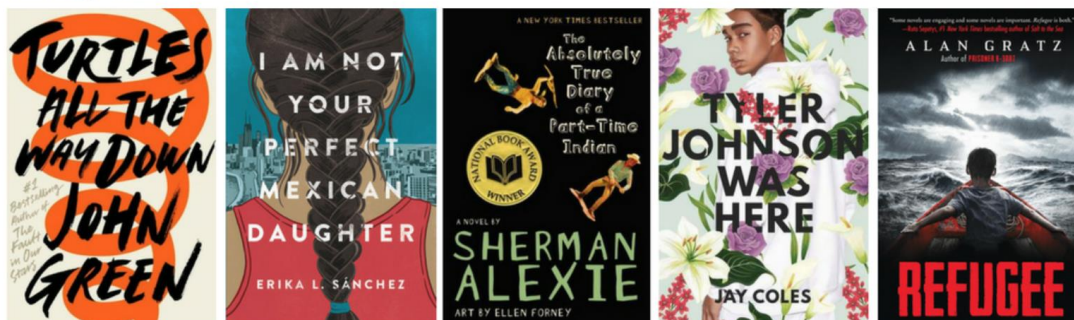
Young Adult

Figure 8. Young Adult Literature Recommendations and Resources.

On May 18, I reflected,

Because I intentionally purchased diverse texts, one White male student picked up

and read *Dear Martin*, which is about a young Black man wrongly accused by a

White police officer. My student enjoyed the book so much, he shared it as a

book talk. His book talk led to a discussion about how literature can transform

perspective as the student noted during his book talk. He commented, "I honestly didn't realize how much anxiety black males my age felt simply by walking down the street to a neighbor's at night." Another student compared the theme of racial injustice to a book he was reading, *The Other Wes Moore* by Wes Moore (2011) and connected to the thematic ideas discussed. Additionally, another black male student shared with the class a nonfiction text he thought may offer greater perspective on the issues of racial injustice. I noticed four students (all White and female) write down the titles discussed in their "What to Read Next" sections of their notebook!

When given space to create a pathway to reading, students build their own community and culture focused on the books they are reading. During a student conference, a student was discussing relevant, thematic connections she made while reading the memoir *Sold* by McCormick (2006). My notes acknowledged the way she very enthusiastically discussed her eagerness to learn more about the tragic and mature topics of the texts. She very honestly and vulnerably revealed how little she knew about the topic and shared facts she had recently discovered after looking further into the topic of international sex trafficking. When I asked her why she chose that book if she knew it was about an unfamiliar yet sensitive topic, she shared,

> Another student in the class read it, and she told me how impactful Lakshmi's raw and first person narrative was. She said it opened her eyes to a personal side of a world she knew existed but chose to ignore. After reading *Sold*, we both knew we couldn't pretend like it didn't exist anymore. Everyone should read *Sold*; so, I did, and now I want to do a book talk on it so everyone else will be inspired to read it too.

The comments and discussions represented a clear shift in our classroom community. There was a sense of purpose and personal advocacy.

Increasing complexity over time. As students began to read more, evidence of increasing complexity over time emerged, which students noted helped them enjoy reading more because they felt more challenged and engaged. Fourteen responses on the Kittle (2013) reading survey acknowledged personal growth from goals related to increasing complexity. For example, one student noted, "I have discovered what kinds of books that I like to read, and I can read more complex books which helps me enjoy them more because I am more focused on the book and characters." Observational checklists revealed students paid closer attention to character development when they read more complex books with multiple narrators. Throughout the semester, over 20 students read *One of Us is Lying* by Karen McManus (2017*)*, which presents perspectives from multiple narrators. My student conference checklist recorded one student saying,

> I really like this book because I have to focus and pay such close attention to who
> is saying what to look for clues about the killer. I've never read a book like this
> before, so I had to keep notes of who says and does what. I feel like I am a part of
> a jury! I love it.

I shared with her encouragement to work beyond her confusion, which takes stamina but will result in satisfaction and intrigue. One research journal reflection on April 5 noted,

> When I ask questions to monitor complexity, I record evidences of levels of
> understanding. For example, if a student is a reading a book with multiple
> narrators or significant subplot and is working to understand it, I know they can
> handle and enjoy more complex texts. If a student expresses confusion with a
> multi-narrator text or a text with many flashbacks, I provide strategies for them to

organize their understanding, like color coding narrators and points of view, etc.

To encourage perseverance and avoid frustration. I know I can challenge their

understanding without taking away the enjoyment.

As part of the Book Love Initiative protocol, students were expected to discuss themes in

their book talks, not plot summary, to help captivate other students' interests with

complex and thoughtful ideas, not basic plotlines. I created a rubric (Appendix M) to

help students prepare a book talk to facilitate and encourage student questioning and

discussion. They used the rubric as a self-assessment tool (Earl, 2013). When students

shared complex themes during book talks, other students made connections to prior texts

and/or movies. They asked analytical questions like, "Is this book similar to…."; or they

noted similar themes during book talks and connected to complex novels we had read as

a whole class. Additionally, the book talk required students to introduce the text with an

engaging hook. This criterion reinforced the expectations of engaging the writer when

writing persuasive and analytical pieces. The book talk promoted effective speaking and

listening skills through finding ways to articulate the most interesting aspects and ideas of

their books, which demonstrates an increase in complex thinking as it relates to literary

analysis skills.

My reflective journal revealed a need to increase exposure to more complex

books in my honors classes. On January 31, I reflected,

Initially, the honors student seemed the most judgmental and hesitant. Some

students perceived it to be too easy to have free reading time in the beginning

days. I need to be sure to discuss complex books that provoke interest and

complex engagement. I wonder how I might use Book Talks with more complex

writing samples to teach students how narrative voice is written through

language?

As a result of this reflection, I discovered the Book Love Initiative, specifically the book talks, exposed students to books associated with their personal interests; and through reading books that peaked their interests, students began to challenge themselves by self-assessing their reading levels and choosing more academically appropriate books. On April 24, I wrote,

> Today, students spent 60-seconds jotting down three important details of their novel. The details might relate to theme, character development/analysis, plot, or simply key details. After they reflected individually, they shared their book title, author, and three points with a peer to share the novels and promote interest/engagement. Jack commented the activity helped him realize the books he had been reading might be too easy, which is why they are uninteresting. He plans to start reading a more challenging book that was shared with him today. He's going to abandon the easy book!

A few weeks later, on May 4, I checked back in with the student and he said, "the new, more complex book talks about things that interest him, as the characters are more dynamic." This reflection reveals that variety and choice allowed the space for students to explore their interest and make connections with the books. Book Love meets kids where they are individually and offers supports through conferences on ideas and offers more encouraged feedback for novice readers, writers, and speakers; thus, there was a shift in levels of complexity as student interests were met.

Research Question 2. When utilized in secondary English classrooms, how can the impact of the Book Love Initiative framework on reading volume be described? To address this question, the following data were collected and analyzed.

Student reading logs. Table 11 compares the number of pages students reported reading at the beginning of the Book Love Initiative to the numbers of pages students reported reading at the end of the Book Love Initiative.

Table 11

Paired Samples t Test for Pages Read Before and After Book Love Initiative

	Mean	Std. Deviation	Std. Error Mean	95% Confidence Lower	95% Confidence Upper	t	df	Sig. (2-tailed)
Pair 1 Pages Beg-Pages End	-68.33333	80.56294	8.63725	-85.50363	-51.16304	-7.911	86	.000

The results of the paired samples t test indicate a significant difference in pages read among students participating in the Book Love Initiative from the beginning of the protocol to the end, with $p = .000$. More specifically, the minimum number of pages read reported prior to the Book Love Initiative was six, with a maximum of 371 pages read. After the Book Love Initiative, the minimum number of pages read was 24, with a maximum of 480 pages read. Additionally, the mean prior to implementation was 81 pages read; however, after implementation, the mean was almost doubled to 150 pages read.

Kittle's (2013) reading survey open-ended response. Table 12 compares the number of books students reported reading during the 2016-2017 school year to the number of books read during the 2018 Book Love Initiative.

Table 12

Paired Samples t Test for Number Books Read Before and During Book Love Initiative

	Mean	Std. Deviation	Std. Error Mean	95% Confidence Lower	95% Confidence Upper	*t*	df	Sig. (2-tailed)
Pair 1 Books1617 – Books1718	-5.24138	3.92359	.42065	-6.07761	-4.40515	-12.460	86	.000

The results of the paired samples *t* test indicate a significant difference in books read among students participating in the Book Love Initiative prior to beginning the protocol in the 2016-2017 school year to the end of the protocol in the 2018 school year, with $p = .000$. Prior to implementation, the mean number of books read was 2.19; however, after implementation, the mean number of books read was 7.43.

Additional Data related to Reading Volume

Parent reflections. In addition to students establishing their own classroom community of readers, parents offered their own unsolicited reflections on the Book Love Initiative throughout the year. Early in the semester, one parent emailed the following:

We push him to complete assignments but we cannot be in his classes with him to make sure he is listening, engaging and participating. I cannot tell you how delightful it has been to hear him speak of your class so often this semester. The fact that you had him actually reading again was a huge accomplishment! I buy him books, and try to buy things I think will interest him (biographies, poetry by Tupac, sports books) but I just haven't been able to do what you did in just a few short months. Thank you for taking the time to get to know ▮▮▮▮.

