MOTIVATING STRUGGLING MIDDLE SCHOOL READERS

CAPSTONE PROJECT

Submitted in Partial Fulfillment of Requirements
for the Degree of
Master of Arts in Education
(Concentration in Instruction)

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Abstract

The purpose of this study was to find strategies to motivate struggling middle school readers. The researcher looked at the reasons some students had difficulty with reading and found strategies to help them become better readers. A handbook was created to explain some strategies that were researched for this purpose. Strategies included the use of instructional games, computerized game websites, book selection, and reading aloud to middle school students.
In memory of Thelma Jean Savage Poles Israel, my Mother, my first teacher who taught me to love learning.
Acknowledgements

My love and special thanks go to the following people for helping to make this dream come true.

To my husband, Steve, and my children, Josh and Emily, for their incredible patience, understanding, forgiveness, support, encouragement, and unwavering love.

To Robin, for always believing in me, even when I had doubts.

To Miguel and Mary Jane Montesinos, for celebrating my successes with me and giving me confidence.

To my dear friend, Sherri, for not taking "No" for an answer and for holding (and sometimes dragging) my hand through this entire process.

To Dr. Shelly Boardman, for guiding me, supporting me, and keeping me focused.
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Chapter I

Definition of the Problem

What is done is done for the love of it- or not really done at all

- Robert Frost
Introduction

What does it take for middle school students with persistent reading difficulties to become successful readers? "Teachers understand that education is the foundation of social justice" (Hoover & Fabian, 2000, p. 474) and that interest in reading is ultimately an interest in learning (Bintz, 1997). Much research has been done on why some students are reluctant or struggling readers. The following came from a statement by Afflerbach (1993).

Often students are puzzles whose reluctance to read, inconsistency in reading, or seeming inability to read present a challenge that can be met, in part, through careful and methodical observation. These students often are from low groups in traditional classroom groupings and are considered for inclusion in remedial programs such as Chapter 1. (p. 260)

Hoover and Fabian (2000) noted in their research that a "staggering number of struggling readers in the United States are African American children and other students of color" (p. 474). They suggested using explicit phonics and linguistic methods with these children since African American and many other students of color have a "bilingual or bidialectic background because of their exposure to two
language varieties” (p.475). This was one topic of research that warranted further investigation.

Statement of the Problem

The purpose of this study was to investigate the reasons some middle school students struggle with reading and to create a handbook of strategies to motivate students to overcome this problem. The handbook was written to provide support for teachers of struggling middle school readers. In this study, the researcher focused on general learning strategies. Specifically, strategies that could be applied to multiple contexts and that ought to “enhance learning across knowledge domains” (Ames & Archer, 1988, p.261). Middle school reading teachers need to know more about how to “select appropriate challenging tasks that will sustain student motivation over time” (Blumenfeld, 1992, p. 273).

Definition of Terms

The Definition of Terms section was provided to clarify any educational jargon that the reader might have been unfamiliar with.

- **Back of the Book summary**, or **BoB**, refers to the brief summary of a book usually found on the back cover. This information can pique interest by giving a quick review of the story.
- **ITBS** refers to the Iowa Test of Basic Skills, which is a standardized test given to students across the nation to measure and compare performance on basic skills. The researcher’s school system primarily focuses on Reading and Mathematics. Scores are reported in National Percentile Rank form. This test was used in Georgia prior to 2001.

- **Stanford 9** refers to a standardized test developed at Stanford University in California, given to students across the nation to measure and compare performance on basic skills. The researcher’s school system primarily focuses on Reading and Mathematics. Scores are reported in National Percentile Rank form. This test has been used in Georgia since 2001.

**Research Objective**

The quality of instructional games and materials for motivation in reading has dramatically improved over the last few years. It was this researcher’s objective to find strategies to help struggling middle school readers become successful, motivated readers. Strategies included using educational games, both online and boxed, students
selecting their own reading material, and by having books
read aloud to them by fluent readers.
Chapter II

Literature Review

Your work is to discover your work- and to give your heart to it.

- Buddha
Review of Literature

The review of literature sources were obtained from journal articles obtained by Central Michigan's Off Campus Library, First Search, ERIC, and Fulton County School's Resource Library. The Review of Literature was presented in the order of pertinence to the topic. General referenced information was followed by a section related to the motivational use of instructional games, the importance of involving students in book selection, and finally, the value of reading aloud to middle school aged students.

What is a 'struggling reader', and how were they identified as such? The participants that the strategies used in this handbook targeted were struggling middle school readers. Middle school students are in grades six through eight. They are generally between the ages of 11-14. Specifically, the researcher used her seventh grade identified 'struggling readers'.

Students were identified as 'struggling' or 'reluctant' readers based on several factors. These students generally lacked skill, motivation, and purpose for reading. A standardized test (ITBS, Stanford 9) score earned below the 35%ile in reading comprehension was an indicator that was used in identifying these students. Teacher observation was another indicator. Attendance
records also were an indicator if a student had missed a significant amount of days in school or if a student had moved often. Reading inventories (Analytical Reading Inventory) were also used in assessing these students.

For struggling middle school readers, increasing negative attitudes toward reading are even more pronounced than for average and above-average readers. However, their pessimism toward reading may be caused by “feelings of helplessness and hopelessness” (Johnston & Winograd, 1985, p. 278) rather than by a “general dislike of reading” (Kos, 1991, p. 877). The assumption was that reading is taught in elementary school and that students should be entering middle school and high school knowing how to read proficiently and strategically (Bintz, 1997). “Reading and content area teachers who teach above the elementary level have a daily challenge: to motivate students raised on TV to learn from and be interested in reading” (Agnew, 2000, p. 574).

Students’ reasons for devaluing reading as they progress through middle and secondary school are complex (Bintz, 1997). Providing students with an opportunity to practice newly acquired skills and knowledge is an important component in designing an instructional strategy (Klein & Freitag, 1991).
"Schools can intentionally create a climate that says to teachers in professional ways and to students in practical ways that 'we value reading in this school'" (Bintz, 1997, p. 22). Motivation, self-esteem, and developing high expectations are stressed in successful programs for struggling readers (Hoover & Fabian, 2000). Gaskins (1998) stated, "choice, collaboration, and competence provide the foundation for motivation" (p. 542). She defined motivation as the "result of one's beliefs, attitudes, values, and interests" (p. 540).

