Summer 2006

Motivating the Reluctant 9th Grade Reader in the English Classroom: An Educator's Guide

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MOTIVATING THE RELUCTANT 9TH GRADE READER IN THE ENGLISH

CLASSROOM: AN EDUCATOR'S GUIDE

A Project

Presented to

The Graduate Faculty

Central Washington University

In Partial Fulfillment

of the Requirements for the Degree

Master of Education

Master Teacher

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by

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May, 2006

ABSTRACT

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Reluctant readers need support from all levels of government as well as from the community, parents and educators. Motivating reluctant readers and changing their attitude toward reading in order for students to be successful requires educators to discover the interests, dreams, and goals, of their students. Educators must invest the time and energy needed to view students as whole individuals in order to understand their reading needs, and to utilize best practices in an effort to improve student reading ability.

ACKNOWLEDGEMENTS

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CHAPTER ONE

Introduction

General Problem

This project will develop a curricular guide for teachers of reluctant 9th grade readers. In 2008, graduates of Washington State public schools must meet state standards in reading, writing, and math. The 2004-2005 Washington Assessment of Student Learning (WASL) results as exampled by the Yakima School District show that 50% of 10th grade students failed the reading section (Office of Superintendent of Public Instruction, 2006). In the past five years, reading scores have increased approximately 3% per year. At this rate, approximately 40% of students will fail to pass the reading section and, therefore, fail to graduate by the 2008 deadline (OSPI, 2005). The purpose of this project is to create an educators' guide to enhance the attitudes of reluctant 9th grade readers. This project provides educators with materials to engage reluctant readers and to enhance reading ability.

Background of the Problem

The development of reading programs focuses on beginning reader programs more than on adolescent programs (Vacca, 1998) and federal funding is aimed at younger students while largely ignoring youth literacy studies. The push for literacy is on early intervention and education. Little funding has been directed at students at the secondary level compared to the monies spent on early intervention. Government policies and funding proposals direct attention to early literacy in children or remedial literacy for adults (Moje, Young, Readence & Moore, 2000), but overlook youth culture and literacy.

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This oversight assumes no literacy growth occurs in students after elementary school age, and more distressingly, invalidates a large portion of society. The unspoken message is that adolescents are not actively learning or reading, and are therefore less important than younger readers.

What many policy makers do not understand is there are different needs at different levels of literacy. Literacy development needs to be seen as a continuum (Moore, Bean, Biryshaw, Ryick, 1999; Dechant, 1973). Just as children advance through physical stages of development like sitting, crawling, and walking, there are developmental stages in reading that require attention. Adolescents have a wide variety of needs and a one-size-fits-all approach will not work. Even students from the same cultural group have differences that must be accounted for (Alvermann, 2001).

In addition to program development and funding, adolescent reading research also fails to meet the level of attention received by early reading research (Birr-Moje, 2002; Dechant, 1973). The lack of attention given to adolescent readers is reflected in the lack of curricula provisions for secondary students. Researchers and proponents of adolescent literacy need to challenge current beliefs about youth literacy and redirect and refocus research in order to affect government policy.

Another aspect important to adolescent readers is the human factor. As children, reluctant readers have a history of poor instruction causing early failures, resulting in negative self images, boredom, apathy, and a cycle of recurring feelings of helplessness (Abramson, Garber, & Seligman, 1980). Each time a student feels a negative emotion

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tied to reading they become more reluctant and are harder to motivate. The cycle must be stopped in order to help students overcome their fears of reading and on a larger scale, to help them pass the WASL.

One element associated with reading is affective factors (Cramer & Castle, 1994). Affective factors are emotional triggers associated with failure and success. Attitude, motivation, desire, happiness, fear, and confidence are several emotions tied to the success or failure of a student in any given area, in this case, reading. Attitude, for example, is vital to the reading process (Cramer, 1994) and is an integral part of constructing curriculum for reluctant readers. Farnan (1996) believes that these affective factors are directly connected to a student's desire to read.

Creating a curriculum that utilizes students' interests and provides positive social interaction (Worthy, Patterson, Salas, Prater, & Turner, 2002) will lead to positive feelings, increased attention, and a desire to learn (Krapp, Hidi, & Renninger, 1992). Social interaction is also critical to adolescents and cannot be separated from their academic lives. Positive social interaction helps build confidence. In addition, confidence and motivation can be achieved by using literature that is culturally relevant to adolescent readers, and allows readers to choose their own reading material (Rickford, 2005, Worthy, et al. 2002).

There are remedial reading programs available to educators to help reach reluctant and remedial readers. Most remedial reading programs focus on the general population of struggling readers, but Gambrell (1996) believes struggling readers have a common set of

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issues that vary from the general population. Struggling readers who experience repeated failures turn into reluctant readers who may stop reading completely, thus requiring more motivation to read.

This study contributes to the existing literature regarding motivating reluctant 9th grade readers. Current research is limited to elementary level students and reading, or motivation respectively, but this study will utilize the available research on motivation and apply it to adolescents.

Purpose of this Study

This project will develop a curricular guide for teachers of reluctant 9th grade readers in Washington State. Materials are provided to assist educators in creating a curriculum to enhance the attitudes of reluctant 9th grade readers. This project also provides educators with materials to engage reluctant readers in an effort to enhance reading ability.

One program does not fit all, but a greater understanding of why readers are reluctant is critical to finding programs that work. Since there are a wide variety of trade reading programs available, as well as school wide programs, it is clear there is no one program that is universal to every school district. Because of the lack of adolescent reading research, educators must create materials specific to their needs, and adapt existing materials to fit their current teaching situations.

Procedure

This project uses external data as well as descriptive, qualitative, and quantitative studies. The information and materials provided in this project pertains to 9th grade reluctant readers and educators in Washington State. The lesson plans were created specifically with 9th grade reluctant readers in mind. They were created to help students take ownership in their learning while relating their learning to the world around them. The lessons were designed as a starting point for further development which can be done by expanding on the lesson plans, or creating new ones. Future lesson plans must always be relevant to students, spark student interest, and promote further reading.

Structure

Chapter 2 provides a review of the literature regarding motivating reluctant readers at the 9th grade level in an English class. Chapter 3 will discuss the procedures utilized for this project. Chapter 4 will provide curricular materials for educators of 9th grade reluctant readers in an English class. Chapter 5 will provide a summary, conclusions, and recommendations for further study.

CHAPTER TWO

Review of Related Literature

Adolescence

This chapter will discuss the review of literature for this project. The purpose of this project is to provide curricular materials to educators of 9th grade reluctant readers.

Much research has been done on the importance of reading at an early age, but there is little existing information on what to do for older readers who are either not performing well on state tests, or are simply not motivated to read. In order to understand how to help adolescent readers, educators must understand the changes they are experiencing as human beings first.

Adolescence is a time of rapid growth physically, socially, emotionally, and sexually which can cause confusion for adolescents and the people around them (Males, 1996). This time period is incredibly turbulent causing adolescents to behave in ways adults see as irrational and uncontrollable. They are typically misunderstood by adults and are perceived through what Finders (1998) describes as a "raging hormone viewfinder." This definition however, creates fear among parents, teachers, and society in general. Instead of seeing adolescents as children growing into adults, they are labeled emotional and unstable, creating a negative image and suggesting they are wild and unpredictable (Birr-Moje, 2002). Unfortunately, this theory makes it easy to target adolescents and blame them for a myriad of social ills (Males, 1996).

Comaroff and Comaroff (2000) suggest adolescents tend to occupy the fringes of

society where new and innovative techniques of communication bring local and global worlds together. This new territory is teeming with innovative technology, mass media, mass transportation, and popular culture; things adolescents are drawn to by their natural curiosity for anything novel. In their quest for identity adolescents come across diverse people from all over the world, with similar, as well as unfamiliar, experiences (Luke, 1998). Adolescents are looking to define their identity and assert independence while achieving adult status and peer acceptance (Dechant, 1973). They are also using sophisticated means of creating their identity through technology and a world media market that allows them to create a global position for themselves (Birr-Moje, 2002). Mass communication on a global level allows adolescents to use literacy from the past and create their own, thus generating a new identity for themselves.

Adolescents are caught between the worlds of childhood, in which they have inhabited thus far, and the world of adulthood, in which one has an increasing amount of freedom, autonomy, and responsibility. They struggle to identify which world they are in day by day and often minute by minute, more often than not feeling lost in an in-between place for which there is no solid definition. Adolescents are torn between the morals and traditions they cherish in their family culture, and the new world of adulthood looming in the distance (Dechant, 1973).

It is critical to understand the nature of the people secondary educators will be working with and once adolescence is understood, then the focus can shift to literacy. Dechant (1973) feels educators need to understand not only the transition in life called

"adolescence", but the forces of influence, such as parents and peers, which affect their behavior. In addition to understanding adolescence in general, educators are working with students from diverse socio-economic backgrounds, second language learners, a growing number of inclusion students with special needs (Pearman, Huang & Mellblom, 1997; Moore, et al. 1999) large class sizes, and increased state standards, the most prevalent being, in Washington State, the Washington State Assessment of Learning. Educating students with this many differences in one classroom can be challenging so preparing students for state tests can seem impossible.

State and National Standards

Currently, students graduating from a public school in Washington State in 2008 must earn the Certificate of Academic Achievement in the areas of reading, writing, and math as well as complete, and pass, a set curriculum in core content areas (OSPI, 2006). In 2002-2003 the number of students passing the reading section of the WASL at the 10th grade level was 60.0%, in 2003-2004 the number rose to 64.6% and by 2004-2005 the percentage was 72.9% at standard level. (OSPI, 2006) Even though these numbers show student improvement, it is unlikely 100% of students at the 10th grade level will pass the reading section of the WASL by the year 2008. In addition, they must also pass the writing and math sections of the test in order to graduate.

On a national level, the No Child Left Behind Act of 2001 is legislation intended to insure that all children are able to read fluently by the third grade (Shippen &

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Houchins, 2005). According to the Washington State Office of Superintendent of Public Instruction (2006) 79.5% of 4th graders passed the Reading section of the WASL in 2004-2005. Again, despite federal mandates, the likelihood of 100% of students passing the WASL at the 4th grade level is slim. The NCLB Act also intends to lessen the gap between high-performing and low-performing, or "failing" schools (Shippen, 2005). In the United States more than two-thirds of adolescent readers were struggling to read proficiently as of 2002 (National Center for Education Statistics, 2002) and at that time, as many at 10 million children nation wide were affected by reading problems (Simos, 2002). It is clear that on the national level as well as the state level, many students are struggling to meet reading standards.

While it may be too late to help some students meet the 2008 graduation deadline, it is not too late to help future graduates. National attention on performance standards has brought school requirements to the forefront of the nation's consciousness. It is the responsibility of educators, parents, school districts, and students to assure the successful completion of the Certificate of Academic Achievement.

Creating the Reluctant Reader

Reluctant readers are students who decline to read for a variety of reasons. They may have had negative experiences early on while learning to read or felt feelings of resistance from teachers, parents, family members, or peers. Poor relationships between the child and his or her parents, tension between or comparison to siblings, lack of

support from home and negative attitudes about learning in general can all lead to failure (DeChant, 1973).

Other students may have a language barrier to overcome while others simply do not understand the intrinsic joy of reading and are thus unmotivated to read. In addition, some students are frustrated by the focus of the classroom content (Shippen, 2005) or may be anxious about the act of reading (Dechant, 1973). Anxiety may cause a dislike for reading, or a dislike may cause anxiety, the result being a vicious cycle unlikely to be unbroken without special attention paid to the student.

The student who experiences failure will go to great lengths to avoid the unpleasant emotions tied to the activity, and will make the conscious decision *not to* engage in the learning process (Bettelheim, 1961). The idea that the student cannot succeed is often too difficult to face, so they may convince themselves they want to fail. Sadly, the cycle of frustrations, failure, and avoidance will continue until the student experiences success, meanwhile their classroom behavior may deteriorate causing even more troubles for the student, teachers, and family (Dechant, 1973; Chapman & Tunmer, 2003). Some reluctant readers see other students who enjoy reading and feel as if they are being left out (Lause, 2004) which can lead to decreased self-esteem and perpetuating negative attitudes about reading.

Another factor in creating reluctant readers is educators themselves. Often times teachers demonstrate attitudes about reading that are negative in nature. Atwell (1987) provides a long list of negative attitudes students directly or indirectly perceive from their

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teachers, a few of which are listed below:

- Reading is difficult, serious business.

- Literature is even more difficult and serious.

- There is one interpretation of a text: the teacher's.

- "Errors" in comprehension or interpretation will not be tolerated.

- Student readers aren't smart or trustworthy enough to choose their own

  texts.

- Reading is always followed by a test.

- It's wrong to become so interested in a text that you read more than the

  fragment the teacher assigned.

- Readers in a group may not collaborate; this is cheating.

- Re-reading a book is also cheating; so are skimming, skipping, and

  looking ahead.

- It's immoral to abandon a book you're not enjoying.

- You learn about literature by listening to teachers talk about it.

- Teachers talk about literature, but teachers don't read.

- Reading is a waste of English class time.

- There's another kind of reading, a fun, satisfying kind you can do on your

  free time or outside of school.

Teachers do not enter the classroom hoping to discourage students from reading,

but educators can project a "proper" way to read. "Proper" reading is complicated and

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difficult, and in order to do it correctly it must be taxing (Atwell, 1987). Oldfather (1993) believes it is the responsibility of the teacher to show students how to construct personal meaning from texts in order to motivate reluctant readers, rather than focus on meanings valued by the teacher or author. Overall, reading difficulties do not just "happen." Past experiences, adolescent identities, and their future aspirations all contribute to creating a reluctant reader (Moore, 1999).