Following the end of the year, I received this email from another parent:

We also wanted to thank you for getting him back on track and interested in

reading again. Your class made a huge difference in that area this year with him

and just wanted you to know how much we appreciate all you did for him.

Furthermore, during an Open House Curriculum Night 3 weeks into the semester, I

recorded the following comments from an open parent discussion in my reflective

journal:

███████mom said, "Maddie is not a reader and she is loving her book." ███'s

mom said, "I know, right! He's never been a reader and struggled to find a book

he enjoyed and now he loves to read." ██████ mom said, "She has not read in

years. Now, she is telling me I need to read *The Hate U Give*!" ███████'s mom

said, "He hasn't read since elementary school. I don't know what happened in

middle school, but now he is asking me to take him to Barnes and Noble!

To close the discussion, ██████'s mom looked to me and said, "I'm glad to see her reading

again. It's been years. Thank you for giving us this part of her back."

Similar to our in-class reflections, the parent comments represent a transformation

in reading habits and further show the positive impacts reading had on the students and

their families.

Research Question 3. When utilized in secondary English classrooms, how can

the impact of the Book Love Initiative framework on reading stamina behaviors be

described? The teacher observation checklist was used to collect and compile data about

student reading stamina as a result of participating in the Book Love Initiative.

Throughout implementation, I used a silent reading behaviors observation checklist

(Appendix H) to gauge how reading behaviors changed from the beginning to the end of

the initiative.

Additionally, I used the checklist as a formative assessment to determine which

students to conference with about their reading behaviors as I observed them during silent reading time. The checklist was divided into a continuum of visual, body/posture, auditory, and avoidance behaviors, all of which were observable behavioral descriptors to tell whether students were engaged in reading or were avoiding reading; however, as the study progressed, I modified the form as part of my ongoing modifications based on dominant observed behaviors and added a space for conference notes. If I was not conferencing with the students, I was using the checklist to record observed reading behaviors. Often, I would observe for the first 5 minutes, conference with students for 15 minutes, and observe the final 5-10 minutes of reading time. The totaled behaviors in Table 13 reveal specific reading behaviors changed throughout the course of the study, specifically from beginning to end.

Table 13

Reading Behaviors Checklist Summary

	Beginning of the study	End of the study
Behaviors indicating *unengaged* reading		
Visual	21	6
Body/Posture	12	3
Auditory	4	0
Avoidance	7	4
Behaviors indicating *engaged* reading		
Visual	11	72
Body/Posture	17	60
Auditory	8	10
Total Students	87	87

The behavioral checklist comparison indicates that students were more engaged in reading at the end of the Book Love Initiative than at the beginning. At the beginning of implementation, many students looked at the clock or put their heads down on their desk;

however, at the end of the initiative, student postures heightened and they often expressed an auditory groan when the timer sounded to indicate reading time was over.

I coded and counted the number of students fully engaged in reading beyond 20 minutes at three different benchmarks: Week 1, Week 9, and Week 17. Table 14 presents a more concise total number of students fully engaged in reading, as defined by the checklist criteria, at each benchmark.

Table 14

Number of Fully Engaged Readers

Benchmark	Week 1	Week 9	Week 17
Number of Fully Engaged Readers after 20 minutes (87 Total)	36	60	74

The table shows there is a difference in the number of students who were fully engaged in reading by the end of the Book Love Initiative for more than 20 minutes. Additionally, of the eight students interviewed, five students specifically noted increased stamina as a direct outcome of participating in the Book Love Initiative.

Furthermore, throughout the course of the Book Love Initiative, the students reflected on their progress. As the teacher, I read the reflections and recorded notes on the observational checklist form. In a Week 9 response that asked them to discuss their reading progress, 39 of the 87 students reflected on their increased stamina. For example, one student reflected,

Now that I am finding books I enjoy, I continue reading for longer. I have seen some changes in my reading. Like, when I read longer, I don't daydream. I exceeded my weekly goal by 15 pages because I ended up engaged in my book.

Another student reflected on her individual progress and growth in the short time:

> I haven't read a whole book since elementary school. I never read and now I am
>
> reading over 100 pages a week because I can read for longer. I can read for 30-40
>
> minutes without distractions and I am able to stay focused. I haven't been able to
>
> do that in years.

Both students reflected on their increased stamina and how it helped them accomplish

their weekly reading goals.

Research Question 4. How has the Book Love Initiative affected the classroom

environment and student learning? Individual student interviews provided insight into

student overall perceptions of the Book Love Initiative. Students were asked to expand

on their perceptions of how the Book Love Initiative impacted the classroom

environment and their learning. Four educational, social, and cultural motifs were

revealed as additional outcomes of the Book Love Initiative. These four motifs were

cultural responsiveness, relaxation and enjoyment, vocabulary and speaking skill

development, and community of learners.

Cultural responsiveness. Two of the eight students interviewed referred to the

ways the Book Love Initiative exposed them to different cultures. One student directly

stated,

> It also exposed me to different cultures, ideas, and authors. For example, I read
>
> *How Dare the Sun Rise* by Sandra Uwiringiyimana (2018). It forced me to think
>
> about refugees and what it is like to be a refugee in America. Without Book
>
> Love, I would have never read that book, nor would have considered such an
>
> important topic like war refugees.

Furthermore, one interviewee explained,

> Book Love also opened the door to new cultures. I've read books about people

who live in different countries and have to endure the unimaginable. Book Love

and the exposure to such books have really opened my eyes to different cultures,

people, and ways of life. Now that I think of it [as part of Book Love], I didn't

read a single book about a character that looked like me or lived like me. They all

made me want to learn more about the way other people live.

Within the balanced realm of independent and choice reading, the right book can evoke

feelings of curiosity and develop feelings of empathy.

Relaxation and enjoyment while reading. When asked to explain how the Book

Love classroom environment was the same or different than other English classroom

environments, three students referred to the environment as more relaxed. One student

claimed,

It was more relaxed, and I felt like my voice and opinion was really heard. It did

take a lot of time during the class, but it was worth it because it made the class

more enjoyable because it gave us a chance to just relax because we got into the

really hard stuff. I now love reading at home as a break from school work and

find it very relaxing. It is very relaxing to be able to take time out of the day to

just sit and read.

Another student reflected on the relaxing environment and her desire for more time: "I

think that it was a really relaxing environment, so just getting to sit and read a book was

really enjoyable. I just always wished that we had more time to read." Additionally, one

student explored and elaborated on the possible reasons for the relaxed environment

when he explained,

So, I think that it wasn't forced reading; it was read something you enjoy for fun.

It was very chill and relaxing to enjoy what you were reading and not feel forced

to read. Other classes you read because you have to because there are grades and

time limits. I think people enjoyed reading in class because there was not a test

associated with it.

The Book Love Initiative is not aimed "to burden reading with activity" (Kittle, 2013, p.

119). Students who meet their independent reading goals through self-selected texts

found pleasure and relaxation in their own reading lives.

 Vocabulary development. When asked to discuss the overall effects of the Book

Love Initiative on their learning, two students referred to their vocabulary development

as a result of independent reading. As one student explained and elaborated,

It helped with my vocabulary because I came across so many new words in the

thousands of pages I read. Sometimes, I would just skim over them, but a lot of

times I would use my context clues to figure out what they meant. That was way

better than vocabulary squares or worksheets.

Another student expressed the ways book talks supported not only her vocabulary

development but her speaking skills. She recalled,

The book talks also forced me to think about how I talk about literature, themes,

and really improved my speaking skills. I planned my book talks, so it helped my

writing because I could hear Ms. W. Reminding me to consider my analytical

verbs, and then I had to say them to the class in a natural, but formal way.

Despite the knowledge that rereading a text is essential to understanding and

comprehension, that practice does not often happen within the time constraints of whole

class literature units. Rereading and thinking through the independent novels offered

students a chance to engage in deep rereading, which led to an authentic analysis and

understanding.

Community of learners. During the interviews, students were asked to discuss their feelings about the Book Love Initiative as they applied to the overall impact of the initiative.

The responses were overwhelmingly positive in regard to the overall impact on the classroom environment and how it was unique to other classroom environments. One student explained his feelings towards his classmates as a result of Book Love:

My English class felt like one big happy family. We always joked around and talked about what we were reading. The books started to connect us. When I saw other kids reading, especially some like J who hasn't read in years, you don't have much choice but to read with them.

Another student echoed his statement:

It also helped that everyone else was reading, too. I guess if everyone is doing the same thing, it helped us all feel like we fit in. We were all doing something for the first time. We were kind of in this reading during school thing together.

Overall, students responded positively in their perceptions of the Book Love Initiative's impact on the classroom environment and their learning during its implementation. Their responses indicated that, in fact, they believed the protocol to positively enhance the classroom environment and support student learning.

Summary of Results

Descriptive and inferential analyses were conducted to determine the overall impact of the Book Love Initiative. Quantitative survey data were entered and analyzed using SPSS. The qualitative data provided by the teacher observation checklist, student interviews, and my own reflective journal allowed me to further analyze and determine the impact the Book Love Initiative had on reading stamina, individual student learning,

and the overall classroom environment.

When analyzing the impacts of the Book Love Initiative as it related to student attitudes toward reading, student reading volume and stamina, and the classroom culture, the results suggest that the Book Love Initiative positively impacts adolescent reading depth, stamina, and passion. Furthermore, descriptive and statistical data revealed students who participated in the Book Love Initiative read significantly more books for a longer time period and were satisfied with the reading process. Though there was no significant difference in the ways students perceived the challenges and failures associated with reading, qualitative data show students engaged in the Book Love Initiative were provided regular time to read and respond to their thinking about literature. The results of the data produced are further discussed and interpreted in Chapter 5. Additionally, Chapter 5 presents the data collected from the companion site, and both data sets are converged to make broader recommendations.