**Games for Motivation**

The use of educational games and related game format experiences, have within the past several years, gained some degree of acceptance (Tassia, 1979). Many critics still voice repeated concern over apparent misuse, overuse, or segmentation of learning processes created by the use of educational games (Andrews & Thorpe, 1977; Allington & Strange, 1977). This study included a checklist for evaluating and selecting game-type activities (Rakes & Kutzman, 1982), which may help teachers select appropriate games for reinforcement. Some researchers have reported that the use of instructional games increases student interests, satisfaction, and continued motivation (DeVries & Edwards, 1973). Klein and Frietag (1991) found in their
research that using instructional games significantly affected the four motivational components that they identified as attention, relevance, confidence, and satisfaction. The use of instructional games did not, however, influence performance. Children learn from infancy to assimilate new information about reality through play activities. Because of this, students are comfortable with games and they usually enjoy the direct involvement that games offer.

Skeptics about Using Games

Allington and Strange (1977) discussed that it was doubtful that games actually taught or reinforced reading skills. They also believed that playing these games provided an inefficient use of instructional time. They found that the motivational aspects of game playing were extrinsic and limited to the few who actually won the game. Allington and Strange (1997) did provide in their research a "checklist for evaluating games" (p. 274).

The following statement from Allington and Strange (1977) summarized their view.

Ideally the ultimate goal is to make reading rewarding. We conclude from this that, following effective instruction, children should be presented with the opportunity to read meaningful connected
text. Unfortunately, reading games usually focus on skills in isolation rather than the application of those skills in a real situation. Regular use of games may be counterproductive for developing fluent reading since too often they offer no opportunity to integrate the skills into a holistic process. The goal becomes winning the game instead of learning to read. (p. 274)

Andrews and Thorpe (1977) continued the skepticism with the following from their study. They stated that "contrary to popular opinion, instructional games foster incorrect responding, produce a failure syndrome, and reduce self esteem" (p. 74).

Involving Students in Book Selection

If adults were assigned a book to read, would they actually read the book? If these same adults were given a choice between three books to read, would they read one of them? As adults, most of us do not appreciate being told what we have to do. We like to have some ownership in what we choose to do, and so do children. Too often in public school classrooms, children are mandated to do things instead of being empowered to make choices for themselves. This was particularly true in reading classes. The researcher believed, and has research to support the
theory, that children would read more and enjoy reading if they were given options to choose from.

Bintz (1997) suggested that many middle school students struggle with reading because they lack interest in the kinds of reading they are typically required to do in school, such as textbooks and certain teacher selected texts. Worthy (1996) discussed the importance of making available interesting materials that ‘hook’ reluctant or struggling readers. Middle school students are more likely to read a book that they choose for themselves. Hoover and Fabian (2000) went further in discussing that students would achieve better when given materials and themes relevant to their culture.

Afflerbach (1993) suggested that providing a variety of books about student’s favorite topics served as motivation. Ivey (1999) suggested that the strong influence of self-selection on motivation made a good case for free choice reading, especially for struggling middle school readers. Ivey (1999) stated, “struggling middle school readers like to read when they have access to materials that pan the gamut of interests and difficulty levels” (p.373).

Children who say that they ‘hate to read’, read magazines, cookbooks, and the Sports sections of the
newspaper out of school. Struggling middle school readers often find that the newspaper is a good choice for improving reading comprehension because the articles have a reduced number of difficult words and have short passages that deliver clear messages (Monda, 1988). Ivey (1999) suggested that given the importance of students' personal preferences, out of school reading interests ought to be welcome into the classroom and integrated into the reading curriculum. Roe (1997) added that the teacher must support the student's selection of a story or if a common reading of a text seems advisable and appropriate, the chosen text must engage all students.

Roe (1997) also suggested that many students have the desire to read and write, and may even choose to do so, but the novice level of their literacy achievements impedes their desires. Still others are caught in a vicious cycle of "can't, don't, and won't". Regardless of ability or general inclination to read, interesting materials are needed to develop and sustain engaged middle school readers.

So, how do we motivate and encourage students to choose their own books effectively? Rinehart, Gerlach, and Wisell (1998) found that the information in 'back of the book' summaries enhanced self-selection of books for
recreational reading. Ashley (1970) added that series books (Nancy Drew, Hardy Boys) ought to be recognized as a natural stage in reading development. If we wanted children to acquire good reading habits, there was no doubt that the series books were pursued as a master of habit. Proof of this was evident recently when children and their parents stood in line to preorder the latest Harry Potter series book by J. K. Rowling.

Ollman (1993) stated that a person could not choose the right book just from the pictures and ‘back of the book’ summary. She created a seven-step strategy sheet (see attachment) to help her students determine whether a book was suitable to their liking. Students were directed to record clues from the book on the left side of the sheet and made predictions from the clues about the content, style, and interest of the book in the right hand column. Step by step, students determined which books to select for themselves. The process took up to twenty minutes to complete. Ollman found that after using the sheets three times, the students lost interest in the writing process. She suggested to them that they knew the procedure and did not need to complete the written form anymore. She reminded the students to use more than one strategy in selecting their books to be read for enjoyment. This was a
method that could be adapted to any classroom. Our students need to be taught how to choose, and then given the opportunity to use this skill.

For reading to become a life skill, students must be encouraged to read for pleasure. To promote reading for pleasure the school needs to make accessible reading materials that interest students. Reading interesting works will motivate the students to read material that brings out their natural interests and curiosity and encourages more reading. This will put the student on the path to becoming a lifelong reader (Carbo, 1997).

Students, whenever possible, need to be in a literacy rich environment with choices of high interest reading material that reflects their cultural, linguistic, and socio-economic background. High quality material reflecting a wide range of reading levels, from easy to challenging, will encourage reading by even the lowest level students. Teachers can also promote reading by providing a variety of environments and activities to associate reading with pleasure. This may include book clubs, discussion groups, healthy snacks, comfortable seating areas, and guest readers as well as recorded books.
Reading Aloud to Middle School Students

Introducing books and reading aloud to a classroom of any age children gives teachers an opportunity to show students that teachers themselves value the books they bring to the classroom. This gives students the impression that reading is pleasurable and worthwhile. Reading aloud to students improves their listening skills, builds vocabulary, aids reading comprehension and has a positive effect on students attitudes towards reading (Routman, 1991). Reading aloud to middle school students demonstrates the teacher’s enthusiasm for reading, an attitude that can be contagious. When middle school teachers share books regularly, students become inspired to do the same.