What Does Not Work

In order for educators to find learning strategies that work, it is important they understand what does not work. Ivey and Fisher (2005) lists five ineffective strategies for motivating reluctant readers, keeping in mind that strategies alone will not be beneficial without a school wide literacy plan and educators committed to changing the current reading environment.

First, not allowing let students read. Students need time daily to focus on reading books they chose (Fisher, 2004). Daily sustained silent reading time in addition to independent reading in content classes can help educators increase the likelihood students' attitudes about reading will improve, as well as build background knowledge and vocabulary (Ivey & Broadius, 2001). Students with limited reading practice do not have the vocabulary and comprehension skills to progress through their education successfully, and as students age, the achievement gap widens (Shippen, Houchins, Stevenson, & Sartor, 2005). The result is poor academic achievement in all content areas.

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This achievement gap is wider for students with language barriers, learning disabilities, and poor readers who lack the motivation to read independently.

Second, make students read what they don't know about and don't care about. Students need to read interesting topics based on school curriculum that focuses attention on things they care about while building on what they already know (Ivey, 2005). It is the responsibility of the teacher to know the students well enough to suggest and provide texts students will find engaging, therefore increasing motivation through interest, and building background knowledge (Marzano, 2004).

Third, make students read difficult books. If educators want students to comprehend what they read, then texts need to be accessible and engaging (Ivey, 2005). Students need to be able to make sense of what they are reading in order to, again, build background, improve vocabulary, and feel successful as readers. Comprehension is increased when students interact with text on a level beyond memorization of facts.

Fourth, interrogate students about what they read. Requiring students to memorize facts or recall details does not create better readers by increasing comprehension (Ivey, 2005).

Fifth, buy a computer program and let it do all the work. Programs designed to help reluctant and low-achieving readers require more teacher-student interaction, not less, in order to provide positive feedback a computer cannot give. In addition, programs truly based on assessment cannot be taught on a computer where the focus is on specific skills, such as phonics, rather than on comprehension (Ivey, 2001).

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Much of the information to follow does not state that it applies to 9th grade

reluctant readers only, but to children in general. That is because the research as it applies

to students, is applicable to all age groups and there is no distinction between younger

children and adolescents. The reason being, that all humans have the same basic

emotions, respond to similar certain stimuli, and have similar reactions to intrinsic and

extrinsic motivation.

One of the key elements to understanding reluctant readers is the affective factors

that come into play. Affective factors are distinctions of a reader's feelings, such as,

attitude, motivation, emotion, pleasantness, unpleasantness, mood, and sentiment

(Alexander & Cobb, 1992).

There are many reasons why student may choose not to read. When students

repeatedly fail they begin to believe their efforts are fruitless (Pearl, Bryan, & Donahoue,

1980). This will lead to expectations for failure, passivity, decreased efforts and

persistence, anxiety, or depressed affect, lower self-esteem, and self-blame (Friedman

and Medway, 1987). These feelings are directly connected to attitude.

Attitude is critical to a student's success, and is an important factor in whether or

not they read in a classroom much less independently (Harris & Sipay, 1990). At this

point, even if students have the ability to perform a task, they will continue to fail

because their self-concept for success is impaired. Perfetti (1985) describes this behavior

as learned helplessness. A series of repeated failures has a profound effect on the

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student's psychological well-being causing them to continue the cycle, known as Negative Attribution, until it is interrupted. Negative attribution can be reversed, but only if the student takes responsibility for their learning and if they believe they can change their thinking (Harris & Smith, 1986). Learned helplessness, poor self-concept, feelings of powerlessness, negative attribution, and poor motivation are all connected to poor reading skills and achievement. Disrupting the cycle is critical in order for reluctant readers to be successful. Farnan (1996) believes educators have failed to take students' emotional self seriously thereby disregarding feelings as irreverent. It is a mistake to separate emotion from reading since it is through emotion that students connect with a text.

Next, it is important to look at the student as whole person and realize there may be emotional reasons the student is choosing not to read. Reading failure or success has a profound impact on adolescents' overall self esteem which in turn affects their development emotionally and socially (Dechant, 1973). Adolescents need to feel safe, secure, loved, and valued. They want to be accepted by their peers, and have a strong sense of who they are. All of these things are endangered when the student feels as if they have failed. Kinch (1963) believes a student's self-concept drives their behavior and suggests the perception others have of an individual determine how the individual views themselves, thus affecting self-concept, thus affecting behavior. In other words, if a student fails and feels as if they are perceived to be a failure, they will choose to avoid tasks in which they continually fail (Harris & Smtih, 1986). Hence, students who are poor

readers continue to avoid reading which broadens the achievement gap, causing a downward spiral of low self-esteem and failure. Unfortunately, at this point many students have given up hope and have resigned themselves to a life of learned helplessness (Harris & Sipay, 1990; Worthy, et al. 2002).

Social factors also play a role in whether a student feels successful in the classroom. Dechant (1973) discusses the social affects of poor reading ability on an individual. Students are socially rejected when they are viewed as having a deficiency. The student may be unfavorably compared to others causing the student to feel embarrassed or ashamed. When students are aware of the success of their peers their feelings of self-doubt will trigger a need to protect themselves, thus withdrawing from reading altogether (Harris & Sipay, 1990). Of course, the opposite may also occur in which the student acts out inappropriately in order to divert attention away from their lack of skills. Sadly, social-rejection contributes to low-self-esteem or self-concept, and soon the individual will feel they cannot succeed (Schiffman, 1967).

Attitude as well as emotional and social factors effect motivation. Motivation is the psychological feature in an individual, whether internal (intrinsic) or external (extrinsic), that prompts an individual to act (Mawhinney, et al. 1989).

Motivation: Interest and Affective Factors

When children are young they are spurned on through the world by their natural curiosity and the desire to identify objects, as well as themselves, through language.

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Parents and other adults help them understand the world around them using language, and at this stage in life, children are not reluctant to learn new things. The desire to acquire language occurs through interest and motivation (Farr, 1981).

Interest is a powerful motivator and the correlation between the two can be seen anywhere one finds children. Children can entertain themselves for hours with activities they find interesting, often blocking out the world around them. Their focus is intense and a child will protest loudly when separated from an object of interest (Deci, 1992). This concept applies to adults as well. Hackman and Oldham (1980) found adults perform better at occupations they find interesting and will have higher levels of commitment toward their vocations.

Interest is considered one of the more powerful affective factors and is "central to intellectual functioning" (Hidi, 1990, pp. 549), which in turn influences personal selection of material to be learned. Research shows people of all ages are affected by their interests. Children and adults alike pay more attention for longer periods of time and retain more information when they are engaged in an activity they find interesting (Renninger & Hidi, 1992; Harris & Smith, 1986). Levels of interests will also determine what, if any, material a student chooses to read. In addition, when students read about topics in which they are interested, chances are they already have basic background knowledge about the subject which can aide in comprehension (Harris & Sipay, 1990). People show interest in things that satisfy their natural curiosity, improve their self-esteem, and define their culturally relevant identity, as well as make sense of the world

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around them. In order for educators to reach reluctant readers, it makes sense then, to find out where their interests lie.

The role of interest in education is not a new concept. In 1913 Dewey suggested student interest and engagement were intertwined and in order to have students engaged in their work, they must be interested in it. It is then the responsibility of the teacher to discover those interests in order to teach to them (Dewey, 1913). In 1993 research conducted by the National Reading Research Center centered around theories of motivation, knowledge acquisition, cognition, and social development (Alvermann & Gutherie, 1993; Gutherie, 1996). The idea being that an engaged reader is a motivated reader and chooses to read a wide variety of texts for different purposes, such as learning to perform a task and gaining knowledge. Next, readers use information gained to construct new meaning, and in turn, use cognitive strategies to interpret information in order to satisfy the purpose of reading. The social factor comes into play when the reader has a chance to share what they have discovered with others (Gambrell, 1996).

Amazingly, this process emerges from the interest a student has for material, and in order for students to become interested in reading, they must have a say in decisions about literature. By discovering student interests and positive feelings related to reading, and giving them choices, educators can help develop a positive attitude about reading (Harris & Smith, 1986).

Students are typically enthusiastic about learning, but seek engagement with texts. Students need to feel ownership in what they are learning. This goal can be achieved by

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giving students choices (Atwell, 1987). Student choices about reading leads to the engagement so desperately needed in order to make reading meaningful, and feelings of empowerment that motivates students to succeed (Oldfather, 1993). Also, student interests vary greatly and school libraries and classroom book collections need to represent a wide range of student interests in order to increase the likelihood of finding material that captures a student's attention (Dreher, 2003). Capturing a student's attention will increase motivation which is the core to student success and achievement (Elliot & Knight, 2005; Harris, 1986). Regardless of the subject matter, students have the ability to work through shortcomings in skills when they are motivated to do so (Mullins, Campbell, & Farstrup, 1993).

The 1996 the National Association for Primary Education (NAPE, 1996) found that about one half of the tested 9-year old students reported reading for fun on a daily basis, but only one quarter of the 17-year old students reported doing so. Researchers showed a decline in the amount of time spent reading for fun. One of the major ways to combat this decline is by giving students the opportunity to choose their own age-appropriate reading materials from a variety of genres (Moore, et al, 1999). It is important to note, that interest and attitude are intricately connected. Poor attitude is a result of little or no interest on the part of the student, and therefore once interest has been acquired attitude will change (Alexander & Cobb, 1992).

Self-directed learning, or the ability to choose, improves motivation, fluency, comprehension, strategy use, and promotes an increase in self worth (Guthrie &

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Humenick, 2004). When students are given choices, not only are motivation and pleasant feelings of applied effort improved, so are attitudes and confidence (Hidi, 1991; Krapp, 1992). As confidence increases, so does motivation, causing students to take more ownership in, and responsibility for, their education. Students will realize they are in control of how much they learn and experience (Guthrie, 1996). Through this process students begin to find their identity as it applies to the classroom and society as a whole. They become more assured of themselves, their choices, and abilities.

When considering student interests it is important to remember the influence of adults on a student's choice. A student may express an interest in a particular subject at one point in time, but when their interests change, they may be reluctant to mention it for fear of disappointing the teacher. Parents also need to be aware of their power to influence. For example, not all young girls like to read about horses, or young boys about cars, and parents and educators need to keep individual interests in mind (Harris & Sipay, 1986).

While interest is crucial to reading comprehension, and enhancing reading skills and attitude, it is not the only affective factor to consider when working with reluctant readers. Affective factors such as attitude, feelings of pleasantness, mood, and emotions are what defines humanity and they are interrelated terms which cannot be separated (Farnan, 1996). Emotions are central to human development and without emotions people would accomplish little. Emotions drive humans to succeed and without them there would be no joy when we achieve a goal and no sadness to spur one on in the pursuit of a

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dream (Dechant, 1973). Little would be accomplished if there were no reason to get anything done.

Harris and Smith (1986) believe the emotion a student brings with them to a reading experience makes the literature accessible. Students use their emotional history to bring background knowledge to a story, relate to the characters, learn what society deems as acceptable emotional responses to life situations, and gain a better understanding of their own emotional experiences.

Reluctant readers may feel embarrassed, angry, discouraged, and fearful about their reading ability. These emotions must be recognized by the teacher and the student needs to understand these emotions are normal and can be overcome. Students also need to understand they are not alone. Other students face difficulties in reading as well, and it is not an indicator of intelligence or the lack thereof (Harris & Sipay, 1990). Negative emotions toward reading need to be embraced and the student reassured that they are accepted by the teacher. Doing so builds trust between teacher and student increasing the opportunity for open communication about student interest, thereby increasing attitude.

Interest, attitude, and emotion are directly connected to self-esteem, self-concept, self-determination, achievement, and success. Students who have experienced repeated failures lose confidence. They begin to believe they cannot, and will not, be successful, resulting in a decrease in attitude and self-esteem. Once students realize they have the ability to succeed, and are capable of improvement, their interest in continued growth, as well as attitude, increases (Harris & Sipay, 1990). A change in attitude increases the

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likelihood they will continue reading and students who spend more time reading will enhance academic success (Anderson, Wilson, & Fielding, 1988). At this point the downward spiral of failure has been interrupted causing the inverse to occur. Success begins to breed success. In a broader view, Guthrie (1996) believes that through engagement students become self-determining members of society who continue their quest for knowledge and understanding into adulthood.

Invariably, self-esteem and self-concept are linked to feelings of self-worth and success. As discussed earlier, adolescents strive to find their identity and voice through their learning experiences and interactions with others. How a student performs in the classroom as a reader is directly connected to how they feel as a person.

Social Interaction

A study by Guthrie, Scahfer, Wang and Afflerbach (1993) revealed the importance of social interaction and reading. Their study, along with the National Assessment of Educational Progress (1992), showed that motivation is connected to social interactions with others, and that students who talked about their reading with others had higher reading achievement scores than students who did not discuss their reading. The studies also suggest students who interacted with each other were exposed to more reading materials which lead to more frequent reading.

Student interest increases when they are exposed to new literature by classmates who share the same interests (Gambrell, 1996; Worthy, et al. 2002). Moreover, when

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interest increases with students who interact with others about their reading, then it stands

to reason attitude, is also affected. An increase in attitude leads to more successful

reading and continued achievement, thereby increasing academic skills and abilities.

Atwell (1987) believes students need time to discuss their thoughts and ideas with each

other and their teacher in order to further develop an interest in reading.

