

From Non-Readers to Bookworms: Exploring the Reasons Students Choose the Books They Read

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Context

For my student teaching experience, I was chosen to be a part of the Professional Development School partnership between Penn State University and State College Area School District. I was placed in a third grade classroom in Gray's Woods Elementary School for the 2007-2008 school year. Gray's Woods Elementary is located in a rural area, surrounded by housing developments and few businesses. The outlying housing developments are always expanding, thus constantly increasing the student population. The fast growing student population has drastically increased class size. There is little racial diversity among the students as most of the students are Caucasian.

My classroom is one of three third grade classrooms within Gray's Woods. My class consists of 25 students, 15 boys and 10 girls. One boy joined our classroom at the end of March, thus missing most of my inquiry research. Overall there are very few discipline problems among the students and they all get along quite well socially. Academically, the students fall at various points along an intelligence spectrum. Most students complete their work correctly and on time.

Throughout the day, several students are brought in and out of the classroom due to special needs. One boy receives learning support for writing as well as Title I support for reading. One girl also receives Title I support for reading and another boy receives Title I support for mathematics. Two boys and one girl receive speech and language therapy. Twelve students rotate participating in enrichment classes as well.

Most of the students in the class come from middle to upper class families, many of whom live in the nearby housing developments. Many of the parents are actively involved in their child's education and are quite willing to assist their child with homework or within the classroom.

Wonderings and Questions

The main wondering of my inquiry was, *What motivates my students to choose the books they elect to read independently and how can the teacher (or fellow classmates) encourage students to expand the types of books they choose in the future?*

Throughout the school day, my students are given numerous opportunities to read. I began to notice that the majority of my class found various ways to avoid reading during many of those reading opportunities. Other students I saw constantly reading the same books and authors over and over again. I wanted to learn more about why my students were choosing to read those books and how I could broaden the types of books they were interested in reading.

After some reflection, I began to put together several questions that I thought would be helpful in answering my wondering:

- **What types of books do my students like to read?**
- **What makes my students choose a book?**
- **What are my students reading habits at home?**
- **What influence do read alouds have on my students' book choices?**

Data Collection

I used various methods to collect data throughout my inquiry project. These methods include student surveys, a parent survey, student interviews, library book choice logs, silent reading logs, and a genre chart.

A. Student Survey #1: Appendix A

At the beginning of my inquiry, I conducted a student survey to use as baseline data and gain general information about my students' attitudes towards reading. In my survey the students were asked what types of books they like to read, when they like to

read, where they like to read, and how often they read. This provided a great starting point before beginning my inquiry activities.

B. Student Interview: Appendix B

I compiled a list of several questions then used those questions to interview ten of my students. The students were randomly chosen from my class. Five of the students I knew to be book lovers while the other five students were ones I believed disliked reading. The questions were meant to discover what makes my students choose the books they do, as well as what their reading habits are at home. My interview also discussed the students' attitudes towards read alouds.

For the first part of the interview, I had each student chose which book they would most like to read from two books I provided. The two books were quite different. One was longer, more colorful, and had an interesting cover of a person flying. The other book was shorter, had more muted color tones, and the cover showed a cowboy riding a horse through a ghost town. The second question focused on what made each student choose to read a book. The final part of the interview focused on the students' attitudes towards read alouds.

C. Library Book Choice Log: Appendix C

During several library periods, I recorded each student's book choice. I paid special attention to see if the students were choosing books from the same genre as the books I read aloud. For example, one week when I read poetry books aloud, I took note of any students who checked poetry books out of the library.

D. Silent Reading Log: Appendix D

As with the library log, I recorded each student's book choice during silent reading at random times throughout my inquiry. This was once again to see what books my students were choosing as well as if those choices reflected the read aloud genres.

E. Genre Chart: Appendix E

I prepared genres folders to add to our explorer point system. The point system incorporated our explorer unit with independent work. The students completed various activities to earn points to gain rank. The students were promoted from cabin boy to helmsman, and then first mate to captain. The people with higher rank earned special privileges to really immerse the students in the sailing way of life. These special privileges included being the first to line up, not having to complete the dictation part of the spelling review, and being special helpers for the specials' teachers.

