Michele Tota

RSM 541

Literature Review

February 2, 2014

Literature Review for Action Research

After having a few informal discussions and one formal interview with the media specialist at North Dorchester High School, we determined there was one main issue we would like to focus our efforts on, using the library to improve students’ reading levels and to promote reading motivation amongst the freshmen class. We discussed that there are various factors contributing to students’ lack of reading skills ranging from home environment to peer influence. Although some of the factors we discussed may be beyond our control, we do believe that with implementing programs such as self-selected reading, book talks, and reading logs we can improve students’ reading levels. Implementing these reading strategies, as evident in this literature review, shows that they can improve students’ reading motivation and reading levels.

Through my literature review, I was able to locate some research conducted at the classroom level. While there was little research to conclude that the library program implemented any of these strategies, I feel as though these are strategies that the library can implement with the freshmen class, further promoting the library program at North Dorchester High School, and improving student achievement. The literature included the areas in which I would like to focus with some positive results, but also some results that were negative. I included the negative results because many of the factors included time constraints as the fault of the timing of the study, as well as specific reading intervention programs, all of which could be counted as inconclusive, but still held the backing of the researcher’s own literature review.

**Literature Review Graphic Organizer**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Author** | **Title** | **Year** | **Focus** | | | | | |
|  |  |  | **Self-Selected Reading** | **Reading Motivation** | **Reading Logs** | **Reading Promotion** | **Read 180/Reading Intervention** | **Book Talks** |
| **Browning** | **"The use of a Reading Intervention Program with Students at**  **Risk of Reading Failure."** | 2010 | \* |  |  |  | \* |  |
| **Main Focus:** Using reading interventions to improve at-risk students’ reading levels. |
| **Everett** | **“Defining a Vision of Outstanding School Libraries."** | 2013 |  | \* |  | \* |  | \* |
| **Main Focus:**  A variety of schools with outstanding library programs. This report highlights what these school libraries have and utilize that make them outstanding. |
| **McWhorter** | **"Facilitating High School Student Success through READ 180: Analysis of Program Impact using Measures of Academic Progress (MAP)."** | 2009 | \* |  | \* |  | \* |  |
| **Main Focus:** This dissertation discusses the effectiveness and impact of the reading intervention program READ 180. While the results are minimal, there are some improvements to report. |
| **Mudd** | **"Student Choice: A Motivational Strategy to Increase Achievement among Middle School Students."** | 2010 | \* | \* |  |  |  |  |
| **Main Focus:** This dissertation focuses on student choice versus a traditional classroom setting using only textbooks for learning new materials. |
| **Norris** | **"Studying the Effects of Increased Volume of on-Level, Self-Selected Reading on Ninth Graders' Fluency, Comprehension, and Motivation."** | 2008 |  | \* | \* |  |  | \* |
| **Main Focus:** The goal of this action research project was to increase student reading levels and motivation by increasing the volume of on-level and self-selected reading choices among ninth graders from a high-poverty, high-minority high school. |

Annotated Bibliography

Browning, Angela Dixon. "The use of a Reading Intervention Program with Students at

Risk of Reading Failure." Order No. 3397426 Walden University, 2010. Ann

Arbor: *ProQuest.* Web. 1 Feb. 2014.

This dissertation focuses on reading intervention programs for elementary-aged students, specifically the Scott Foresman Early Reading Intervention Program and how it supports the improvement of literacy skills. She also comments and explores other interventions, such as Multiple intelligence theory, crucial reading skills, and vocabulary development. Her research focused on two male second graders who were considered “at-risk” students. Although her research is conducted around the performance of two students, her study did result in the need for intervention programs to help teachers improve instruction for at-risk students, which would improve their literacy skills.

Furthermore, this research was conducted at the elementary level, and only on two students, but the researcher concluded that this type of study could be conducted on a larger group of students. At the conclusion of her research, she did find that the adoption of a reading intervention program like the Scott Foresman she questioned, does increase reading skills. As with any implementation of a reading intervention program, teachers, para-professionals, and special education teachers need to have the proper professional development with these programs in order to see successful results.

Everhart, Nancy. "Defining a Vision of Outstanding School Libraries." *Teacher*

*Librarian* 41.1 (2013): 14-9. *ProQuest.* Web. 30 Jan. 2014.

Nancy Everhart conducts an interesting study of what attributes outstanding and successful library programs have. Each of the libraries shared “leadership, reading, the learning space, inquiry, the mission, and aspects of the library collection that are supported by strong, independent school librarians” (Everhart 14). She discusses the need for quality school libraries to reinforce the curriculum and engaged students in twenty-first century literacy skills. Her research uncovered that one hundred percent of the schools that contributed to this research were actively involved in reading promotion, reading activities with “intrinsic motivation, which opposed coupling electronic reading motivation programs with extrinsic rewards or to isolate or label books being used” (Everhart 15). Most interestingly, she states, “the high level of reading promotion in many schools helped raise the reading ranking” (Everhart 15).

Although my research will be focused more on self selected reading, I feel as though using reading promotions like book trailers, as Everhart discovered in her research, could be a feasible task for my research project.

McWhorter, Holly. "Facilitating High School Student Success through READ 180:

Analysis of Program Impact using Measures of Academic Progress (MAP)."

Order No. 3379873 Walden University, 2009. Ann Arbor: *ProQuest.* Web. 29 Jan. 2014.

Holly McWhorter’s dissertation reviews the use of the reading intervention program READ 180 and it’s effect on students’ literacy proficiencies. McWhorter’s purpose for this study was to also compare the R180 with the traditional high school English course involving a group of ninth graders. The research was based on a group of ninth graders with below average reading abilities who were assigned to R180, while another average ability group were assigned to a traditional English course. She also used this research to conclude if there was a correlation between using the reading intervention and math scores. While the results showed only a slight increase in the ninth graders who participated in the R180 intervention, there was a significant increase in students’ scores in math.

Mudd, Margaret A. "Student Choice: A Motivational Strategy to Increase Achievement

among Middle School Students." Order No. 3398582 Walden University, 2010.

Ann Arbor: *ProQuest.* Web. 1 Feb. 2014.

This dissertation outlined the study of students’ motivation towards learning and reading when they were given the opportunity of choice. Based on her results the students did not show an increase of motivation in the middle school students; however, the literature review she conducted revealed that student choice has increased student achievement. She also adds “student motivation is imperative for academic success” (Mudd 56). Although her hypothesis was not proved, she includes this, “it does reveal a method of instruction that educators could incorporate into a classroom to motivate their students to learn” (Mudd 57).

Norris, Katherine E. L. "Studying the Effects of Increased Volume of on-Level, Self-

Selected Reading on Ninth Graders' Fluency, Comprehension, and Motivation."

Order No. 3320001 Temple University, 2008. Ann Arbor: *ProQuest.* Web. 31 Jan. 2014.

Katherine Norris conducted a “multi-measure study in response to the literacy achievement gap between high-poverty, high-minority school districts to increase the reading skills and attitudes of ninth grade students” (Norris). Her goal was to “increase the volume of on-level, self-selected reading with the expectations of positively impacting the students’ fluency, comprehension, and motivation” (Norris). By using twenty minutes daily of on grade-level and self-selected reading, and reading logs surprisingly, her results showed that this did not increase fluency, comprehension, and motivation amongst the ninth grade students. However, she does find through her literature review that studies have shown that while her study took sixteen weeks, longer studies have shown better results.