Reading aloud to students was an influential factor in learning to read. Marie Carbo (1997) theorized that students that were not yet independent readers or were reading below their potential needed frequent modeling of high interest material. She further suggested that when a reader read aloud, while a less able reader listened and looked at the words being read, higher-level critical thinking skills improved.

Giorgis (1999) stated, "Hearing a good story read aloud often piques the interest of the most reluctant
reader, who will then become an active listener, and possible a more willing reader” (p. 52). Ivey (1999) also discussed that there was no doubt that reading aloud to students of any age was a “powerful practice for promoting literacy appreciation and development, but I have found that read-alouds have specific benefits for struggling middle school readers” (p. 374).

Summary

In summary, the quality of instructional games and materials for motivation in reading has dramatically improved over the last few years. It was this researcher’s belief that struggling middle school readers can become successful, motivated readers by using educational games, selecting their own reading material, and by having stories read aloud to them.
Chapter III

Methodology

The way to learn is by leading. The way to lead is by learning.

- Anonymous
Method

Target Population

The handbook was created to assist the Bear Creek Middle School reading teachers by providing them with motivational strategies to use with their struggling readers. These strategies included primarily the use of educational board games as well as computer generated game sites to improve reading skills. Online reading games were the major focus because each classroom at Bear Creek Middle School had at least two computers for students use. There was also a computer laboratory available for whole group activities. The board games chosen were relatively inexpensive ($18-$25 each) and were 'tried and true'. Also included were strategies to help teachers help their students with book selection.

The participants that this study targeted were the teachers of struggling middle school readers. Middle school students are in grades six through eight. They generally are between the ages of 11-14. Specifically, the researcher focused on the identified 'struggling readers' at Bear Creek Middle School.

Students were identified as struggling or reluctant readers based on several factors. These students generally
lacked skill, motivation, and purpose for reading. A standardized test (ITBS, Stanford 9) score below the 50th percentile in reading comprehension was an indicator that was used in identifying these students. Results from the Stanford 9 taken in the spring of 2001, indicated that the average Reading Comprehension score at Bear Creek Middle School was 42% in both the sixth and seventh grades. Teacher observation was another indicator. Reading inventories (Analytical Reading Inventory) were also used in assessing these students.

Bear Creek Middle School serves the Creekside High School area of south Fulton County, Georgia. The school's attendance zone includes Union City, Fairburn, and Palmetto. Of all the middle schools in Fulton County it has the largest and most rural attendance zone. There has been a substantial growth in the non-white populations during the 1990's, while the Caucasian population has decreased by 16.2% over the same 10 years. There is a growing Hispanic and Asian population at Bear Creek Middle School. With an average household income of $49600, low and moderate priced housing is a contributing factor for the growth in this area. This information comes from the Bear Creek Middle School school-based plan, 2000-2001.
Limitations

Attendance records also were an indicator if a student had missed a significant amount of days in school or if a student had moved often. Research has shown that when students have significant absences, their skills were lacking because they were not present when the lessons were taught. The skills presented in one school may not be congruent to those taught in another school at the same time. When students are transient, they may miss concepts and skills taught completely, providing gaps in the learning process.

Instrument

The researcher developed a handbook to use to motivate struggling middle school readers. The researcher used the checklists for evaluating games found in the study by Allington and Strange, (1977), to help determine if using any particular game was valuable as a classroom activity. The researcher also used the checklist for evaluating educational games that was developed by Rakes and Kutzman, (1982). Websites were included for educational reading games.

Design

The handbook that was created contained colorful paper to assist the readers in finding particular sections.
Unique fonts were used because they were clear and easy to read for the target population. Empty spaces were left in strategic areas for teachers to add their own comments. This will customize the handbook for each teacher using it. The 34-page handbook was divided into seven sections. They included an introduction, basic reading strategies to be used in a classroom, strategies and checklists to be used for choosing the right book, a suggested list of appropriate books for reading aloud to students, checklists for evaluating the effectiveness of reading games, suggested ‘tried and true’ reading board games and computer reading game sites, a special request from the researcher to the target population, and a list of references.

Procedure

An Instructional Review Board application was submitted and approved in October 2001 (see Appendix A). Since no human subjects were used in this CED 670, the application was processed as “not required”. Permission to use specific checklists and strategy sheets were sought from Dr. Thomas Rakes (see, Appendix B), Dr. Richard Allington (see Appendix C), and Dr. Hilda Ollman (see Appendix D). Permission to use these works was granted.

Standardized test results from the Iowa Test of Basic Skills (ITBS) and the Stanford 9 were used as a starting
point to initially determine if students were struggling in reading. Any students having a score below the 50th percentile in reading comprehension were eligible for further screening. Grade level teachers provided recommendations for further screening of students who they feel were struggling in reading or lack motivation in reading and do not have test scores available. (Students may not have test scores available if they have moved from another area or were absent on testing days). A reading screening was administered to each student using the Analytic Reading Inventory (ARI) to add validity to the recommendation.

Once the students have been chosen, they were allowed to choose their own books to read from a classroom selection of various topics and readability levels. A comfortable environment was provided for the students to read in and time was granted to read for enjoyment. Educational games were played to reinforce skills that were taught in class such as main idea, sequencing events, reading for comprehension, inference, and reading for detail. Students were given adequate amounts of time to complete these games during the class period. The teacher demonstrated reading enjoyment and enthusiasm by reading books aloud to her classes. She also read for enjoyment during their silent reading time to model her expectations.
Students were afforded the time and opportunity to share their books with others, which created interest in the books that they were reading.

The researcher continued to look for best practices in motivating these struggling students to become better readers and incorporated these findings into her research. All of these strategies for motivating struggling readers were incorporated in the handbook.
Chapter IV

Handbook

If you want to predict the future, create it.

- Peter Drucker

Double page numbers were provided in the handbook so that the reader could follow through with the flow of the Plan B paper, but also so that the handbook could stand alone.
Ways to MOTIVATE

struggling middle school readers!

