

ADVANCING LITERACY WITH LARGE PRINT

RESULTS FROM A NATIONWIDE STUDY ABOUT THE
EFFICACY OF LARGE PRINT BOOKS ON STUDENT
READING SKILLS AND MINDSETS

WHEN LITERACY MEETS LARGE PRINT

Rather than a catalyst for lifelong learning, reading can represent a challenging and demoralizing school experience for many of our nation's students. According to the latest results from the National Assessment of Educational Progress (NAEP) testing, **almost two-thirds of 4th and 8th grade students in our schools are reading at a basic or below basic level.**¹ NAEP guidelines define the basic level as a partial mastery of fundamental skills, while the higher proficient level in reading is marked by solid academic performance and competency over challenging subject matter. Given the low level of reading mastery overall, it's not surprising that many students say they don't enjoy reading for schoolwork. Strong reading comprehension skills are essential for student success. If students don't feel comfortable reading in elementary and middle school, not only will they not develop lifelong reading habits, they won't be well prepared for high school-level work or the intensive academic and workplace reading that comes after.

This situation is especially acute for *striving readers*. Striving readers are students who may be unmotivated or perceive reading as having little value for them. They may lack visual acuity, vocabulary, or comprehension skills. Striving readers can also include those for whom English is a second language, have been diagnosed with attention deficit disorder (ADD), or have a learning disability like dyslexia. Besides obvious academic obstacles, striving readers face emotional and social issues. Research indicates that low achievement in reading correlates with increased referrals for school discipline and higher incidences of poor school attendance, dropping out of school, and even juvenile crime.

National thought leaders on reading instruction affirm that if a student is not intrinsically motivated to read and not engaged in what they are reading, their teacher's explicit skill-based instruction around reading is unproductive.² It is therefore critical that educators find new ways to make reading more meaningful for students by leveraging the power of context and comfort in the reading process to increase student engagement, elevate reading comprehension, and support the development of lifelong reading habits.

With that goal in mind, Thorndike Press, from Gale, a Cengage company, partnered with Project Tomorrow[®] to design and implement a new nationwide study to investigate the impact of students reading large print-formatted books on their reading engagement and achievement levels. The large print format, as supported by the Thorndike Press titles, encompasses several key characteristics, including larger font size than standard edition books; enhanced spacing between letters, words, and sentences; clearer contrast between text and the background color of the page; and fewer words and lines per page within the books. A text excerpt is provided in appendix E to illustrate these characteristics.

While the large print format has a strong legacy of supporting increased reading engagement and proficiency for adults, most notably those with visual challenges, **this study is on the role of large print text with children and youth.** It is our hope that the report findings will provide school and district leaders as well as classroom educators with new insights into the role of large print text as a tool to support students' reading development.

THE STUDY

PARTICIPANTS

This report documents the key findings of the study, which included the participation of elementary, middle, and high school students; teachers; and librarians from 15 schools nationwide. The selection of schools for the study was specifically focused on student and community diversity. Ten of the 15 schools in the study have student populations that are over 50% African American and/or Hispanic. All 15 of the schools qualify as Title 1 schools, an indicator of home poverty. Within the study cohort, nine of the schools are located in urban communities, four are in suburban towns, and two are in rural areas.

Learn more in appendix B.

“Two things made this particular study so significant. First, the enthusiasm of the students and teachers for large print was unparalleled. And then second, the academic results of the study indicate that this is a very viable literacy intervention resource that everyone should investigate more fully.”

—Dr. Julie A. Evans, Ed.D., Chief Executive Officer, Project Tomorrow

RESEARCH METHODOLOGY

In each school, students had access to a variety of large print titles provided by Thorndike Press to use within regular classroom reading activities. The titles provided were popular, age-appropriate fiction and nonfiction titles, including *The Outsiders*, *I Am Malala*, *Salt to the Sea*, and *Hatchet*. Teachers incorporated the large print titles into regular instructional practices, such as literature circles, book clubs, read alouds in class, student self-paced reading, and guided reading methodologies. Student and teacher experiences, along with their valuations on those experiences, were captured through surveys, focus groups, and interviews.

A comparative analysis was conducted evaluating the perspectives of students who read a large print text with the views of students who read the same book in standard print. Student achievement outcomes were also examined to understand the impact of the large print modality on reading comprehension. In total, 1,696 students in grades 3–12 and 56 teachers and librarians participated in this large-scale study. See appendices for additional information on the study methodology (appendix A) and the large print titles used in the study (appendix C).

KEY RESEARCH FINDINGS

STUDENTS

Felt positive change in their perception of reading Students reported a 43% reduction in feelings of anxiety about reading when using the large print format. Learn more on page 7.

Grew in personal self-efficacy Compared to other reading experiences, nearly 60% of students in grades 6–8 said they were better able to stay focused and did not lose their place due to distractions when reading large print. Learn more on page 11.

Wanted greater access to large print books 54% of students in grades 3–12 in the study said that school reading experiences would be more enjoyable if all books were large print. Learn more on page 11.

TEACHERS

Attributed large print as helping to develop stronger reading skills 3 in 4 of teachers said students reading below grade level demonstrated increased reading comprehension and better retention with the large print books. Learn more on page 13.

