A GROUNDED THEORY FOR CREATING

ADOLESCENT READERS

by

Cheryl Melissa Tacy

Liberty University

A Dissertation Presented in Partial Fulfillment

Of the Requirements for the Degree

Doctor of Education

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ABSTRACT

The purpose of this qualitative grounded theory study was to discover the impact on adolescent reading motivation as students were given an opportunity to select recreational reading material and read consistently during class time. This study also explored the motivational impact of student engagement from dialogue with peers about their reading content to help students gain a clearer understanding of their reading. Research data were collected from public high school students in grades 9-12 who were enrolled in an elective class or 11th or 12th grade English courses and provided feedback about exposing students to a variety of options for self-selected reading, class time to read, and class discussion for improved understanding of texts. Data were collected using triangulation from silent reading observations, peer discussion transcripts, student journals written after discussions, and final interview transcripts. Analysis of data was conducted using a constant comparison of identified themes. A systematic design aided in coding of categories found from data through open coding, axial coding, and selective coding. The results have provided data for generating a theory about increasing reading motivation. The theory presented as the core phenomenon suggests that students should have access to a wide variety of interesting reading content to increase motivation to read. Students attribute their reading interests to self-selection of the material along with time to read and discuss with peers in class. This theory is presented for future research study and current application in public classrooms to elicit increased reading engagement from students.

Keywords: reading motivation, adolescent reading, self-selected reading, peer dialogue, silent reading, young adult literature

Dedication

To my Lord and Savior, Jesus Christ, I give all the glory. Any accomplishments that I achieve are through Christ and not by my own doing. I have learned that "I can do all things through Christ who strengthens me" (Philippians 4:13). There have been many dark times in this journey, and my faith has been weak, but I had to constantly stand on God's word and remember that he promises "he will never leave" me "nor forsake" me (Deuteronomy 31:6b). As I struggled, God reminded me of his plans to "prosper" me "and not to harm" me (Jeremiah 29:11).

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CHAPTER ONE: INTRODUCTION

Overview

When students are presented with a variety of materials for recreational reading, they become more motivated to read and increase the amount of time spent reading, especially when given consistent time to read in the classroom (Miller, D., 2012). When teachers facilitate students' autonomous selection of reading material, students intrinsically gain self-control, discover engaging novels (Duncan, 2010), and experience a desire to read.

Reading material as discussed here refers to a variety of texts and genres for fiction and nonfiction novels and short stories used in classrooms for recreational or independent and instructional reading. While high school students sometimes read only what is assigned to them, they can be very literate in their use of the "new literacies" or "information communication technology" (Gainer & Lapp, 2010, p. 1). These students communicate and search for information using text messaging, twitter, Facebook, instant messaging, snapchat, Instagram, and email. Teens read blogs, Wikis, online gaming sites, and a variety of other internet sources (Gainer & Lapp, 2010). Even though critical literacy exposure may occur with most texts as the reader obtains and communicates information and then conveys understanding of the conditions of each event (Fisher, Frey, & Lapp, 2012), for increased reading engagement to occur, students should be provided time for self-selected independent reading in the classroom which requires structure and consistency. In addition, reading material can be downloaded to an electronic Kindle device or an iPad, iPod, or iPhone (Gainer & Lapp, 2010), and this option is important for the allowance of student selection in reading texts. However, students can be overwhelmed with too many reading options, and a teacher must narrow the selection to steer students toward

interesting, rigorous reading (Witter, 2013). Students will benefit from exposure to a variety of reading materials and time provided to independently read and discuss in the classroom.

An effective practice is to allow students to have a variety of choices when selecting their own texts to read, study topics, peer partners, and other learning activities (Guthrie et al., 2007). In order to set boundaries with self-selection but to still provide student autonomy, some teachers create organized units which utilize themes or overall big questions which are interesting to adolescents (Guthrie et al., 2007; Lapp & Fisher, 2009). Each unit cluster provides students with lists of a variety of texts from which to select for reading and book discussion. During peer interaction to share individually selected reading content, readers discover diverse materials in which they may not have had previous exposure as described by classmates (Lapp & Fisher, 2009). In contrast, when students are in classes in which their teacher determines a uniform book to read and the duration, students are unaware of the variety of books available and experience minimal positive results with reading which fails to enlighten them about a variety of diverse reading opportunities (Miller, D., 2009). While some teachers do use multiple texts within units which utilize multicultural literature attempting to meet all learners interests and needs (Huang & Kowalick, 2014), one individual text or activity cannot meet the diverse needs of all learners (Miller, D, 2012). Integrating self-selection and options into educational practices is motivating to learners giving them a feeling of autonomous control over their learning outcomes. If educators must instruct using specific texts, they should provide a list of approved selections from which students can choose titles to read. With choices made available to students, teachers are creating opportunities for students to search out their own reading interests which can prove to be very motivating.

Educators should continue to monitor student selections for reading, guiding students in their search for independent reading materials and providing access to a variety of engaging texts. Through self-reported trial and error in an 11th grade classroom, Lee (2011) discovered that essential components for allowing silent sustained reading are for teachers to provide advice for reading topics and to monitor student's reading comprehension offering support as needed. Burkins and Yaris (2014) suggest that teachers include individual reading conferences to assist students with self-selected texts to discuss strategies used for content comprehension. Atwell, winner of the first one million dollar Global Teacher Prize presented by the Varkey foundation, claims the quality of a school depends on the collection of books available in the classroom library which should be engaging and challenging, but equally significant is a knowledgeable educator who is familiar with a variety of reading materials, and students' preferences, abilities, and weaknesses (Strauss, 2015). When interviewed, Atwell attributed student literacy successes to time and students' choice for independent reading because personal preference can create a basis for a life of reading (Strauss, 2015). If students find enjoyment in their recreational reading during class time, they may pursue this activity more independently. As teachers may experience resistance from students about implementing self-selection and time to read, these educators should focus on not only a class-wide outlook but also an individual progression and routine that reinforces information (Witter, 2013). When independent reading is completed consistently with clear expectations to the learner along with teacher oversight for students' self-selection of materials and time spent reading, this authentic or natural reading experience can improve students' reading ability and motivate them to read. Children will become used to following routines which are performed on a regular basis, and the foundation is created for a positive habit of daily reading to continue.

Such a vast selection of young adult literature is now available for adolescents to discover, and this availability of engaging literature creates more options for independent or recreational reading. Wolk (2013) suggests that young adult literature is the perfect selection for teachers to inform students about civic duties in society due to the debatable themes and modern issues which are present in the texts. Students may identify with the content of the story line including young adult topics as opposed to struggle with reading texts which may not be relatable to them. Current young adult literary options include modern realistic fiction, multicultural content, romantic storylines, science fiction dystopias, experiences of paranormal love, influences of technology, and religious discovery (Kaplan, 2012). However, obstacles can arise when educators introduce young adult literature into a curriculum due to the school officials' desire to maintain the tradition of teaching the classics, the requirements of a scripted curriculum, time spent on assessment preparation, and censorship of the content of some of these books (Bull, 2012). In defense of young adult literature being used to engage reluctant students, Wolk (2013) reports personal examples of "fake" reading when assigned to read classics due to the lack of appeal in "adult" books (p. 46). Students relate to the characters in young adult literature which can be motivating and hold their interests in reading. Even if students are competent readers, that quality does not guarantee their engagement in reading (Kelley, Wilson, & Koss, 2012). Importantly, students should to be exposed to young adult literature in addition to traditional texts which could appeal to their interests and help build endurance for a lifetime of reading.

At the secondary level, a well-rounded curriculum allows students to have an option to select their own independent reading material and time to read independently in class in addition to other strategies included in regular instruction. Some language arts curricula integrate time for

independent self-selected reading which imitates future life-long reading for enjoyment in addition to other focused instructional reading known in some schools as shared and guided reading lessons or strategies (Witter, 2013). Shared reading instruction involves the teacher modeling textual interpretations of predetermined instructional text with students while searching for support and textual evidence to analyze the writing and locate inferences in addition to literal meaning (Witter, 2013). Guided reading of instructional texts can utilize small group learning with teacher facilitation of activities to improve academic skills and components of reading in which students with similar abilities may struggle (Witter, 2013). Both forms of instructional reading strategies expose students to challenging text on or slightly above their reading level (Witter, 2013) and in many cases, may include the classics or traditional literature. Once exposed to shared and guided reading strategies through instructional reading lessons, students may be prompted to utilize some of these strategies within their independent reading selections. Ideally, students may apply concepts being learned through instructional lessons to independent reading and peer discussion. Implementing separate class time for independent reading for pleasure and with personal preference into the standard curriculum along with instructional reading may be a new concept for some students, but importantly teacher facilitation can be influential in this suggested process.

In some cases, students have previously spent a large amount of their school years being exposed to reading drills, short passages, and multiple choice practices in preparation for standardized assessments (Gallagher, 2009). Therefore, teachers may use assessment preparation as an excuse to remove the designated time for silent recreational reading from the daily schedule. Some students are not being given the opportunity to build their own reading interests for a lifetime of literacy development because of the expanse of time spent on standardized

testing in the classroom on a daily basis (Hayn & Kaplan, 2012). Independent reading can be an important component to assist with assessment preparation in the language arts classroom to build reading stamina and to practice comprehension, but this application requires structure, consistency, and clear expectations.

When teachers allow students to select their independent reading materials along with an opportunity to read silently in a structured environment daily with clear expectations, students are drawn into the reading content and have potential to increase their amount of reading outside of the classroom (Lee, 2011; Witter, 2013). Key components are the consistent setting and predetermined guidelines. Time to read silently in the classroom should be protected and treated as instructional time due to the benefits for students. Time students spend reading is a major influence to improve reading ability (Ivey & Fisher, 2006). Importantly, silent reading time completed in the classroom is not a study period for students to catch up on other assignments but a designated time for improving reading comprehension, building stamina, and fostering motivation. As students increase their amount of reading, their reading ability will improve (Duncan, 2010; Krashen, 2009), and they will develop confidence and a desire for reading. Providing students with specific periods just for reading self-selected texts will create more exposure to texts in which they become dedicated to reading (Miller, D. 2009). Importantly, along with supervising students designated time and choices of individualized texts, teachers must be conscientious of students' reading interests in order to assist students in this self-selected reading practice to ensure that students are receiving the accompanying benefits and support.

In addition to their quest for independence, adolescents are well known for their appreciation of communication with their peers. Structured activities with classmates in literary groups to discuss self-selected reading content will also increase intrinsic motivation for reading

and participation (Guthrie, McRae, & Lutz Klauda, 2007; Lapp & Fisher, 2009) which can lead to self-discovery of common reading barriers. Such barriers can range from comprehension difficulties to lack of initial interest or motivation for independent reading. Given the opportunity to discuss reading content, students who perceive a state of mutual adversity in their understanding of plot or character components are likely to form a bond and engage in problem-solving together (Guthrie et al., 2007). Also, when adolescents are allowed a forum for self-expression, they tend to be willing to invest an effort in reading so that they will have something worthwhile to share with peers (Lapp & Fisher, 2009). As a result, students may be inclined to make better use of their time spent reading in preparation for peer discussions and welcome the content of their reading as it is based on their own interests. Students who are engaged in their own reading have a desire to share their experiences with others (Ivey & Johnston, 2013).

As educators implement allowances for time and self-selection in independent reading in the classroom then follow up with class discussion in peer groups of the content read, students' perceptions of these practices can provide researchers and educators with valuable data about student motivation to read independently. Ivey and Johnston (2013) observed middle school students engaged in reading for extended periods of class time. Dialogue from video and audio recordings and frequent observations provided instances of student-initiated booktalks and spontaneous conversations about self-selected young adult reading materials. As these students were permitted independent choices for in-class reading content, researchers noticed that these students continued to individually read their books as teachers transitioned to other required instructional tasks. Students appeared reluctant to stop reading even when given a directive by the teacher. Using inductive analysis from data collected at the end of the study from teacher and student interviews, researchers identified categories in which students admittedly recognized

positive changes in their reading habits due to the choice for independent reading in class. Students reported being engaged in reading for extended periods of time as stated in their discussion of reading with peers. Students identified relationships with peers, reporting a sense of community as well as a connection to the characters in their reading. Students also indicated that they recognized their ability to affect external forces such as their own reading, relationships, and behaviors. Ivey and Johnson reported that students recognized communities outside of their own based on content they had read and expanded their knowledge of textual genres. As this research was conducted in a middle school setting providing specific student reactions to choice and time to read young adult novels, directing a similar study with high school students seeking their perspective of self-selected, varied reading material, time designated to read, and peer discussions is beneficial to educators and researchers. Minimal empirical research exists examining young adult literature being applied with instruction in a classroom (Hayn & Nolen, 2012), and perspectives from high school students who read young adult novels yields significant research.

When given the opportunity to select interesting reading materials from a variety of genres for independent reading and time provided to read, adolescents increase their desire to read and share content through structured peer discussions. In addition, English teachers and content area teachers, if they desire, should provide a setting for students to explore a variety of self-selected reading materials which enhances the reading experience. Therefore, educators should specify clear expectations and monitor all aspects of reading selection, silent reading time in class, and peer discussion of materials read to foster an authentic or genuine reading experience. Importantly, such a vast array of literary genres such as young adult literature is now

available to engage adolescent readers, and teacher-initiated exposure to the variety of options is beneficial for building a variety of reading interests.

Background

ACT, Inc. offers content and standards-based assessment tools to determine college readiness and career planning for students (ACT, Inc., 2014). Only 26 percent of high school graduates from the class of 2014 met all four college readiness benchmarks as determined by ACT, Inc. as predictors for the ability to have success with college coursework (2014). These set benchmark scores identify achievement levels in which college students have a 50-75 percent chance of earning a B or C in credited courses the first year of college. As the increase in test-takers has slightly risen, there has been no noticeable growth in the four academic categories: English, reading, mathematics, and science. From 2010 to 2014 the percent of graduates meeting the reading benchmark dropped from 52 to 44 percent (ACT, Inc., 2014). The National Assessment of Educational Progress (NAEP) reported that the scores for the national reading average for twelfth graders had slightly decreased in 2009 when compared to scores from 1992 and have not changed in 2013 when compared to previous 2009 scores (U.S. Department of Education, 2014). These statistics recognize that students do not appear to be making progress in reading, and a large percentage remain in the basic or proficient range in reading performance (U.S. Department of Education, 2014). The NAEP also reported from studies for the Nation's Report Card that only 38% of students scored at a range which estimates that they are academically prepared for college (U.S. Department of Education, 2014). Not only do secondary students appear to be unprepared for college-level reading, but also their reading ability seems to have not improved over time. Subsequently, poor reading achievement can endanger a student's

future endeavors when searching for post-secondary schooling or vocational paths thereby limiting career choices (Zimmerman, 2011).

According to Alliance for Excellent Education (2011), 43% of students entering higher education have not gained a degree after attending college for six years. Of those entering college, one in three college freshmen are required to master one remedial course to prepare for college level expectations in a credit-bearing class. A survey referenced by the Alliance for Excellent Education found that the more remediation courses a student is required to take, the higher the chances that the student will drop out of college. Nationally, 40% of students entering college are not ready and need remedial classes in preparation (Alliance for Excellent Education, 2011). Additionally, survey results show that 4 out of 5 students who are required to take remedial coursework in college had a 3.0 grade point average while in high school. Yet, providing remediation is not a proper supplement to make up for missing components in a quality high school education (Alliance for Excellent Education, 2011). There appears to be disparity between collegiate expectations and high school preparation.

In 2006 *The Chronicle for Higher Education* investigated perceptions of college professors as compared to high school teachers when considering student readiness for college-level demands (Eckert, 2008). While 41% of college instructors say students are not well-prepared for the demands of higher education, only 15% of high school teachers considered students to not be well-equipped for collegiate expectations (Eckert, 2008). Clearly a divide exists between educators' perceptions of what constitutes preparedness for higher-level education. The reality is that students do not always receive the educational skills that they need at the high school level.

A contrast exists between students' literary exposure in elementary through high school and college expectations for literary study. In college, students are expected to use advanced literacy skills to retrieve print and digital information and examine the material creating a critical analysis which conveys one's own understanding (Ivey, 2010). Although some high schools nationally show growth and have met benchmark expectations for higher learning skills as evidenced in studies by ACT, Inc. (2012), there are too many schools who do not prepare students for skills beyond graduation based on the high numbers of students who need remedial courses when entering college. Perhaps offering a chance for more dialogue among students and the teachers about materials being read could enhance critical analysis skills at the middle and high school level. An enriched learning atmosphere occurs when critical dialogue is allowed in a literacy class where the teacher and students reflect through conversations about texts they are studying (Fecho, Coombs, & McAuley, 2012). This oral format allows learners to hear others' perspectives about their reading and moves the center of the classroom to the learner. Importantly, classroom conversations which reflect about textual content should be continuous across units of study throughout a course term (Fecho et al., 2012). Practicing dialogue and shared thinking with peers and the teacher using independent reading materials for discussion can be a preparatory technique in order to prepare high school students for the rigors of literacy examination conducted in higher learning.

One instructional approach to bridge the gap between secondary curriculum and collegiate expectations is to teach students to use cognitive strategies when reading. Students should be competent in thinking critically and practicing problem-based learning skills which requires making rationale arguments in order to determine solutions for given situations (Alliance for Excellence Education, 2011). Teachers should try to integrate metacognitive

strategies or awareness of the thought process early so that readers will develop and refine their abilities to derive meaning from text for understanding relationships between reading content and using prior knowledge to make connections (Eckert, 2008). Foremost, students need to be taught to "read like detectives" using cognitive strategies to analyze the text (Fisher, Frey, & Lapp, 2012, p. 21). These refined, high-level thinking skills may be a struggle for students if the text being read does not appeal to their interests or is written on a much higher reading level. As previously noted, mastering critical thinking skills which should be utilized when reading requires practice over time. As with any technique, teachers should model the critical reading process for their students. Therefore, educators should model an "inquisitive tone" while reading which creates inquiry and reflection about reading (Fisher, Frey, & Lapp, 2012, p. 76). This inquisitive reading which depicts the voice or thought process inside one's head while reading may be modeled by teachers within a classroom using instructional texts which may consist of excerpts from classic literature being studied as a class. Independently, students should be prompted to apply this thought process when reading their individual self-selected reading materials and to work together with peers in literary circles to establish learning environments which explore themes and share choice material being read. Applying critical thinking skills independently to interpret textual content may be easily mastered with text which is motivating to students because the material has been chosen to be read on one's own.

Early intervention to detect reading interests plays an important role which could help identify struggles with reading ability or a student's apathy for reading. For example, examining reading aptitude during middle school can provide results which predict future struggles at the secondary level (Mucherah & Yoder, 2008). In 2004 more than half of eighth graders did not meet expected reading proficiency according to The Rand Corporation's Educational Research

Group (as cited in Mucherah & Yoder, 2008). In many cases those students who read poorly may

not pass final exams at the secondary level, and they often drop out of school (Mucherah &

Yoder, 2008). Many statistics show examples of middle school reading proficiency to be low

(Ware, 2012). One suggestion is for educators to tap into what motivates adolescents to read to

foster a desire early in education. This should be conducted early in a child's educational

exposure to reading. Krashen (2009) states that "only one method of improving reading ability

really works: engaging in a great deal of interesting (better yet, compelling), comprehensible

reading" (p. 20). Mastery will come with practice, yet students may not develop an interest based

on current instructional methods teachers use to facilitate reading using unengaging content in

which students resist. Importantly, studies provide evidence of those students who read more

have better reading, spelling, vocabulary, and grammar mastery overall (Krashen, 2009). Early

reading intervention techniques which use the interests of readers can provide students time

throughout the school years to improve reading with practice.

While some students may not like to read, others have not been exposed to a reading

culture in their home, or some students lack ability by reading below grade level (Witter, 2013).

Donalyn Miller (2009) recognizes each individual reader to have unique interests and skills, yet

notices three tendencies for reading among students: "developing readers, dormant readers, and

underground readers" (p. 24). Developing reader is a positive term given to students who are

seen as struggling or reluctant to read. This group of students may have this distinction due to

low standardized reading scores and do not perceive themselves to have potential for reading

independently. Students in remedial programs do not read as often but receive corrective reading

instruction, yet do not learn the concept of authentic reading for pleasure (Miller, D., 2009).

These readers are still dependent and may only recite the words they are reading in their head but

do not make sense of their meaning (Witter, 2013). They struggle with decoding and do not attempt to understand the text. Supportive independent reading time combined with precise reading instruction can persuade nonreaders into becoming readers. Readers may become dormant because teachers use large amounts of time addressing the needs of developing readers (Miller, D., 2009). Dormant readers read to master the course expectations and have not been provided support such as a classroom which values choice and independent time to read in order to realize that reading can be a pleasurable pastime. "Children love stories" (Miller, D., 2009, p. 28) and should be shown that books contain either an escape to the unknown or situations which they may emulate. In comparison, people of all ages enjoy video games which require them to interact with the storyline of the game, and in that same way readers should be constantly thinking and connecting with the plot, characters, and impressive written description found within a text (Witter, 2013). Teens should be taught to connect with the text which they are reading using some of the strategies they use with video games to think critically in order to advance through various levels of gameplay (Witter, 2013). Lastly, underground readers may enjoy reading but are disconnected with the reading completed in school (Miller, D., 2009). These students may read a variety of novels while a teacher will laboriously spend four weeks on one class novel creating boredom for these readers (Miller, D., 2009). To produce and foster lifelong readers, students need to discover that independent reading can be enjoyable (Witter, 2013). Independent readers "have a dialogue with the text" (Witter, 2013, p. 53) and developing or dormant readers may not realize this concept. Exposing students to a variety of novels will evoke their interests and motivate them to read. Therefore, educators should strive to develop students into becoming lifelong learners who can read and think critically about texts across all genres.

Reading instruction involves two distinct components which must be addressed. At the primary level and continuing into middle school, students work to improve comprehension skills and are assessed on their ability to identify main ideas and supporting details from their reading. Yet, as students enter into high school and later in postsecondary settings, literary analysis should be expected from reading through the use of applied of literary elements. Middle school can be the end of literacy instruction for many students (Lovette, 2013). Problems occur for students for who still struggle to master comprehension at the secondary level, but are required to read complex texts. Furthermore, literary scholars and reading researchers have been recognized and consider themselves separate pedagogies (Eckert, 2008). Eckert (2008) suggests that by recognizing specific reading strategies within literary study from high school and into higher education, this measure would work to unite the methodical and academic gaps between the instruction of reading and literature. Also, secondary teachers may not be equipped to instruct struggling readers, and literacy specialists are minimal at the high school level (Lovette, 2013). Utilizing reading skills and applying literary analysis compels students to achieve immense cognitive growth from "*reading to interpretation* if they are to gain access to college, or college preparatory, English classes" (Eckert, 2008, p. 111). Instruction in both reading essentials, literacy and analysis, is equally important for students because life-long readers should not only comprehend text but also be able to interpret the content for application in other scenarios. This model would incorporate both recreational and instructional reading to be used for instruction.

Next, another misconception in reading methodologies for improvement has been the heavy emphases on skills taught in isolation. Research from a Reading First Impact Final Report indicated that instruction in decoding, the vocalization of words aloud, did not improve reading comprehension (Krashen, 2011). In a study which assessed students in primary grades,

substantial time spent on developing decoding skills by one group did not produce improved

comprehension. While pronunciation was enhanced, measurable reading comprehension

advancements were not detected (Krashen, 2011). The evidence presented about decoding is

similar to instruction for preparing students in test-taking strategies. Students are being taught to

break up units of information into smaller pieces without a multi-dimensional approach. This

instruction compartmentalizes the overall reading improvement process. Each stage utilized in

reading is important to the process, but does not occur independently of each other (Fisher et al.,

2012). Therefore, a culmination of methodologies works best for learners. Primary focus on

decoding or pronunciation of individual word identification will not assist with reading

comprehension nor will overemphasis of basic skills because students may be instructed to

master basic reading skills, but the passage content can still be obscure. Students also need to

make connections and question the text then summarize the main ideas and supporting details.

All aspects of the reading process are relative to each another, and students should have exposure

to all strategies to build and improve comprehension.

Importantly, developing reading skills to access information and then acquiring the

ability to think critically about that information is important to becoming a productive citizen.

Teachers should guide readers to be constantly thinking and strategizing about the content in

which they read (Whitter, 2013). Using guided reading or teacher modeling of thought processes

with instructional text aloud for students and prompting students to practice skills with

independent reading can support this critical thinking process. Educators who define literacy

skills recognize multiple perspectives of a given text as beneficial, and students bring their own

perception to their reading (Fisher et al., 2012). Proper reading cognition results from "making

connections, visualizing, questioning, predicting, inferring, synthesizing and summarizing, and

monitoring (Fisher et al., 2012, p. 20). The reader must actively interact with the text, utilizing mental skills. Therefore, much goes into the reading process ranging from skills to cognitive interaction. A reader should not only become skilled at reading the text but also possess the ability to make sense of what is being read to possibly relate this content to other instances.

According to reviewers of reading intervention programs, reading instruction should support independence and consist of strategies that encourage self-direction (Guthrie et al., 2007). A theoretical perspective regarding reading suggests that the motivational processes consist of "intrinsic motivation, perceived autonomy, self-efficacy, collaboration, and goal mastery pursuit" (Guthrie, et al., 2007, p. 240). Also, Bozack (2011) maintains that reading motives develop over time. When students are given time devoted to reading independently over an extended period, student engagement is enhanced (Daniels, Marcos, & Steres, 2011). Because readers connect with texts and bring prior knowledge for understanding, they also need to talk about what they are reading with others (Fisher et al., 2012). Through allowing independence and time to engage in reading, students will read and share their insights with one another.

Recently, engaging young adult literature has gained popularity. This type of genre offers a unique adolescent viewpoint revealing topics, ideas, and struggles teens deal with in society today (Ostenson & Wadham, 2012). Teenagers are drawn to literature containing characters with whom they can identify and are going through the same types of situations that they are experiencing (Brendler, 2014; Kaplan, 2012). A variety of young-adult literature is available in many interesting genres, including graphic formats. With the constant flood of technology and pop culture in a teenager's daily life, exposing students to young adult literature will hold their interests due to the modern writing style and contemporary subject matter with which they can relate (Hayn & Nolen, 2012). While teens may be aware of modern reading materials, they may

not take the opportunity to try reading these texts unless an educator exposes students to these varieties and genres, providing time to read them in class.

The Common Core State Standards are curriculum guidelines that have quickly become uniform standards across the nation. These are meant "to better align educational standards with workplace expectations and to encourage more rigorous skills development" (Ostenson & Wadham, 2012, p. 4). These standards allow for complex reading material formatted with images and text in addition to the traditional text (Monnin, 2013). Young adult literature has also been found to meet authentic, meaningful reading experiences which address the Common Core Standards (Ostenson & Wadham, 2012) even though some educators disagree (Gilmore, 2011).

Many veteran teachers do not support the approach which allows students to choose from modern titles such as young adult literature for instructional or independent reading text. One argument states:

Works of literary merit, the works that embody the most important ideas and the best writing, can only emerge over time. I only have time to teach a few books each year; why would I waste it letting students read books they can as easily conquer on their own? (Gilmore, 2011, p. 49)

Yet if students are only exposed to classic literature, they may be turned off to reading due to the challenges that these texts can create for some learners or the outdated concepts with which they may not understand.

Also, students do not always seek out reading material on their own or are not aware of the plethora of appealing literature which exists today. Jago (2012) advises that teachers should not confuse independent reading with literature study, and if students can read a book on their own, it may not be the best for classroom instruction. However, if students are not given

exposure to a variety of modern literature in the classroom, high school students may not seek it out if they are not persistent readers. Young adult fiction should be read at each individual's pace because the content tends to reflect students' experiences and feelings (Jago, 2012), so suggesting that students read these texts independently or teachers use excerpts for exposure and modified instruction based on their discretion, can bring this medium into the classroom. Overall, literary study can differ in that it offers views to other cultures, times, and places (Jago, 2012) and provides a variety of literature for comparison. Textual study should be conducted with teacher support as some students may struggle or refuse to engage in reading.

Both independent and instructional texts which teachers may use for educational practices must include reading analysis and accountability for comprehension. This quality instruction can help model the expectation for critical reading. In addition, students should have exposure to authentic reading material, relatable texts which students' select with teacher oversight, to improve mastery of comprehension and to build stamina. Also, hooking their interests with a variety of self-selected texts is an incentive to discover a desire for reading possibly forgotten over time. As a result, adolescents may practice literacy skills through being motivated to read.

Finding a solution which integrates a literary study of the classics as well as engaging young adult reading materials can provide learners with well-rounded exposure. Even though there is a plethora of young adult literature available to engage students for reading, most literature that teachers assign continues to be only the classics which include characters that some struggling students are unable to relate due to lack of cultural awareness (Ostenson & Wadham, 2012). Being exposed to this type of reading creates alliterate adult readers who oppose reading even when they are proficient (Ostenson & Wadham, 2012). Young adult

literature can be used along with instruction of classic literary texts (Porteus, 2009; Roberts, 2013) as the educator chooses. At times, educators place so much emphasis on the literature study or the classic novel that they neglect the overall purpose of their instruction which is to create lifelong learners and readers (Roberts, 2013). Exposure to a variety of texts is imperative and can be accomplished through both instructional and independent reading techniques. When instructing, teachers may use their discretion to pull texts from classic literature and multi-cultural genres. Also, allowing self-selection of diverse texts for recreational reading creates autonomy and puts learners on the track to self-discovery, especially when given time to read in class. Providing time for students to independently read during school builds stamina for reading over extended periods of time, and the literature circles for discussion creates learning environments for sharing one's interests, building more motivation to read.

Situation to Self

This study examined the nature of multiple realities related to motivation and self-selection in reading as perceived by the student participants. After students read and comprehended their recreational reading material during supervised, silent reading in the classroom setting, they collaboratively discussed various techniques used by the writer and attempted to make sense of their varied reading experiences with teacher facilitation throughout the entire process. I ascribe to the constructivist point of view which utilizes socialization to promote and maintain learning. Socialization among peers to discuss independent reading material provided students with the opportunity to learn from one another and aid in the improvement of critical thinking skills used for literary analysis. Each participant provided various perspectives of how having the opportunity to read what he or she had selected

independently for recreational reading, being granted supervised class time to read each day for 15-20 minutes, and then discussing material twice a week influenced reading motivation.

The concept of allowing students to decide their own reading material with teacher and librarian recommendations in the English classroom has become a personal interest for me in that I have incorporated these practices into my own teaching curriculum over the past years. My experiences and observations of students who have been given time to read novels and texts of their choosing have been extremely positive. Importantly, students have benefited from teacher recommendations and surprisingly accepted suggestions from the teacher or librarian for reading materials. While all students read their own individual book, the reading expectations for each class day have been consistent and clear. Throughout the progression of a course, I have discovered that students build stamina for reading and that they ultimately have desired silent reading time to be made available in each daily class period throughout the entire term. This study sought to understand student perspectives based on their opinion when given time to read silently as to whether they had been motivated and desired to read more throughout the term both in and out of class. Time given for independent self-selected reading has been one component of a myriad of activities present in some classrooms. In many cases, students who did not perceive themselves as readers previously tended to discover their love of reading due to the time provided in the course. In some cases when exposed to classic literature, students have chosen to read a novel after studying the excerpt through teacher guided instruction or suggestion.

Teaching the classics is another important element which offers necessary challenges to readers. This can be done with appropriate teacher facilitation as to not alienate readers due to the difficulty (Ostenson & Wadham 2012). The classics are imperative for advanced English courses. Finding the perfect blend of a variety of texts for instruction within the language arts

classroom is imperative to provide students with exposure in preparation for their future

endeavors (Gallagher, 2009). However, this study focused mainly on the independent or

recreational reading portion completed in an English course aside from the instructional reading

material and other language arts components required to meet specified curricular mandates as

outlined in the course pacing guide. The students' perspectives about a variety of self-selected

texts, silent reading time, and peer collaboration for discussion of reading was studied.

Problem Statement

Over half of the students in eighth and twelfth grade in the United States have been found

to be reading below proficient levels and were deficient in skills (Bozack, 2011). Recent NAEP

reports state 32% of 8th graders stated they had rarely or never read for fun on their own, and

research showed a decline in adolescent reading (Conradi, Jang, Bryant, Craft, & McKenna,

2013). High school seniors stated that they complete very little academic or recreational reading

(Hooley, Tysseling, & Ray, 2013). One major factor to help at-risk teens has been to focus on

their literacy skills. Research shows that problems with reading have played a large role in

delinquency; by boosting literacy abilities, incarcerated teens are less likely to repeat offenses

(Guerra, 2012). Also, student motivation or attitude toward reading appears to be lacking once

students reach high school (Conradi et al., 2013). Therefore, understanding the importance of

using motivational tools such as giving students more choices and providing opportunities for

social peer interaction can assist educators in their approach to improve student reading

comprehension skills. However, in some cases, high-interest literature such as young adult

literature used to entice students to read is being removed from some school curriculums and

replaced with test-taking strategies in preparation for end-of-course assessments (Gallagher,

2009). Another survey revealed that some teenagers may be reading young adult literature but

not in class; some are reading these texts on their own (Ostenson & Wadham, 2012). The reading interests of young adults do not necessarily diminish as they get older; however in fact, interest broadens while access to a variety of texts, which plays a large factor in reading success, is limited (Krashen, 2011). A large amount of young adult literature is being published (Porteus, 2009) and enticing some teens but not all are provided with exposure. If English teachers question the acceptability of using young adult literature in the classroom, then more research for using this type of reading material is justified (Hayn & Nolen, 2012).

High school reading programs which attempt to use silent sustained reading fail due to lack of teacher training even though many successful models exist (Lee, 2011). Lee references the National Reading Panel's Summary Report which claims that research does not support sustained silent reading in primary grades, but this report suggests that teachers advise students to read outside of the classroom. Yet, many researchers find fault with the National Reading Panel's study about allowing time for silent reading to boost reading ability even though this research was conducted with early grades. Reading improvement is more likely to occur when time is given to voluntary reading in the classroom which increases engagement (Lee, 2011). School wide implementation of silent sustained reading could be one way to assure success. In addition, educators supporting the concept and sharing ideas may provide collaboration needed for success.

Reading ability can predict student achievement in other content areas (Pitcher et al., 2010). Case studies with seven adolescents were conducted to determine if reading/literacy programs were addressing students' needs; findings revealed that actual strategies were not being used even in language arts classes (Pitcher et al., 2010). Researchers maintained that instead of implementing reading programs, individual needs should be addressed. Reading specialists may

meet students' needs by allowing self-selected reading as an aid for improvement. Thus, students should be persuaded to read by allowing them to select their own texts for independent reading when in the classroom. Also, Pitcher et al. (2010) posit that providing critical thinking strategies for adolescents will help struggling readers with comprehension of texts.

Numerous quantitative research studies have provided examples of reading interventions for students and have displayed data about students' attitudes toward reading. Errors could have occurred within measurements and internal validity as well as providing conflicting outcomes (Petscher, 2010). The research did not seek to determine "*if* a relationship between attitudes toward reading and achievement exists, but rather, *under what circumstances* does the relationship have meaning and practical value?" (Petscher, 2010, pp. 350-51). While this statement argues for more study of intervention strategies to maintain positive reading viewpoints and to improve student's attitudes, it clearly makes the case for a qualitative exploration of student experiences when given choice in reading. Providing less threatening circumstances such as choice and relevant outcomes for student reading can have value. Giving students a choice to select specific reading activities from a list impacts students and can make them appreciative of the learning atmosphere (Mason, 2007).

Purpose Statement

The purpose of this research was to present a grounded theory study to discover the impact of self-selected texts used for independent reading time being consistently provided for adolescents on a daily basis in a public-school setting with peer discussion included. This study explored students' perceptions of their interactive reading experiences as they were given time to read genres and topics of interest with some suggestions from their teachers and the librarian and allowed time to dialogue with peers about their reading material. Also relevant was to determine

if the amount of time students spent reading increased and whether students developed

characteristics of motivated readers based on their own perceptions.

Significance of the Study

Having more insight into areas of reading motivation and interests of young adults can

aid educators in curriculum design and decision making. Qualitative studies provide a more

thorough examination of motivation because they are derived from student perceptions instead of

comparisons among students (Fulmer & Frijters, 2009). Krashen states that to prove the benefits

of silent sustained reading more than experimental research is required and that qualitative

studies should be used for better understanding of the impacts on student learning (Trudel, 2007).

Through a grounded theory approach, meaning is generated from views of the participant's

experiences (Fulmer & Fritjters, 2009).

Various methods used to study reading motivation have been widely examined (Schiefele

et al., 2012). While research exists for motivation from self-report methods using surveys or

questionnaires, a more diverse approach is necessary to gain an authentic perspective (Fulmer &

Frijters, 2009). Fulmer and Frijters (2010) examined four diverse methods and formats of

motivation assessment. First, "Self-Report Measures of Motivation with Students" (p. 221) is

reviewed and presents several challenges, producing weak results based on the participant's own

perception of motivation. Problems can be found with this type of measurement revealing a

discrepancy in student's perceived mastery of learning and actual performance. The accuracy of

scoring format is also questioned for reliability. Next, three other "Alternative Approaches to

Motivation Measurement" (p. 229) are studied. The phenomenological method is adaptable and

allows for meaning to arise from the student's experiences with motivation. Much like a

grounded theory qualitative study, this approach to motivation measurement allows a theme to

arise during the analysis of interview documents about the phenomena, making this method inductive rather than deductive. The individual accounts for experiences, and themes develop creating a descriptive account of the phenomena. The negative aspect of this approach is the reliance on the participants to convey their motivation through verbalization. The last two motivation measures include neuropsychological/physiological and behavioral. Neuropsychological incorporates both motivation and cognitive awareness for outcomes such as incentives, recognizes an unconscious influence for motivation, and can be measured in a formal setting. Last, the behavioral method of motivation is observational and works well when students are given time for a free-choice activity in which the researcher can observe the participant's decision to take part in a task. Based on Fulmer and Frijters' (2009) overview of motivation measurements, the phenomenological and behavioral measures of motivation assessment will provide authentic data for this proposed qualitative grounded theory study. When observation of behavior is added to self-report measures of motivation, the results are often inconsistent (Fulmer & Frijters, 2009). However, behavioral and phenomenological methods of motivation measures are best used as a multidimensional approach to study reading motivation with measures of observations and student response journals as well as interviews.