Students interact with each other, their teacher, parents, adults, and media, all of

which can influence their choices in reading material. Positive interaction can foster

interests in topics students may not have considered had it not been at the suggestion of

someone they have interacted with. These interactions are beneficial to the student in that

it broadens their horizon of materials, however, some problems may occur. Students may

chose books that are beyond their reading level, simply because they saw the film

adaptation, or because the book is popular with peers (Worthy, et al. 2002). It is

important for educators to have a firm understanding of student interest as well as student

ability levels and appropriate materials, if they are to be effective instructional leaders. If

a reluctant reader chooses a book that is too difficult, the teacher must step in before the

student becomes discouraged and begins the backward slide to helplessness.

In general however, students can gain a great deal from social interaction in

regards to reading. When students share what they read with others, they can grasp the

community value of reading, feel they belong to a group, and know that the teacher cares

about them (Harris & Smith, 1986; Skinner & Belmont, 1993). Discussions not only help

bring the written word to life, but it also helps students improve language and

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communication skills, and gives students the opportunity to examine their emotions surrounding a text. Engaged readers who talk about their reading can also learn to make connections between their personal experiences and the world around them (Gutherie, 1996). These social interactions help develop a support system for reading in which students are free to explore social, cultural, and literary conventions (Hynds, 1997).

In addition, social interaction provides the opportunity for social recognition. For the reluctant reader being recognized as a person with thoughts and ideas, as well as a person who contributes to the classroom community, is a positive step in improving self-esteem (Harris & Sipay, 1990).

Once educators understand adolescence and what that means to education, know who reluctant readers are and why they are reluctant, and comprehend affective and social factors, then motivation can be discussed.

Motivation: Intrinsic and Extrinsic

When discussing motivation it is important to understand the difference between intrinsic and extrinsic motivation. Intrinsic motivation affects behaviors based on an individual's interest and are acted upon freely (Deci, 1991). Extrinsic motivation, on the other hand, affects behaviors based on external forces upon an individual (Ryan & Deci, 2000). Extrinsic motivations are administered by others upon an individual in order to manipulate or control (Renninger & Hidi, 1992; Mawhinney, et al. 1989).

Intrinsic motivation is correlated with competence in an area. When individuals

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find activities in which they are successful and feel have a natural talent for, they tend to find the activity more interesting. Interest, as discussed earlier, increases motivation and increases the dept of conceptual learning (Ryan & Grolnick, 1986; Alexander, Kulikowich, & Jetton, 1994). People are naturally drawn to activities they feel confident in, and are more interested in performing activities that provide some kind of challenge, as long as they are successful and result in low anxiety (Deci, 1992). People direct their attention to things that interest them and satisfy the need to feel confident about their behavior. However, interest alone is not necessary to be motivated. People may perform in uninteresting activities to achieve a desired outcome (Deci, 1992). For example, many students perform tasks in which they are not interested simply to get a grade. The grade, in this case is considered extrinsic motivation. Many adults fall into this category as well. Perhaps they work in a less than desirable career because the monetary benefits are significant.

In order for students to come away with an authentic learning experience, they need to be genuinely interested in the material, and feel intrinsically satisfied. In the process, students take responsibility for their learning turning extrinsic motivation (grades) into intrinsic motivation (Schafer, 1968). Students that see the relevance of material to the real world and feel they are going to benefit from the information, also tend to develop intrinsic motivation from a task (Newby, 1991; Guthrie, 1996). Unfortunately, students often complain that material taught in the classroom is uninteresting despite the importance placed on those activities by adults (Deci, 1992). In

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order to combat student dissent and improve reading ability, it behooves educators to find intrinsically motivating materials for students. Elliot and Knight (2005) feel that giving students choice and giving them challenging work just above their comfort level of competence greatly increases intrinsic motivation and persistence.

Studies show students displayed more intrinsic motivation and higher self-esteem in classrooms that were not tightly control by teachers, but instead focused on autonomy (Deci, Schwartz, Sheinman, & Ryan, 1981; Skinner, 1993). A study conducted by Benware and Deci (1984) also discovered students with light levels of intrinsic motivation demonstrated a much greater level of conceptual comprehension of the text than did extrinsically motivated students. Another benefit from having intrinsically motivated students is that the teacher does not have to prod or encourage students to stay on task (Williams & Stockdale, 2004).

On the opposite side of the coin, external motivation originates outside an individual. It can be described as the "carrot" that promotes an individual to act in a desired manner (Ryan & Deci, 2000). A pay raise offered by an employer to an employee in exchange for increased production, a prize offered by a parent for good table manners, or good grades offered by a teacher for hard work from a student, are all examples of extrinsic motivators. The focus is to elicit certain behaviors from an individual to obtain desired results.

Extrinsic motivation can be problematic in that students may become accustomed to a certain level of reward and no longer be satisfied with the status quo. They may

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require an increasing amount of reward in order to illicit the same behavior. Also, once the reward is removed from the equation, students revert back to previous behavior (Williams, 2004; Kohn, 1993). At this point a dependency on the part of the students is created making it incredibly difficult for the teacher to reverse the process, and the focus is no longer on learning, but on rewards.

Some researchers believe by providing extrinsic motivation educators are taking away the value of intrinsic motivation (Lepper, Greene, & Nisbett, 1973; Cialdini, Eisenberg, Green, Rhoads, & Bator, 1998). Students will only value the reward and the potential for an increase in intrinsic motivation will be lost. For example, while educators know reading can be intrinsically satisfying, by offering an extrinsic motivator (a pizza party after completing a book) in hopes of creating intrinsic motivation within the student (the joy of reading), the offer of rewards could backfire. The end result, students refusing to complete a task without the promise of rewards (Brophy, 1998; Williams, 1980; Gallagher, 2003).

Cameron (2001) however, disagrees. He believes extrinsic motivation can be helpful in cases where students have already expressed a mild interest in an activity that is potentially useful, such as reading. The idea is to provide extrinsic rewards such as positive feedback and unexpected rewards over the long term in order to promote the likelihood students will continue behaviors after the rewards are removed, rather than offering treats or small toys in the short term and decreasing post-reward behavior (Kelley & Stokes, 1982; Cameron, Banko, & Pierce, 2001; Deci & Koestner, 1999;

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Elliot, 2005). It is also believed students who receive rewards show an increase in intrinsic motivation because the reward validates a student's competence, which in turn positively effects self-esteem (Rosenfield, Folger, & Adelman, 1980).

It must also be said the distinction between intrinsically and extrinsically motivated behaviors are not always clear, and the debate continues to rage. Fair and Silvestri (1992) believe trying to discern between the two comes from a bias of Western culture. It assumes intrinsic motivation is more valuable, while extrinsic motivation controls and limits creativity and self-discovery (Eisenberger, Pierce & Cameron, 1999). Other studies show extrinsic rewards can be beneficial to building self-esteem. The line between intrinsic and extrinsic motivation is blurry and incredibly complex and will continue to be so (Guthrie, 1996).

Clearly, teachers need to decide whether to use intrinsic or extrinsic rewards, and decide to what degree they will be administered. Regardless, not all rewards are created equal. Teachers who provide a balance between intrinsic and extrinsic motivation can help students achieve academic success by using choice, feedback, interpersonal involvement, acknowledgement of feelings, celebrations rather than rewards, real life models, and cooperative learning in the curriculum (Elliot, 2005). It is also important for educators to keep in mind that rewards should not be given just because a student completed a task. Quality needs to be integrated into the rewards system or students may only meet the minimum requirements just to get rewards. Other students may stifle creativity for fear of missing the expected target. Lastly, administration of rewards should

be consistent and should change as student behavior improves (Akin-Little, Eckert, Lovett, Little, 2004).

Educators

Once educators have an understanding of adolescence, why readers are reluctant in the first place, how to deal with the emotional and social aspects of educating 9th grade students, and the basic constructs of motivation, educators of reluctant readers must look at why it is important to teach reading.

While the answers may seem obvious, many educators believe it is only the job of English teachers to worry about students' reading ability (Lester, 2000; Moore, et al. 1999). In the state of California alone, over 40% of educators do not feel competent in reading instruction techniques (Zipper, Worley, Sisson, & Said, 2002). Although this research is limited to California, it is not a stretch to apply some truth to the state of Washington. In addition, middle and secondary school teachers are trained in a specific content area only, so it is not surprising reading programs fall to the wayside (Sunderman, Amoa, & Meyers, 2001). It is the responsibility of all teachers to improve student reading, but perhaps most significantly, educators must convey the importance of reading.

Why Read?

Gallagher (2003) lists nine reasons for reading that educators need to discuss with

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their students.

Reading is rewarding. Gallagher (2003) states it is important to share with students that reading is rewarding. They need to be taught the joy of discovering new things and likens reading to "pearl diving." Sometimes a "diver" can open many books before finding the one phrase, sentence, or idea that sparks their interest. Students should also understand when they are interested in a topic they can get lost finding new information, or becoming involved with the lives of the characters, thus escaping to new worlds (Childrey, 1981; Harris & Smith, 1986; Moore, et al. 1999). Reading can be fun and does not necessarily have to be content based or for informational purposes only. Students have the opportunity to construct meaning, reinvent themselves and their understanding, and feel emotions about their reading, which in turn, enhances learning (Farnan, 1996; Harris & Smith, 1986). Students can also satisfy their own needs such as reading to find new information, to escape, to feel involved in the classroom, to feel empowered, and to interact with others giving them the opportunity to be heard and to feel important (McMillan, 1991; Harris & Smith, 1986; Oldfather, 1993), all of which are rewards in themselves. By finding personal value in reading, students will find that reading is rewarding.

Reading builds a mature vocabulary. The language adolescents use at home and in their every day lives is very different from the language used at school. Students need to understand the importance of mature language for use in the adult world versus slang. Gallagher (2003) believes focus on reading skills throughout a student's education is

critical in order to achieve acceptable levels of word usage at the time of graduation, thus preparing them for the world of work or college. Students cannot decide one day to be good readers when they have not learned the skills to be one. In tandem with the notion that students need a mature vocabulary is the idea that writing skills are also important.

Reading makes you a better writer. Reading and writing cannot be separate activities and according to Olson (2003), students with higher reading scores have higher writing scores and vice versa. Readers and writers both interact with language and construct meaning from text (Gallagher, 2003; McMackin, 1993). Poor writing skills are connected to poor reading skills and with the pervasiveness of technology students are learning to communicate without needing strong writing skills. As evidenced in emails, text messages, and the internet, students use slang and text abbreviations to communicate with their peers and even with parents, and a distinction should be made about the appropriateness of word choice. For example, sending a prospective employer a cover letter filled with text messaging slang would be highly inappropriate.

Reading is hard, and "hard" is necessary. Students who have learned helplessness in their years of education tend to have the attitude that reading is just too hard. They may give up easily and they tend to feel vulnerable, afraid, and anxious. Because comprehension occurs in steps, students need to understand it is normal to feel confused about a text, and confusion is not a reason to give up (Gallagher, 2003). At the same time, it is important teachers provide texts that are not too easy, in order to avoid boredom, but are one level above their comfort level in order to provide a challenge (Elliot, 2005;

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Harris & Spiay, 1990). Harris and Smith (1986) believe it is critical to make sure reading materials do not reach the "frustration level" which can cause students to give up, but need to be above the "easy level" in order to provide a challenge. Students also need to understand teachers are not perfect readers. They need to understand teachers, as well as other adults, feel confusion, skip hard words, skim passages, and abandon books they lose interest in (Atwell, 1987). Students also need to realize that difficult reading is not impossible and can lead to better understanding of future texts, as well as provide more background knowledge for future topics (Gallagher, 2003).

Reading makes you smarter. Reading has been proven to increase general cognitive development. In 2000 the Alzheimer's Association conducted a study using twins in which only one of the twins suffered from dementia. Researchers discovered a significant risk factor for developing Alzheimer's, and all other forms of dementia, was low education. They also discovered twins suffering from Alzheimer have read fewer books in their younger years before becoming inflicted with the disease (Gallagher, 2003). It was discovered that reading habits between the ages of six and eighteen forecasts cognitive brain function decades later (Neegaard, 2001). In short, reading helps keep the brain functioning into the later years of life. Again, the fact that reading makes you smarter refers to interest and motivation as discussed earlier. An increase in interest and motivation causes an increase in reading. Students who read more improve academic ability and foster the intrinsic joy needed for continued success. Students who become readers at an early age will continue to read and more likely than not, will choose

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material they find challenging.

Reading prepares you for the real world. Students in the 21st century need advanced levels of literacy in order to participate in every day society and a global economy (Moore, 1999; Gallagher, 2003; Guthrie, 1996). Brown (1991) found that 80% of the population above the age of 12 needs higher literacy skills in order to be a fully participating member of society, despite the proliferation of video formats. Reading and writing are the means of communication in the world of adults outside of school, and are necessary skills to master in order to be seen as potential workers by employers (Stanovich & Cunningham, 1993; Gutherie, Schafer, & Hutchinson, 1991; Kirsch, Jungeblut, Jenkins, & Kolstad, 1993). The world students live in is complex, often confusing, and is sometimes dangerous. Their ability to read is paramount for an existence other than basic survival.

Harvard professors Richard Murnane and Frank Levy (met with large corporations throughout the country to find out what they are looking for in new employees. Next, they met with elementary, middle, and high schools to ascertain whether or not students were learning the appropriate skills to succeed in the world outside of school. Their findings indicate:

- There is an "increasing dramatic disparity between the skills children are currently acquiring within our education system and the skills they will need to obtain good jobs" (p. xvi).

- "As recently as the 1950s, twenty percent of the jobs in America were

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professional, twenty percent skilled, and sixty percent unskilled. In the 1990s, twenty percent of the jobs remained professional, but skilled jobs rose to sixty-plus percent while unskilled jobs fell below twenty percent" (p. vii).