Chapter 5: Discussion and Recommendations

Introduction

Kittle (2013) showed secondary English language arts teachers how to help students find the right book; how to provide time to read and reflect on their thinking in order to create a pathway to more complex literature; and ultimately, how to cultivate a love of reading. Traditionally, secondary reading instruction has been characterized by analytical skill instruction led by the teacher despite a growing number of college students experiencing difficulties with reading comprehension (Holschuh & Paulson, 2013). Furthermore, such traditional reading instruction provides less time for students to be engaged in independent reading activities, a practice seemingly unchanged for decades (Allington, 1977). The purpose of the study was to extend the limited research on methods English language arts teachers can use to assist secondary students in developing stronger reading stamina. Increased reading stamina is believed to improve skills needed for high stakes testing, college readiness, career preparation, and the basic responsibilities of educated citizenry. The central idea guiding each research question was based on the following overarching question: What happens in a secondary English classroom when a teacher creates and utilizes a balanced approach of appropriate level choice reading, text study, and novel study? The implications of findings are organized by individual research question.

Implications of Findings

Student attitudes towards reading. Research Question 1 examined in what ways are student attitudes about reading impacted because of participation in the Book Love Initiative?

This study sought to determine the impact Book Love Initiative had on adolescent

attitudes about reading. Prior research suggested that when given a choice about reading material, student attitudes about reading were positively impacted (Willingham, 2009). Results from this study support this assertion. In this study, students who were involved with the Book Love Initiative perceived positive changes on their attitudes towards reading, thus indicating a positive impact on student free-time reading habits, their enjoyment of reading, and their at-school fake-reading habits. The results of the Wilcoxon test indicated a statistical significance of .809 for Item 5 (reading is difficult for me), which further indicated the initiative did not have a statistically significant positive impact on student difficulties associated with reading behaviors.

As shown in Table 6, results of the Wilcoxon signed-rank test indicate a statistical significance of .000 on Items 1 (student free-time reading habits), 2 (students enjoy reading), and 4 (students fake-reading habits) of the Kittle (2013) reading survey. The results of the Wilcoxon test indicated a significance level of .809 for Item 5, which further indicated the initiative did not have a statistically significant positive impact on student difficulties associated with reading behaviors. These results imply that attitudes of students engaged in the Book Love Initiative are significantly, positively enhanced regarding their independent reading lives and their enjoyment of reading. Conversely, there is no statistical indication that the Book Love Initiative affects the ways adolescents perceive reading as difficult or challenging.

When comparing the amount of time students read in their free time prior to the Book Love Initiative to the amount of time students read in their free time during and after implementation, students clearly made a choice to read more after exposure. Miller (2012) contended that providing students time to read in class exposes them to a variety of texts and that letting them choose what to read peaks student interest and motivation to

enjoy reading. The results of this study indicate that teachers can cultivate positive attitudes about reading by providing time to read and by curating classroom libraries filled with an assortment of texts. Truax's (2010) research further supports the findings of this study, as she contended reluctant readers are turned off by reading due to lack of motivation. As the findings of this study imply, motivation can be enhanced through time, choice, and exposure.

Data shown in Table 8 reveal the results of a one-way ANOVA used to determine the level of significance about student perceptions of their reading successes because of participating in the Book Love Initiative. The results of the ANOVA indicate a significant difference in student perceptions about their reading successes among students who participated in the Book Love Initiative: $F_{(2, 78)} = 8.153$, $p = .001$.

Furthermore, the test results indicated that prior to participating in the Book Love Initiative, 47% of students attributed their perceived reading successes to their effort, and only 28% attributed it to their ability; however, after participating in the Book Love Initiative, 48% of students reported they attributed their reading successes to their perceived ability, and 44% attributed it to their effort. If a reader believes in his or her own ability or perceives him or herself to be able, he or she is more motivated to read (Bandura, 1982). Valeri-Gold (1995) argued sustained silent reading "appeared to help students develop an interest in reading, change their attitudes toward reading, and alter their reading habits" (p. 385). Arguably, the results of this study support the assertion that when presented with a choice about reading material, adolescent readers perceive their reading abilities to support their reading successes after participating in the Book Love Initiative, whereas prior to, they did not.

Conversely, as shown in Table 10, the results of a one-way ANOVA used to

determine the level of significance about student perceptions of their reading failures because of participating in the Book Love Initiative indicate there was not a significant difference in student perceptions about their reading failures among students who participated in the Book Love Initiative: $F_{(2, 78)}$, $p = .167$. Even though the protocol was designed to support student needs as they persevere through more challenging texts, these results imply not all students benefited by altering their mindset of the ways and/or reasons they fail as readers. Morgan and Fuchs (2007) established a relationship between will and skill, arguing once students perceive their failures to attribute to specific factors, it becomes increasingly difficult to alter that perception. Therefore, despite the significant number of students who altered their perceptions of their reading successes, there was not a statistically significant number of students who altered their perceptions of their reading failures because of participating in the Book Love Initiative.

Kittle's (2013) reading survey asked students to share their preferences and attitudes about their own reading practices in two open-ended items, 6 and 7, which asked students to describe themselves as readers and to discuss how they have changed as a reader since participating in the Book Love Initiative. From the two survey questions, three dominant themes emerged: students used to dislike reading but now enjoy it because they discover more books that appeal to their interest, student choice helped foster intrinsic motivation, and students desire a challenge.

Improving adolescent attitudes towards reading. The data from Kittle's (2013) reading survey revealed students used to dislike reading; but after participation in the Book Love Initiative, they now enjoy reading. Kittle's methods encourage reading more high-interest novels before trying more complex and difficult literature. The comments from the open-ended questions indicated more than half of the students changed their

attitudes about reading after daily time to read was provided as part of the protocol. The initial responses indicate a hunger and passion for reading were missing prior to the Book Love Initiative; however, postimplementation, the results of this study support that when given time to read, student attitudes towards reading shift from apathetic to enthusiastic. Although high school English language arts teachers often neglect independent reading pedagogy, it is supported as a means to increase joy and a love of reading (Atwell, 2007a; Miller, 2009; Rief, 2007).

Increasing choice reading and empowering student voices. Question responses from Kittle's (2013) reading survey and my own observational and reflective data present a picture of the Book Love Initiative that imply when adolescents see and hear others excited about books of interest, they connect more deeply with their own texts and become more interested in reading. For years, secondary English language arts teachers struggled to get students to read outside of class as homework. As Anderson, Wilson, and Fielding (1988) found, most struggling readers do not read outside of class; therefore, teachers are constantly faced with the challenge of providing reading experiences to nonreaders. The data from the Kittle survey implies when students are exposed to a wider variety of books, we create an environment in our classroom that helps students independently set goals to develop a reading habit.

Kittle (2013) asserted, "readers need books that carry them along, compelling them to read" (p. 8). When students organically engage in dialogue about books they find compelling, they model for one another an internal motivation and drive to read, to learn. Student-initiated dialogue about books cultivates a space to create a pathway to a reading community built by students for students. When that does not happen, we risk continuing to send students down a path void of reading; the results from this study

support this notion.

Increasing complexity over time. As students began to read more, evidences of increasing complexity over time emerged, which students noted helped them enjoy reading more because they felt more challenged and engaged. These results suggest that the Book Love Initiative offers differentiated and individualized supports for struggling readers. Cognitive science proves individuals like to think, even adolescents; nonetheless, if the conditions are not right, adolescents will quit when the challenge becomes too difficult (Willingham, 2009). Though it was not measured specifically in this research study, an intended outcome of Kittle's (2013) protocol is that students increase complexity in order to become more successful with classic literature study. Increased complexity was an essential theme that emerged organically as a result of the Book Love Initiative. As part of a balanced reading framework, students were expected to read rich, classical novels while reading their independent, choice novels. The results of the study imply that the adolescent brain can develop and use strategies to think critically about texts and problem solve when faced with difficulties while reading. As they practice these skills with their independent novels, they apply those skills to more challenging, whole class novels. Working through confusion takes stamina, but the results of this study imply it can lead to more satisfied and increased reading complexities (Allington, 2011; Hiebert, 2014).

Reading volume. Research Question 2 examined, when utilized in secondary English classrooms, how can the impact of the Book Love Initiative framework on reading volume be described? To address this question, the following data were collected and analyzed.

As shown in Table 11, the number of pages students reported reading at the

beginning of the Book Love Initiative compared to the numbers of pages students reported reading at the end of the Book Love Initiative significantly increased. Prior to the Book Love Initiative, the mean pages read was 81; however, after the Book Love Initiative, the mean number of pages read was 150. These data imply both student reading stamina and volume increased, as students reported reading more throughout the course of the Book Love Initiative; however, even more notable, as shown in Table 12, the number of books students read during the 2018 school year as compared to the number of books read during the entire 2016-2017 school year is significantly increased. The year prior, the mean number of books students reported reading was 2.19; however, after the Book Love Initiative, the mean number of books read during the semester was 7.43. According to Boltz (2010), the more an adolescent reads, the more proficient he or she becomes. In her work, Kittle (2013), argued studying classic literature is only half the job of educators. Furthermore, Kittle contended, "we need a system for matching kids to books they'll love" (p. 19). The data from this study indicate when conscious efforts are made to help students find books of interest, they will read, and they will read more. In addition to meeting the demands of the Common Core Standards, the results of this study imply the Book Love Initiative is also teaching passionate, driven readers.