This current study allowed student selection of reading materials for independent reading time after being exposed to a variety of texts by the classroom teacher and librarian. Also, observations of students during silent reading, peer dialogue transcripts, student response journals, and student interviews were examined for a comparison of student language as well as evidence of behaviors depicting reading engagement. Through student generated explanations and reflection, a more authentic description of the reading experience can be provided (Fulmer & Frijters, 2009). Also, observations of body language during silent reading and responses

provided by students during peer interaction has presented a wider view of student behavior which can depict motivation to read. An interview with the classroom teachers about reading procedures at the end of the study has provided insight into student reading engagement. Methods of data collection conducted have been explained in more detail in chapter three.

Researchers have studied various techniques and measurement tools to identify instructional strategies that foster and improve student reading motivation. Student experience is an important component in the development of interest and incentive to read (Guthrie, et al, 2007). In order to improve research in this field of study, a variety of research approaches should be conducted (Guthrie et al., 2007). Specifically, a grounded theory approach should be used to discover the facets of intrinsic motivation and reading interests along with recommendations for open interviews and observations which tend to produce better results than questionnaires (Guthrie et al., 2007). A grounded theory method works to inductively construct connected themes from stages of data analysis and generate a theory in a systematic manner based on a central phenomenon (Strauss & Corbin, 1990). This study of reading motivation has provided a theory grounded in multiple data collection within an educational setting from observed student behavior to various responses about their reading experience.

Research Questions

In order to understand what motivates students to read independently, their perspective was sought as to whether their desire to read was affected when given an opportunity to select their own reading materials and be provided time for reading and discussion in the classroom. While learning requires student engagement, or an active connection to the material, educators "struggle to engage adolescents" (p. 31) because many students report being bored with school (Intrator & Kunzman, 2009). Seeking students' opinions about which conditions and strategies

assist in motivating them to read during silent reading time in the classroom can provide educators with valuable insight for instruction.

Krashen (2011), who studied free, voluntary reading in education for many years, is an advocate of this strategy, and cites research conducted from educators who utilize consistent silent reading with students. Those results show higher achievement for comprehension, writing, grammar, and vocabulary when independent reading time is consistently used within a classroom. Unfortunately, some teachers may not allow students enough autonomous reading time in the classroom (Gallagher, 2009) or a choice in the material, so to provide examples of students' views about self-selection and time in reading could prompt teachers to seek methods based on students' opinions of their experiences. The following questions guided this study:

1. What motivates students to read independently during silent sustained reading in the classroom and outside of school?

2. Do students perceive that their reading amount has increased by being given a choice in their reading material?

3. Do students perceive that their reading understanding has increased by being permitted to select independent reading material to be read during silent reading time in class?

4. Does the classroom teacher perceive that the amount of student reading and reading engagement has increased by students being given a choice in their reading material?

5. How does allowing students to select their own reading material create motivation to read as compared to the student's own previous school experiences with reading?

6. How does peer/teacher discussion about individual books assist in the student's own understanding of the book?

7. How does peer/teacher discussion about individual books assist in student's motivation to read as compared to the student's own previous school experiences with reading?

The role of the education system should produce learners who independently pursue occasions to learn throughout their lifetime, and one means to promote this endeavor is to create autonomous readers who choose to read (Witter, 2013). Allowing students the time in class to read topics or material of their choice may help model their future adult decisions to read. These research questions seek the student's own understanding of the processes used because teachers need to acquire ways to help nurture student's reading choices to become life-long readers. Importantly, conversations held between educators and students, and students and their peers about reading and motivation is beneficial to understanding aspects of the process. However, student perspective or criticisms regarding instructional methods is largely missing from research (Intrator & Kunzman, 2009). Also, Hayn and Nolen (2012) find minimal examples of research which solicit readers' experiences. The research questions listed above will help gain insight about students' experiences and perspectives of strategies used with independent reading in the classroom.

Summary

This study proposed a systematic grounded theory approach to discover if students became motivated for reading by being given an opportunity to select reading content for independent reading time, if the amount of reading increased due to their individualized selection, and if class time being allotted to read and discuss, increased engagement in the text which in time could lead to improved understanding of the reading material. Allowing students more choices in educational subject matter can help to motivate and to create ownership of learning. Importantly, teacher facilitation matters to guide students' independent thought-

processes when they search for what interests them among various reading materials. Many times, the students have not been exposed to the vast amount of possibilities for reading enjoyment. Also, as students enjoy communicating with each other, discussing texts currently being read in class for recreational purposes can mimic adult book discussions that educators hope students will continue to have later in life. From surveying low reading scores and identifying reluctant readers, educators should want to interest students in recreational reading practices in the classroom to build a culture of reading for life.

CHAPTER TWO: LITERATURE REVIEW

Overview

Learning takes place through active, socio-cultural collaboration (Miller, P., 2011).

Learners must be actively engaged with their environment to adapt information in which they are

constantly exposed (Garcia, Pearson, Taylor, Bauer, & Stahl, 2011). Motivation for learning can

be affected by external and internal influences (Eccles & Wigfield, 2002). Any negative

associations from reading experiences may alter students' desire to read and participate. Some

students create coping mechanisms for reading difficulties or may display avoidance behaviors.

Motivation impacts reading development and ability (Gambrell, 2011; Moley, Bandré, &

George, 2011). When educators provide students with a selection of engaging texts and time to

read in class, reading ability improves (Krashen, 2011; Madison, 2009; Mason, 2007; Siah &

Kwok, 2010) as well as their interests in reading and time spent reading.

Theoretical Framework

Socio-Cultural Theory

The theorist Vygotsky and other socioculturalists ascribe to the belief that human beings

are interconnected to their society. Also, the culture in which a child belongs determines the

required knowledge and provides communication standards and application methods. This

developmental theory is known as a socio-cultural approach (Miller, P., 2011). This assumption

studies children within their setting and recognizes that the environment impacts the child as the

child affects his or her surroundings as well. Therefore, as a result of this social learning process,

"individuals and cultural communities mutually create each other" (Miller, P., 2011, p. 171).

Therefore, the child's developed behavior which is learned over time through repetitive social

interactions helps to establish the environment for learning.

Vygotsky refers to "Zone of Proximal Development" (p. 174) as the range from the child's independent ability to the potential for higher achievement with the assistance of adult direction or advanced peer collaboration (Miller, P., 2011). Vygotsky described this development as the learners' internal processes being stimulated through instructional strategies. An advanced learner can assist to build on another learner's current skills and helps to improve learning with social activities which model, explain, instruct, question, discuss, encourage, and engage (Miller, P., 2011). The term scaffolding was given to this scenario in which the more skilled person supports the less skilled person's learning experience (Sivan, 1986). Social interactions within the learning environment create a shared learning experience.

Constructivist Ideologies

When students socially interact in an educational atmosphere to discuss reading content, they are contributing to their own learning through authentic discussion of reading material. Learners develop individual knowledge through interaction and partnership with other learners. This instructional design draws on Vygotsky's socio-cultural theory (Garcia, et al., 2011). Students are active in learning through interaction using a text as the tool for discussion. This self-monitored communication technique creates experts who actively discuss and use critical thinking skills to aid one another in understanding concepts (Garcia et al., 2011). Supporters of socio-constructivism contend that learning is not discovered but developed through use of social interaction as learners actively understand their own situation (Garcia et al., 2011). A culture of learning takes place through collaboration.

The concept of self-directed learning can be attributed to experiential curriculum derived from Western tradition (Van Brummelen, 2002). Students learn when actively engaged in a stimulating environment where they have autonomy in decisions about knowledge intake. The

ideology of constructivism has impacted today's educational curriculum. A variety of this

concept has drawn from Piaget and Vygotsky's studies. Phrases associated with this field involve

"constructing knowledge and social constructed reality" (Van Brummelen, 2002, p. 31). When

utilizing instructional strategies in relation to this ideology, teachers are to guide students to be

owners of their knowledge and in control of their learning. Students are to make decisions about

how to construct information, fitting all the parts together. In this pattern to instruction,

meaningful activities are valued over correct answers. Students analyze and resolve issues in

their own manners of discovery. Constructivists suggest that students will draw on prior

knowledge in order to create "meaningful learning" (Van Brummelen, 2002, p. 35). This process

of learning is to be meaningful and occurs with active involvement and student responsibility.

Critics of constructivism claim that students still require instruction in basic skills and

gain from "presentations, explanations, and drill" (Van Brummelen, 2002, p. 35). While this is

true in some learning situations and settings, students also benefit from an opportunity to have a

metacognitive awareness of their own knowledge engagement. They should be allowed to relate

information in a social setting with peers to experience authentic decision making, and

autonomous thought processes.

Constructivism is also one view which shapes qualitative research studies by searching

for an understanding from people about their world. People develop meaning from their daily

experiences as they interact; therefore, their formation from experiences creates their

perceptions. Participants in this type of study are observed in their attempt to make sense of

meaningful situations where discussions and interactions occur with others (Creswell, 2007).

Authentic learning will take place when people can make sense of information through speaking,

listening, and peer interaction. Bringing previous experiences and knowledge to a learning situation and hearing other viewpoints creates a deeper understanding.

Strategy Instruction Theory

Palincsar and Schutz (2011) suggest that educators use concepts of strategy instruction to teach comprehension skills which can become automatic over time. Support for this theory is supplied with support from the Construction Integration model of textual understanding (p. 87). This concept involves constructing a situation or drawing on prior knowledge and background to create a purpose for reading. This approach builds on itself in that learners structure information from reading with relationships from common themes and prior knowledge. Students can be taught to structure the contextual information making it cumulative, taking new information and sorting it with past and present knowledge about text structure and content. Struggling readers do not apply strategies to reading comprehension, so learning to integrate organizational methods can aid in comprehension (Palincsar & Schutz, 2011).

Another concept that supports strategy instruction for reading comprehension involves modeling the cognitive process through Reciprocal Teaching (Garcia et al., 2011). This type of instruction suggests use of strategies such as clarifying, predicting, questioning and summarizing the text to model reading comprehension (Garcia et al., 2011, p. 150). In addition to these methods, Socio-Constructivist procedures create a richer environment for comprehension and learning to occur. Teachers and students generate their own learning environment through social interaction of the various texts (Garcia, 2011). Through structured strategies and social explanation, students gain exposure to comprehension improvement. With an opportunity to share the learned strategies in a group setting, students can problem solve and create their own high-level interpretations (Garcia, 2011). Reading comprehension involves multiple dimensions

and components to which the learner must construct meaning. When these processes are assessed, it is important that cognitive theories have been utilized as a framework (van den Broek, & Espin, 2012). Theoretical strategies verbalized for learners will aid with reading comprehension, and communication sparks interest to maintain engagement.

Motivation

In order to better understand what motivates people, researchers have focused on the person's beliefs, values, and goals (Eccles & Wigfield, 2002). The results have provided information about participation and non-participation in activities and how the individual's belief system impacts achievement. Eccles and Wigfield (2002) review motivation theories within categories. Motivation is influenced by a person's expectation for success. Bandura's social-efficacy or social cognitive theory presents an individual's concept of motivation as that which derives from the individual's perception as to whether a task can be executed (Eccles & Wigfield, 2002). A person's actions become categorized based on the perceived success of the situation. As a result, high expectations can predict evidence of high performance. A person will expect to succeed based on the level of control he or she expects to have over the situation (Eccles & Wigfield, 2002). This addresses what the learner believes in regard to the task he or she is to approach; however, there are other factors which affect motivation as well.

Intrinsic and extrinsic variables impact a person's motivation or reasoning to engage in a task. When considering how students are motivated, it is important to note that "interests and desires are considered to be intrinsic motivators, whereas grades and rewards are considered to be extrinsic motivators" (Doepker & Ortlieb, 2011). Deci and Ryan have offered a self-determination theory which provides information about human motivation (Eccles & Wigfield, 2002). This theory suggests that humans desire to sustain a certain level of stimulation. Also,

humans have a basic need for proficiency. These researchers argue that people search out the ultimate stimulation within activities to maintain the competence they desire; this motivational process is intrinsic (Eccles & Wigfield, 2002).

Various levels of motivation can impact the overall inspiration that a person experiences for performing tasks. Accrediting success to internal reasons can improve a person's pride and raise self-esteem, and accrediting success to external causes can impact a person's appreciation. Likewise, blaming failure on an internal cause can create shame, but external blame for failure can create anger (Eccles & Wigfield, 2002, p. 118). Motivation can influence learning in students, yet past experiences could hinder and impact future endeavors.

Motivation and Constructivist Theory

As stated above, the Socio-Constructivist Theory finds that learners create shared knowledge from social contact with other learners (Garcia et al., 2011). Sivan (1986) asserts that motivation is found internally by social constructivism. These cognitive processes involve making meaning of activities; they require motive orientation, goal-direction for actions, and operation. A learner will filter instructional steps using a cognitive process of knowledge and experiences. This process becomes affected by a motivational progression that occurs. Sivan (1986) affirms that motivation in the classroom resides in the concepts of social constructivist theories.

<center>**Related Literature**</center>

In order to function successfully in life, one must possess an average level of literacy. Once people recognize that reading can be enjoyable as opposed to an arduous task, the practice of reading can improve one's quality of life. In a learning environment, reading engagement occurs when students attempt to meet both internal and external expectations (Guthrie, Lutz

Klauda, Ho, 2013). Motivation for reading is produced internally, but drive can be influenced by external causes (Daniels et al., 2011). The activities in which students are involved can impact intention to learn (Lapp & Fisher, 2009). These include exchanges with peers and adults, and the physical characteristics of the classroom setting (Daniels et al., 2011). In addition, students will be inspired to read if they have a choice in the material (Lee, 2011; Moley, Bandré, & George, 2011) including personal interest, access to books of their choosing, and frequent participation with others to discuss content (Edmunds & Bauserman, 2006). Providing students the option to read young adult literature in the classroom along with material from notable writers will benefit all levels of learners (Roberts, 2013). Creating readers for life occurs from time spent reading (Miller, D., 2009). Reading is vital to learning and functioning in life and being motivated to read can increase one's time spent reading; therefore, as teachers allow students time to read and discuss self-selected, engaging texts, students will increase reading interests.

Importance of Reading

There is a relationship between achievement in content area courses and reading ability (Bozack, 2011). The more students read the better readers they become (Krashen, 2009; Miller, D. 2012). Large amounts of reading completed independently impacts reading skills subsequently creating better readers who enjoy reading and become more proficient (Goodwin & Miller, 2013). Individuals who read on a regular basis have higher literacy skills such as stronger vocabularies, improved writing abilities, better spelling, and a grasp of grammar conventions (Duncan, 2010; Krashen, 2011). The Carnegie Council stated in *A Time to Act: An Agenda for Advancing Adolescent Literacy for College and Career Success* (2010) that educational methods should draw from the increasing research on adolescent literacy practices (Bozack, 2011). Students should be prepared to meet the literacy challenges of college and career endeavors

when leaving high school; unfortunately, once many students reach the secondary level of education their reading proficiency is low and choice is limited. Since literacy is very important for young adults entering society after high school, educators need to identify adolescents' interests in order to motivate them to read more (Doepker & Ortlieb, 2011).

Motivation to Read

The role of reading motivation plays a big part in reading development. Instruction being provided for decoding (Krashen, 2011) and comprehension is not enough to engage learners because without motivation students will not put forth their full effort. For a student to reach the maximum potential of his or her reading abilities, a desire to read is required (Gambrell, 2011). Some individuals lack motivation or interest to read but possess the necessary skills. These competent readers have been called alliterate, yet researchers seek out methods to help these students learn more efficiently while the issue may not be a cognitive problem (Tilley, 2009, p. 39). These students simply lack passion for reading. A more promising label known as dormant readers defines these uninterested students as ones who view reading in school as a job and certainly something they have no desire to participate in outside of school (Miller, D., 2012, p. 89). Finding what topics can entice an adolescent's reading interests is important to build reading motivation.

Schiefele et al. (2012) examined reading motivation research from the past 20 years that sought a relationship between reading motivation and student behavior and reading motivation and ability. Findings suggest that motivation impacts reading competence, and in turn, reading ability will influence reading success. However, the relationship between reading motivation and reading behavior such as amount of time spent reading, strategies used for reading, and preference of reading material lacked causal evidence. In general, the studies showed significant

benefits of intrinsic motivation for reading and minimal influence of extrinsic motivation for reading. The relationship between intrinsic reading motivation and reading competence such as skills and comprehension was apparent. Motivated learning can build competency. Also, reading motivation, behavior, and ability appear to be intertwined.

Interests can be divided into two areas: personal/ individual interests and situational interests (Doepker & Ortlieb, 2011; Pythian-Sence & Clark, 2009). Personal interests may cause teenagers to drift to various topics, fashions, and occasions; they identify with these pursuits over time, making one's personal interests unique for each individual (Doepker & Ortlieb, 2011). Personal interests can be influenced by past experiences, prior knowledge, abilities, and feelings about a topic (Pythian-Sence & Clark, 2009). Situational interests may be short-term and obvious given the circumstances (Pythian-Sence & Clark, 2009). These interests can be established by situations in the educational setting from instructional methods, materials, and instructors (Doepker & Ortlieb, 2011). Motivating students to read requires tapping into their interests. While these types of interests can be different, they are not opposites, and situational interests can be developed through the use of personal interests (Pythian-Sence & Clark, 2009). Skilled educators should strive to integrate learners' interests to help them make significant choices. Teenagers' interests are influenced by peers, technology, popular culture, sports figures, and the media; therefore, these current experiences should be welcomed into the classroom by teachers (Doepker & Ortlieb, 2011). In some cases, when a student lacks interest in learning, "effective instruction has the potential to be the catalyst for sparking situational interest" (Moley, Bandré, and George, 2011, p. 252). Igniting a learner's interests can sustain engagement which leads to long-term learning and skill building. Gallagher (2009) refers to these deep interests generated by students as authentic interests when students are able to dig into a topic. The student has a

genuine desire to learn more a specific topic of interest. However, Gallagher (2009) finds that many teachers are forced to only teach the surface of too much content, and students' motivation becomes diminished. Educators should know their individual students' interests to help them make smart choices in reading.

Some school systems today have lost focus in their attempt to engage students in learning. Current instruction and practices do not appeal to student interests. The curriculum places so much emphasis on assessment and preparation for testing that many other variables become secondary (Gallagher, 2010). Curriculum standards direct teachers to instruct students with an emphasis on literary devices, and skills in reading comprehension and analytical writing strategies, yet many English teachers are under the assumption that they must teach reading using a specific set of class novels (Fisher & Ivey, 2007). This one-size-fits-all method turns student interest away from reading. Differentiated lessons would help appeal to students' interests and needs.

According to Gilmore (2011), a study was published in the *English Journal* in 1928 in which librarians ranked Hawthorne and Twain as suggested reading material for students. In 1963 another survey identified Hawthorne, Twain, and Shakespeare as the popular instructional authors' works being read in classrooms. Then in 1992 another survey showed the same results for suggested English classroom material with one addition: Harper Lee's *To Kill a Mockingbird*. Gilmore (2011) referenced a current study in which students are reading these same works today. Teachers spend too long instructing the same novel in the classroom, overteaching the content (Gallagher, 2010) when they may not be addressing the reading comprehension elements necessary for struggling readers. Sometimes in order to gain student interest in a novel or make up for those not reading, teachers will turn to providing students with a copy of the novel's

summary (Fisher & Ivey, 2007). Other educational situations occur where students are assigned novels for independent study or as prior course reading, but teachers may fail to assist students with the reading challenges or assignment (Gallagher, 2010). While merited literature has its place in the classroom and is used in honors and advanced placement courses, teachers should consider what specific outcomes students are expected to meet. To improve reading ability, students need to be supplied with "interesting and comprehensible books" (Krashen, 2009, p. 19). Adolescents will pursue reading material to which they can relate and will hold their interests.

Mucherah and Yoder (2008) studied the relationship between middle school students' reading motivation and their performance on reading assessments. A reading motivation questionnaire was used to measure reading interests. Results were compared to participants' previous standardized reading scores. The female subgroup showed more interest in reading and performed better in reading comprehension than the male subgroup. Sixth grade and eighth grade participants were compared based on answers from the reading motivation questionnaire. The younger group tended to read more for extrinsic reasons such as grades and recognition. The older students were less interested in reading for evaluative reading measures. Therefore, this study suggests that as students become older, they may be more likely to read for intrinsic purposes than extrinsic like their younger peers.

Bozack (2011) used the Motivation for Reading Questionnaire as a foundation to survey boys in a single sex Catholic school and to compare achievement data. The study looked for relationships in student and teacher perceptions of students' reading and ability and relationships between motivation and achievement. This study found that when reading motives were compared to previous elementary students' motivations for reading, reasons stayed consistent

over the years. However, specific reading motives become more refined with time. Some aspects include interest and participation. Students may have identified themselves as good readers, but teacher impressions did not always match. Bozack (2011) used this discrepancy to suggest a dichotomy between teacher and student perception of ability. Explanations for disliking reading can include the "environmental factors, such as teacher over-control" (p. 70) and can be "powerful factors in undermining motivation" (Bozack, 2011, p. 70). Possibly, teachers may dictate strict reading schedules, and students feel they cannot read at their own leisurely pace. This study suggests that in an attempt to engage learners, teachers and students make assumptions about ability and effort. From the achievement data, reading results were related to achievement across the curriculum. Importantly, the scores showed a positive connection between achievement and "the motivation constructs of *Recognition, Challenge, Involvement*, and *Reader Identity*" (p. 69) which supports the concept of motivation in reading in these specific topics (Bozack, 2011).

Lapp and Fisher (2009) provided examples of student dialogue and a description of thematic units in which students were "intrinsically motivated to read and participate in these readings and subsequent discussions because their voices and interests were driving the text selections and conversations" (p. 560). The purpose of this curriculum design was to engage students who had experienced failure and were below grade level in reading during their junior year of high school. Instructional tasks were designed to guarantee student participation and the mastery of language arts standards. Lapp and Fisher (2009) recognized that a single novel being read as a class would not provide the engaging experience for students that they had sought. Lessons and strategies consisted of a variety of methods for engagement, but importantly the socialization gained from the book club discussions and interactions created enthusiasm in

students. Lapp and Fisher (2009) reference the Secondary Discourse theory from Rosenblatt and Gee to describe student's book discussions. While concentrating on the lives of the characters in the text that they were reading, students used insight to relate to current life situations. Overall, students had a choice in reading from a list of books with common themes prior to their group discussions, but many chose to read more books after participating in peer discussions. Students utilized all skills related to reading comprehension such as analysis, comparison, evaluation, and synthesis. They increased vocabulary and improved persuasive writing techniques. Importantly, through this procedure students were motivated and engaged to read and participate in their own learning. Lapp and Fisher (2009) emphasize the significance of choice in the material for student reading even within the context of their study which provided a theme or question the entire class focused around. Student interaction facilitated the learning, but the student's choice in the specific reading material shaped active roles.

Self-Selected Reading Material

One significant approach to motivating students to read is to allow students to select their individual reading material. Supplying students with interesting material that they can comprehend is a very effective way to improve reading ability (Krashen, 2009). Moley, Bandré, and George (2011) assert that given high expectations within the current educational environment, instructors must make students want to read and understand the text, think analytically, and actively discuss their ideas about the text. Therefore, teachers should consider the type of texts in use, motivational approaches, and instructional techniques (Moley, Bandré, & George, 2011). A quote from Rosenblatt defines reading as a combination of the reader and text linked together with the reader bringing past experiences and present disposition to the process (Moley, Bandré, & George, 2011, p. 250). A book is nothing more than pages with writing until

a reader interacts with the markings on the paper (Moley, Bandré, & George, 2011) to give it importance and meaning. Adolescents are at the stage in their lives in which they are developing interests and an identity while trying to be independent and build bonds with peers. As students develop interests, they "need to become part of their academic experience" (Doepker & Ortlieb, 2011). Allowing students to have a choice in the novels they read in class corresponds with their developmental stage and search for individuality. Still many studies do not examine allowing a student to select the reading material (Morgan & Wagner, 2013).

Allowing student choice in educational settings has been linked to improved outcomes (Pythian-Sence & Clark, 2009). Being provided a choice in literacy decisions empowers students and invites involvement in the learning process. Based on self-selection, a factor closely influencing readers is their interest (Pythian-Sence & Clark, 2009). Of the many influences which will motivate students to read, "the number one motivating factor is to give adolescents the choice of reading materials" (Doepker & Ortlieb, 2011, p. 5). Therefore, teens appear to take an interest in the content that they have individually selected to read.

Krashen (2009; 2011) cites a meta-analysis of 19 experimental studies of students who studied English as a foreign language at the high school or university level. Time was allotted in all of the studies for in-class reading of self-selected materials, and readers were compared to similar students who were not scheduled time to read in their English program. The readers given the ability to select reading topic performed considerably better than the comparison group on reading tests. Emphasis is placed on positive effect sizes for measures in extensive and consistent reading. Krashen (2011) points out that a review of this data offers proof that in school a choice for reading content provides student success.

Based on knowledge gained from a faculty in-service, a high school teacher and teacher educator implemented a three week reading unit in which 10th grade students were provided a choice their individual in reading material as opposed to the traditional one novel unit previously used (Morgan & Wagner, 2013). The teacher reflected on his instructional decisions and the modifications to teaching when using this method. Foundational guidelines were explained to students and reading workshop strategies were used, yet students still had a choice in their own reading materials. Mini-lessons were used to address literary concepts and teacher-student conferences using a number rubric addressed differentiated instruction, accountability, and assessments. The teacher found students to be more motivated to read and more engaged, yet still sought canonical literature and did not rely solely on the self-selected literature for student reading (Morgan & Wagner, 2013).

One instructional technique has been to utilize student Lexile ranges from standardized reading assessments in order to narrow the selection of reading material for some students. Some schools use the Lexile framework in an attempt to provide readers with more challenging texts (Perks, 2010). The purpose of Perks' (2010) study was to determine how the level of materials 9th and 10th graders read during independent reading related to intrinsic motivation for reading and reading achievement. The control group was free to choose their own independent reading, but the treatment group was expected to read selections based on their Lexile ranges. Yet, teachers in the study were disinclined to require readers to use their Lexile scores to determine reading materials. Therefore, no meaningful difference was noted overall. However, 24% of the students found the Lexile scores to be useful for finding reading material (Perks, 2010, p. 112). During silent reading, some of the students read assigned school work while the majority of students read what the researcher called light reading or reading below their ability or Lexile

scores. Perks (2010) recognizes that this possible lack of pursuit toward challenging texts for independent reading may be the reason some researchers find little value in independent reading during the class time. Researchers should seek to clarify more information about independent reading at the high school level, and Perks (2010) suggests that while practice builds student's reading skills, teachers need to use a variety of strategies to ensure that students are being challenged at the appropriate levels.

Another study involving self-selection for reading materials was conducted by Mason (2007) to determine if student individual selection for reading material and social interaction influenced high school students' reading. The basis for this study was to determine what kinds of activities would enhance an already established silent reading program which were not being used properly among all students. Mason cites a variety of studies which suggest that students who read for pleasure, have an opportunity to practice reading and to observe teacher modeling will be more likely to have academic success and carry this habit into adulthood. Student motivation to read is based on availability of a variety of texts, social interaction, and the ability to have self-selection for reading (Mason, 2007). Mason found in this study that the implementation of activities into the reading time did not make a big difference in students' reading satisfaction. The silent reading time continued to show a disparity between those who enjoy reading and those who do not. When given a choice about what to read, the nonreaders tended to be less likely to find materials that interested them. Therefore, a large majority of those nonreaders used the silent reading time to read assigned school work. The researcher asserted that if nonreaders truly found reading material to capture their interests, they would genuinely want to read. Mason (2007) implores teachers to provide students with a large exposure to reading materials in the classroom. In this study students' ability to participate in whichever

reading activities interested them was the factor that students appreciated. Surveys showed that students did like being able to choose reading activities with which to participate (Mason 2007).

Access to Engaging Resources

Another important feature to create a motivating learning environment is that students must have access to engaging texts. Krashen (2009) presented a multiple regression simple analysis of socioeconomic status (SES), silent sustained reading (SSR) time, strong school libraries, and instructional strategies as predictors on students' reading ability. The impact of an effective school library is as strong a predictor on reading performance as SES. So, a library with a variety of books appears to aide in combating problems that poverty poses on learners' reading outcomes.

In an attempt to dispute some of the NAEP's reports of the causes of reading deficiencies in America, Krashen (2011) argues that there is actually one significant way to remove reading barriers for students, and that is to provide access to a plethora of books and improve the selection to be engaging, diverse materials within school libraries. Having a large expenditure for classroom and school libraries should be a priority because a copious source of books creates a difference in foundational literacy (Ivey & Fisher, 2006). Children who live in low socio-economic areas have less access to books, lack books at home, and have limited or no access to bookstores and libraries (Krashen, 2011) due to their location, lack of transportation, and poor financial situation. A predictor for standardized test outcomes can be whether or not students have access to books in the home as opposed to the student's parental level of education (Krashen, 2011). The lack of exposure to a variety of engaging reading materials holds students back from exploring the printed word at a young age. Certain developmental milestones in reading may not be met in low, socio-economic homes and the initial practice of reading about a

variety of interesting topics is not explored. Schools with highly qualified librarians and libraries with access to a variety of reading material exhibit higher reading scores (Krashen, 2011). While researchers argue that there is no single barrier for reading rates in America, Krashen argues for better access to a variety books in both public and school libraries. Students cannot be aware of their interests in specific genres of books if they are not made available to them in a variety of locations.

In a few libraries looking to attract young readers, a new trend called genrefication by librarians has started to take place in public school libraries in the fiction section. This method categorizes the fiction section by genre or category based on subject matter (Sweeney, 2013). This method of categorization is similar to arrangements of books found in bookstores. This method is being used because librarians may lack knowledge of the newest books, and as students seek recommendations about a particular subject or interest, the books are easier for librarians and students to locate when arranged by genre or topic (Sweeney, 2013). Even though books are labeled in the card catalog by subject matter, many times students prefer to wander through the stacks instead of searching in the catalog (Sweeney, 2013). Sweeney (2013) found that some authors have books which fit in a variety of genres, and some books can cross over into multiple categories. Therefore, if the library has multiple copies of one book, different copies can be placed in the different genres which apply. Sweeney found this project allowed for new data to be collected regarding loaned books. When assessing circulation data of books checked out by categorized genre, clear data becomes available as to which genre is the most popular. Also, due to genre identification in the fiction section, Sweeney witnessed more students offering suggestions to each other based on their common interests in a particular genre.

Not surprisingly, there are those who find fault with this new classification citing the Dewey Decimal System as the universally accepted method of shelving books (Pendergrass, 2013). For instance, libraries with multiple schools using the same online catalogue system may not be consistent, this process would be too timely as librarians are expected to serve many roles in teacher collaboration and literacy instruction, and students' needs are constantly changing. Possibly, other resourceful methods could be used to introduce book genre to students aside from classification because unlike book stores who use this method, school libraries must personally assist students with finding books of interest (Pendergrass, 2013). However, genrefying can easily be accomplished over a summer if the librarian desires to take the time to undertake this categorization system for fiction thereby allowing for quick inventory of books in the library and those missing from collections. As the decision to genrefy increases, librarians are recommended to only focus on author, title, date, and shelf subject to make the process quicker because subject searching is the principal method for finding materials (Loertscher, 2016). As students search for books of interest, genrefication may offer an easier way to locate the newest young adult novels as shelved by subject matter.

Teenagers are given little options for recreational reading in today's high school (Gilmore, 2011). Students who read for enjoyment read an assortment of books but usually not in the classroom where their selections may come from a list of acceptable titles, possibly classics (Gilmore, 2011). In addition, dictating the text, time, and manner in which to read negates the purpose for reading (Gilmore, 2011). Teachers often use the terms literary merit to describe novels taught in their curriculum which appears in pacing guides in New York, North Dakota, Florida, and Minnesota (Gilmore, 2011, p. 29). Yet, Wisconsin's 8th grade standards require students to determine measures for assessing literary merit and to explore critical ideas about a

text (Gilmore, 2011, p. 29). Therefore, students need many examples of literature to make

comparisons. Discussion of a variety of works will create critical thinking about what has been

read but using the same novels that have been used in instruction for centuries will not develop

these abilities (Gilmore, 2011), especially when teenagers lack prior knowledge of outdated eras.

Consequently, students should read a variety of novels to practice their own evaluative opinions

of literature for worthiness and analysis. Students will have higher academic success when

provided a mixture of reading materials that matches their individual needs (Hughes, King,

Perkins, & Fuke, 2011). A variety of texts are important for adolescents to read and explore.

One solution Gilmore (2011) recommends is to incorporate student choice into traditional

secondary curriculum and to match a literary masterpiece used in instruction with common

themes found in a contemporary novel. This instructional technique allows students to compare

and contrast human nature and plot lines from past centuries to current society. Students may

draw on relationships between themes and characterization. Another way teachers incorporate

choice is to replace teaching just one canonical piece in the classroom to a list from which

students can choose and then create literary circles for discussion of the texts (Gilmore, 2011).

Jago (2012) argues that students need to spend time reading material that will cognitively

challenge them, require concentration, and contain content that they would not have read on their

own. With a demand for rigorous instruction, text read in the classroom should offer a challenge

for students. Jago (2012) cites for evidence a 2010 College Board study finding 54% of college

students were surprised by the difficulty of college courses as proof for teachers to maintain

challenging instruction through proper facilitation that holds interest (p. 43). Through reading

literary works that are esteemed as masterpieces along with engaging contemporary works with

parallel universal themes, young readers will be able to assess, relate and think analytically about diverse works (Gilmore, 2011).

A study at the Liverpool University found that reading classical literature benefited the reader's mind and held attention by activating self-reflection (Henry, 2013). Through the use of scanners, researchers monitored 30 participants' brain activity as they read excerpts of Shakespeare, Wordsworth, T.S. Eliot and other notable writers. Next, these works were translated into direct, simpler wording. These readers' brain scans were again observed. The results showed that the original text triggered more electrical brain activity than the straightforward excerpts (Henry, 2013). Researchers attributed the jump in the brain activity to unfamiliar words, phrases, and demanding sentence patterns which readers encountered. Increased brain activity revealed the use of critical thinking strategies readers used to interpret the challenging texts. Other aspects of the study monitored participants' brain activity while they read poetry. Researchers discovered increased brain activity in the right hemisphere which contains autobiographical memories (Henry, 2013). Researchers suggest that more study in this area can reveal how reading poetry can provide therapy to the reader in the form of self-help (Henry, 2013). There is little doubt that mental processes are challenged when readers encounter higher level texts; however, many young readers may not readily accept this learning challenge.

An informal survey which questioned a sampling of high school students found only 10 percent had had read *Anne of Green Gables* and less than five percent had read *A Tale of Two Cities* (Ranson, 2007). Reading for enjoyment can be difficult for students due to their extra-curricular involvement, part-time jobs, and coursework. The average teen usually reads a contemporary novel faster than a classic one which can take longer. Students usually abandon reading with extended descriptions, lengthy words, many characters, and drawn out plots found

in classic novels (Ranson, 2007). Today movies can provide a synopsis of the classics, and for some that may be the exposure to build motivation to read what some students might consider a difficult text. Providing the visual plot line provides students with understanding when reading the text and creates another instructional tool in which students can contrast two mediums. An argument exists that classics do not connect to today, and reading canonical literature places demands on the reader such as specific decoding and extra mental capabilities (Ranson, 2007), so teacher assisted guided reading can help students. Exposure can produce improved vocabulary due to the variety and knowledge of literary techniques, especially when readers encounter allusions. Today's literary exposure gained from "movies, blogs, websites, some pop fiction, song lyrics, and chat rooms" is very literal (Ranson, 2007). Figurative language tends to be nonexistent or too simplistic in modern literature, but provides rich text when exposed through canonical text. Most current reading materials are generated for quick comprehension. Yet, the complex nature of the classics with intricate plotlines may be one necessary component for today's learners. Students should be given opportunities to clarify and tackle challenging activities for vast comprehension practice later in life (Ranson, 2007). Students need a variety of exposure to texts. The classics used as instructional text will create exposure to rich texts, but modern literature will create reading stamina and expose students to other genres and topics.

Today, technology allows students to access plot summaries and chapter analyses without having to read the classic literary text ("Are Students," 2012). Many students utilize school technology to access websites offering summaries of classic novels they are expected to read in the classroom (Porteus, 2009). An informal survey was conducted among 11th and 12th grade Advanced Placement English students. Through self-admission, 58 percent of the 11th grade students acknowledged that they had not read all of their assigned text, *Julius Caesar*, and 47

percent had not read *Hamlet* in its entirety ("Are Students," 2012). In this investigation, many students also admitted to not reading an entire play or novel assigned to them while in high school. In order for teachers to expose students to a variety of texts including these types of complex texts which require critical reading skills, teachers need to use creative techniques in their instruction (Jago, 2012). Possibly, students could be confused about the purpose for reading these texts. Many times, students are under the impression that a cursory glance of the plot summary is enough to grasp understanding to analyze the literature.