- Little has changed in the schools to meet the needs of the ever changing workplace and workers need more skills to earn a decent income.
- "No longer will today's high school diploma lead to a job that will guarantee entry to the middle class" (p. vii).

This startling discovery leads directly to Gallagher's next reason to read.

Reading well is financially rewarding. Adolescents tend to think about the here and now rather than the future. They also tend to have little understanding of what things cost in the real world. Although educators can tell students getting a good education, and doing well, will benefit them in the future, it may help to give them the numbers. The 2000 U.S. Census came up with these statistics:

- The average lifetime earnings for a student who does not finish high school is $936,000.
- The average lifetime earnings for a student who does finish high school is $1,216,000.
- Therefore, a high school diploma is worth $280,000.
- Four years of high school (assuming some time off for illness) amounts to 700 days of school.

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- Therefore, students are "paid" $280,000 for 700 days of school, which equals $400 a day.

Discussing with students the cost of living, food, travel, and other expenses can help them understand that reading well is the cornerstone for understanding all context areas of school. When they read well, they will be more successful in school and beyond and their reading skills can provide them a good, stable, and secure financial future.

Reading opens the door to college and beyond. In 2003 UCLA admitted 10,522 students, but the number of students who did not get in was 7,755 (University of California, 2006). While this number seems relatively low compared to the number of students who were admitted, Gallagher (2003) looks at the possible reasons. It is not because the applicants were not good students. All of the rejected students graduated with a 4.00 or higher, so there must be another explanation. Also, students who were accepted to UCLA earned an average 642 on the SAT verbal score and an average 678 on the math SAT (Gallagher, 2003). The criteria for getting into schools like UCLA not only hinges on high school grade point averages, and SAT scores but on the number of advanced placement classes, and the personal essay. In order for students to perform well on the SAT as well as the personal essay, students must have years of reading behind them. They must be well acquainted with different writing styles and must be able to comprehend literally as well as figuratively. This is not something that can happen over night, or a two month crash course in taking the SAT can remedy (Gallagher, 2003). Also, while screeners are looking for a well written personal essay, they are also looking

to see what it says. Screeners look to see if the applicant volunteered in the community, had been a member of a leadership team, received academic honors, worked while attending school, or overcame incredible odds in order to get their education (UCLA, 2006). Once students are admitted, their ability to read well will help them survive the onslaught of reading assignments they will receive for their classes. In other words, reading well can go a long way.

Reading arms you against oppression. According to the U. S. Department of Education (2000), a longitudinal study of kindergarten students from the 1998-1999 class found several factors affecting reading.

- Asian and white children were more likely than children of other racial/ethnic groups to be proficient across all reading tasks.

- Socioeconomic status (SES) was related to proficiency across all reading tasks. Children in higher SES groups were more likely to be proficient than children in lower SES groups.

- Parents in higher SES groups were more likely to read every day to their children that were parents of the lower SES groups (Gallagher, 2003).

It is not hard to see why students who enter kindergarten with limited skills are already at a disadvantage, but it is still early enough to catch. The problem is more evident if that student reaches high school with little intervention or improvement along the way.

However, all is not lost. There are students who close the gap and even excel at all SES levels, regardless of ethnic background (Haycock, 2001). This means it does not

matter what SES group a student falls into, or what race they are, teachers are the key to helping those students succeed.

It is critical teachers do their best to help students who have difficulty reading, no matter the SES level, but for those of low SES reading skills can be life saving. Poor people are taken advantage of, and the best way to protect themselves from being exploited is to teach them how to read critically (Gallagher, 2003). For example, students need to learn how to read the salesman who is trying to get their money or the politician who clouds the issue. While the phrase "ignorance is bliss" may come to mind for some, it can also be the cause of tremendous pain.

The nine reasons to read listed above are the opinion of one author. There are more to be found in further research, but Gallagher's representation was the most comprehensive. These reasons are a good starting point for educators, but once teachers understand the "why" of reading, it is time to tackle the "how".

Reading Programs

There are many packaged reading programs available to schools that are geared to helping remedial or reluctant readers and students with disabilities. Reading Red, Direct Instruction (DISTAR), Carbo Reading Styles, (Milken Family Foundation, 1999), Read180 and others are in effect in schools all over the country, but Cooter, Mathews, Thompson, & Cooter (2005) believe these programs cannot meet the individual needs of all students, and leave many of them stranded. Students are merely plugged into a

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program that does not address the various needs of students. While it is necessary to have consistency in reading programs, it is not truly beneficial to students to utilize reading programs that are designed for the masses (Cooter, Mathew, Thompson, et al., 2005). Instead, interaction with a teacher who is responsive to their needs and qualified in reading is the best way to reach students. The teacher is more important than the program (Allington, 1994). Since it is unlikely schools will abandon programs they have spent thousands of dollars on, it is crucial that the teachers who implement these programs are able to customize different aspects in order to meet student needs. Regardless of the reading programs in place, there are principles of teaching educators can utilize on a daily basis in order to help students be successful (Rickford, 2005).

Instead of looking at each reading program and tying to figure out how to modify it, educators must first look to themselves, their modeling behavior, their classrooms, and their students in order to best understand what students need in order to be successful. Educators are not alone however. Students need to have positive reading environments at home as well if they are to become motivated to read.

Home Environment

At home, there are several things a family can do to promote reading. It would be best if these things were in place when reluctant secondary readers are younger, but it is never too late to start. Durkin (1966) found that students who are exposed to reading at home at a young age develop early interest and a positive attitude toward reading. For the

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purpose of this study, "parents" will be used to describe any adult living in the home, and who is responsible for the child.

There is another positive aspect of reading at home. Since parents are encouraged to read more, the entire family works together to encourage reading achievement creating a support group for the student (Smith, 1991; Harris & Smith, 1986; Moore, et al. 1999). This can be especially helpful to parents of low socioeconomic status who may have poor literacy skills themselves. According to the National Assessment of Educational Progress (2000) many reluctant readers or students with disabilities come from poor families, the majority of which are low-income. In 2001, the No Child Left Behind Act enacted into law that requires schools and parents to work together to create a plan for students who are below proficiency levels in order to help them close the achievement gap (National Reading Panel, 2001). In order for parents to help their adolescents they need to understand and believe they are a key player in their children's learning (Paratore, 2001).

First, students need to see reading behavior from adults at home. They need to see parents reading newspapers, periodicals, and even cereal boxes; anything that models regular reading, and they need materials that are easily accessible (Farr, 1981; Moore, 1999). Structuring reading time for the entire family, reading the same materials for discussion, and perhaps taking turns reading aloud to each other are all helpful in motivating readers (Childrey, 1981). Parents need to make sure reading times are not too long or too short; perhaps time for one chapter, discuss the reading, and even invite other adolescents over to read. At no time should reading time replace normal activities, as this

may cause the student to shy away from what they may see as "forced" reading (Childrey, 1981). Also, take time to discuss questions that arise, look up unfamiliar words, check for understanding when reading aloud, and praise the student for making progress (Anonymous, 1997). Parents also need to be able to admit their own reading struggles and shortcomings as well as their strengths so students can see that adult readers are not perfect (Atwell, 1987), and together, both parent and student can improve their reading skills.

Another way to expose students to reading materials is to go to a local library, talk to a librarian about subjects appealing to adolescents, explore the shelves and learn where to find non-fiction, biographies, and other sections (Anonymous, 1997). Try starting a project such as discovering the "roots" of the family, or choose a topic the student is interested in to research (Childrey, 1981). Read about things that are controversial or in the public domain at the time. Adolescents are concerned about the world around them, so this is a great opportunity to get them reading.

It is important for parents to learn the interests of their adolescent. As discussed earlier, reading and the motivation to read will not occur if the student is not interested in the topic. It is also important to understand interests change and it should be discussed with the adolescent so they know it is normal to change directions, and they will not be punished if they change their mind (Harris & Smith, 1986). Parents need to make a commitment to helping their reluctant reader become self-directing, and need to understand the student is responsible for their own learning (Childrey, 1981). Parents as

well as educators should also use an adolescent's natural curiosity about the world around them as a way to ask questions, open the door for discovery, and provide the opportunity for self-directed learning (Guthrie, 1996).

It would be wonderful if all students had the opportunity to read at home, or had parents that knew how to help, but most likely, reluctant readers do not have the background necessary for reading development. Many teachers of reluctant readers are going to have to do a large portion of the work themselves, and may not get the home support desired (Harris & Smith, 1986). It is imperative that the teacher, the school, and the curriculum, work in concert to help the reluctant reader become successful and motivated.

Instructional Methods

There are many ways to work with 9th grade reluctant readers, just as there are with non-reluctant readers, and different instructional methods can help reach individual needs of students (Harris & Smith, 1986). Teachers can assign individual reading projects as well as cooperative learning projects. They can use writing, reader response journals, and book logs to help students understand their reading. Direct instruction is often used, but it can be difficult for reluctant readers to follow the class if they have not read or understand the material. Direct instruction can often be fast-paced, sequential, and highly focused (Swanson, Hoskyn, & Lee, 1999), but this technique works better with smaller groups of students giving verbal responses to posed questions (Engelmann & Carnine,

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1982). Unfortunately, most classes in a secondary setting have upwards of 32 students in each class, so this technique may not be fully effective. Also, it is believed this technique does not allow a teacher to be creative, permits students to be passive learners, does not promote higher level thinking, and is too rigid (Adams & Engelman, 1996; Leontovish, 1999).

This does not mean that individual students cannot benefit from whole class, direct instruction. For example, having the teacher read aloud can be a pleasurable and informative experience for students of all ages (Harris & Smith, 1986). The National Institute of Child Health and Human Development (National Center for Education Statistics, 2003) found Direct Instruction to be helpful in using graphic organizers, summarizing, reading textual and visual cues, and calling on prior knowledge, all of which aid in comprehension. Eventually, students move toward Independent Instruction using the tools and strategies learned from Direct Instruction (Biancarosa, 2005).

Group Instruction differs from Direct Instruction in that the entire class is not sitting passively while the teacher presents the information. Group Instruction can be done in several different ways. First, students can be grouped by gender, achievement, and interest. Each design can be effective and allows each student's voice to be heard (Moore, et al.1999). For example, if a group of female students are reading the same book about teen aged girls, they may be able to have intimate discussions sharing feelings they would not want the male students to hear. The same is true for the opposite. Male students may have thoughts or feelings they would be too embarrassed to share with

females in the group (Harris & Smith, 1986). This desire to share or not share applies to students grouped by any of the mentioned criteria.

Achievement groups bring students together in one of two ways. Either students are grouped because they are at the same ability level, or students are mixed with both high and low achievers in the group. Again, both can be beneficial. When students are grouped with others of the same achievement level, it is important to note that each student may have different strengths (Harris & Smith, 1986). These groups can improve their reading by working together, but it is essential the teacher proved materials that offer a challenge to the group.

In mixed groups, the high achieving students tend to help the low achieving students. These groups provide stability for the students, and enable the teacher to work with a more manageable number of students at one time, rather than the entire class. Groups also need to be flexible in order to maximize student learning. If a student outgrows a group, they should be placed with a different one, and if a student lags behind their group, the same is true (Harris & Smith, 1986). It is also important for the teacher to be aware of the students' ability to work alone without constant supervision. If they are not capable, small groups will not work. In the case of reading, groups can work together on reading logs, conduct mini book clubs, or produce presentations and projects together, to name a few.

Independent activities are another way to work with 9th grade reluctant readers. Independent reading does not mean students work without instruction, but it does mean

students are working independently of each other. The major goal in getting students interested in reading is to help them become self-determining readers who chose to read because they feel it has some intrinsic value (Guthrie, 1996). Reluctant readers are not simply going to pick up a book and read because teachers want them too, and learning how to teach students how to be independent readers is important. Students who learn to work independently also learn to take responsibility for their learning and will most likely continue reading well after they leave school (Harris & Smith, 1986). Independent work related to a student's reading must be relevant or it simply becomes busy work and does nothing to enhance their skills or comprehension. Reading should be tied to real world applications the students see as valuable.

It is clear a combination of both types of instruction is most likely to be beneficial to all students and can be used by any teacher in any classroom. Reluctant readers are not the only ones who benefit from different methods of instruction, and while it may be difficult to reach every single 9th grade reader in a class, it is possible. The method of instruction is important to motivating reluctant 9th grade readers, but it is not the only factor at play.

Teachers must make their classrooms conducive to reading. Classrooms should be safe enough for students to discuss their ideas freely, with all students being respectful of everyone at all times (Moore, et al. 1999; Oldfather, 1993). When students have the ability to share in their knowledge and be self-expressive using essays, project, reports, art, presentations, and debates, they feel valued and interested in what goes in the

classroom (Guthrie, 1996; Oldfather 1993; Skinner, 1993). Self-expression allows students to personalize their reading and bring their own meaning and background to their learning (Guthrie, 1996; Oldfather, 1993).

As discussed earlier, interest is also critical in motivating reluctant readers, so every classroom should have a wide variety of materials available to students. Books in every classroom allow students to read more on specific subjects in a room where the teacher is an expert in that area and can help students make appropriate choices (Bishop, 1981; Worthy, et al. 2002). Also, the more access students have to books, the more likely they are to read on a frequent basis (Brozo, & Hargis, 2003; Morrow & Weinstein, 1982).

One of the most important reasons for having a variety of books in each classroom is choice. Allowing students to choose what they will read can help them engage with a text, increase fluency, and increase motivation (Atwell, 1987; Spaulding, 1992). Students are also more likely to complete reading they choose, with guidance from a teacher, and will therefore increasing feelings of success and self-esteem (Harris, 1990).