Developed an expanded perception on how various striving readers can benefit from large print As a result of exposure to large print, 8 in 10 teachers said large print would benefit their students who have trouble tracking when reading or lack self-confidence in their reading abilities.

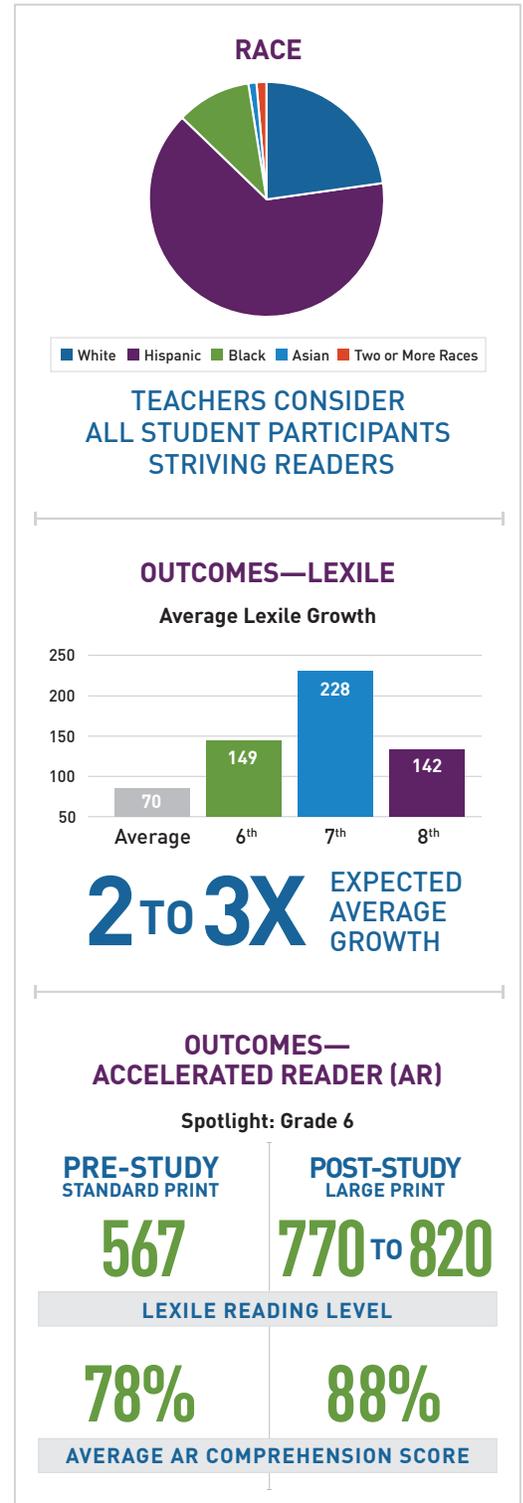
Recommended and will continue using large print 95% of teachers said they’re likely to use large print text in the upcoming school year with their students. Learn more on page 18.

OUTCOMES

Improved reading mindsets 69% of striving readers said they enjoyed reading the large print text more than any other class books during the school year. Only 20% of striving readers who read the standard print edition of the identical title said the same. Learn more on page 21.

Increased Lexile levels and comprehension scores One school with access to large print text increased their Lexile reading levels by 2–3 times the average recommended growth for middle school students. Learn more in the Snapshot on the right.

SNAPSHOT URBAN TX MIDDLE SCHOOL GRADES 6, 7, AND 8



MINIMIZING RELUCTANCE, MAXIMIZING POTENTIAL

STUDENT EXPERIENCE: DEVELOPING NEW MINDSETS, OUTCOMES, AND ASPIRATIONS

Today's students highly value the importance of developing strong college and career-ready skills as a prerequisite for future success. They want to have learning experiences in school that help them advance these skills; this is especially true for reading. Within our study cohort of almost 1,700 students in grades

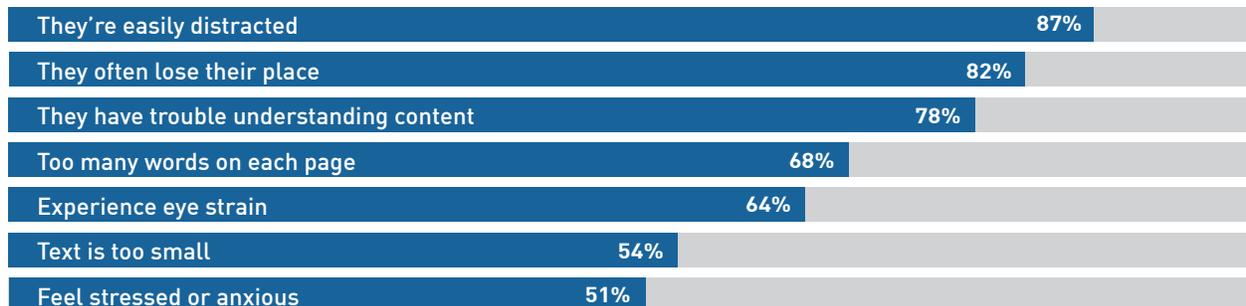
3–12, 94% of those students said it is important for all students to be good readers. Almost an equal number of students said they want to become better readers. However, in defining what constitutes a good reader, the students place a high premium on the development of strong reading comprehension skills. Like their teachers, the students point to the following as evidence of reading proficiency: understanding what they are reading (81% of the students chose this response); ability to answer questions about the reading (76%); and remembering story, plot, and character details (73%). These valuations were consistent across grade levels and for all types of readers, including striving readers who identify their reading skills as below average compared to their classmates.