The texts students read in high school matters. Whether students will enter the workforce or college, they need to have abilities in literacy, such as the skill to read a variety of information, use technology, and communicate well (Ivey, 2010). While students will not learn from books that they cannot read, students will not learn from books that do not matter to them, especially if it is only one book (Ivey, 2010). Contemporary literary procedures and media currently being introduced into the classroom can be of benefit to the education system and learners (Moje, 2008). Text that will maintain students' interests sometimes are different and peculiar (Ivey, 2010). Teenagers today are independent thinkers and very connected through social media. Texts to which adolescents have access outside of school are many times more intriguing to them than what they are being provided in school (Moje, 2008). When society spotlights a specific piece of racy literature into media outlets, educators and parents should not be surprised that students will want to read this (Denzin, 2013). Students need access to engaging texts. These independent thinkers should not have to be coerced into reading material in which they have no interest. Instead of getting students to remember what is presented in the text, instructors need to present learners with memorable text (Ivey, 2010).

Also, engaging texts can be found using digital sources. Adolescents today should have access to the many digital resources available, and school systems need to include exposure to these in the curriculum (Doepker & Ortlieb, 2011). Students can access a variety of novels using a Kindle, Nook, iPad, iPod, or other digital devices which allow the user to download the text for reading. Students today do not just read and write, but they are inundated with the digital world that provides a variety of newer communication resources (Doepker & Ortlieb, 2011) which keeps them interested. Research based literacy instruction suggests that teachers include technology as a tool for print and visual text to be used in academic reading (Gainer & Lapp, 2010). While relying on adolescents' interests to provoke engagement is not a new idea or concept for teachers to utilize when presenting content, the digital age is a means for teachers to derive and maintain student interest.

Social media can provide teens an opportunity to explore or study young adult literature on another level. Carter (2011) compares the trend to incorporate young adult literature as another classroom reading source to the development and use of technological resources to enhance student communication. Virtual locations such as blogs and websites provide readers with a chance to correspond with authors of contemporary literature on a personal level (Carter, 2011). Gomes and Carter (2010) describe how an author conversed with students in a ninth grade English class through the use of a private Blogger page. The students and teacher discussed with the author about how the text used for instruction represented a personal narrative of identity and realization of self. A virtual learning environment facilitated the opportunity for students, the teacher, and author to openly discuss the text while providing content motivation (Carter, 2011). In some cases, reading current young adult literature allows accessibility to the author for dialogue, yet another venue which has gained popularity in society has been the adaptation of

novels into film (Carter, 2011). With new mediums to accompany young adult literature and technology to assist, teens today become tempted to read modern material.

Using graphic novels which provide images connected to the text as a hook for readers' interest is an option many educators are selecting. "Combined print-text literacies and image literacies" are examples of texts which support the Common Core Standards (Monnin, 2013, p. 52). Students should be provided multi-literacy exposure, and graphic novels with images provide structural visualization skills necessary in today's workplace (Hughes, et al., 2011). Graphic novels which frame the plot or storyline around visual representation allow the reader to be connected to the text and are widely read by all abilities and age groups (Hughes, et al., 2011). Teenagers today are constantly exposed to various modes of multifaceted communication; therefore, educators who integrate the popular of graphic novels will provide a variety of reading materials and may draw reader interests. At first glance, this type of text may appear rudimentary, but the stories presented in many graphic novels can be as intricate and thought inducing as a conventional text (Hughes, et al., 2011).

For some people, comic books are considered "crude, poorly-drawn, semiliterate, cheap, disposable, kiddie fare" (McCloud, 1993, p. 3), but this is not the case. This medium is considered a sequence of art (Jones, 2011; McCloud, 1993). Stationary images are placed side by side in a purposeful arrangement, and the mind of the reader processes the images for various storytelling depending on the theme and subject matter (McCloud, 1993). Reading graphic text would offer a challenge to the reader on a different level to reason critically how both pictorial representations and print work together to convey a message.

Positive results were found from a case study using graphic novels with at-risk students (Hughes, et al., 2011). Two case study programs were conducted with 12 adolescents in two

separate locations in which graphic novels were read as part of literacy exposure. The students in

both studies reported that they were lacking in reading and writing skills and did not possess

reading motivation. Students not only read novels but also created their own by telling their

individual narrative stories. The findings revealed that reading and writing graphic novels

engaged reluctant learners. Hughes et al. (2011) reported that the graphic novels which students

created produced a knowledge and association to their environment. Students "developed

multimodal literacy skills by combining image and print text to make meaning" (Hughes, et al.,

2011, p. 610). Visualizing a storyline can entice learners' interest to read and provide a different

format of text.

Graphic novels or comics are read and enjoyed by all levels of students ranging in age

groups (Kan, 2013). This form of literature can offer supplemental resources for challenging

curriculum and nonfiction content or be used to complement texts in thematic units (Martin,

2009; Monnin, 2013). Learners depend on visual imagery to augment their understanding of

concepts and teachers instruct through theoretical ideals, so graphic novels are an important

genre to explore (Martin, 2009). For example, Petrucha and Chamberlain have created a graphic

novel version of the classic epic *Beowulf* which embraces Anglo-Saxon literary elements such as

alliteration, caesura, and kennings found in the original text (Martin, 2009). This is an alternative

to the translated Old English version required in many English 12 classrooms. If teachers are

pressed to explore traditional texts with students, utilizing a graphic novel format is a

contemporary option. Today a variety of publishers provide comics for an assortment of

literature options and genres, and while not all learners are drawn to these texts, they provide an

alternative to traditional text (Kan, 2013). Young adult literature can be found in graphic novel

format as well.

Another area of popular teen literature embraces a cultural lifestyle to which many inner city youth can relate. This genre of literature known as street lit embodies the struggles of urban America where youth face violence, drugs, poverty, and dysfunctional family dynamics (Morris, 2011). Being able to read novels about scenarios which depict real life survival can interest teen readers. Morris (2011) found that using this type of literature helped teens who live in these conditions not only to understand their own surroundings and identity, but to also recognize how to critically analyze the themes found in the text. The readers' view of the world broadened, and students began to question society, gender identity, relationships, and cultural stereotypes associated with their environment. The researcher completed fieldwork in which African-American teens were exposed to street lit and provided dialogue as study of the text (Morris, 2011). Street Lit is compared to hip hop music and spoken word poetry in that this genre of writing becomes "a powerful conduit for readers finding authentic voice within the elements of their lives" (Morris, 2011, p. 23). The character's struggles in the novels portray realism to the young readers experiencing the same obstacles. When a reader can relate to the novel content, a bond of trust for the text is created (Morris, 2011). Teenagers are at a stage in their life where identity is sought and using street lit as a means to improve reading skills of inner-city youth while holding their interest can be beneficial.

Controversy can exist when using this type of literature in the educational setting. Critics see these real-life depictions as glamorized actions that tear down communities and emphasize negative stereotypes (Guerra, 2012). The biggest concern with this type of literature is the subject matter which tends to spotlight criminal behavior, drug abuse, sexual promiscuity, and violent bloodshed (Guerra, 2012). However, trusted research indicates that choice in reading material for adolescent males can be motivation to engage in literacy (Guerra, 2012). Some

populations of learners require extreme circumstances to show them that interacting with a text can bring self-satisfaction. Guerra (2012) reports that building literacy among at-risk males whether they are incarcerated or attending public schools is necessary for their future success. Improving literacy skills is a major component to reduce delinquency and highly effective in reducing recidivism for at-risk youths (Guerra, 2012). Therefore, debatable literature known as street lit or urban fiction which depicts realistic life in a ghetto or barrio should be utilized to lure reluctant readers to improving literacy skills. This literature should be examined as a means to build literacy with some uninterested populations (Guerra, 2012).

In the past fiction has been grouped not only by genre but also labeled based on gender interests. Groupings were based on male and female roles from cultural and societal expectations, yet today readers are unique and reading preferences may vary across genders (Brendler, 2014). As teenagers today assess information instantly through use of technology, they are exposed to a range of issues and mindsets which may influence their moral compass. New literacies such as modern young adult fiction would appeal to teens' interests. Diversity in gender is present in today's young adult fiction when genres are overlapped or combined to convey elements from action, science fiction, fantasy, and the paranormal (Brendler, 2014). To understand students' current interests one should consider that "twenty-two of the twenty-eight nominations for 2013 Teens' Top Ten Titles were either fantasy or science fiction" (p. 222) which would have been regarded as books for males previously, but these contain strong female heroines accompanied by influential male characters (Brendler, 2014). Brendler (2014) suggests that the abundance of dystopian, post-apocalyptic and literature with topics related to government control hint at teen uncertainty and questioning of authority. Young adult literature provides identifiable themes for teens with likeable characters of either gender (Ostenson &

Wadham, 2012). The stage of adolescence creates a pursuit of independence from family members toward peer, yet in some cases, teens become excluded from social acceptance (Brendler, 2014). Young adult literature topics address adolescent angst in modern situations such as bullying as well as handle sensitive topics including terminal illnesses termed "sick lit" (Brendler, 2014, p. 223). Even though the gender lines have become blurred with young adult fiction, a realistic genre that focuses on masculine experiences in adolescent has been called "Lad Lit," and details males as they come of age and cope with love (Brendler, 2014, p. 233). Young adult literature provides complex, challenging texts which will challenge and motivate adolescents to read (Ostenson & Wadham, 2012). The literature is available for readers and includes appealing topics packed with memorable characters, plots, and current issues; however, many teens still need to gain access.

Young adult literature has taken on popularity over the past few years. While some researchers and educators hold strong to the belief that it does not challenge students, there are many who find young adult literature to address standards found in the Common Core Curriculum. Ostenson and Wadham (2012) contend that when the Common Core calls for complex and significant literary experiences for teenagers the solution for the variety of content is obviously young adult literature.

Time to Read

Connections have been found between time students have spent reading for pleasure and the positive outcomes found in their academics and achievement (Guerra, 2012; Krashen, 2011). The educational technique which permits students to read independently in the classroom has been given a variety of names. This original concept termed sustained silent reading (SSR) originated in the 1960s by Lyman Hunt of the University of Vermont and was implemented into

public schools in the 1970s (Siah & Kwok, 2010). Today the assortment of acronyms to describe this process includes DEAR (Drop Everything Thing and Read), USSR (Uninterrupted Silent Sustained Reading), and SQUIRT (Sustained Quiet Uninterrupted Reading Time; Duncan, 2010). According to Duncan (2010), this is one of the most productive practices in education to create student readers, and many studies suggest that by using this strategy students' perceptions of reading improve and becomes enjoyable. Some schools view SSR as a remedial tool to encourage reading instead of implementing other reading programs (Siah & Kwok, 2012). Specific time committed to reading supports an idea of fostering the developmental stage of reading practice which is important for learners.

A variety of methods have evolved from the original concept of silent reading time in the classroom. Shared concepts include allowing students to read silently and independently without interrupting them for a set period of time (Siah & Kwok, 2010) and usually permitting choice in the material (Garan & DeVoogd, 2008). Time to read independently during the school day is intended to allow students an opportunity to read so that this activity becomes routine inside and outside of school (Mason, 2007). Regardless of the "instructional methods we employ, students must spend substantial time applying the reading skills and strategies we teach before they develop reading proficiency" (Miller, D., 2012, p. 89). Through designated reading time, students will practice independent reading strategies and build stamina for focused comprehension.

In opposition, SSR time given to students is one of the most controversial actions conducted in the classroom today. A report from the National Reading Panel (NRP) in 2000 found no evidence that SSR used in the classroom aids in student reading development (Garan &DeVoogd, 2008; Lee, 2011; Siah & Kwok, 2010; Trudel, 2007). Importantly, some of the

research used in the report was based on studies for only one month of independent reading (Lee.

2011). As a result, the practice is being questioned (Trudel, 2007), and many schools have

chosen to eliminate this practice (Duncan, 2010). The NRP report focused on early elementary

grade levels, yet in some cases it has impacted all independent reading strategies across all grade

levels (Lee, 2011). The meta-analysis conducted by the panel did not study student engagement

and reading motivation, and many reports in support of independent reading time conducted in

the classroom connect this activity to motivation (Lee, 2011).

Garan and DeVoogd (2008) have examined the NRP report for clarity and found the

following questionable information. The research methodology for the Report of the National

Reading Panel is scientifically based reading research which influences policies for national

education programs. One major limitation is the capability of finding examples of classrooms

which serve as true experimental representations for research analysis. Initially when conducting

research, methodologies are clearly defined, but educators tend to utilize their own instructional

styles to implement procedures thus creating a variety of approaches. These diverse qualities can

occur in implementation of the method itself, or in conducting the procedures being studied.

Foremost, Garan and DeVoogd assert that the NRP did not find SSR to be ineffectual. It did,

however, maintain that there were not enough studies meeting the panel's procedural guidelines

to reach conclusions about silent independent reading. Next, the investigation used by the NRP

was experimental and sought a relationship between the methods and outcome. Basically, they

explored the causality from research and predetermined the conditions which the study

evaluated. Therefore, Garan and DeVoogd cite a dearth of evidence and assert that the evidence

collected was inadequately designed. For instance, research subcategories in many cases were

wrongly identified such as SSR being grouped into the section concerning fluency as opposed to

comprehension. So, the NRP viewed independent reading as a treatment which was evaluated through oral reading. Importantly, this study disregarded other existing correlational studies which measured how well readers read based on amount of time spent reading and the results of improved vocabulary, knowledge of facts, and reading ability. The reasoning that the reading panel neglected to look at studies which correlate time students spent reading to ability is that "correlation is not causation" (Garan and DeVoogd, 2008, p. 338). So even though students read better because they read more, they may be making the choice to read more, therefore, becoming better readers as a result. These types of studies were not included in the panel since causality is not absolute.

Garan and DeVoogd (2008) note that in order to study SSR practices the process is not a quick investigation but takes time to thoroughly gain conclusive results. Next, they highlight the incongruity of the members of the National Reading Panel and other researchers in the field concerning agreement to the research methods and interpretation of results from the report. One panel member felt that SSR is not a good instructional technique while others stated that they disagree with this idea. Garan and DeVoogd stress the importance for teachers to identify the incoherence of the panel members in their data reporting on this topic, especially when time devoted to reading independently in class is necessary for students in the educational process for developing reading skills. They warn that in some cases common sense trumps research because the question which arises is whether practice is good for students. Although research enlightens the teaching practice in the case of the NRP report, research can contain inaccuracies and misunderstanding and should not replace common sense or experience gained from teaching (Garan & DeVoogd, 2008).

Also, Perks (2010) states that a variety of research has examined this practice, but no clear evidence can prove its effectiveness. As a result, some teachers and administrators reject the practice of SSR in the classroom because they consider it free time and not instructional (Duncan, 2010). A concern for teachers who allow SSR is that they feel as if they are relinquishing control to the students (Garan & DeVoogd, 2008). Other general hesitations are that students will not read during SSR (Duncan). Studies reveal that students have stated some read and some do not, but teacher monitoring can actually benefit students during SSR (Garan & DeVoogd, 2008). Some other criticisms of SSR recognize that there is minimal teacher assistance, feedback, and instruction (Lee, 2011). As a result of concerns, many educators have adapted numerous manners in which to oversee SSR and to hold students accountable while allowing student independence (Garan & DeVoogd, 2008).

Above all, students who read 21 minutes a day are exposed to 1.8 million words a year, whereas students who read less than one minute a day encounter only 8,000 words a year (Goodwin & Miller, 2012, p. 81). There are numerous benefits to time spent reading. Krashen (2011) offers an array of research based ideas and suggestions concerning free voluntary reading based on the past 10 years of study and observation. SSR helps develop and improve language skills and is effective for improved academic success regardless of whether all conditions in each situation are being met. SSR will help create life-long readers because it establishes habit. Krashen states that teachers report less discipline problems when SSR is offered, and cites from observations that 90% of students read during this time (p. 4). Also, more reading occurs if teachers provide a variety of available texts for students to read and model reading as well during the designated SSR time. Supplemental activities such as writing do not augment the potential of SSR, but other supplemental activities focusing on interest and comprehension can expand the

technique. Additionally, students who read more are more advanced in reading, writing, vocabulary, grammar, and spelling. Additional reading increases students' content knowledge, real-world knowledge, and knowledge of cultural concepts. Krashen continues his support of reading by stating that "nearly all eminent people were voracious readers" (p. 6). Structured reading time benefits students in many areas of learning.

Some students who have become frustrated with reading may have developed a discouraged feeling over time. These students have lacked success with reading skills due to unprepared content area teachers who are unable to address reading problems, textbooks failing to meet learner's needs, and parents and teachers in primary grades contributing to the problem (Bozack, 2011). Teacher participation and engagement can deter or alleviate the problem of students not participating in SSR in the classroom (Duncan, 2010). Students become involved when teachers model the process and provide mini-conferences with readers to discuss reading (Duncan, 2010). Until the teacher seeks to understand a student's frustration with reading through a one on one discussion, the student's reading hindrance may continue to be unknown or misunderstood. Besides holding teacher conferences to discuss books being read, implementing structured peer dialogue circles can aide in understanding too(Duncan, 2010; Garan & DeVoogd, 2008).

Even though policymakers desire standardization for procedures and tools used in instruction, educators always find unique ways to differentiate the teaching process (Garan & DeVoogd, 2008). Teachers are very important to prevent students' frustrations with reading during SSR by intervening and conversing with students about different types of interesting books available (Garan & DeVoogd, 2008). "Fake reading" in which students look at the book but do not read the print is something some students to do to avoid reading (Garnon & DeVoogd,

2008, p. 342). This practice has been handled by requiring students to stay in place during SSR, permitting bathroom trips prior to reading to prevent avoidance, peer discussion, and documentation logs (Garan & DeVoogd, 2008). Teachers may want to consider documenting their own students' progress with SSR in order to provide data for district expectations (Garan & DeVoogd).

In a single case study, Lee (2011) studied 20 students participating in SSR time in her own junior English class. Data was collected through natural observations, notes from student conferences, and a teacher researcher journal. The objective was to study the effects of SSR toward students' attitudes and practices concerning reading. The first attempt was difficult due to some student dissent. Lee recollected the numerous attempts necessary to interest students in seeking out books to read. Lee admitted that she had to eventually become educated on the topic in order to properly implement SSR in the classroom. She utilized research and closely followed Pilgreen's text *The SSR Handbook* to determine the proper technique which suggested creating a designated time, enticing setting, and keying into students' interests and abilities. Importantly, Lee stated that access to a variety of texts was a major obstacle to overcome. Some of the students in the study did not have materials from home to bring or did not want to be seen carrying books outside of the classroom. Teacher mentoring was an encouraging method to recommend and discuss ongoing reading. Lee stated that depending on traditional measures of holding students accountable was not beneficial, but to implement nontraditional, alternative means. Since students have mastered their own avoidance techniques that they have polished over the years in their reading instruction, mentoring alleviated these attempts and promoted the alternative accountability measures. For instance, during and after reading the teacher inquired about the reading content and checked for the student's understanding. Small conferences took

place for the student to verbalize struggles and suggestions to assist with understanding. When students finished a book, Lee supplied a list of options for exploration. One suggestion for students was to read another book by that same author or see what other books were purchased online which were similar to the book just read. Lee states that good SSR programs allow students to complete activities based on their own choice. Students should share with peers in a book talk, small group discussion, or write a review. Some students need more than a year of SSR practice to make up for previous years of bad reading experiences (Lee, 2011). The SSR time in class was successful based on student participation and feedback provided, yet structural components which accompanied the independent reading time benefitted to overall method.

Some research suggests that a school-wide approach to improve reading (Daniels et al., 2011; Edmunds & Bauserman, 2006) and content literacy (Fisher et al., 2009) as one way to increase student achievement overall. When time is devoted to silent reading with structure and a school-wide emphasis is placed on reading, a family of readers is created among the student body of a school including the faculty members and staff as well (Daniels et al., 2011).

Gilliam, Dykes, Gerla, and Wright (2011) studied struggling adolescent readers. As students read to themselves, they exhibited signs of coping skills which aided in understanding the material being read. While reading independently, students vocalized in various ways such as mumbled reading, whisper reading, and outward reading. Forty-two percent of the students in the study altered their manifested behaviors as they read to themselves which signified students' strategies for managing subject matter and language variables of passages (Gilliam et al., 2011, p. 126). With practice and time given to independent reading, students should develop a mastery of reading using self-coping skills. The key element is to provide time to read within class.

Unfortunately, in today's classroom due to accountability measures students' reading comprehension experiences may consist of non-fiction passages and fiction excerpts accompanied by multiple choice questions (Moley et al., 2011). Teachers use this type of assessment for data gathering to assist with end of course assessment preparation. In some cases, time to read independently has been eliminated due to more time spent for assessment and testing practice. Krashen (2011) states that "the overemphasis on testing is playing a major part in killing off readers in America's classrooms." Schools today teach reading through the process of test preparation for state mandated assessments and this practice is diminishing opportunities to develop adolescents to become lifelong readers (Krashen, 2011).

Current Practices

The term "readicide" has been used to refer to our nationwide reading problem which may be epidemic in proportion (Gallagher, 2009, p. 5). Gallagher (2009) recommends this new word to be added to the Merriam-Webster Dictionary as a noun defined as "the systematic killing of the love of reading, often exacerbated by the inane, mind-numbing practices found in schools" (p. 2). The following reasons have contributed to this crisis: significance that schools place on test-taking skills in preparation for standardized assessments, the lack of "authentic reading experiences" (p. 5), and spending too much time or not enough time with the instruction of novels (Gallagher, 2009). Once students reach high school, their joy for reading becomes lost in the school system's race to assess and show students' mastery of content knowledge. In many cases students may not be given exposure to relatable reading materials hence not having knowledge of engaging teen novels or other resources available.

Teaching directly to standardized tests can be damaging to students, educators, and the whole learning process. The side effect of this preoccupation with standardized assessments can

lead to excessive preparation which focuses on test-taking methods as opposed to subject matter (Phelps, 2011). Yet due to teacher accountability for test scores, teachers feel more pressure in the educational system today than in the past. Such an emphasis has been placed on assessments and the results in the educational setting by officials and the public; it causes teachers to feel pressured to teach content directly related to the basic standards which in some cases could be minimal. The shift from the federal education accountability initiative No Child Left Behind to Race to the Top has moved responsibility for achievement from the student to the teachers which has caused other aspects of curriculum to become marginalized (Roach, 2014). Specific modifications to current education legislation include evaluating teacher performance based on students' achievement on standardized tests, quicker initiatives to move people into the teaching field through accelerated licensure programs, and predetermined, shallow curricula (Milner & University of Colorado at Boulder, N. C., 2013). This exclusion of teachers from creation and implementation of coursework has suppressed educator professionalism. Most importantly, teachers fear being labeled as ineffective and "are often pressured to teach to the test in order to ensure the student growth is evident on exams that do not allow them to rely on professional judgment" (Milner & University of Colorado at Boulder, N. C., 2013, p. 5). Many times teachers feel pressured to teach to the test and rely on basic skills which drill foundational concepts or test-taking strategies. Not only can standardized testing narrow curriculum and remove teacher creativity, it may lead to administrators and teachers cheating for students on tests (Phelps, 2011). If integrity becomes lost, then professionalism vanishes as well. Also, the pressure to teach only test content removes an educator's attachment to obligations as a teacher and responsibility to the students.

In addition, a disproportionate amount of time is spent preparing students for standardized assessments, and in doing so, some curriculum components are neglected. Students' class time becomes restructured as they are either being taken from non-testing courses (Phelps, 2011), or instruction is altered within the actual class where testing occurs in order to remediate or focus on the core subject being assessed. School systems place importance on the advancement of test-taking skills as opposed to improving reading ability (Gallagher, 2009) because the repercussions of poor test results can negatively affect both teachers and students. When focusing on literacy, Gallagher (2009) argues that in order to improve students' reading skills, the process is done in a manner which prepares students only for specific reading improvement on standardized assessments mandated by state departments. Focus on end-of-course exams can constrict the content of a literacy curriculum and limit reading instruction (Ivey & Fisher, 2006). Students should be given opportunities to discuss what they have read and be expected to participate in classroom conversations about content being studied. An active learning process involves using higher-level, critical thinking skills displayed through multiple communication methods. Once students have mastered reading content then applying knowledge through multiple choice assessments should be a secondary component to show mastery. Foremost, students should be prompted to use a variety of communicative strategies such as analytical writing when examining content read. Unfortunately, due to strict accountability procedures teachers feel pressure to change teaching content to test-prep as they recognize disadvantaged and minority students as the priority for improvement (Roach, 2014). However, testing companies warn that if teachers spend too much time on test-taking strategies and exam practice, they will hinder learning and fail to cover content (Phelps, 2011). Likewise, limiting only one-word responses or permitting only one key idea, a method used for standardized test

preparation, does not support the research which demands deeper, more engaged instructional practices, especially in literacy instruction (National Council of Teachers of English Commission on Reading as cited in Ivey & Fisher, 2006). Teaching to the test only works sometimes and "repeated drilling on test questions only works when the items match those on the upcoming test" (Phelps, 2011, p. 38). When students have practice thinking about content using higher-level, thought processes, multiple-choice questions on standardized assessment may become simpler when used as assessments.

While standards are important for education, in an attempt to satisfy a large quantity of standards, such as in history courses, teachers fail to provide quality lessons. In many cases, too many state and local standards are required for some individual courses (Gallagher, 2009). As previously stated, when teachers are held accountable for the outcomes of students' scores on standardized tests, they are forced to provide shallow instruction (Gallagher, 2009), and this is exacerbated with a sizeable amount of content. Sometimes teachers do not have the entire year to teach all of the content because many exams are held in early spring before the school year ends. Teachers many times feel compelled to cram all of the content into a unit. Ness (2009) observed 24,000 minutes of instruction in middle and high school science and social studies classrooms. Teacher interviews were also conducted for inquiry about reading comprehension instruction of content from informational texts. In this study, Ness found that 3% of the instructional time observed actually provided students with specific training for reading comprehension of texts. Also, teachers reported that they are unsure as to what reading comprehension actually involves. Secondary teachers' emphasis on the content may be an underlying cause of poor reading skills, yet they cite their lack of time to teach all of the course content as a factor which leads them to only focus on the subject matter (Zimmerman, 2011). Research from other classroom

observations by Ness discloses that teacher-centered instruction is a common trend in classrooms, and teachers are the main source of content information which is communicated through lectures, PowerPoint, and presentations (cited in Zimmerman, 2011). It appears that content area teachers tend to prioritize subject matter over allowing students opportunities to gain knowledge through reading. Given the large amounts of curriculum objectives to integrate, teachers emphasize curriculum facts.

One element removed from the school curriculum has been novels or challenging pieces which may provide enrichment to the general education population. There are valid arguments for both sides of this debate. Unfortunately, in order to create more instructional time for testing practice and preparation, some novel units have been removed from curriculum pacing guides. When novels are taken out of the classroom, students may not have the opportunity to analyze deeper meanings of text (Gallagher, 2009). However, this practice has been considered a "one-size-fits-all approach" to curriculum study, failing to meet individual needs and interests of adolescents (Ivey & Fisher, 2006, p. 2). Students have mastered their ability to locate basic information by using the internet, especially when locating plot summaries for traditional novels, but need more practice evaluating information or synthesizing multiple concepts based on their reading comprehension. Some students may lack exposure to deep, critical thinking skills about thought-provoking works because teachers spend time on test preparation (Gallagher, 2009). One novel does not work to meet the goals of literacy and to build life-long learners (Ivey & Fisher, 2006). The objectives from the Common Core State Standards for English Language Arts curricula request that students' reading material consist of real-world content and require learners to develop critical skills (Ostenson & Wadham, 2012). If students are provided more choices and teacher-facilitated exposure to a variety of reading materials to be used for their independent

reading material, they may utilize free class time or opportunities outside of school to read independently. This self-selection for reading, whether for independent or with guided instructional purposes, can provide a catalyst to student reading that may not have been present with one class-wide novel. Choice can also provide a differentiated component to reading as well. As students read material they choose, they are less likely to locate plot summaries on internet websites in order to complete assigned readings but delve deeper into their own reading material for character motivation and plot insight. Teacher assistance and direction is imperative for positive results with this model especially for those students who need to discover challenging texts and can benefit from stimulating plotlines.

Another factor contributing to readicide is the lack of varied reading exposure for students. Students should be exposed to multicultural literature which can be used to enhance cultural and literacy learning (Huang & Kowalick, 2014). If a variety of texts are introduced to students as instructional texts, the exposure opens up possibilities for future independent reading choices. Some of the types of reading that students do in school today can be compared to a narrow airplane window (Gallagher, 2009). Gallagher (2009) explains that while students are receiving large amounts of reading, the content is very narrow and mostly geared toward test preparation. Wolk (2010) informally interviewed current high school students and questioned undergraduate students to create lists of novels students had read while in high school and discovered that the majority of the reading completed in high school was similar to 1960: 30% of readings are Shakespearean plays and all others were written by white males except Harper Lee's *To Kill a Mockingbird*. In order for students to be productive citizens in society, they should be exiting the school as culturally literate (Gallagher, 2009). Educators should be a valuable

resource to students by supplying a classroom stocked with numerous genres of literature and culturally vast topics for students to explore for instructional or recreational use.

Well-known educator E. D. Hirsch argues that school officials may claim that their schools are using prior knowledge and cultural connections from students' backgrounds to help guide reading instruction, yet in some cases the concept may only be discussed and not applied to include specific material in which students may lack knowledge (as cited in Gallagher, 2009). In theory, many administrators and educators report that their curriculum provides opportunities for students to gain foundational knowledge and cultural exposure which can aid in reading comprehension, but in reality it does not. The importance of cultural literacy is to ensure that students are exposed to foundational knowledge as well as common aspects of their own culture in order to understand information within their reading which will improve reading comprehension, influencing continued reading and interest (Casey, 2013). Gallagher addresses the importance of background knowledge for reading: "Reading tests don't just measure a student's understanding of the words on the page; they also largely measure what a student brings to the page" (p. 36). Standardized reading tests are a present component of a student's academic career and in some cases, mandatory assessments continue throughout one's career. While the subject matter changes, building satisfactory comprehension skills are essential for advancement. In order to build a foundational, well-rounded, knowledge base from which to draw, students need copious amounts of diverse texts. This will increase the reader's prior knowledge and build foundations for cultural literacy. Providing a variety of material would include periodicals, online resources, nonfiction, and stimulating novels such as young adult literature and also include graphic novels as well. The mix of reading exposure in a classroom should range from challenging to recreational (Gallagher, 2009). Some educators argue that they

would use "worthy texts" for instruction but too many readers are below-grade level and unable to comprehend these novels (Fisher, Frey, & Lapp, 2012, p. 6). Students being exposed to reading should be exposed to all options available for reading. Therefore, the solution would be "reading shortened pieces of complex texts repeatedly and discussing what the text contains" (Fisher et al., 2012, p. 6) for instructional texts. However, students taking advanced courses especially benefit from a diverse collection of reading materials because they may be motivated to search for other similar selections for their independent reading which complements the instructional text being utilized for instruction. When given a large variety, readers will seek out their own interests which can increase motivation to read more about a particular subject matter or help build interest in a specific genre.

Some educators can make the mistake of overteaching or underteaching novels in their curriculum by failing to engage learners and hold their interests. This may occur in the general education English classrooms that do not administer an end of course assessment but ones which integrate basic standards and prepare students for assessments in higher grade levels; therefore, teachers tend to spend excessive amounts of time overanalyzing literary elements and students become uninterested. Or, an educator may use a film version of dramatic literature just to provide the basic storyline, and students become detached from learning based on their impression that the reading is not important. First, Gallagher (2009) states that teachers commit readicide by exhaustive over analysis of fiction and nonfiction. By spending too much time pouring over one text, teachers interrupt the natural flow of readers. This can occur at the middle school and secondary level where some students may become disconnected to long arduous literary analyses. Teachers may spend too much time caught up in the trivial concepts of the text and ruin students' desires to read for recreational purposes (Gallagher, 2009). In many cases,

students have a desire to connect with reading at their own pace. When students set out on a reading journey, they want to experience this quest on their own terms. With appropriate teacher supervision, students should be trusted to maintain the integrity of the reading process and have ownership over the subject matter which is not only important to them but aides the accomplishment. Teachers who seek understanding of their students' abilities and interests can allow freedom for subject matter but also must be deliberate in challenging students. A level of trust between the educator and student is important in this process.

At the other end of the spectrum, when educators underteach a novel, they may fail to offer assistance for readers when the reading becomes too difficult or fail to provide depth to the lesson. While in primary and middle school students are taught that reading means decoding words, but once at the secondary level students do not always understand "the language of critical literary interpretation" (Eckert, 2008, p. 111). Literary analysis is an area in which students may lack understanding or experience. Teachers may become so enamored by the plotline or content and neglect students struggling with the language of the text. The teaching focuses on the textual content instead of spending time explaining how comprehension is attained. To avoid underteaching, one must teach the literature as well as teach the student in order to provide an authentic experience (Gallagher, 2009). A cursory overview of a text can discount the importance of studying a specific text as well. There are many interpretations of a text, and readers need to talk about the reading with others (Fisher et al., 2012). One style of instruction offers students themed units which provide a list of texts to choose for reading with a shortened synopsis of the novel's content in order to guide readers to an engaging novel which suits their interest (Ivey & Fisher, 2006). When students can base their choice of reading material on their personal interests, the challenge can become entertaining and enjoyable. Collaborative

peer discussions and individual teacher conferences are important to aid in comprehension and offer support.

A researcher would be hard-pressed to find research supporting the removal of canonical or classic literary works from the English Language Arts classroom. As previously referenced, E.D. Hirsch's concept of cultural literacy reflects his theory that humans need understanding of their culture, language, and history in order to learn (Casey, 2013). This bank of common knowledge is expected to assist leaners when they are exposed to traditional or classic literature. Furthermore, analysis of literary elements becomes easier as learners rely on common experiences with instructional text. Comer Kidd and Castano (2013) assert that by reading literary fiction people can gain an improved cognitive state of mind. Importantly, educators are expected to include classics on their syllabi for honors and Advanced Placement English Courses (Porteus, 2009). Therefore, exposure to classic literature as instructional text may be necessary in the Language Arts classroom, especially if required from a course pacing guide. So, choice from an approved list of classics for students to read would build motivation for the reader by allowing some individual choice in the reading content as opposed to assuming all students should be reading the same textual content. This format follows the method of guided instructional reading in a small group format for literary study. Moreover, the Common Core State Standards for middle and high school students envision the development of literacy skills along with knowledge of content (Lovette, 2013). The ideal combination in an English classroom would be to instruct using both instructional texts for content knowledge and analysis, and independent reading texts so that students can improve literacy skills. Being given a variety of choice, adolescents will build motivation by engaging interests.

Sardone (2012) suggests as an alternative to original classic novels for struggling readers or to engage uninterested youth, that "timeless characters" (p. 67) be taught using comic books because this generation of learners relies heavily on visual representations when seeking information. The concept of choice can still occur for instruction when students are provided a list of reading possibilities with comic books as the alternative to the original texts. The method of providing classics for reading in graphic novel format occurred when Kanter first published in 1941 a variety of biographies and literary classics titled *Classics Illustrated,* originally *Classic Comics,* which were full color graphic novels depicting storylines of classic novels such as *Moby Dick*, *Hamlet*, and *The Iliad* (Jones, 2011). Production of these small books continued on for decades as other companies picked up these stories and reprinted them, but upon their first introduction they were criticized by a few saying these pictorial plots diminished the original text (Jones, 2011). A variety of these original texts are available for use in the classroom.

Current high accountability measures may cause educators to feel as though they are forced to teach directly to a test, and in the process, eliminate exposure to a variety of culturally significant reading materials. Understandably, teachers are overwhelmed with meeting individualized student learning needs while providing a comprehensive curriculum. However, the main goal in any learning experience is to have a positive impact on the target: the learner. An educational experience should include the implementation of quality instruction as opposed to meeting a quantity of methods because the learners will take the knowledge with them and apply it to other instances throughout their lives. Specifically, a positive reading experience will generate lifelong readers.

Genuine Activities

The success of a reader depends on the ability to choose an entertaining book, and this ability is not always improved by a teacher or in a classroom where books to read are usually determined for the learner (Mackey, 2014). Avid readers can help their peers advance this decision-making process which should be present more in the classroom (Mackey, 2014). Peer discussion of novels and round table talks allow for devoted readers to share experiences and provide reading recommendations to peers. Sometimes a teacher can attach so many activities to reading "that students never develop a pleasurable relationship to reading inside or, regrettably, beyond the classroom" (Miller, D., 2009, p. 121). If the students are to enjoy their reading experience, the activities which accompany their independent reading must be authentic and not forced.

In order to motivate students to read with the freedom to choose their own reading material, instructors may implement various strategies which could assist struggling students. A common activity after reading tends to be engagement in conversation in which the reader shares reading content with friends and family (Duncan, 2010). In the classroom this collaborative atmosphere, referred to as literature circles, involves social interaction to share reading experiences and "increases students' intrinsic motivation to read and learn" (Duncan, 2010, p. 92). Conversations about what have been read also models behaviors shown by successful adult readers which young readers should aspire to become. In addition, a dialogue about reading material can enhance comprehension by causing students to recap previous storylines aloud.

