

2008 Alpha Upsilon Alpha Action Research Award Finalist

A Case Study:
Do Literature Circles Have a Positive Effect
on the Motivation of Struggling Fourth-grade Readers?

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Alpha Upsilon Alpha is the honor society of the International Reading Association. The Alpha Iota chapter at Buffalo State College presents an award each year to the outstanding action research project completed in EDU 655, Seminar in Reading, by a graduating candidate in the Literacy Specialist Program.

Question/Rationale

As a looping teacher, I enjoy seeing the progress of my third graders to fourth graders. While many of my students were intimidated by chapter books last year, I've seen many of them in the first few weeks of school selecting chapter books from our classroom library and reading several pages when they have spare moments. Yet I do have a few struggling readers who are still intimidated by our collection of beginner chapter books and choose books that contain more illustrations than words. When the class has designated self-selected reading time, I find them not excited to take their books out of their cubbies and they are rather reluctant to begin reading. As I walk around the room, I notice that many of them either focus on the illustrations or simply scan over the pages instead of reading. While they are quite capable of reading, their motivation seems to prevent them from trying.

I have wondered why some of my students seem to have an innate passion for reading while others do not. I have considered their reading levels and comprehension abilities and have noticed a pattern with my students reading below grade level. They are less motivated to pick up a book to read. When they do they read, it is only for a few pages before picking a new book. They also tend to choose books with pictures and often spend most of their time examining the pictures compared to reading the text. Do they lack the self-confidence to select longer books? Do they not realize they have the ability to read books without illustrations?

This study will focus on a technique that will help improve students' attitudes towards reading. Literature circles will be incorporated as part of guided reading instruction. I am interested to see whether literature circles have a positive effect on the

motivation of struggling fourth grade students. It is my aspiration that this study will further my knowledge of how motivation affects students' reading choices.

Literature Review

Reading is not a subject that is taught in school and then soon forgotten when students leave at the end of the day. It's a skill that is used everyday from reading menus in restaurants to advertisements in papers and billboards. Because some students seem to be more eager to read than others, motivation is a key factor that teachers must consider when planning how to help struggling readers.

Ogle and his colleagues (2003) explain that when people read, they have one of two purposes; to learn information or for enjoyment. While traditionally teachers are thought of teaching reading for the purpose of learning new information, one can not ignore the importance of reading for pleasure. Why do people read for pleasure and what is their motivation? Through multiple early exposures to literacy, children form positive attitudes toward reading (Beers, 1996). This can include read alouds, trips to libraries, and personal book collections. Children learn how to connect to the characters and as Beers explains, children eventually “[develop] aesthetic, emotional responses to reading.” (p. 31). King (2001) agrees that it is only when readers bring their own experiences and thoughts to a piece of literature that they become ‘engaged’ with reading. It's the connection a reader makes with a book that gives students motivation to read other selections. When you can't relate to a character, problem, or event, readers develop a lack of interest.

Professionals acknowledge not all children develop these feelings naturally. Some children are not motivated to read and Beers (1996) explains there are three

categories of alliterate readers that include “dormant (they like to read but don’t often make the time to do it), uncommitted (don’t like to read but say they may read in the future) and unmotivated (don’t like to read and don’t ever expect to change their minds.)” (p. 30). She also acknowledges that what motivates avid readers will not work for these types of nonreaders. Beers proposes consideration of personal choice and parental involvement, but more importantly having teachers recognize and understand why certain children don’t enjoy reading (1996).

After educators accept that not all children are motivated to read, the next logical question becomes why don’t they enjoy reading? Richard Vacca (2006) recommends that while reading is contingent on comprehension, educators must also understand the importance of self-efficacy. He defines self-efficacy as the “‘I can’ belief in oneself that leads to a sense of competence.” (p.36). When students lack the confidence in their own reading ability, they are less likely to read and have a lesser probability to comprehend the reading material. Vacca also stresses that struggling readers don’t need more homework assignments to practice their reading skills but rather need more engaging activities, such as connecting the reading material to student’s own personal experiences.