Carol Diane Adler Montesinos
Fall, 2001
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Introduction

The purpose of this handbook is to assist you, a classroom reading teacher, in motivating struggling middle school readers to read. All of the ideas presented in this handbook have been researched and used. The first section is a review of basic reading strategies. Next you will find ideas to motivate students to make good choices in the area of book selection. Then you will find a suggested booklist for reading aloud to middle school students included. Finally, the section on games is divided into two parts: boxed and online. Space has been provided for you to use to personalize this handbook for you and your classes. Write in the margins and make it your own!
Basic Reading Strategies...

to use with your class!
Preview and Predict

Before Reading:

Preview the selection
➢ Read the title
➢ Look at the pictures
➢ Read a few paragraphs

What clues do you have about the story?
What do you already know about the topic?

Predict
➢ What do you think is likely to happen in the story?
➢ What do you think you will learn?

During Reading:
➢ Think about your predictions
➢ As you get new information, change your predictions if you need to.

After Reading:
➢ Think back to your first predictions.
➢ Did new information cause you to change them? In what ways?
Summarizing Stories

Think about the story you just read.

Setting
Where and when did the story take place?

Characters
Who were the main characters in the story?

Problem
What was the major problem in the story?

Action
What were the major events in the story?

Ending
How was the major problem solved?

Theme
Did the author have a message?
What was it?

If you cannot remember parts of a story...
➢ Reread some of the story
➢ Talk with someone who has read the story.
Stop and Think

When you do not understand what you are reading...

> Stop and think about what you have read so far.

> Look over the pages you have read.
  ➢ Pay attention to illustrations, headings, and words in special type.

> Think about why you might be having trouble.
  Did you miss some important information?
  ➢ Reread carefully some or all of what you have read.

> Did you change your predictions based on new information?
  ➢ Change your predictions as needed.

> Were there key words you did not know?
  ➢ Use what you know about Reading New Words.

> Read ahead. More information may help you understand better.

If you are still confused, ask someone for HELP.
K-W-L

When you are reading information texts, use a K-W-L chart to help you better understand what you read.

Before Reading
➢ Identify the topic of the text.
➢ Write what you already KNOW about the topic.
➢ Write what you WANT to find out about the topic.

During Reading
➢ Read the text, keeping in mind what you want to find out.
➢ Sometimes you will want to use the K-W-L chart as you read:
  o Jot down information you learn and new questions you think of.

After Reading
➢ Write what you have LEARNED about the topic.
➢ Check your WANT list to see what questions were answered.
  o Jot down information you learn and new questions you think of.
➢ Review your KNOW list.
  o Is any of that information incorrect?
  o Is there information you would still like to know about?
**K-W-L Chart**

<table>
<thead>
<tr>
<th>Topic:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>What I KNOW</th>
<th>What I WANT to find out</th>
<th>What I LEARNED</th>
</tr>
</thead>
</table>

**HINT:**
Sometimes you may want to fill out a K-W-L chart with a partner or a group.
Reading New Words

When you come to a word you cannot read:

- Use Context
- Use Phonics
- Think about words that you know that are like this word. Use word parts.

Try to say the word. Does it sound like a real word?

Check:
Does the word make sense in the sentence?
Does the word have the right sounds for the letters?

If the word does not make sense or you do not know its meaning—use the glossary or dictionary.

If you still cannot read the word, ask for HELP.
Choosing the right book!
If you were randomly given a book, as an adult, and told to read it, would you? If you were interested in the topic, or liked the author, maybe you would. If, however, you had no interest in the topic, didn't like the font or size of the type, or it was otherwise unappealing, you probably would not read it. Children are no different. They want to be able to choose their own books to read for pleasure. The question we face as teachers is, "How can I encourage my students to choose the right books?"

Using a reading interest checklist with your students is one way of finding out where their interests lie. Once the inventories are complete, it is easier to help children find books that are of interest to them that are on their reading levels. On the next page you will find an adaptation from Betty Heathington's, Reading Interest Checklist (Heathington, 1979). Try it with your own reading classes.
Reading Interest Checklist

Your feelings can be shown by circling the appropriate number beside each item. For "very little," circle the number 1. For "very much," circle the number 5. If your "likes" are somewhere between, circle the appropriate number.

<table>
<thead>
<tr>
<th>I like to read about...</th>
<th>very little</th>
<th>very much</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. adventures</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>b. animals</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>c. art/music/dance</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>d. boys/girls my age</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>e. comedy</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>f. famous people</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>g. food</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>h. history</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>i. human body/health</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>j. make-believe characters</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>k. mysteries</td>
<td>1 2 3 4 5</td>
<td></td>
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<tr>
<td>l. romance/love</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>m. science</td>
<td>1 2 3 4 5</td>
<td></td>
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<tr>
<td>n. science fiction</td>
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<td>p. sports</td>
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<th>very little</th>
<th>very much</th>
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<td></td>
</tr>
<tr>
<td>g. newspapers</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>h. novels</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>i. paperbackes</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>j. textbooks</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>k. TV guides</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
</tbody>
</table>

Adapted from Heathington, B. (1979).
Once a topic has been decided upon, children can use the seven-step process below to determine if the book they choose is a good one.

Step 1.
Direct students to record clues about a potential book choice in the left hand column of their sheet. This data will be used to make predictions about style, content, and interest.

Step 2.
Examine the title and pictures to make predictions about the story.

Step 3.
Use the book jacket to read information about the author.

Step 4.
Quote significant phrases from the book summary in the left column and predict the probable storyline and mood in the right-hand column.

Steps 5, 6, 7.
Students will need to read the first page of the book and randomly select pages one-third and two-thirds of the way into the story.