I made a folder for each of the five least popular genres according to my first student survey. In each genre folder was a bookmark with various questions and activities on it for each student to complete. Students gained points for each bookmark completed. The points were written on a genre chart that was hung in the classroom. I wanted to see what influence using an incentive program would have on the students' motivation to try new genres.

F. Parent Survey: Appendix F

I sent home a survey for my students' parents to complete. The questions focused on the students' reading habits at home. Most, but not all, parents returned the survey. It was very helpful to see if there were any discrepancies between my students' attitude towards reading in the classroom and their attitude towards reading at home.

Data Analysis

A. Student Survey

All 24 of my students completed my student survey. From the first question of my survey I found that 75% of my students enjoy reading mystery books, sport stories, and animal stories. I found that most of my students choose a book from the library or bookstore based on the author or the cover. Every one of my students enjoys reading at home in bed. All of my students said they enjoy reading by themselves and 25% of my students claimed they also enjoy reading aloud to a parent or sibling. From my students' answers when asked if they have a favorite series or author, I concluded that my students' most enjoy reading fantasy books as well as sports books. This data provided great baseline data to compare my data later on in my inquiry.

B. Student Interviews

From my class of 24 students, I randomly chose ten students to interview. Five of the students interviewed were observed avoiding reading during silent reading times as well as rarely discussing books they had read with their teachers. The other five students were observed reading during the majority of their free time as well as excitedly discussing books they had read with their teachers.

Of the ten students, three of them chose the longer more colorful book. The other seven students chose the shorter book. Every student chose the book they did because they were able to relate to the book somehow. Some students knew they liked that type of genre, while others connected with what appeared on each cover. Six of the ten students chose a certain book because they thought it looked like a genre they enjoy reading. Two of the ten students chose a book because the cover looked interesting and liked the

activity the cover portrayed. One student chose the book he did because he had read it before.

Half of the students said they read either the back or front page of a book before choosing it. The other half of the students said they choose books based on a series or author they have read before.

Every student said they enjoyed read alouds because they love listening to the stories and the stories we read always leave them wanting to read more. Seven of the ten students stated they had gotten a book out of the library because of hearing it read during read aloud.

C. Library Book Choice Log

From the book log, I found that at least ten students checked books out of the library by either the same author or series as a book read aloud in the classroom. Fourteen of the twenty-four students checked out books that were from genres the students did not pick as their favorites, which were also the same genres that were read aloud in the class. These genres were nonfiction, poetry, biography, and how to books. These same students repeated their genre choices in following weeks.

D. Silent Reading Log

On the days I recorded data in my log, I observed that between six and eight students each day were reading books from genres they previously had claimed they did not enjoy reading. I also noticed that one or two students each day were reading nonfiction books that were much too long and wordy for them to read. Instead the students were skimming over the pictures.

E. Genre Chart

From the genre chart I found that twelve of my twenty-four students read books from genres they previously did not claim to enjoy reading. Three of those twelve students read more than one genre. Biography was the most popular genre with my class, by a small margin, while poetry was the second most popular genre.

F. Parent Survey

Every parent said that they see his or her child reading daily. Every parent, but one, also stated that his or her child loves to read. Overall, the majority of the surveys indicated that the students were taken to the library or bookstore on a regular basis. All fifteen surveys that were returned stated that the students all enjoyed reading independently. Most of the surveys that were not returned were from students that I do not feel enjoy reading based on my observations of their actions during silent reading time and reader's workshop.

G. Student Survey #2: Appendix G

At the end of my inquiry, I surveyed my students once again to see if their answers had changed at all. I asked about the types of books they enjoy reading, what makes them choose a book, if they liked any new genres now, if they have a favorite read aloud, and if they have a least favorite read aloud. I compared the results to the results of Student Survey #1.

