Conferring with Adolescents to Improve Motivation and Engagement in Independent Reading

By

Neda Larsen

A Master’s Paper
Submitted in Partial Fulfillment of
the Requirements for the Degree of

Master of Science in Education - Reading

____________________________________
Adviser’s Name

____________________________________
Date

University of Wisconsin-River Falls

2019
Conferring with Adolescents

Abstract

How can middle school teachers use conferring and a regular routine of independent reading to motivate, engage, and build the reading skills of their adolescent students? Motivation plays a critical role in the academic success of adolescent students, yet there is shockingly little research available to guide middle school reading teachers towards instructional methods designed specifically for this unique group of students. This study focused on improving classroom routines and reading conferences to increase students’ reading skills and engagement in voluntary independent reading. Teacher/student conferences and peer conferences provided opportunities to address student engagement, motivation, and skill issues in a differentiated and meaningful way. Study results indicated student off-task behaviors went from 79 in the first data collection to just 13, and student use of reading comprehension strategies during independent reading increased by 22%. The results and findings from this action research project may provide some strategies to middle school teachers who are looking to improve their conferring skills and increase their adolescent students’ engagement in independent reading.
In my experience as a middle school teacher, I have become increasingly concerned with the declining engagement and motivation of my students to read independently. One of the most pressing issues confronting middle school teachers is how to get their students to value reading and engage voluntarily in the process of reading. As a teacher, I understand how closely reading motivation is tied to good reading habits and skills. What continues to elude middle school teachers, including myself, is how to motivate adolescent students to engage in regular, voluntary, independent reading, and have meaningful discussions of difficult texts. As students enter upper elementary and middle school, they become increasingly aware of their reading abilities compared to their peers. Middle school students often perceive themselves to be less skilled at reading than their actual skills would indicate. This notion that they are poor readers becomes a self-fulfilling prophecy for many middle school students. Students’ low self-concept of themselves as readers has a negative impact on their motivation to engage in voluntary reading and discussion of text. “For academic motivation to remain high, students must be successful and perceive that they are successful” (Pressley, 2015, p.378). Positive attitudes towards reading decline as students’ get older both in recreational and academic reading (McKenna, Ellsworth, & Kear, 1995). Their survey data indicated that although attitudes towards reading in first-grade were high, by sixth-grade, student’s attitudes were relatively indifferent towards reading. As students place less value on reading in the middle-school years, they are increasingly unmotivated to read and less concerned with improving their reading skills. Like many of my teaching colleagues, I am deeply concerned by the alarming number of middle school students who are disengaged in reading and cannot see the potential value of developing reading skills to achieve their future aspirations.
Much has been learned about academic motivation by focusing on what factors influence student engagement. Some of the major factors that influence academic motivation to read include: 1) reading self-efficacy or believing that one can read well effects one’s commitment to reading; 2) reading challenge or how challenging a book is to a reader can effect whether or not the book will be read; 3) reading curiosity or interest in the reading topic; 4) aesthetically enjoyable reading topics or reading because it is fun and enjoyable; 5) importance of reading or value placed on reading; 6) recognizing a reader for doing what good readers do; 6) social reasons for reading; and, 7) compliance reading to fulfill academic expectations or assignments (Pressley & Allington, 2015, pp. 377-378).

Keeping these factors as my focus, I began to search for a combination of teaching strategies that would encompass intrinsic motivation to read and still provide opportunities for skill instruction and collaboration. I believe that a Collaborative Reading Workshop approach in combination with a regular routine of structured Independent Reading (IR) and conferring has the potential to provide adolescent students with the right balance of autonomy, skill building, and motivation to become active and engaged readers.

**Literature Review**

**Motivation and Engagement**

Engagement is the level of cognitive involvement that a person invests in a process (Guthrie et al., 1996; Guthrie & Wigfield, 2000). When it comes to independent reading time, fully engaged readers benefit the most from time spent reading. Campbell, Voelkl, and Donahue (1997) determined that higher levels of engagement directly correlated with higher levels of reading achievement. Reading engagement has also been a factor in helping students overcome
environmental factors such as low family income and a less varied educational background (Guthrie & Wigfield, 2000).

Motivation is the willingness to engage and persist in an activity even when it becomes difficult (Urdan & Schoenfelder, 2006). Research has shifted the focus of achievement motivation from that of the individual to one that is impacted by the classroom culture and teacher practices. As Urdan & Schoenfelder (2006) observed, “As psychologists have rediscovered, motivated behavior in school results from a combination of student and situational characteristics” (p. 345). It is no longer enough to focus on what motivates individual students, as teachers we must employ classroom practices that will support growth in value of reading and nurture our students’ self-concept as readers (Malloy, Marinak, Gambrell, & Mazzoni, 2014). A student who has a positive self-concept of themselves as a reader is more likely to be engaged in strategic reading and interested in sharing what they have read with others. According to Malloy et al. (2014) when students are motivated, they are actively engaged in instruction and willing to share what they have read with their peers. Getting students to think deeply about text has been found to be a motivating instructional technique (Christie, Tolmie, Thurston, Howe, & Topping, 2009; Reznitskaya, 2012), and supporting students’ abilities to talk about text improves their personal motivation and self-confidence in their reading abilities. Collaboration also builds a reading culture in the classroom that contributes to the increased value of reading for the individual student. When students value reading, they understand the positive impact reading skills can have on their ability to gain helpful information from text as well as the impact that being a good reader can have on their future ambitions and career aspirations.
Collaborative Reading Workshop

The reading workshop instructional approach has been found to improve students’ reading comprehension and attitudes toward reading (Oberlin & Shugarman, 1989; Swift, 1993). Reading workshop refers to the structure of reading sessions that encourages and supports the independent reading of literature (Atwell, 1987, 1998; Lause, 2004). Reading workshops typically include a mini-lesson, independent reading time, and reader response tasks (including reading conferences) (Calkins, 2001). Kelley & Clausen-Grace (2008) suggest increasing student engagement during independent reading by: 1) having clear expectations for independent reading time; 2) demonstrating value in independent reading; 3) using observation checklists to track student engagement levels; 4) knowing student interests; 5) having a predictable reading schedule; 6) establishing expectations for regular opportunities to write and discuss text; 7) using independent reading time to reinforce comprehension strategies; and, 8) modeling enthusiasm for reading.