*This process can take 15-20 minutes, but is worth the time to match the student up with the right book. Once the students have experienced the process two or three times, the worksheet will be unnecessary. A successful reading experience will only happen if the student actually reads the book!
### Strategy sheet for choosing a fiction book

**Name:** Julian  
**My prediction:**  

<table>
<thead>
<tr>
<th>Strategy notes</th>
<th>My prediction</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Title</strong></td>
<td>1. terrorists coming to a small village</td>
</tr>
<tr>
<td>The Machine Gunners</td>
<td></td>
</tr>
<tr>
<td><strong>2. Illustrations</strong></td>
<td>2. The picture makes it seem like a violent story; probably about people trying to escape from terrorists</td>
</tr>
<tr>
<td>1</td>
<td></td>
</tr>
<tr>
<td><strong>3. Author</strong></td>
<td>3. This story will probably have to be very detailed in order to know who will die or what the next move from the terrorists will be.</td>
</tr>
<tr>
<td>Robert Westhall</td>
<td></td>
</tr>
<tr>
<td>I have never read any books by him</td>
<td></td>
</tr>
<tr>
<td><strong>4. Book jacket summary</strong></td>
<td>4. My prediction is still the same. I still think it will be quite violent.</td>
</tr>
<tr>
<td>&quot;They manage to remove its gun turret, transport but the Dutch police caught them&quot;</td>
<td></td>
</tr>
<tr>
<td><strong>5. First page</strong></td>
<td>5. I think this will be a wonderful story. I will understand the Dutch names since I lived in Holland. Chas is a Dutch name.</td>
</tr>
<tr>
<td>&quot;When Chas woke up he heard a noise behind the curtains in the bathroom.&quot;</td>
<td></td>
</tr>
<tr>
<td><strong>6. A page one-third into the book.</strong></td>
<td>6. This is better after all this even includes some kind of shelter for people, so the terrorists can not come in.</td>
</tr>
<tr>
<td>&quot;The raid went on after midnight&quot; page 3</td>
<td></td>
</tr>
<tr>
<td>the language is interesting</td>
<td></td>
</tr>
<tr>
<td><strong>7. A page two-thirds into the book.</strong></td>
<td>7. This will be interesting and exciting from what I have read so far it will be a story with a lot of people dying</td>
</tr>
<tr>
<td>Chas, come here do not go outside, but it was too late a bullet hit him right in the head.</td>
<td></td>
</tr>
<tr>
<td><strong>8. My conclusion</strong></td>
<td>I think this book will be about terrorists invading a Dutch town, from the picture it seemed like the Hague, I was born there. I think it will be something I will enjoy. I think my sister would enjoy this a lot.</td>
</tr>
</tbody>
</table>

---

*Used with permission from Ollmann, H. (1993)*
### Strategy sheet for choosing a fiction book

**Name**

<table>
<thead>
<tr>
<th>Strategy notes</th>
<th>My prediction</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Title</td>
<td>1.</td>
</tr>
<tr>
<td>2. Illustrations</td>
<td>2.</td>
</tr>
<tr>
<td>3. Author</td>
<td>3.</td>
</tr>
<tr>
<td>5. First page</td>
<td>5.</td>
</tr>
<tr>
<td>8. My conclusion</td>
<td></td>
</tr>
</tbody>
</table>

*Used with permission from Ollmann, H. (1993)*
Reading aloud to middle schoolers!
Do you remember being read to as a child? Do you still enjoy hearing a story read aloud? Children of all ages not only enjoy listening to stories being read to them, but there is research to support that being read to increases a child’s vocabulary, fluency, and interest in books. Having students follow along silently with their own copy of the book allows both visual and auditory learning to happen simultaneously.

When reading orally to a group of students, be sure that you are familiar with the material prior to starting. Using voice tone and inflection adds to the interest for the listener. If you are not comfortable reading orally to students, find another adult who is and ask him/her to tape the book for you. There are also several companies that produce books on tape that are read by professional readers. Before investing your own money to purchase books on tape, check the Fulton County public library, our own Bear Creek media center, or the After-Three program for titles that are appropriate and available.

The following titles are only suggestions for reading aloud to your class. You may have favorites of your own to add to the list. Feel free!
Suggested read-aloud books!

3rd grade reading level, 4-7 grade interest level

- Graveyard School
- The Skeleton on the Skateboard
- Herbie Jones and the Monster Ball
- Hobie Hanson, You’re Weird
- The Pistachio Prescription

4th grade reading level, 4-8 grade interest level

- Danger in Quicksand Swamp
- Help! I’m a Prisoner in the Library
- Holes
- The Pinballs
- So Far From the Bamboo Grove
- There’s a Boy in the Girls’ Bathroom

5th grade reading level, 4-8 grade interest level

- Help! I’m Trapped in my Teacher’s Body!
- Maniac Magee
- North by Night
- Number the Stars
- Scorpions
- Saving Shiloh
- Shiloh
- Shiloh Season

6th grade reading level, 4-8 grade interest level

- Addie’s Dakota Winter
- The Giver
- The Hideout
- Matilda
- Roll of Thunder, Hear My Cry

Tom B. Stone
Suzy Kline
Jamie Gilson
Paula Danziger

Bill Wallace
Elih Clifford
Louis Sachar
Betsy Byars
Yoko K. Watkins
Louis Sachar

Todd Strasser
Jerry Spinelli
Katherine Ayres
Lois Lowry
Walter Dean Myers
Phyllis Naylor
Phyllis Naylor
Phyllis Naylor

Laurie Lawlor
Lois Lowry
Eve Bunting
Roald Dahl
Mildred Taylor
There are many different kinds of reading games that you can use in your classroom. In this section, you will find suggested boxed games to help with specific reading skills, whole group games that have been adapted from boxed games, and several online game sites that promote reading comprehension and word attack skills. The boxed games, generally, are for 2-6 players at a time. The whole group games can be played with your entire class, and the computer online games are great for enrichment or re-teaching activities for 1 or 2 players at a time. Since all middle school students love to play games, this is one way to motivate the masses!

Before selecting games for your class, you might want to first check to see if it is worth your time and effort by putting it through the Usability Checklist for Evaluating Educational Games. It should be used as an informal guide for teacher observation and selection of game-type learning experiences and not as a formal evaluation instrument.
**Usability Checklist for Evaluating Educational Games**

<table>
<thead>
<tr>
<th>Yes</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Most students can be successful.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. The experience builds enthusiasm.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. The players can easily understand the rules.</td>
<td></td>
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<tr>
<td>4. There is ample learning involvement.</td>
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<tr>
<td>5. Teacher supervision is limited.</td>
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</tr>
<tr>
<td>6. A record keeping or progress indicator is kept.</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. The activity requires an appropriate length of time.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>8. The experience is directly related to skills necessary for other academic tasks.</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>9. Decision making (not chance) is involved.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. The activity is, in format and skill practiced, appropriate for my students.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. The activity is adaptable to other skill or content areas.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. The experience can be used more than one time without becoming boring.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. The level of noise generated during the experience is acceptable.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. The physical format of the game is easy to maintain and store.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

A score of fifty-five points or higher is deemed acceptable.