Claims and Evidence

After analyzing my data from my inquiry, I believe that I have learned:

Claim #1: Students choose to read books they relate to, whether due to the actual story line of a book or the aesthetics of a book.

Evidence: My interactions with my students provided the majority of my evidence for this claim. On the student survey, each student was asked what makes him or her choose a book to read. The majority of the students claimed that they choose books based on the books aesthetics, mainly the book's cover and title. Several students chose books based on the author or series, which they had been exposed to at an earlier time. The rest of the students stated that they choose books after reading either the first page of the book or the back cover. Each of the three different answers indicate a connection between the student and the book they chose to read.

The student interviews allowed me to gain deeper insight in to why my students chose to read a book. In the beginning of the interview I asked each student to choose a book to read from the two choices I gave them. Every student I interviewed made his or her book choice based on a connection he or she felt with the book.

Claim #2: When teachers expose students to different genres, the students are more likely to be motivated to read books from those genres.

Evidence: During my inquiry, I read books from five different genres during read aloud. The five genres I chose were the least favorite genres of my students. After I began implementing the genre read alouds, my log of the students' library book choices showed that more students were choosing books from the genres I had read aloud. My silent reading log also documented the same results. The students were also extremely excited to tell my mentor and I about the genre books they were reading. For a morning meeting one morning I asked each student which genre was his or her favorite. More than half of the students stated a genre that was from the five least favorite genres on the student survey.

The genre chart is yet another example of the students' increased motivation to read different genres. Once I introduced the folders to the students, many students immediately began working towards gaining points. After I introduced the word genre, students were constantly asking me questions about books they were choosing. During read alouds the students were actively engaged in discussions of various characteristics of the genres read aloud.

Claim #3: Read alouds are an effective way to motivate students to read books from a broader variety of genres.

Evidence: The main evidence supporting this claim came from my student interviews. In each interview the students all stated that they enjoyed read aloud each day. The students claimed that they loved hearing the book read aloud, the books that were chosen for read alouds, and how read alouds always left them wanting to read more. Seven of the ten students chose a book from the library or bookstore because of hearing a book read aloud in the classroom. Each child could name several of the read alouds from throughout the year that was his or her favorite.

The library book choice log and silent reading log both strongly supported this claim as well. Once the read alouds were implemented, the students' book choices shifted focus towards those specific genres. In her book Conversations, Regie Routman states, "In addition to exposing us to the pleasure of reading, being read aloud to brings us in contact with books and genres we might otherwise miss as well as with rich, complex lives outside our own experience" (Routman 2000).

Conclusions

Through my inquiry project, I learned a great deal of information to help me in my future classroom. I always have planned on using read alouds daily in my own

classroom, and my inquiry has completely reaffirmed my decision. It is a wonderful way to model reading for students as well as model think aloud strategies. Read alouds are a perfect way to expose students to different genres as well as different authors. Hearing a book read aloud is a much different experience than reading the book silently. My students' interest in the books is heightened when the book is read aloud.

At the beginning of the year, I plan on introducing a different genre each month. This will be a great way to expose students to different genres so that they will be more likely to read those different genres. The genres will be incorporated within read alouds and also in some reading workshops. The more types of books I read with my students, the more types of book they will want to read.

I also plan on having the students complete a genre study project towards the end of the year. It will be an independent project to work on at home and in the students' free time. Each student will be responsible for reading sixteen different genres and then writing a response of three or four sentences for each genre. This will encourage students to broaden the types of books they choose to read, encourage students to read more at home, and encourage parents to become more involved with their children's reading.

Overall, I believe that reading is the most important subject taught in any classroom. Students need to see good reading modeled as well as modeled ways to respond to a reading. Read alouds are an extremely effective avenue to motivate students to read more as well as to read books outside of their comfort zone. Genre should be a word introduced to the class early on, and continually talked about throughout the year. The more students are exposed to reading, the more students will want to read. I cannot wait to use what I have learned in my future classroom.