One of the most powerful mechanisms a teacher can use is voice, specifically word choice to students (Johnston, Ivey, & Faulkner, 2011). Students silently monitor words the teacher uses to determine the teacher's views and what is valued. Teachers instruct technique by

verbalizing expectations; however, teachers cannot cause students to strategize and engage (Johnston et al., 2011). That is accomplished independently and takes initiative. Therefore, a teacher's interactive conversations with students which ask them to reflect about strategies used to master reading and gain understanding draws attention to the student's active learning (Johnston et al., 2011). This sharing also informs other students listening to the conversations. The teacher's conversations about reading help students make inferences about the character's thoughts from the reading, and additional exchanges will introduce thinking about a book below the surface (Johnston et al., 2011). Conversations about reading content have been documented by teachers and researchers as a way to enhance reading appreciation (Garan & DeVoogd, 2008).When meeting through conferences with students about their reading, teachers can ask open-ended questions and prompt students to visualize the storyline from various perspectives (Johnston et al., 2011). These teacher-led conversations model dialogue which students can later independently join in together and enhance their social skills and self-development (Johnston et al., 2011).

Some authentic activities to accompany independent reading can include mini-lessons, and interactive peer group discussions including reading logs (Garan & DeVoogd, 2008). Also, reading aloud to students may be considered an elementary concept, but Duncan (2010) suggests that it should be implemented in middle and high school classrooms as well based on studies that prove it builds student motivation and enjoyment. There are benefits to a teacher reading a novel aloud to students. Cognitive gains increase in areas of vocabulary, listening, visualization, and syntax and usage (Duncan, 2010). High-interest stories will capture students' attentions (Duncan, 2010) and help promote books to reluctant readers.

One method which combines both genuine activities and SSR is called Scaffolded Silent Reading (Garan & DeVoogd, 2008). Student accountability is incorporated requiring participants to read a variety of genres, set reading goals for completion, and include a timeline. This method also uses teacher conferences and projects in which readers share reading content, struggles, and associated thoughts with peers. Garan and DeVoogd report that this scaffolded approach was used over a year in a controlled setting, and students participating in this technique showed positive results based on surveys and journals. The administration overseeing the facility where this study was conducted had previously dismissed SSR based on the NRP report but was reassured based on the successful outcomes from this particular study (Garan & DeVoogd, 2008).

Another practice in which teachers have attempted to personalize SSR is similar to the Scaffolded Silent Reading Approach and integrates activities with independent reading is called The R^5 Method (Siah & Kwok, 2012). This given title represents read, relax, respond, and rap which allows student discussions and to move away from the silent component. Siah and Kwok discuss this study which sought to examine factors that may impact SSR. They looked for associations between the value students place on reading and parental involvement. Also, they looked for associations between the value of reading by student and how engaged they were during SSR. Last, they sought to measure the value of reading and students' evaluation of SSR effectiveness. A school-wide program was studied in a suburban secondary school where for 20 minutes each day during the first class of the day every day for six months all students, staff and teachers read and wrote notes and reflections in journals. Specifically, this study sought to examine the conditions that make SSR effective instead of its effectiveness. From scores on the Value of Reading Scale two groups stood out and were designated as high value reading (HVR)

and as low value reading (LVR). Students in the HVR category reported parents read books and helped with homework. Parents also bought their children books and recommended that they read and showed an interest in school reading activities. HVR participants responded that they were motivated to read more so than the LVR participants during SSR and viewed SSR as valuable. Overall, this study shows that students HVR found SSR most beneficial. Also, parental involvement is a key component to HVR individuals.

Summary

Impactful learning occurs through motivation and social interaction. First, self-selected reading material allows adolescents an opportunity to be active in their own learning and empowers them, supplying a feeling of autonomy and self-control (Duncan, 2010). Self-directed learning stimulates intrinsic motivation which in turn raises self-esteem. Next, students should be exposed to a variety of reading material to utilize critical thinking skills and analyze purpose. Effective school librarians should provide a range of materials (Krashen, 2009). Identifying engaging yet challenging texts for use during SSR is essential. Also, the amount of reading students commit to over time will improve their reading proficiency (Krashen, 2011; Gallagher, 2009; Goodwin & Miller, 2013). Many times, when school systems attempt to improve student reading achievement, they may use ideas such as extra physical activities, stressing phonics, and focus mainly on the strategies; students develop reading ability by being provided time to read and master methods on their own with consistent practice (Krashen, 2009). Increasing opportunities to read allows students to develop meaning from daily experience. In addition, through active dialogue of reading material students can develop critical thinking skills to improve comprehension (Fisher et al., 2012). Peer sharing of techniques used to address struggles is beneficial for students. Even though personal selection of reading may appear to lack

structure, as teachers start by exposing students to strategies, this assistance will foster independent self-selection and peer interaction to aid in comprehension (Lee, 2011). When students become owners of their knowledge and learning, their perceived success fosters higher expectations for themselves which will encourage higher performance.

CHAPTER THREE: METHODS

Overview

A qualitative grounded theory approach was used to generate information about adolescent reading motivation among secondary students in their respective freshman, sophomore, junior, or senior year of high school in a public-school setting. Data was collected to determine if a variety of self-selected reading material, time provided in class to read, and peer interaction for discussion of texts influenced student's attitudes toward reading. This chapter describes the research design and questions which guided the inquiry. The participants, setting, and procedures are identified. Data collection and analysis are explained. Finally, trustworthiness and ethical issues are discussed.

Design

Glaser and Strauss (1967) identify the purpose of theory in sociology as a way to manage data from research and form concepts which explain and describe behavior. The theory should be "clear," "understandable," "fit the situation," "work," and be "relevant" (Glaser & Strauss, 1967, p. 3). A suitable approach to address these standards uses "a systematic set of procedures to develop an inductively derived grounded theory about a phenomenon" (Strauss & Corbin, 1990, p.24). A systematic grounded theory design as identified by Strauss and Corbin provides structure to data collection procedures in determining conditions which influence behavior (Creswell, 2012). Concurrent analysis and comparison of data collection to form categories toward theory development aides "researchers to control their research process and to increase the analytic power of their work" (Charmaz, 2014). A theory which is grounded in actual data collected will apply to the specific situation and be useful, thereby being hard to refute (Glaser & Strauss, 1976).

The grounded theory method allowed this study to begin without generating a hypothesis, but to develop a theory based on data obtained from the participants in the field who were experiencing a similar process to help provide insight to this educational practice and contribute to a framework for related research (Creswell, 2007). The theory is grounded in the data collected from the participants' interactions and experiences of the phenomenon (Creswell, 2007). To generate theory, data was interpreted and segmented, then assembled to form a theory explaining reality and convey "a framework for action" (Strauss & Corbin, 1990, p. 22). This qualitative approach allowed participants in this study to provide their perspective in their own voice about motivation related to time and selection for independent reading to formulate the theory.

Grounded theory was an appropriate means to generate an understanding of students' perceptions of their own motivation when given an opportunity to select independent reading material and time provided for reading followed by peer dialogue because this study sought to understand a process related to the topic of reading motivation (Creswell, 2012).   This method has been appropriate as the research results "constitute a theoretical formulation of reality under investigation" (p. 24) as opposed to a providing a quantitative measure or unrelated thematic approach (Strauss & Corbin, 1990). A grounded theory design is applicable when theory is not available to explain the process, or research models have studied populations other than those of interest (Creswell, 2007). Many scientifically based research studies in reading have included elementary grades and not adolescent literacy, yet there has been an interest in adolescent achievement (Christenbury, Bomer, & Smagorinsky, 2009). Based on an article analysis of peer reviewed journals over a 10-year period with the search focused on young adult literature, only 9.4 percent of the articles found were empirical studies which examined the reader of the text

(Hayn & Nolen, 2012). A grounded theory study was necessary to generate a theory about adolescents who were experiencing this phenomenon.

In this study, I collected data from the participants in the form of observations during silent, sustained reading while in class, transcripts of recordings during peer discussions of reading materials, reflection journals written by participants, and individual interviews with participants and classroom teachers at the end of the study. Then hypotheses or propositions (Creswell, 2012) were generated from continuous data analysis about reading motivation characteristics which were present in secondary students. This systematic method is referred to as "hypothesis-generating research" (Auerbach & Silverstein, 2003, p. 7). Questioning of coded data was used to generate hypotheses through theoretical coding (Auerbach & Silverstein, 2003) or theoretical sampling (Charmaz, 2014; Creswell, 2012). This questioning of data occurred by reflecting on what the initial data revealed. This process allows the researcher to choose the forms of data collection which can provide information to generate a theory (Charmaz, 2014; Creswell, 2012). Though theoretical sampling, "units" of information were chosen from the data "for their relevance to the research questions" (Schwandt, 2001, p. 232). In my study, observations of silent, independent reading and interactions of students during peer book discussions sought to understand the process and how it unfolded which helped to shape the first stages of coding (Creswell, 2007) as concepts were observed and recorded through memoing. During the four-week study, I also collected two student response journals each week for four weeks from each participant and highlighted common themes which contributed to the theoretical sampling or first stage of coding. At the end of the four-week reading study after observing participants and collecting data from recorded discussions and journal responses, I began to interview participants one at a time and finished with the four individual teachers. This

next questioning phase also helped to shape the core phenomenon in the data coding phase (Creswell, 2007). Therefore, data collection and analysis has been continued and simultaneous which was a "constant comparative method" or a continued comparison of recorded events to each previously coded category for accuracy and integration of ongoing data collected (Glaser & Strauss, 1967, p. 105).

Creswell (2012) suggests the following systematic steps. First, open coding was used over the weeks of the study to segment information from researcher observation journals of silent reading and peer dialogue, and student response journals into codes or topics. Next, as data was analyzed, axial coding was used to select one open coding category as the core phenomenon to relate to other conditions, strategies, and consequences. Lastly, selective coding helped to generate a theory based on the association of the categories from axial coding (p. 426). At the end of the study, student and teacher interview data was used for data collection to verify collected and coded data. Strauss and Corbin (1990) state that with analysis of data, inductions are made to derive concepts from data and deductive reasoning is used to hypothesize about the relationships between the concepts. Therefore, inductive coding procedures were followed to develop coded categories and create a diagram or "axial coding paradigm" (p. 428) which was assembled to identify relationships among coded categories (Creswell, 2012). Lastly, selective coding was used to deductively generate a theory which synthesized the coded categories based on their interconnected relationships. Through this systematic grounded theory approach, the following questions were used as the focus for inquiry.

Research Questions

1. What motivates students to read independently during silent sustained reading in the classroom and outside of school? Identifying specific components used in the

educational process which holds students' interests provides stakeholders with insight for best practices.

2. Do students perceive that their reading amount has increased by being given choice in their reading material? As students become motivated or interested in the reading content which they select, do they recognize that they are spending more time at each interval reading and more time over a weekly period as well.

3. Do students perceive that their understanding of reading has increased by being permitted to select independent reading material to be read during silent reading time in class? Research from this question contributes to substantiated studies of improved academic skills when consistent time is spent practicing silent reading.

4. Does the classroom teacher perceive that the amount of student reading and reading engagement has increased by students being given choice in their reading material? A teacher's perspective of observed students' behaviors with reading provides an experienced viewpoint.

5. How does allowing students to select their own reading material create motivation to read as compared to the student's own previous school experiences with reading? This question seeks students' perspective about how text choice influences reading motivation as compared to previous practices.

6. How does peer/teacher discussion about individual books assist in the student's own understanding of the book? This question seeks to identify specific dialogue strategies that aid in comprehension.

7. How does peer/teacher discussion about individual books assist in student's motivation to read as compared to the student's own previous school experiences with reading? This question seeks to discover how dialogue aids in reading interest.

Setting

The study was conducted within a small western Virginia public high school which had approximately 780 students, 56 teachers, 4 administrators, 3 counselors, a differentiation specialist, and 16 support personnel according to the school's website for the 2015-2016 school year. There is only one high school in this urban area. For anonymity, the pseudonym given to the school is Valley High School. According to the United States Census Bureau website, the citywide 2014 population estimation was 24,538 with 83.8% white, 12.0% black or African American, and the remainder being Asian or Hispanic/Latino. According to the division-wide school website, 2,700 students were enrolled in the entire district with three elementary schools, one middle school, and one high school. System-wide the average student to teacher ratio was 19:1 including support staff and specialists. The 2014 on-time graduation rate was 90% and the majority of diplomas awarded were advanced studies. From the 2015 graduating class, 28% of students started a 4-year university or college while 37% enrolled in a two-year college. Only 1% entered the military, and 34% entered the workforce or chose another route. Statistics for this school system have been obtained from the Virginia Department of Education website school report card, and citation is being withheld to protect institutional and participant anonymity. For the 2015-16 year, the school was fully accredited. Specifically, in the area of language arts, all students were assessed using both the reading and writing standards of learning end of course assessments their junior year with 86% of students passing both assessments.

All students in the English 11 classes were expected to take the end of course English reading and writing standardized assessments when enrolled in that course. Also, students in participating courses were evaluated using teacher generated assessments as pre and post benchmarks for each particular course, measuring student growth. The curricula for the English courses integrated the Virginia Department of Education's Standards of Learning into pacing guides with thematic units. The instructors incorporated both instructional reading and independent reading material which allowed for student choice. Instructional expectations required students to reflect about content being read from essays, journal writing, and peer/teacher discussions. The English 11 honors curriculum supplemented the regular English 11course framework by requiring additional rigorous assignments, reading outside of class, and higher-level, critical thinking activities to challenge learners.

This setting and participants' age group best suited this study because the students were at the end of their educational experience and the information they provided about reading motivation can be insightful for educators. Having been through school for a large majority of their life, their awareness of reading interests and prior experiences provided knowledgeable data for generating a theory. Also, the teachers selected for the study at Valley High School allowed choice reading and utilized instructional methods which the study examined. Lastly, a new librarian had been hired within the past year and had worked very hard to create a plethora of new young adult novels for the student body. Most recently, the librarian had undertaken the task of organizing the fiction section by genre or subject as opposed to the traditional method of alphabetizing by author. This method is referred to as genrfying or gentrification and modeled a book store concept of shelving books by themes. Some themes found in the newly organized fiction section included classic, urban, graphic novels, realistic fiction, romance, dystopian,

fantasy, and more. The Valley High School librarian acted as a resource for students searching for interesting texts and was well read in the area of trendy, young adult novels.

Following the curriculum pacing guide, the English 12 class had been reading novels of their choosing for 15-20 minutes each class day since the term began after they visited the library on the first day of class. During that same time for the first nine weeks, the English 11 honors students read assigned novels they chose from a teacher generated list of common themes. All English 11 classes began reading self-selected novels at the beginning of the second nine weeks after the standards of learning writing assessments and midterms were completed. The creative writing class began their independent reading as a part of their fiction short-story unit in the last six weeks of the term right before this research study began.

Participants

Purposeful sampling was used to intentionally gain participants and the site which provided the best examination of this phenomenon (Creswell, 2012). Purposeful sampling involves deliberately selecting individuals and a setting based on specific information available (Creswell, 2012). Concept or theory sampling strategy was the appropriate type of purposeful sampling used because the specific individuals and proposed site provided a setting and sample which aided in generating a theory concerning this particular concept which was studied (Creswell, 2012, p. 208). From sampling based on a theoretical strategy, participants may be sought based on their "relevance to the research questions" and "on the basis of prior knowledge" (Schwandt, 2001, p.232). This age group of participants have been shaped by a variety of past reading experiences throughout their school years. Valuable insights about reading along with the conditions of this study helped to shape the theory for this current exploration.

All students involved in the study were enrolled in either English classes or a creative writing class and were engaged in silent sustained reading and peer discussion activities using books of their choice; however, participation in the study was not required of all students and only the participants selected through purposeful sampling contributed to the study. The same recruitment script was used in all four classrooms when seeking students to volunteer to participate in the study (see appendix C). The students who volunteered were one freshman, one sophomore, 18 juniors, and 8 seniors who had been scheduled for regular or honors English classes or an elective creative writing class in the second semester of the school year.

Participants from the English 12 class started in-class reading of self-selected material silently for 15-20 minutes each day starting in January when the second term began. The English 11 classes began silent reading self-selected material each day for 20 minutes after their midterms which was the middle of March or when the second 9 weeks began. The English 11 students had also finished their End of Course Writing Standard of Learning Assessment (Writing SOL) in the middle of March. The End of Course Reading Assessment took place in May during data collection for this study. The creative writing class began silent reading at the end of April and read for about six weeks to align with the short-story fiction writing unit they were completing.

Twenty-eight students volunteered for the study which consisted of data collection from silent reading observations, journals, and individual follow-up interviews, and 4 teachers were included for final interviews. Data was collected from these participants based on several classroom and interview interactions to collect enough information to "saturate categories" for coding purposes (Creswell, 2007, p. 160). All information was taken from researcher observations, recorded participant conversations during group discussions, students' journal

writings, and final interviews which were all analyzed for theory generating. The classroom teachers of the separate courses served as the gatekeepers (Creswell, 2012) and were also interviewed to further seek information about student reading behavior throughout the study and integrated into the data collection as well. Participant demographics which identify the enrolled course, age, gender, ethnicity, and grade level are provided in Table 1.

Table 1

Participant Demographics

Participants	Enrolled Course	Age	Gender	Ethnicity	Grade Level
Brian	A	18	M	Mixed Race[a]	12
Kendra	A	18	F	White	12
Carla	A	18	F	White	12
Ken	A	18	M	White	12
Deja	A	19	F	African American	12
Jack	A	19	M	White	12
James	A	18	M	White	12
Tristan	A	18	M	Mixed Race[a]	12
Tonya	B	16	F	White	10
Nataya	B	15	F	African American	9
Mia	B	17	F	White	11
Kari	B	17	F	White	11
Antwon	C	17	M	African American	11
Amanda	C	17	F	Mixed Race[a]	11
Abbey	C	16	F	Mixed Race[a]	11

Secret	C	17	F	Mixed Race[a]	11
Emily	C	17	F	White	11
Ben	C	17	M	White	11
Hunter	C	17	M	African American	11
Jacob	C	17	M	White	11
Sophia[c]	D	17	F	White	11
Levi	D	18	M	White	11
Bella	D	17	F	Cuban Hispanic	11
Silas[c]	D	17	M	African American	11
Richard	D	17	M	White	11
Ava	D	18	F	White	11
Juan	D	17	M	Mixed Race[b]	11
Bobby	D	17	M	White	11

Note. Course A = English 12, Course B = Creative Writing, Course C = Honors English 11, Course D = English 11
[a]African American & white, [b]Hispanic & white, [c]Special Education Student with an Individualized Education Plan

Procedures

After a successful proposal defense, Institutional Review Board review approval was sought. Tentative approval was given, and I formally contacted the public-school system through written correspondence to the school superintendent and Valley High School principal (See Appendix B). An informal meeting took place in which I discussed the study procedures and answered questions for the school superintendent. Formal permission was then granted asking me to follow procedures as set by the school board, and principal of the high school for

conducting research with students and the teachers within the classrooms. Next, upon producing

evidence of the school system's approval, formal Institutional Review Board permission was

granted (see Appendix A).

Participants from within the English classes and a creative writing class were elicited

using a predetermined recruitment script (see Appendix C for script). Since minors were

participating, parent consent forms seeking permission were distributed to those showing interest

(see Appendix D). These forms were signed and collected before data collection began.

Next, research began and data collection was started. Four classes participated in the

procedures as described here, but only 28 students were studied for theory generating. The

preliminary book check-out process was initiated by the classroom teachers and facilitated by the

school librarian who provided a book talk lesson in the fiction reading area of the library for all

students in classes seeking library books at Valley High School. This initial library visit used by

the teachers took place prior to the study but occurred again with the English 12 students when a

new nine weeks began. This was the procedure teachers at Valley High used to assist students in

locating independent reading material. Students had the opportunity throughout the study to

check out books at their own pace or at any time to bring books from home or borrowed from a

friend with teacher discretion to age and school appropriateness. Also, the classroom teachers

considered the level of text challenge as well as the student's interest when recommending

reading materials. Students were permitted to use electronic devices for textual access, but

reading material was mostly limited to fiction and nonfiction texts including graphic novels.

Young adult literary titles were primarily suggested and used by the librarian for initial book

talks or shared textual reading sessions in the library reading area. Some suggestions for silent

reading are listed in Appendix G. For this study, students were allowed a choice for their

independent reading which occurred 20 minutes each day with the classroom teacher's supervision during class for a four-week period depending on the classroom teachers' schedule.

Once a week, I observed silent reading behavior on Monday, Tuesday, or Wednesday, for each class individual throughout the study. I observed participants' behavior during silent reading and used memoing to record data (Creswell, 2007) (see the observation procedures outlined in Appendix E, the observation log template in Appendix F, and a sample silent reading observation log with descriptive and reflective notes in Appendix G). Observation notes about students' behavior during silent reading was discreetly written in the left-hand side of the template every 3-5 minutes, and the time was written to keep a record. Reflective notes were added in the right column. I also read my self-selected novel during this silent reading time. In all three classrooms, the teachers likewise read their own novel. The teachers in each respective class were asked to read during student's silent reading time because teacher modeling enhances the environment (Krashen, 2011). Each classroom relied on a visible timer to keep the reading time which was placed at the front of each room that sounded when the reading time ended. Two were digital countdown clocks found online and projected onto the board, and one was a large, manual timer.

Next, I stayed one day a week to observe and help facilitate the peer dialogue about the individual texts being read which followed. Recordings of these interactions were documented once a week on digital recorders then transcribed later. Peer dialogue took place in small collaborative groups three times a week within the classroom with all students participating. Teacher dialogue occurred as the teacher moved around the room facilitating peer discussion eliciting responses or modeling the discussion, but many of the peer discussions were student-centered. The teacher and I interjected various questions or comments about how the reading was

going, what students liked about the text so far, and what specifically was holding the student's interests while reading. We also shared our individual novels if time permitted and to help model during discussion as needed.

Lastly, students reflected in personal journals about topics related to their reading content, interests, and reflection of the benefits of peer and teacher dialogue twice a week following the peer discussions on Mondays and Wednesdays or Tuesdays and Thursdays for the length of the study. Students generated personally written journal responses from a topic provided by the teacher after the peer discussion. All students used their own or were provided loose-leaf paper on which to write. Two teachers placed the journal on the board during the peer discussion which prompted the topic for group discussions, but the English 12 teacher asked students to discuss their reading material content and then provided the journal topic after the peer discussion as a transition to journal writing from discussions. Journal were collected from participants each week and outstanding or common codes were highlighted. Each week I reviewed the highlighted journals and observation data with each individual teacher for review of the information collected.

After the final week of the study, students were interviewed individually and provided insight into the influences of motivation to read self-selected novels and the benefits of peer discussions of their texts read during class time.

The Researcher's Role

As the researcher, I was the key instrument for data collection and observed behavior, and examined student responses from peer discussion transcripts, written response journals, and interview transcripts. The observational role in which I played was the role of "Participant Observer" as defined by Creswell (2012, p. 214). This role consisted of participating while

observing as necessary to build a rapport and create trust in the participants being observed. I participated in the silent sustained reading time when I observed those sessions, but took notes discreetly during the reading time and at the end. Students witnessed me reading silently in my chosen text during those times that I observed their reading. During the peer discussions of textual readings, I only joined various groups by actively adding dialogue as needed. The classroom teacher and I only interjected in these discussions if there appeared to be a need or if students need modeling of the book discussion. Observational notes were and digital voice recorders were used for recording students' dialogue about their reading. Depending on the observed students comfort level, the observational role changed or become that of the nonparticipant when group dynamics appeared to rely on the classmates' conversations to advance discussion along. I chose to play the part of the researcher as participant only as needed to help model questioning of text to better understand student comprehension and interests of texts being read. This was only done minimally as students discussed their reading with each other.

My vast knowledge of language arts and student behavior provided a general framework for study of this phenomenon. I was in my 23rd year as an English teacher in a public high school setting. Within the past few years, I have allowed student choice for independent reading and have seen the amount of student reading and interest increase. As I have become familiar with young adult novels and introduced students to these novels, I have seen students discover their own desire to read. In many units, a class novel is no longer used for instructional reading, but students use their individual novels for reading comprehension and literature study. My current instructional reading units utilize excerpts of novels, short stories, and choices of novels from a required reading list.

The public high school in which I conducted my research was the one in which I am employed. Even though the students looked familiar to me or recognized me as the senior English teacher in their school, the students in my study had not had me as their English teacher and were not assigned to me as students. These students had not had me as a teacher for any course and are not familiar with my classroom expectations. I currently teach sections of English 12. Students viewed me as the Senior English teacher, the sophomore class sponsor, and the Fellowship of Christian Athletes (FCA) Club leader. I worked with sophomore class officers all of whom were not be in this study. I am familiar with the state mandated content of the courses, and the concept of creating motivation for reading in students by allowing students choice in reading.

My role was to conduct a thorough study of student reading engagement based on choice and to observe student behavior while participating in dialogue and discussion about text content. Also, important to note was the effectiveness of silent sustained reading as it was implemented in each class by each individual teacher.

Data Collection

Data were collected using triangulation or "the process of corroborating evidence" from different participants, types of data or method collection (Creswell, 2012, pp. 258-259). The most common sources from qualitative studies are interviews and observations (Strauss & Corbin, 1990). Included for this data study was observations of silent reading and peer discussion groups to enhance independent student reading, weekly student response journals, and post-interviews of the students and teachers involved. While observing, my research observations were documented in the form of reflective notes and the use of two digital recorders for accuracy. Documented observations of silent reading and peer discussion began the first week

and continued each week throughout the duration of the study. Student wrote in reflection journals two times each week during the study. In the final week of the study, individual interviews took place with each student and teacher involved in the study for 5-10 minutes.

Strauss and Corbin (1990) state that "bringing process into analysis is an important" component of a grounded theory (p. 143). This process occurred as sequences of actions or interactions connected to a response to the phenomenon being studied. The chosen sequence of my data collection was based on the participants' actions and interactions to peer discussion and time provided for reading self-selected material over time. I first observed their reading habits as they independently read to see if they improved or changed and if they become engaged with their text. I next observed peer interactions for discussion of the text being read, and I read their journal responses to gather their own words and perspectives about the process as it evolved. This sequence allowed for students to build motivation and engagement over the weeks of silent reading in the classroom. Then at the end of the study, I interviewed the participants to determine if they had perceived a change in their motivation for reading. Also, as I observed students interacting with their text, I was reading as well as making notations of my observations. This presence created a familiarity with students in the study. Therefore, the interview follow-up at the end of the study felt more natural and open as I had been observing and interacting with the peer discussions, reading their journals, and had a presence in the process. In order "to capture process analytically, one must show the evolving nature of events by noting why and how action/interaction" are altered, remain the same, or decline (Strauss & Corbin, 1990, p. 144). The sequence of events in my data collection gathered data from participants which conveyed a process over the course of the study to reveal participants' reaction to the phenomena being studied.

Throughout the process of the data collection and analysis, I used memoing while collecting and transcribing data. In grounded theory data collection, researchers use memos to record a personal dialogue about the collected data and emerging codes (Creswell, 2012). This process allowed me to create a "written form" of my "abstract thinking about data" (Strauss & Corbin, 1990, p. 198). Memos assisted with constant comparison of data when searching for a core category in the coding process.

Strauss and Corbin (1990) associate theoretical sensitivity with grounded theory research which is an ability of the researcher to apply professional and personal creative qualities to assist in theory formulation. In utilizing theoretical sensitivity, I possessed professional education qualities as a teacher and detected situations regarding this phenomenon quicker with keen insight as I observed. I quickly understood specific situations during the observation experiences involving adolescent participants, and I am familiar with their daily slang. Through my personal experiences as a teacher, I used insight when interviewing the students and teachers involved. Theoretical sensitivity also increased as I interacted more with the data throughout the process (Strauss & Corbin, 1990). Thus, theoretical sensitivity influenced the coding process as I drew on my personal and professional knowledge to extract meaningful categories from the data and generate codes based on abstract concepts (Charmaz, 2014). Assembling these coded segments into a logical diagram and generated theory then followed.

Observations

Following a set procedure created a similar process for all data recorded during this research study, and an observation protocol involved me using a predetermined form for recording notes during active observations of the participants' behavior while they were experiencing the process being studied (Creswell, 2012). (See Appendix E for the Observation

Procedures and Appendix F for the Observation/Transcription Log.) The observation process included "gathering open-ended, firsthand information by observing people and places at a research site" (Creswell, 2012, p. 213). I recorded chronological events written onto the observation log about the individuals and process being studied during silent reading time in class. I described the setting and behavior and then reflected on themes, using personal insights noted during observations (Creswell, 2012).

Field notes which are words written down by the researcher can be descriptive and reflective (Creswell, 2012). Descriptive provides a chronological account of what activities are occurring and the people involved. Reflective observations record insights and perceptions of the research based on the observations of the researcher. I recorded descriptive and reflective notes taken from observations which occurred during silent reading time and peer dialogue when students were sharing and discussing reading content (see Appendix G for a sample observation log with reflective notes and Appendix H for the Silent Reading Observation Open Coding Chart).

Memoing in which ideas about the evolving theory are identified and written down in notes throughout the study to assist in coding of data is used in grounded theory studies (Creswell, 2012). These memos were written down in the form of notes that I recorded as the study progressed to clarify ideas about the data and emerging categories (Creswell, 2012). Strauss and Corbin (1990) do not recommend recording memos on field notes, yet researchers should develop an individual style to this process. Therefore, I did use the memoing process as a collection of overall reflective themes and ideas assembled during the constant comparative overview of the data being processed. This method assisted later with coding. These notes were written on the reflective side of the Observation/Transcription Log.

For silent reading observations, I entered the classroom one time each week on Monday, Tuesday, or Wednesday during the study for each class making notations of students' free reading time habits. The classroom teacher and I both modeled silent reading as well. I spent 20 minutes weekly for each silent reading observation in each class.

After reading, students participated in small group discussions for approximately five-seven minutes three days each week for the four-week study. I attended one group discussion per class and chose to be an active participant-observer each week. Participants from both English 11 classes worked independently in peer discussion groups. The only groups necessary to help facilitate discussion at times was one group in the English 12 class and the creative writing class participants. Therefore, my role mostly became a nonparticipant observer overall. During this time, I used two digital voice recorders to record dialogue and walked around listening to the participants' discussion of their reading material. Field notes taken from the recorders of these conversations were both descriptive and reflective in nature. Specific verbal reactions from students were recorded and then transcribed as peers shared their own reading content or reacted to their peer's reading material. Reflective memoing was added as the discussions were transcribed. (See Appendix I for a sample Peer Discussion Transcription Log.)

Research questions six and seven were answered during this stage to determine if peer and teacher discussions about self-selected books assisted in student understanding of the reading. Observations were made from students' language while discussing their reading to assess their motivation and comments made about their increased reading time. Also, I observed to determine if students voiced their opinion about motivation and mentioned an increased comprehension during their peer discussions. Other observation notes were recorded about

behavior before, during, and after silent reading which have implied an increase in motivation and interest in the reading.

Student Response Journals

Journals are an example of documents used in a qualitative study which can provide a good example of text and language used by participants who have taken time to be thoughtful and reflect about the experience (Creswell, 2012). Students reflected after participating in peer collaboration sessions in which their individual texts were discussed. Students wrote journals twice weekly regarding their reading progression, motivation for reading, reading choices, and peer discussions. In these responses, students reflected about self-selected novels as to whether they recommended the reading to others. Students also discussed within their journal entries common book themes as compared to their other readings or peers' texts being read. Students reflected as to how their self-selected reading impacted their experiences with instructional reading completed in class with the teacher. Response journals were written on loose-leaf notebook paper and given to me each day upon completion. All students in each class were asked to write journals after peer discussion groups for approximately five minutes, but data was collected from only the participants. Guidelines for the journal responses and topics were discussed and determined with the teacher gatekeepers prior to the study. The topics were posted on the classroom smartboard using the projector to display the question.

Research questions one through five were considered during the journal responses. Students' responses discussed in writing what motivated them to read and if reading continued outside of the classroom. Students also were asked to reflect through writing about their reading habits and if they perceived these habits to have influenced their reading. Students reflected

about their choices for reading and how this experience during the study compared to other

previous reading experiences. Student journal response topics included the following prompts:

Week One

> Journal 1: Discuss the book that you are reading. Would you recommend it to others?
>
> Why or why not?
>
> Journal 2: Describe in writing what was discussed about the readings in your peer
>
> discussion group today. Did you learn anything about your own reading style or others'
>
> reading preference from the discussion?

Week Two

> Journal 3: Why did you choose this book? What did you expect when you read the title?
>
> How has your impression changed after reading some of the text?
>
> Journal 4: Discuss the peer discussion. What do you like about discussing the reading?
>
> What would you improve for the next discussion?

Week Three

> Journal 5: What types of books do you usually choose to read? How does this choice
>
> compare to other books which you have read? Also, how does your choice compare to
>
> books you have read for English class?
>
> Journal 6: Explain your reading progress so far. Have you given up or stayed with your
>
> reading choice? Are you reading outside of class? If yes, how often and when? If not,
>
> explain why not? Are you reading the choice novel from class?

Week Four

Journal 7: Class A, B, & D Explain you reading progress so far with the books you have

chosen. Is reading a struggle for you? Why or why not? If you don't like to read,

especially outside of school, why? What would cause you to not want to read?

Journal 7: Class C only

Explain why reading is important?

Journal 8: Do you identify with the characters in the book or the plot of the book? In what

way? Why or why not?

Interviews

Interviews can play a significant part in a grounded theory study (Creswell, 2007).

Participants are able to reflect on their own experiences and interpret their own understandings of

those practices (Seidman, 2013). Individual semi-structured interviews were conducted

individually with the 28 student participants and the 4 teachers of the courses included in the

study in the last week; they were audiotaped and then transcribed. Allowing for semi-structure

gave each participant an opportunity to answer the same set of questions as all participants but

permitted deviation from the script when interesting or unique concepts arose and needed to be

discussed (Creswell, 2007). Also, due to the nature of a grounded theory study, as data was

collected from observations and journals and constant comparative analysis was conducted to

generate codes from data, final interview questions were general in nature to further explore the

nature of the phenomenon being studied. (Interview questions are listed below). Interviews were

conducted over the last week. These interviews each took place for 10-20 minutes each with

some occurring in the library's private audio-visual room and others held in a classroom away

from noise and out of the hearing of others. Two voice recorders were used to allow for

transcription and to ensure that recordings were reliable. Also, notes were taken to describe participants' nonverbal body language while responding to questions.

During the follow-up interview with each participant, all research questions which may have not been addressed in the observation or response journals were considered when questioning participants to determine motivation for reading based on their perceptions of the impact of self-selected reading and the impact of time being provided for reading. Also, students were asked to compare this process to other reading experiences which have occurred in their schooling. Students were asked to reflect about how peer and teacher discussions impacted this involvement. The following final interview questions were used.

Students:

1. How do you feel about reading books?

2. Has your opinion of reading changed after the time you have spent reading and discussing with peers in this course?

3. How do you feel about a teacher picking the book you will read for class without your input about the content such as the same novel being used for every student?

4. What do you like or dislike about being able to decide the type of book you read during class time?

5. When you get to choose your own reading material, how often do you read that book outside of school?

6. How do you feel about silent reading time?

7. How has the group and peer discussion time after silent reading, impacted your reading and understanding?

8. What useful strategies has the teacher used to interest you in reading?

9. What will motivate you to read?

10. Have you been surprised or disappointed in the amount of reading that you have

completed in this course so far?

Teachers:

1. When students entered the class, what strategies did you use to motivate them to read?

2. What characteristics did you notice from reluctant readers and how did you address

those?

3. What types of reading material do students have access to?

4. What are the most popular books being read among teens in your class?

5. Is there anything else you would like to mention about choice reading and silent reading

time in your class?

Data Analysis

Data obtained from specific actions associated with the phenomena was identified and

categorized in stages. Strauss and Corbin's systematic approach applied to this study to discover

specific categories of participants' views, ideas, and descriptions of actions while gathering facts

to integrate and refine the categories (Creswell, 2012, p. 428). Grounded theory is unique in that

the data is analyzed as collection begins. Coding takes place in which information is formed

about the phenomena and subdivided into categories (Creswell, 2007).

Writings from student response journals were examined each week and common

reactions to their readings and repeated themes found in the writing or heard in the peer during

discussion were highlighted in the journals. Through the examination of transcripts from peer

observations, and interviews with notes from fieldwork observations, "in vivo codes" or labels

for categories or themes using participants' exact words or phrases were used for the content of

the category (Creswell, 2012, p. 431). A constant comparative approach was used to analyze data

by repeatedly checking data and categories throughout the study (Creswell, 2012) using a

bracketed approach which divided data into segments and grouped information into categories.

This was a useful approach because an axial coding paradigm (Creswell, 2012) diagram was

used to illustrate a visual of the main categories present within their relationships provided as

Figure 1 in chapter four.

Memoing

Memoing is the process in which the researcher writes down ideas about developing

categories to help form the theory (Creswell, 2007). Memoing and diagraming of categories may

begin at the beginning of the research process and remain until the last writing (Strauss &

Corbin, 1990). Creswell (2007) mentions both analytic and self-reflective memoing which

prompts the researcher to question and speculate analytically about data, but to also document

personal reactions to the participants' responses to the experience. I began this process of

grouping categories and looking for common themes within the initial data collected from

observations and student journals. This process continued as peer discussions and interview

responses were transcribed and categories were sought based on previous groupings from initial

data. I used memoing for analytical ideas about data which was recorded in the right column of

the observation and transcription logs.