Used with permission from Rakes, T. (1982)
Another, less formal evaluation comes from Richard Allington's 1977.

"Checklist for evaluating games." It includes:

- Can the game be played without specific previous knowledge (does it teach)?
- Do all players have the required prerequisite knowledge?
- Does the game require a task, which seems useful in developing reading ability?
- Does the game require integration of component reading skills?
- Are frequent decisions/responses required of each player?
- Does the game provide intrinsic motivation (related to the joy of learning, rather than just winning over others)?
- Does the game seem more useful than reading some interesting material?

The greater the number of positive answers, the more valuable the game is as a classroom activity.

Used with permission from Allington, R. (1977)
# Boxed games for 2-6 players

The following games are available in two levels, red and blue. The Blue Reading Level is 3.5-5.0. The Red Reading Level is 2.0-3.5. These are high interest, low reading level games. They have exciting game boards, which attract students and keep them wanting to play again. Each game targets a specific skill.

The ‘*’ next to some of the titles indicates a class favorite!

<table>
<thead>
<tr>
<th>Skill</th>
<th>Title of game</th>
<th>Description (from catalog)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Getting the main idea</td>
<td>*Around-the-World</td>
<td>Here's great fun for students as they take a trip around the world. Players read high interest stories and choose the correct main idea from three choices. Includes 110 story cards and answer key. LRN101 Blue, LRN102 Red</td>
</tr>
<tr>
<td>The Main Idea</td>
<td>*Space Trek</td>
<td>Players enjoy a reading adventure in space. Travel from one galaxy to another requires the player to correctly identify the main idea from the high-interest stories. GREAT GAME BOARD!!! LRN103 Blue, LRN104 Red</td>
</tr>
<tr>
<td>Context Clues</td>
<td>*Hidden Treasures</td>
<td>It's a search for treasures! Players read story cards and choose the correct definition of the underlined word. Includes 110 story cards, treasure chips, and playing pieces. LRN105 Blue, LRN106 Red</td>
</tr>
<tr>
<td>Fact or Opinion</td>
<td>*Smart Shopper</td>
<td>This shopping game is the perfect place to learn how to tell fact from opinion. Students collect their gifts by answering fact or opinion questions based on advertising claims. LRN107 Blue, LRN108 Red</td>
</tr>
</tbody>
</table>
Reading for Detail  Race Track
Here's a fast-paced game for learning to read details. Who-When-Where questions are based on high-interest stories. Choosing the correct answer wins an extra turn.
LRN501 Blue  LRN502 Red

Cause and Effect  Mountain Climbing
It's a mountain climbing expedition! Landing on special spaces gives players a chance to read a story card. Choosing the correct cause and effect statement moves players up the mountain. GREAT GAME BOARD!
LRN601 Blue  LRN602 Red

Inference  School Days
This colorful game board makes moving through grammar, junior high, senior high, and college great fun! Players who read story cards and draw the correct inference from three choices move ahead of the class. NOTE: This game takes almost a full period to complete.
LRN801 Blue  LRN802 Red

Vocabulary Building  Starwords
Travel in space makes Vocabulary Building lots of fun. Vocabulary cards contain 288 words with three choices for each. A dictionary and 30 travel cards make this game a classroom favorite.
LRN1021 Blue  LRN1022 Red

Each of the games above cost approximately $20.00 each and can be ordered from the manufacturer or Incentives for Learning.

Learning Well
2200 Marcus Ave.
New Hyde Park, NY 11040
(516) 326-2101

Incentives for Learning
111 Center Ave., Suite 1
Pacheco, CA 94553
(925) 682-2428 or (888) 238-2379
Whole Group Games

There are many whole group games available that require no game pieces or cost as all. The following are some reading ideas that can be used as sponge activities or during instructional focus time. These have been adapted from Emmi Herman's, 5-Minute Teacher Tested Learning Games.

**Groupies**
To play this categorizing game, have players gather in groups that have a common interest. For example, favorite ice-cream flavor, color of shoes, birthday month, or favorite TV show. As players sort and group themselves, they will also have fun learning about one another.

---

**I'm going to Alaska**
This alliteration game is played in a circle. Each player is assigned a letter of the alphabet and has to make up a sentence using as many words as possible that begin with that letter. Players go in alphabetical order. Begin with "I'm going to ..." and name a place and a reason. For example:

Player 1: I'm going to Alaska to announce another award.
Player 2: I'm going to Bolivia to borrow blue balloons.
Player 3: I'm going to Canada to collect colorful curtains.

---

**I'm Packing My Suitcase**
Begin this listening game by saying, "I'm packing my suitcase with a shirt." One player repeats your word and adds one that begins with the sound of as in shirt. The game continues until a player cannot repeat the previous words in the correct sequence or cannot give a new word that begins with oh.

Examples:
Shirt, shoe, ship, shovel, shark, etc.
Synonym Hunt
Have students think of synonyms for words such as round, tall, short, big, and little. Assign groups for each word and have them write the synonyms on chart paper. Save the lists for use in creative writing.

Example: small
  tiny
  little
  itty-bitty
  teeny-tiny
  minute
  scrawny

Original Tongue Twisters
Children of all ages love tongue twisters, and this activity gives them the chance to make up their own! Use your own name as an example, such as:
'Mrs. Evans eats eleven elephants every evening.'
Or
'Mrs. Montesinos munches mountains of marshmallows on Monday morning.'
Encourage children to be creative and silly.

Say it Again
Give each player a slip of paper with a simple sentence written on it. Have players read their sentences aloud in the following ways:
1. As if they were running and out of breath.
2. As if they didn’t understand the sentence.
3. As if it were the funniest thing they ever heard.
4. As if they were frightened.
5. As if they were sad.