One of the cornerstones of reading workshop is the notion that learning is embedded in social interaction. The Collaborative Reading Workshop is a shared reading approach that promotes reciprocal dialogue, critical thinking, and the explicit teacher modeling of comprehension strategies (Meyer, 2010). Research by Pflaum and Bishop (2004) supports instruction of comprehension strategies with middle school-age students because of the increased complexity of the material being taught at this level. In the Collaborative Reading Workshop process the teacher demonstrates the metacognition of good readers by thinking aloud and interacting with text. The teacher models the process by marking the shared text and explicitly commenting on the reading strategies being used. “Teachers should model as they read, challenge (scaffold) students, help them apply the strategies, and talk explicitly about strategy
use.” (Pflaum & Bishop, 2004, p. 209). Strategies such as predicting, questioning, imagining, seeking clarification, using prior knowledge, summarizing, and interpreting are important aspects to reading comprehension (Pressley, 2002). Students then mark their own text, identifying questions, wonderings, and connections. These inquiries are then shared with both the teacher and the class. Groups of students problem-solve those inquiries, answering the ones they can and investigating the unanswered questions to try to come to a consensus. Meyer (2010) found that “the Collaborative Reading Workshop process itself, through its student-generated questions, wonderings, and connections, scaffolds students to deeper levels of thinking and engagement with texts and provides students with greater input into the ownership of their learning” (p. 506).

**From Sustained Silent Reading to Independent Reading**

Researchers agree that students need to be given the opportunity for self-selected reading time at school. Skill instruction is not enough; students need time to read (Allington, 1977). Over the past 20 years, studies have shown that the time students spend engaged in active and meaningful reading at school results in increased vocabulary knowledge (Cunningham & Stanovich, 1998; Nagy, Herman & Anderson, 1985), fluency and word recognition (Yopp & Yopp, 2003), and overall reading and listening comprehension (Elly & Mangubhai, 1983; Taylor, Frye, & Maruyama, 1990). Taylor et al. (1990) found that time spent reading during school contributes to gains in students’ reading achievement. Given that research supports providing reading time at school, then the next logical question is, “How can we best utilize this time spent reading at school to improve students reading motivation and skills?”

**Sustained Silent Reading (SSR).** SSR has long been a strategy for providing regular time to read in school. SSR includes student self-selection of materials, teacher modeling (the teacher is reading along with the students), and no accountability for what has been read
(Langford & Allen, 1983; Yoon, 2002). Fisher (2004) found that in one high school’s attempt to implement a schoolwide SSR program, teachers struggled most often with the lack of accountability measures to which they were accustomed. The fear with using the SSR method was that if students were not held accountable for their reading, they would soon become disengaged in the act of reading. SSR seemed to provide the time for reading independently and the ownership of choice in reading materials but lacked the engagement and intrinsic motivation qualities necessary for adolescents to gain pleasure from reading. Worthy and Broaddus (2001/2002) commented that the lack of motivation may stem from there not being enough guidance occurring during SSR.

**Independent Reading (IR).** An alternative to SSR emerged that provided more structure and accountability while maintaining the time to read in school and student choice in reading material. Independent Reading (IR) has been called “the heart of the reading workshop” (Towle, 2000, p.38). IR is a collaborative experience that is more structured than SSR (Calkins, 1997; Fountas & Pinnell, 2001). The restructuring of the SSR program maintained self-selected reading text but made the new focus of the IR program providing the social support necessary to encourage reading engagement. The structure of the IR program includes the five key elements as described by Fountas and Pinnell (2001):

- the teacher provides guidance in the students’ text selection
- students keep records of what they read
- both teacher and students participate in mini-lessons and discussions
- students reflect on what they read
- the teacher is not reading during the entire reading block.
During IR, the teacher serves as the support network, helping in text selection, modeling reading strategies, and offering guidance and feedback (Fountas & Pinnell, 2001; Katz, 2005; Taberski, 1998). Kelly (1990) suggests that student engagement in reading time increases when they can reflect on what they have read. Other studies show that discussion during reading time can improve students’ reading achievement and attitudes (Lee-Daniels & Murray, 2000; Blackwelder, 1976). One concern with implementing the IR program has been that the added accountability requirements would take the fun and pleasure out of silent reading. Trudel (2007) found the following:

“I was afraid that the children who were already good readers would find the responses and conferences a waste of time and that the struggling readers would be overwhelmed by all of the responsibilities and tasks. What I discovered was a group of active learners (at all different skill levels) who were eager to improve their reading skills and share their new insights with one another and with me. The students began to identify the reading skills they were using and build off them—no matter if they were skills associated with beginning, intermediate, or advanced reading.” (p. 314-315)

Conferring with Readers

Conferring and mentoring students may be an important strategy for engaging students in independent reading and building their reading comprehension skills. “If we do not create space and time for independent reading and mentor them as readers, how do we expect to live up to our goal of creating lifelong readers?” (Lee, 2011, p.217). One way to engage students in reading is to discuss their reading process with them and confer about the texts they are independently reading. During reading conferences, the teacher’s “primary purpose is to listen to what students can teach you about the way they think and make meaning. You may focus the talk or probe for
more information, but you cannot learn from them unless you listen” (Combs, 1996). Putting students in the “driver’s seat” when conferring with them about what they are independently reading creates shared understandings and gives insight into what kind of supports they may need. Teachers should be careful not to allow reading conferences to become a “one-sided monologue with an imaginary, idealized student” (Porath, S., 2014, p. 627). Rather, reading conferences should focus on questions that are open-ended and reveal how a student is thinking and processing text. When teachers use reading conferences that are student-centered, differentiated reading supports can be implemented and reinforced. Student engagement increases when teachers can identify and confer with students about their individual reading processes and thinking.