Books in the classroom can also help narrow down the many available topics students find in the school library, and can ease the anxiety of reluctant readers when faced with too many options (Bishop, 1981). A classroom library will expose students to many different topics at different reading levels promoting the idea of creating a reading community for each class (Allington & McGill-Franzen, 1993; Lundberg & Linnakyla, 1993; Morrow, 1992; Guthrie, Schafer, Von Secker, et al., 2000) without overwhelming them. Since it is important for parents to keep a wide variety of materials at home, it

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stands to reason educators must do the same. Simply having the books on a shelf in the

back of the room is not enough, however, and it is up to the teacher to make using the

books a part of the reading curriculum.

Another reason classroom libraries are important is that it gives teachers the

opportunity to get to know their students better. Teachers can discover students' interest,

dreams, goals, and hopes for their future. When a teacher is aware of a student's ability

and interests, they are then able to not only give them reading suggestions in areas they

are comfortable, but guide students toward broadening their horizons (Harris, 1986).

Books in the classroom can be helpful in increasing teacher involvement in regards to

helping 9th grade reluctant readers find books that are suitable (Bishop, 1981) and

improve teacher/student relations. Students who feel valued, and develop relationships

with teachers, are more comfortable asking for suggestions for further reading, or help

when necessary (Bishop, 1981; Harris & Sipay, 1990; Oldfather, 1993), and are more

likely to engage in classroom activities when they feel valued and respected by their

teachers.

Students must also have time and a place in which to read. Time is critical, and

reading during class and in the classroom is paramount (Gallagher, 2003; Atwell, 1987).

Having a space just for reading, such as a reading chair at home or a reading corner at

school, is just as important (Harris & Smith, 1986). Since the goal is to motivate reluctant

readers, simply sending them home with a book from a class collection does not

guarantee they will read outside of the classroom, so they must have designated time built

into the curriculum (Gallagher, 2003; Bean, 2002; Harris & Smith, 1986).

Some school districts call designated reading time Sustained Silent Reading, or SSR, in which the entire school takes part during a specific time of day. Whether built into the entire school schedule or given on an individual basis by teachers, reading time in class has been shown to increase test scores (National Reading Panel, 2000; Anderson, Wilson, & Fielding, 1988). Reading time allows students to focus on their reading and students that participate in SSR programs show gains in achievement (Harris & Smith, 1986).

It must also be said SSR time is not an opportunity for students to read and teachers to work. Just as important as parent modeling at home, teachers must also model good reading behavior and teachers who work on other tasks while students read send the message that reading time is not important (Gallagher, 2003). A teacher who reads sends the message that reading is valuable (Gambrell, 1996; Harris & Smith, 1986) and research suggests students' whose teachers are avid readers have higher reading achievement (Lundberg, 1993). A teacher who models reading also has the opportunity to share their reading with the class when appropriate. Teachers not only share the enjoyment of reading, but also express the pleasure it brings and ideas learned from a text.

In the effort to share reading experiences with students, get reluctant readers to read, and improve intrinsic motivation, teachers must know how to assess their students' needs and proper assessment is the cornerstone of meeting those needs (Harris & Smith,

1986). There are several ways for educators to learn more about their students, most of which are informal, such as class observations, class discussions, student workbooks, and teacher-student conferences. Using class observations, teachers can find out the language and writing abilities of a student, or learn whether or not the reluctant reader is interested in a particular hobby or topic (Brozo, 2003). Student work helps a teacher diagnose specific areas of need, and conferences give the teacher the opportunity to gather more information. Questioning is a skill teachers need in order to glean more information from one on one conversations with students as well as class discussions.

More formal assessments come in the form of student questionnaires tied to instructional objectives, or an interest inventory that lists many subjects or hobbies the student may be interested in (Harris & Smith, 1986). Other formal assessments typically used are tests and quizzes, but educators must have an operational definition of the goals students are to reach, or the assessment is worthless (Harris & Smith, 1986; Evans, 2006). In addition, formal assessments must be used to improve student instruction (Brozo, 2003), in order for students to meet the goals set forth by the teacher, school, district, or state. Large state assessments are less able to identify areas in which students need help than are daily classroom assessments conducted by the teacher

Truly effective assessments are authentic representations of where students lack skills, but more importantly show teachers what skills the students do possess (Moore, et al. 1999). In addition, pre-treatment assessment must be conducted in order for educators to ascertain the readiness of students to learn and use post-treatment assessment to guide

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instruction (Dechant, 1973).

The review of related literature is clear. In order to help reluctant readers educators must first understand them as whole, complex, individuals and adapt educational practice to their unique attributes and skills. The research further indicates that focus and change will impact student success in school and life.

CHAPTER THREE

Procedures of the Project

Introduction

This project will develop a curriculum for teachers of reluctant 9th grade readers. Materials are provided to assist educators in creating a curriculum to enhance the attitudes and motivation of reluctant 9th grade readers. This project also provides educators with materials to engage reluctant readers in an effort to enhance reading ability.

One program does not fit all, but a greater understanding of why readers are reluctant is critical to finding programs or supplemental materials that work. Since there are a wide variety of trade reading programs available, as well as school wide programs, it is clear there is no one program that is universal to every school district. Because of the lack of adolescent reading research, educators must create materials specific to their needs, and adapt existing materials to fit their current teaching situations. Educators must also take into consideration the fact that 9th grade reluctant readers are whole individuals with specific strengths, weaknesses, dreams, and goals.

Need for the Project

With the passing of the No Child Left Behind Act in 2001, and the 2008 Washington State Assessment of Learning graduation requirements, students, parents, and teachers, including districts and entire administrations, are under more pressure than

ever to insure the success of every student. The research for secondary reluctant readers

is limited and while more attention is slowly being paid by policy makers, it will not be in

time to help 9th grade students who hope to graduate on time in 2008.

Reading scores on the WASL (2006) have improved over the years, but there is

not enough growth for all students to meet the state standards. There is much discussion

among policy makers about what to do with the large number of students who do not pass

the WASL in time to graduate with their peers, however, for many students it is too late.

It is ideal that reading be a skill students have somewhat mastered by the time they get to

high school but the fact is, many struggle.

Educators must look at what measures can be taken at the 9th grade level to help

students be successful. In addition, educators must understand why students are reluctant

to begin with and aim to stop the cycle of failure. Understanding student interest is

critical to creating intrinsic motivation in students, and once a reluctant reader makes a

connection with a text, with peers, and with their teacher, great things are possible.

Procedures for the Project

This project began with a review of related literature with a focus on the last

twenty years. Consideration was given to notable authors and highly regarded journals.

After concluding that research was lacking for students at the secondary level, more

attention was paid to the motivation of reluctant readers, the reason they are reluctant,

and what parents and educators can do to help increase interest and therefore attitude and

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motivation, in these readers. Additionally, the research gave suggestions as to what can be done and how it can be implemented by educators.

Planned Implementation of the Project

The information contained in this project can be used in any district across Washington State. The material can be adapted to fit many different teaching styles as well as learning styles, and while there are no perfect programs, these materials are provided as a guide to educators of 9th grade reluctant readers. This guide requires no special funding, is fit for students of all socioeconomic and cultural backgrounds, and can be implemented in grades 4 through 12.

CHAPTER FOUR

THE PROJECT

Introduction

This project will develop a guide for teachers of reluctant 9th grade readers. In 2008, graduates of Washington State public schools must meet state standards in reading, writing, and math. At this point in time, a large percentage of students will not meet the graduation requirements set forth by the State of Washington. The scope of this project is to create a guide to enhance the attitudes of reluctant 9th grade readers. This project provides educators with materials to engage reluctant readers and to enhance reading ability.

The material provided in this chapter contains introductory lesson plan ideas and is followed by lessons designed to spark interest and improve attitude, as well as motivation in 9th grade reluctant readers. These lessons are designed to get 9th grade reluctant readers interested in reading, however, follow-up material is the responsibility of individual teachers and school districts.

Motivating the Reluctant 9th Grade Reader in the English Classroom:

An Educators' Guide

Introduction

This project will develop a curriculum for teachers of reluctant 9th grade readers. In 2008, graduates of Washington State public schools must meet state standards in reading, writing, and math. At this point in time, a large percentage of students will not meet the graduation requirements set forth by the State of Washington. The scope of this project is to help educators create a guide to enhance the attitudes of reluctant 9th grade readers. This project provides educators with materials to engage reluctant readers and to enhance reading ability.

The lesson plans were created specifically with 9th grade reluctant readers in mind. They were created to help students take ownership in their learning while relating their learning to the world around them. The lessons were designed as a starting point for further development which can be done by expanding on the lesson plans, or creating new ones. Future lesson plans must always be relevant to students, spark student interest, and promote further reading. The concept behind each lesson is to improve the attitudes of reluctant 9th grade readers and prepare a pathway for them to not only increase their reading, but their feelings about reading as well.

The first two lessons in this section are designed to establish a Class Purpose Statement and A Code of Cooperation. Each lesson gives students the opportunity to have their voice heard and establishes the purpose for being in the class. This also gives students the opportunity to think about how this class impacts their future. The Class Purpose Statement and the Code of Cooperation help students take ownership in their

learning, and feel connected to what happens in the class. Ownership creates pride and satisfaction, improves attitude and motivation, and involves students in creating a safe environment in which they are free to express themselves.

The third lesson is designed to determine students' personal interests as well as academic interests. These lessons may be used for other grade levels other than 9th grade, and are universal to all students. Teachers must understand student interest in order to help them chose reading assignments that not only spark interest, but are within students' ability level.

All following lessons are designed to get students to think about reading, become interested in reading, and motivate themselves to continue reading as well as encouraging students to think about their reading and write about their reflections. Some lessons are followed by an Instructional Survey and Disposition Assessment about the lesson students just completed. It is not only critical to assess where students' abilities and interests lie, but teachers also need to reflect on their methods and materials in order to adapt the lesson if necessary. It is the responsibility of teachers to seek feedback, not only for future adjustments to their instructional materials, but so students have the opportunity to share their thoughts and feelings about their learning. Giving students the chance to offer feedback also increases their feelings of ownership and value.

Lesson Title/Focus: Classroom Purpose Statement.

1. **Input:** This process is designed to create a purpose statement all students have ownership in. The ability to have ownership in a process creates interest. Interest affects attitude and motivation. Once students have a clear purpose for being enrolled in the class, they will have more emotions invested in the class. This lesson is designed to create interest.

2. **Instructional Materials Needed:** Sticky notes, butcher paper, masking tape.

3. **Lesson Objective (Learning Targets):**
   a. Students will be able to write in their response to each statement.
   b. Students will be able to think about their reasons for "being here".
   c. Students will be able to discuss as a class the purpose for the class.
   d. Students will be able to complete a purpose statement.
   e. Students will be able to complete a consensus chart.
   f. GLE's addressed:
      i. EALR: 1, GLE: 1.21
      ii. EALR: 1, GLE: 1.3.2
      iii. EALR: 3, GLE: 3.3.1

4. **Direct Instruction:** This lesson is for individual and group instruction.

5. **Anticipatory Set:** Students will have a brief writing prompt on the board they will copy and answer. When completed there will be a class discussion regarding their thoughts, ideas, and feelings. **Question:** Why are you here?

6. **Modeling (Show):** Teacher will brainstorm some reasons why and write them on the board.

7. **Guided Practice:** Teacher will work alongside students as they discover for themselves the reasons for being in the class.

8. **Checking for Understanding/Questions:** Teacher will give students time to ask clarifying questions. Teacher will use questioning strategies to ask if the expected outcome of each step of the process is clear.

9. **Closure:** Teacher will give students time reflect on what they experienced during class by using various questioning techniques and having students keep a "learning journal".

10. **Assessment Strategy:** Teacher will facilitate discussions with students after each group has completed each task. No letter grade will be given. Each student has the opportunity to be heard and each response will count toward creating the class purpose statement. Teacher can assess informally using observation and class discussions.

11. **Lesson Rationale:** Students will write a purpose statement that creates understanding of the class and ownership in the process of learning.
    - This lesson also provides each student the opportunity to have their voice heard.
    - Accommodations for students with disabilities can be made by

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allowing extra time for students who need it. Also, any written words will be read aloud.

- This lesson stimulates student thinking by relating responses to the central purpose of the class.
- This lesson creates a supportive learning community which all student responses are safe

Teacher Directions:

- Hand out slips of paper that say: The purpose of the_____ class is to _____?
- Ask students to fill in the blanks.
- Each student will write down their own purpose statement.
- Students are put into teams of five or six.
- All team members will pass their Purpose Statement to the person to their left.
- Team members read each statement and underline key words or phrases that have significant meaning to them, continuing to pass until all members of the group reach each statement.
- Many words will be underlined several times.
- A recorder is selected and an unduplicated list of words and phrases is developed by each team.
- It may be necessary to limit the number of words by asking for words which are underlined 2, 3, or more times.
- Teacher then asks each team for a word or phrase from the list which will be written on the board. Repeat the process until all words and phrases are included.
- Students now for two groups.
- Each group uses as many words from the list as appropriate to write a purpose statement.
- Each group presents their purpose statement to the class.
- Class develops a purpose statement from the two that were presented.
- The class purpose statement is written down and presented to the class.
- Hand out sticky notes to each member of the class.
- Ask them to write a percentage between 0 and 100 depending on how committed they are to following the group purpose.
- If there is little commitment start at step one.
- If there is a high level of commitment, then class members sign the purpose statement and post it in the room.
- The flow chart is included in this guide.
- Hand out Instructional Survey and/or one of the following

Dispositional Assessments and ask students to fill out for next class period.