If...Then
Divide the class into two teams and a panel of judges to play this cause-and-effect game. Write a simple cause-and-effect statement on the chalkboard, such as If I watch too much television, then my mother will ground me. Distribute pencils and paper to all and ask one team to write if phrases and the other to write then phrases. Encourage students to write creatively and refer them to the chalkboard if necessary. After students are finished writing, ask a player from the If team to read an If phrase out loud, followed by the word silly or serious. The Then team quickly decides which of their phrases would complete a silly or serious statement. If the response satisfies the panel of judges, the Then team scores two points and the team starts the next round. The first team to score twenty points wins.
Adapting board games

for the classroom

*Scrabble* (1948) can be played by up to 4 players. *Scrabble* can easily be adapted for whole classroom use! Each player will need a set of letters and a game board. These can be made inexpensively out of cardboard. Play time can be a predetermined number of either minutes or moves. A variation on this format that keeps the original game's motivational feature of building on an opponent's words involves exchanging boards after five minutes. Players get points for words on their first game board as well as for the words they attach to those made by their opponent.
Boggle (1976) is played with a set of sixteen dice with letters on each side. The dice are rolled and a 4 x 4 array is formed from the letters that are face up. Words are made from the combinations of letters that are touching. The letters can be horizontally, vertically, or diagonally touching.

<table>
<thead>
<tr>
<th>A</th>
<th>C</th>
<th>G</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>S</td>
<td>E</td>
<td>U</td>
<td>M</td>
</tr>
<tr>
<td>T</td>
<td>N</td>
<td>O</td>
<td>Z</td>
</tr>
<tr>
<td>S</td>
<td>I</td>
<td>L</td>
<td>E</td>
</tr>
</tbody>
</table>

Examples: cent guest mole
          senile zone gum

To adapt the game for a classroom, the array can be duplicated on a transparency and shown to the entire class. The students are allowed three minutes to write down the words they find. Winners can be determined by having the most words, the longest word, the most unique word, or the most rhyming words.

Another word forming game for the entire class is Making Words (Cunningham and Cunningham, 1992). This is an activity of about 15 minutes duration where students combine individual letters to make 2, 3, 4, and 5 letter (or more) words. The 'word for the day,' which can be a content-specific word, is the final "big" word that students strive to figure out. In this activity, students apply their knowledge of structural analysis and content-specific vocabulary to form words.
How to play!

1. Put individual letter cards for the "big" word in a pocket chart or on the overhead for all students to see.

2. Distribute corresponding letters in envelopes to individuals or small groups.

3. Designate by writing a numeral (2, 3, 5) on the board, the number of letters that the words should contain and tell students which pattern to make (words with short vowel sounds, change the position of the same letters to form new words, etc).

4. Have students share their words.

5. Ask if anyone has figured out the "big" word, which uses all of the letters.

Example: m a z i e a g n

2 letter words... an, in

3 letter words... age, aim

4 letter words... maze, gaze

5 letter words... again, image

Big word... MAGAZINE
There are hundreds of reading games online today. Most of the games reinforce word attack/decoding skills. Before choosing a game site for your students, be sure to check the game’s age and content appropriateness. The games listed are generally for ages 11-14. All that is needed for these activities is a computer with Internet access. Enjoy!

**www.wordcentral.com**

Kids can learn how much fun words can be. Merriam-Webster defines words, has kids guess the meanings, and even pronounces the words!

**www.wizzkids.com**

Learn concepts in English for different age groups. Test your knowledge by playing the different games on this site.

**www.yahooigans.com**

**WORD RACER**
(one of my personal favorites!)

This is similar to BOGGLE. Click on the letters to form words. Race against other players.
www.kidscrosswords.com
Crossword puzzles for kids.

www.madlibs.freeservers.com
Insert words (parts of speech) to create original, sometimes funny, short stories.

www.tweentalk.net
Similar to madlibs, but for teenagers.

www.allmixedup.com
Develop vocabulary through playing hangman.

www.superkids.com
Superkids hangman improves vocabulary and spelling.

www.schoolexpress.com
has several game options. Choose from...

CROSSWORD
There are two levels of crosswords available in this game. They include using:
➢ Compound words
➢ Familiar 5-8 letter words
➢ Familiar 8-10 letter words
➢ Long vowel words
➢ Short vowel words
➢ Variety of words
Select the options that meet your needs!
www.schoolexpress.com
WORDFINDS
Word searches made from
➢ Compound words
➢ Dolch words
➢ Familiar Intermediate
   8-10 letter words
➢ Long vowels
➢ Short vowels
are available at this site.

www.schoolexpress.com
SPELL DOWN
Spelling game that reinforces
➢ Dolch words
➢ Compound words
➢ Words with prefixes and suffixes
➢ 10+ letter words
➢ familiar Intermediate
   level words
➢ long vowel sound
   words
➢ short vowel sound
   words

http://tqjunior.advanced.org/4590/
MYSTERIES IN THE MILLIONS

Search for clues and crack the case with several mini-
mysteries to try your detective skills on. Problem solving skills include:
➢ Mini mysteries
➢ Logic puzzles
➢ Sleuth puzzles
➢ Codes and ciphers
➢ Red herrings
http://www.kidstory.com/games/html

WORD REPLACEMENT GAMES
Change words to create new nursery rhymes and famous Shakespeare quotes.
Similar to madlibs.

www.FunBrain.com

There are many games available at this site. Below are reviews of some of them.

GRAMMAR GORILLAS
This site reviews sentence structure, grammar, and parts of speech.

PAINT BY IDIOMS
Explanations of idioms are available here regarding animals, moods, and body parts.

THE PLURAL GIRLS
Activities include making words plural and filling in the blanks in stories.

THE TRANSLATOR ALLIGATOR
This is a very interesting site! Your students can learn basic Spanish vocabulary. Included areas are animals, words used around the house, people, school related words, travel, numbers, and months.

STAY AFLOAT
Increases vocabulary and content-specific terminology.
My request from you, the Reading teachers at Bear Creek Middle School—

This handbook is a 'work in progress'. It is only a guide to help you continue motivating our struggling readers. If you have book titles that are favorites of yours to add to the Read-Aloud list, or you find additional games, both boxed and online that you feel are worthwhile, please share them. Do you have whole classroom games and activities that you have used successfully for years? Please also complete the bottom evaluation and return it to me along with any suggestions you have for making this handbook better. Let us all become a community of learners and share our craft.