Research indicates that reading motivation and engagement play a key role in reading skill and literacy development. Motivated and engaged readers are cognitively and physically active in the process of creating meaning from text. However, what motivates a primary grade student will likely not motivate an adolescent student. Collaborative Reading Workshop provides adolescents with shared-reading opportunities that focus on teacher modeling of reading comprehension strategies and discussion of text. Structured independent reading time increases student motivation by providing the right balance of student autonomy in text selection, an emphasis on the value of reading, and opportunities to reflect on what they have read. Conferring with adolescents provides the social supports necessary to encourage deep engagement and individualized skill development.

In conclusion, what motivates individual students to read is as unique as a fingerprint. The simple answer to this complex question is, it depends on the student. Motivating adolescent students is less about what each individual student is motivated by and more about providing a
classroom culture that values reading for the pursuit of knowledge and the development of independent reading comprehension skills. Student engagement in independent reading is one indicator of how motivated a student is based on the reading culture in the classroom. Research strongly links student engagement to opportunities for social interactions related to text. The Collaborative Reading Workshop is a shared reading instructional approach that promotes discussion of text, critical thinking skills, and explicit teacher modeling of comprehension strategies. A structured IR routine provides the social support necessary to encourage reading engagement, autonomy in reading, individual skill practice, and gives adolescents the opportunity to witness the value reading holds for them as part of a reading culture classroom. Providing predictable opportunities for students to confer with both the teacher and their peers is a strategy that could potentially be used to engage students in independent reading and build their reading comprehension skills while nurturing their need for social interactions. In the next section I will outline the instructional methods I used to engage my students in independent reading time and the conferring routine I established to promote both skill development and motivation to read.

Methods

The purpose of this study was to explore how particular classroom routines and regular conferring could influence student engagement in reading and their use of reading comprehension strategies during independent reading time. Through this action research study, I looked closely at how conferring with adolescents could increase my students’ engagement in independent reading time and improve their use of reading comprehension strategies. I chose to conduct a mixed method, qualitative/quantitative, action research study because of the complex nature of adolescent motivation and the need to explore students’ metacognitive reading
CONFERRING WITH ADOLESCENTS

processes. I used qualitative measures to explore student motivation through participation in collaborative reading workshop activities and conferring about text. I used quantitative measures to look at surveys on students’ engagement behaviors and their use of reading strategies during independent reading time. Both qualitative and quantitative data were needed to fully explore student’s thinking about text and their motivation to engage in voluntary reading (Figure 1).

Figure 1. Research Methods

This study took place in a public middle school located in the upper-Midwest region of the country, in a small suburban town. The school consists of grades six through eight and the study focused on one sixth-grade class consisting of 17 students. This study began in January 2019 and concluded in March 2019. I conducted two initial Silent Reading Behavior Observations (Appendix A) using a checklist adapted from Kelley & Clausen-Grace (2007) to
establish a baseline for reading engagement during independent reading time. Students then took
the Motivation to Read Profile - Revised (MRP-R) Survey (Appendix B) by Malloy et al. (2014)
to assess their self-concept as a reader as well as determine their individual beliefs regarding the
value of reading. The results of this survey indicated an area of growth, either self-concept or
value of reading, that became a topic of discussion during student/teacher reading conferences.
Students were then asked to track their independent reading daily and given time at the end of
each independent reading session to confer with a peer about what they read that day. Students
were also asked to complete a Checkpoint Survey (Appendix C) to establish a baseline for their
current use of reading comprehension strategies. Over the course of reading an individually
selected book, students were asked to complete three journal entries to reflect on their reading
using a digital reader’s journal. Students used Post-it notes to mark where in their book they
would stop and complete each entry. At the beginning of the study, students completed a
Comprehension Reflection Form (CRF) (Appendix D) to reflect on their use of reading
comprehension strategies during independent reading time and set a strategy goal. The strategy
goal identified by the student on the CRF form became a topic of discussion during the
student/teacher reading conferences. Two to three times during the study students engaged in
individual reading conference with me and daily, following independent reading time, students
conferred with a peer about what they had read. Once a week student participated in a
Collaborative Reading Workshop activity with the primary focus being shared reading
discussions and teacher modeling of reading comprehension strategies. At the end of the study,
students’ independent reading data was collected, and the MRP-R Survey was re-administered.
As part of the independent reading data, I conducted two additional Silent Reading Behavior
Observations, collecting data with a checklist, and re-administered the Checkpoint Survey to
determine students current use of reading comprehension strategies during independent reading time. I then reviewed the surveys, teacher conference notes, and behavior checklists to determine if any noticeable changes in reading engagement and use of reading strategies could be determined.

This study allowed students to enjoy autonomy in reading material selection while still providing differentiated student interventions. As a middle school teacher, I hoped to find new ways to motivate my students to read independently and make reading an active, enjoyable, and valuable experience. I believed that a Collaborative Reading Workshop approach in combination with a regular routine of IR and conferring with readers had the potential to provide adolescent students with the right balance of autonomy, skill building, and motivation to become active and engaged readers. Most of the research on conferring with students focuses on the primary grades. I intended to alter reading conferences to meet the needs of my middle school students. One of the strategies I employed during reading conferences was to focus on asking students questions that allowed them to examine text at a deeper and more meaningful level. These types of questions typically help middle school students examine not just what the text means, but what the text means to them. Beers (2003) claims that helping students learn to read from an aesthetic stance allows them to bring the text closer and live through the events and issues revealed in young adult literature. I intentionally used higher-level questions to help my students understand text at a deeper and more personally meaningful level. In this way, I differentiate reading conferences to meet the needs of each of my students based on their specific skills and engagement level. During conferring I also discussed with my students their specific area(s) of growth; skills, engagement, or value of reading.
Findings