Reading stamina. Research Question 3 examined**,** when utilized in secondary English classrooms, how can the impact of the Book Love Initiative framework on reading stamina behaviors be described? The teacher observation checklist was used to collect and compile data about student reading stamina because of participating in the Book Love Initiative. As shown is Tables 13 and 14, the total number of students fully engaged in reading, as defined by the checklist criteria, dramatically increased by the end of the Book Love Initiative, thus indicating student stamina increased. Specifically, the

number of engaged readers after a 20-minute time period increased from 36 engaged readers during Week 1 to 74 engaged readers during Week 17. Additionally, of the eight students interviewed, five students specifically noted increased stamina as a direct outcome of participating in the Book Love Initiative.

Stamina serves as the foundational support of this study. In order for students to increase their reading volume, capacity, and complexity over time, they must build the stamina to sustain engagement during reading time. According to NAEP, book reading is the single activity that correlates with proficiency in reading. Likewise, Atwell (2007a) argued that when adolescents are responsible "for their literacy, they become strong readers. They build fluency, stamina, vocabulary, confidence, critical abilities, habits, tastes, and comprehension. No instructional shortcut, packaged curriculum, new technology, regimen of tests, or other variety of magical thinking can achieve this end" (p. 33). The results of this study indicate that through the course of the Book Love Initiative, the students recognized their increased stamina and how it helped them accomplish their weekly reading goals.

When comparing the results from preimplementation to postimplementation, these results suggest that when systematic structures of independent reading and novel study are balanced in a secondary English language arts classroom, students increase their ability to stay engaged with a text over a period of time. These results imply that the Book Love Initiative establishes a means to increase reading stamina, therefore increasing reading volume.

Classroom environment. Research Question 4 examined how the Book Love Initiative affected the classroom environment and student learning. Individual student interviews provided insight into student overall perceptions of the Book Love Initiative.

Students were asked to expand on their perceptions of how the Book Love Initiative impacted the classroom environment and their learning. The interview responses were overwhelmingly positive as students discussed the Book Love Initiative. Four educational, social, and cultural motifs emerged as additional outcomes of the Book Love Initiative. These four motifs were cultural responsiveness, relaxation and enjoyment, vocabulary and speaking skill development, and community of learners.

 Cultural responsiveness. Kittle (2013) argued that when we give adolescents the skills to pay attention as they read and help them find pleasurable books, we invite them to attend to a more diverse reading experience. According to the New London Group (1996), as students grow and encounter a world of diverse cultures, curriculums must meet the needs of a multicultural population; thus, teachers shall bear a vital responsibility to see beyond race, gender, and religion in response to such a diverse population. Culturally responsive pedagogy "simultaneously develops academic achievement, social consciousness and critique, cultural affirmation, competence, and exchange; community building and personal connections; individual self-worth and abilities; and an ethic of caring" (Gay, 2010, p. 43). Results from the student interviews and from my reflective journal reveal a student-initiated, organic, and unanticipated response to the need for exposure to more culturally responsive literature. Though Kittle briefly brought cultural responsive literature to attention, the student responses and data imply a greater need for a classroom library to be filled with diverse books that represent a variety of cultures and beliefs.

 The results of this study imply that when a balanced realm of independent and choice reading is cultivated, the right book can evoke feelings of curiosity and discovery about other cultures. Aligning with these beliefs, Long (2014) declared, "students can

make rich connections to the curriculum when teachers utilize the vast multicultural experiences of all the students sitting in the classroom" (p. 2). Results from the student interviews align with Long's research, as the students stressed the value gained from exposure to culturally diverse texts. The students felt they learned about new cultures and identified with characters after reading culturally diverse and responsive literature. Culturally responsive literature helped transcend words on a page to individual curiosity and security through exploring new characters and finding themselves in familiar ones.

Relaxation and enjoyment while in the flow. When asked to explain how the classroom environment was the same or different than other English classroom environments, students interviewed indicated the environment was more relaxed during Book Love reading time. Wilmes, Harrington, Kohler-Evans, and Sumpter (2008) found that establishing a more relaxing classroom environment is one of the easiest and most rewarding ways to improve learning outcomes for all students. Kittle (2013) described relaxing classroom environments similarly, stating, "what we feel as we learn matters" (p. 151). Kittle's methods advocate for a classroom environment that invokes pleasure from the perseverance of staying with a complex book for an extended period. The results of this study and the voices of students imply students viewed Book Love as a pleasurable time of relaxation and renewal, thus supporting the learning environment of the classroom.

As students reported getting lost in their books, or getting so into their book, a theme in the flow began to emerge, which refers to individuals who are totally engaged in an activity (Guo, 2004). Specifically, flow is described as a "peculiar dynamic state – the holistic sensation that people feel when they act with total involvement" (Csikszentmihalyi, 1975, p. 36). The Book Love Initiative is not aimed "to burden

reading with activity" (Kittle, 2013, p. 119). The results of this study imply students who fully engaged in their independent reading experiences found pleasure and relaxation in their own reading lives, thus evoking feelings of in-the-flow relaxation. Such research and findings further indicate the positive impact the Book Love Initiative had on the classroom environment.

Vocabulary development. When asked to discuss the overall effects of the Book Love Initiative on their learning, students referred to their vocabulary development as a positive result of independent reading. Allington (2011) suggested that students need to build stamina to accurately read more complex texts and to improve comprehension. Furthermore, accuracy impacts comprehension (Allington, 2011; Kittle, 2013). The results of this study imply that when we help students choose texts they can access and teach them the skills they need to make meaning of unfamiliar words, we increase their chances for experiencing a more enjoyable reading experience.

Kittle (2013) argued, "When skills and pleasure align, student begin to choose more difficult texts to read independently" (p. 14). In general, if students are going to develop a reading life, they must practice reading skills with a text that is accessibly matched to their ability (Kittle, 2013). The student interviews indicated students agreed with this belief and utilized their learned vocabulary skills to work through more challenging texts, thus improving their reading volume and stamina. Although prior research indicates rereading a text is essential to understanding and comprehension, that practice does not often happen within the time constraints of whole class readings. Rereading and thinking through the independent novels offered students a chance to engage in deep rereading, which led to an authentic analysis and understanding.

Community of learners. Kittle (2013) described a classroom community as one

"built on moments spent writing and sharing" (p. 75). This study supports that notion, as the students referred to the bonds formed as a direct result of the Book Love Initiative. Student voices echoed a sense of community through their use of descriptors like "family" and "together." The Book Love Initiative opened doors for dialogue about books and reading that hooked nonreaders and hesitant readers. Bandura's (1982) research supports this pattern and refers to the organic modeling of reading behaviors as observational learning. More specifically, after watching others, the other reader (or leaner) forms an internal, model of the behavior (Bandura, 1982). After watching their peers and me model Books Talks, the students reported utilizing essential behaviors like the use of comprehension strategies and academic vocabulary when reading and discussing independent books.

In addition to students establishing their own classroom community of readers, parents offered their own unsolicited reflections on the Book Love Initiative throughout the year. Similar to our in-class reflections, the parent comments represent a positive transformation in reading habits and further show the positive impacts reading had on the students and their families. Parent comments imply students were not only developing at-home reading habits but sharing their readings successes with their families.

The results of this study certainly support this research and convey the development of a community of learners, for it was ultimately the books and the readers that transformed the energy in our room (Kittle, 2013). For this, the students in this study should feel accomplished and empowered.

Final Conclusions

Considering all of the results from this study, it can be implied that the Book Love Initiative successfully enhances student attitudes towards reading, increases their stamina

and reading volume, and cultivates a more positive classroom environment. Kittle (2013) contended individual reading lives can be fostered when sustained silent reading time is provided during class; and ultimately, adolescent nonreaders can turn into readers through the Book Love protocol. A similar approach supported by Pilgreen (2000) described the following eight factors to achieve sustained silent reading success:

- Access, the teachers need to have books available for the students to read instead of expecting them to bring their own books;

- Appeal, the books need to be school appropriate and interesting to the students;

- Environment, the students need to have options besides the traditional classroom setting to read in;

- Encouragement, teachers need to model good reading habits and provide opportunities for students to share what they have read with others;

- Staff training, teachers need to be provided with training on sustained silent reading and have time to ask questions;

- Non-accountability, students are not required to take typical tests or write book reports; they need to have other formats available to them;

- Follow-up activities, students need activities that encourage further reading;

- Distributed time to read, the most powerful tool is shorter more frequent times set aside to read. (p. 6)

Kittle's methods employed all eight of Pilgreen's, as did this study. By employing the eight factors throughout the Book Love Initiative and protocol implementation, I was able to study the impact of sustained silent reading time in a population of high school

students. The results of this study support both Kittle's and Pilgreen's research, as most students who were engaged in the Book Love Initiative rediscovered enjoyment in reading, increased their stamina and book volumes, and felt safe and supported in the classroom environment during Book Love reading time.

Summary of Results from Companion Study

In addition to the study in North Carolina, a researcher in South Carolina replicated the protocol in English classrooms in a school with a similar ethnic demography but disparate economic situation. While I conducted my study in a suburban, low-poverty school, the researcher in South Carolina was in a rural, high-poverty school with fewer resources. The two researchers, in identifying the same problem at both of their schools, conducted the same study to understand whether the method may have broader (or narrower) applications.