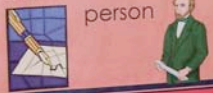
Appendix C

Date:	Book #1	Book #2
Ryan B.		
Kiersten		
Eleanor		
Ally		
Nick		
Alison		
Joey		
Taylor		
Randall		
Maggie		
Adam		
Tucker		
Bridget		
Ryan R.		
Ethan		
Carsyn		
Liam		
Robin		
Jack		
Connor		
Ellie		
Cole		
Ben		
Mark		

Appendix E

	Biography	Poetry	Nonfiction	Historical Fiction	Mystery	Humor
Kuan Li						
Shresten						
Chenon						
Ally						
Tuck						
Alison						
Yves						
Saylor						
Randall						
Maggie						
Adam						
Tucker						
Bridget						
Ryan K.						
Ethan						
Carayn						
Kiam						
Robin						
Jack						
Louise						
Ellie						
Cole						
Ben						
Mark						

Biography
 The story of a real person's life that is written by another person



Appendix G

Name: _____ Date: _____

1. *What is your favorite type of book to read?*
 - a. *Historical Fiction*
 - b. *Adventure Stories*
 - c. *Animal Stories*
 - d. *Funny Stories*
 - e. *Nonfiction*
 - f. *Sport Stories*
 - g. *Mysteries*
 - h. *Biographies*
 - i. *Fairy Tales*

2. *When you're at the library or bookstore picking out a book, what makes you pick a book?*

3. *Are there any new genres you are now interested in that you weren't earlier this year?*

4. *Do you have a favorite read aloud from this year? Why did you like that book in particular?*

5. *Do you have a read aloud that you did not like this year? Why did you not like it?*

Appendix H

Inquiry Brief

I. Context

In my classroom, my students have numerous opportunities to read. Three to four days a week we have reader's workshop. For reader's workshop, the students are split in to two ability-based groups. Depending on the books being read in each group, students are switched between groups as necessary. Sometimes the two groups read the same books, other times the two groups read different books. Besides reader's workshop, I read aloud to the students four to five times a week. The students also have silent reading various times throughout the week. Every Friday the students go to library and pick out new books. One of their chapter books must always stay in their desks for silent reading time.

I was surprised to find that in this district the only books the students are "allowed" to read for instructional reading time are books from the book pool. The rationale is that books from the book pool supplement the unit. While there are many books available, not all of them are age appropriate for my students, nor are they always the most interesting books.

I began to notice that my students tended to read the same types of books, from the same authors. Many of the "classic" books I had read when I was younger were titles of which my students had never heard. During silent reading time, my students found any excuse to not actually sit down and read. They all talked about enjoying reading books, yet I was not seeing it in their actions in the classroom. My mentor started calling them a group of "non-readers", which broke my heart. I was also becoming frustrated with the limited books from which we could chose for our students to read during reading groups.

II. Rationale

As an avid reader, especially of children's books, I began to become frustrated and a bit disappointed that my students did not seem to enjoy reading. I wanted my inquiry to address the issue of my students not reading. Reading is also one of the areas that I feel the most insecure teaching so that is another reason I wanted my inquiry to include reading somehow. At first I wanted to find ways to motivate my students to read more. Then I decided that was too broad of a topic.

Finally I decided on finding what motivates my students to pick a book to read as well as how, as their teacher, I can motivate them to read books from different genres. I noticed that whatever book I'm reading to the class, the class tends to check either the same book or books from the same author out at the library. I then realized that by studying different authors and genres through my read alouds, I could get my students interested in more types of

books as well as expose them to more of the “classics” that I enjoyed when I was growing up. I also plan on using my inquiry to examine elements of different genres at the same time.

III. Main Wondering

What motivates my students to choose the books they elect to read independently and how can the teacher (or fellow classmates) encourage students to expand the types of books they choose in the future?

IV. Sub-Questions

- a. What types of books do my students like to read?
- b. What makes them chose a book?
- c. What are their reading habits at home?
- d. What influence do read alouds have on students’ book choices?