Motivation

When looking at adolescent motivation to voluntarily read I used a combination of data sources. Students took the MRP-R survey (Appendix B) in the beginning of the study and again at the end of the study. This quantitative element focused on student’s strengths and growth areas in the categories of skill and value of reading. A growth area was determined and reading conferences focused on developing either the student’s reading skills or building value in the reading process. In this way, each reading conference was differentiated to meet the specific needs of each individual student. If for instance, a student’s growth area was skill development a reading conference conversation would include a discussion of what part or parts of the book were confusing to them, or words they found that were unknown to them. If a student was struggling to find value in reading the conversation would focus on talking about what they were reading and why they chose that text. Each individual reading conference was unique to that student and their specific learning needs and goals. Some conferences were quick weekly check-ins while other conferences happened less frequently but lasted longer. This differentiation in reading conference conversations motivated students to prepare for the conference more and take more ownership of the conferring process. Students did most of the talking during conferences about what they were thinking or learning from their books. As the teacher, I listened for skills that students were attempting to use in their reading or opportunities to point out what they were doing and how it was helping them grow as a reader. I kept notes about the conversations and revisited the goals students set in subsequent conferences.

When the MRP-R survey was re-administered at the end of the study the results indicated that 5 out of 17 students (29.4%) had an alteration to their motivational factors. For example, two
student’s initial data indicated a growth area of self-concept and their final data showed that the student’s growth area had shifted to value in reading. Likewise, two other student’s initial data indicated a growth area of value in reading and their final data showed a motivational switch to a self-concept growth area. The data for the final student with a motivational growth area variation was initially statistically equal and frequent absences prevented further evaluations from being conducted. This student’s growth area revealed a self-concept focus when the final data was collected. For those students who indicated a new growth area when the final data was collected, I was able to begin addressing these motivational factors immediately during individual reading conferences. As a teacher, timely identification of these types of motivational shifts are critical as I am always trying to make relevant and accurate connections with my students when I confer with them. Frequent evaluation of my students’ changing motivational factors provides one more authentic source of information that helps me connect to how they are changing and maturing as readers (Table 1).
I used the data along with my conferring notes to modify my reading conferences to reflect the new growth area. This new information allowed me to make meaningful adjustments in the way I conferred with my students. The frequent reevaluation of student motivation using this survey provided critical information about students’ sources of reading motivation and meaningful information about the current state of my students’ motivation. Middle school is a critical time for students to feel individually appreciated and valued. It was important to have timely

Table 1

Changes in motivational focus area

<table>
<thead>
<tr>
<th>Student</th>
<th>Data 1 SC (Self-Concept)</th>
<th>V (Value)</th>
<th>Data 2 SC (Self-Concept)</th>
<th>V (Value)</th>
<th>Growth Area Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>22</td>
<td>25</td>
<td>22</td>
<td>19</td>
<td>SC-V</td>
</tr>
<tr>
<td>2</td>
<td>36</td>
<td>30</td>
<td>37</td>
<td>31</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>27</td>
<td>33</td>
<td>25</td>
<td>26</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>30</td>
<td>28</td>
<td>31</td>
<td>28</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>31</td>
<td>31</td>
<td>27</td>
<td>30</td>
<td>SC</td>
</tr>
<tr>
<td>6</td>
<td>38</td>
<td>33</td>
<td>38</td>
<td>32</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>31</td>
<td>36</td>
<td>31</td>
<td>34</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>27</td>
<td>31</td>
<td>33</td>
<td>31</td>
<td>SC-V</td>
</tr>
<tr>
<td>9</td>
<td>32</td>
<td>26</td>
<td>28</td>
<td>29</td>
<td>V-SC</td>
</tr>
<tr>
<td>10</td>
<td>31</td>
<td>24</td>
<td>32</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>34</td>
<td>38</td>
<td>34</td>
<td>37</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>25</td>
<td>29</td>
<td>26</td>
<td>29</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>33</td>
<td>28</td>
<td>25</td>
<td>19</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>29</td>
<td>30</td>
<td>29</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>37</td>
<td>34</td>
<td>37</td>
<td>38</td>
<td>V-SC</td>
</tr>
<tr>
<td>16</td>
<td>27</td>
<td>32</td>
<td>24</td>
<td>31</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>36</td>
<td>29</td>
<td>34</td>
<td>28</td>
<td></td>
</tr>
</tbody>
</table>
information regarding student motivation so that I can adjust my reading conferences to be relevant. My observations revealed that paying close attention to these motivational fluctuations makes reading conferences more valuable for my students. I could speak directly to the students’ current state of motivation and address both engagement and reading skill issues in one efficient and individualized conversation.

**Engagement**

In this study I used a regular classroom routine of independent reading that included students being accountable for tracking their daily reading and completing three reader’s response journal entries for each independently selected book. Another important component of independent reading was that students began conferring with a peer immediately after reading time ended. I would usually give students a focus for their peer conference such as, “What connection could you make to the main character in your book?” or “What is the main conflict in the story you are reading?” My observations revealed that students were more engaged in their reading when they had a task to complete and were accountable to another person to discuss what they had read. As this routine became well established in my classroom, I observed an increase in the regularity of students remembering to bring their book to class as well as more consistent use of their book tracking form before and after reading time. Students began peer conferencing with relatively short conferences and by the end of my study peer conferences were lasting three to four minutes. Students became motivated to read more during independent reading time so they could spend more time discussing what they read with a peer. This element of the study added a peer social interaction aspect that for many students was enough to keep them moving forward in their books and less likely to abandon them or lose interest.
I also collected data on students’ engagement in reading using the Reading Behavior Observation checklist (RBO) (Appendix A) during independent reading time. When I analyzed the pre and post data from the RBO I discovered that each type of off-task behavior had been dramatically reduced and the overall off-task behaviors went from 79 in the first data collection to just 13 in the last data collection (Figure 2). These data collections revealed that students were significantly more engaged in voluntary reading during independent reading time (Appendix E).