In the North Carolina study at Stateline High School, I found that the Initiative produced similar results to the Foothills High School study, which suggests that Kittle's (2013) protocol is applicable to a wide variety of settings. In allowing students to choose their reading selections, I found students attitudes about reading were positively impacted, student reading volume and stamina increased, and the classroom environment also transformed into a community of readers and learners.

Discussion of Findings from Both Companion Sites

An analysis of the data indicated that at Stateline, the initiative did not change student perceptions of failure in reading or their perceptions of the difficulty of reading. At Foothills, an analysis of the data indicated the initiative had no impact on student fake-reading behaviors. In the larger, holistic picture of the study, the initiative was a positive change in the English classroom at both sites and produced students who saw themselves

as readers whose skills and attitudes changed for the better because of participation in the initiative. Table 15 offers a snapshot of the research questions and what the data said regarding success of the study.

Table 15

Research Questions Aligned with Supporting Data and Findings at Both Companion Sites

Research Question	Data to Answer Question	Result at Foothills	Result at Stateline
In what ways are student attitudes about reading impacted as a result of the Book Love Initiative?	Kittle (2013) Reading Survey Likert-style questions about reading behaviors analyzed by Wilcoxon signed-rank comparison of rank	Significant change in reading enjoyment, free-time reading, and perception of reading difficulty No significant change in fake reading behaviors	Significant change in reading enjoyment, free-time reading, and fake reading behaviors No significant change in perception of reading difficulty
	SAS analyzed by ANOVA to compare means	Significant change in perception of reading success due to ability and to a lesser extent, effort. Significant change in perception of reading success due to lack of ability	Significant change in perception of reading success due to ability and to a lesser extent, effort. No significant change in perception of reading success due to lack of ability
	Kittle (2013) Reading Survey Open-ended questions to describe themselves as readers and their growth as readers and Teacher Conferences with students	Themes developed with positive changes in how students described themselves as readers as well as their growth in reading enjoyment	
When utilized in secondary English classrooms, how can the impact of the Book Love Initiative framework on reading volume be described?	Student Weekly Reading Record analyzed by paired samples *t* test to compare means	Number of pages read per week at the beginning of the program was statistically significant when compared to number of pages read per week at the end	
	Kittle's (2013) reading survey open-ended questions to determine number of books read in 1617 and number read in 1718 analyzed by paired samples *t* test to compare means	Statistically significant change in the number of books read in 1617 when compared to 1718	

(continued)

Research	Data to Answer Question	Result at Foothills	Result at Stateline

Question		
When utilized in secondary English classrooms, how can the impact of the Book Love Initiative framework on reading stamina behaviors be described?	Observational checklists used by the teachers	Teacher observational data supported changes in behavior related to engagement and stamina in reading
How has the Book Love Initiative impacted the classroom environment and student learning?	Foothills – Researcher interviews with participants (teachers) Stateline –Researcher interviews with students	Interviews produced themes relating to the classroom environment. Themes common to both schools included flow behaviors, community of learners, students challenging themselves

The table comparison of methods and results, aligned to research questions, provides a synopsis of the study and its successes. While the Stateline study did not change student perceptions of their difficulties and failures in reading, overall, the study did impact student reading behaviors in a positive way and seems to have produced a positive change in the classroom environment perceived by the students. Likewise, as the Foothills study did not produce a change in fake-reading behaviors, it did change student attitudes about reading and their perceptions of ability and produced a positive classroom environment in the eyes of the teacher participants. These findings suggest that the method is applicable to a variety of settings; and while it may not change every negative reading behavior or student perception, overall the protocol produced an engaging classroom environment that honored student interests and generated positive reading behaviors that, if continued, may create lifelong reading habits.

Limitations

A limitation of this study includes the brevity of the study length, for the study was only implemented during one semester of study. Realistically, this limited time frame was not sufficient for sustainable change to take place in student self-perceptions, lifelong reading practice, or the overall school culture as it applies to independent reading. Additionally, the study took place only in a few English classrooms. There is a question if these isolated classroom experiences were enough to change the school culture overall, or at least in the English departments at each school. Certainly, student interviews and survey responses supported positive changes in individual behaviors, but the question remains if these behaviors will be sustained when students are not supported and engaged in other classrooms. Furthermore, there is a question if the time frame had been longer, would the results be similar? This limitation exposed new areas for future research.

Delimitations of Study

As noted previously, the decision to focus on students in English language arts classes was one of the first decisions the researchers made. Studying the impact of a reading initiative in English language arts classrooms was a purposeful decision. Because the researcher at Foothills is not an English teacher, teachers at each site opted into the study; therefore, the students assigned to them became the participants in the study as a convenience sample; students enrolled in my classes at Stateline became a convenience sample. Furthermore, other factors that may have affected reading depth and stamina were not studied, though themes related to the impacts of the initiative did emerge as part of the action research process. Those themes were used to address specific recommendations for future study.

Recommendations

The data presented in this action research study show an overall positive impact on adolescent attitudes towards reading, reading volume and stamina, and the overall classroom environment after students were exposure to the Book Love Initiative; however, the data presented in this study only covered a time frame between the months of January to May in the 2018 school year. For this reason, the following recommendations for practice and policy are suggested.

Recommendations for practice. "Some of the fiercest debates in education are about what should be taught and who should decide" (Robinson & Aronica, 2015, p. 132). Research on individualized formative assessment confirms that students who are offered a curriculum tailored to their individual needs are more likely to be successful (Black, Harrison, Lee, Marshall, & Wiliam, 2003). The researchers in this study, supported by Kittle (2013) and Gallagher (2009), argued that students should decide what is relevant to them and that teachers, as facilitators of learning, should support these decisions with opportunities for reflection and challenge for more complex thinking. Recommendations for practice echo these assertions.

Professional learning on conferencing with students with differing abilities. While a significant number of students changed their perceptions of what attributed to their reading successes, a significant number did not change their perceptions of their reading failures. Knowing this, further study is recommended to include specific learning ability demographics of the students to determine how the Book Love Initiative might support various types preexisting learning abilities. Specifically, further study might explore how independent reading initiatives can support individual and differentiated reading abilities in mixed-grouping classes. Such research might include a quantitative

analysis of the correlation between reading success/failure perceptions and comprehension assessments.

Additionally, the brevity of this study limited the study of the lasting impacts of the Book Love Initiative. Further longitudinal study is recommended to evaluate whether the impact of this type of initiative is sustained as students progress through high school. Since a goal of the Book Love Initiative is to cultivate lifelong reading habits in all adolescents, future results could reveal the lasting influence of this action research study.

Use an action research method to gather data on an ongoing basis. The data produced by this study provided a powerful picture of its effectiveness and a compelling reason to continue the initiative beyond this year. The researchers in this study also recognized the leverage created by data to give teachers a clear rationale for making this change in pedagogy a lasting change. Even though there were identified weaknesses in the Stateline study (changing negative student perceptions) and the Foothills study (conferencing, mentor text study), those weaknesses could be improved upon. The data confirmed teachers were going in the right direction with this new approach, and the impact on the classroom environment was a marked improvement over previous years. Successful continuation of the initiative requires ongoing data-gathering and analysis practices to support ongoing success (Graham & Ferriter, 2010; Herr & Anderson, 2015).

Depka (2010) advocated for an approach of gathering multiple types of data to lead to instructional decisions. The data in this study provided teachers with a picture of where particular weaknesses existed in their own instructional foci, which gave direction as to what to work on in the coming year, rather than discontinuing the entire project simply because there were difficult pieces with which to contend. Examining the data for isolated teachers from both study sites may have produced different recommendations for

continuation of Kittle's (2013) methods; but when looking at all teachers as a whole, the

program did produce a holistic success. This holistic approach was different for me

because I was the lone teacher in the study, but by pooling my results together with the

Foothills study, I gathered and analyzed data to produce a generalizable result (Bailey &

Jakicic, 2012). This companion approach to research is generalizable to any study of

change in pedagogy, whether in English, math, or beyond.

Ensure classroom libraries represent culturally responsive books. Further study

is recommended to evaluate the types of books represented in classroom libraries to

determine whether or not culturally responsive book deficiencies are possible

contributing factors to the decline in adolescent reading behaviors. Study on the exact

types of books found in classroom libraries is also recommended. If the types of books

found in classroom libraries are limited to a singular culture or are vastly differently from

the community of readers in the classroom, that would be an important variable to

consider in future studies (Gay, 2010).

Recommendations for policy. Due to the nature of the companion study, the

researchers' findings produced generalizable recommendations for policy in schools with

regards to literacy. The research illustrated deficits in reading ability in increasing levels

due to lack of engagement in schools (Busteed, 2013; Dintersmith & Wagner, 2016).

These deficits translated into real issues with college preparedness as well as hindrances

to innovation in the 21st century (Conley, 2007; Wagner, 2012). The policy

recommendations subsequent to this study were based on solving real-world issues

relating to reading and preparedness for real-world tasks.

The Book Love Initiative protocol is appropriate in diverse settings. As the data

from this companion study reveal, the Book Love Initiative is recommended for

implementation at varying sociodemographic schools. The two schools used in this study

represent disparate populations; however, both studies resulted in positive findings after

implementing the study with their populations. More importantly, the literature

supported the change in pedagogy to solve problems with stamina, volume, and attitudes

regarding reading.