Evans, B., & Fitch, L. (2006) *Quality in Education*. Washington. Quality in Education, Inc.

Instructional Survey

This is NOT a test! No names are required and there is no right or wrong answers.
Your teacher will used to responses to improve class activities so please answer honestly.
Each student is to work silently and alone until the task is completed.

DIRECTIONS: Below are some statements. As you read them, think about the activity you did.
How do you feel about that activity compared to things you have done in class before?

If you think the statement is a **lot more** true than usual, circle **4.**
If you thing the statement is a **little more** true than usual, circle **3.**
If you think the statement is a **little less** true than usual, circle **2.**
If you think the statement is a **lot less** true than usual, circle **1.**

Remember to circle how YOU feel about the activity that you have done.	A lot more true than usual	A little more true than usual	A little less true than usual	A lot less true than usual
I understood the instructions that the teacher gave.	4	3	2	1
The activity I did was useful	4	3	2	1
I tried my best to do the work.	4	3	2	1
I enjoyed doing this work.	4	3	2	1
I understood how I was to do the activity.	4	3	2	1
The activity I did will help me in the subject.	4	3	2	1
I was happy to do the work because it was useful.	4	3	2	1
I want to do more work like this.	4	3	2	1
I was confused about what we were to do in the activity.	4	3	2	1
What I did in the activity is useful for doing tests.	4	3	2	1
I wanted to do the work for this activity.	4	3	2	1
The activity was boring.	4	3	2	1

I feel the activity we did would have been better if_____

Gallagher, K. (2003). *Reading reasons: Motivational mini-lesson for middle and high school.*
        Portland. ME: Stenhouse Publishers.

Class Activity/Assignment Chart

WOW! I learned a lot.					
That was pretty interesting. Learned only a bit					
I'm ??! Confused and didn't learn much.					
Huh? What? I learned nothing.					
	Hated it!	Didn't like it!	Ok, I guess	Liked it!	Loved it!

Rational-Why?

Keep it!	Please Change

Evans, B., & Fitch, L. (2006) *Quality in Education*. Washington. Quality in Education, Inc.

Did You Get It?

Yes	Kind of	No

+ (Plus)	Δ (Delta)

Willey, B., & Sanderson, J. (2003). B. Evans & L. Fitch (Ed.), *Quality in Education.* Washington: Quality in Education, Inc.

Lesson Title/Focus: Code of Cooperation

1. **Input:** This process is designed to create a Code of Cooperation so all students as well as the teacher, have an understanding as to how they are to treat each other. This gives students the ability to have ownership in a process and in turn creates interest. Interest affects attitude and motivation. Once students have a clear purpose for the class and a Code of Cooperation, in the class, they will have more emotions invested in the class.

2. **Instructional Materials Needed:** Butcher paper, pens, masking tape.

3. **Lesson Objective (Learning Targets):**
   a. Students will be able to take turns listing ways cooperate in a structured brainstorm session in groups of 5-6.
   b. Students will be able to work in groups.
   c. Students will be able to discuss ideas of cooperation in class.
   d. Students will be able to record at least one idea from each group member.
   e. Students will be able to compile a list of 10 things they can agree on.
   f. GLE's addressed:
      i. EALR: 1, GLE: 1.3.1
      ii. EALR: 2, GLE: 2.2.3
      iii. EALR: 2, GLE: 2.3.2

4. **Direct Instruction:** This lesson is for group instruction.

5. **Anticipatory Set:** Students will have a brief writing prompt on the board they will copy and answer. When completed there will be a class discussion regarding their thoughts, ideas, and feelings. **Question:** What do you think we need to be able to do in order to have a cooperative and safe learning environment? How do we behave? How do we treat one another?

6. **Modeling (Show):** Teacher will brainstorm some reasons why and write them on the board.

7. **Guided Practice:** Teacher will work alongside students as they discover for themselves the appropriate behaviors for class.

8. **Checking for Understanding/Questions:** Teacher will give students time to ask clarifying questions. Teacher will use questioning strategies to ask if the expected outcome of each step of the process is clear.

9. **Closure:** Teacher will give students time reflect on what they experienced during class by using various questioning techniques and having students keep a "learning journal".

10. **Assessment Strategy:** Teacher will facilitate discussions with students after each group has completed each task. No letter grade will be given. Each student has the opportunity to be heard and each response will count toward creating the class purpose statement. Teacher can assess informally using observation and class discussions.

11. Lesson Rationale: Students will write a Code of Cooperation that creates understanding of the class and ownership in the process of learning.

- This lesson also provides each student the opportunity to have their voice heard.
- Accommodations for students with disabilities can be made by allowing extra time for students who need it. Also, any written words will be read aloud.
- This lesson stimulates student thinking by relating responses to the central purpose of the class.
- This lesson creates a supportive learning community in that all student responses are safe and will not be shared with others, teacher will not grade answers, and all students are included in the process.

Teacher Directions:

- Write discussion questions on the board.
- Discuss possible responses.
- Students are put into teams of five or six.
- Using structured brainstorming, students will list the qualities of a Code of Cooperation. Each student in each group has a say under the guidelines of the brainstorm.
- Team members make a list and write it on the butcher paper.
- When everyone is done compare lists and narrow them down to 10.
- Write the ten words on a new sheet of butcher paper.
- Handout the Code of Cooperation Self-Evaluation Chart
- Have students write the 10 words at the end of each spike on their chart.
- Then, have students rate themselves on each topic and mark it on the number scale under each topic. Connect the dots.
- Discuss where some students have strengths and weaknesses. Ask what you can so as the teacher to help them be successful in those areas that are lacking.
- Have students sign the new Code of Cooperation for the class and post.
- Students will fill out a new Code of Cooperation Radar Chart every two weeks to track their progress.
- De-brief thoughts and feelings student may about the process.
- Hand out Instructional Survey and ask students to fill out for next class period.

Evans, B., & Fitch, L. (2006) *Quality in Education*. Washington. Quality in Education, Inc.

Instructional Survey

Class_____

Date_____

Activity_____

Male/Female

This is NOT a test! No names are required and there is no right or wrong answers.
Your teacher will used to responses to improve class activities so please answer honestly.
Each student is to work silently and alone until the task is completed.

DIRECTIONS: Below are some statements. As you read them, think about the activity you did.
How do you feel about that activity compared to things you have done in class before?

If you think the statement is a **lot more** true than usual, circle **4.**
If you thing the statement is a **little more** true than usual, circle **3.**
If you think the statement is a **little less** true than usual, circle **2.**
If you think the statement is a **lot less** true than usual, circle **1.**

Remember to circle how YOU feel about the activity that you have done.	A lot more true than usual	A little more true than usual	A little less true than usual	A lot less true than usual
I understood the instructions that the teacher gave.	4	3	2	1
The activity I did was useful	4	3	2	1
I tried my best to do the work.	4	3	2	1
I enjoyed doing this work.	4	3	2	1
I understood how I was to do the activity.	4	3	2	1
The activity I did will help me in the subject.	4	3	2	1
I was happy to do the work because it was useful.	4	3	2	1
I want to do more work like this.	4	3	2	1
I was confused about what we were to do in the activity.	4	3	2	1
What I did in the activity is useful for doing tests.	4	3	2	1
I wanted to do the work for this activity.	4	3	2	1
The activity was boring.	4	3	2	1

I feel the activity we did would have been better if_____

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    Portland. ME: Stenhouse Publishers.

Class Activity/Assignment Chart

WOW! I learned a lot.					
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	Hated it!	Didn't like it!	Ok, I guess	Liked it!	Loved it!

Rational-Why?

Keep it!	Please Change

Evans, B., & Fitch, L. (2006) *Quality in Education*. Washington. Quality in Education, Inc.

Did You Get It?

Yes	Kind of	No

+ (Plus)	Δ (Delta)

Willey, B., & Sanderson, J. (2003). B. Evans & L. Fitch (Ed.), *Quality in Education.* Washington: Quality in Education, Inc.

Lesson Title/Focus: 21/You and Your Reading/Class Questionnaire

1. **Input:** These questionnaires are designed to discover more about students' interests and personal lives. It is intended to be used at the beginning of a new school year, semester, or quarter in order to understand more about 9th grade students.

2. **Instructional Materials Needed:** 21 Handouts, You and your Reading Handout, and Class Questionnaire Handout.

3. **Lesson Objective (Learning Targets):**
   - Students will be able to write in their response to each statement.
   - Students will be able to share a personal side of themselves in an effort to tell the teacher about their lives.
   - GLE's addressed:
     i. EALR: 1, GLE: 1.22

4. **Direct Instruction:** This lesson is for group instruction.

5. **Anticipatory Set:** Students will have a brief writing prompt on the board they will copy and answer. When completed there will be a class discussion regarding their thoughts, ideas, and feelings. **Question:** How do you feel about being a 9th grade student at this high school and what are your expectations for the coming year?

6. **Modeling (Show):** Teacher will place a questionnaire on the overhead project they filled out prior to class, leaving one or two blank. Teacher will discuss the completeness of responses as well as content.

7. **Guided Practice:** Teacher will leave one or two questions blank. Teacher will read directions, fill in blank questions on overhead, and give students time to answer the first two questions on their handout.

8. **Checking for Understanding/Questions:** Teacher will give students time to ask clarifying questions. Teacher will use questioning strategies to ask if the expected outcome is clear.

9. **Closure:** Teacher will give students time to finish questionnaire and collect at the end of the period. They will use a variety of questioning strategies to discuss whether or not students learned some things about themselves and if they had to really think about some of their responses.

10. **Assessment Strategy:** Teacher will read responses after students have gone. No letter grade will be given, but a check for completion will be done keeping in mind students may have left some blanks intentionally in an effort to protect their privacy. Teacher can assess informally and make possible notes in student files for students who seem to struggle with reading, write incomplete sentences, and/or seem to struggle with comprehension. Notes may also be made regarding student interests, concerns the teacher may have, or any other information that may seem pertinent.

11. **Lesson Rationale:** Teachers will better understand student interests and

collect general information about students' lives in an effort to discover ways of motivating reluctant readers, or encouraging the continued reading skills of students at or exceeding the GLE's.

- This lesson also gives teacher the opportunity to learn about students' backgrounds, ethnicity, English acquisition, socioeconomic status (SES), and gender.
- Accommodations for students with disabilities can be made by reading questions aloud while students follow along, increasing print size, and allowing extra time for students who need it. Also, any written words will be read aloud.
- This lesson stimulates student thinking by relating responses to questions to themselves.
- This lesson creates a supportive learning community in that all student responses are safe and will not be shared with others, teacher will not grade answers, and all students are included in the process.

Teacher Directions:
- Give students 21 questionnaire (may be repeated for each form of questionnaire if desired).
- Place teacher 21 questions on overhead, leaving a few questions blank.
- Read over directions with students.
- Explain what a complete answer is and answer blank questions for the class.
- Demonstrate what constitutes as a complete answer looks like.
- Check for understanding.
- Give students time in class to begin the questionnaire.
- If more time is needed, students may finish at home and bring the next day.
- De-brief students and discuss why the activity was done, and what they learned about
themselves.

Please note: Content on this page was redacted due to copyright concerns.

You and Your Reading

Name: _____ **Date:**_____**Period**_____

This survey is to give me (your teacher) some ideas about how you like to read and the topics in which you are interested.

Circle the term that best describes how often you read the following before enrolling in this class.

In your own language

A newspaper in your own language	Regularly	Often	A Little	Very Seldom
A fiction book in your own language	Regularly	Often	A Little	Very Seldom
A non-fiction book in your own language	Regularly	Often	A Little	Very Seldom
A magazine in your own language	Regularly	Often	A Little	Very Seldom
An on-line article in your own language	Regularly	Often	A Little	Very Seldom
e-mail in your own language	Regularly	Often	A Little	Very Seldom

In English

A newspaper in English	Regularly	Often	A Little	Very Seldom
A fiction book in English	Regularly	Often	A Little	Very Seldom
A non-fiction book in English	Regularly	Often	A Little	Very Seldom
A magazine in English	Regularly	Often	A Little	Very Seldom
An on-line article in English	Regularly	Often	A Little	Very Seldom
e-mail in English	Regularly	Often	A Little	Very Seldom

What topics do you enjoy reading about?

Circle the term that best describes how much you enjoy reading about the following topics. Feel free to add a topic I may have missed!

Sports	Very much	A lot	Not very much	Not at all
Crafts/Hobbies	Very much	A lot	Not very much	Not at all
Other cultures	Very much	A lot	Not very much	Not at all
Science	Very much	A lot	Not very much	Not at all
The future	Very much	A lot	Not very much	Not at all
Technology	Very much	A lot	Not very much	Not at all
Business	Very much	A lot	Not very much	Not at all
Cooking/Food	Very much	A lot	Not very much	Not at all
People	Very much	A lot	Not very much	Not at all
Fashion	Very much	A lot	Not very much	Not at all
History	Very much	A lot	Not very much	Not at all
Animals	Very much	A lot	Not very much	Not at all
Music	Very much	A lot	Not very much	Not at all
Films	Very much	A lot	Not very much	Not at all

Than you for completing the survey! I hope the results will help me make your learning of English easier and more fun.

Gallagher, K. (2003). Reading reasons: Motivational mini-lesson for middle and high school. Portland. ME: Stenhouse Publishers.