![Off Task Observations](image)

**Figure 2. Off-Task Behaviors Observed**

**Reading Skill Development**

To address this area of the study I used a shared-reading instructional approach, Collaborative Reader’s Workshop (CRW), and a checkpoint survey to monitor progress. I devoted one day each week to a shared-reading activity around a short story. The main purpose
of the CRW was to engage students in a shared text which they could collaboratively discuss and I could explicitly model comprehension and metacognition skills. This interactive process gave students an opportunity to generate authentic inquiry-based questions and participate in reciprocal dialogue with their peers. My teacher observations revealed an increase in students’ overall engagement in the CRW lessons and with the text from the first day I began using this approach. Students who had been unwilling to share their thinking began discussing text not just in their small groups but also voluntarily talking about text in a whole-group setting. With explicit modeling of reading comprehension strategies and using metacognitive skills during reading, students began to use these strategies when discussing text. For the first time, students were making visual the reading strategies and metacognitive skills they were using to understand the text. Students began using reciprocal dialogue and commenting on what other students were sharing rather than just responding to my posed questions. Students also completed a Comprehension Reflection Form (CRF) where they conducted a self-evaluation of their reading comprehension use and set a goal to focus on improving their use of one specific reading strategy (Figures 3 and 4).
By the end of the study students were overall more engaged in the CRW activities and more actively engaged in the discussion of text. My observations revealed that students were actively using reading comprehension strategies during reading tasks and supporting one another in collaborative discussion of text.

When I analyzed my student’s responses from the Checkpoint Survey (Appendix C), I discovered that many of the teacher observations I had made were confirmed with student responses. The data from this survey focused on what students were using or doing during independent reading time. Student responses indicated some evidence to suggest that they were transferring reading comprehension strategies that were modeled in class to their independent reading.
Checkpoint Survey Data

According to the survey results, students were using more reading strategies while reading their independent books (Table 2). Question one addressed student use of reading comprehension strategies when they were independently reading. In the first data collection 65% of students reported using reading strategies and in the second data collection 87%, this represents a 22% increase in student use of reading strategies during independent reading. Based on survey question number four, students also reported they were considerably less distracted and disengaged during independent reading time. Initial data revealed 51% of students were rarely or never distracted during independent reading time and in the final data 74% of students reported being fully engaged in reading, a 23% increase in student engagement. Another significant finding from this survey involved the level at which students were discussing and recommending books to their peers. In question eleven, 33% of students initially said they recommended books to their peers often or sometimes, compared to 46% who reported doing this at the end of the study. One surprising result from the survey was that students appeared to be choosing to read more challenging texts and encountering more challenging vocabulary in those texts. Question five focused on the frequency of unknown words in the books they chose to read independently, 20% of students reported encountering unknown words compared to 52% in the last data collection. Students also reported that they were reading more for pleasure, question two revealed 79% participated in pleasure reading initially and 87% of students read for pleasure at the end of the study. The significance of the correlation between these two questions was that students reported choosing to read more challenging books and reported getting more pleasure from reading those books. This is an indicator that there is a positive relationship between
students finding increased value in reading challenging texts and their motivation to read for
pleasure.

### Table 2
Checkpoint Survey Data

<table>
<thead>
<tr>
<th>Focus of Question</th>
<th>Student Response</th>
<th>Data1</th>
<th>Data 2</th>
<th>Percent Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.Use of reading comprehension strategies</td>
<td>often/sometimes</td>
<td>65%</td>
<td>87%</td>
<td>+22</td>
</tr>
<tr>
<td>2.Reading for pleasure</td>
<td>often/sometimes</td>
<td>79%</td>
<td>87%</td>
<td>+8</td>
</tr>
<tr>
<td>3.Comprehension</td>
<td>often/sometimes</td>
<td>100%</td>
<td>99%</td>
<td>-1</td>
</tr>
<tr>
<td>4.Distracted/disengaged</td>
<td>rarely/never</td>
<td>51%</td>
<td>74%</td>
<td>+23</td>
</tr>
<tr>
<td>5.Words I don’t know</td>
<td>often/sometimes</td>
<td>20%</td>
<td>52%</td>
<td>+32</td>
</tr>
<tr>
<td>6.Asking question/making connections</td>
<td>often/sometimes</td>
<td>73%</td>
<td>81%</td>
<td>+8</td>
</tr>
<tr>
<td>7.Value of reading as an adult</td>
<td>often/sometimes</td>
<td>100%</td>
<td>99%</td>
<td>-1</td>
</tr>
<tr>
<td>8.Visualization</td>
<td>often/sometimes</td>
<td>86%</td>
<td>87%</td>
<td>+1</td>
</tr>
<tr>
<td>9.Fake reading</td>
<td>often/sometimes</td>
<td>0%</td>
<td>10%</td>
<td>-10</td>
</tr>
<tr>
<td>10.Predictions/inferences</td>
<td>often/sometimes</td>
<td>73%</td>
<td>63%</td>
<td>-10</td>
</tr>
<tr>
<td>11.Recommend a book to a peer</td>
<td>often/sometimes</td>
<td>33%</td>
<td>46%</td>
<td>+13</td>
</tr>
<tr>
<td>12.Self-concept as a good reader</td>
<td>often/sometimes</td>
<td>86%</td>
<td>76%</td>
<td>-10</td>
</tr>
<tr>
<td>13.Connections to text</td>
<td>often/sometimes</td>
<td>86%</td>
<td>81%</td>
<td>-5</td>
</tr>
</tbody>
</table>

**Discussion and Implications**

The results and findings from my action research project may provide some strategies to
teachers who are looking to improve their conferring skills and increase their adolescent
students’ engagement in independent reading. Some of the instructional changes I made in my classroom to facilitate a more focused and meaningful reading conference and at the same time improve my students reading skills included:

1. Restructuring independent reading time by adding a reader’s response journal task and including daily peer conferring immediately following each independent reading session.

2. Differentiating reading conferences to focus on each individual student’s growth area including reading comprehension strategy goals, motivational needs either value or skill, and discussion of reading goals and habits.