Robinson and Aronica (2015) claimed that disengagement from school led not

just to lower graduation rates but also to students who stay in school with "little interest

in what they're doing and largely wait for the day to be over and for the time to come

when they can graduate and get on with their lives" (p. 23). The researchers might ask if

this type of school is where any teacher wants to teach or any student wants to go. More

importantly, the data suggest that these types of disengaged students largely have

problems getting on with their lives, as they have failed to learn any useful information or

skills to be applicable to work or prepared for college. The research calls for change in

the way we go about doing school; and the Book Love Initiative is one way to solve the

problem of disengagement, which leads to lower stamina and therefore lack of

preparedness for skills requiring reading (Bowen et al., 2011; Friedman & Mandelbaum,

2011).

Financially support classroom libraries. The results of this study indicate

students want to read books that are culturally and socially relevant to them as

individuals. All teachers in both companion studies asked for money from administrators

and were supported financially. Students read the books readily available and visible to

them; therefore, it is recommended schools financially support classroom libraries. The

research suggested that classroom libraries produce a positive environment and contribute

to a community of learning and reading; therefore, the study provides a rationale for

schools to invest in classroom libraries (Gallagher & Kittle, 2018; Routman, 2016).

Recommendations for research. While the results of the study seemed to confirm the success of the project and provided generalizable recommendations across socioeconomic groups, the researchers found the study produced additional questions, which provided opportunities for further research.

Study gender differences. While all students in this study received the same supports through the Book Love Initiative protocol, the data did reveal gender differences in observed reading behaviors. Since they were was not specifically addressed within the research question constructs of this study, gender differences were not noted; however, researchers at both sites observed gender differences between male reading behaviors and female reading behaviors. For example, of the 36 students observed to be engaged in reading after 20 minutes during the Week 1 observation, 30 of those students were female. Knowing this, further study is recommended to include gender demographics of the students who participated in the Book Love Initiative to determine whether or not gender demographics are contributing factors to adolescent reading behaviors. Boltz (2010) reinforced the need to conduct gender-specific research on adolescent reading behaviors, as she similarly noted that there is limited research on teen boy reading practices.

Research the method using controls. Controls that were not in place in this study were uniformity of testing reading rate, stamina, or testing against a control group. Because the program was meant to be individualized, participants in the study did test for reading rate to set goals for future reading, but they found that testing for reading rate, in order to be most effective, should most likely occur each time students changed books. Based on the class sizes in the study, testing for rate in this way was not possible. While

behavioral data and pages read reinforced the initiative's effectiveness on increasing reading stamina, in order to *prove* stamina was impacted, it may be more effective to test student rates using uniform texts. Finally, results may be further validated if tested against a control group not utilizing the protocol. Researchers in this study found the scope of such an inquiry too large within the confines of the study's time frame and other teachers' willingness to participate.

Summary

When analyzing the impact of the Book Love Initiative, results from both companion sites suggest that when given time to read appropriate texts, adolescent attitudes towards reading, stamina, and reading volume increased significantly. Subsequently, the classroom environment was enhanced because of the Book Love Initiative. While Kittle (2013) urged secondary English language arts teachers to support their students through an individual reading journey using her own personal anecdotes, the results of this study support her theories through the examination of reading attitudes, volume, stamina, and classroom environment. As demonstrated in this study, Kittle's methods have the potential to change adolescent reading pedagogy; but more importantly, the methods have the potential to change personal reading journeys through filling a void long neglected by traditional practices.

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Appendix A

Book Love Protocol

Book Love Protocol

In *Book love: Developing depth, stamina, and passion in adolescent readers* (2013)*,* Penny Kittle explores the various reason adolescent students do not read and shows the effects of decreased reading quantities. Kittle (2013) argues, through providing appropriate texts, along with structured class time, teachers can create a culture that leads to more complex reading. She provides strategies to increase the quantity, capacity, and complexity over time, to create a balance of independent reading, text study, and novel study, to help students deepen their thinking through writing about reading, and to build a school culture focused on the love of reading (2013).

Though some educators, specifically English teachers, may argue students need to be reading "the classics," Kittle's (2013) approach argues for a blend of independent reading for enjoyment and full-class novels. *Book Love* (2013) focuses on "managing, sustaining, and building an independent reading life in middle and high school" (p. 24). *Book Love* (2013) advocates for independent reading; the ultimate goal is to clearly establish a culture where students long to read all types of literature, thus use literature as an avenue of growth and reflection.

Kittle's (2013) approach can be utilized in any classroom with the following protocol.
Before school starts:
1. Build and maintain a classroom library
   - Write letter to parents and post on webpage (p. 54)
   - Visit used-book stores, friends, and former students (consider using existing clubs to host book drive at school/community)
   - Write and apply for grants to building library

First week of school (complete these steps one a quarter):
*Know Kittle's Daily Reading/Writing Workshop framework (p. 57)
1. Give Kittle's Reading Survey.
2. Give Sydney Attribution Survey.
3. Students find a book they would like to read.
   - Use book talks to "open the doors" (p. 60-61)
   - Students lead book talks (or former/guest students)
4. Students read silently for 10 minutes.
   - Read for understanding. If rereading is necessary, that's okay!
5. Record # of pages read in 10 minutes.
   - *# of pages read in 10 minutes established reading rate for homework* (# of pages read in 10 minutes X 6 establishes pages per hour X 2 to establish total pages to read each week). The homework goal is to read at a comfortable pace for 2 hours or more outside of class each week. Keeping a log will help both the reader and teacher gauge how reading pace changes in a quarter and with increased complexity. Students can see their own growth and self assess. Students record rates in their own notebooks; teacher collects the notebook and records grades.
   - All students get a weekly grade from Reading Homework (if they fall short, partial credit).
6. Students record title of book and the page they are on everyday in class. Add totals at the end of the week (p. 29 for chart).

7. Confer with EVERY student once every week (several student per day during reading time, p. 77-95).

8. Calculate a goal for semester/year (p. 30)
   - Share goal with parents!
   - Students continuously self-assess progress (p. 31).

9. Every student creates a "To Read Next" List in notebook.

10. Confer about what students are reading continuously.

11. Students create reading reflections each quarter and update goals (p. 124).

12. Follow guidelines to increase complexity (p. 124-132).

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Appendix B

Planned Authorship Table

Structure of the Companion Dissertation and Planned Authorship

Chapter Name and Purpose	Possible Sections	Planned Authorship
1. *Introduction.* Chapter 1 introduces the problem to be studied, explains its theoretical context or conceptual base, tells for whom and why the study is important, and defines its terms and limitations.	a. Introduction to the study b. Problem and purpose of the study c. Conceptual base d. Research questions or hypothesis e. Professional significance of the problem f. Overview of the methodology g. Definition of key terms h. Setting of the study i. Delimitations of the study j. Organization of the dissertation	a. Co-authored b. Co-authored c. Co-authored d. Co-authored e. Co-authored f. Co-authored g. Co-authored h. Individually-authored i. Individually-authored j. Individually-authored
2. *Review of related literature.* Chapter 2 presents and synthesizes literature upon which the study builds, including history and research supportive and unsupportive of the writer's stance. The last cited study most closely resembles the proposed one.	a. Restatement of the problem b. Overview of how chapter is organized c. Review of the theoretical and empirical literature, organized by problem areas d. Synthesis and critique of the literature and how it informs the study	a. Co-authored b. Individually-authored c. Individually-authored d. Individually-authored
3. *Methodology.* Chapter 3 explains how data are collected and analyzed, aligns problem with technique, identifies exactly who or what will be investigated, and outlines research design and statistical tests, if appropriate.	a. Restatement of the problem b. A description of the general methodology c. The research context or site d. The sample/subjects or participants e. The instruments and materials used f. The procedures followed g. The data analyses made h. A summary statement of the methodology	a. Co-authored b. Co-authored c. Individually-authored d. Individually-authored e. Co-authored f. Co-authored g. Co-authored h. Co-authored

4. *Results.* Chapter 4 presents the findings of the data analyses, and graphically displays them if appropriate. It is typically the briefest chapter in the dissertation.	a. Restatement of the problem b. An overview of the chapter c. A presentation of results, organized by research questions or hypothesis d. A summary in general terms of the results	a. Co-authored b. Individually-authored c. Individually-authored d. Individually-authored
5. *Conclusions.* Chapter 5 summarizes the findings pursuant to the problem and its methodological treatment. The writer shares his professional perspective in making practical and theoretic recommendations.	a. A summary of results, organized by how the problem statement was posed b. A discussion of the findings c. Recommendations for practice, policy, and research	a. Co-authored b. Co-authored c. Co-authored

Columns 1 and 2 are from C. Steven Bingham (2012) adapted from Glatthorn & Joyner (2005), *Writing the Winning Thesis or Dissertation*. p. 158

Appendix C

District Consent Form

February 21, 2018

Gardner-Webb Institutional Review Board:

Based on my review of the proposed research by Lindsey Ruth Weycker [faculty supervisor- Dr. Sydney Brown], I give permission for her to conduct the study entitled *Filling the Reading Void: Studying Reading Stamina in a Suburban High School through Action Research* within the Union County Public School District. As part of this study, I authorize the researcher to access data naturally collected within her classroom as part of the Book Love Initiative (student surveys, student reading logs, student-teacher conference notes, and teacher observation checklist) as well as additional data collected through student interviews and her own research journal. Student participants in the interviews will be able to determine involvement at their own discretion and will create pseudonyms to maintain anonymity.