Opening Coding

In this step, data is identified and labeled based on their "properties and dimensions"

(Strauss & Corbin, 1990, p. 69). The purpose of open coding is to designate data into main

groupings of segmented information (Creswell, 2007). To develop a category, a researcher must

do so in relation to the existing properties or components of that category which can be

"dimensionalized" (Strauss & Corbin, 1990, p. 69). This concept considers the category's scope and sequence. I analyzed recorded data and grouped information into several subcategories for identification based on this distinct model. In Vivo Coding is helpful for novice researchers and "studies that prioritize and honor the participant's voice" (Saldana, 2016, p. 106). As data was coded into categories, I used the student's own words and descriptions of the experience as labels for categories and codes. Therefore, the participant's insight and perspective provided a genuine response about the experience. Their viewpoint conveyed the realistic quality of their understandings about the phenomenon being studied.

Based on behaviors documented in logs from sixteen silent reading observations completed in four classes over a four-week period, I generated a table of categories. The table listed each week of observations and identified the specific silent reading behaviors seen in each individual class (see Appendix H.) Silent reading observation codes were made from memoing or notes written during the 20-minute timed student silent reading sessions and listed in the reflection column on the observation log. Observation logs of silent reading behavior was also analyzed during weekly discussions with each individual teacher. Memoing and analysis of reading behaviors occurred again once comparing the behaviors from all classes when added to the main chart to identify similar behaviors from all classes to provide a common description. From student behaviors, ten terms were identified to describe behaviors during silent reading (see Table 2 for examples of terms and definitions).

Table 2

Silent Reading Codes Defined

Terms	Definitions
Active reading	eyes visibly seen moving across the page of text or pages turning

Anticipated reading	holding the book prior to reading timer starting
Close reading	using finger to mover down the page or mark text
Comfortable reading	may go to another part of the room to get comfortable, puts feet up, assume a comfortable position while reading
Continued reading	does not stop when timer goes off or teacher says to stop
Distracted reading	looks up as another person walks into, across, or out of the room
Engaged reading	looking at the text
Focused reading	makes no notice to other action or noise occurring in the room
Interested reading	verbalizes and/or shares reading with peers or the teacher
Unprepared for reading	did not have reading material

These codes were recorded in the open code list for individual data collection by category which is shown in Appendix K. These codes were added into the combined open code list which provided a record of code amounts across all areas of data collection and the category themes which were extracted from the codes (see Table 3 in Chapter 4).

A journal data chart was generated by listing participants and their individual responses for each journal topic. The responses were shortened based the previously highlighted common categories and in vivo codes as journals were originally read and highlighted during the initial data collection. Once responses were placed into a chart, common codes were identified using common colors of highlighting and counted based on the amount of times participants mentioned each concept. These main categories of codes were added into both open code lists generated and found in Appendix K and L.

As peer discussion data was transcribed on the log, exact dialogue was typed into the left column. Reflective notes were added into the right column using both in vivo and personal memoing notes segmenting students' words and common categories already previously highlighted in the students' journal responses. (See Appendix I for a sample Peer Discussion Transcription Log). Next, I generated a chart with codes taken from the peer discussions. The chart listed each week across the top and identified the discussion group from each class and their overall topic focus. Common codes and in vivo codes were identified and typed into the chart. Matching categories of codes were highlighted with common colors to identify the main ideas and amount of times these concepts were mentioned, implying their importance. These codes were also entered into the next open code lists generated (see Appendix K and L).

Next, interviews, first students then teachers, were transcribed into the same formatted log. Exact dialogue with interview questions and answers were entered on the left side of the document and reflective notes were made on the right side to correspond with the conversation taking place. In vivo codes and common themes were written into the right-side column. (See Appendix J for a sample Interview Transcription Log). A chart was created with each participant's exact answers to each interview question. This data spread across a chart helped to condense information about participants which helped to describe the profiles in chapter four. Next, I generated another participant interview data chart with only six categories of information taken from participants' answers based on similar ideas from both the research questions and the interview questions. Those categories were reading changes (increased, no increase), motivated reading (subcategories: teacher-selected material, self-selected, and other), feelings about silent reading, peer discussion responses, teacher/librarian assistance, and participant's surprise or disappointment about the reading amount over the time given. This chart provided overall ideas

accounting for general responses from participants' answers in each category. Colors were used to highlight common ideas to identify categories of responses. Codes were taken from this chart and added to the first open code list when analyzing the data to form main categories (See Appendix K).

A list of open codes was then generated listing the main categories identified in each data collection (see Appendix K). The charts of information in which the collected data was segmented was used to supply the codes. For this initial list of open codes, subcategories of codes from the four areas of data collection were listed separately such as silent reading, peer discussion, journal writing, and participant interviews. This list of open codes was analyzed for common categories using the constant-comparative method.

Last, the open codes were taken from the list and assembled into an open code chart with three columns (see Appendix I). The first column identified the codes using both researcher generated and in vivo codes. The codes were categorized based on their commonalities. The middle column listed the amount of times these areas were referenced during the data collection. The attention to the amount of usage should imply the importance of the category to the participant and the phenomena being studied. The third column depicted the categorical theme which emerged from the open codes. Based on the overall data present from the open codes, these themes were inductively produced by "working from the data of specific cases to a more general conclusion" (Schwandt, 2001, p. 125).

Axial Coding

This process involves linking subcategories from the open coding stage to one category (Strauss & Corbin, 1990). In the stage of axial coding, the researcher identifies one open code category for a central point of focus called the core phenomenon (Creswell, 2007). Axial coding

advances the coding task to "Focused Coding" (Saldana, 2016, p. 244). The goal in this step is to

reconstruct data that were fragmented or dispersed during the beginning coding stages (Saldana,

2016, p. 244). Next, after re-examining the data, categories are created around the core

phenomenon, and these categories include aspects of the core phenomenon such as cause for

current conditions, actions or strategies occurring as a result, influential factors, and outcomes

(Creswell, 2007).

In this study, six significant open coding categories were found among the themes

produced on the open coding chart. These categories were listed on the paradigm model and used

as the subcategories that form relationships to the identified core phenomenon. Using a model in

axial coding, allows the grounded theory data analysis to be organized "systematically" with

"density and precision" (Strauss & Corbin, 1990, p. 99). Based on the popularity and importance

among the data collection, one coded category was placed as the central or core category because

it was dominant to the process (Creswell, 2012). I positioned the other subcategories of codes

which connected to and surrounded the identified core phenomenon within a visual framework

known as the "Axial Coding Paradigm" (Creswell, 2012, p. 428). Figure One in chapter four

displays this visual model. The subcategories identified from the open code concepts which

relate to the core phenomenon are identified as "causal conditions," "strategies," "contextual and

intervening conditions," and "consequences" (Creswell, 2012, p. 426). These labels applied to

the subcategories surrounding the core category are the properties of those specific subcategories

which do not simply list examples of coded occurrences but explain the positioning of how the

categories are interrelated to one another other in the process (Strauss & Corbin, 1990, p. 108).

The specific relationships of those categories are explained in chapter four.

Selective Coding

Last, selective coding occurs where the researcher relies on the produced model to generate a proposition or hypothesis which relates to the categories in the framework conveying relationships among categories (Creswell, 2007). Strauss and Corbin (1990) identify this step as the step where the core category is related to the other categories and their relationship is validated as gaps are filled in to additionally refine and develop the research. This stage has also been labeled "Theoretical Coding" or "Conceptual Coding" which "functions like an umbrella that covers and accounts for all other codes and categories formulated thus far in the grounded theory analysis" (Saldana, 2016, p. 250). The core phenomenon's relationship to the other categories which has provided the emerging grounded theory has been explained through an interconnected storyline in the results section in chapter four by an analysis of the theoretical model. The emerging theory or proposition is discussed in chapter five.

<div align="center">Trustworthiness</div>

Transferability

When considering the concept of reproducibility in a study, no social theory can be replicated with the conditions matching the original study even though some situations are comparable (Strauss & Corbin, 1990). Experimental designs are difficult to recreate from original conditions. However, provided the same theoretical mindset, basic guidelines, and similar conditions, other researchers may reproduce "the same theoretical explanation about the given phenomenon" regardless of arising discrepancies to be worked through (Strauss & Corbin, 1990, p. 251). Transferability occurs when the researcher provides enough information from the study so that readers can transfer findings to other situations to be studied, and this concept of generalization becomes a "case-to-case transfer" (Schwandt, 2001, p. 258).

To create transferability for readers, I have included specific details and exact wording from participants about their experiences from the context of the research study. The descriptions provided should allow for transferability to other related situations. I have provided specifics of my observations and circumstances under which the phenomenon was being experienced. The details of my data collection and analysis have been explained in detail. Participants in the study were in an urban setting in the western part of Virginia and have offered a variety of opinions about their motivation for reading by being provided time and self-selection for silent reading in the classroom setting. Making a comparison of these participants to typical adolescents in a high school environment and the data collection methods allows readers to view the transferability of research procedures.

Confirmability

Confirmability involves authenticating the data and proving the researcher's analyses is not imagined but is credible (Schwandt, 2001). To provide confirmability, the findings have been grounded in the data with a suitable information trail presented from interview notes and documents with appropriately labeled categories providing quality interpretations (Lincoln & Egon, 1985).

Member checking is used when the researcher asks a participant in the study to check the accuracy of the data (Creswell, 2012). This practice was used in which the teachers who authenticated findings and themes to assure that an accurate understanding of information was recorded. As data was being collected from observations and journals, member checking was sought with each individual teacher on a weekly basis to discuss findings. Also, two digital recorders were used to record spoken words from peer discussions and end of study interviews, allowing me to be flexible to record nonverbal reactions and responses on paper.

Credibility

In grounded theory studies**,** credibility is established through the researcher's thorough understanding of the research setting and subject, and with ample data collected to validate claims (Charmaz, 2014). The researcher must guarantee the match between the participants' perspectives and the researcher's interpretation (Schwandt, 2001). For research to have credibility, the data groupings must cover vast assortments of observable data as evidence which links to the theory and analysis so that the reader can form an autonomous judgment and support to the claims being made (Charmaz, 2014).

Triangulation of data is the corroboration of data from a variety of sources, types of data, or collection methods (Creswell, 2012). Triangulation of data allows for validating evidence from multiple sources (Creswell, 2007). Therefore, data was collected in the form of silent reading observations and student response journals which were analyzed throughout the study for themes related to student behaviors and perspectives about independent reading. Peer discussions of the reading material during the study and interviews from both the teachers and students at the end of the study also provided rich data. This variety of data collection assisted with development of theory generation and provided credibility. Saldana (2016) recommends that to increase credibility, researchers must repeat code mapping or listing in categories over a few steps of "comparing and sorting" such as the "cutting-and-pasting" process completed when editing a document (p. 220). This grounded theory study compared and sorted an extensive amount of data to extract information which explains how students were experiencing a phenomenon.

Dependability

Dependability occurs when research inquiry is focused, reasonable, and well-documented (Schwandt, 2001). The decisions made during the process can account for all data with all logical areas being explored while allowing for positive and negative influences on the data (Lincoln & Egon, 1985).

As researcher, I was dedicated to search for the student's authentic voice about reading motivation and not influenced by previous personal assumptions regarding this topic. Prolonged time spent in the field and showing a genuine interest in the students' perspective about their experience ensured trust built with participants. Being seen by participants as another teacher in the building also helped to set a comfortable tone as opposed to an outsider coming into the classroom to observe. Students appeared to be relaxed during observations of silent reading and the peer discussions. During interviews and observations of behavior, two digital voice recorders were used simultaneously for correct transcription of participant's responses.

<div align="center">

Ethical Considerations

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As the researcher acting as the key instrument for data collection, I worked to not abuse power and authority in my role as an interviewer. In order to reasonably build a trusted, theoretical model for the concepts being studied, the ideas and themes were accurately documented (Creswell, 2012). To add to quality research in the field of education, ethical behavior requires showing respect to the participants in order to gain trust. This has provided a true understanding of their perspective in relation to the study.

Confidentiality can create a trust in the research process. Pseudonyms of participants and the participating school was used for interviews and data collection to ensure privacy of participants and the school. The pseudonyms were known only to the researcher and classroom

teachers participating. All participants signed a participant permission form including their parents or guardian's signatures which was obtained for students who chose to participate. All information and data was secured during the study for privacy of information being collected. All electronic files were password protected. All data collected from this study has kept secure and will remain secure for no less than five years and then will be shredded and deleted from my computer and electronic devices.

Summary

Through qualitative methodologies, student voice has provided insight into their experiences with self-selected reading, time provided for in-class engagement, and the benefits of peer dialogue to aid in understanding of text difficulty.

The study took place over four weeks in a public high school in four different classrooms with 4-8 students volunteering to participate from each class for a total of 28 student participants and 4 teachers involved. Triangulation of data collection occurred from one weekly observation in each class of students' silent reading behavior, transcripts of one weekly peer dialogue about their reading, two weekly students' written responses journals written after peer discussion groups took place, and interviews with each student and teacher individually at the end of the reading experience. Constant comparative analysis of memos and coded themes have allowed for theory generation of student perceptions of being given a choice and time for their reading and the discussion which occurred with peers to explore individual reading.

CHAPTER FOUR: FINDINGS

Overview

The purpose of this grounded theory study was to gain a perspective about the impact of supervised, silent reading and that reading's influence on increasing students' reading motivation. The study was conducted with students in a classroom setting each day over a four-week time. After daily reading of self-selected texts in class, students were directed to discuss their reading material with peers contributing to group discussions twice a week. Next, students wrote their reflections about their reading or discussions in the form journal responses to a common question provided by the teacher.

Because public education should strive to create life-long learners who desire to read or learn independently after leaving the academic environment, seeking student perspective about being consistently engaged in recreational reading can provide understanding about learners' perception of the value and impact for them in the classroom. Exposing students to consistent daily reading and allowing for peer sharing may model examples of actions shown in adult readers who generally share reading content with others.

Seven research questions were established to guide the study and create structure for this grounded theory study. These questions include (a) What motivates students to read independently during silent sustained reading in the classroom and outside of school? (b) Do students perceive that their reading amount on a daily or weekly basis has increased by being given choice in their reading material? (c) Do students perceive that their understanding of their reading has increased by being permitted to select independent reading material to be read during silent reading time in class? (d) Does the classroom teacher perceive that the amount of student reading and reading engagement has increased by students being given a choice in their reading

material? (e) How does allowing students to select their own reading material create motivation to read as compared to the student's own previous school experiences with reading? (f) How does peer/teacher discussion about individual books assist in the student's own understanding of the book? (g) How does peer/teacher discussion about individual books assist in student's motivation to read as compared to the student's own previous school experiences with reading?

This chapter provides a description of the data generated during the study from the participants and the results from the stages of coding the data which eventually led to identification of a theory grounded in data derived from observations of students' actions during silent reading and their various responses provided from peer discussions, journals, and final interviews.

Participants

While all participants attend Valley High School, they vary distinctly in their motivation for school and reading, their grade levels, and the current stage within their high school experience. The assumption of their varied motivation is taken from individual student decisions to select an honors English course as opposed to a regular English class. Also, other participants were inspired to choose the elective English course creative writing. Some participants were at the end of their high school career while others were in their second or third year of high school. Only one participant was a freshman. Eight of the participants were taking the honors level of English 11 while eight others were in the regular section of English 11 which included a collaborative special education teacher. Eight students were in a regular English 12 classroom and four students which included the one freshman were enrolled in a creative writing class. All quotes provided below in the description of participants are from the participant interviews unless otherwise noted.

English 12 Students

The first group of eight participants were enrolled in the English 12 class during the first block of the school day, and second semester classes which covered 18 weeks of instruction and began the second week of January. All English12 participants in the study started independent reading in January and ended their silent reading time the final Friday in May, having read each day for two nine weeks of instructional days as suggested in the English 12 curriculum guide. On the first day of the term, the teacher took the students to the library, and with the librarian, introduced the students to selections of young adult literature, graphic novels, and a wide variety of reading material found in the library. Some of the students stated in their interviews with me that the librarian and English teacher shared some of the books with them by holding books up and reading the back or by giving a quick synopsis. The students also stated that the librarian would assist them in finding books one on one by asking about their interests. At the beginning of the next nine weeks, the teacher took the class to the library for a second book talk with the librarian. Throughout the semester, students continued to go to the library individually with a pass from the teacher as needed. The English 12 teacher, Mrs. Abbey, stated that students read their self-selected reading mostly every day throughout the term at the beginning of class after the grammar warm-up was completed and discussed. She stated in her interview that she liked to read the young adult literature which the students were reading too. During the weekly reading observations, she was observed reading but was interrupted by phone calls. During these interruptions, the students appeared to stay engaged with their own reading. The time for silent reading was kept visibly on the smart board in the front of the room using an online time clock and modern pop music played over the projector speaker at a very low volume.

After 20 minutes when the timer sounded, the teacher prompted students to discuss their reading. On some days, students discussed in groups, and on some days, they were told to just turn to a partner and share. Sometimes they were given a specific topic to discuss about their self-selected material, and on other days, they were asked to talk about their books or reading progress. On the days in which I collected transcripts from peer discussions, the eight participants were grouped into two groups of four. A digital recorder was set in the middle of the table where each group sat during the discussion. The nonparticipants were grouped into separate groups in other areas of the room. All students in the classroom were assigned the journal responses at the end of the discussions. Four students completed eight journals, and four completed seven, missing one each due to attendance.

Importantly, this recreational reading was separate from the instructional reading which took place in the course. The curriculum for fiction reading in English 12 includes *Beowulf*, selections from *Canterbury Tales*, *La Morte d'Arthur*, *Macbeth,* or *Hamlet* and a few other short stories throughout the term which are left to the discretion of the teacher to address the standard literary objectives. In addition, the English 12 curriculum includes research objectives, and students complete all the steps in research with proper documentation. This component requires considerable non-fiction reading and textual analysis. The independent reading component was completed throughout the entire 18-week semester along with the English 12 instructional curriculum.

Brian

At the time of the study, Brian was 18 years old and had plans to join the military after graduation. Each day after his second class, he would leave school and go to work at a local car dealership. He was overheard in conversation with other students describing his race as not a

mixed race since his mom is black and his dad is white. He considered his race to be both black and white. His first book that he started reading in January was Chris Crutcher's *Deadline*. He stated in his interview, "That's my favorite book I've read." This text was introduced to him in the teacher and librarian discussion at the onset of the semester during the introduction to self-selected reading options for independent reading. Yet, the Percy Jackson series was also his favorite due to its being in a series and holding his interest. From responses in his interview, he was categorized as nonreader due to his lack of interest in reading prior to the course and minimal outside reading done throughout the term, but he wanted to clarify that he could read; he just chose not to read due to the lack of time. Though, he noted there were a few times over the semester in which he chose to read at home because he did not finish a chapter that day and would "just go home and finish it so I could pick up the a new chapter the next day." Brain said that he enjoyed the silent reading time because since he had to be in English, he should do something that would be entertaining to him. He was very surprised by the increase in the amount of reading that he had completed over the term.

Kendra

Kendra was 18 at the time of the study and mentioned in her journal that her dyslexia had frustrated her at times which forced her to slow her reading down when necessary to comprehend text. She considered herself a reader based on her renewed interest of reading she had discovered over the semester every day in English 12. She had already enrolled in a community college literature course the last month before graduating from high school and started the course the week in which I interviewed her. This first experience in high school with self-selected reading impacted her because she stated, "I do enjoy reading books now." She had not previously read unless it was required for a class. She stated that her opinion of reading changed once she found

a genre which she enjoyed. She wrote in her journal that she "likes [book] series because the story line is longer so that you're always wanting to read what happens next." She shared her plans to read over the summer and visit the local city library for more reading material.

Carla

Carla, also 18, found reading in English class "more fun" this year because she was able "to choose." During her senior year, she was actively involved in the drama department and choir. Her choice in genre has been realistic fiction in which she liked reading "about books that I can relate to or know people who can relate to it." She stated that her exposure to self-selected reading during the class throughout the semester in English 12 led her to read more at home. She felt that the peer discussions "opened my eyes to different kinds of books" and her motivation to read was impacted by "having time to actually read like the time in class." In her journal, she mentioned, "I love being able to read a choice novel in class because it keeps my attention." During silent reading time in class, she always initiated reading before being told to read, and usually she continued to finish a page or more after the timer sounded and discussion with peers started.

Ken

In his last journal entry, Ken, who was 18, wrote about being a boy scout as he found comparisons between himself and the main character of the book that he was reading. They both had leadership qualities, and Ken stated that he liked "to make other people comfortable." He shared that the character has "been in many tough positions and made hard decisions." During the interview, he had a far-off look to his eyes and gazed to the left as if he was thinking through the questions being asked while using his hands to clarify his points specifically. He smiled on question three about a teacher picking a book for the class to read together and replied, "Well I

have a short answer. I would not like that." Then he went on to explain that the book may not

pertain to him or his lifestyle, and he does think choice is a very important thing when picking a

book to read. When answering questions, he was reflective with his eyes and provided calculated

answers that appeared to be well thought out. He was capable of taking an honors-level class and

completed the dual enrollment college composition class offered at Valley High School last year

in which he earned credit for college and mastered his English 11 credit. However, he could not

fit honors English 12 into his schedule this year.

Deja

Deja was a library assistant all semester who helped shelve books and assisted in the

refiguring of the fiction section called genrefication as implemented by the school librarian.

When I asked her in the interview how she liked the new classification system, she replied that

"doing it was hard," but students have an "easier time" finding books. She was classified as a

reader based on her self-described history of reading independently and was very matter of fact

and straightforward when answering questions about reading. She stated that she had been

reading more than she usually read by being given time in English 12 to read in class. However,

she stated in both her interview and her journal entry that it may be "a good idea" to have

students read the same book at some point in a class to allow the peer or class discussion to be

easier and to see what each person would change about the book's storyline. In her interview, she

welcomed choice in reading by saying "having a choice is better than having someone else tell

me or force me to read." Next, in her journal, she referenced evidence of an important reading

strategy shared within the group in which students discussed what they thought would happen

next in their text. This form of prediction is a skill that can help build comprehension, and this

technique was fostered in a genuine atmosphere through the peer book discussions. Peer

discussions were a positive experience for Deja as she said in her interview, "When I'm

discussin it, it makes me feel like it's coming out in real life." After high school, Deja planned on

joining the National Guard and was 19 at the time of the interview.

Jack

Jack, age 19, stated that he was not a reader prior to this study, but I detected a very

strong general work ethic from his interview answers. During the interview, we discussed a few

books that he had started but could not finish due to his lack of interest, yet he refused to let me

use the word "quit." He stated with a smile, "I mean I don't like that word." He did say that if he

was interested in a book "a little bit," then he would keep reading it because when starting

something, he had to finish it. He was one of the students who had most impressed his teacher,

Mrs. Abbey, because according to him, he had never read books before this class. In the

interview when asked about whether he was surprised or disappointed about his amount of

reading, he stated he was surprised because "I don't read like that, and I read three books, and

I'm on my fourth one. And, I've never even read a book for every year of my life." He went on

to explain, "I've read more books in two nine weeks than I've read in my whole life. I'm

surprised! That's a good thing though." He planned to attend a junior college next school year

and play sports.

James

James was 18 and considered himself a reader when asked during the interview. He liked

reading books in a series. During his interview, he reflected much about previous reading

experiences throughout middle school and early high school. He resented being told to read

books only on his level in the reading program used in his elementary school because the subject

matter in what he perceived as lower level books was not interesting to him as he had desired

appealing topics for older readers. At this part in his life, he liked topics of relevance such as Tom Clancy novels as he planned to enter the military after high school. James was very verbal in his offering much description and reflection during the peer discussions and final interview. He appreciated the peer discussion, stating that it "opened me up to other books." He enjoyed independent reading time and not having to write about the reading. He was disappointed in himself for not reading as much but blamed his work schedule outside of school.

Tristan

Tristan planned to attend a college next year and to participate in a sports program while there. He came late to class many days and had poor attendance throughout the term; therefore, he missed much of the silent reading time. A couple of his journals were repetitive and short. When he did read, he read a chapter book that had been read to him in elementary school, or he studied SAT or ACT reading passages. He explained in one peer discussion that he liked rereading this book from his earlier days because of the fond memories he had for the main character. He stated that previously in English classes "we didn't really read very much, and we didn't have reading times every day." He did not realize the importance of reading until he "started reading again and I found out it's pretty fun to read. It actually helped me a lot on my SATs and my ACTs." His explanation for this was that when he read text, he really did not understand the text due to the higher-level words, but reading more in class helped him to read faster and learn to go back through the text to help him to comprehend what he was reading.

Creative Writing Students

The next four participants were in the elective creative writing class held in the first block of the day and taught by Mr. Mann. This class is chosen by students who may be interested in writing and was held for 18 weeks of instruction in the second semester of the school year.

Beginning the last nine weeks in the semester, this teacher assigned students to find independent reading and permitted time to read to be used as an instructional tool for the students' own fiction writing. The librarian presented a book talk similar to the one used with the English12 class in which she shared a variety of novels available and read passages or the back of the text cover to introduce books. After the library visit at the beginning of the new nine weeks, students could go to the library on their own with a hall pass to retrieve new books as needed, reading at their own pace.

During silent reading, the room was quiet, and Mr. Mann stood or sat at the front of the room reading his own novel. First, he set a large, manual timer hanging on the board which was visible to all students in the class, and then he began reading. When the timer sounded, the four participants would move to empty desks in the back of the room and group together to discuss the reading. The recorder was placed in the center of the desks. The non-participants quietly discussed as well but did not move from their seats. When discussion ended, Mr. Mann assigned journals responses to all students in the classroom.

Not all participants in this class completed all the journals. Some of these missing journal entries were a result of poor attendance. I was told that they also completed class journals or wrote short story excerpts in the course. I can only infer that the teacher did not find time to assign all my requested reading journals because of the other writing work completed throughout the four weeks in which my study was conducted. Out of the required 32 journals total to be collected from 4 students, I received only 7 journals.

Tonya

Tonya was 16 and a sophomore at the time of the study. She stated that reading could really interest her or be a challenge depending on the content. She further explained that "reading

outside of school is more difficult" because she was not "being forced to read." She said that if

she were made to read, would, but otherwise she lacked the self-discipline. She enjoyed peer

discussions to gather ideas for the types of books to read next. When asked about teachers'

choosing the same reading material for all students in the course, she responded that "most of the

time teachers are really good about it, and you get to talk to other people about your reading."

Her speculation about this instructional method could be related to her English 10 class finishing

a unit with Eli Wiesel's *Night* as the class- wide instructional text during the time of our

interview. When discussing the main character's actions from her self-selected novel being read

in creative writing, Tonya wrote in her journal, "I relate to that really well because I pride myself

in being a young, confident woman." Tonya appeared to be a very poised teen who enjoyed peer

discussions as peers helped her analyze her reading content.

Nataya

Nataya was the only freshman in my study and the youngest at 15 years old. She

volunteered to participate based on the script that I had read to the creative writing students on

the first day I had recruited participants. She explained that she enjoyed picking out self-selected

reading material because "I am reading it on my own time, and I just read it at my own pace."

She considered herself a reader when asked during the interview, but stated that she was

surprised by the number of books she had read throughout the silent reading time. She enjoyed

the reading time in the class but hated when the time ended and she had to stop reading. When

discussing the peer discussions, she said "I got to explain to my group like what's going on in

my book, and they would give me their input or their opinion." This interaction made her "think

on another level." Reading motivation for her came from "finding a really, really good book."

Nataya turned in only two journal responses and stated in her first journal that she could relate to

the character from her book. In the other journal, she gave credit to a friend for recommending

the current book she was reading. To be a student in her first year of high school, Nataya

displayed a thoughtful manner during her interview responses and contributed well during the

peer discussions.

Mia

Mia has been a reader stating that she probably had read 300 books from the school's

library in her past three years while attending Valley High School. Yet, she said she would "tend

not to read here at school cause if I bring a book with me, then I get distracted by it, and I don't

want to do my work." She shared that she thought the library's new organization of the fiction

selection would help interest more students in a variety of genres. She helped with this transition

during her assistance in the library during the last class of the school day. Mia preferred a teacher

to not pick books for her due to her fast reading pace. She found peer discussion to be beneficial

as:

> In ways like I found a couple books that [Kari] was reading and I wanted to like check
>
> them out. Um With [Tonya], I have actually been helping her with the series that she is
>
> reading right now because I actually read it, and she's like I don't understand this, and I
>
> explain to her what I understand of it. She's like, oh ok, and she's really into that series
>
> right now. And, it's kinda brought us together in class with our reading interview things
>
> whatever it's called. So, it's definitely broadened my horizons on my reading.

Mia said that her motivation to read came from "judging a book by its cover." She believed what

authors write is based on their attempts to interject themselves into the writing because the

process is "personal to them" along with the characters in which they have created. She said that

authors create struggle for characters for a reason. One journal included this statement from Mia,

"Nothing would ever cause me to NOT want to read ever." She spoke fast during the interview but appeared to think through her responses to the questions asked.

Kari

Kari is a reader who liked to read "to escape from everyday life." During the interview, she was soft-spoken but opinionated. She did not like assigned class readings because she would rather read at her "own pace." When questioned about the peer discussion after reading, she stated that by "having discussions with my peers, I realized how much we actually have in common when it comes to what we enjoy reading." She would have enjoyed to have more discussions. Her motivation came from finding books that she was "actually interested in." When asked if she had been surprised by the number of books read during creative writing class, she said that she was because she had "finished quite a few books" and only one or two had been downloaded on her phone. She had been offended by teachers in the past who had told her to put her book away that she was reading during their classes. She said she understood their request to not read while they were teaching, but not if they were only passing out papers, the teacher should not be bothered by her choosing to read. One area she found disturbing was the school library in which she felt needed more books and must have been "tacked on as an afterthought." Possibly, the library should be more centered for all learning to benefit from the resources available and not tucked away at the end of the back upstairs hallway.

Honors English 11 Students

The next eight participants were enrolled in the Honors English 11 course held during first block each day for 18 weeks in the second semester. During the first nine weeks, students read assigned literature based on themes but had a choice from a list that the teacher provided to create reading groups based on students' choices. Instructional novels included a mix of both

fiction and nonfiction texts. These students were given 20 minutes each day for silent reading all semester, but in the first nine weeks, they read assigned texts for instructional reading and study, and then the last nine weeks, they were allowed to select their own reading for recreational reading. At the beginning of the last nine weeks of the course, the students were presented with a variety of reading materials like the other classes from a book talk with the librarian in the school library. This group of participants voiced more of their appreciation than the others for their teacher's suggestions for independent reading in addition to the librarian's advice for reading materials.

During silent reading for the length of the study, Mr. Smith read his choice of novels in the front of the room after setting the online countdown timer which was displayed in front on the smart board visible to everyone. No music was played. During observations after the timer sounded, Mr. Smith always shared his reading content prior to peer discussions. The students listened attentively and some asked questions. For peer discussions, the eight participants turned in their seats to make two groups of four each, and the digital recorders were placed in the middle of each group. The other nonparticipants formed groups to discuss as well. The journal was placed on the board during peer discussions so that students then began writing their responses as they finished discussing. Three participants completed all eight journals, two completed seven, and three completed six responses. The ones missed were due to missed classes on those writing response days.

Antwon

Antwon stated in his final interview that his opinion of reading had changed because he "really didn't read before" while in high school, but since he had started reading again, he felt that he would read now in his "free time over the summer" He explained that he used to read in

middle school but had quit. He did not explain why this had occurred. He was certain that since he had started reading again, he would become a reader again. He also enjoyed peer discussions because he could appreciate other students' books, "but at the same time I get to share what's going on in my book to the point that I hope they end up reading the book too and get to experience what I am experiencing." The amount of reading he had completed over the nine weeks had surprised him, and he said he tried to get reading in at home "here and there" but worked outside of school. He had planned to proceed through the remainder of the books in the current series he had been reading because he had never finished a series before. He was at ease during the interview and used his hands to explain specific points he had wanted to make. One strategy that he found useful for reading was to look "through the eyes of the main character" because as a reader he could feel like he was there with the character. Antwon pointed out that when his teacher had given the class options for the instructional reading during the first nine weeks in the course, he had enjoyed reading his choice *The Things They Carried* by Tim O'Brien. He also read that book at home every couple of days. In his journal, he wrote about being grateful to be able to read his choice of book in class especially since his outside of school time was so busy with work.

Amanda

Amanda did not like to read in school. In her journal, she wrote that "reading daily is not important. There are better things to do." Her silent reading text during the month of May while I observed in the classroom was Wright's *Native Son* which was suggested by Mr. Smith her classroom teacher. She stated in her interview that she really did not know what to read during the silent reading time, and the book her teacher had given her to read had changed her impression of reading a little because this was a text she "wouldn't have gone after." When

asked about her impression of teacher's picking the same text for the entire class to read, she stated that was really the "teacher's job" and that this helped the entire class by reading the same text each person could share his or her own perspective. In her journals, she noted that peer discussion was something she really did not enjoy, but in her interview, she admitted that the students knew they would be discussing, so they were certain to read and pay more attention to the reading material. However, she clarified that she did that anyway. In her journal, she mentioned that by discussing her reading with peers she could summarize what she had comprehended for the time spent reading. Amanda did find the amount of reading she had completed in this class to be surprising because last school year the class did not complete silent reading, and this year she had read more than she had expected the course would require. One strategy she had stated that had helped in locating books was the librarian's method of explaining the sections in the fiction area and then telling about her favorite books from each section. During her interview, she had sat sideways in the chair and sighed a few times as if uninterested and ready to be finished.

Abbey

Abbey was very clear in her journals and the final interview that she did not read outside of school, and she did not have the time to read due to a part-time job and her participation in sports. When I had entered the class the first week of May for the first observation for silent reading, I shared some books that I and other students had enjoyed. Abbey chose to read *If I Grow Up* by Strasser based on my suggestion. Her first journal stated that the beginning of the book was "sad" and she had "really got into this book and that is surprising" because she "hates reading." During peer discussion, she "liked talking about the book" and the discussion made class "more interesting." She admitted in her journal that she thought by discussing the reading

material, it did "help" her "understand it better." She wrote in her journal that until she had "talked about the reading" she did not "realize" that the main character "has no choice but to grow up fast because of where he lives. For once, I enjoy reading." She said in the final interview that she had not "read that much since middle school." When asked if she had anything she would like to add, she stated, "I think it was a good time in the class for everyone to get to read a book in the class that they wanted to." She explained that by getting to discuss with peers she was exposed to different types of books. She was interested in the interview and restated each question appearing to want to understand the question and provide a thorough answer.

Secret

Secret attributed her ability to relate to the characters in her reading as the aspect which made her find the reading interesting. Some similarities included a deceased parent, and high school situations. In her journal, she recognized that reading is important and should be done daily to help a person "become a better reader and comprehend better." But, Secret wrote that she did not read outside of school because she was "too lazy." Yet, in her interview she stated that her book was so interesting and that she related to the characters, so she was "reading it as much as" she could in her "spare time." Secret was very complimentary about Mr. Smith's instructional reading techniques used for the first nine weeks in English 11 honors this term. She said that at the beginning of the term she had to pick a book to complete a research paper and the strategy helped her by allowing her to pick a book that interested her from an approved list supplied by Mr. Smith. She said categories were provided, and students had to choose a book from a category. She did state that she had wished that the peer discussion was longer. This time to talk had made her understand the text more while allowing her to develop an interest in other types of books which peers were discussing in her group based on the way they described those

books. Overall, the amount of time during this second nine weeks that she had spent reading

during silent reading surprised her because she had read the entire time with her choice book.

During the silent reading the first nine weeks while reading the assigned books from the chosen

category, she was often "bored" and would just sit "waiting for time to pass."

Emily

Emily shared in her interview that she considered herself a reader, and she loved reading.

But, when asked about a teacher choosing her reading material, she stated that she is dyslexic

and reading could be difficult at times. She said that she read 30 minutes a night on her own and

appreciated the silent reading time in class because when "you have a book you're really

invested in and you're really interested in, the characters and the plot" becomes enjoyable. In

both the interview and in a journal entry, Emily specified that reading helps "expand your

vocabulary and is important because it is good for your brain. It exercises your brain and

enhances your vocabulary. Reading makes you smarter, and the more you read the better you are

at it." She was not sure at first what to say about the peer discussion, but when asked if it was

beneficial, she stated that hearing others' opinions about books was "nice." She said that she is a

motivated reader, and if she has a good book, she will read it, yet she was disappointed that she

did not read more books over the term. In her journal, she wrote about being "too busy outside of

school to read," and that "homework and socializing could detract you from daily reading."

Ben

In the final interview, Ben reflected on his middle school reading experiences. He said

that his experiences in English 11 honors this second nine weeks caused him to remember when

he had the time and the ability to choose what he wanted to read. He discussed a graphic novel

Yummy by G. Neri that he had enjoyed while reading this past month. Ben wrote in a journal that

the peer discussion allowed him "to think about my book so I have to comprehend what the book is saying." Also, he enjoyed learning what classmates were reading to find other books to read. When interviewed, he said that peer discussion allowed him to think about the text a bit more, and sometimes when reading people, just move right through the text and do not remember what occurred. However, with the discussion, he could prepare for what he would talk about to give "a good description" to his peers as he discussed the reading. He stated, "I like that you know you have to comprehend to explain it to your peers." The only reading Ben completed out of school was homework and news related reading for current events. When reminiscing about his middle school reading during the interview, he had shown excitement in his words with a smile. He described a relatable character in one of his books as being like "all boys" who "eventually have to grow up and become a man."