3. Adding a weekly shared reading activity (CRW) which included explicit teacher modeling of reading comprehension strategy use and collaborative discussion of text opportunities.

These modifications led to some significant changes in my students’ attitudes towards reading and their self-concept as readers. I found that my students were more actively engaged in reading during independent reading time and I attribute that behavior to both the social reward of sharing their reading with a peer during peer conferring and the addition of a purposeful reading task to complete. I was initially concerned that adding a task to what I hoped would become a pleasurable reading experience could backfire and cause students to dislike independent reading time. I was especially concerned that this would negatively affect students who already intrinsically enjoyed the class time set aside to read for pleasure. What I discovered was that all my students seemed to begin reading for a purpose. Some read to have something to share with a peer after independent reading time and others read for the sense of accomplishment they got when they came to one of their three Post-it notes and got a chance to write about the story they were reading.
Differentiating student reading conferences transformed the conferring process from one that was lacking meaning to one that was student-focused and much more student-led. As the teacher, my role in the conference was to listen and gather information from the student about what he/she was thinking about while they read and what was motivating them to read. What I discovered was that adolescent motivation is an evolving process that has a significant connection to the maturing process and self-discovery. The surveys I gave students helped to inform what kinds of teaching opportunities I looked for during the conference and they also provided students with an opportunity to express who they were becoming as young adults and what emerging skills they thought were important to master. In committing to differentiated reading conferences, I realized that the quick three-minute conferences I used to do were part of the reason both myself and my students were not seeing the benefits of conferring. I began to develop a pattern of reading conferences that focused on what each student needed most at that specific time. That meant that I had to give up on the notion that conferring was about simply meeting with each student for the same amount of time on a predictable schedule. This new conferring process forced me to look at each class of students and determine which students needed a conference and what the most pressing needs were for that student. That meant that some student would have more frequent reading conferences with me and for shorter durations. These students needed more of a focusing session each week while other student would have longer conferences with me but less frequently. Each individual conference began with a quick review of reading goals both for quantity of reading and strategy use during independent reading sessions. I might ask students about their use of the reading strategy they selected to practice or about their progress towards their trimester reading goal. I often asked my students to tell me about the thoughts and questions they were having while reading their books or why they chose
to read that type of book. Often during this part of the conference, a teaching point would emerge, and the discussion would move in that direction. I found that when the conference was truly focused on the student and they had the opportunity to lead the discussion, most students became actively engaged in the conferring process. This new kind of conferring was an adjustment for both the student and me, but I found the investment to be beneficial for everyone involved. Students got the opportunity to have their voices heard and I got the chance to really listen to what my students were saying without the need to overstructure the process.

The weekly shared reading activities and collaborative discussions provided an opportunity for me to explicitly model the use of reading comprehension strategies and the social interactions that helped build a strong culture of reading in my classroom. Using the Comprehension Reflection Form (CRF), each student selected a reading comprehension strategy that they wanted to purposefully use during their independent reading in order to improve their comprehension skills. Collaborative Reading Workshop (CRW) provided the explicit instruction necessary for students to see what the use of these strategies looked like in an authentic reading situation. Ideally, students would then transfer these skills to their own independent reading. Based on my data, this is precisely what students did. My data showed a 22% increase in student use of reading comprehension strategies during independent reading time. The other aspect of the CRW was to add a social component that would motivate students to actively engage in text-related discussion both in small and whole-group settings. I witnessed an overall increase in the discussion of text not just during CRW lessons, but also with regards to independent reading. Students were 13% more likely to recommend a book to a peer at the end of the study. I witnessed many of these book recommendations occur during peer conferences right after independent reading sessions. An unforeseen consequence of students increased confidence in
their understanding of text was that students were voluntarily choosing more challenging books to read independently. The data show a 32% increase in students encountering unknown words while reading independently. At the same time, students reported reading more for pleasure, an 8% increase. Overall, this indicated that as student’s confidence in their use of reading comprehension strategies grew so did their willingness to read more challenging text resulting in a stronger motivation to read for pleasure.

Limitations and Conclusion

Limitations

In the course of conducting this action research project I became aware of some aspects that limited the results and conclusions of this study. One such limitation was that this study relied heavily on the self-reported data of adolescents. Much of the data collected came from surveys of sixth-grade students regarding motivation and self-perceived skill development levels. Adolescents ability to self-evaluate is limited by their current state of mind, level of maturity, and limited experience conducting self-reflections. Adolescents self-perceptions rely heavily on peer interactions and are subject to a variety of influences. These limitations are inherent in any study involving adolescents but particularly studies including sixth-graders who are simultaneously adjusting to the new social and learning environments that need to be traversed as they transition from elementary to middle school. The overall impact of this limitation was mitigated by having multiple methods of evaluating student’s motivations including teacher observations and information gathered from reading conferences. In the course of my study I did find that surveys with specifically worded questions tended to elicit more reliable responses than those with more abstract or hypothetical questions.
In my study, the MRP-R survey which included more generalizable questions correlated less with my observations than did the Checkpoint Survey which contained more specific questions. Another factor that would increase the reliability of using a survey method for data collection would be to regularly administer the survey and look for patterns in the student’s responses. My study was limited by time so that only two data collections could reasonably be conducted and analyzed. Ideally, these surveys would be administered routinely over the course of a full school year. The complexity of studies involving adolescents might be one explanation for the research gap that exists for this unique group of students. More research is needed to establish the benefits of conferring with adolescent readers and solidify methods that consistently produce reliable data with this group of students.

Another limitation of this study involves the generalizability of the results across other grade levels within the middle school environment. In my experience with students across the different grade levels in middle school I have learned that what is effective with sixth-grade students may not be successful in a seventh or eighth grade classroom. This limitation primarily exists because of the wide range of cognitive, social and emotional maturity levels exhibited by students in this unique stage of development. The overall findings of this study may be somewhat specific to the grade level to which they are applied, but the general strategies used in my study are firmly grounded in research-based best practice and with modifications should be transferable to other middle school levels.