When students lack the confidence to read, it’s reflected in their reading ability. In a summary of reading attitudes, Michael Roberts and Dr. Janell Wilson (2006) concur that when children don’t want to read, it can decrease their rate of reading improvement. Students begin to form negative attitudes towards reading when reading becomes a laborious task. They then view reading strictly as a task oriented activity rather than a form of enjoyment. Ogle, et al. (2003) found in their Progress in International Reading Literacy Study 2001 (PIRLS 2001) that “thirty-five percent of U.S. fourth-graders report

reading for fun every day or almost every day. This percentage is smaller than the international average of 40 percent.” (p. 27). According to Roberts and Wilson (2006), less than 50% of adults read for pleasure.

When students have a lower reading ability or think they simply can't read, they read less and therefore increase the reading gap compared to students who are more motivated to read. Question generating, cooperative learning, and summarizing are a few strategies that Vacca (2006) suggests using with students who lack self confidence in reading. While Roberts and Wilson note that while “there is not one best way to teach all children to read” (2006, p. 66), there are recognized reading activities that can improve struggling reader's attitudes towards reading.

It is of the utmost importance to have books available at the independent level for struggling readers to have easy access to (Worthy, 1996). As Pat Cunningham (2005) notes, personal choice and spending time sharing your book selection with others can make the difference with a struggling reader. It's the discussions about the book and the ownership of sharing information with others that is the key to helping students who are reluctant to read.

Based upon observations in a fourth grade classroom, James, Flood, and Diane Lapp (1994) suggest some basic elements that promote good literature discussions. The selection of the book is imperative. By letting struggling readers pick the book for literature discussion, teachers are letting the students actively participate. Encouraging connections allows students to engage in the reading and make it meaningful to them. A great way to introduce a book is to ask a question that the characters in the book will face. Then as students read the story, they have a higher probability of connecting to the

characters and therefore will gain a deeper understanding of characters' choices. Written responses are a great way to help start a discussion. By having students spend several minutes reflecting on the story through writing or illustration, teachers then have a jump off point to start a class discussion. Ann Ketch (2005) also points out that often students don't have enough experiences being actively engaged in reading conversations. She argues that having more discussions helps "support critical thinking and cognitive development." (p. 8). In the long term, these discussions foster comprehension by allowing students to make meaning from texts. It also allows the teacher to use the discussion dialogue as evidence for assessment.

A popular method of literature discussion groups is the use of literature circles. Daniels and Steineke (2004) define literature circles as "small, peer-led discussion groups whose members have chosen to read the same article, poem, books, or novel and to talk about it with each other." (p. 3). The four main roles consist of a discussion director (analytical), literacy luminary (oral), connector (associative), and illustrator (symbolic). Students set time periods for independent reading and must complete their role task before meeting for discussions. Daniels (2002) maintains that self-selection of books and a rotation of the discussion roles are key ingredients in the success of literature circles. Literature circles also help students to become better readers. "Skillful readers" as Brabham and Villaume (2007) explain "make predictions, construct visual images, create connections ... monitor their reading and whether it makes sense... summarize as they go, argue with the author, and evaluate content and writing style." (p. 278). These are all key aspects of the different literature circle roles. As the classroom teacher monitors and evaluates students' reading strengths and weaknesses, different roles can be added or

deleted every week. Daniels (2004) also agrees that while literature circles help students to become life-long readers, they also help students to become ‘smarter readers’. Smart readers make visualizations, connections, ask questions, make inferences, evaluate, analyze, recall, and self-monitor their reading.

Literature circles can be an alternative method to help motivate reluctant readers. Instead of a teacher selecting a book, creating activities, and assessing students’ knowledge through quizzes and tests, Daniels (2004) argues that literature circles help students to read as adults do. By moving away from teacher centered instruction to cooperative student centered activities, students can be motivated to read (Clarke and Holwadel, 2007).

If educators were asked to classify literature circles under a general educational approach, it would have to fall under whole language approach or the constructivist model. Sebastian Wren (2001) summarizes whole language as an approach that “is not placed on reading precision and accuracy, but on comprehension and appreciation” (p. 3). While a phonics approach will stress the ‘rules’, whole language’s goal is to help children form an adoration for reading. Raphael and McMahon (1994) also add that while a phonics approach teaches decoding and therefore improves comprehension through the understanding of words, it’s not enough to create a “community of readers” (p. 103).