Handbook evaluation

1. The most useful part of this handbook is...

2. The least useful part of this handbook is...

3. What areas would you like more information about?

4. How do you plan to use this handbook with your students?

5. If you are interested in adding your best practices in the area of motivating struggling middle school readers to a handbook update, please use as many lines as necessary to describe the activity(ies). Attach additional sheets as needed.

Thank you! Carol Montesinos, 205A Campfire Drive, Riverdale, GA 30296-2422
cdmontesinos@yahoo.com or montesinos@fulton.k12.ga.us
References


Chapter V

Summary, Conclusions and Recommendations

We must be the change we wish to see in the world.

- Mahatma Gandhi
Summary

The purpose of this study was to find several different strategies that could be used to motivate struggling middle school readers to become better readers. The goal was to create a handbook of 'best practices' in reading instruction that could be used by classroom teachers to get their students excited about reading. When children were enthusiastic about what they read, and had a purpose for reading, the chances of them becoming truly successful readers multiplied. Increasing numbers of books being checked out from the media center by students and raised test scores in Reading Comprehension on the Stanford 9 will substantiate the effectiveness of this handbook. This handbook was created for the Reading teachers at Bear Creek Middle School in Fairburn, Georgia. With their individual additions to the handbook, it will become a valuable on-going resource to motivate our struggling middle school readers.

Conclusion

Too many middle school students are struggling readers. These students lack either the skills necessary for reading success, the enthusiasm for reading about the things that they enjoy, or an intrinsic motivation to read for enjoyment. It is therefore incumbent upon classroom
teachers to find and use strategies that will motivate and encourage these struggling readers to read. Ames and Archer (1988) suggested that

"Whether children opt for challenge in projects that they select for themselves or prefer projects that ensure success has important implications for long-term learning. Similarly, positive attitudes toward a class may very well provide a foundation for a continuing interest in an area. (p. 264)

Bintz's (1997) research suggested that teachers use a wider variety of materials that are personally meaningful and socially relevant to students. He also stated that teachers needed to share strategies with each other at faculty meetings. Bintz further suggested that administrators needed to give teachers the time and encouragement to discuss with their colleagues the new insights about reading and teaching strategies that they had learned from each other.

The use of educational games, graphic organizers, computer assisted reading software, self-selection of books, and book sharing opportunities are all strategies that this researcher feels need even further research and investigation. This researcher believes that with the appropriate motivation, struggling readers can become
successful readers. Better readers become better students, and better students have more opportunities for success in life.

Further Recommendations for Study

This handbook is truly a work in progress. Keeping abreast of current research and gathering best practice teaching strategies from classroom teachers will add to the validity of this handbook, and keep it current.

Further study on this topic could include the effects of setting aside a period of each school day for sustained silent reading on motivating struggling readers. There are already several programs being used in many different school systems including SSR (Sustained Silent Reading), DEAR (Drop Everything and Read), USSR (Uninterrupted Sustained Silent Reading), and POWER (Providing Opportunities with Everyday Reading). These programs are all similar in that they provide a period of time for silent reading of self-selected books for enjoyment. Students observe their teachers modeling good reading habits. Most of these programs suggest that students not be required to take tests on these books or write book reports about them. My hypothesis is that these programs are more effective with students who are already hooked on books than those who struggle with reading.
Another area for further study is the long-term effect of the Accelerated Reading Program that is currently very popular with many schools. Students read books according to their determined reading levels, and earn points for each book they read based on a computerized comprehension test. Many schools offer large prizes or grade incentives for those students earning a set number of points. Questions to be answered by further study include:

➤ Are students reading the books because they want to read or because they want a prize?

➤ Does extrinsic motivation encourage intrinsic motivation?

➤ Does the Accelerated Reading program motivate struggling middle school readers?

➤ Do middle school media centers have enough high interest, low reading level Accelerated Reading books available for those students reading in levels 1-3?

Finding ways to motivate struggling middle school readers is an on-going process. Further study in this area will always be needed. Teachers cannot afford to become stagnant in their approaches to teaching these children. In conclusion, Eric Hoffer, a San Francisco longshoreman philosopher said, "In times of change, learners inherit the earth, while the learned find
themselves beautifully equipped to deal with a world that
no longer exists."
References

The education of a man is never completed until he dies.

—Robert E. Lee
References


Appendices

I am not afraid of tomorrow, for I have seen yesterday and I love today.

- William Allen White
TO: CAROL DIANE MONTESINOS

FROM: Jennifer P. Cochran, Ph.D.
       Director, MA in Education

SUBJECT: INSTITUTIONAL REVIEW BOARD

Because you are not using human subjects in your CED 670, your IRB application does not require review for compliance with the university's institutional review board policies and procedures. Your application was processed as "not required." Therefore, no further action is necessary and an End of Data Collection Report need not be submitted.

Please contact your advisor if you have any questions.

SM:pw

c: Advisor/S. Boardman
   Student File
   Program Center EQ
Dear Ms. Montesinos,

Thank you for noticing and certainly, I have no objection as long as you cite the author and source of the information you cited in your recent email. Good luck. Tom Rakes

Carol Montesinos wrote:

Dear Dr. Rakes,

I am a graduate student at Central Michigan University. I am currently writing my plan B paper in partial requirement for my Master's degree in Education. I am writing on motivating struggling middle school readers and came across your article, "The Selection and Use of Reading Games and Activities" in the 1982 issue of Reading Horizons. I would like to include your 'Usability checklist for Evaluating Education Games' from that article in my nonpublished paper. I would appreciate your giving me permission to do so. Thank you in advance. Carol Montesinos

Do You Yahoo!?
NEW from Yahoo! GeoCities - quick and easy web site hosting, just $8.95/month. Yahoo! by Phone.
From: DickASUNYA@AOL.COM | Block Address | Add to Address Book
Date: Mon, 22 Oct 2001 08:28:37 EDT
Subject: Re: permission to use checklist
To: [Redacted]

Carol

You have my permission to use the checklist from the RT article.

Dick Allington
University of Florida
Dear Mrs. Montesinos,

You certainly have my permission to reprint the reading self-selection strategy sheet from my article "How to Choose a Good Book" (Journal of Reading April 1993) in your master's thesis. Just give me credit!

Good luck with your graduate work!

Thanks!
Hilda E. Ollmann