Class Questionnaire

1. Name:_____

2. Birthday: _____

3. Favorite subject in school and why it is your favorite:

4. What is the first thing that comes to your mind when you think of English? Why is this?

5. Finish this phrase: English would be my favorite subject in school if...

6. What is your favorite thing to do outside of school?

7. Describe a "dream day" off from school.

8. What kinds of music do you like (Rock, Hip-Hop, Rap, Country, etc.) Why do you like it?

9. Who is your favorite singer, band, musical act, etc. What is it about him/her/them that you like so much?

10. What is your favorite movie of all time? Why is it your favorite?

11. Finish this phrase: "I learn best by..." (Lecture, groups, hands-on, etc. There are many more that this so think about what you like best!)

12. What do you want to be in the future? Don't write "rich." Tell me what profession interests you.

13. Do you like to read? Why or why not?

14. What is your favorite TV show? Why?

15. If you could be anyone else but yourself, who would you choose and why?

16. What is it about you that you especially like?

17. What do you plan to gain from English this quarter/semester?

18. What do you plan to improve on this quarter/semester in English class?

Durr, Brian. (2001). Washington Middle School. *Yakima Valley School District*. Yakima.

Lesson Title/Focus: The Reading Minute

1. **Input:** At the beginning of a reading unit, or even daily at the beginning of each class, the teacher takes a minute to read an interesting passage from a range of sources. The text should be able to engage students in listening, and perhaps spark their curiosity. This can be done year round as well. At the beginning of the year the teacher leads the Reading Minute and students keep a Reading Minute Log. After the teacher reads the selection, students write down one sentence to help them remember the selection. Within a month, students are leading the Reading Minute. Students sign up on a calendar that goes until the end of the year. Each student will have presented several times by the time school is out at the end of the year. When the Reading Minute sessions have been completed for the year, students can then go back, read all of their Reading Log entries and comment on them using the following questions: Which Reading Minute was your favorite? Which Reading Minute taught you something? Is there value in the Reading Minute assignment? Should I continue this assignment next year? This lesson is designed to spark interest in students and expose them to dozens of authors, styles, and genres in an effort to connect a student with something they are interested in, this increasing attitude, motivation, and success.

2. **Instructional Materials Needed:** Ideas for Sharing handout.

3. **Lesson Objective (Learning Targets):**
    - Students will be able to write a personal response to each selection.
    - Students will be able to share a personal side of themselves.
    - Students will be able to summarize a passage in one sentence.
    - Students will be able to find passages in literature they find interesting.
    - Students will be able to reflect on the Reading Minute and see the value of reading a diversity of literature.
    - GLE's addressed:
        i. EALR: 1, GLE: 1.2.2, 1.4.2, 1.4.3
        ii. EALR: 2 GLE: 2.1.3, 2.1.4, 2.1.5, 2.2.3, 2.3.1, 2.3.3, 2.3.4, 2.4.1, 2.4.2, 2.4.3, 2.4.5, 2.4.6, 2.4.7,
        iii. EALR: 3 GLE: 3.4.2, 4.4.1
        iv. EALR: 4 GLE: 4.2.1

4. **Direct Instruction:** This lesson is for group instruction.

5. **Anticipatory Set:** Students will listen to a brief statement from a piece of literature and respond to it as a class at the beginning of the Reading Minute Lesson/Unit. They will discuss thoughts, ideas, and feelings.

6. **Modeling (Show):** Teacher will read Reading Minute selections for the first part of the lesson, or first month of the school year. Teacher will show students they are actively reading.

7. **Guided Practice:** Teacher write practice sentences for Student Reading

Minute Logs with students for the first week of Reading Minutes.

8. **Checking for Understanding/Questions:** Teacher will give students time to ask clarifying questions. Teacher will use questioning strategies to ask if the expected outcome is clear.

9. **Closure:** Teacher will give students time to reflect after each Reading Minute. Teacher will also encourage students to begin looking for their own pieces of Literature and offer help to students who are struggling.

10. **Assessment Strategy:** Teacher will read responses to Reading Minute assignment once every two weeks for completeness. Writing comments is optional.

11. **Lesson Rationale:** Students will listen, and be exposed to, different types of writing from different types of literature. They will learn to see that reading can be exciting, and interesting, and will lead to more independent reading. This lesson can be used in conjunction with an independent Reading Log students complete on a novel of their choice. Reading Minutes may come from literature they are reading independently or for academic purposes.

   - This lesson also gives teacher the opportunity to learn about students' interests and concerns. Teachers will be exposed to writing students are drawn to and will be better able to make further suggestions to students.
   - Accommodations for students with disabilities can be made by giving them more time to read their section aloud, more time to respond in the Reading Minute Log, and choose literature that is accessible to them. Also, any written words will be read aloud.
   - This lesson stimulates student thinking by relating responses to literature selections.
   - This lesson creates a supportive learning community in that all student responses are safe and will not be shared with others, and all students are included in the process.

Teacher Directions:
   - Read literature selections teacher believes may spark interest in students.
   - Demonstrate what a response in the Reading Minute Log will look like. Each entry should have a date and the name of the speaker followed by a one sentence statement. about the selection.
   - Hand out Ideas for Sharing for students to use while searching for their own literature selections.
   - Schedule future Reading Minutes with students for the rest of the unit.

Ideas for Sharing During the Reading Minute
(All selections must be school appropriate)

Gallagher, K. (2003). Reading reasons: Motivational mini-lesson for middle and high school. Portland. ME: Stenhouse Publishers.

Lesson Title/Focus: Reading Minute

1. **Input:** It is important students understand people from all kinds of different backgrounds read. Showing students the quotes and discussing the words of celebrated people can help them realize how critical reading is. This short activity is a way to get students to think about their reading. This lesson is designed to expose student to a diverse population of writers and well as increase interest by connecting with a writer.

2. **Instructional Materials Needed:** Weekly quote.

3. **Lesson Objective (Learning Targets):**
    - Students will be able to write a personal response to each quote.
    - Students will be able to share personal insights about the quote.
    - Students will be able to reflect about each quote.
    - Depending on the final project, students will be able to give an oral report, write an essay reflecting on the meaning of their favorite passage and relate it to their lives, share in small groups, or build upon their portfolio.
    - GLE's addressed:
        i. EALR: 1, GLE: 1.2.2, 1.3.2,
        ii. EALR: 2 GLE: 2.1.3, 2.1.6, 2.3.1, 2.3.3, 2.4.1, 2.4.2, 2.4.5,
        iii. EALR: 3 GLE: 3.4.2

4. **Direct Instruction:** This lesson is for group instruction.

5. **Anticipatory Set:** Students will read a quote from the board/overhead and write what it means to them.

6. **Modeling (Show):** Teacher will read their own response to the quote making sure it is clear to students there is no right or wrong answer. This exercise is based in interpretation.

7. **Guided Practice:** Teacher write the response to a second quote on the board with the help of students. This will also demonstrate any requirements such as length or the way in which the teacher would like the responses to look on paper. A handout is included here, but is not necessary.

8. **Checking for Understanding/Questions:** Teacher will give students time to ask clarifying questions. Teacher will use questioning strategies to ask if the expected outcome is clear.

9. **Closure:** Teacher will give students time to reflect after each quote. Teacher will also conduct a quick questioning strategy to get a feeling for what students thought.

10. **Assessment Strategy:** Teacher will read responses to quotes once a month, or at the end of the quarter/semester. Teacher will check for completion.

11. **Lesson Rationale:** Students will read, and be exposed to, different types of writing from different types of literature. They will also learn the thoughts and ideas of some of the most familiar and celebrated writers in literature.

- Teacher and students will be exposed to new ideas and new perspectives.
- Students will think about their reading and the world around them.
- Accommodations for students with disabilities can be made by giving them more time to read and more time to respond in their notebook. Also, any written words will also be read aloud.
- This lesson stimulates student thinking by relating responses to quotes, what the possible interpretation may be, and encourages independent thought.
- This lesson creates a supportive learning community in that all student responses are safe. There are no wrong answers.

Teacher Directions:
- The first quote of this exercise will be written on the board/overhead.
- The teacher will read the quote aloud and ask students to write in their notebooks what the quote means to them. Remind students there are no wrong answers.
- Once students are done, share what you have written and discuss student responses.
- Teacher demonstrates what the responses should look like, i.e. fully written, short answer, list of words, handout
- Write the weekly quote in a designated area in the room that is easy for all students to see.
- Students copy the quote and respond. They can agree, disagree, argue, question, challenge, or make connections to other passages.
- Challenge students to find Reading Wisdom quote to share with the class.
- At the end of the quarter/semester, students will choose a quote they found to be the most meaningful. They will share their ideas in all or one of the following ways:
    1. Give an oral report.
    2. Write an essay reflecting the meaning and its relevance to the student.
    3. Share in small groups, choose one quote, and present it to the class.
    4. Include the selections to their portfolio.

Gallagher, K. (2003). *Reading reasons: Motivational mini-lesson for middle and high school.* Portland. ME: Stenhouse Publishers.

Reading Wisdom

The illiterate of the future is not who cannot read or write, but one who cannot learn, unlearn, and relearn. *Alvin Toffler*

To read without reflecting is like eating without digesting. *Edmund Burke*

In times of change, learners inherit the earth, while the learned find themselves beautifully equipped to deal with a world that no longer exists. *Eric Hoffer*

A person who doesn't read is no better off than a person who can't read. *Mark Twain*

'Tis the good reader that makes the good book. *Ralph Waldo Emerson*

Literature is no one's private ground, literature is common ground; let us trespass freely and fearlessly and find a way for ourselves. *Virginia Woolf*

A good reader is one who has imagination, memory, a dictionary, and some artistic sense. *Vladimir Nabokov*

A book must be an ice ax to break the frozen sea within us. *Franz Kafka*

The reading of all great books is like conversation with the finest men of past centuries. *René Descarte*

A man is known by the company his mind keeps. *Thomas Bailey Aldrich*

We don't always choose the books we read....sometimes they choose us. *Rubin "Hurricane" Carter*

I read my way out of poverty ling before I worked myself out of poverty. *Walter Anderson*

The only things worth reading are things you don't understand. *Sheridan Blau*

Anonymous Quotes

Books impede the persistence of stupidity. *Spanish proverb*

Nothing can stop a person who wants to be educated. Nothing can help a person who doesn't.

When you finish reading a book you are a more interesting person.

All great books are challenging and should be challenged.

What worse than burning books? Not reading them.

Reading does not teach you how to read. It teaches you how to read better.

The book that can be read without any trouble was probably written without any trouble also.

In any one book there is more than any one reader can see.

WARNING: reading may lead to an increase in knowledge, altered perceptions, and deepened insight. All such reactions are normal, but may lead to a serious reading habit.

Good readers have a greater tolerance for failure.

Gallagher, K. (2003). Reading reasons: Motivational mini-lesson for middle and high school. Portland. ME: Stenhouse Publishers.

Lesson Title/Focus: Don't Be Such a Borf!

1. **Input:** Students tend to skip words they do not know and often times do not take the time to decipher the meaning, or simply look it up. Teaching context reading can improve a student's ability to make sense of unfamiliar words. Learning this technique is beneficial to understanding all types of writing, i.e. expository, narrative, etc.

2. **Instructional Materials Needed:** Nonsense words, newspapers.

3. **Lesson Objective (Learning Targets):**
   - Students will be able to list the reasons why it is important to have a mature vocabulary.
   - Students will be able to use context clues to decipher the meaning of a word
   - Students will be able to invent their own nonsense word and definition.
   - Students will be able to discuss what separates an "expert" reader and a "novice" reader, the focus being that "expert" readers take the time to use context clues to discover the meaning of a word.
   - GLE's addressed:
     i. EALR: 1, GLE: 1.3.2,
     ii. EALR: 2 GLE: 2.1.4, 2.2.2

4. **Direct Instruction:** This lesson is for group and small group instruction.

5. **Anticipatory Set:** Students will brainstorm reasons for having a mature vocabulary on the board.

6. **Modeling (Show):** Teacher contributes to the list of reasons for having a mature vocabulary and will also use student nonsense words and try to figure out the meaning from the context.

7. **Guided Practice:** Teacher will write a word they are unfamiliar with, perhaps one chosen by a student from the dictionary and work to decipher definition with the class.

8. **Checking for Understanding/Questions:** Teacher will give students time to ask clarifying questions. Teacher will use questioning strategies to ask if the expected outcome is clear.

9. **Closure:** Teacher will give students time to reflect on the list made after having completed the lesson to see if they think their list was complete. Teacher will discuss the need to read as much as possible in order to learn more "Borf"'s in the future and building a mature vocabulary takes practice.

10. **Assessment Strategy:** Teacher will circulate to among small groups to answer questions and ascertain that all students are participating.

11. **Lesson Rationale:** Students will read, and be exposed to, unfamiliar words in order to learn the skill of using context clues to decipher meaning. This lesson also gives student the opportunity to be creative.
    - Teacher and students will be exposed to new words and meanings.

- Students will use context clues to decipher meaning.
- Accommodations for students with disabilities can be made by giving them more time to read and more time to write. Also, any written words will also be read aloud and small print will be enlarged.
- This lesson stimulates student creativity in creating nonsense words.
- This lesson creates a supportive learning community in that all student responses are safe. There are no wrong answers.

Teacher Directions:

- Ask students to brainstorm reasons for needing a mature vocabulary and write the responses on the board/overhead.
- Give student the following sentence and ask them to predict its meaning:

  It was so gliff outside, I has to wear two sweaters and a jacket!
  "Gliff" most likely means:

        a. warm
        b. cold
        c. bright
        d. dark

- Explain to students they have never encountered this word before because you made it up.
- Ask students how they were able to decipher the meaning of the word even though they have never seen it before.
- Have students create their own nonsense word and definition. Then have each student use that word in a sentence providing enough context clues for the reader to figure it out.
- Have students exchange and guess the meanings of their nonsense words.
- Remind students that even expert readers come across words they do not understand, and when they do so, they use context clues to decipher the meaning.
- Distribute newspapers to small groups of four. Have each student find three words with which they are unfamiliar.
- Have students cope each of unfamiliar word in its complete sentence. Underline the unfamiliar word and write definition predictions.
- Students will check predictions with other group members and finally consult a dictionary to see if predictions were correct.
- De-brief the activity with students and hand out an Instructional Survey to be completed by next class period.