Literature circles not only create opportunities for students to analyze and think about books in a creative way, but also allow students to learn from each other. “Students learn literacy best through reading and sharing literature” explain Flood and Lapp (1994, p.76). They need teacher support, but also student support. Students will support each other while exploring books and as King (2001) argues, this will allow even

the reluctant readers to join in and participate with the discussions. It's the discussions that forms "community of readers" (Raphael and McMahon, 1994) and gives students a chance to share their thoughts. Students need to see reading as both an individual task and a group activity.

Literature circles are not a skill-based type of reading instruction. Susan Aguerre (2003) explains that literature circles are designed for students that are ready to transition from basal readers to authentic literature. This transition often happens around third grade. While Daniels (2004) points out that literature circles are not a 'traditional reading instruction' program, the positive aspects of these circles help students model how adults read. Daniels reminds teachers that literature circles are very similar to adult book club discussion group found on programs such as *Oprah Winfrey's Show* and the *Today Show*. Multiple literature circle experiences give students a chance to practice reading skills that they will need as they become older. Students learn that adults choose books by interest and not ability. The discussions, Daniel states, help students make a "personal investment that characterize the reading lives of empowered and literate citizens." (2004, p. 3).

While literature circles seem to have many positive outcomes for both learning reading skills and helping students develop their own appreciation of reading, there are some downsides teachers must consider when implementing them. Because the focus becomes student centered, a level of trust and respect must be honored by all participants (Clarke & Holwadel, 2007). Students must accept differences in opinions and also be willing to share their own experiences with others. When participants aren't willing to share, for a variety of reasons, a discussion can't take place.

Literature Circles are one of many options available for teachers today in their quest to enrich student's literacy opportunities. After researching the pros and cons, I feel that literature circles help students to become better readers and also allow them to develop their own love of reading. Students will then be able to transfer these skills as they transition to adulthood.

Project Design

Context and Participants

The participants for this study come from an urban charter school in Buffalo that houses 440 students from grades K-8. While most students are residents of Buffalo, there are a handful of students that travel from the suburban districts.

Students considered for participation were selected from my fourth grade classroom. The class consists of 12 boys and 8 females. One student was previously held back in first grade and two students were held back in third grade. Because of my special education certification, my classroom is the designated inclusion classroom and a special education teacher pushes in and pulls out during the math and reading block five times a week. There are currently seven students labeled with learning disabilities as well as speech-language delays. These students receive pull out speech and occupational therapy services two to three times a week. The math and reading Academic Intervention Service (AIS) teachers provide push in services three to four times a week while working with eight students in the class.

Students were considered for this study based on two criteria; reading level and their reading motivation. Reading levels were measured at the end of the previous year using running records (www.readinga-z.com) and the Qualitative Reading Inventory

(Caldwell & Leslie, 2005). I then examined students at least one grade level below (see Appendix A). I labeled anyone reading one or more grade levels below to be “struggling readers”. The criterion of motivation was based on both teacher observations and parent questioning during last year’s tri-annual parent teacher conferences. I kept anecdotal notes during the class’s Drop Everything And Read (DEAR) blocks and asked for parent opinions when describing their child’s reading at home. They were also asked to describe in frequency the amount of time their child spend reading alone or with others. Based on parent feedback and my observations from last year, I created a four level rubric describing student’s reading motivation levels (see Appendix A). Any student receiving a satisfactory or below level was considered. Based on these results, four students were selected for the case study.

Melissa, a nine year old girl labeled with learning disabilities, has been reading significantly below grade level for the past three years. While Melissa has excellent listening comprehension, she struggles to read orally and dislikes silent reading. I noted that she is very self-conscious of her reading and becomes embarrassed when she gets stuck on words. At the end of last year, I gave her the Dolch high frequency word lists to assess her word recognition skills, and she struggled with many of the primer and first grade sets. Her mother has become very concerned with her lack of reading progress over the past two years. Because Melissa’s younger brother is starting kindergarten next year, her mother fears the brother’s already emerging reading skills will discourage Melissa and have a negative effect on her confidence and motivation to continue reading herself.

Michele is a new student to the class. She is a nine year old student also labeled with learning disabilities and was assessed reading below grade level at the beginning of this year. She struggles with comprehension and has trouble recognizing the basic narrative elements of a story. While she does enjoy reading aloud, her fluency is rather choppy and she has difficulty breaking up longer words into syllables. Michele often has trouble picking books to read during DEAR time. She prefers books with few pictures and likes to read chapter books. However, she has difficulty retelling the books to other students and teachers.