I think if we use books with larger font size we would all become better readers.”

—7th grade student,
Capitol Middle School (LA)

While students understand the importance of good reading skills, **approximately one-third of the students in the study shared that they do not like schoolwork reading.** Naturally, their reasons vary. Some students attributed their dislike of reading for school to a lack of control or choice over reading genre or content. Others indicated that reading for a school assignment takes the joy out of the experience for them. The students also indicated in their pre-surveys that they regularly face reading challenges due to the structure or format of their in-school reading materials.

Due to structural or format problems, students reported:



Teachers in our study overwhelmingly identified “easily distracted” and “lacking comprehension of what they are reading” as defining characteristics for their striving or reluctant readers. They noted that these students often lack confidence in their reading abilities or perceive themselves as poor readers, and this mindset influences their interest or engagement in schoolwork.

Students experience a change in perception of their reading capacity after reading large print.

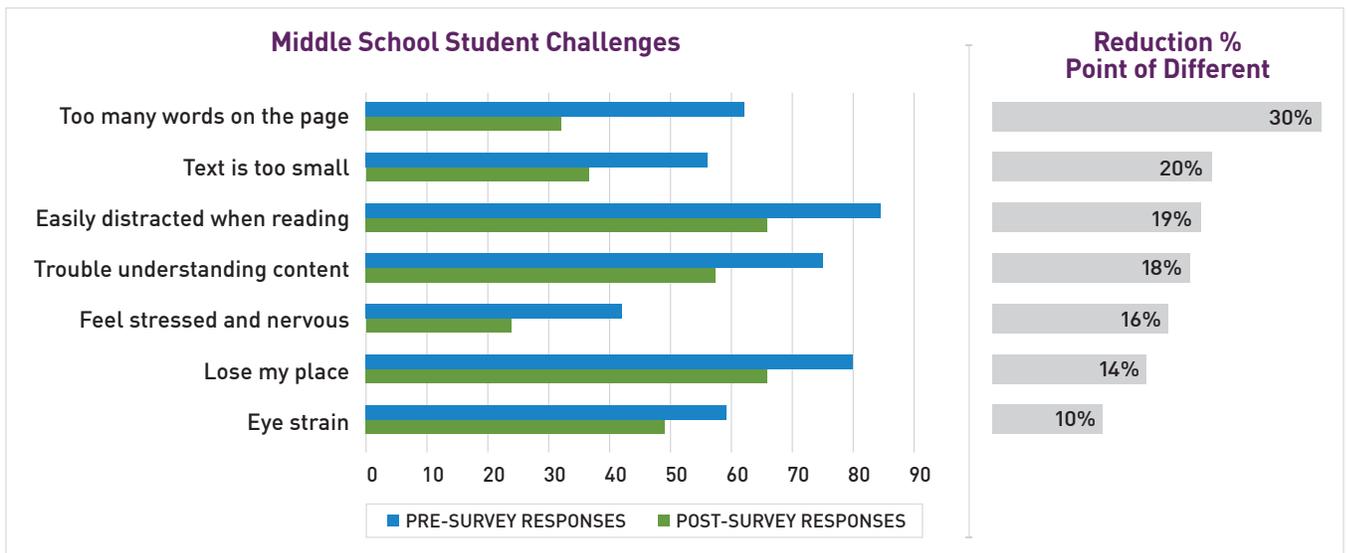
A central goal of this study was to understand how access to a different type of reading format—a book with large print text—can change the reading environment for all students, including striving and reluctant readers. To do so, we first examined the experience of reading a large print text in their English Language Arts (ELA) class through eyes of the students themselves, and focused on how the students defined the impact of this intervention resource on their perceptions around reading and their aspirations for similar reading experiences in the future.

“It was much, much, MUCH easier to read with the bigger font.”

—6th grade student, John C. Lukancic Middle School (IL)

Education researchers Albert Bandura and Carol Dweck pioneered the concept that a student’s mindset about their self-efficacy and growth potential influences their readiness for deeper learning and ultimately, their achievement level.³ These concepts have relevancy in our discussion around the impacts of large print text on students’ mindsets for reading. As noted earlier, the students provided testimony at the onset of this study regarding the challenges they face with schoolwork reading using traditional text. To better understand the impact of reading a large print text on students’ mindsets, we compared their perceptions about those challenges before and after the large print experience. The results, documented for the middle school students in our study in figure 1 on page 7, indicate that the reading experience with the large print changed the students’ perceptions of many of the structural or format issues that were inhibiting their reading engagement and/or efficacy.