Gallagher, K. (2003). *Reading reasons: Motivational mini-lesson for middle and high school.* Portland. ME: Stenhouse Publishers.

Instructional Survey

Class_____

Date_____

Activity_____

Male/Female

Gallagher, K. (2003). *Reading reasons: Motivational mini-lesson for middle and high school.* Portland. ME: Stenhouse Publishers.

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Lesson Title/Focus: The Fine Print

1. **Input:** Students need to understand how to read the fine print in contracts for everything from buying a new car, to purchasing a cell phone. Learning how to read the fine print teaches students how to look for information that may be hidden, and in the long run, be costly to the consumer.
2. **Instructional Materials Needed:** Cell phone advertisement handout.
3. **Lesson Objective (Learning Targets):**
   - Students will be able to brainstorm reasons companies use fine print.
   - Students will be able to discuss the harmful effects of ignoring the fine print when making a purchase.
   - Students will be able to read the fine print for a cell phone advertisement.
   - Students will be able to write down questions they have about the terms of the cell phone agreement.
   - Students will be able to share and discuss questions with the class.
   - Students will be able to work in groups and brainstorm other place where they might run into fine print.
   - GLE's addressed:
     i. EALR: 1, GLE: 1.2.2, 1.3.2
     ii. EALR: 2 GLE: 2.1.5, 2.5.6, 2.2.2,
     iii. EALR: 3 GLE: 3.1.1, 3.2.2
4. **Direct Instruction:** This lesson is for group and small group instruction.
5. **Anticipatory Set:** Students will be asked to explain what they think "fine print" means and what it is used for.
6. **Modeling (Show):** Teacher contributes to the list of reasons for using fine print and class will discuss that they already know about fine print.
7. **Guided Practice:** Teacher will give students a cell phone contract in order to identify fine print.
8. **Checking for Understanding/Questions:** Teacher will give students time to ask clarifying questions. Teacher will use questioning strategies to ask if the expected outcome is clear.
9. **Closure:** Teacher will give students time to reflect on the list made after having completed the handout. Teacher will discuss the need to read as much as possible in order to fully understand contracts and other pieces of material that contain fine print.
10. **Assessment Strategy:** Teacher will circulate to among small groups to answer questions and ascertain that all students are participating. Teacher will use a variety of questioning techniques in order to check for understanding and handout will be turned in to check for completeness.
11. **Lesson Rationale:** Students will read a cell phone contract in order to understand the fine print. Students need to understand that as consumers, they

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can be taken advantage of if they do not read and understand fine print.
- Students will use context clues to decipher meaning.
- Accommodations for students with disabilities can be made by giving them more time to read and more time to write. Also, any written words will also be read aloud and small print will be enlarged.
- This lesson stimulates student thinking in an effort to read legalese.
- This lesson creates a supportive learning community in that all student responses are safe. There are no wrong answers.

Teacher Directions:
- Ask students to define fine print.
- Ask students to brainstorm reasons companies use fine print in their contracts.
- Have students read the fine print of a cell phone advertisement.
- Ask students to write down things they understand about the fine print and list the main points on the handout.
- Ask students to write down any questions they might still have about the terms of the cell phone agreement on the handout.
- Share and discuss any questions the students still have.
- Brainstorm any other places they might find fine print.
- De-brief students on the need to understand fine print before entering into a contract or signing papers.

The Fine Print

What I understand about the fine print	Questions I still have about the fine print	Where else will I see fine print in my life?

The Fine Print

Gallagher, K. (2003). *Reading reasons: Motivational mini-lesson for middle and high school.* Portland. ME: Stenhouse Publishers.

Lesson Title/Focus: Read All About It!

1. **Input:** Most students do not read the newspaper, and in many cases, do not receive news in any format. This lesson is designed to allow students to see the value of becoming a regular newspaper reader. This list students generate should come from the most recent newspaper available. This lesson is a step toward increasing interest and intrinsic motivation.

2. **Instructional Materials Needed:** Recent newspapers.

3. **Lesson Objective (Learning Targets):**
   - Students will be able to read over a newspaper.
   - Students will be able to list 15 things they learned from today's newspaper and share information with groups.
   - Students will be able to consider why they should become daily newspaper readers. How they will benefit.
   - GLE's addressed:
     i. EALR: 1, GLE: 1.2.1, 1.2.2
     ii. EALR: 2 GLE: 2.1.3, 2.1.4, 2.2.2, 2.3.2
     iii. EALR: 3 GLE: 3.1.1, 3.2.2

4. **Direct Instruction:** This lesson is for group and small group instruction.

5. **Anticipatory Set:** Students will be asked to explain why people read a newspaper and what is gained from doing so.

6. **Modeling (Show):** Teacher makes a list of things read from today's paper on the board.

7. **Guided Practice:** Teacher will give students newspapers and ask them to list 15 things they learn from reading the newspaper and how regular reading will influence their lives.

8. **Checking for Understanding/Questions:** Teacher will give students time to ask clarifying questions. Teacher will use questioning strategies to ask if the expected outcome is clear.

9. **Closure:** Teacher will give students time to reflect on the list made after having read the newspaper. Teacher will discuss the need to read as much as possible in order to fully understand the world around them, learn about ways to save money (advertisements, coupons, etc.), how where local events are being held, etc.

10. **Assessment Strategy:** Teacher will circulate to among small groups to answer questions and ascertain that all students are participating. Teacher will use a variety of questioning techniques in order to check for understanding and handout will be turned in to check for completeness.

11. **Lesson Rationale:** Students will read a newspaper in order to learn about the world on a national and local level. Students need to understand they are part of a bigger world, and that world has an impact on them. Students will gather information for their lists and discuss the importance of reading newspapers.

- Accommodations for students with disabilities can be made by giving them more time to read and more time to write. Also, any written words will also be read aloud and small print will be enlarged.
- This lesson stimulates student thinking in an effort to gather information.
- This lesson creates a supportive learning community in that all student responses are safe. There are no wrong answers.

Teacher Directions:

- Read today's paper and make a list of 15things learned and list on the board/overhead.
- Handout newspaper and ask students to list 15 things they learned from the newspaper in the lift hand column of the Read All About It handout.
- Ask students to work in groups of 4, but no members may have the same responses.
- Ask students to share that list with members in small groups of 4.
- Ask students to consider why they should read the daily newspaper, and how doing so will influence their lives.
- Share and discuss any questions the students may have.
- De-brief students on the need to stay current on events happening in the world and communities and point out the many benefits of reading a newspaper bases on some of their findings.

Read All About It!

Things I learned in today's paper	How will reading a newspaper regularly influence my life?
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	
13.	
14.	
15.	

Gallagher, K. (2003). *Reading reasons: Motivational mini-lesson for middle and high school.* Portland. ME: Stenhouse Publishers.

Lesson Title/Focus: Get a Job!

1. **Input:** Students often do not see the relationships between developing their reading skills and progressing toward a meaningful career. The amount of reading done in most schools today is inadequate in its level of preparation. This lesson reinforces the notion that most meaningful jobs require at least two years of post-high school education, if not more. This lesson is designed to help motivate students by relating what they learn in the classroom to the real world. Increasing intrinsic motivation will increase the attitude of students, thereby increasing the amount of reading done by students.

2. **Instructional Materials Needed:** Career Chart

3. **Lesson Objective (Learning Targets):**
   - Students will be able to brainstorm educational needs for specific careers.
   - Students will be able to create a four column spread sheet listing possible futures jobs, education or training required, reading demands, and why students should read now.
   - Students will be able to discuss Career Chart as a class.
   - Students will be able to discuss reasons for reading now.
   - Students will be able to reflect on the benefits of reading in order to prepare for a future career.
   - GLE's addressed:
       i. EALR: 2 GLE: 2.1.4, 2.2.4, 2.3.2, 2.4.5,
       ii. EALR: 4 GLE: 4.1.2

4. **Direct Instruction:** This lesson is for group and individual instruction.

5. **Anticipatory Set:** Students will brainstorm possible future jobs and list them on paper.

6. **Modeling (Show):** Teacher will begin a list on the board of possible future careers.

7. **Guided Practice:** Teacher write add to the list using student responses. Students will also begin their Career Chart and teacher will lead them through the first responses for each column.

8. **Checking for Understanding/Questions:** Teacher will give students time to ask clarifying questions. Teacher will use questioning strategies to ask if the expected outcome is clear.

9. **Closure:** Teacher will give students time to reflect after completing the Career Chart and record their feelings in their journals

10. **Assessment Strategy:** Teacher will read responses to Career Chart assignment at the end of the period. Charts will be checked for completion.

11. **Lesson Rationale:** Students will be exposed to a list of many different careers and discuss the reading needs for each one. They will learn to see that reading is a vital part of having a meaningful career and can help them obtain careers

they are happy with and can support them financially. This lesson can be used in conjunction with How Much Will you be Paid for Attending Class Today which follows this lesson.

- This lesson also gives teacher the opportunity to learn about students' interests as far as career opportunities. Teachers will be exposed student interests and be better able to make further reading suggestions to students.
- Accommodations for students with disabilities can be made by giving them more time to read their section aloud, more time to fill in the Career Chart. Also, any written words will be read aloud.
- This lesson stimulates student thinking by relating reading requirements in school to the real world.
- This lesson creates a supportive learning community in that all student responses are safe and all students are included in the process.

Teacher Directions:
- Have students brainstorm possible future careers individually and list them on paper.
- Write a small list created by the teacher on the board/overhead leaving plenty of room for student responses.
- Discuss responses with students and complete the list on the board/overhead.
- Have students make a chart like the one below. They may work in pairs to complete one chart for each team. Student charts should take up one piece of paper or more if necessary. A sample is provided.

Possible future job	Education or training required	Reading demands	Why should I read now?
Firefighter	Two-year Fire Academy degree Ongoing specialized training	Physics Chemistry Fire Codes Engineering text Medical/first aid Maps	(The students records his or her reflections here.)

- Have students fill out the chart to the best of their ability.
- Ask students to reflect why reading now may benefit them in the future.
- Discuss the pathways students need to take to achieve goals. Hand out Career Chart of degrees.
- Set up future meetings with each student to discuss reading needs for a career they are interested in.

Career Chart

(Source: Las Angeles Times)

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Instructional Survey

Class_____

Date_____

Activity_____

Male/Female

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CHAPTER FIVE

Summary, Conclusions, and Recommendations

Summary

The process of motivating 9th grade reluctant readers is a complicated task made

more difficult by impending 2008 graduation requirements. Adolescents are whole,

complex, and ever-changing individuals, with needs that are constantly developing.

Understanding their educational, emotional, spiritual, physical, and social, necessities is a

difficult process that must be undertaken if educators are to help them become successful

students.

Some of the information available to the researcher was typically geared to

younger children with perhaps a side note regarding adolescents, with few materials

providing solid, researched-based, information just for older students. Consideration for

current educational research, state requirements in the area of reading, and recent

teaching experience by the researcher, were made while performing the review of

literature.

The intent of this project has been to provide direction to educators of 9th grade

reluctant readers in order to better understand students' needs, suggest ideas for

increasing attitude and motivation, and improving the state of students' self-perceptions

as learners.

Conclusions

After researching the available resources it has become clear more work needs to

be done in the area of improving the attitude and motivation of 9th grade reluctant

readers. While there are research-based materials available for further study, it is apparent

more attention needs to be focused on secondary learners by national and state

governments, policy makers, educators, and the general public. In order for Washington

State students to meet the 2008 graduation requirements set forth by the Office of

Superintendent of Public Schools, a concerted effort toward reaching out to 9th grade

reluctant readers must be made if they are to succeed in the classroom and beyond. It is

the responsibility of students, teachers, administrators, parents, and community members

to ensure adolescents receive the best education possible as well as feel confident about

their learning.

Recommendations

When working with 9th grade reluctant readers it is advisable for all educators, not

just content area educators, to meet together in order to form a policy that utilizes best

practice. While reading programs do exist in many schools, breaking free from some of

the constructs of the program may be necessary in order for educators to adapt to their

own students. Not all programs are created equal and therefore, no program should be

instituted cart blanch.

The lesson plans provided in this project are meant only to be a jumping off place

for educators of 9th grade reluctant readers. The student questionnaires are designed to help teachers get to know their students personally and academically in order to provide them with materials that best meet students' needs. The lessons following the questionnaires are designed to give students reading with real world applications in an effort to show relevance, create interest, and promote further reading. Each lesson has the potential to expand into larger lessons or units which can be used in several different content areas. No one lesson is specific to English teachers only and the possibility for aligning whole school curriculums in the future is evident in the scope of the lessons.

The limitations to this project are that the materials included do not provide a full curriculum to educators, however, the materials can be adapted to any school in any district in Washington State and beyond. It is important to remember, each teacher must use best practice methods designed for their own students. There is much research to be done in the area of improving reading in secondary learners; therefore the information provided in this project is somewhat limited. Current studies are not sufficient enough to state the 9th grade reluctant reader problem has been solved and all students will be successful. It is up to educators, researchers, policy makers, and governments to provide new information that will ensure students meet the Washington State Standards, as well as national standards put forth in the future.

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