Alice is another nine year old student who was labeled as speech impaired in kindergarten. She struggles with comprehension because she has difficulty answer the five W questions (who, what, where, when, and why). She reads everything on a literal level and struggles immensely with figurative language. When completing independent work, her comprehension difficulties often prevent her from correctly following the directions.

Last, Terrence is a nine year old student who was labeled learning disabled two years ago. Terrence has adequate comprehension when listening to reading, but struggles with it during silent reading. He is not motivated to read by himself and often relies on looking at the illustrations to answer questions and participate in discussions. He prefers to read aloud and also has adequate word analysis skills.

Teaching Strategies

Prior to instruction, students were given a survey about their feelings/attitudes towards reading (see Appendix B). During DEAR time, students were pulled individually to answer the questions. I recorded their responses and asked addition

questions to elaborate when necessary. Because I define motivation as the frequency and number of books children read for leisure, I paid close attention to the students' responses when they read outside of school and for leisure.

Due to scheduling of specials, AIS instruction, and other therapeutic services, the class's reading blocks was split before and after lunch. Before lunch, students received whole group instruction in skills and strategies. Each week, one skill/strategy (ex: make and confirm predictions, using context clues, summarizing) was presented in whole group and students would then be grouped by ability to re-enforce the skill/strategy. Students would also be introduced five to eight weekly vocabulary words that were in their weekly shared reading and guided reading books. This time was also used to give further phonics and fluency instruction to students in differentiated grouping. These groups frequently changed based on the students' mastery of the skill/strategy. The afternoons were designated for reading groups and independent center work. Center assignments re-enforced both the reading skills and other content area subjects. Again, based on the abilities of the students, assignments were differentiated by both skill and ability level. Groups were assigned by reading group anecdotal records, center assignments, formal reading assessments, and conversations with the reading AIS instructor. While the other three reading groups continued to use the reading program's guided reading books, I have planned to use literature circles with them during the next trimester to help transition the students to fifth grade.

To begin the literature circles, the focal students were given several mini lessons describing what the discussion group would do and the differences between individual roles. Reading groups meet twice a week for thirty minutes on Tuesdays and

Wednesdays. On the initial Tuesday, I explained what literature circles were and described the roles of discussion director, summarizer, connector, and illustrator (see Appendix C). We read the job descriptions together before I asked students to retell the duties of each job. While I had originally planned on using the passage picker instead of summarizer, my change was based on observations made during the first few weeks of school. Our first reading theme's focus was on narrative elements and I found this group had difficulty not only identifying the main characters and setting, but also retelling a story. They would restate unimportant details in their summaries and I felt adding the role of summarizer would allow me to give mini-lessons on proper summarizing and give the students a chance to practice this skill.

The following session, I provided examples of role worksheets based on the previous week's shared reading of *My Name is Maria Isabel* (Ada et al., 2007). Before reading the worksheet, we reviewed each job tasks. Students were also given a copy of the grading rubric to be included in their reading journal for easy referral (see Appendix D). After we looked at a sample of a completed role worksheet, students used the school's grading rubric to assess the sample work. They also had to give reasons supporting their decisions.

A collection of books were taken from the school's guided reading room. Selection was based on the group's ability and interests from the student survey. I gave students a short summary of each book and pointed out elements that could spark their interest. Students were also given several minutes to flip through the books and ask any questions. As a group, they decided to eliminate some of the books based on previous readings and lack of interest. They narrowed the books down to two choices and

compromised by drawing sticks to see which book they would read first. Because the books were on a second grade level and were fairly short, I decided for students to read the entire book. I then explained that they would be given one week, which is two reading group sessions, to read the book and complete their role worksheets.

The following week, students were given 30 minutes to read the book they had chosen, *The Day Jimmy's Boa Ate the Wash*. They read the book silently at the reading table and started their role worksheets. I monitored student's progress and assisted students when needed. Before starting their worksheets, I had students summarize their job to check for understanding. I also encouraged students to read the book twice before completing their role due to comprehension difficulties in the past. The students during the previous week had been taught the strategy of rereading when texts are more difficult or when the reading does not make sense.

During the next session, students held a discussion of *The Day Jimmy's Boa Ate the Wash* (Noble). I sat on the side to take anecdotal records and a few times assisted students when they became confused or were are not having appropriate conversations. After students finished, they filled out their student section of the rubric before turning it in. I reviewed each section for students to fill out and answered questions when they arose. I then completed each student's grading rubric and wrote positive comments and several suggestions on the sides of the rubric. During morning arrival, I conferenced with each student to help him/her better prepare for the following session.