V. Timeline

- a. February 24-March 1
 - i. interview students
 - ii. Prepare genre folders
 - iii. Prepare genre chart
 - iv. introduce genre folders
 - v. submit final brief and annotated bibliography
 - vi. interview Susan Lunsford
- b. March 2-8
 - i. Continue read alouds
 - ii. Survey parents
 - iii. Finish interviews if necessary
- c. March 9-15
 - i. Continue read alouds
 - ii. Compile results from parent survey
 - iii. Record students’ work on genre chart
- d. March 16-22
 - i. Continue read alouds
 - ii. Record students’ work on genre chart
- e. March 23-29
 - i. Continue read alouds
 - ii. Record students’ work on genre chart
- f. March 30- April 5
 - i. Conduct final interviews with students

- ii. Final survey of students
 - iii. Compile data collected
- g. April 6-12
 - i. Submit inquiry paper draft
- h. April 13-19
 - i. Revise inquiry paper based on PDA and peer editing
 - ii. Prepare presentation
- i. April 20-26
 - i. Submit final inquiry paper
 - ii. Present inquiry

VI. Data Collection Ideas

- a. Survey students
- b. Interview students
- c. Survey parents
- d. Teacher observation checklist
- e. Number of books checked out in library by same author as studying
- f. Chart of genres students have read

Appendix I References

1. Anderson, G. (2005). Read aloud program spurs parent participation. *Reading Today*.

23(2). Retrieved on February 12, 2008 from EBSCOHost.

This article documents the implementation of home read aloud program in a school district in Virginia. The parents were required to read aloud each night to their children. Anderson's work shows the influence parents have on their children's own reading performance and habits. I found it helpful since I plan on surveying the parents to see what they do at home to encourage their children to read. Since I do not plan on implementing a home read aloud program it was extremely helpful to see the results of doing so in another district.

2. Barber, S., Franks, S., Madda, F., & Rodriguiz, A. (2002). Increasing student motivation to improve reading performance. (Masters of Arts Action Research Project, Saint Xavier University and SkyLight Professional Development Field-Based Master's Program, 2002). Retrieved on February 11, 2008 from ERIC database.

Much like my inquiry, this resource discusses a research project meant to increase students motivation to read in order to improve their reading. This article provided insight in to different options to improve reading motivation that are not necessarily associated with read alouds. Instead, the researchers worked with silent reading programs as well as incentive programs, something I first considered as part of my inquiry. The article also provides details in to what caused the surveyed students to not want to read as well as what motivated them to finally want to read. While my inquiry is not exactly meant to increase my student's reading performance, I still think it will be quite beneficial.

3. Blessing, C. (2005). Reading to kids who are old enough to shave: Although often

overlooked, read-alouds are a great way to get teens hooked on books. *School*

Library Journal, 51 (4). Retrieved February 8, 2008 from EBSCO Host.

Blessing's article provides tips for launching a read aloud program in an intermediate classroom. The author also highlights the benefits of implementing a read aloud program in any classroom. Many resources I've found are geared towards read alouds in primary classrooms, so this is a rare article discussing read alouds with older children. The article also focuses on ways to use read alouds to

create life long readers. The author's positive, encouraging attitude makes the article easy to read as well as energizing and inspiring.

4. Dean, S., Trent, J. (2002). Improving attitudes towards reading. (Masters of Arts Action Research Project, Saint Xavier University and SkyLight Professional Development Field-Based Master's Program, 2002). Retrieved on February 12, 2008 from ERIC database.

This research offers a description of a plan to improve students' attitudes towards reading. After surveying the students and parents, the researchers implemented a plan to find reading materials the students enjoyed reading. I found this helpful since my inquiry began with worrying my students did not enjoy readings. This report also gives me insight in to the power of choosing the correct book for read alouds to spark my students' interest.

5. Duke, N. K., & Bennett-Armistead, V.S. (2003). *Reading and writing informational text in the primary grades: Research-based practices*. New York, NY: Scholastic, Inc.

This text discusses ways to incorporate informational text in to reading and writing in the primary grades. It focuses on a genre I am puzzled about bringing in to read alouds. I found it extremely helpful when picking out a book and what kind of discussions to lead. This would be another great resource to add to my teacher repertoire.