**Conclusion**

Over the course of this study I have learned that adolescent motivation is a dynamic but fluid concept. Student engagement contributes to motivation and was influenced in my class by creating meaningful tasks and opportunities for social interactions among peers. My sixth-grade
students appreciated differentiated tasks that provide direct relevance to their individual needs and goals. My students responded positively to explicit modeling of reading comprehension strategies and some were able to transfer those skills to their independent reading. Collaborative discussions of shared text were a powerful motivator for my students as it provided them with opportunities for social interactions while maintaining a focus on text. Teacher/student conferences and peer conferences were the foundation of this study and provided opportunities to address student engagement, motivation, and skill issues in a differentiated and meaningful way. All the instructional modifications that I made in the classroom provided powerful information that I then filtered into reading conferences with my students. This information transformed reading conferences into authentic discussions that were mutually beneficial. The most powerful contribution of conferring with adolescent readers was that these opportunities provided a more comprehensive portrait of each student’s abilities, thinking, and motivations for reading. Peer conferences motivated some students to engage during independent reading sessions and discussions with their peers after the session. The most powerful outcome of this study was knowledge. Knowledge that is specific to adolescents and what motivates them to voluntarily choose to read independently. Much more research is needed to fully understand the complexity of adolescent motivation to read independently, but for now, I feel as though conferring with students is a beneficial practice that I intend to continue to refine and use in my classroom. My hope is that some of the information contained in this study will be of use to other middle school teachers trying to have meaningful and productive reading conversations with their adolescent students.
References


Appendix A

Silent Reading Behavior Observation Checklist

Figure 2
Silent Reading Behaviors Observation Checklist

Directions: Use this tool to tally students' behaviors while reading independently. Data collection should occur during two or three reading sessions to identify students having difficulty engaging.

<table>
<thead>
<tr>
<th>Student Out of seat</th>
<th>Continually looks up/around room</th>
<th>Flip pages/not reading</th>
<th>Talks</th>
<th>Switches books</th>
<th>Total # of off-task behaviors observed</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Appendix B

Motivation to Read Profile-Revised (MRP-R)

Please indicate your opinion about each of the questions below by marking one of the four responses below the question. This survey is designed to help your teacher better meet your reading needs. Please answer honestly so that your teacher will know how to help you become a better reader.

1. Name: (First & Last)

2. Hour

3. 1. My friends think I am _____________.
   Mark only one oval.
   ○ a very good reader
   ○ a good reader
   ○ an OK reader
   ○ a poor reader

4. 2. Reading a book is something I like to do.
   Mark only one oval.
   ○ never
   ○ almost never
   ○ sometimes
   ○ often

5. 3. When I come to a word I don't know, I can _____________.
   Mark only one oval.
   ○ almost always figure it out
   ○ sometimes figure it out
   ○ almost never figure it out
   ○ never figure it out
6. My friends think reading is __________.
   Mark only one oval.
   O really fun
   O fun
   O OK to do
   O no fun at all

7. I read __________.
   Mark only one oval.
   O not as well as my friends
   O about the same as my friends
   O a little better than my friends
   O a lot better than my friends

8. I tell my friends about good books I read.
   Mark only one oval.
   O I never do this
   O I almost never do this
   O I do this some of the time
   O I do this a lot

9. When I am reading by myself, I understand __________.
   Mark only one oval.
   O everything I read
   O almost everything I read
   O almost none of what I read
   O none of what I read

10. People who read a lot are __________.
    Mark only one oval.
    O very interesting
    O sort of interesting
    O sort of boring
    O very boring
11. I am ________.
   Mark only one oval.
   ☐ a poor reader
   ☐ an OK reader
   ☐ a good reader
   ☐ a very good reader

12. I think libraries are ________.
    Mark only one oval.
    ☐ a really great place to spend time
    ☐ a great place to spend time
    ☐ a boring place to spend time
    ☐ a really boring place to spend time

13. I worry about what other kids will think about my reading ________.
    Mark only one oval.
    ☐ a lot
    ☐ sometimes
    ☐ almost never
    ☐ never

14. I think becoming a good reader is ________.
    Mark only one oval.
    ☐ not very important
    ☐ sort of important
    ☐ important
    ☐ very important

15. When my teacher asks me a question about what I have read, ________.
    Mark only one oval.
    ☐ I can never think of an answer
    ☐ I almost never think of an answer
    ☐ I sometimes think of an answer
    ☐ I can always think of an answer
16. 14. I think spending time reading is ________.
   Mark only one oval.
   ■ really boring
   ■ boring
   ■ great
   ■ really great

17. 15. Reading is ________.
   Mark only one oval.
   ■ very easy for me
   ■ kind of easy for me
   ■ kind of hard for me
   ■ very hard for me

18. 16. When my teacher reads books out loud, I think it is ________.
   Mark only one oval.
   ■ really great
   ■ great
   ■ boring
   ■ really boring

19. 17. When I am in a group talking about books I have read, ________.
   Mark only one oval.
   ■ I hate to talk about my ideas
   ■ I don’t like to talk about my ideas
   ■ I like to talk about my ideas
   ■ I love to talk about my ideas

20. 18. When I have free time, I spend ________.
   Mark only one oval.
   ■ none of my time reading
   ■ very little of my time reading
   ■ some of my time reading
   ■ a lot of my time reading
21. **19. When I read out loud, I am a ________.**  
   *Mark only one oval.*  
   - ______ poor reader  
   - ______ OK reader  
   - ______ good reader  
   - ______ very good reader  

22. **20. When someone gives me a book for a present ________.**  
   *Mark only one oval.*  
   -  
   - ______ I am very happy  
   - ______ I am happy  
   - ______ I am unhappy  
   - ______ I am very unhappy
### Figure 5: Conversational Interview

<table>
<thead>
<tr>
<th>Motivation to Read Profile Revised: Conversational Interview</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Name:</td>
</tr>
<tr>
<td>Date:</td>
</tr>
<tr>
<td>Reading Survey Score: SC = ____/40 V = ____/40 Total = ____/80</td>
</tr>
</tbody>
</table>