Hunter

Hunter was not a reader and was very honest about this. He was involved in many sports throughout the school year. This spring, he had participated in both soccer and track, yet few students are permitted to play two separate sports in one season. He, did however, master both sports very well. Therefore, he was determined to only read the Allen Iverson biography, but that seemed to cause him to become very sleepy during silent reading, and he would eventually put his head down. So, on another observation day, I suggested *Yummy* a graphic novel by G. Neri which seemed to hold Hunter's attention better because I watched him fall into the sleepiness routine during reading, but he had to scan the pages for both text and pictures. Then he needed movement to turn the pages more often with this type of text which also kept his attention on the reading. In his second journal, he wrote, "Reading isn't important because it is boring, and I don't like it, but in another response, he recognized that reading increases vocabulary." During

the interview, he was very polite and well-spoken. He said his opinion of reading had changed during this time having read novels of his own choosing because the self-selected books were something enjoyable that he was interested in, and they had kept him awake. He wrote in his journal that in the peer discussions students had "talked about what we just read and gave a lot of detail." He continued to say that he "liked doing it because I picture it happening in my head while I'm telling about my story. That helps me understand more. I also got a picture in my head while listening to others." He said in the final interview that he was surprised that he had read that much during the silent reading time in the course. When I asked him if he had anything to add, he stated that my study was a good idea because it had proved that when students have a choice about what to read, "they will do it more often, and it's better for the students, and it's more effective, and it keeps the students attention more."

Jacob

Jacob said in the final interview that his opinion of reading had changed over the time spent reading and discussing with peers in this course. He said that previously he "was closed minded about going to any random book and reading it," but now he had become "pretty confident" and "could read almost anything." He attributed this to the ways his teacher and peers talked about books or would explain books to him for reading. He did admit that being assigned specific reading in a course can "force" a person to "bend and change" to concepts which one may not like, but this forced a person "to see a different point of view." He appeared to view this method as beneficial for creating new interests. In the interview, he referred to the peer discussions as a time which allows peers to find out more about each other and to "see how they break down and analyze" the text they were reading. When he talked to peers about his book, he wrote in his journal that he had to run through the detail in his head, and this peer discussion

reinforced what had occurred in the reading. Jacob wrote in his journal that reading was important due to the brain being a muscle which needed to stretch like exercise for the brain. He said that free time would motivate him to read. When asked if there was anything to add, he complemented the study by saying this "was nice and well done."

English 11 Students

The fourth course from which I observed and collected data was the English 11 class held the last block of instructional time of the day in the second 18-week semester. Data was collected from eight participants in this class. This class contained students with individualized education plans, and two teachers were assigned to the course. One teacher was the regular education English 11 teacher, and the other teacher was the collaborative special education teacher who was present to assist students with special learning needs and accommodations. During weeks two and three of my study, the special education teacher was not in the room but was involved in remediating students who had failed the Virginia standards of learning writing test. Those students had scored in a high range and could be retested again after remediation. Two of those students were study participants from this class.

Students started silent reading of independent novels for 20 minutes each day right after midterms had ended in the middle of March and after the writing assessment as the new nine weeks began. Even though students read daily for nine weeks, participants completed two journals and two peer discussions each week during the month of May for data collection.

These students also attended a book talk held by the librarian in the fiction reading area of the library when they began the silent reading time in their class. To start reading, Mr. Mann set the manual timer which was visible hanging in the front of the room and asked students to begin reading silently after the grammar warm-up. Both teachers read silently; Mr. Mann stood

in front of the students, and Mr. Black sat near a group of boys in a student desk. After the timer

sounded, the two groups of participants organized into groups of four and began sharing their

reading with digital recorders in the middle. Nonparticipants shared with partners or small

groups. While they were discussing, Mr. Mann projected the journal topic onto the board. He

usually prompted all students to transition to their writing response after peer discussion. Four

participants wrote six out of the eight requested journals, one wrote five, and one participant

wrote only one due to a prolonged absence. Of the students leaving for remediation one

participant wrote two and one wrote four responses.

The instructional reading curriculum for this class consisted of American literature

excerpts and workplace documents. The first nine weeks of the semester focused mainly on

essay writing and grammar correction in preparation for the standards of learning writing

assessment. The last nine weeks involved instruction for the standards of learning reading

assessment. Poetry and short stories were read but no novels were studied during this term.

Sophia

Sophia completed only one journal because she missed school most of the month of May

due to a medical procedure. She did participate in the silent reading which the teacher required

for students at the end of March and throughout the month of April while in English 11. From

her journal, she stated that she had been currently reading a book due to the popularity of both

the book and the author. In the final interview, Sophia stated that her opinion of reading had

changed over the course of this class because "it's not a bad thing to read and it doesn't make

you a nerd." She said that her amount of reading had increased, and she looked forward to the

silent reading time. The peer discussions impacted her because she stated that when "you say it

out loud it helps you comprehend it more; you know what's happening." She also found that

hearing about others' books had prompted her to want read that book when the student was finished. Romantic fiction texts helped to motivate her to read. When asked if there was anything she wanted to add, she shared that this silent reading of self-selected novels helped her to "enjoy reading more." During the interview, Sophia was quiet and soft-spoken.

Levi

Levi said in his interview that reading is "ok for younger people." Based on his interview answers, I assumed that he was more of a hands-on learner as he said that reading is fine if there are projects to accompany this activity. He thought that silent reading would have been acceptable if projects had been completed, but students should have been learning more about the subject area. Overall, he stated in his journals that reading is a "waste of time" and even "if the book is interesting" he would still "hate it." When interviewing Levi's English teacher, Mr. Mann, I asked what techniques he used to engage reluctant readers. He mentioned Levi by name, and said he thought he had pressured him to read enough of his book to tell what specifically he did not like about it. Next, Mr. Mann had said to Levi to read just a little more and "do not just say it's boring but what specifically is it that you don't like." This prompted Levi to keep reading to find out what he did not like in the book. However, when I observed the class during silent reading, Levi would read for at least 10-15 minutes when I was in the classroom. I did notice after that amount of time had lapsed, he did want to put his head down, yet for a portion of the time he appeared to be actively engaged and reading. After the silent reading, he could recount what had occurred in the text to his peers and his teacher.

Bella

When Bella was in elementary school, her family had moved to this area from Cuba after winning a type of lottery drawing to come to the area for work. Bella stated in her interview that

she used to hate reading, but then a librarian and her teacher introduced her to books in middle school, and she started to like reading. She wrote in her journal that she read outside of school. In both the journal and interview, she said if the book was good, she would read it and sometimes stay up late reading. However, she explained in her interview that she read the Bible nightly with her family and was expected to read "Bible books" at home as to study for church. She explained these church texts were not fiction like the ones she checked out to read from the school library. She liked the peer discussions after reading time as it allowed her to get to know what others liked to read, and she "found out that certain kids in our class like some books that I wouldn't have thought they liked." The amount of reading she had completed had surprised her because throughout the school year prior to English class she had not picked up a book to read except for the books for her church. Then in English class, she read books because she was expected to, and she realized that she liked reading. At the end of peer discussions, she always yelled out loudly "we're done!"

Silas

Silas completed only two journals. He participated in the study the first week and the last week. During weeks two and three, he attended remediation with the collaborative Special Education teacher during English class time to prepare for standard of learning writing retest. Even though Silas' input was less than the other participants, the information from his journals and interview was insightful. He stated in his interview that he is "not a fan" of reading but would read if he could relate to the book. This desire to identify with the content was also mentioned in his final journal. In both formats, he stated that he wanted to read about a person's life and "what they went through to get to a certain point." He would like to read memoirs of a person's life from youth and experiences growing up. Silas said if he had the opportunity to go to

the library and pick out his own book then he would read it. He mentioned a book from last term that someone told him was being made into a movie, so he carried it with him and read it on occasion but never finished it. He said he enjoyed silent reading time with "the right book." Also, the peer discussions did help him understand what he was reading because when he realized that he would have to read and focus and then discuss the reading with peers; he said he became motivated to read. He stated that he did not want to look like he was "slackin around" in front of his classmates. He explained he did not want to "be lookin stupid not knowin what you be doin." When asked about strategies teachers used to help with reading, Silas again discussed that he liked books detailing "what people actually go through". He said sometimes the librarian or teachers had made assumptions about what students like, but he said he would not "sit there and read it." Silas said he was disappointed in the amount of reading he had completed based on his past and that he "used to read a lot." He intended to push himself to start reading more. He said when he used to read he would read the text and then go back through to understand any concepts that had been vague which implied interactive reading. When asked if there was anything he would like to add, he had some advice. He stated that "if there was like a kid like me who struggles just a little bit, try to, like, let him read more. It will help you more in the long run." He suggested not just handing a book to students, but to see if there are books they may like. He made sure to tell me that he would be moving to New York at the end of week four of my study and wanted to make sure that I could get his interview conducted before he left.

Richard

Most of Richard's journals were unreadable because he appeared to just scribble words very sloppily across the page. The first two were somewhat deciphered as he gave the summary of his book then wrote about the previous peer discussion where an overview of books were

given. In the interview, Richard said he "was not at all surprised by the book choices of anyone" in the group discussions. He talked about his classmates as they were beneath him. For instance, when asked about the peer discussions, he said he "actually had to talk to people." I asked if this impacted him by listening and discussing with others. Richard stated that he "really didn't have high impressions of them [the classmates] before. It hasn't changed much." He spoke of his previous English 10 experience and seemed to take pleasure in sleeping through the course, yet he had earned a B while everyone else, in his opinion, had failed. He stated that he did not "do that much reading outside of school" other than "news articles or other media." When asked if he had been surprised or disappointed by the amount of reading he had completed in this course, he said he was disappointed because the class was really behind and did not accomplish as much. I reminded him that silent reading was independent and that he had a choice to read and push himself. At that point, he assured me that he does read extensively. He mentioned that maybe he should have taken an honors level English course, but he thought he probably would not have been recommended because he had slept through his previous classes. When I asked if there was anything thing else to add, he stated that it was just poor teaching when a teacher assigns a book without allowing time to read it in class, and that the students were just going to go online to read the summary on SparkNotes ten minutes before class. His manner of speaking was straightforward and started out with short answers for the interview questions but quickly turned into longer responses once he opened up.

Ava

Ava stated that she really did not like reading at home and did not "feel the need to read outside of school." Her reading impression had changed "a little bit" because she usually would not like talking about what she read in class, but since the peer discussions occurred she "got to

know everybody" and was not "afraid to talk" about her book anymore. Before a few of the peer discussions, she needed to take time to write down what she had read prior to the discussion to remember the storyline. She liked reading books which matched her personality because she "has a lot of stuff "in her life to "go through." She stated that reading more often in class motivated her to read. The types of books that she liked to read were romance novels taking place in high school. She was very genuine and honest with her answers during the interview but required time to think through her responses to the questions.

Juan

Juan participated in four journal entries because the other four days he was not in the class. He was being remediated in another room for the writing standards of learning assessment by the collaborative special teacher which Juan would be retaking soon as his score had been failing but was high enough to retake after intensive tutoring. He wrote in one journal, "I usually like to read about sport books." He also wrote in another journal that he "loves to play basketball" and that was the reason he had chosen the book he was currently reading. In the interview, Juan stated that because he is athletic, he chose to read books about sports. So, this was the strategy he has used to locate books with the help of the librarian; he gravitated towards his interests for reading content. His responses were very matter of fact and immediate during the interview. Whenever he was observed, he was always jovial and willing to join any group for peer discussion. During the interview with Juan, his response to how he felt about reading books was "there's some books that I really don't like but I kinda act like I like em just to actually read em I guess." I inquired as to why he acted as though he liked the books, and he said that "something might change say like in the middle of the book say this is a little twist in the story, so now I'll keep reading em cause something else might change." His opinion of reading had not

changed during the silent reading time provided in class, but he did enjoy having his own book to choose to read about sports. But, when discussing silent reading specifically, he did say that he had to be in the mood to read, and if the book was "the right kind," then he would be happy so he could "finish it and see something new in the book." When asked about peer discussions, Juan said it had not really impacted his reading other than being "nice to know what everybody else's reading about." For motivation to read, he said he did not really know of any because "If I feel like reading, I will. Nothing motivates me." He did not find his accomplishments in reading over this study surprising or disappointing. He said, "It's been kinda good. Not really what I anticipated to reading. I still finished a book and a half and that's pretty good for me cause I don't read that much, but it's pretty good." Juan's responses were quick, and he was ready to be finished yet willing to provide helpful answers.

Bobby

Bobby participated in six out of the eight required journals and was absent on the days he did not write. When asked to explain in a journal why he chose the particular book he had been reading, he wrote, "I chose to read my book because I plan to enlist in the army and become a ranger and join special warrant community. This book is real life stuff." In another journal, he wrote that he liked to read "nonfiction books more military related than anything else because I love anything to do with the military, and I'm going in the army." Yet, on the seventh journal he simply wrote, "I do not feel like reading anymore as it is the end of the school year." Bobby stated that he was "not really much in to reading" because it was "not his thing." However, he did say that if he found a book which interested him, then he would read it for the topic. Importantly, when asked if his idea of reading had changed, he said that yes it had changed because he had realized "that reading can be fun." During the interview, Bobby reflected that the

last time before this class experience in which he had read silently in class for 20 minutes had been in middle school, and he was not expected to read in grades 9 and 10. So being given a choice about reading was enjoyable to him in that he could choose his own interesting topics. While he did not read outside of class or school, he liked the silent reading time because "it's a peaceful thing." He found the peer discussions to be a beneficial aspect to the reading activities because he gained ideas from peers about other books and different topics he had wanted to explore for reading. Bobby said that his motivation to read would have to be a book that benefits him in some way such as helping him learn or of interest to him. He was surprised about the amount of reading he had accomplished in class over the time provided in the term. When asked if he had anything to add, he stated that "in high school, it's kind of free to read what you want and there's more of an option and there's more mature books." Bobby appeared to be a very respectful, polite young man who was very focused on his future goals for joining the military.

Results

After collecting data in four areas, transcribing recordings, and assembling collected information into comprehensive charts to highlight commonalities, I formed categories through constant-comparative analysis of data. This organization of data allowed me to generate open codes for each area of data collection (see Appendix K for the categorized list). Next, the open codes were combined into categories and condensed into themes (see Table 3).

Table 3

Open Coding of Combined Data Collection Areas with Themes Identified

Open Codes	Record of codes across all data categories	Categories of Themes
anticipated reading	(8)	motivated reading behavior
focused, active, close, engaged, interested, comfortable reading	(61)	motivated reading behavior

distracted, unprepared reading	(25)	reading behavior
continued reading	(8)	motivated reading behavior
help/suggestion for reading material In vivo codes (students' words) "ask what I'm into," "asks my career interests"	librarian (11) peer discussion (15)	influence/suggestion for reading materials
In vivo codes about reading in-class: feel "accomplished," "gotta just keep reading," "that book's gonna be good cause she is that far into it," "a really good book," "fun read," "it caught me," "quick read," "stuff starts going down," "my book is about real stuff," "Now I don't have a problem with reading," "now enjoy reading in free time," "has really kept my attention," "reading more than normally read," "do enjoy reading," "making good reading progress so far," "pulls the reader in," "reading is important," "good book that appeals to interests," "never read before this year," "enjoy reading," "know reading will help me," "freedom to enjoy," "not fall asleep," "can read anything now," "enjoyable," "helped me enjoy reading"	verbalized/identified reading advantages (41) changed reading opinion (21 out of 28 participants) surprised by reading amount (21 out of 28)	positive reaction to reading in class: • enjoyment • engagement • change: renewed/ increased • surprise by amount read • motivated
reading content: real life, historical fiction, teen issues, high school issues, teen language, supernatural, dystopian, teen drama, opposites attract, teen literature, suspense, sibling drama, gangs, self-help, romance, rebellious, high school sports, military memoir, action, suspense, fantasy, relatable story, connects real-world, future career choices, relatable	teen (drama, love story, literature, genre, interest, revenge, issues, language, high school) (25) relatable story or characters (16) dystopian (3) real life (5)	reading content: • varied • relatable • interesting • self-chosen • realistic

characters, researchable, futuristic, identifiable character, heroic characters, being able to choose, choice creates interest in plot and characters In vivo codes: "interesting," "characters are like me," "amazing book," "very exciting books," "relate to my life," "gets your attention as soon as you read it," "book is real stuff," "interesting to read," "students should have a say," "through the eyes of the main character," "not being forced to read something I don't like," "if I pick it, I will read it," "get to choose," "pick my own book," "picky reader," "random books," "book with good meaning or moral value," "lets me choose my own book," "right kind of book," "been kind of good," "books will benefit me"	"interesting" (32)	
peer discussion: makes connection, predictions, analyze plot vs character, aids comprehension, helps summarize, learn new things In vivo codes (students' words) about peer discussion in-class: "Peer discussion is fun," "knowing other books interests me," "talking helps understand," "talking helps understand," "think about books and comprehend what it says," "picture what is happening in my head," "like interacting with peers," "get a feel for other's books," "peers get to know different types of books," "nice hearing other's opinions,"	interested/active listening (11) recount summary (53) positive or helpful comments (20)	reaction to peer discussions • enjoyment • beneficial • positive

|		
"knowing you will talk about it," "telling about it helps," "saying it out loud" helps comprehension, "cool to hear what others think," "nice to know what everyone is reading about"		
graphic novel, short story, series, nonfiction, poetic verse, drama (play)	(6)	types of books • varied
time provided: no time out of school, keeps entertained, wish was longer, values reading time, didn't realize how quickly to get through a book, class time, look forward, like quiet and reading, enjoyable, have choices so read more In vivo codes about time in-class to read: "taking my time," "given time to read," "slow reader," "fast-paced reader" "free time,"	referenced time (15)	time in class to read • valued • anticipated • desired

In the final stage of open coding, I identified the following categories of themes:

- motivated reading behavior

- influence/suggestions for reading materials

- positive reaction to reading in class

  o enjoyment

  o engagement

  o change: renewed/increased

  o surprise by amount read

  o motivated

- reading content

- o varied

- o relatable

- o interesting

- o self-chosen

- o realistic

- positive reaction to peer discussions

  - o enjoyment

  - o beneficial

  - o helpful

- types of books

  - o varied

- time in class to read

  - o valued

  - o anticipated

  - o desired

These open codes were then organized into the six themes used to determine the core category in the axial coding paradigm (see Figure 1). Those six codes generated from the culmination of data collected about participants' experiences include motivated reading behaviors; influence and suggestions from the librarian and peers; renewed, increased, positive reaction to reading; reader-identified varied, interesting, and relatable content; positive reaction to peer discussions; and time in class to read and discuss.

Figure 1
Axial Coding Paradigm Diagram
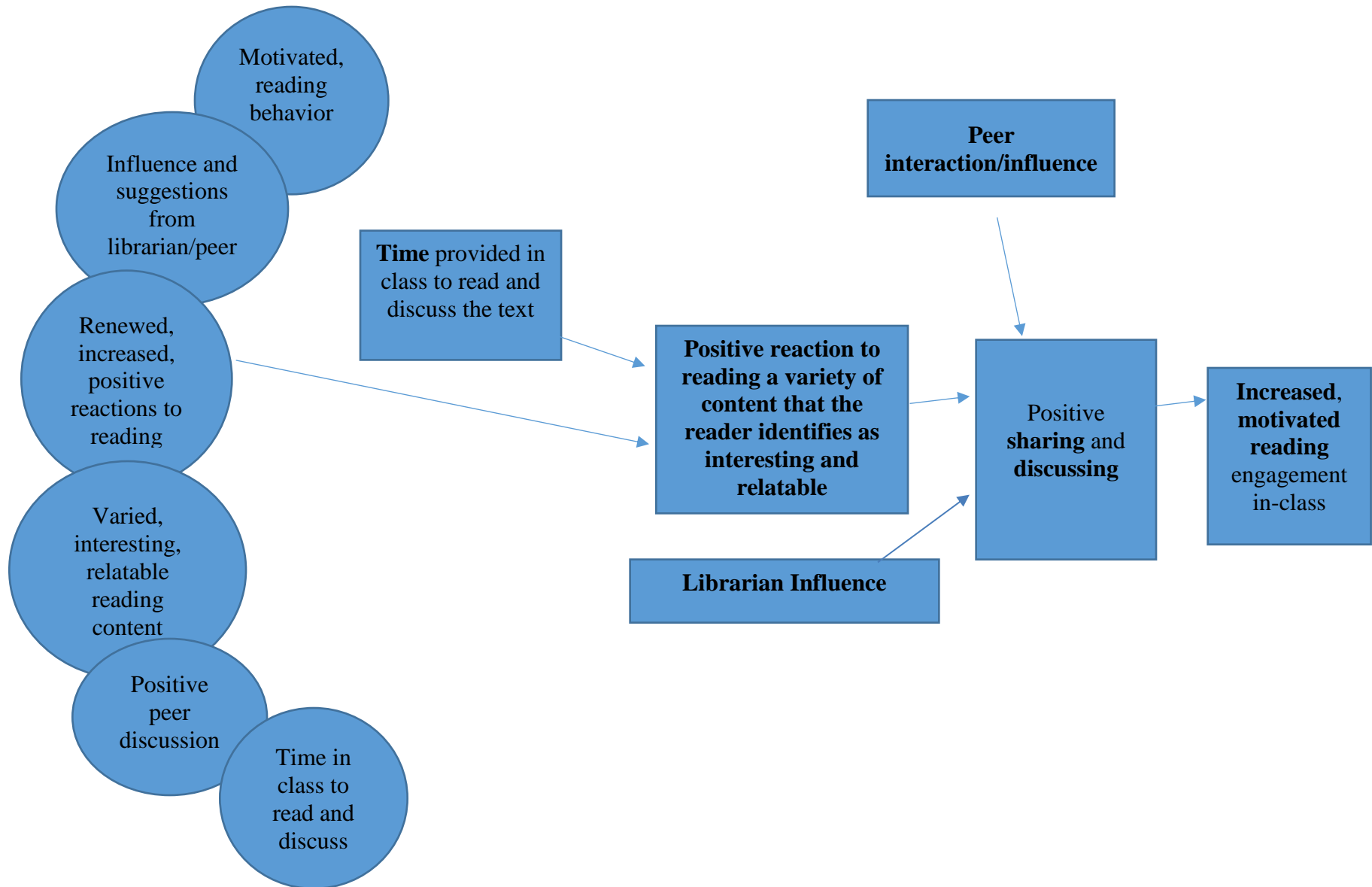
Analysis of Theoretical Model

Positive Reactions to Reading a Variety of Interesting, Relatable Content

A core phenomenon is the central category formed in the axial coding stage which creates the foundation for generating a theory and is selected due to category relationships, the rate of incidences found within the data, and the distinct influence for generating a theory (Creswell, 2012). In this study, the core phenomenon was found to be the students' positive reaction to their in-class reading experience facilitated by their teachers in their classes. This renewed and increased reading interest occurred due to the reading content which students identified as "interesting" and relatable. The students' appeal to class-time reading was enhanced by the variety of reading content which they found stimulating or motivating. This central idea located within the center of the process suggests that based on students' perspectives they enjoyed reading content with which they could identify as being relevant and stimulating for them to be engaged in reading. As each participant was unique to the study, so were the student's interests in reading content. Their reading enjoyment was derived from the variety of texts they had selected to read during silent reading. More specifically, the context under which this core phenomenon of reading interesting material occurred is related to the students' choices for their individualized reading material with beneficial teacher facilitation.

Based on in vivo codes or participants' own words about their in-class reading content and experience, students wrote or verbally identified positive reactions 41 times. From the interview 21 out of the 28 participants stated that their overall opinion of reading had positively changed based on the time devoted to reading and discussing with peers in class. Information collected from participants about their in-class reading suggested they had a positive experience of enjoyment, engagement, and renewed interest in reading along with a surprise for the amount

of reading they had accomplished over time. This can imply an increased motivation for reading. Some comments collected from data which suggested participant interest included "gotta just keep reading," "it caught me," "has really kept my attention," and "good book that appeals to interest." Phrases suggesting a change in perspective included "Now I don't have a problem with reading," "Now I enjoy reading," "reading more than I normally read," "never read before this year," and "helped me enjoy reading." More positive outcomes from students included comments like "freedom to enjoy" and "can read anything now." This positive reading experience appeared to revive students' independent reading enjoyment or expose them to self-selected reading options which could benefit them, especially when a variety of content is used.

From the participants' journal responses, the word "interesting" was used 32 times to describe the books being read. Five participants mentioned reading books from a series or trilogy. Specifically, Brian wrote that reading a series makes the reader want to keep reading more about the story. Kendra wrote that a series of books compels the reader to finish the whole set. She liked reading a series of books because the storyline becomes longer, and the reader desires to know what will happen next. James wrote that "some people may enjoy a relatable story rather than an interesting, action packed" reading. He stated that instructional reading can be historic and not as interesting. From the journal entries, there were 16 incidences in which participants mentioned that the characterization or plot was relatable or included concepts with which they could identify. Some of the identifying content features involved high school situations or memorable characters whose lives were understandable to the participants.

During the peer discussions, students also described their reading material as "interesting" and mostly provided the summary or content for their classmates. In addition, participants verbalized the positive aspects of their books and provided explanation as to why

they were prompted to continue reading or what specific incidences made the content engaging to them. Examples of some comments students made during the peer discussion include the following: "When a book is right, it's hard to stop reading;" "That's book gonna be good cause she's that far into it;" "A really good book;" "fun read;" "stuff starts going down;" and "My book is about real stuff." Understanding teenagers, these statements can be very vague in their meaning. Therefore, a closer examination of the reading content reveals the specific subject matter they chose to read which held their attention and interest.

The content these participants read included adolescent topics discussed 25 times in all the collected data, dystopian stories were mentioned three times, and real-world connections were made five times. Teen topics included subject matter with dramatic situations, love stories, revenge, high school issues, relationships, and teen language. Specific genres of books being read were graphic novels, short stories, fiction, non-fiction, suspense, fiction written in poetic verse, and dramatic plays.

As the teachers were interviewed, all four were asked about the types of reading resources to which the students have access and about the most popular materials being read by students in their classrooms. Mrs. Abbey said students have access to graphic novels, nonfiction, biographies, different genres of fiction, magazines, and a variety of young adult literature. She also shared that the library had books on tape, but some students chose to read using electronic devices such as their phones as they had downloaded books. When asked about the most popular books, Mrs. Abbey said that the class which contained the participants for the study had mostly males, and they liked reading realistic fiction and science fiction books as the two most popular categories. She clarified that the reluctant readers liked realistic fiction. Specific titles of popularity that she mentioned were *Gym Candy, Crack Back*, the Percy Jackson books, and

Deadline. She then explained that if a student is not interested in reading at first, *Deadline* is "a go-to book" and once students begin to read it, "they get hooked." The girls in Mrs. Abbey's classes liked to read books by Ellen Hopkins, and one student had read the entire *Cinder* series. A few girls chose to go back and reread *Twilight,* and one girl did so in three days. She added that she, too, had been reading these books because she enjoyed young adult literature as well. This commonality with students helped her to provide suggestions for readers searching for books of interest.

Mr. Mann, who taught creative writing and English 11, said that his room contained "a very limited collection of fiction," and the library provided "more modern, teen-friendly" texts for students to read. He said his students were reading realistic fiction, teen fiction, and content with "high school drama." The instructor for the honors English 11 course, Mr. Smith, responded that students would have access to anything to read, especially since they had downloaded books on their phones and iPads. The popular reading content in his class centered on topics of "realistic teen fiction, drugs, and depression" which could be issues that teens were experiencing like "conflict with parents, self-image, or self-esteem." The English 11 collaborative special education teacher, Mr. Black, also stated that students have access to any content due to their phones and technology but warned teachers should be careful to monitor what students are reading very closely when they are reading in class. He found that popular reading content included dystopian novels and books that contain vampires, zombies, and fantasies. All four teachers appeared to be aware of participants' reading interests and recognized the individuality of their students' choices.

All participants stated that they enjoyed selecting their own reading content. When students were asked specifically during their interviews about what would motivate them to read,

a large majority responded that a choice in the material based on their own interests would motivate them. Some participants felt that they were reading more during this class-time experience due to having a choice in the content. Six participants specifically stated that when they are given the opportunity to choose their own reading material they knew they would locate an "interesting" or "appealing" book which made the experience more "enjoyable" or would help them to stay focused on reading. Five participants added that in addition to self-selection, being given time to read also contributed to their motivation to read during silent reading time. Importantly, students must find the reading content to be relatable and interesting to be engaged and motivated to read during the time designated for a positive reaction to result from reading.

Time Provided In-class

The causal conditions affecting the core phenomenon are those which influence the core category (Creswell, 2012). These conditions are "the events or incidents that lead to the occurrence or development of a phenomenon" (Strauss & Corbin, 1990, p. 100). The category which has influenced participants to read material they identify as relatable and interesting has been the time provided in class for them to read and discuss their text. By teachers providing a consistent, designated time for the activities to occur, participants could enjoy their experience to read a variety of content and then discuss with peers.

In the open codes, the concept of time was referenced in 15 incidences. Many participants stated that they did not have time out of school to read, and some desired the silent reading time to be longer. Their responses indicated that they valued the silent reading time, and they did not realize how quickly they could finish a book. Students said they looked forward to the "quiet" reading time and found it to be "enjoyable." Some participants stated that they were reading more in general due to the time being given in class. By given time to read in-class, 21 out of the

28 participants were surprised by the cumulative amount of reading they had individually completed throughout the duration of time that their teachers designated for their classes to read silently. While each teacher completed the silent reading daily for approximately 20 minutes, the English 12 students read for 18 weeks, the English 11 students read for nine weeks, and the creative writing class read for four weeks.

Participants' silent reading behaviors were observed during silent reading times twice a week in each class. Notes about participants' reading behaviors were recorded intermittently on observation logs approximately every three or more minutes or when obvious distractions occurred, to observe if participants were affected. During silent reading observations in all the classes, anticipated reading occurred eight times. This was defined as situations in which participants already engaged in silent reading or were transitioning to that behavior prior to the teacher verbally announcing the time to begin. On-task reading behavior was recorded 61 times throughout the four weeks during the classroom silent reading observations. This included focused, active, close, engaged, interested, and comfortable reading Distracted and unprepared reading behaviors were recorded 25 times over the four-week study. This included off-task reading by students looking up, being distracted by their personal cell phones, or by distractions of others entering or leaving the classroom. Also, in this distracted and unprepared grouping were those incidences of students not having reading material for that day. At the end of silent reading time when the timer sounded, eight incidences were recorded in which students continued to read for an extended period. When examining the silent reading behaviors observed twice a week in each of the four classes, the amount of motivated behaviors outweighed the off-task behavior. As students were provided with consistent silent reading time, they were engaged in reading more than being distracted and off task.

During the interviews, students reported that the time provided for peer discussion gave them an opportunity to be exposed to new genres and helped them to gain new perspectives and opinions about their own reading material. A few students mentioned that they lacked time out of school to read and they valued the reading time given to them in class each day. Some wished the time could be longer and did not realize how quickly they could read a book. One participant mentioned enjoyment for the silent reading time because "knowing you will talk about it" would be helpful. Another participant did include that he was sure to read during silent reading because he did not "want to look stupid" when books were discussed after the reading. The designated time to read and discuss the independent reading materials were activities which the students expected due to the consistency provided by the teachers. This consistent time provided by teachers for participants to read and discuss influenced the core phenomenon for students' positive reaction to reading a variety of self-chosen material.

Influence from Peer Interaction

The "contextual and intervening conditions" are the "specific and general situational factors that influence the strategies" of action or interaction which connect to the core phenomenon resulting in the consequences (Creswell, 2012, p. 426). Likewise, Strauss and Corbin (1990) identify the context as the exact properties which relate to the core category and act as the conditions influencing the specific strategies of action or interaction being accomplished from the core phenomenon. The influential force of this study has been the peer interaction which took place after students read independently in class each day. Peer discussions allowed students to apply critical thinking skills to the texts being read.

During peer discussions of each participant's individual reading material, students independently applied literary devices and used metacognitive reading skills to interpret the text.

For instance, students made connections, predictions, and analyzed the plot or characterization from their own reading as well as from others'. They listened to each other recount the summary and then provided useful or helpful comments to aid peers in their comprehension. From the interviews, eight participants mentioned that the peer discussions assisted them with analysis or comprehension of their own reading in some way. Based on transcripts from peer discussions, active listening was recorded 11 times. This type of listening included peers asking questions about the content from the participant's texts being discussed. Specifically, students said "peer discussion is fun," "knowing other books interests me," and "talking helps understand." A participant expressed that it was "nice to hear other's opinions." Another student stated that peer discussions helped to "picture what is happening in my head." A discussion forum about the texts being read permitted students to make meaning of their texts by thinking aloud when summarizing their storyline with others. This interactive strategy had a positive influence on the reading process.

Influence from Librarian

The intervening conditions act to broadly influence the action or interaction strategies (Strauss & Corbin, 1990). This general condition affects the strategies of action related to the central idea and may use available resources to facilitate this process (Strauss & Corbin, 1990). Specifically, in this study students enjoyed independently selecting a variety of interesting, relatable reading materials and being given time to read; however, students benefited from guidance and suggestions from the adults who facilitated their reading. The specific intervening conditions for this study was the librarian's influence which helped students with their reading selections. Students may have appreciated the opportunity to choose what they read during class time but also benefited from facilitation to help narrow their choices. Participants mentioned

their librarian's help and some teacher assistance as an influential factor in locating interesting

books to read. When asked about help or suggestions given for reading material, 11 participants

mentioned specific influence from the librarian. From the interviews, students recalled how the

librarian described genres, offered examples of books, and suggested students read the book's

back cover, first chapter, or random pages within the book to determine an interest in the content.

The librarian's influence was helpful and sought by some of the participants in the study.

Importantly, all participating classroom teachers began their silent in-class reading by first

visiting the library to have the librarian share a booktalk with students. While participants

referenced some teacher assistance for locating books for silent reading, most mentioned that

suggestions came from the librarian's expertise about specific reading materials.

Positive Sharing and Discussing

Strategies are "the specific action or interaction that result from the core phenomenon"

(Creswell, 2012, p. 426). Strauss and Corbin (1990) recognize this component as a process which

works to link the "sequences of action" resulting from the core phenomenon (p. 143). The

activity for this study occurring from the central category was the positive sharing and discussing

of a variety of reading materials. Communication about this process occurred throughout the

reading experience. The collaborative outcome was evidenced by the conversations which took

place with the librarian, teachers, or peers when students searched for books to read, and with the

aid of discussions after silent reading, to share and understand the text being read. Verbal

interactions created opportunities for exposure to a variety of texts, higher level thinking skills,

and a positive reading experience for participants.

From the open codes, there were 20 positive or helpful comments made about peer

discussions which followed the silent reading. During the interviews, students reported that by

peers discussing their reading, they were exposed to new genres, and this sharing time helped them to gain new perspectives and opinions about their own reading material. Ten participants specifically stated that by hearing about peers' reading content they gained ideas about other genres which may be of interest to them. As an influence for locating reading material, participants attributed the peer discussion 15 times as assistance.

When participants were asked during the interview what useful strategies the teacher had used to interest them to read, the students mentioned book description, examples of content, and providing time to read. Specifically, the librarian's booktalk or assistance was referenced as assisting participants 13 times in the interviews conducted. Visiting the library to locate books was mentioned as well. Teachers were mentioned 7 times. Many these references to teachers and the librarian were examples in which students stated that these individuals helped to describe books, suggest books, provide strategies for picking books, or led students to discover materials which they found to be interesting for reading. Importantly, the majority of participants recognized the resource in which the teachers and the librarian played in their discussing and sharing with them to locate books for independent reading.

During their interviews, the teachers were asked about strategies they had used to motivate students to read. Mrs. Abbey stated that she took students to the library for booktalks, and the librarian shared about the different types of books that were available for students' independent reading. Mr. Mann said that he asked students how "things are going in their books" and had involved the students in discussions about the content. He also stated that he modeled a discussion by sharing his book because he thought that the students were interested in his reading content. Mr. Smith did not speak of this specifically in his interview but was observed after every silent reading time sharing his book content before the students had their own peer discussions.

He was a lively energetic teacher who could make his reading content sound very exciting. Mr. Black, the collaborative teacher in the English 11 class, stated in his interview that by talking to students and exploring their interests he had helped them to locate books.

Communication from adult facilitators and peers taking place with participants to locate books, to discuss the variety of books available, and later to share the content being read impacted students' independent reading time creating an enjoyable experience.

Increased, Motivated In-class Reading

Based on the connections drawn from axial coding, the paradigm model displays the consequences which are the outcome of the influential context, intervening conditions, and interrelated strategies derived from the core phenomenon (Creswell, 2012). Strauss and Corbin (1990) state that the consequences can occur at present or have potential to happen later. In this study, the emerging outcome from the core phenomenon has been an increased, motivated reading engagement completed in-class by the participants. This change in reading behavior was based on the participant's perspective provided in data collected from journal writing and interviews. In addition, the teachers shared their observations of students' interests in reading content over the time granted for reading and discussion. Observation notes from in-class, silent reading throughout the course of the study helped to supplement the data collection. Conversations during peer discussion also provided information about the process.

Of the 28 participants, 18 were considered non-readers based on the interview question "How do you feel about reading?" Some students were asked directly while others provided information which clarified whether they read independently on a volunteer basis, helping to label those individuals as a reader. Therefore, ten students could have been considered individuals who chose to read on a regular basis without being prompted. In addition, 21 students

recognized a change in their opinion of reading based on the time spent reading in their class. By examining both categories, 16 out of the 18 identified nonreaders reported a change in their opinion about reading after the time spent reading in class. Five students who were readers reported a change in opinion about reading after participating in the reading time in their class. From the results reported, half of the readers experienced a change in their opinion about reading, and a large percentage of nonreaders recognized a change in their reading opinion as well. Therefore, these results could imply a renewal or increased interest in reading based on participants reported changed opinions.