The same pattern was followed during the second and third literature circle discussion. The groups choose *A House for Hermit Crab* and *Snake Hair: The Story of Medusa* as their next books. While I originally planned two reading group sessions to

read the book and complete the roles before having a discussion, the group was able to finish their tasks in less time. During the last two books, they spend approximately 40 minutes reading and writing, while the last 20 minutes of reading groups was spent having the discussion.

Data Collection

Data was collected in several ways. QRI results (Caldwell and Leslie, 2005) were collected from assessments given at the end of last year. Formally, students were assessed on their ability to complete their assignment and role. Attitude surveys were used to track student's motivation towards reading. I also took anecdotal records during both reading group sessions, including literature circles and guided reading, and DEAR periods, which typically happen two to three times a week.

Data Analysis

To analyze the data, I reviewed my student's QRI results to clarify their reading difficulties. I then read over their attitude survey responses, completed literature circle role worksheets, and anecdotal records of reading groups and DEAR time. Next, I compared the results to my research question to look for patterns in motivation. Before going forward, I shared my finding with the special education teacher to confirm or deny similar and different observations. I finally inductively coded my data into three major categories: students' perceptions of why people read, students' contribution in literature circles, and finally evidence of reading motivation.

Results

Students' perceptions of why people read. While most of the participants agreed that adults read to 'get smarter', none of them stated this as a reason for children to read.

Only when I asked the questions, did they agree that children also read for information. They did conclude that a majority of reading was for pleasure and that it was interesting to see what happened at the end of a story. While I try to stress author's purpose every week, I've concluded that my students still have some misperceptions for why people choose to read. Children read when they are required to and often pick books that are of their interest while adults read for information and for their jobs.

The participants also agreed that difficulties lay in the reading of larger multisyllabic words. I found it interesting that none commented on understanding a story/passage. I believe that they have the perception that reading is about reading words accurately, not about meaning and comprehension. When I reflected on my student's choices during DEAR time, many of them consistently choose picture books or comics. I often found them to first look at the picture and then read the text. I believe they relied on the illustrations to understand the story and not the actual text.

Students' contributions in literature circles. When I introduced the different roles, I found all group members to be highly excited and motivated to try a new type of reading group. As we discussed, they often asked questions to clarify different jobs and I was amazed during the second week how much they had retained. During our second meeting, Melissa was able to recall every job and job description. They were very fair when assessing the rubric role worksheets and were excited to pick their first jobs. While two students chose to read the book silently, I had two other members read the book together in unison. They all stopped at points during the reading to laugh and make comments about the class field trip disaster. However, they needed multiple prompting when completing their first worksheet, especially with the summarizer role.

Their first literature circle discussion was on a very literal level. Each student read their parts and very little discussion was sparked from other student's comments. However when Alice asked who the characters of the story were, I did find their discussion on whether a snake could be a character to be rather interesting. Because of the normal format of reading groups, I also found their audience manners a difficult area to address. They would constantly look at me while talking, and it wasn't until the third session that I had to stop prompting students to look at each other when talking. It was a proud moment when they began switching their eye contact to different members of the group.

The following literature circle discussion went much smoother. After conferencing with each child about strengths and weaknesses, I noted their efforts to change some of their behaviors. Melissa began giving positive comments to other group members when they completed their roles. After speaking to Alice about the importance of participation and hearing Melissa's comments, Alice began modeling compliments and asked a question during the second discussion. When another student had trouble answering the discussion director's question, Alice flipped open her book, pointed to a paragraph and explained "The book can give you answers."

By the third literature circle, I noticed that all the students came to reading groups without needing a reminder and were highly excited to pick their next book. Even Terrence, who refused to participate in the previous discussion, seemed eager to pick a new book and get started. During the silent reading, Alice and Michele stopped at various times to talk about their favorite parts and made predictions about the next few pages. Looking over their role worksheets, I found higher quality answers. Instead of

relating connections just to her, Michele connected the story of Medusa to activities she did when learning about reptiles and amphibians two years ago. Melissa's illustration had speech bubbles and comments written on the side describing/labeling different parts of her picture.