#### Self-Concept as a Reader

1. What kind of reader are you?

2. What's the easiest thing about reading?

3. What's hard about reading?

4. What do you have to do to become a better reader?

5. How could teachers help you become a better reader?

#### Comments:

#### Plan:

1. What kinds of books do you like to read?
   - Tell me about them (topic, genre, information and/or narrative)

2. Do you read different things at home (on a school?)
   - Use books (Kindle, Nook, iPad, etc)
   - Computer/laptop, iPad, etc
   - Internet (what do you do online?)
   - Communication (e.g., email, IM, blog, Twitter, Facebook, posts, chat)

3. What kinds of things other than books do you read at home?
   - (pause for students to respond)

4. How do you find out about books you might like to read?

5. What books do you want to read now?

6. What could teachers do to make reading more enjoyable?

7. Is it important to learn to read well?

8. What kind of reading will you do when you're an adult?

#### Comments:

#### Plan:
Appendix C

Checkpoint Survey

Please indicate your opinion about each of the questions below by marking one of the four responses below the question. You may choose one of the four responses.
(Never) (Rarely) (Sometimes) (Often)

Checkpoint Survey

This survey is designed to help your teacher better meet your reading needs. Please answer honestly so that your teacher will know how to help you become a better reader.

1. Name: (First & Last)

2. Hour Number

3. How often do you use a reading strategy when you are independently reading?
   - Mark only one oval.
   - Often
   - Sometimes
   - Rarely
   - Never

4. How often do you read for pleasure?
   - Mark only one oval.
   - Often
   - Sometimes
   - Rarely
   - Never
5. How often do you understand what you have read during independent reading time?
   Mark only one oval.
   ☐ Often
   ☐ Sometimes
   ☐ Rarely
   ☐ Never

6. How often do you find yourself distracted or disengaged during independent reading time?
   Mark only one oval.
   ☐ Often
   ☐ Sometimes
   ☐ Rarely
   ☐ Never

7. How often do you come across a word you don’t know in your independent-read book?
   Mark only one oval.
   ☐ Often
   ☐ Sometimes
   ☐ Rarely
   ☐ Never

8. How often do you wonder what you would do if you were the main character in your independent-read book?
   Mark only one oval.
   ☐ Often
   ☐ Sometimes
   ☐ Rarely
   ☐ Never
9. How often will you read when you are an adult?
   Mark only one oval.
   ☐ Often
   ☐ Sometimes
   ☐ Rarely
   ☐ Never

10. How often do you see a "mind movie" when you are reading your independent-read book?
    Mark only one oval.
    ☐ Often
    ☐ Sometimes
    ☐ Rarely
    ☐ Never

11. How often do you fake read during independent reading time?
    Mark only one oval.
    ☐ Often
    ☐ Sometimes
    ☐ Rarely
    ☐ Never

12. How often do you correctly guess how your independent-read book will end?
    Mark only one oval.
    ☐ Often
    ☐ Sometimes
    ☐ Rarely
    ☐ Never

13. How often do you recommend books to your friends?
    Mark only one oval.
    ☐ Often
    ☐ Sometimes
    ☐ Rarely
    ☐ Never
14. How often do you think of yourself as a good reader?
Mark only one oval.

- Often
- Sometimes
- Rarely
- Never

15. How often do you make a connection between your real life and the story or characters in your independent-read book?
Mark only one oval.

- Often
- Sometimes
- Rarely
- Never
Appendix D
Comprehension Reflection Form (CRF)

Comprehension Reflection Form (CRF)

Name: ____________________________
Hour: __________

What reading strategy are you good at? (You use it automatically every time you read)

- Making Connections
- Inferring
- Asking Questions
- Visualizing

What reading strategy would you like to work on? Why did you pick this strategy?

How will focusing on this reading strategy make you a better reader?
Appendix E

Reading Behaviors Observation (RBO)

Data 1A

Jan. 7, 2019
10:00

Figure 2. Silent Reading Behaviors Observation Checklist

Directions: Use this tool to tally students’ behaviors while reading independently. Data collection should occur during two or three reading sessions to identify students having difficulty engaging.

<table>
<thead>
<tr>
<th>Student</th>
<th>Out of seat</th>
<th>Continuously looks up/around room</th>
<th>Plays/pokes in/on nose</th>
<th>Talks</th>
<th>Switches books</th>
<th>Total # of off-task behaviors observed</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>9</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>

Data 1B

1-10-19
10:00

Figure 2. Silent Reading Behaviors Observation Checklist

Directions: Use this tool to tally students’ behaviors while reading independently. Data collection should occur during two or three reading sessions to identify students having difficulty engaging.

<table>
<thead>
<tr>
<th>Student</th>
<th>Out of seat</th>
<th>Continuously looks up/around room</th>
<th>Plays/pokes in/on nose</th>
<th>Talks</th>
<th>Switches books</th>
<th>Total # of off-task behaviors observed</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>

### Data 2A
2-27-19
10 min

#### Silent Reading Behaviors Observation Checklist

**Directions:** Use this tool to tally students’ behaviors while reading independently. Data collection should occur during two or three reading sessions to identify students having difficulty engaging.

<table>
<thead>
<tr>
<th>Student</th>
<th>Out of seat</th>
<th>Continually looks off around room</th>
<th>Fits pagesheet reading</th>
<th>Switches books</th>
<th>total # of off-task behaviors observed</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>60</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


---

### Data 2B
3-1-19
10 min

#### Silent Reading Behaviors Observation Checklist

**Directions:** Use this tool to tally students’ behaviors while reading independently. Data collection should occur during two or three reading sessions to identify students having difficulty engaging.

<table>
<thead>
<tr>
<th>Student</th>
<th>Out of seat</th>
<th>Continually looks off around room</th>
<th>Fits pagesheet reading</th>
<th>Switches books</th>
<th>total # of off-task behaviors observed</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>