When individually asked if participants were surprised about the amount of reading they had completed in the designated time over this current semester, 21 students were surprised, two were not surprised, and four were disappointed, explaining they had wanted to read more but lacked the time. One person specifically commented about having pride in the reading amount within the past term; this student had been categorized as a reader. Of the participants who were surprised about the amount of reading they had accomplished, 15 of those were identified as nonreaders. A large majority of the participants who did not read on a regular basis prior to the class or outside of school, showed surprise about the amount of reading they had completed while in their class that term. Only two participants who showed evidence of being readers were not surprised; thus, reading may have been an ordinary pastime to these individuals. Expressing surprise in the amount of reading having occurred denotes an increase based on the student responses.

Participants were asked how they felt about the silent reading time in class; 26 students responded that they liked it. From the other two participants not giving that response, they did not say they disliked silent reading. One answered that if projects were involved the reading

experience would be better, and the other participant responded, "if the reading time was quiet." The reading times for that participants' class were quiet during the silent reading observations. From the overall responses, all the participants except for two said they liked the silent reading time and this represents enjoyment for this activity.

All the classes had begun consistent silent reading and peer discussion prior to the study and data collection. The four teachers had previously chosen to implement these strategies into their curriculum. Mrs. Abbey allowed students to read self-selected texts in class the entire semester, and she stated that students started out by attempting to avoid reading. Some students would ask to go to the restroom, sharpen their pencil, stare off, or do everything possible to avoid reading. However, she stated that "once they got started reading they were kind of embarrassed that they liked it. Then they kept reading. They didn't want to, but they did." These behaviors were not observed during data collection because the students had been reading for 14 weeks prior to the study being conducted and data collected. The reading time and discussion in this English 12 classroom had already been developed on a consistent basis.

Mr. Smith's students had also been reading prior to the four-week study. During the first nine weeks of the course, his students were reading consistently each day, but they were reading instructional texts with common themes for the required class reading. These texts had been selected by the teacher and placed on a list for students to choose. Then after the midterm, students read self-selected materials daily as their independent reading which was separate from the instructional texts being studied in class. So, while students had read each day in Mr. Smith's classes, they had been reading self-selected texts only five weeks prior to the data collection. Mr. Smith said at first many students complained about daily in-class reading, but he insisted that it was required, and this was a task all would complete. He said he then began reading too. Each

day as he would read, he would look up to monitor the class, and the students eventually began reading more consistently. Next, he stated that by sharing the reading and discussing it together, this activity interested the students and helped to model effective understanding of the texts. Therefore, when observing this English 11 honors course, the students had developed a practiced behavior for reading silently over time. Mr. Smith said at first students attempted to put their heads down on their desks, but as he and other students read, the reluctant readers realized that they should be reading too. He stated that it took a couple of days but the process eventually moved along smoothly.

Mr. Mann's English 11 class with eight participants read silently for one nine weeks, and his creative writing class with four participants read silently for four weeks, mostly during the study and data collection. Both classes participated in the peer discussion the same amount of time as the reading. At the end of his interview, Mr. Mann was asked if there was anything else he would like to add. He stated this experience had been very interesting for him. Mr. Mann explained that in the past with his 11th grade students, more had usually passed the Standards of Learning writing assessment than the Standards of Learning reading assessment which are both administered during English 11. However, this school year more of his students passed the reading test than the writing test. He explained, "This is the first year that I have done silent reading in 11th grade." He attempted to justify these results by suggesting, "I have to think there is a correlation with that because they were more checked out with the reading than the writing, so I thought it was going to be a disaster but then more of them passed." By "checked out," he implied that the students were not as attentive to the reading instruction as they were when they worked on writing skills in preparation for the standardized tests. Mr. Mann associated his higher scores in reading to be a result of the consistent silent reading initiated in his classes this term.

As a result, from reading a variety of interesting and relatable content, students showed a positive reaction to reading in class. The librarian and teachers facilitated this process, and students were provided time to read daily in class to discuss with peers their reading content. Students displayed an increased, motivated mindset for engaged reading as shown throughout the data collected. Most participants' opinions changed about silent reading time which was also an indicator of their engagement or increased motivation to read. Importantly, all participants when present in the class, were observed reading during the designated reading time.

Discussion of Results Related to Research Questions

Research Question 1

The first question that guided the study was "What motivates students to read independently during silent, sustained reading in the classroom and outside of school?" From generated open codes and the axial coding paradigm, the identified central phenomenon and interrelated categories addressed this research question. The core category which participants collectively enjoyed was the positive reaction to reading a variety of relatable, interesting content. During the interview, thirteen participants specifically attributed self-selected reading material as the reason for enjoying silent reading. A large majority of students reported a change in their opinion about in-class reading. Some students referenced the option to choose interesting content and to be given consistent time to read as the cause for them to read more or for their opinion of reading to change. When questioned about current habits for reading outside of school, 18 students said they read ranging from daily to a couple of days a week. The other 10 who did not read outside of school explained that they did not have time due to work, extracurricular activities, and other constraints. However, of those who did read outside of school, a few mentioned that the content must be interesting or be "a good book" to provoke them to read on their own. Therefore, motivation for independent, silent, sustained reading

comes from reader-identified, interesting, relatable content which students can choose. Other variables present in this study were teacher and librarian facilitation and time provided for students to read and discuss their material. While content was a large motivator for reading, the other aspects, especially time and discussion, assisted students in their motivation to read.

Research Question 2

The second question "Do students perceive that their reading amount has increased by being given a choice in their reading material?" sought participants' viewpoints about reading increase over the course of the study. As previously reported, when participants were asked during the interview if their opinion of reading changed based on the time spent reading in class, 21 students reported a change in their opinion over the course while 8 did not notice a difference. Many comments from participants were positive such as "I found a genre that I like and enjoy" and "yes, because in English we didn't read as much" in previous courses. Also, the amount of reading completed throughout the course surprised 21 out of the 28 students. Because of the silent reading, students noticed a change in their opinions to being positive toward reading which many clarified in the interview, and many students were surprised by the amount which can imply an increase. In addition, from their journal responses, 20 participants identified examples of a progression or increase in their reading. In all cases of positive references to reading, students recognized the ability to choose their own reading and to select interesting content which appeared to have impacted the reading enjoyment and students' progression in their amount of reading.

Research Question 3

Question three asked "Do students perceive that their understanding of reading to have increased by being permitted to select independent reading material to be read during silent

reading time in class?" This area inquired about an increase in understanding reading content due to self-selection of materials being read. No exact reference was found in the data relating reading comprehension to selecting independent reading materials. However, various participants reflected in seven separate instances in their journals as to how the peer discussions helped them with their struggles in understanding their reading. While students discussed books in groups, peers aided readers with their book content to help make sense of their confusions about their reading content and storyline. Also, students explained that they could "think about their books." They spoke aloud their thoughts about the reading. Participants attributed the discussion after reading as a method to make sense of the reading and to help them to "comprehend better." As previously noted, peer discussions of texts among participants created a platform for higher level critical thinking to occur when discussion occurred as shown from transcripts of these discussions. Students did not reference an increased reading comprehension due to a choice in their reading content but shared how peer discussions helped them to decipher the textual meaning and to make better sense of the content they were reading to aid in their own understanding.

One participant explained in his interview that the silent reading had helped him with his SAT and ACT tests. When asked to explain this statement, he said that he did not previously read as much, but through reading more during the class time he had gained the practice of going back to reread the text for understanding. This skill helped him to read faster and to comprehend the text in his opinion. He attributed the daily reading practice to having helped him with the thorough reading skills needed for standardized testing. However, no clear perspective was found about self-section aiding students' reading comprehension.

Research Question 4

Question four considered "Does the classroom teacher perceive that the amount of student reading and reading engagement has increased by students being given a choice in reading?" As previously reported, Mrs. Abbey and Mr. Smith reported a change in students' in-class behavior over the course of the time that their class spent reading. They described changed reading habits from the beginning until the end of the course shown through consistent daily reading in class because in the beginning the teachers had shared with students their clear expectation for all students to be reading and discussing. Students adjusted to daily reading to daily comply with the set expectations and met the teacher's guidelines.

Specifically, Mrs. Abbey included in her interview, "I think that the choice reading gets them reading. Then the silent reading builds their stamina which they have to have on the reading SOL test because there is so much reading." She explained that by allowing students to have a choice in their reading material, "they want to read which is building their stamina for that state test; so, it's very valuable." Incidentally, the eight participants from Mrs. Abbey's class were English 12 students, but her other courses included English 11 students who were required to pass the required Standards of Learning assessments.

Mr. Smith said that he had used silent reading in his classroom in the past years, but he struggled with getting students to "buy into it" because students "typically don't want to read anymore" as opposed to past generations. He decided to start again last year because even though he had to encourage students to participate in silent reading in his class, this activity "builds up their stamina which actually builds up our reading SOL scores." He explained that if students read 20 minutes each day, when they are faced with long reading excerpts from a standardized test, they can "build up those muscles" for reading and will not have as much trouble staying

focused on the assessment passages. He said that the benefit of in-class reading time also allows students to discover books "that they can enjoy and relate to."

As previously stated Mr. Mann also attributed his current students' standardized test achievements in reading exceeding those in writing to the time spent reading silently in class. All three English teachers had implemented consistent in-class reading in which students selected their own reading material. The common response from all three teachers was that this activity built stamina in preparation for standardized testing. While all three referred to in-class reading as a benefit for reading endurance, they also allowed students to choose what they read, yet they did not make a direct reference to the students' reading amount having increased. Mrs. Abbey and Mr. Smith described that students had to adjust to the silent reading and showed a change in behavior for reading engagement to increase since the first initial implementation. All three English teachers recognized that the students' reading stamina had increased due to this practice.

Research Question 5

This question asked "How does allowing students to select their own reading material create motivation to read as compared to the student's own previous school experiences with reading?" When asked during the interview about likes and dislikes for choosing one's own reading during class time, 26 participants said they like choosing. One student stated that choice is important. Another student replied that the situation can depend because, in many cases, teacher-assigned readings cannot be taken out of the classroom, and the reading must be completed in class at a slow pace. Self-selected reading is preferable to the participants.

Next, during the interview when inquiring about what motivates participants to read, students gave a variety of responses but content, interest, and details about the book applied to over half of the respondents' answers regarding motivation to read. These responses relate to the core phenomenon in this study. Other responses included having time to read as a motivation or

having nothing else to do. Therefore, these participants were mostly motivated by choosing their own reading content, but the research question considered how motivation and self-selected reading related to previous school experiences.

Students were asked to write a journal response to compare their current reading content to reading materials assigned by previous English classes. Eight students answered the entire question related to the journal inquiry. Many students described their current reading but failed to compare it to previous experiences. Three different responses were written about books from English classes being boring. One student wrote, "Class readings bore me," and explained that instructional reading was not an enjoyment like self-selected reading which is "interesting." Another student wrote about reading dystopian literature which was "intriguing" unlike "class books which tend to be historic and uninteresting." Two participants recognized that the content from their independent reading could not be used in class as "a teaching tool" or "it did not fit." From a different perspective, one participant wrote that he liked "to read exiting action" and in class had enjoyed *Beowulf*. In addition, a student from the English 11 honors course wrote that she was enjoying her teacher's suggestion for reading, *Native Son*. The majority of students wrote about their reading content which appealed to their interests. Most of the participants who addressed the entire question recognized that class readings in the past did not allow self-selection.

The interview question which asked if the participants' opinion had changed after the time spent reading self-selected material and discussing with peers produced two responses revealing information about previous school experiences. One students said, "Yes because prior to this year" the students "only read assigned books." Therefore, choice in the content or independent reading time had probably not been implemented in a previous course. The other participant

recognized a change in opinion based on this experience "because in English we didn't read as much." This student recognized a lack of reading in his previous course overall.

One interview question asked students to discuss how they feel about a teacher picking the book that they will read. Fourteen participants stated clearly that they would not like this practice with some students explaining that the reading would be boring. However, four students recognized that the practice of teachers choosing the content is "good for instruction" or acceptable. Six students explained that teachers are skilled in this area and usually "pick a good book with meaning and moral value."

The students found their current self-selected reading to be motivating due to the content, but some of their comments suggested their reverence for their teacher's choices for the class instructional texts. On participant ended the interview with the following statement: "Students should have a say in what the teacher picks. Not a big say because the teacher knows what she is picking for a reason." From some of the responses students recognized that teachers chose significant instructional text for their classes, but students also realize that they were motivated to read content that is interesting to them.

Research Question 6

The question "How does peer/teacher discussion about individual books assist in the student's own understanding of the book?" This concept was addressed as being the contextual conditions which influenced the actions resulting from the core phenomenon of students reading relatable content in the axial coding paradigm. The intervening and contextual conditions were the librarian influence and the peer influence. These specific conditions impacted the strategies of positive sharing and discussion resulting from the core process. Peer conversations assisted participants with their understanding about what was being read. Importantly, this study discovered another discussion or conversation which also assisted students, but this aided in

locating interesting reading material. This communication took place with the school librarian in addition to the classroom teacher. From this study, the component of communication with the teacher and librarian helped students with locating reading material, and peer discussion assisted with understanding their reading which they found to be relatable and interesting.

As previously mentioned, eight participants said that the peer discussion assisted them specifically with the understanding of their reading. During the interview, the students were asked to describe how the peer discussion had impacted their reading and understanding. Some students described in detail how their peers helped them make sense of what they had read. Other participants explained that they were sure to read very closely for comprehension and understanding during silent reading because they would have to be prepared to discuss their text with peers.

The peer discussion transcripts provided examples of students actively listening to each other and asking specific questions about the content being discussed. Also, literary devices were referenced such as those found in characterization study and examination of the stages of plot. Discussion with peers also provided evidence of higher level critical thinking in which students made connections, predications, and analysis of the reading.

Student references to teacher assistance during this study was more evident when locating books to read or viewing teachers modeling a retelling of their own reading. Specific aid from teachers for comprehension was not found in the data. In the interview, students were asked what strategies teachers used to interest students in reading. As a result, students' comments focused on both the teacher and librarian's methods for helping students to locate books. The three main topics mentioned for this interview question was the facilitators describing the book, providing examples from the book, and being given time to read the book. Even though teachers assisted

only with locating interesting reading material, peer discussions aided students' understanding of their reading as shown in data.

Research Question 7

Finally, this question speculated "How does peer/teacher discussion about individual books assist in student's motivation to read as compared to the student's own previous school experiences with reading?" Many examples of the positive benefits of peer discussion and interaction from sharing and discussing was found in the data collected from participants. However, no examples of comparisons to previous school experiences for reading in relation to the discussion was provided.

Participants made references to the benefits of participating in the peer discussion after silent reading. They were exposed to new genres, gained new perspectives about their reading content from their peers, and gained exposure to new ideas from other reading content. The teacher discussions were mainly preliminary and provided students with ideas for specific content to read. All three classroom teachers did model the peer discussion by sharing their own reading content each day prior to the peer discussions conducted in class as observed during data collection.

Summary

Data was collected from 28 participants for constant-comparative analysis to generate a grounded theory about increasing students' reading motivation. Information was sought to determine students' perspectives about reading self-chosen texts during class time on a consistent basis with peer discussions of the participants' reading content. Teacher facilitation and librarian assistance in the process was influential for suggestions about content. As participants were unique in their own interests, they were also selective in their independent reading choices. Students desired to read relatable, interesting content based on their own choosing, yet

facilitation from the school librarian assisted students' initial selections and exposed them to relatable reading materials. Data collected from silent reading observations, student journal responses, transcripts of peer discussions, and interviews revealed that students reading motivation was increased by being provided a variety of relatable content and time given in class to read and discuss with peers about their reading. Most of the students recognized a change in their reading amount over time and were surprised by the volume of reading they had completed. A common response was that students found their reading "interesting" and attributed that to their self-selections for the content. Students attributed the peer discussions as being beneficial to aid them with their reading comprehension or specific understanding of their texts.

CHAPTER FIVE: DISCUSSION, CONCLUSION, AND RECOMMENDATIONS

Overview

The purpose of this grounded theory study was to examine how students perceive the impact of time provided daily for silent sustained reading of self-selected materials with time given to discuss the reading with peers. In this chapter, the summary of findings in relation to the theoretical framework and current literature is provided and discussed. The emerging grounded theory or proposition is presented. Implications for practice and study limitations are identified. Future research recommendations are given.

Summary of Findings

Twenty-eight participants from one high school in grades 9-12 were involved in this study. Four forms of data collection were used to generate codes found from students silently reading a variety of self-selected novels and being given time to read daily and then discuss the content in class three times a week with peers. Research question one explored student motivation to read self-selected materials during silent reading in the classroom and outside of school. Students reported that their reading content interests included relatable, relevant reading material which they could select on their own. They attributed this type of content as the reason they enjoyed the silent reading time. Those participants who read outside of school also said the content should be interesting. Other influences included facilitation from the teacher and the librarian to help participants locate books and time to read in class to allow for interest to occur. In addition, students also had many positive responses about the peer discussion occurring after reading. Overall, motivation was increased from interesting content, time to read and discuss, and adult facilitation for the entire process.

Research question two sought to determine if the students' reading amount had increased by students being given a choice in reading, and most students reported that their reading had increased which also surprised them. Those participants who reported no increase were not questioned about whether an increase was not noticed due to their current reading amount. Students reflected that their enjoyment for reading about what interested them created an enjoyment and influenced them to progress more in the time they spent reading.

Research question three asked students about their perspective for their improved comprehension by being able to select reading material during silent reading time in class. Student references to comprehension improvement were not identified as being due to the reading selection. However, students reported gaining a better comprehensive understanding of their reading due to retelling to peers during discussions. Textual understanding and developed analysis of their reading content occurred through communication, and participants conveyed this assistance. The participants chose what they considered interesting content to read, and peer discussions were beneficial for aiding in student understanding, but no perspective about reading comprehension based on self-selection was found.

Research question four sought the teachers' perspective about increased amounts in reading and reading engagement due to the students' self-selection for reading materials. The three English teachers noticed changed reading habits in students' stamina for reading for longer periods of time. All three also recognized that by allowing students to select their own reading material, students are interested, and the increase is found in the length of time students can sit still and read as opposed to a collective number of books read. So, when considering reading amount, the teachers' perspective addressed students' ability to sit for a longer span of time as opposed to the number of books read during the study.

Research question five asked if student's self-selection of reading materials created motivation to read and compared that to previous school experiences. All participants attribute self-selection to content as a motivator, but many students revere their teacher's suggestions and seek the librarian's advice for independent reading. Some students did say that reading material assigned in English classes was boring, not enjoyable, and historic. The majority said prior English classes did not allow for self-selected reading, and some said they did not read much in English courses prior to this experience. Overall, responses about this concept were somewhat divided among participants. Half of the participants did not like their teachers choosing reading content for them, but the other half recognized teachers to be skilled in determining acceptable instructional texts, and even though some content was boring, educators chose materials with educational purposes in mind. Students would prefer to choose their own reading, but many appear to have much faith in their teacher's ability to determine the curriculum.

Research question six asked if peer and teacher discussions assisted in the student's understanding of the text being read. The peer discussion of the participants' reading material was described as a very positive experience. While the librarian and teachers played an important role to recommend and expose students to reading materials, peer discussions generated the most beneficial outcomes. This evidence is based on the higher level of critical thinking discussions produced from the conversations about the story content. Students reported that they had a better understanding of their content by discussing it and that they helped others with their reading too.

Research question seven asked if peer and teacher discussion aided in the student's motivation to read as compared to previous school experiences with reading. The positive attributes of peer discussion have been previously recognized and discussed as assisting the other variables in the overall strategies for increasing reading motivation. As a comparison to previous

school experiences, no clear examples were given about prior school experiences involving reading and peer discussions.

Discussion of Findings in Relation to Theoretical Framework

A qualitative grounded theory approach is applied when a researcher desires to construct a theory by developing and analyzing collected data through systematic, interconnected procedures (Strauss & Corbin, 1990). This study achieved this process by providing a perspective about the impact of consistent, daily silent reading of self-selected texts and collaborative peer discussions on the students' reading motivation. The theories which provide a foundational structure to this study represent interconnected development from active learning strategies with peers in a stimulating environment. In addition, strategies include modeling a metacognitive awareness of present knowledge while drawing on internal motivation from the learner's own interests. Supporting principles include Vygotsky's Socio-Cultural Theory, Constructivist ideologies, theories of Strategy Instruction, beliefs about motivation, and the impact of motivation combined with constructivist concepts.

Socio-Cultural Theory

Vygotsky's Socio-cultural Theory posits that human beings, especially student learners, benefit from their learning environment, and social, collaborative interaction will help to increase inner learning development through engaging instruction (Miller, P., 2011). This theory helped to frame this study in that participants communicated with peers to discuss the text each individual student was reading. Participants reported seeking help from others to understand their own reading material, and some provided help to their peers by offering an analysis of their text. During the peer discussion, students worked together to use higher level critical thinking strategies such as questioning the character or text, making predictions, and relating their reading

to known concepts for relevance. Students also examined the summaries being recounted during peer discussion to extract specific meaning from the text. One participant, Silas, admitted that he read to prepare for peer discussion so as not to appear unintelligent. Many other participants reflected that they looked forward to discussing the text when silent reading time was finished. This discussion allowed them to make sense of what was read and to summarize their text so far.

Socio-cultural Theory also states that more advanced learners model the process of learning for less advanced students through the collaborative setting (Miller, P. 2011). While there was not a large amount of direct evidence of this process stated from participants, one student saw this as her role during peer discussion and recounted during the interview how she had aided her peers during the group discussions by figuring out confusing content in the stories being read. As humans learn through social interaction and are impacted by their learning community, the participants in this study were positively influenced by their interactions from peer discussions about their reading materials.

Constructivist Ideologies

A classroom which implements constructivists' ideals allows learners to play an active role in their learning and take responsibility for the process through interaction (Van Brummelen, 2002). This role includes a situation in which learners create a stimulating environment to make sense of their own learning and discussion while drawing on prior knowledge for assistance. Within this study, participants were permitted to select their own reading material for silent classroom reading. Next, they controlled their peer discussion forums, being collective owners of the outcome of their communications. Participants were observed using prior knowledge of literary terms and techniques to discuss the material they were independently reading.

Critics of this process suggest that students require foundational knowledge to benefit from these strategies (Van Brummelen, 2001). Yet, in this study students independently selected their own reading material and conducted discussions collaboratively. The students chose reading selections which met their personal reading interests. Many learners did rely on their classroom teacher and librarian for suggestions of a variety of reading materials, and the teachers facilitated these overall procedures consistently. Importantly, the students were at the center of the activity and in control of their reading and discussion.

Incidentally, the exploration and study of classroom instructional texts selected by the teacher as opposed to independent texts selected by students was only conducted using this silent reading and discussion technique by the honors English 11 classroom for nine weeks prior to this study. During the interview, some of the participants referenced this selection process in which they picked texts from a list provided by the instructor. Even when given a list of texts to read, students still played an active role in determining which text they would read and discuss. The constructivist concepts of active learning and ownership of the process became easy to transition when those students could select their own reading from a variety and continue with the reading discussion process for the study. The other classes did not follow this method for studying classroom instructional texts.

Therefore, as students chose their own texts to read independently and discuss during the study, a constructivist method of allowing students' own perspectives in a social setting for knowledge interpretation was an appropriate method to be followed. As shown through peer discussion transcripts, students displayed metacognitive awareness of the reading material while engaging in discussions through their use of prior knowledge to analyze individual texts. Many students drew on their knowledge of literary concepts of plot and character for the discussions.

By following the constructivist approach to qualitative research, participants were observed developing and forming perceptions about their reading content discussion and interaction (Creswell, 2007).

Strategy Instruction Theory

Educators use strategies to define a purpose for learning, and for reading to improve comprehension skills, integrated methods will become automatic through practice (Palincsar & Schutz, 2011). A useful strategy for instructional practice involves modeling the thought process from reading (Garcia et al., 2011). Participants in this study practiced silent reading each day building stamina for quiet, sustained reading. Next, a strategy used three times a week was to have participants recall their cognitive reading thought processes orally with peers. Then the content was discussed. In three of the four classes, the classroom teachers were observed using this strategy to recall what they had read and to make analytic assumptions about their text for students prior to the group discussions occurring. The teacher not observed following this method stated in her interview that she had shared her independent reading with students many times in class throughout the term. This process expected participants to construct meaning of their text to share with peers and to write journal responses. Therefore, teacher modeling of the cognitive process which occurs after silent reading takes place was important to the participants in the study. Next, collaborative groups then shared their texts in discussion upon hearing the teacher's shared thought-process and retelling. Strategies were repeated on a consistent basis and the thought process occurring from independent reading was modeled and practiced creating purposeful learning.

Motivation

A learner will approach a task with a prior notion about the level of success which may occur based on that learner's control over the situation (Eccles & Wigfield, 2002). In addition, the motivation for completion of that task comes from an intrinsic desire to achieve which is affected by the learner's interests and desires (Eccles & Wigfield, 2002). Participants in this study who found success with reading credited their renewed fascination with being able to read material that was relatable and interesting to them. The central phenomenon of this study addressed student's increased reading engagement due to appealing reading content which participants identified as relatable. While students took advantage of the time to read in class, their motivation was enhanced by having a choice in reading content that interested them.

Motivation and Constructivist Theory

As learners are actively receiving information from their social environment, their motivation is developed internally by the process (Sivan, 1986). This cognitive process includes the learner making sense of meaningful social activities while drawing on internal direction to interact. Through social interaction, students were exposed to new genres of reading. They exchanged information about their own reading material and worked to find relevancy from in their reading by being asked to share. The isolation of independent reading was removed when students were asked to share with peers their reading content and over time develop discussion tools for sharing in collaborative groups. Students identified how the peer discussions of their reading helped with understanding and aided in book interests. The social construct of peer discussion can impact internal motivation to read based on the desire for sharing collectively.

Discussion in Relation to the Current Literature

The key categories extracted and coded from the data collection reveal an emerging theory developed through selective coding. However, central concepts from study's data can be found in existing literature and are present throughout this section.

Importance of Reading

Reading is important for future life endeavors. To create life-long learners who possess an appreciation for reading, teachers should develop that interest in students while they are still in school so that they might carry that interest with them in life. Spending time reading can create a reader for life and build an interest (Miller, D. 2009). As Doepker and Ortlieb (2011) argue based on the importance of literacy, educators should recognize adolescents' interests for reading to generate more reading opportunities and motivation. In order to create learners for life, school programs should be in place which allow students opportunities to read large amounts and to "nurture life-long readers, students must find independent reading pleasurable (Witter, 2013, p. 8).

This qualitative study allowed readers to develop their interests in reading by exposing them to a variety of genres. The opportunity to choose their own topics for reading also increased the readers' motivation. The components of this study made time to allow students to become more proficient readers. Strategies followed common daily reading practices performed by successful adult readers by allowing time for discussion. These components included students discovering their own interests in reading genres and then sharing the content with peers. A few participants mentioned in the interviews about how important reading is for success in life. Importantly, the three classroom teachers chose to utilize valuable daily instructional time for independent silent reading. Students were shown what teachers view as an important tool to

improve reading proficiency, and these teachers included this strategy in their classroom beyond the time of the study and data collection.

Motivation to Read

Motivation comes from an internal desire in which people search to satisfy stimulation found in activities where they have competence (Eccles & Wigfield, 2002). As Schiefele (2012) found from research, reading motivation is mostly created from a person's intrinsic desire than extrinsic influence. Participants in this study desired interesting material to read which increased their motivation for engagement.

For students to reach maximum levels of reading proficiency, they must possess the desire or motivation to read (Gambrell, 2011), yet without the drive to read, some learners still acquire the ability to be capable readers, but are labeled "alliterate" due to their lack of interest (Tilley, 2009, p. 39). Those students lacking an affinity to read become "dormant readers" who will not read outside of school and consider reading in-school to be a chore (Miller, D., 2012, p. 89). Of the 28 participants in this grounded theory study, 18 were identified as non-readers who appeared to be proficient in reading but chose to not pursue this activity for pleasure unless prompted in class. Once students participated in the study and read in their respective classes over time, upon being interviewed, only two of the 18 nonreaders identified did not have a changed opinion about reading after having time to read and discuss with peers. Therefore, 16 nonreaders reported a change in their opinion of reading after participation in this study and the span of time in which they read. Possibly, those dormant readers have become awakened by their appeal to reading when they were prompted to read content that was interesting to them.

When students lack an interest to learn, teachers must use helpful instruction to ignite their learning (Moley, Bandre, & George, 2011). Educators must attempt to locate their students'

personal or genuine interests (Doepker & Ortieb, 2011; Gallagher 2009). This approach will create a setting which embraces students' individual interests and will motivate their learning. Many participants in this study mentioned reading collections of novels or books in a series. Also, some students had a set interest to read dystopian novels. A large majority chose teen topics with relatable high school situations. Students were motivated by their own intrinsic interests. Their individual interests in reading developed situational interests for participation in their educational setting during the study (Pythian-Sence & Clark, 2009). Yet, many current instructional practices only rely on the classics for classroom curriculum and instruct using a classroom set of novels (Gallagher, 2010; Gilmore, 2011; Fisher & Ivey 2007). The classroom teachers in this study chose to incorporate the students' choice of young adult literature and many self-selected topics which students desired to read. The curriculum pacing guides which overview these specific English courses included classic literature with merit for students to study as the instructional reading. However, this study collected data about independent reading time and how students' choices for that reading content led to their increased reading motivation.

According to Krashen's (2009) research, for students to become more proficient readers, they must read what they can comprehend and find interesting. Practiced reading can improve the students' understanding, and interest will keep them engaged. As in this study, interested students were engaged readers.

When Murach and Yoder (2008) studied middle school students' reading motivation and performance from reading assessments, they found that older students enjoyed reading for more intrinsic reasons and less for the extrinsic outcomes and outward recognition. Many participants noted this as well in this grounded theory study. They stated that they enjoyed "the freedom" to read and not being expected to always complete assignments based on what they had just read.

They could quit the current book if it wasn't as interesting after reading a few chapters and search for another one. The reading was less stressful to them and "peaceful."

The socialization of students participating in a book club to discuss their different texts being read can create enjoyment (Lapp & Fisher, 2009). Students participating in Lapp and Fisher's (2009) study concentrated on characters in their texts being read and related them to their present situations. Their participants chose to read more books based on peer discussions and incorporated prior knowledge of learning strategies to discuss and understand their reading through analysis. Likewise, the participants in this present study displayed a motivation for reading based on their interests and benefitted from the discussion of their individual texts. These participants gained ideas from the dialogue about their reading and for new genres to explore.

Self-Selected Reading Material

In this study, students selected their own reading material and topics or genres for independent reading. Through this self-selection of reading material, participants found interesting reading topics which increased their reading motivation.

According to Rosenblatt, readers become linked with their text during reading to expose a past and present temperament towards this interaction (Moley, Bandre, & George, 2011). Importantly, readers can interact with their text on a deep level. Their choice in their own reading materials is a main factor which can motivate them to read (Doepker & Ortieb, 2011). Many participants from this study reported that they had related to their main characters from their reading or to the situations in their characters' lives. Students in this study chose books in which they could relate and be interested to read.

One instructional strategy is to utilize student's Lexile ranges or scores from standardized reading assessments to help students with the selection of reading materials (Perks, 2010). This

school, Valley High School, assesses students' Lexile scores using a Scholastic Reading Inventory in August, January, and May. However, once students and teachers gain the score, they do not take advantage of the programs suggestions for reading materials which meet the students' reading level. Teachers can use their knowledge of the students' scores to help them to locate books on their assessed reading level, and students gain knowledge of their individual reading progression throughout the school years, but this is not used to locate specific reading materials from suggestions which are given by the program.

In Mason's (2007) study of silent reading and implementation of social interaction about the reading being provided to students, participants were given a choice for reading and to participate in the social activities for discussion. While teacher modeled reading, the students were allowed a choice to read for pleasure. Observations were conducted to see if students would participate when given these choices. An outcome was that nonreaders used the reading time for homework, and students would only read if the material sparked their interests. The overall study showed a difference between those who like to read and those who do not. In this present grounded theory study, the teachers provided students with the opportunity to select reading materials that the students, themselves, desired to read. The teachers also made it a consistent policy that reading was to occur during that assigned reading time period as opposed to other work being completed. The participants in this study were shown that they may be interested in reading if asked to read books of individual interest.

Access to Engaging Resources

Students desire to read interesting, relatable content. Krashen's (2009) research accredited an efficient library as having as much impact on student performance in reading as socioeconomic status has on them. This research argues for highly qualified librarians and

libraries with varieties of reading material available to students otherwise they cannot be aware of the genres that may interest them to read.

In this study, participants recognized their school's librarian as a valuable resource for locating books. Some students identified their classroom teacher as offering assistance as well, but the librarian played integral role in helping students to locate books of interest to them. This librarian spent many months reorganizing the fiction section of the library into subjects or topic categories which is called genrefication. Some of the students in the study mentioned their appreciation for this new classification helping to locate books, but the two participants who knew the most about this change were the two students who helped in the library as assistants. As this is a new idea in public libraries, some librarians do find fault with this technique. The middle school which sends students to this public high school did not adopt this new technique in their library which the high school was newly using.

Educators today may use graphic novels to spark students' interests (Kan, 2013; Monnin, 2013) and may implement classic novels made into graphic novels in their curriculum (Martin, 2009). In the English 12 classroom after Mrs. Abbey's students studied the instructional text, *Beowulf*, many students chose to read the graphic novel version of that text as their independent reading material during silent reading time. The library only had two copies, so the students who were interested in this text passed it around as each was finished reading.

Popular topics currently available for students to be reading include "street lit" or urban fiction (Morris, 2011, p. 21) and young adult fiction with topics of dystopian, post-apocalyptic circumstances (Brendler, 2014). Young adult literature which is available now for readers presents challenging life situations which teens find relatable once they begin reading (Ostenson & Wadham, 2012). Participants in this study were also drawn to these topics. Based on the

transcripts from the peer discussions, students discussed topics from dystopian settings. Participants recounted from their readings teen love stories, revenge situations, and real-life circumstances in which they could relate.

Time to Read

Providing time for reading is an important causal condition related to the core phenomenon in this study. A variety of methods for conducting time to read exist in research, and this practice has been given numerous names. This practice is also one of the most controversial in education today, especially based on the National Reading Panel's findings in 2000 which reported that there is no evidence that by giving this time, students are aided in reading development (Garan &DeVoogd, 2008; Lee, 2011; Siah & Kwok, 2010; Trudel, 2007). In addition, some administrators and teachers do not allow time for students to read silently in class because they do not see this time as instructional, and students do not read when given time (Duncan, 2010).

In this study, many the observations conducted during silent reading time showed examples of engaged reading. Students showed examples of focused, active reading. Participants anticipated the process before it began, were observed reading their texts closely for understanding, and continued to read after the time was over. At this school, the three teachers who allowed this study to take place in their classrooms, provided students time to read silently prior to the study and used this as an instructional tool to assist students in building reading stamina.

Current Practices

Some current practices taking place in high school classrooms include a term known as "readicide" or the killing of the love of reading by implementing assessment preparation

instruction, inappropriately teaching novels, and not varying students' exposure to reading (Gallagher, 2009, p. 3).

This study focused on independent reading as opposed to the instructional reading portion of the classroom curriculum. However, two students missed some of the silent reading sessions and part of their class time to be tutored one on one with the collaborative education teacher in another setting. These two participants had failed their standards of learning test but had earned a high enough score that they could be remediated and retake the test.

During the participants' interviews, many reported that in previous courses they had not read novels and had little exposure to reading instruction from past teachers. The exposure in these current classes consisted of a variety of reading genres due to the self-selected reading and sharing which took place.

Discussion of the Emerging Theory

When conveying qualitative research results in writing from the analysis of relationships found "among core and subcategories" of coded data, the construction of a storyline should evolve; yet, interpreting this analysis plainly and proficiently to inform others can be problematic when interpreting the groups of data (Strauss & Corbin, 1990, p. 225). A grounded theory design generates a theory for explanation of a process which has taken place over time, and the systematic design allows the novice researcher to follow logical phases in coding helping to develop a visual theory (Creswell, 2012). Presenting the generated theory in a sequence can be challenging because the categories are analytically interconnected deriving from the core phenomenon, "giving life to data" (Strauss & Corbin, 1990, p. 144). Displaying the results in a storyline which connects the data helps to generate the theory.

When educators provide consistent time for in-class reading of relatable, interesting content, students react positively and their motivation to read is increased. Available time provided for both reading and discussion positively influences this process. Students appreciate time to read in class and become actively engaged in their self-selected reading. Students also enjoy time to discuss their reading material with peers and look forward to both practices. Influential to the process are peers and a knowledgeable school librarian leading students to a variety of reading options and suggesting various genres for their independent reading practices. Students appreciate the ability to share and discuss which helps with suggestions and, importantly, aides in organizing their thought processes developed from the material they are reading. As a result, when students are exposed to what they identify as interesting and relatable reading material, they may exhibit increased motivation for reading engagement in class. Over time, students will develop an appreciation for reading when given this opportunity which follows a consistent process.

Implications

Educators, administrators, and parents should be exposed to findings which convey student interests and engagement for reading or learning. The key concept from this grounded theory study is that students desire interesting, relatable material for silent reading. Importantly, after repeated practice for silent, sustained reading, the expectation in this study was established for participants. Those stakeholders who only have a narrow view of classroom activities may question strategies which teachers carry out in the classroom to establish that consistency and expectation. As administrators evaluate teachers and parents are shared curriculum components, both parties should be aware about the research teachers use to direct learning activities in their classrooms. Administrators will visit the classroom for teacher evaluations and to view student

engagement in learning. Research can help justify decisions that teachers make for daily activities. Parents may question a teacher's use of class time for silent reading. Evidence from research can validate the decisions being made about instruction.