The district understands our organization's responsibilities include providing naturally occurring data to the researcher and supporting the implementation of the reading initiative aimed to improve reading stamina, increase reading volume, and cultivate a lifelong passion for reading in adolescent learners.

I confirm that I am authorized to approve research in this setting and authorize these interventions and data collection to occur from January 2018 to June 2018.

I understand the naturally occurring and interview data will remain entirely confidential and may not be provided to anyone outside of the research team without permission from the Gardner-Webb University IRB.

Sincerely,

[signature redacted]

Superintendent

Appendix D

Parental Consent Form

Gardner-Webb University IRB
Informed Consent Form

Dear Parent/Guardian of Students Enrolled in English 2:

I am currently conducting a research study to determine the impact of implementation of an independent reading project, called the Book Love Initiative. Penny Kittle (2013), a well-known writer and reading expert, wrote *Book Love: Developing Depth, Stamina, and Passion in Adolescent Readers.* In the book, Kittle (2013) describes a method of individualized instruction focused on a balanced approach of silent reading that is scaffolded by teacher conferencing (50%), mentor text study to improve writing skills (25%), and whole class study of canonical texts (25%).

Your student is being asked to take part in a research study because he/she is enrolled in an English course during the 2017-2018 school year. Your student's participation in this study is voluntary. You and your student have the right to be a part of this study, to choose not to participate, or to stop participating at any time. All information concerning students, the school, and the school district will remain confidential.

Below you will find specific details about the research in which your student is being asked to participate. If you or your student do not understand something, it is your right to ask the researcher for clarification or more information. If at any time you have questions about participation, do not hesitate to contact the researcher.

What is the purpose of the study?

The purpose of the study is to examine a program used to assist secondary students in developing stronger reading stamina to improve skills needed for high-stakes testing (such as the ACT and SAT), college readiness, career preparation, and the basic responsibilities of an educated citizenry. This information will be kept confidential; no names or identifiers will be used.

What will happen if the student takes part in this study?

If your student agrees to participate in this study, he/she will be asked to answer a set of questions in an open-ended interview, with the option to provide anecdotal written feedback, as well. The interviews will be conducted during the month of May.

What will happen if the student changes his/her mind about participating?

Participation in this study is voluntary. You have the right to withdraw from the research study at any time without penalty. You also have the right to refuse to answer any question(s) for any reason without penalty. If you choose to withdraw, you may request that any of your data which has been collected be destroyed unless it is in a de-identified state.

Can parents inspect the interview questions?

Parents may inspect, upon request, any interview questions before the interview is administered to students. Parents may opt out for their students not to participate in such interviews. Furthermore, parents may inspect such interview instruments after they are administered.

What are the risks associated with this study?

There are no risks associated with participation in the study. Your student's participation in this study is entirely voluntary. Your student's decision whether or not to participate will not affect his/her current or future relations with any cooperating institutions.

What are the benefits associated with this study?

There are no direct individual benefits associated with participation in this study; however, the feedback provided to the researcher should help to further examine the impacts of the Book Love Initiative.

How will the researcher maintain confidentiality?

All files and transcripts will be stored in password-protected documents, and no personally identifiable data will be stored in these files. The researcher will not use any identifiable information when discussing the results of the study. Furthermore, the researcher will ask students to create an anonymous pseudonym to protect their anonymity.

Will individuals be compensated for participating in this study?

Participating in this study does not result in compensation. Furthermore, individuals may choose to withdraw from the study at any time with interview data deleted from the transcript of submissions.

In the space at the bottom of this letter, please indicate whether you do or do not want your child to participate in this project and return this note to the school's front office before March 1, 2018. If you would like a copy of this form for your records, please let me know.

Sincerely,

Consent Form for Parents of Students Enrolled in English 2

Research Study: Studying Reading Stamina in a Stateline High School through Action
Research

I do/do not (circle one) give permission for my child _____
(name of child) to participate in the research project described above.

_____ _____ _____
Parent's signature   Parent's name   Date

Please indicate whether you do or do not want your child to participate in this project and
return this note to the school's front office before April 1, 2018.

If you have questions about the study, contact the following individuals.

Appendix E

Survey of Student Reading Behaviors

Name _____

Reading Survey

	1 Never	2	3	4	5	6 Often	7	8	9	10 Always
I read in my free time.										
I enjoy reading.										
I finish the books I start.										
I "fake read" in school.										
Reading is hard for me.										
When I read I sometimes forget where I am.										
I read regularly.										
I will choose to read a challenging book.										

- Are you currently reading a book? _____ If so, title: _____.

- How many books did you read this summer? (titles) _____.

- How many books did you read last year? (estimate) _____.

- Who are your favorite authors? _____.

- How many books are in your house or apartment? (estimate) _____.

- How would you describe yourself as a reader?
  I am a reader who …

- How have you grown as a reader over the last few years?

Appendix F

Reading Log

Date:_____

Weekly Reading Record

Student Name	Book Title	Mon.	Tues.	Wed.	Thurs.	Fri.	Total Pages

Appendix G

Reading Conference Questions

Reading Conference Questions:

Conferences that monitor a reading life:

1. What are you reading? How did you choose it? How do you find good books?
2. What's on your to-read-next list? Which authors are your favorites?
3. How much did you read last year?
4. Do you consider yourself a reader? Where do you read at home?

Conferences that teach a reading strategy:

1. How is the reading going for you?
2. Is this an easy or a hard read for you? How do you know?
3. Tell me about a time when this book has confused you and what you've done to get yourself back on track in your understanding.
4. Tell me about these characters—who are they, what do you think of them?
5. What questions are at the heart of this book? What questions might the author be trying to answer through the struggles of these characters?
6. I see you're almost finished with the book. When you think back over the way a character has changed in this story, can you point to specific moments when something was revealed about this character? Could you make a claim about this character and support it with evidence from the text?
7. How is this book different from the last book you read?

Conferences that increase complexity and challenge:

1. What else have you read by this author? What other books have you read that are as difficult as this one?
2. Which books on your next list are challenging? Have you considered how to push yourself as a reader?
3. Which genres have you read this year? Tell me about a genre you don't usually read and let's think about books that might ease the transition from what you love to what will challenge you to think differently.
4. Tell me about a book you've dropped this year. Why did you drop it?
5. How are the books you've been reading this year similar?

Appendix H

Observational Checklist

Silent Reading Behaviors
Observation Checklist   Date:

Student Name	Visual Behaviors					Body/Posture Behaviors				Auditory Behaviors			Avoidance Behaviors			Notes
	Tracking with pencil / finger	Rubbing eyes	Not looking at book	Holds book too close	Holds book too far	Head down while reading	Fidgets	Standing while reading	Position other than sitting at desk	Mouths words	Whispers words	Reads aloud	Flips through pages too quickly	Out of seat	Changes book too soon	

Appendix I

Sample Journal Prompts

Week 9 Reading Reflection
     Name_____

Please respond *thoughtfully* and *thoroughly*!

Refer to your entire reading log. Add up the total pages read, and divide by the 7 weeks we've been engaged in our reading initiative to determine your average pages read per week. Compare this to your reading rate. Discuss if you are challenging yourself to read more and increase your stamina in order to prepare yourself for complex reading in college or the workplace, or if you are just reading in class and in reading break and a little here and there at home, but not making a significant difference in your stamina and creating a reading habit.

Set goals for the next 10 weeks (the rest of the semester). These goals should be specific. *For example: I will read 4 books by January. I will read at least one nonfiction book. I will read one classic novel. I will develop an at home reading habit. I will…*

- Then write a reflection (6-8 sentences) of your reading (**NOT a book summary**!) Include thoughts such as:
  - How did this book make you feel?
  - Did it make any connection to your life or society?
  - When you finished it, were you glad / did it end well / did it leave you wanting more?
  - Was there a character you particularly liked / disliked / or related to?
- Browse through titles other students have submitted and provide meaningful "chat" to their entries such as:
  - Have you also read that book?
  - How did that book make you feel?
  - Did their refection make you want to read that book?

Appendix J

Sydney Attribution Scale

Sydney Attributional Scale: Version 4

Name: _____   Circle one: M   F

Teacher: _____   Grade: _____

This is not a test. There are no right or wrong answers. There are a number of situations described that could happen in school or at home. You are asked to show how true or false each reason would be for this situation happening to you. You should place a check mark in one of the boxes that corresponds to each reason. (In other words, for each situation, you will check three boxes.) Look below at the first two examples to help you understand the way to answer questions on this survey.

1. Suppose you won a race at a sports competition. It would probably be because:

	FALSE	Mostly False	Sometimes False, Sometimes True	Mostly True	TRUE	
a. you were lucky	✔					a
b. you are a good runner					✔	b
c. you tried hard to run fast				✔		c

2. Suppose you painted a picture at school and everyone said it was awful. It would probably be because:

	FALSE	Mostly False	Sometimes False, Sometimes True	Mostly True	TRUE	
a. you are a bad painter			✔			a
b. you only tried a little				✔		b
c. they did not like you		✔				c

Now you try these examples:

3. Suppose you made a model and it fell to pieces as soon as you finished it. It would probably be because:

	FALSE	Mostly False	Sometimes False, Sometimes True	Mostly True	TRUE	
a. you are not good at making models	☐	☐	☐	☐	☐	a
b. you did not work carefully on it	☐	☐	☐	☐	☐	b
c. the glue was bad	☐	☐	☐	☐	☐	c

4. Suppose you wrote a story that the teacher said was very good. It would probably be because:

	FALSE	Mostly False	Sometimes False, Sometimes True	Mostly True	TRUE	
a. you write good stories	☐	☐	☐	☐	☐	a
b. you tried very hard	☐	☐	☐	☐	☐	b
c. the teacher likes you	☐	☐	☐	☐	☐	c

Do you have any questions about how to answer the survey?