Evidence of reading motivation. While the group has no difficulty selecting books to read of their own choice, I have found that because of their misperception of why people read, they often don't read a book from start to finish. The majority of their books are narrative and they often pick books that I have read aloud or books they have seen other students read, regardless of the level of difficulty. When Terrence's best friend took a C.L. Lewis book from the school library, Terrence insisted on checking it out of our classroom library even though it was several grade levels about his reading level. When he switched his book to a *Harry Potter* book, I never noted his eyes sweeping over each line. It appeared that he was only trying to fit in with the other students at this table who can read higher level chapter books. I felt that Terrence wanted to prove he could read more advanced books.

Colorful illustrations are often a motivating factor and I've found that they prefer to spend time examining the illustrations before reading the text. In some instances, they have skipped the text altogether. When finished with morning bell work, Terrence still choose books from the 'quick reads' box which contains books with more illustrations than text. He would always study the illustrations for several seconds before reading the one or two lines of text. While Alice spent two weeks reading *Charlotte's Web*, I often found her flipping through the book to study the few pages of illustrations. Melissa showed the most improvement in motivation. She kept the same comic book to read for

the past several weeks and I often observed her whispering the words to herself. During the second week, she chose to read the book when she finished her center work early. This was the first time I ever saw her take this option. In the third cycle of reading groups, when Terrence finished his book and role worksheet, he asked if he could read the story again for fun.

Conclusions

My goal for this action research project was to find evidence supporting the positive effects of literature circles with struggling 4th grade readers. Through observations and students samples, I have begun to see a positive change, in varying degrees, with each student.

Before starting this activity, I found my lowest reading group to dread reading group time and many behavior issues arose because of their frustrations. It was inspiring to see students who never volunteered to read aloud or for their own enjoyment, pick up a book and be excited to read. I think they saw reading as a task that had to be done but after having several enjoyable group discussion, my students saw reading books in a new light. They were excited to read by themselves and even asked to read aloud to each other.

Sharing and talking about books with their peers was a new experience for these students. I believe talking about books that they wanted to read with others began to change the students' perceptions about why people read. Before, the students saw reading as an independent activity. By the end of the study, I observed them reading and discussing the literature sections of the story with each other and saw a huge change in

their attitudes. Watching them read a funny section and immediately turning to a partner to talk about it showed how reading can be a social activity.

While the format of reading groups did affect their reading motivation, I can't rule out the texts as a contributing factor. Our school's reading program provides us with guided reading books and this group's books rarely excite the students or were on topics of their interest. The books are designed to be an extension of the weekly shared reading and also re-enforce vocabulary and comprehension skills. Using actual trade books that the students have seen in the library, book stores, and even their homes, probably added to their excitement of reading.

One limitation that also affected this project was time constraints. Several sessions were canceled due to annual special education assessments, other school assessments, and attendance issues because of absences and suspensions. A significant amount of time was spent rereading a book when literature circles went a week before meeting.

As our school wraps up for trimester break, I've reflected on the pros and cons of this project to determine what I going to do next trimester. While not always consistent, I have been pleased with the effort these students have put into literature circles. Because of their lack of progress in reading ability, I will need more time giving them reading instruction in phonemic awareness and word analysis strategies. Nonetheless, literature circles would be a great activity for them to do during centers. While I am instructing other reading groups, the class is given a list of assignments, activities, and games to complete throughout the week that supplements our curriculum. Instead of playing some of the reading games, this group of students could hold their own discussion groups after

they read a predetermined book. However, it will be vital that I find books written at their independent level or find books on tape. I think it's critical to their future reading success to continue finding reading activities that not only teach, but motivate them to read and share with others.

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Appendix A- Class Reading Levels and Motivational Levels

Name	Reading A-Z Running Records Level	Fountas and Pinnell Level	Grade Level Equivalence	QRI (instructional)	Motivation E-always V- mostly S- satisfactory N- seldom U- never
Mark	V	R	4	4	S
Melissa	K	J	2	2	N
Michele	M	L	2	2	S
Jake	Z	V	5	5	V
Steve	R	O	3	2	S
Judy	V	R	4	3	V
J.T.	V	R	4	3	S
Alice	P	N	2	1	S
Terrence	M	L	2	1	S
Denise	V	R	4	5	S
Cameron	Q	N	3	2	N
Walter	Z	V	5	6	V
Mark	S	O	3	3	S
Junior	Z	V	5	Middle school	E
Zion	R	O	3	3	S
Jessica	Z	V	5	5	S
Missy	Y	U	5	4	V
Mercedes	S	O	3	4	S
A.J.	W	S	4	6	S
Jacob	Z	V	5	3	S