Findings from this study suggest implications for practice in a variety of educational settings to provide information about students' reading interests. This study could be replicated in an urban-inner city setting or in a rural setting as well. The key is to discover what motivates students to read, and any setting can provide this information if students are exposed to a variety of materials and consistent time to read in class. Having a librarian who is knowledgeable in young adult literature and the varied interests of students is helpful to the process. Therefore, a school or classroom library should be well-stocked with a variety of materials for student choice.

The suggestion and practice of allowing students time to read silently during class with a follow-up peer discussion is a cross-curricular concept and can be applied in any classroom with consistent expectations and clear guidelines for students to follow. In this study students were allowed to select reading material which interested them, but in a content area class, students could be provided with a list of options from which to choose. The texts for reading could be related to areas of subject content for that course. Reading in cross-curricular areas could range from enrichment material for advanced students to supplement regular course content or remedial reading to enhance content already being taught to struggling learners. Reading is beneficial in all content areas and to draw on students' interests will build their motivation to learn.

Delimitations and Limitations

The participants in this study were delimited to students at the high school level which made for more controllable data collection. A larger number of varied settings would have

expanded the information available to generate the core phenomenon, but would have created extreme amounts of data to analyze. Due to the restraints of time and availability of resources such as proximity to the setting, the study was delimited to one school district which only has one high school in the school system located in western Virginia.

Participants in this study had the choice about whether to participate in this study based on the recruitment script read to their class. While the script was read to four classrooms of students, only 28 participants returned their permission forms and agreed to join in the study. All students attended the only high school in a small, urban school district in western Virginia. This distinction makes generalizing to other settings and school districts in different geographical regions difficult. The findings are limited to this particular area and to participants who have collectively contributed to this study.

Another limitation is the length of the study. Data collection only took place over a four-week period. Eight participants from the English 12 class read independent, self-selected reading material the entire 18 weeks of the term, but the English 11 students read self-chosen books silently for one nine weeks, and the creative writing class only participated in this reading strategy for four weeks or the length of the study. The English 11 honors did read silently each day the entire term, but during the first nine weeks they chose their reading material from a list of instructional texts provided by their teacher. Their independent reading took place the last nine week of the course. Data from observation notes, peer discussion transcripts, and journal responses were only collected as data during the study for four nine weeks. While the silent reading time lasted longer in some cases, the study and data collection only occurred over a four-week period. Importantly, replicating any natural learning environment such as this would prove

difficult (Strauss & Corbin, 1990), but rich, descriptions of the process were provided to provide a clear view of the procedures used to collect data in this study.

Recommendations for Future Research

To add to research about self-selected reading perspectives from high school students, more research should be conducted. This study highlighted one category about student's self-selected reading habits which was their interest in reading material. If conducted over a longer span of time or in different settings, more data about reading engagement and peer discussion would be accessible.

Next, this research study could be combined with data from benchmark assessments and standardized tests to measure comparisons of students' reading improvement over time. Researchers may look for improvement in test scores as compared to pre-assessment tests. However, information gained from this data may be a descriptive examination not a causal analysis. Results would describe how scores might have improved from previous tests not whether scores changed as a result of reading over time.

By coding data into categories from areas of data collection, a central phenomenon was generated. The specific conditions and strategies which influenced and caused the core phenomenon were created from a specific learning environment formed by the educators and learners themselves. Specific time was allowed for learners to select their reading material, and then to read and discuss with peers. The librarian played a key role in facilitating students' book exposure to a variety of texts. The teachers kept a consistent set of expectations throughout the study and some had already set the tone early in the semester. Peers also impacted each other in their rich discussion of reading content and created a comfortable sharing environment when books were discussed. While reading engagement and interest increased during the time

provided to read and discuss, the people involved in the process played an important role in the outcome. This consistent process facilitated by the classroom teachers should be followed to collect data about this concept.

Summary

This qualitative systematic grounded theory research studied how allowing students to select recreational reading materials to read during consistent class time and the opportunity to discuss with peers increased their motivation to read. The theoretical framework suggested strategies from active learning and stimulating peer communication be utilized to generate the grounded theory. Current practices were respected such as identifying the importance of reading time, using students' interests to increase motivation by allowing self-selected reading materials, and developing peer discussion strategies.

This study included students from grades 9-12 who provided self-reflective viewpoints about their own reading habits, and as they moved toward their highest level of public-school involvement, their experiences with reading provides significant suggestions for educators. Students want to read materials that interest them. Unless teens are exposed to a variety of resources, and in many cases, have a facilitator to direct them to their many options, they may not renew or discover a pleasure to read consistently and independently. Students want to read texts that they can relate to with storylines and characters that they can understand. Next, regular discussions among peers after reading occurs about their content will expose them to new reading materials and create a better understanding of their reading content. Students enjoy sharing their reading with others and overtime develop a satisfaction with this habit.

This study was limited to the setting in which it occurred, but offers a foundational theory for future studies to expand. Research could be conducted over a longer span of time with more

students providing insight. However, each setting will prove to be as unique as the researcher

and participants included. The overall goals may be similar in that educators continue to seek

ways to motivate learners to build a love of reading and carry that into their adulthood.

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APPENDICES

Appendix A: IRB Approval

May 2, 2016

Cheryl Tacy

IRB Approval 2530.050216: Discovery of Adolescent Motivation from Reading Choice and Instructional Dialogue to Increase Reading Interest and Generate Peer Collaboration: A Grounded Theory Study

Dear Cheryl,

We are pleased to inform you that your study has been approved by the Liberty IRB. This approval is extended to you for one year from the date provided above with your protocol number. If data collection proceeds past one year, or if you make changes in the methodology as it pertains to human subjects, you must submit an appropriate update form to the IRB. The forms for these cases were attached to your approval email.

Thank you for your cooperation with the IRB, and we wish you well with your research project.

Sincerely,

G. Michele Baker, MA, CIP

Administrative Chair of Institutional Research

The Graduate School

Liberty University | Training Champions for Christ since 1971

Appendix B: Request to Conduct Research

My Address
April 19, 2016

District Superintendent
District Address

Dear Superintendent's Name

Currently, I am an employee at (school name) as well as a doctorate candidate at Liberty University. The purpose of this letter is to request permission to conduct a study with students in grades 10-12 currently enrolled in creative writing or English classes at (School Name). This qualitative study relates to students' personal perspectives about the impact of choice for independent reading material read silently during instructional time.

As students are given time to read genres of their choice and interest and provided time to dialogue with peers about the reading content, I intend to observe discussions and read journal entries reflecting about this process. Data will be collected from student interviews, observations of peer dialogue, and students' written journal reflections. Digital audio recording will be used during peer discussion to record participating groups for data collection. Before collecting any data, I will obtain approval from the Institutional Review Board at Liberty University. Participants and their parents or guardians will be informed of the purpose of the study and asked to sign a consent form. All data collected will be confidential and kept in a secure place. Pseudonyms will be used for all the location and all participants.

I appreciate your consideration in allowing me to conduct my study and assure you that my goal in performing this study is to make a contribution to educational research. Specifically, student participants' perspectives from this educational method can provide information for fellow educators about reading choice and silent reading practices.

Please contact me at ctacy@ school email or cmtacy@gmail.com. I can meet with you to answer other questions or concerns which you may have. If you would like to talk to someone other than me, the researcher, please contact my Dissertation Chair Dr. Brenda Ayres at email

Thank you for your consideration.

Sincerely,

Cheryl M. Tacy

Appendix C: Recruitment Script

Today, I would like to share an opportunity with you about participation in a study which I am conducting. While many of you may recognize me as the senior English teacher down the hall or across the hall, I am also a doctorate student at Liberty University and wish to conduct a study about the silent reading which you currently do in this class. Therefore, I want to observe your silent reading habits and join you in reading silently once a week for four-five weeks. Also, I would like to observe some of your peer discussion groups about your reading material and record these discussions with a recording device once a week. I will only observe and record those who choose to participate in the study. I will need to record your discussions so that I can transcribe them onto paper for later analysis. Additionally, I would like to read the journal responses about the silent reading and peer discussions only from the students who participate in the study. Then at the end of the four-week study, I would like to interview each student participant and your teacher individually about experiences during the silent reading and peer discussions. Permission forms must be filled out and signed by parents or guardians and returned immediately. The decision to participate in the study will not impact your grade in the course and participation is not mandatory. I only choose to study a small group in four different classes to get a variety of responses to help provide many student perspectives. Your participation as well as the name of the school will be anonymous and I will give each student participant a pseudonym. Are there any questions? Would anyone be interested in volunteering? Those interested need to take a form home to your parent or guardian for approval to participate. The first group of 7-8 students (or 6-7 depending on the class) to return the forms will be allowed to participate.

Thank you for listening.

Appendix D: Informed Consent Form

Parent/Guardian Consent Form

Discovery of Adolescent Motivation from Reading Choice and Instructional Dialogue to

Increase Reading Interest and Generate Peer Collaboration: A Grounded Theory Study

Cheryl M. Tacy

Liberty University School of Education

Consent form for Parents of Participants

Your teen is invited to be in a research study about his or her perceptions toward choice for independent reading during class time and peer dialogue to discuss reading content. He or she was selected as a possible participant because of enrollment in English this term and part of the study involves observation of group discussion. I ask that you read this form and ask any questions that you may have before agreeing to allow him or her to be in the study.

Cheryl Tacy, a doctoral candidate in the School of Education at Liberty University, is conducting this study.

Background Information:

The purpose of this study is to learn more about the impact of student choice for independent reading and allowing time in class to read and discuss the content of the material read. As these instructional strategies are used, do students perceive that they are motivated to read more outside of school, and do they think that their comprehension has increased through this method?

Procedures:

If you agree to allow your child/student to be in this study, I would ask him or her to do the following things:

1.) Participate in the regular classroom activity of reading silently for 20 minutes approximately each class day of the course for a four-five week period as school or class schedules permit
2.) Participate in the regular classroom activity of a five-seven minute peer discussion of reading content within a small group three times a week, which will be observed and recorded for audio once a week for that five-seven minute peer interaction.
3.) Write journal response entries twice a week for five-seven minutes during the study reflecting about independent choice reading and peer discussion.

4.) Participate in a one-on-one interview for approximately ten minutes with the researcher at the end of the study to answer interview questions about perspectives on these instructional methods. A digital voice recorder will be used to record the interview.

Risks and Benefits of being in the Study:

The risks involved in this study are minimal and no more than the participant would encounter in an everyday school setting. Participants will not receive a benefit from participating in the study.

Compensation:

Participants will not be compensated for taking part in the study.

Confidentiality:

The records of this study will be kept private. In any sort of report I might publish, I will not include any information that will make it possible to identify a student participant or the school system. Research records will be stored securely, and only the researcher will have access to the records. All data collected will be anonymous. The school, teacher's names, and student participant names will be given pseudonyms when the data is reported. Confidentiality can be limited since focus groups are being used to discuss reading content, and some recordings may record student's names as they respond to one another; however, written transcripts of recordings will include pseudonyms. After the required three year time period, all records containing student names and responses will be shredded and erased from recordings.

Voluntary Nature of the Study:

Participation in this study is voluntary. Your decision whether or not to allow your teen to participate will not affect his or her current or future relations with Liberty University or the school system. If you decide to allow your child/student to participate, he or she is free to not answer any question or withdraw at any time without affecting those relationships.

How to Withdraw from the Study:

If your teen chooses to withdraw from the study, you or he/she should contact the researcher at the email address or phone number included in the next paragraph. Should your teen choose to withdraw, data collected from him or her, apart from focus group data, will be destroyed immediately and will not be included in this study. Focus group data will not be destroyed, but his or her contributions to the focus group will not be included in the study if he or she chooses to withdraw.

Contacts and Questions:

The researcher conducting this study is Cheryl M. Tacy. You may ask any questions you have now. If you have questions later, **you are encouraged** to contact her at (540)294-1278 or ctacy2@liberty.edu. You may also contact the research's faculty advisor, Dr. Brenda Ayres, at *bayres@liberty.edu*.

If you have any questions or concerns regarding this study and would like to talk to someone other than the researcher*(s)*, **you are encouraged** to contact the Institutional Review Board, 1971 University Blvd, Carter 134, Lynchburg, VA 24515 or email at irb@liberty.edu.

Please notify the researcher if you would like a copy of this information to keep for your records.

Statement of Consent:

I have read and understood the above information. I have asked questions and have received answers. I consent to allow my child/student to participate in the study.

(NOTE: DO NOT AGREE TO ALLOW YOUR CHILD/STUDENT TO PARTICIPATE UNLESS IRB APPROVAL INFORMATION WITH CURRENT DATES HAS BEEN ADDED TO THIS DOCUMENT.)

☐ The researcher has my permission to audio-record my child/student as part of his or her participation in this study.

Signature of minor: _____ Date: _____

Signature of parent or guardian: _____ Date: _____

Signature of Investigator: _____ Date: _____

Appendix E: Observation Procedures

Acting as an observer participant

Silent reading times were observed once a week during the four-week study in each class with participants.

- Once each week during the 20 minutes silent reading time

- Researcher read choice reading text and made notes about student reading habits quickly and discreetly.

- Reflective notes were made after each observation.

Peer interaction/group dialogue and discussion was observed weekly in each class following the silent reading period and prior to the journal writing for approximately 5-10 minutes each time.

- Researcher moved among the groups of students participating as they collaborated in groups.

- A small digital recorder was placed on a desk near the conversation to record the peer discussion

- Acted as participant as needed for book discussion.

For both silent reading and peer dialogue and activities for book discussion the following methods were used.

- Observational field notes were taken in descriptive and reflective form.

- Descriptive notes: on the left side of the document listed times, activities, people, observable actions, seating, room, etc.

- Reflective notes: on the right side of the document personal thoughts, intuitions, ideas, perceptions, etc. Reflective notes were made during the silent reading, but completed during transcription for peer discussions.

Appendix F: Observation/Transcription Log (Creswell, 2012)

Field notes

Class Setting:

Role of Observer:

Time & Date:

Length of Observation or Interview:

Description of Observation   Reflective Notes
(or Transcription of interviews and peer discussion)

Time Intervals (during silent reading):

Appendix G: Sample Silent Reading Observation Log

Field notes   Week One

Class Setting: Class C English 11 Honors

Role of Observer: observe SSR and model reading

Time & Date: 8:00 May 4, 2016

Length of Observation or Interview: 20 minutes SSR; 10 minutes peer discussion and journal

Description of Observation   Reflective Notes

Time Intervals (during silent reading):

Description of Observation	Reflective Notes
8:04 timer set/count down timer on the overhead in front of the room Pages turning Eyes moving across page Head down on desk w/ book in lap Head moves	Engaged/active reading
Looks around the room 8:10 teacher gets up to get marker Moved across room no one noticed 8:11 student phone vibrated in desk	Distracted reading
Ignores & keeps reading Head down pages moving Phone vibrates	Focused reading
8:12 eyes closed book/ignored I asked "how doing?" Suggested read one chapter of *Snitch, Yummy,* or *Gym Candy* novel. Took *Yummy* (graphic novel)	Focused reading
8:16 finger moving down page ready to turn quickly Eye movement across graphic novel Scanning page	Close reading
8:18 graphic novel reader eyes scanning page after page turns 8:20 stretching movement with eyes still on text/look around/ yawn/ looking around	Close reading
8:23 bookmark created turn to me says "it's a good book!" 8:24 timer goes off Teacher pairs up students Teacher models telling about books to peers 8:32 journal writing 8:37 journals collected	Verbalized/shared interest

Appendix H: Silent Reading Observation Open Coding Chart

Silent reading observation notes made from notes written during 20-minute timed student reading observations and reflective notes

Class	Week 1	Week 2	Week 3	Week 4
A	anticipated, focused, active, focused, distracted, continued	anticipated, unprepared, distracted, distracted, focused, active, continued	anticipated, distracted, focused, focused, focused, distracted, engaged, distracted, focused	anticipated, anticipated, distracted, engaged, engaged, focused, continued
B	unprepared, close, focused, shared, focused, continued, interested,	anticipated, engaged, focused, close, distracted, continued	engaged, active & close, focused, continued	engaged, distracted, active, engaged, active, distracted, active, continued
C	engaged, active, distracted, focused, focused, close, close, interested through shared verbalization	active, focused, active, active,	engaged, active, comfortable & active, distracted, distracted, engaged, distracted, active, active	unprepared, distracted, engaged, distracted, active, distracted, engaged
D	anticipated, comfortable, focused, focused, distracted, focused	engaged, comfortable, close, engaged, continued	anticipated, distracted, focused, distracted, active, distracted, close	distracted, active, distracted, engaged, engaged, distracted, engaged, engaged

Definitions of terms:

Active reading-eyes visibly seen moving across the page of text or pages turning

Anticipated reading-holding the book prior to reading timer starting

Close reading-using finger to mover down the page or mark text

Comfortable reading-may go to another part of the room to get comfortable, puts feet up, assume a comfortable position while reading

Continued reading-does not stop when timer goes off or teacher says to stop

Distracted reading-looks up as another person walks into, across, or out of the room

Engaged reading-looking at the text

Focused reading-makes no notice to other action or noise occurring in the room

Interested reading-verbalizes and/or shares reading with peers or the teacher

Unprepared for reading-did not have reading material

Appendix I: Sample Peer Discussion Transcription Log

Field notes: Class Setting: Class A, English 12, Peer discussion

Role of Observer: model expectation, observe peer discussion, share ideas about personal reading and help facilitate the discussion when needed

Time & Date: May 5, 2016; 8:15-8:23

Length of Observation: eight minutes

Description of Observation	Reflective Notes

Time Intervals:

Description of Observation	Reflective Notes
Group one discussion from recorder A; folder A: file 5; 6:21 (Boy 1 & 6; Boy 8 absent) Boy 6: Um my book is about a baseball player or his dad's a baseball player and he's from Vietnam that's where his mom was killed and no that's where his brother was killed and he blames his mom all the time now he came to America and he talked about he got involved in something and he snitched on somebody and now everybody calls him a rat but made the baseball team and he first game ever on varsity threw a no hitter but everybody don't like him so but the coach is standing up for him and that's as far as I got	Quick overview of summary Recall of events and correction as telling continues Tone of voice is final
Boy 1: Well my book is about a guy named Percy Jackson and uh he is attending a new school this year and uh he is uh a half blood which means he is half human half monster uh he tried to live a normal life but monsters tend to follow him around and at his new school he thought that no monsters were there and following him around and they go to gym and play a game of dodge ball and 9 or 10 monsters show up and the dodge balls turn into flaming bruns(?), canons and they're tryin to kill him, and that's where I'm at right now.	Overview summary of reading Slow telling recall Speeds up towards end to wrap up Tone of voice is matter of fact and finished or wrapped up as having met the expectation and done
Boy 6: ok we are done Me: Ok you just started? do you think you are gonna finish that book? Boy 1: Me? yeah probably	

Me: Why? Boy 1: cause it's the second book in the series I'm readin and I got to get it done Me: You got to huh? Boy 1: Yeah I got to Me: How many are in the whole series? Boy 1: three Me to Boy 6: How bout you? Boy 6: I mean I am finishing this cause I feel accomplished that I am finishing a book. Me: Is that the first book you...That won't be the first book you've finished this year will it? Boy 6: No it will be third Me: Oh the third book you've finished? Ok she has journal entry for you guys to get started	"I feel accomplished that I am finishing a book" "It will be the third"
Group Two discussion from recorder B; folder B; File 4 (Boy 4 & 7; Girl 2, 3, & 5 Boy 7: So my book is the_____ in the testing series. I haven't read it for a while. Now the part I was just at is the main character Melincia that's a really weird name it is post war and I guess they forget how to name their children This dude named Raef but she sitting there and she is in a pretty bad situation and her cell phone goes off and she is surrounded by cops and the cell phone goes ding you got a text ding then her brother gets on the phone and says answer your freaking phone and then all the cops surround her. Smart! That's why you put your freaking phone on silent. *Giggles all around* Girl ___: Um so I am reading the *100* series.. Boy 7: The movie or the show series? Girl ___: Yeah it's a series. I read the first book and basically they earth went through a catastrophe and most of them went on a ship and survived and then they started returning to earth and they realized that people are still on earth Boy 7: Have you seen the TV series?	Analyzes names Postwar setting Intense plot Relates to modern Series

Boy 4: It's a great TV series! *Giggles* Girl ____: I probably will watch it after the book	
	Twin reading about twin siblings
Girl 5: Alright my books called *When I was the Greatest* and it's about twin brothers Noodle uh and Needle. They have two different personalities. One likes getting in trouble. One is like really quiet. One of the brothers Needle he's gonna rob a bank. Then His best friend Al is gonna get them out of trouble.	
Girl____: Alright so my book is called *The Truth about Alice* and it's this girl who everyone has _____ because she went to this girl Elaine's party and she slept with two guys. *Nonverbal reaction from peer Boy 7* Girl____: What Boy 7's name?	Peer reaction to reading content
Boy 7: one party two people that's pretty bad *Laughing* Girl____: Let me finish! Um So the girl Elaine was really not about this and so she sent a text to everyone in the school that about what happened so nobody is really friends with her [Alice] anymore and nobody likes her and they think she's a slut and everything and	Teenage drama
	Peer connection to classis novel *Alice in Wonderland* character
Boy7: Does she have an imaginary white rabbit too?	
Girl____: Shut up! Not that kind of story	Analysis of characters and their decisions
Boy 7: Also, what happened in this book series that I absolutely hate you have this detective named Will and then you have Valencia and so many people living with her this is actually kind of weird she is actually a year younger than everyone and she is short as we know every guy in this book likes short girls they're sitting there trying.. I'm shooting for Will and she is……….. *Teacher starts initiating journal writing assignment*	

Appendix J: Sample Interview Transcription Log

Field notes: Interview with A-1 "Brian"

Class Setting: In my classroom with locked door and window in the door with a note posted "Interviewing Do not Disturb"

Role of Observer: Interview Participant

Time & Date: 8:20 May 25, 2016

Length of Observation: 7 1/2 minutes approx. for interview

Description of Observation	Reflective Notes

Time Intervals:

Description of Observation	Reflective Notes
Me: How do you feel about reading books? **Brian**: Uh I've never liked it but ever since this year Uh I've started to like it a lot more because I don't know when I come in there I don't like being in Mrs. _____'s class English at all but I do like getting the chance sit there in a quiet room and just read something I enjoy. *Silence two seconds* **Me**: Has you opinion changed of reading during the time you have spent reading in this class? **Brian**: yes **Me**: In what way **Brian**: In the way that I would actually read a book outside of school as opposed to before I wouldn't even want to take the book. **Me**: So you said before you wouldn't read a book outside of school? **Brian**: Yeah before I wouldn't read books outside of school **Me**: So you've been reading outside of school too? **Brian**: Yes **Me**: How do you feel when the teacher picks the book out for you without your input about the content such as the same novel being used for every student? **Brian**: If we're reading it as a class then I wouldn't have a problem with it, but if she picks a book for us to read on our own then I don't know I wouldn't like it cause I don't usually I have my own type of interests so to have someone to pick out a book for me to read and get into as I picked as a book on my own I think it would be as easy for me to get into. *Silence two seconds.*	"I've never liked it but ever since this year I've started to like it a lot more" "In the way that I would actually read a book outside of school as opposed to before I wouldn't even want to take the book." "I have my own type of interests" "I picked as a book on my own I think it would be as easy for me to get into."

Me: What do you like or dislike about being able to decide the type of book you read during silent reading class time? **Brian**: What do I like about deciding the book I'm gonna read? **Me**: Uh huh *Silence 5 seconds* **Brian**: hmmm *silence 7 seconds* Why is that question stumping me Ms. Tacy? Can you read that again? **Me**: What do you like or dislike about the book you choose to read during silent reading time? **Brian**: Uh I like I like it because I like being able to choose the book I'm gonna read cause if I get to choose a book I'm gonna read I choose it because I'm <u>interested</u> in it and it will keep me focused on reading it during the entire time I gotta read instead of me looking around the room and being distracted. **Silence two seconds** **Me**: When you get to choose your own reading material, how often do you read that book outside of school? **Brian**: Um when I was readin the Lightening Thief I would read I'd come into Mrs. _____'s class and I'd read like 60 pages and then I go home at night and read a chapter or two in case if I wouldn't finish a chapter that day I just go home and finish it so I could pick up a new chapter the next day. **Me**: so let me get this straight. So in 9-12 this is the first year you've read outside of school? **Brian**: Yes (*quietly*) **Me**: Yes? **Brian**: *louder* yes Me: So how do you feel about that silent reading time? Brian: Uh I like it because usually it would make me I would put my head down and just take a nap but being I get to read what I wanna read I like it a lot more just because I don't like being in there usually getting to read something I like keeps me entertained it's nice *Silence two seconds* **Me**: How has that group and peer discussion time after silent reading impacted your reading and understanding? **Brian**: Uh in a good way because I like hearing when we talk about each other's books I look at some of the books people are reading and I look at the covers and they tell me about like what's going on in the book and it makes it more interesting and kinda you know makes me wanna	"I choose it because I'm interested in it and it will keep me focused on reading it during the entire time I gotta read instead of me looking around the room and being distracted." "If I wouldn't finish a chapter that day I just go home and finish it so I could pick up a new chapter the next day." "So in 9-12 this is the first year you've read outside of school?" "I like it a lot more just because I don't like being in there usually getting to read something I like keeps me entertained it's nice" "it makes it more interesting and kinda you know makes me wanna read it a little bit more instead of being opposed"

read it a little bit more instead of being opposed I would see the cover and I wouldn't have read it at all. **Me**: Did it help you understand your book more? **Brian**: Mmm a little bit *Three second silence* **Me**: What useful strategies have the teachers used to interest you in reading? Whether it be like a choice novel did they use any strategies to help you? **Brian**: Just like describing the different types of books I know like the beginning when we went in the library and you were reading the backs of the books that like helped out a lot cause that helped me read that one book uh **Me**: Deadline **Brian**: Yeah Deadline that's my favorite book I've read! So just like finding books in the a… what you read about that book made me want to read it yeah **Me**: What would motivate you to read then? **Brian**: Uhh generally after I read the first chapter I get more motivated just because I don't know once I start reading something that I wanna read it's hard for me to stop cause sometimes when I get into a book like when I was reading Lightening Thief I would read it and I could picture some of the stuff that was going on in the book and it made me wanna keep on reading to see what was gonna happen there was a lot of suspense in all the chapters **Me**: I'm going off script here. Have you seen the movies? **Brian**: hm nn (*no*) **Me**: Are you gonna see the movies now when you're done reading? **Brian**: I don't know. *smiles* I feel like the movie's not gonna be as on point there's just a lot of pages and a lot of stuff you can't fit into a movie **Me**: I know. *Silence two seconds* **Me**: So have you been surprised or disappointed in the amount of reading that you have done in this course? Brian: Uh very surprised. I didn't think I was gonna read at all this year and it's my last year in English and I was just gonna do a few essays and be done. I didn't think I was gonna do silent reading at all. *Two second silence* **Me**: Is there anything you want to add? Silence **Brian**: Just read	"describing the different types of books" "you were reading the backs of the books that like helped out a lot" "Deadline that's my favorite book I've read!" "after I read the first chapter I get more motivated" "I could picture some of the stuff that was going on in the book and it made me wanna keep on reading to see what was gonna happen there was a lot of suspense" "I feel like the movie's not gonna be as on point"

Appendix K: Open Coding from individual data collection categories

Silent Reading

Anticipated Reading
Focused Reading
Active Reading
Distracted Reading
Close Reading
Continued Reading
Engaged Reading
Interested Reading
Unprepared Reading
Comfortable Reading

Peer Discussion

Book summary retelling
Connects to real life
Analyzes character's decisions
Shows emotion towards character
Compares to classic novel
Feel "accomplished"
Book series
"Gotta just keep reading"
Content: historical fiction
No time out of school
Rereading favorite book
"Interesting"
"When it's the right book, it's hard to stop reading"
Content: teen drama
Interested in peer's reading
Active listening
"That book's gonna be good cause she is that far into it"
Content: realistic fiction
Series
"A really good book"
Content: teen issues
Content: high school issues
Interested listening
Listening feedback
Makes connections
Makes predictions
Content: high school
Diaries
Content: teen revenge
Content modern teen interest
Suspense
Content: teen genre
Content: science fiction

Content: teen language
Content: supernatural
Content: dystopian
Help from the librarian
Content: teen drama
Content: opposites attract
Content: teen literature
Content: dystopian literature
Graphic novel
Short story
Content: suspense
Content: sibling drama
Books in English class not relatable
Summary: character's actions
Graphic novel
"fun read"
Content: gangs
"It caught me"
"quick read"
"stuff starts going down"
Connects to real-world
Poetry writing format
Content: self-help
Teacher recommended
Content: romance
Content: rebellious
English class books: boring
Content: high school sports
Content: "love story like Romeo & Juliet"
Content: military memoir
Content: action
Content: suspense
Content: real life
Content: teen drama
"My book is about real stuff"
Analyze plot vs character

Journal Writing

Series
Changed impression of reading
Interesting books
"Now I don't have a problem with reading"
"Peer discussion is fun"
"Now enjoy reading in free time"
"has really kept my attention"
"reading more than normally read"
Talking about what will happen next

Content: dystopian
Relatable story
"do enjoy reading"
Teacher recommended
Don't read outside of school
Content: realistic fiction
Summary
Content: history
Picked because liked the cover
Content: teenage drama
"Taking my time"
"Very exciting books"
"Action and great storyline"
Can't read outside of school
Can relate to the characters
Characters going through hardships
Characters seen in high schools
Content: fantasy
Books fitting future career choice
Judging books by titles
Relatable characters
Identifiable characters
Books deals with ethics and morals
Heroic, brave characters
Discussion aids comprehension
Talking about reading helps summarize
Identify with main character
"Amazing book"
"Characters are like me"
"Knowing about other books interests me"
"Talking helps understand"
Peer discussion: "think about books and comprehend what it says"
"Making good reading progress so far"
Would like to research reading content
Content: Dystopian
"Pulls the reader in"
Keeps them intrigued
Focused on the book
Peer discussion: "picture what is happening in my head"
"Like interacting with peers"
Content: sports
"Reading is important"
Identify with the main character
"Good book that appeals to interests"
Futuristic themes
Gang book

Librarian suggested it
Books about love
"Relate to my life"
"Gets your attention as soon as you read it"
Nonfiction books
"Book is real stuff"
Do not read outside of class

Interviews

"Never read before this year"
"Enjoy reading"
Being able to choose
SSR keeps entertained
Very surprised by amount read
SSR wish longer
See other genres
Time to read
Peer discussions
Content
Learn new things
Discussion makes it real life
Gentrification better for students
Impacted a little by other's opinions
Keep going
Fun pastime
"Interesting to read"
Others show interest in the book
Relevancy to the storytelling
Interesting points
"Enjoy intriguing books"
Helped with study strategies
Librarian discussing the books
"Knowing reading will help me"
"Slow reader"
Being told to read gives a chance
Like choosing
SSR gives time
Heading other books interested in reading
Librarian telling of other books
A really good part
"Given time to read"
Surprised usually don't read a lot
"Students should have a say"
Should pick the book cause the one reading it
Group gave input or opinion
Very surprised
"Fast-paced reader"

Teacher assigned can't take it home
SSR stress-free
Librarian and teacher recommendations
Really good book
Expand vocabulary
Find out new things
Understanding character on a personal level
Enjoy discussion
Values reading time
Like freedom to choose
Prefer more class discussions
Discussions with peers based on commonalities
Started reading again
"Freedom to enjoy"
"Get a feel for other's books"
"Through the eyes of the main character"
Reading mood
Teacher recommendation
"Not being forced to read something I don't like"
Read for leisure
Reading mood
List to choose from
Librarian broke down sections and shared favorites
Like discussion with peers more interesting
"If I pick it, I will read it"
"Not fall asleep"
Don't have time for outside reading
"Get to choose"
Interact with class
"Pick my own book"
Class time
"Peers get to know different types of books"
Like reading but busy in high school
"Picky reader"
Wish SSR longer
Discussion helped understand more
Discussion developed interests
Teachers show different kinds of books
Teacher gave a choice for instructional reading
"Nice hearing other's opinions"
Choice creates invested interest in plot and characters
Motivated to read
Good book
Have to comprehend to explain book to peers
Accommodates students
"Knowing you will talk about it"

"Choice to read something interesting"
Teachers picking boring books
Busy outside of school
Discussion impacted understanding
"Telling about it helps out"
Prepares for standardized testing
Students have choices; they read more often
Keeps student attention
Changed opinion about "random books"
Confident "can read anything now"
"Book with good meaning or moral value"
"Free time"
"Enjoyable"
Reading has increased
Look forward to SSR
"Saying it out loud" helps comprehension
Before in English hardly ever read
"Helped me enjoy reading"
Like a choice can relate to
"Cool to hear other's think"
"Ask what I'm into"
Didn't realize how quickly get through the book
"Let's me choose my own book"
Not afraid to talk anymore
Feel good about SSR
Reading more often
Like it when everyone is quiet
Like it when everyone is reading
"Right kind of book"
"Nice to know what everyone is reading about"
"Been kind of good"
Find it enjoyable
Peaceful SSR
"Ask career interests"
"Books will benefit me"
More mature option for high school books

Appendix L: Suggested List of Young Adult Literature

This following list provides students with engaging plots, a range of genres, styles, levels, and content which appeals to many interests. An asterisk denotes a listed series. Websites for other titles have been included at the end of the list.

An Abundance of Katherines by John Green

*Beautiful Creatures, *Beautiful Darkness*, *Beautiful Redemption*, and *Beautiful Chaos* by Kami Garcia

Bootcamp by Todd Strasser

Chess Rumble by G. Neri

Cut by Patricia McCormick

Deadline by Chris Crutcher

Dopesick by Walter Dean Myers

*Divergent, Insurgent, Allegiant, and *Four* by Veronica Roth

*Fallen, Torment, Passion, and *Rapture* by Lauren Kate

Fitz by Mick Cochrane

Ghetto Cowboy by G. Neri

Gym Candy by Carl Deuker

Hatelist by Jennifer Brown

Homeboyz by Alan Lawrence Sitomer

*Hush, Hush; Crescendo; Silence; and *Finale* by Becca Fitzpatrick

If I Grow Up by Todd Strasser

If I Stay by Gayle Forman

Knockout Games by G. Neri

*Legend, *Prodigy* and *Champion* by Marie Lu

Leverage by Joshua C. Cohen

Living Dead Girl by Elizabeth Scott

Lockdown: Escape from Furnace 1, *Escape from Furnace: Solitary 2*, *Death Sentence: Escape from Furnace 3*, *Fugitives: Escape from Furnace 4*, and *Execution: Escape from Furnace 5* by Alexandar Gordan Smith

Looking for Alaska by John Green

Matched, *Crossed*, and *Reached* by Allie Condie

Maximum Ride, Schools Out Forever, Saving the World, Final Warning, Max, and *Fang* by James Patterson

Mexican White Boy by Matt De La Pena

Monster by Walter Dean Myers

Paper Towns by John Green

Payback Time by Carl Deuker

Period. 8 by Chris Crutcher

Rot & Ruin, Dust & Decay, Flesh & Bone, and *Fire & Ash* by Jonathon Maberry

Shiver, Linger, and *Forever* by Maggie Stiefvater

Sold by Patricia McCormick

Speak by Laurie Halse Anderson

Snitch by Allison Van Diepen

Takedown by Allison Van Diepen

The Absolutely True Diary of a Part-Time Indian by Sherman Alexie

The Fault in Our Stars by John Green

The List by Siobhan Vivian

The Maze Runner Series by James Dashner

The Mortal Instruments: City of Bones, City of Ashes, City of Glass, City of Fallen Angels, and   *City of Lost Souls* by Cassandra Clare

The Perks of Being a Wallflower by Philip Pullman

Thirteen Reasons Why by Jay Asher

Tyrell by Coe Booth

*Uglies, Pretties, Specials, and Extras by Scott Westerfeld

Will Grayson, Will Grayson by John Green and David Levithan

Winter Wolf by Rachel M. Raithby

Wintergirls by Laurie Halse Anderson

Graphic Novels

**The Walking Dead* by Robert Kirkman and Charlie Adlard

Through the Woods by Emily Carroll

Uglies: Cutters by Scott Westerfeld, Devin Grayson, and Steven Cummings

Uglies: Shay's Story by Scott Westerfeld, Devin Grayson, and Steven Cummings

Yummy: The Last Days of a Southside Shorty by G. Neri and Randy DuBurke

Non-Fiction/Memoirs

A Question of Freedom by Dwayne Betts

A Long Way Gone: Memoirs of a Boy Soldier by Ishmael Beah

The Glass Castle by Jeannette Walls

The Other Wes Moore by Wes Moore

Poetry & Verse Novels

Brown Girl Dreaming by Jacqueline Woodson

Chasing Brooklyn by Lisa Schroeder

**Crank, Glass,* and *Fall Out* by Ellen Hopkins

Far from You by Lisa Schroeder

I Heart You, You Haunt Me by Lisa Schroeder

**Identical, Impulse, Smoked, and Burned* by Ellen Hopkins

Locomotion by Jacqueline Woodson

Websites Providing Current Titles

American Library Association. (2015). Young adult library services association: Best books for young

      adults. Retrieved from http://www.ala.org/yalsa/booklists/bbya

Goodreads. (2015). Young adult book lists. Retrieved from https://www.goodreads.com/list/tag/young-

      adult

Time, Inc. (2015). The 100 best young adult books of all time. Retrieved from http://time.com/100-best-

      young-adult-books/