6. Fountas, I.C., & Pinnell, G.S. (1996). *Guided reading: Good first teaching for all children*. Portsmouth, NH: Heinemann.

Pinnell and Fountas' book describes the ways to implement a guided reading program within a classroom. A vital part of that reading program involves reading aloud. While the text focuses a bit more on the primary grades, I still found it interesting to gain insight in to the reading my students have had in the earlier grades. I also think this text would be helpful for most beginning teachers.

7. Ivey, G. (2003). "The teacher makes it more explainable" and other reasons to read aloud in the intermediate grades. *Reading Teacher*. 56 (8). Retrieved February 11, 2008 from ProQuest Research Library.

This article discusses Ivey's analysis of surveys taken from 1,700 sixth graders. I found it interesting to see the vast percentage of students who listed read alouds as their favorite reading experience, even in the upper grades. Ivey's article discusses teaching content through read alouds, as well as inspiring independent reading. The resource is helpful because it provides a detailed plan for choosing the correct book for a read aloud based on the preferred outcome for the lesson. I plan on using this resource to help back my research with similar research in a different grade level.

8. Routman, R. (2000). *Conversations*. Portsmouth, NH: Heinemann.

Routman's book is a great resource for all teachers since it provides an extremely detailed plan for literacy in the classroom. It addresses everything from writing workshops to guided reading to implementing a spelling program. There is a section on reading aloud and the importance of doing so, which I found helpful. It explains how read alouds help motivate students to become independent readers. I plan on adding this resource to my collection of teacher books for sure.

9. Wilhelm, J. (2001). *Improving comprehension with think-aloud strategies*. New York, NY: Scholastic Professional Books.

This book explains how think-alouds can be used in the classroom to improve students' reading comprehension. The author includes an entire section on read alouds and the ways teachers can use them to model what good readers do while reading. I found this resource useful because it provided me with ways to use read alouds to improve the students reading not just get them interested in other types of books. This book would be helpful for all teachers not just educators interested in read alouds alone.

10. Wojciechowski, L., & Zweig, D. (2003). Motivating student reading through read alouds and home-school independent reading. (Masters of Arts Action Research Project, Saint Xavier University and SkyLight Professional Development Field-Based Master's Program, 2003). Retrieved February 8, 2008, from ERIC database.

This master's thesis documents an educator's effort to increase students motivation to read through a daily read aloud and an at home reading program. The paper includes data from parent and student surveys, teacher observation checklists, as well as facts about the benefits of read alouds. This resource is extremely helpful since my inquiry topic is very similar to Wojciechowski's and Zweig's thesis topic. I plan on gathering ideas from the author's own surveys as

well as the teacher's observation checklist. It is also beneficial to see the analysis the authors did of parental involvement since I am not in a position to analyze that in depth.

Appendix J Analysis of Student Interviews

Picked book 1 (shorter, not colorful, not well-known author) – 7 students

Picked book 2 (longer, colorful, well-known author) – 3 students

Question 1:

Liked cover: 4

Like genre: 5

Heard before: 1

Question 2:

Aesthetics of cover: 1

Author/series: 4

Read part of book: 5

Question 3:

Fiction: 1

Zack Files: 1

Mysteries: 8

Question 4:

Zack Files: 1

None: 3

Mike Lupica: 1

Diane de Groate: 1

Andrew Clements: 1

Judy Blume: 1

Magic Tree House: 1

Dear America: 1

Question 5:

Afternoon: 1

Night: 9

Question 6:

At Home: 5

In Bed: 5

Question 7:

Like because hear read aloud: 3

Like because suspenseful: 3

Like because of book choices: 4

Question 8: Favorite:

Piggle-Wiggle: 1

Fantastic Mr. Fox: 6

Indian in the Cupboard: 2

None: 1

Least Favorite:

none: 6

Explorer bios: 2

Pedro's Journey: 2

Question 9:

None: 3

Jake Drake: 1

Piggle-Wiggle: 2

Indian in the Cupboard: 4

Question 10:

Not often: 4

Once a week: 3

Once a month: 2

Every few weeks: 1

Question 11:

Read by yourself: 6

Parents read to you: 1

Read to parents: 3

Appendix K
Analysis of Parent Survey

Question 1:

Daily: 13

Several times a week: 3

Question 2:

Loves to read: 8

Likes to read: 6

Sometimes likes, sometimes doesn't: 2

Question 3:

Occasionally: 3

Every few weeks: 4

Weekly: 4

Once a month: 5

Question 4:

Mystery: 7

Nature: 2

Biography: 3

Sports: 3

History: 1

Animals: 1

Fantasy: 2

Funny: 1

All: 1

Nonfiction: 1

Question 5:

Independently: 16

To Parent/Sibling: 5

With Parent/Sibling: 4

Appendix L
Analysis of Second Survey

Question 1:

Historical Fiction: 7
Adventure: 13
Animal: 12
Funny: 14
Nonfiction: 8
Sports: 5
Mystery: 15
Biography: 9
Fairy tale: 3
Poetry: 12

Question 2:

Series: 2
Cover: 11
Read before: 1
Author: 7
Topic: 4
Pictures: 1

Question 3:

Mystery: 2
Adventure: 1
Poetry: 10
Historical Fiction: 1
Biography: 4
Nonfiction: 2
Funny: 1

Question 4:

Indian in the Cupboard: 6
Chocolate Fever: 7
Fantastic Mr. Fox: 9
Rocky Road Trip: 3
ABC book: 1
Kaya: 1

Question 5:

None: 12
ABC book: 1
Pedro's Journey: 7

Reading books increases your knowledge and makes you smarter. But the importance of reading is not limited to just these benefits. You will be amazed to know how beneficial reading books can be for you. And that is exactly what you will get to know here in this article. Here are 17 reasons why reading is important for everyone!

1. It helps you discover yourself. When you read a book, you somehow try to connect the events, emotions, experiences and characters in the books with yourself. This not only keeps you engrossed into the book but it also makes you realize how you would react and feel to those situations that have not yet occurred in your life. It helps you broaden your dimension of likes and dislikes and things that would please you. Ready for IELTS Student Book - Free ebook download as PDF File (.pdf) or read book online for free. Ready for IELTS Student book. Being rare of its service here

Cecession 1.4 Mersnttasos Sabsttuon and lis Page 94 Adsiionl materi Checks Page 205 age 208 Nouns ated to stems Word bud Mosal verb to aectnes Money mates Word buidre Values and beets Worst | Page 211 Reading Writing Listening speaking Choosing stable section headings rom alist Look tte follwing statements fom thesterng ractce 3. Decide where on the line you can athe words in the box Language focus 2: Habitin the past on page 2. They remembered how they would all go round to wall of whom used to have one Statements a-c below explain the reasons why we use would and used toto tak about the past. Are non-fiction books read and understood at the same | Find, read and cite all the research you need on ResearchGate. Are the books preferred and most enjoyed by children harder than other books they read? Are non-fiction books read and understood at the same level of difficulty as fiction books? The Accelerated Reader software offers computerized comprehension quizzes of real books individually chosen by children, giving children (and teachers, librarians, and parents) feedback on performance. Taken together, we believe that deeply exploring these compelling books from a critical perspective with linguistic scaffolds will allow teachers to foster robust multilingual literacy skills to address social justice in the classroom and beyond. View. Show abstract. The greatest books are defined as classics for a reason. Written by the greatest literary minds of their time, they have universal themes, characters, experiences, emotions and perspectives that are still relevant today. Some of them are the very inspiration from which entire modern genres of literary fiction have sprung up from. To read is to voyage through time. Carl Sagan. Reading is like having a train ticket to go anywhere in the world at any time in history and learn almost everything that you ever wanted to know about anyone or anything that ever existed from an almost infinite number of perspectives. The more proficient you are in playing whatever game you choose, the higher the probability that you should be able to do well in the game.