After having the experience of reading a large print format book, the percentage of middle school students who said that “reading made them feel stressed or nervous” decreased by 43% when compared to the number of students holding that viewpoint at the beginning of the study intervention. Prior to having access to the large print titles, for example, 42% of the middle school students correlated schoolwork reading with stress. That number dropped to only 24% of students holding that view after having regular classroom access to large print books. Similarly, the number of students who said that small text size was a barrier to schoolwork reading decreased by 36% after students had the experiences reading the large print text.

Figure 1: IMPACT OF READING LARGE PRINT: CHANGE IN STUDENTS' MINDSETS

The results from the high school students in the study were generally similar. Notably, the number of high school students (in grades 9–12) who said that they had trouble with reading comprehension or eye strain prior to this study decreased by one-third after using large print-format books. **These findings indicate that the ability to read large print titles changed the students' perceptions about the challenges they face with schoolwork reading. This has significant implications for every classroom in America.**

Teachers strive to support more personalized learning in their classroom and address each student's unique reading challenges. The ability to address typical challenges that students face and the impact of those challenges on students' engagement and motivation with reading is a game-changer.

66 I liked that the larger size font seemed much more interesting. When you look at a billboard the first thing you see is the larger print. When you look at a book that has all large print it seems like it's calling to you."

—8th grade student, Young Women's Leadership Academy (TX)

In addition to changing students' self-perceptions on reading efficacy using certain types of instructional formats, the experience with large print books also appears to have changed a common student reading behavior: scanning content too quickly. Teachers and librarians both noted that many of their students are too quick to scan a book or article rather than do the close reading required to develop full comprehension. The large print experience resulted in a decrease in the number of students who said they are most likely to scan a book or article than read it fully. Prior to having access to large print titles, 68% of the students in grades 6–8 said they were more likely to scan than read. The defining features of the large print text—larger font size; clarity of text; and letter, word, and sentence spacing—have contributed to slowing down the scanning process for students. This has enabled students to read content more closely, which librarians and English teachers have long advocated. After their experience with large print text, fewer middle school students (46%) reported scanning as their "modus operandi" for schoolwork reading.

Students said that large print text improved their personal self-efficacy around reading, changed their reading habits, and supported new learning outcomes.

“The title of the book that I was reading was *The Sun Is Also a Star*. It had unusually large print, but this made it much easier to read. I think that the best thing about reading books with large text is that it makes it easier to focus and not lose your spot. Losing spots when reading can make it not fun for the reader, or even difficult. I think that we should have more books with bigger text because they are simply much more enjoyable.”

—10th grade student, O’Fallon Township High School (IL)

Given that 85% of the curriculum used in schools across all subject areas requires student to read, it’s imperative that all students develop strong reading skills and habits.⁴ However, developing good reading habits involves much more than simply understanding the mechanics of word decoding or acquiring vocabulary depth. There is a social-emotional component to reading that involves student engagement, confidence, and enjoyment in the reading process. This supportive environment for reading leads to greater comprehension and the ability for the student to make connections with what they’re reading. As part of this study, we examined evidence of how the large print reading experience changed student perceptions about reading, how the experience resulted in different reading habits, and students’ own evaluations of the outcomes associated with large print reading.

“I like how now I could just move on to the next page with the large print book and not spend a whole day there. I feel like I am a better reader now and it influenced me to want to read more.”

—7th grade student, Marco Forster Middle School (CA)

A majority of students (56%) in the study from 3rd grade through 12th grade said they liked reading more when they were able to read the large print version of a book. The teachers in our study noted a common characteristic of their striving readers: They give up too easily when faced with reading challenges. This is partly the result of a lack of reading skills, but it’s also the result of students’ lack of engagement in the reading process. As illustrated in table 1, the students reported stronger self-efficacy around their reading abilities as a result of having access to the large print titles. This most likely contributed to a changed environment for greater enjoyment and engagement with reading. For example, two-thirds of the 4th and 5th grade students in our study said they’re less likely to lose their place with the large print books and have greater confidence in their reading abilities with this type of text. Greater confidence in one’s reading competencies can result in more perseverance and less “giving up” for striving and reluctant readers.

Table 1: HOW STUDENTS RESPONDED TO READING LARGE PRINT

Improved personal self-efficacy	Elementary school students	Middle school students	High school students
Enjoy reading	64%	51%	54%
Less likely to lose their place on the page	64%	47%	65%
Consider themselves better readers	55%	47%	27%
Have greater confidence in reading abilities	69%	37%	46%
Less stressed or nervous about reading	50%	26%	43%

I liked how when I read that I felt that I was a good reader because the font was so big that I could recognize the words as soon as I flipped the page.”

—7th grade student, Southern Columbia Middle School (PA)

IMPROVED READING HABITS

Becoming a lifelong reader demands a certain set of reading behaviors that are first introduced in elementary school and then become habits as students mature. Too often striving or reluctant readers, like those in our study, don’t develop those good reading habits in their early developmental years, making it difficult to adopt those behaviors later.

An example of a good reading habit is reading outside of school. **Greater access to large print books can result in students developing stronger self-efficacy about their reading abilities**, which translates into them developing new reading behaviors and lifelong habits. For high school students, it’s challenging to change embedded reading perceptions and habits. It is therefore significant to note that 54% of the high school students in our study, a vast majority of whom could be defined as striving readers, said they read for longer periods of time with the large print book, and 48% said they now are reading more outside of school.