Appendix B- Reading Motivation Survey



Name: _____ date: _____

1. How do you feel about reading? (by yourself, with others, listening, etc...)

2. What's fun about reading?

3. What's difficult about reading?

4. When do you read outside of school?

5. What are some books you like?

6. What are some books you dislike?

7. Why do children read books?

8. Why do adults read books?

Appendix C- role worksheets

The following role worksheets are provided.

1. Discussion Director
2. Summarizer
3. Connector
4. Illustrator

Discussion Director

Name: _____

Book: _____

Date: _____

Assignment: pages _____ to _____



Discussion Director: Your job is to develop a list of questions that your group might want to discuss about this part of the book and direct the discussion by asking each member for their input based on their current role. Don't worry about the small details; your task is to help people talk over the "big ideas" in the reading and share their reactions. Usually the best discussion questions come from your own thoughts, feelings and concerns as you read, which you can list below, during or after your reading.

Possible discussion questions or topics for today:

1. _____
2. _____
3. _____
4. _____
5. _____

Sample Questions:

What was going through your mind while you read this section?

What questions did you have when you finished this section?

Did anything in this section surprise you?

Can anyone predict what will happen next?

Connections: What did today's reading remind you of?

Summarizer



Name: _____
Book: _____
Date: _____

Assignment: pages _____ to _____

Summarizer: Your job is to prepare a brief summary of today's reading. Your group discussion will start with your 1-2 minute statement that covers the key points, main highlights, general idea and **essence** of today's reading assignment.

Summary:

Key Points:

1. _____
2. _____
3. _____
4. _____

Connections: What did today's reading remind you of?

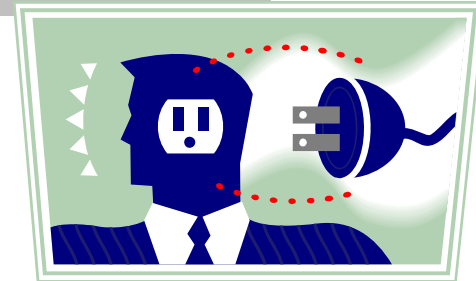
Connector

Name: _____

Book: _____

Date: _____

Assignment: pages _____ to _____



Connector: Your job is to connect the contents of the reading selection to current or past real world events and experiences. You will also connect the reading to other forms of literature, music, art and/or media.

Real World Connections: Relate current reading to real situations.

Experiences: Relate current reading to real experiences you or others have had.

Literature and Media Connections: Relate current reading to other books, movies art, television, music and other media.

Illustrator

Name: _____

Book: _____

Date: _____

Assignment: pages _____ to _____



Illustrator: Your job is to draw some kind of picture related to the reading. It can be a sketch, cartoon, diagram, flow chart or stick-figure scene. You can draw a picture of something that's discussed specifically in your book, or something that the reading reminded you of, or a picture that conveys any idea or feeling you got from the reading. Any kind of drawing or graphic is okay - you can even label things with words if that helps. **Make your drawing on this paper. If you need more room, use the back.**

Presentation Plan: When the Discussion Director invites your participation, you may show your picture without comment to the others in the group. One at a time, they get to speculate what your picture means, to connect the drawing to their own ideas about the reading. After everyone has had a say, you get the final word: tell them what your picture means, where it came from, or what it represents to you.

Connections: What did today's reading remind you of?

Appendix D- Literature Circle Rubric



Name _____

Book _____

Literature Circle

Self-Assessment

E= excellent

V= very good

S= satisfactory

N= needs improvement

U= unsatisfactory

How I did overall on each role
(Fulfillment, discussion, reading):

My
Score

Teacher
Score

- 1. Discussion Director
- 2. Summarizer
- 3. Connector
- 4. Illustrator

Quality of my work on these assignments:

- 1. Discussion Director
- 2. Summarizer
- 3. Connector
- 4. Illustrator

Quality of my contribution to the final group project:

- 1. Work
- 2. Participation
- 3. Getting along with others

Comments:

Overall grade I think I should receive.