Please do not talk to anyone about your answers or look at anyone else's paper while you are taking this survey.

1. Suppose your teacher chose you to be in the top reading group in your class. It would probably be because:

	FALSE	Mostly False	Sometimes False, Sometimes True	Mostly True	TRUE	
a. you are good at reading	☐	☐	☐	☐	☐	a
b. you tried very hard	☐	☐	☐	☐	☐	b
c. the teacher likes you	☐	☐	☐	☐	☐	c

2. Suppose you had trouble trying to answer the teacher's question about a story in a reading lesson. It is probably because:

	FALSE	Mostly False	Sometimes False, Sometimes True	Mostly True	TRUE	
a. the story was too hard for everyone	☐	☐	☐	☐	☐	a
b. you are a poor reader	☐	☐	☐	☐	☐	b
c. you should have read it more carefully	☐	☐	☐	☐	☐	c

3. Supose the teacher asked you to read aloud part of a story for the class and you had trouble doing this. It is probably because:

	FALSE	Mostly False	Sometimes False, Sometimes True	Mostly True	TRUE	
a. you are bad at reading aloud						a
b. you read the hardest part of the story						b
c. you were careless in reading the story						c

4. Suppose you start a new story in reading and you find it hard to understand right away. It is probably because:

	FALSE	Mostly False	Sometimes False, Sometimes True	Mostly True	TRUE	
a. the teacher picks hard stories						a
b. you were day dreaming						b
c. your reading ability is poor						c

5. Suppose your parents tell you that your reading is good. It would probably be because:

	FALSE	Mostly False	Sometimes False, Sometimes True	Mostly True	TRUE	
a. you work really hard at reading						a
b. you always do well at reading						b
c. they are only being nice						c

6. Suppose your teacher says you are doing badly in reading work. It would probably be because:

	FALSE	Mostly False	Sometimes False, Sometimes True	Mostly True	TRUE	
a. you are lazy in reading						a
b. the teacher doesn't like you						b
c. you always do badly in reading						c

7. Suppose you are chosen to read a story (out loud) to parents at a special assembly. It would probably be because:

	FALSE	Mostly False	Sometimes False, Sometimes True	Mostly True	TRUE	
a. no one else wanted to do it						a
b. you are a good reader						b
c. you have worked hard at reading all year						c

8. Suppose the teacher awarded a gold star for today's reading work and you got it. It would probably be because:

	FALSE	Mostly False	Sometimes False, Sometimes True	Mostly True	TRUE
a. you earned it by working hard						a
b. you were lucky						b
c. you are a good reader						c

9. Suppose the teacher asked people in your class to try out to read a poem on a TV show but did NOT ask you. It would probably be because:

	FALSE	Mostly False	Sometimes False, Sometimes True	Mostly True	TRUE
a. your reading is not good enough						a
b. you decided to do other things instead of getting the poem ready						b
c. the teacher forgot to ask you						c

10. Suppose you read a story well in front of your class. It would probably be because:

	FALSE	Mostly False	Sometimes False, Sometimes True	Mostly True	TRUE
a. you are good at reading						a
b. the story is an easy one						b
c. you made a special effort to read it						c

11. Suppose you really did well on a reading test. It is probably because:

	FALSE	Mostly False	Sometimes False, Sometimes True	Mostly True	TRUE
a. you were lucky						a
b. you tried very hard						b
c. you always do well on reading tests						c

12. Suppose you find it hard to understand a story you are reading. It is probably because:

	FALSE	Mostly False	Sometimes False, Sometimes True	Mostly True	TRUE
a. you need to try harder at reading						a
b. you are a poor reader						b
c. the story is boring						c

Appendix K

Researcher's Reflective Journal Questions

Research Questions
1. In what ways are students' attitudes about reading impacted because of participation in the Book Love initiative?
2. When utilized in secondary English classrooms, how can the impact of the Book Love Initiative framework on reading volume be described?
3. When utilized in secondary English classrooms, how can the impact of the Book Love Initiative framework on reading stamina behaviors be described?
4. How has the Book Love Initiative affected the classroom environment and student

learning?

Reflective Journal Questions

- What did I first see or hear or sense in my classroom: enthusiasm, raw energy, controlled energy, rowdiness, receptivity, eagerness, anticipation, noise, restlessness, passivity, comfort, discomfort, defiance?

- How did my instruction during the Book Love initiative time accommodate students' different learning styles?

- How did I share or promote books to accommodate cultural diversity, varied abilities, and linguistic differences among my students?

- Were there student questions or responses that were totally unexpected? How did I handle them? How did I facilitate and encourage student questioning or discussion to advance their learning?

- Which student(s) was/were the most bored, engaged, enthusiastic, confused, bright, disturbed, cooperative, angry, cheerful, humorous, indifferent, judgmental, helpful, sensitive, obstinate, defiant, vociferous, silent, caring, kind? How do I know?

- How did I influence student engagement?

- How did the students feel about being in my classroom during the Book Love initiative time?

- What was I feeling in this teacher/reader situation?

- How did I involve my students in learning? What evidence do I have that students read?

- How much individual attention did I give to students? Could I have given more?

- What approaches did I use to provide immediate feedback to students to facilitate their learning during the Book Love initiative time?

- To what extent did I model reading behaviors such as questioning, inferring, dialogue, connecting, and reflecting?

- What were the essential strengths of my teaching during the Book Love initiative time?

- What conditions were important to cultivate an appropriate environment for sustained silent reading?

- What, if any, unanticipated outcomes resulted from the Book Love initiative? Were there any unintended consequences that affected students?

- What conversations did I overhear or evidences did I see students are reading outside of class?

- What are parents saying about the Book Love initiative? (emails, phone calls, progress report notes, etc.)

- What observations did I make about students' reading stamina during the Book Love initiative? What connections did I make regarding reading stamina during whole class novel readings and discussions?

*Questions modified from
Pine, G. (2009). *Teacher action research: Building knowledge democracies*. Los Angeles, CA: SAGE.

Appendix L

Interview Questions

Interview Questions

Thank you for participating in the interview. You were randomly selected to participate in the interview because you were enrolled in Ms. Weycker's English 2 class last semester. The data collected during this interview will be used to better understand your experiences with the Book Love Initiative. Please be completely honest with your responses. Your participation in the interview is optional and you may change your mind about participating at any time. Your responses and name will remain confidential, protected, and anonymous. To ensure your confidentiality, you will create pseudonym that will not identify you in the study. Please avoid nicknames, middle names, and/or social media names linked to your identity. You may also choose to be known by a letter or number. Your voice recording will be transcribed by and outside source; therefore, Ms. Weycker will not have access to the recordings. Remember, Ms. Weycker is no longer your teacher; nothing can help or hurt you in this conversation. If you feel nervous or anxious during or as a result of the interview, please see Mrs. Hawkins, Guidance Counselor in the Guidance Suite. She is aware of the study and interview protocol and will be able to support you. Honesty is important because the researcher wants to know how she might improve the Book Love Initiative. Thank you!

1. Discuss the implementation of the Book Love Initiative in your English classroom. What about Book Love worked well and what did not work? Why?

2. How was your classroom environment the same or different than other English classroom environments? Explain.

3. How did the Book Love Initiative affect your learning?

4. Have there been any changes in how you would describe yourself as a reader? Tell me about that.

Appendix M

Book Talk Rubric

Student Name _____ Book Title _____

Criteria	Excellent 4	Above Average 3	Average 2	Below Average 1
Introduction attracts audience	Exceptional creative beginning with an engaging hook	Creative Beginning with an interesting hook	Not a very creative or interesting hook	zzz…..Are you talking?
Maintains eye contact	Always maintains eye contact and engages audience	Almost always maintains eye contact	Sometimes maintains eye contact	Never maintains eye contact
Discusses the theme	Correctly discusses theme and makes relevant connections (to life, another book, movie, etc.)	Correctly discusses theme but fails to make a connection for audience	Simply summarizes plot For example, "It's about…" or "This happens…"	Does not address big ideas or plot
Conclusion makes us want to read the book (or not read the book)	Very enticing conclusion - draws the listener to read the book	Somewhat interesting conclusion - listener might want to read the book	Concluded but did not draw the listener to read the book	Very boring conclusion or no conclusion at all
Demonstrates enthusiasm for the book	Very enthusiastic and knowledgeable	Somewhat enthusiastic and knowledgeable	Shows average enthusiasm and understanding	Not enthusiastic at all
Audible	Voice is clear, words are pronounced correctly and tempo is good.	Voice is mostly clear and audible, Pronunciation is mostly correct.	Sometimes hard to understand or hear the student. Mispronounces common words.	Spoken word is too soft, mumble, speaking much too fast or slow.
Shows book or visual aid	Visual aid is well done, colorful, and very helpful to the presentation	Visual aid is colorful, and helpful to the presentation	Visual aid is completed and might be helpful to the presentation	Visual aid is not done or very poorly done