Additionally, student interest in learning more about the subjects or topics in their reading book provided evidence of greater student engagement in what they were reading. Remembering more about the characters and plot indicated stronger reading comprehension skills as well. Sometimes the students were surprised by the depth of their enhanced comprehension. As one 7th grade student from Texas pointed out, “In the large print books, they put in more details so that it is easier for you to understand the story.” Though the large print editions contained no more details than traditionally formatted editions, this student’s experience highlights the impact of closer reading facilitated by larger print on their comprehension.

Table 2: LARGE PRINT'S INFLUENCE ON READING HABITS

Changed reading habits	Elementary school students	Middle school students	High school students
Interested in learning about the topic	67%	47%	45%
Remembered characters and plot	61%	39%	53%
Read for longer periods of time	48%	38%	54%
Read more outside of school	42%	36%	48%
Participated more in class discussions	37%	33%	44%

This reading format encouraged me to read more compared to my other books with much smaller font.”

—10th grade student, O'Fallon Township High School (IL)

BREAKING DOWN BARRIERS

Too often for striving or reluctant readers, the barrier to successful schoolwork reading starts when the teacher hands out the literature books for the upcoming reading unit. The weightiness of the book, the number of pages in the book, and the number of words on each page all indicate to striving readers that they are not going to have a positive experience. This happens before a single word is read. In this study, striving readers identified key outcomes that showed how the reading experience was different for them with the large print formatted book. Almost 6 in 10 middle school students in our study noted that they felt a sense of accomplishment finishing the large print book and that it felt good to successfully read so many pages. Compared to other reading experiences, 57% of the students in grades 6–8 said they're better able to stay focused and not lose their place due to distraction when reading the large print book. These factors all led to a more positive learning experience where the students not only enjoyed the book more than the traditional print books they read, but also believed that their reading comprehension is now higher with this reading experience.

I liked how the letters and words are bigger and you don't skip through the words now because there aren't that many words on the page. Also, you feel more accomplished when you flip a page.”

—7th grade student, O'Neill Middle School (IL)

Table 3: IMPACT OF LARGE PRINT

New learning outcomes	Elementary school students	Middle school students	High school students
Felt accomplished finishing the book	47%	59%	55%
Enjoyed this book more than others read that year	68%	56%	53%
Read more pages than usual	56%	54%	51%
Improved reading comprehension skills	64%	52%	49%
Stayed focused and didn't get distracted	69%	57%	62%

“The better you can focus on a book, the better you understand it. With the large print you can focus better and spend less time trying to find where you are and more time reading and understanding the book. It is really about being an efficient reader.”

—9th grade student, Young Women's Leadership Academy (TX)

Students want greater access to large print books for themselves and their classmates because they believe that reading skills will improve with more large print reading experiences.

Rather than think about the large print reading experience that they had during the school year as a random, one-time experience, the students in our study believed that their class experiment with the large print books should become institutionalized within their schools to benefit a greater number of students. This represents a meaningful finding from the study about the value of the large print reading environment from the students' perspective. Not only did the students want more opportunities to read large print books themselves, they wanted their schoolmates and peers to have positive learning experiences similar to theirs—either through greater availability of the books in their library and classroom or through their own personal recommendation to their classmates about the large print book value. This valuation is based upon not only their own affirmative experience with the books, but also their belief in the relationship between the large print books and student academic outcomes, notably improved student reading skills.

The key value statements endorsed by the students in grades 3–12:

- 67% said students should be able to read large print books for school if they want
- 62% claimed they would recommend large print books to other students
- 59% reported students' reading skills will improve if they have access to large print books
- 55% said “I would like to be able to read more large print books for school”
- 54% claimed school reading experiences would be more enjoyable if all books were large print

“I wish you could make all books in large print to help readers see the words better.”

—3rd grade student, R.J. Wilson Elementary School (TX)

MAKE WAY! LARGE PRINT COMING THROUGH

TEACHER PERSPECTIVE ON BRINGING LARGE PRINT INTO THE CLASSROOM

“One of my struggling readers commented upon first seeing his first large print book in our classroom, ‘Why isn’t every book printed like this? It is so much easier to read.’ That comment was echoed by several of my students during our time using the large print books. I loved that my students were less intimidated by the larger print books. And that it was easier for them to find and keep their place when reading together.”

—Targeted Reading Teacher, Applied Learning Academy (TX)

Teachers attribute the use of the large print text to helping students develop stronger reading skills.

The teacher study participants received classroom sets of large print titles that they selected to support their curriculum and instructional plans for the school year. In some cases, those large print texts were titles that the teachers use regularly as part of a unit of study; in other cases, the titles were new additions to their classroom library. The teachers integrated the large print titles into their classroom reading plans, treating the large print text no differently than the traditional print books. As noted earlier, the teachers’ familiarity with large print books in the classroom setting was minimal or nonexistent. Therefore, teachers’ feedback on the impact of these titles on their students’ reading capacities is based on their expertise as reading specialists, not as experts in this reading modality.

The classes involved in our study group included different types of striving readers, and all teachers were familiar with the unique needs of their students. To best understand the impact of the large print from both a skill development and mindset-reframing standpoint, we asked the teachers to identify the outcomes for three specific subgroups of striving readers: students reading below grade level, English as a second language (ESL) students, and students identified as special education students.

From a reading skills perspective, large print helps teachers address the everyday key competencies in their classroom; namely, reading fluency, comprehension, decoding, word usage, and retention (table 4a). Teachers recognize the impact of the large print especially on the students reading below grade level. Three out of four of the teachers (76%) indicate that their students retained more about what they read from the large print book, and 75% say that they noticed increased reading comprehension.

Table 4a: TEACHER-REPORTED SKILL OUTCOMES OF SUBGROUPS

Reading skill outcomes after reading large print books	% of teachers that report evidence of outcomes for these student subgroups			
	Students reading below grade level	ESL/ELL students	Special education students	Students reading at grade level
Better retention	76%	29%	47%	59%
Increased comprehension	75%	38%	38%	75%
Overall reading fluency enhanced	73%	40%	47%	73%
Better letter and word recognition	71%	36%	57%	36%
Improvements in decoding	67%	42%	42%	33%
Improvements in vocabulary or word usage	50%	20%	30%	40%

Significant impacts are also noted for ESL/English language learner (ELL) students and special education students. Our study cohort included a significant number of teachers with ESL/ELL students in their class. Amongst the classes with high populations of ESL/ELL students, the teachers indicated even higher impacts from the large print. For example, 50% of those teachers reported increased reading comprehension and overall reading fluency for ESL/ELL students, and 40% saw better retention of content. **Almost two-thirds of these teachers (62%) said that the large print text resulted in faster acquisition of English by ESL/ELL students.**

Given their interest in personalized learning, the teachers identified certain outcomes as stronger for specific groups of students as noted. However, a significant finding from this study is that a higher percentage of teachers also identified strong outcomes for students reading at grade level, indicating that the impact of the large print text is not confined to only striving readers. For example, 73% of the teachers recognized that the large print book access enhances the overall reading fluency of their students reading below grade level. Interestingly, 73% of the teachers also reported increased reading fluency for their students reading at grade level. Similarly, 67% of the teachers noted that the large print text reduced stress and anxiety in reading with their students below grade level as well as at grade level.

The attitudinal or mindset outcomes can have a significant impact on students' reading engagement and enjoyment. In examining this feedback from the teachers, we saw similar trend lines as the skills outcomes. Teachers have enthusiasm for the outcomes across all student subgroups, but most notably for students reading below grade level. **Over two-thirds of the teachers, including those in elementary, middle, and high school classrooms, identify that the large print text increased student confidence, minimized reading distractions, and created less anxiety for their students than traditional reading text** (table 4b). The teachers also recognized that their students enjoyed reading more, participated in class discussions more readily, and overall seem more engaged in the reading activities using their large print books.

Table 4b: TEACHER-REPORTED MINDSET OUTCOMES OF SUBGROUPS

Mindset outcomes after reading large print books	% of teachers that report evidence of outcomes for these student subgroups			
	Students reading below grade level	ESL/ELL students	Special education students	Students reading at grade level
Had greater confidence in reading abilities	74%	47%	63%	58%
Less distracted with longer periods of sustained reading	71%	41%	59%	59%
Enjoyed reading	71%	41%	59%	59%
Increased student participation in class read-aloud activities	69%	44%	63%	56%
Greater engagement in reading activities	68%	42%	68%	74%
Experienced less anxiety or stress about reading	67%	47%	53%	67%
Spent more time reading	67%	47%	40%	73%

Relative to the use of large print with special education students, the greatest impacts may be within the attitudinal perspectives or mindsets of those students around their reading competencies. Notably, the teachers recognized this in the changed behaviors of their students. Two-thirds of teachers (68%) identified that their special education students were more engaged in reading with the large print text. A slightly smaller percentage of teachers (63%) noted that their special education students participated more in read-aloud activities in class and exhibited greater confidence when they were provided with a large print text. This finding underscores not only the viability of large print in supporting individual student needs for reading skill development, but also how it can be the catalyst for changing the reading environment for specific striving readers.

Teachers expanded their perception on beneficiaries of large print.

Teachers' perceptions of the student audiences that would benefit the most from large print changed as a result of their new classroom experiences. This is most likely the result of the originating lack of familiarity the teachers had with the large print format. For most educators, the assumed beneficiaries of large print are those with visual challenges. This is supported by the study data, as 67% of the teachers indicated at the beginning of the study that students with visual issues would benefit the most from large print books. Only one-third of teachers saw a role for this large print reading in supporting students with other reading challenges (table 5). After having the experience with large print books in their classrooms and realizing the host of benefits these books bring to their students, the teachers' eyes were opened to the potential for a longer list of beneficiaries.

Table 5: TEACHERS IDENTIFY STUDENT PROFILES AS BENEFITING FROM LARGE PRINT

Characteristics of striving readers	% of teachers who identify these profiles as benefiting from large print	
	Beginning of the study	After using large print books in the classroom
Students with visual challenges	67%	100%
Students who have trouble tracking when reading	33%	95%
Students with learning differences or disabilities	33%	85%
Students who are not confident in their reading abilities	33%	80%
Students with reading comprehension challenges	33%	75%

When starting this study, I did not know much about large print texts. Now, I wish all of our books could be large print.”

—English Language Arts Teacher, Southern Columbia Middle School (PA)

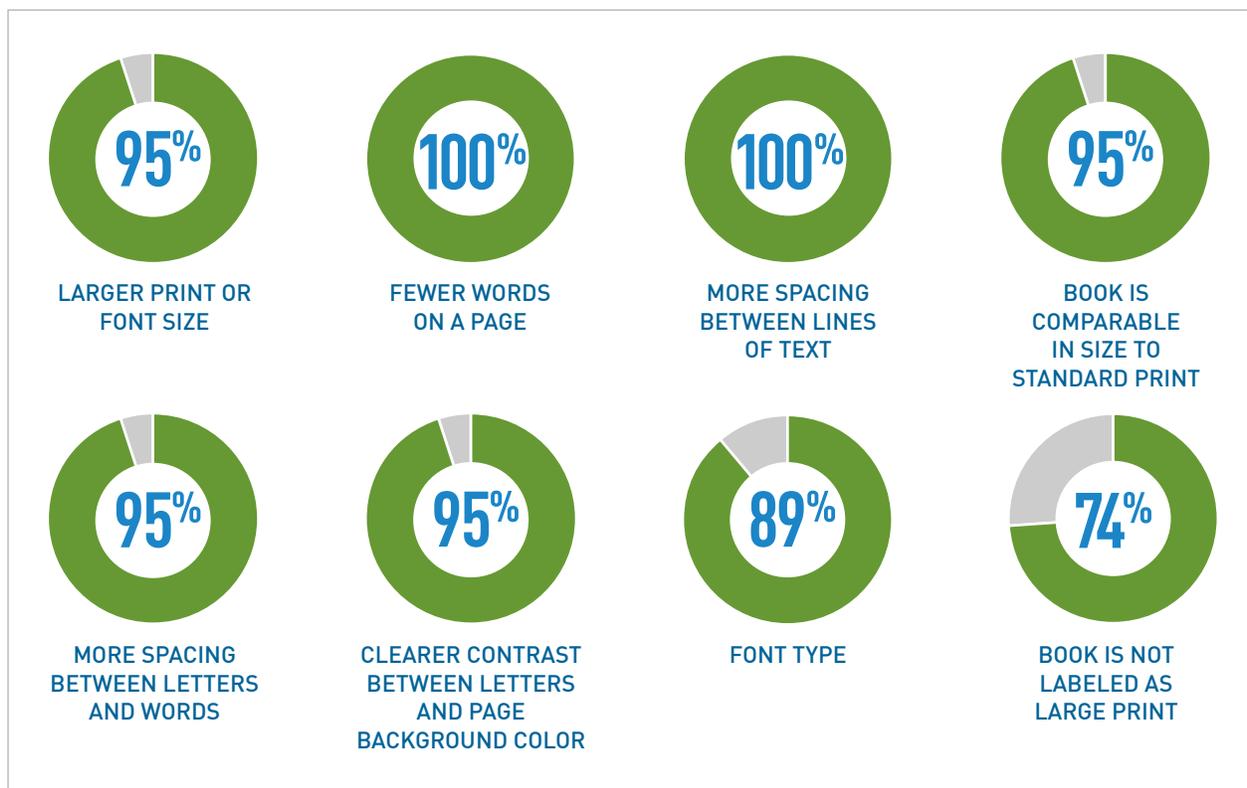
The significant changes in the percentages of teachers who recognize the value of large print beyond students with visual acuity issues is most likely based upon two conditions. First, by having the large print books in their classroom collection, they can observe the relationship between the use of the large print books and their students’ reading skills and mindsets. The connection may not have been as evident for the teachers if the large print books were only in the school library, for example. Teachers identified a key characteristic of a striving reader is their lack of comprehension. Teachers are best able to assess comprehension directly with students in their classroom. Therefore, when asked about the benefits or impact of the large print on their students’ reading skills, 75% of the teachers identified increased reading comprehension as a significant impact for their below-grade-level readers. It is logical that, at that end of the study, **three-quarters of teacher participants identify students with reading comprehension challenges as a top beneficiary for large print books.**

Second, just as most teachers were unfamiliar with the using of large print books initially, they were also unfamiliar with what defines a large print book beyond the font size. Through this study period, the teachers gained new insights and knowledge about the various features of a large print text. The teachers also gained increased familiarity with the benefits of large print and were able to connect the inherent features of large print to new student beneficiaries.

“I really liked the large print because it was less intimidating for my students to read books with less words on each page and more space between the words. They liked reading books that are popular as well.”

—Reading Intervention Teacher, West Feliciana Middle School (LA)

After using the Thorndike Press large print titles in their classroom, the teachers in this study **identified the following features as important for changing students’ reading skills and mindsets:**



See differences between large print and standard print books in appendix E.

LARGE PRINT HAS MY VOTE: A FORMAT EVERYONE CAN SUPPORT

66 I honestly believe that if teachers/students don't know about the awesomeness that is large print text it's because they haven't had any experiences with it just yet. It's incredibly important for people to know that large print books are available and that ALL students/people can benefit from reading them. I feel very fortunate to have a school librarian who was able to introduce our building to large print books."

—Reading and Language Arts Teacher, O'Neill Middle School (IL)

Increasingly, educators are looking for ways to personalize the learning experience in the classroom to support individual student academic strengths while at the same time mitigating student weaknesses. Leveraging a carefully curated mix of different instructional materials and methodologies has proven successful in helping teachers meet the needs of each student in their classroom. This is especially true for English Language Arts teachers who often are faced with a wide range of proficiency levels relative to reading. For example, in one of the urban high school classrooms in our study, students' Lexile reading levels spanned from 3rd grade to 9th grade. This situation is compounded by the inclusion of English language learners and students with various learning differences or disabilities in the typical English class. Teachers want to provide all students with appropriate reading materials that support their academic as well as social and emotional growth.

Confronted with the plethora of instructional materials available today, teachers identified key criteria for making choices about the products they use with their students. Within that criteria set, 94% of K–12 teachers say that they value what other teachers say about the instructional materials they use and how well they address student needs in a real-world classroom setting.⁵ Correspondingly, school principals value classroom teachers' evaluation of instructional materials. To contextualize the value of the large print-formatted books as a tool for supporting the development of stronger reading skills, this study also sought the input of the teachers who used the large print text with their students during the 2018–19 school year to best understand the impact of this instructional tool on student learning.

Understanding that teachers also highly value recommendations from teachers who share a similar grade level or subject assignment, the study was designed specifically to include elementary, middle, and high school teachers from a diverse cross-section of schools and communities. Within the teacher cohort involved in this study, 51% of the teachers taught English Language Arts in middle schools, 29% were high school ELA teachers, and 20% were elementary teachers covering ELA and reading as part of their multisubject responsibilities. The teachers were experienced in the field, with 75% of our study cohort having seven or more years of teaching experience. Teachers' familiarity with large print books prior to this study was minimal (49%) or nonexistent (44%), as is common for most teachers today. Those who indicated they were "somewhat familiar" reported that their experience was primarily limited to books for those with visual acuity issues. The concept of enlarged font size as providing a more comfortable reading modality was not a new idea for the teachers; three-quarters of the teachers in our cohort admitted that they enlarge the text on their smartphone, tablet, or laptop at least once a week when reading online.

Despite diversity based upon socioeconomic, demographic, and grade level differences between the schools in the study, the characteristics identified by the teachers and librarians to define striving or reluctant readers was universal. Those characteristics encompassed both traditional reading skills, such as lacking strong vocabulary or word usage skills (identified by 77% of the teachers) as well as attitudinal, self-efficacy, or mindset type attributes, such as lacks confidence in reading abilities (identified by 86% of the teachers). The delineation of the striving reader characteristics as either a reading skill or reading mindset provides a contextual framework for evaluating the impact of the large print text on students' reading proficiencies as well as their social-emotional perspective on reading.

Teachers want to continue to use large print with their students, and will recommend large print titles to students, parents, and other teachers.

66 I want other teachers to know that giving students choices of books is a great strategy, especially when the book looks like any other book, but is larger print! Now, I will always use these types of books in my classroom because I found them extremely successful at engaging my reluctant readers.”

—English teacher, Marco Forster Middle School (CA)

Just as teachers like to use the recommendations or evaluations from other teachers to identify instructional materials for classroom usage, they also are enthusiastic about sharing best practices and successful products with their peers and colleagues with one caveat: The teacher feels very confident in the benefits for students.

It is therefore significant that 80% of the teachers in the study said they are likely or very likely to recommend large print books to another teacher. The intensity of that response indicates that the teachers in our study felt strongly about the benefits of large print for students. Similarly, as a result of the experience with large print books, teachers are also enthusiastic about recommending large print titles to their students (90% said that is likely or very likely) and to parents of their students (80% said that is likely or very likely). Interestingly, **among teachers with no prior familiarity with large print for student usage, 100% of those teachers said they are very likely to recommend large print titles to their students and parents of their students**, and 87% said it is very likely that they would do the same with their colleagues.

Beyond advocating the value of large print to their colleagues, students, and even the parents of their students, teachers recognize their approach to reading instruction has changed forever because of their participation in this study. The value that they ascribe to the use of large print books in the classroom cannot be simply kept on a shelf and forgotten. Validating that new positioning, 95% of the teachers in this study said they are likely to use large print text again in the upcoming school year with their students, and 75% said that it is very likely that the large print books will be an integral part of their classroom library from now on.

CONCLUDING WITH CLASSROOM OUTCOMES

DATA & ANALYSIS REVIEW

According to students and teachers, the use of large print books within classroom reading activities resulted in improved reading skills and behaviors and a new mindset around students' self-efficacy for reading success. These findings establish a solid foundation for understanding the emerging role of large print books in elementary, middle, and high school classrooms. Not diminishing the firsthand perspectives of the students and teachers, an additional study goal was to investigate other potential relationships inherent to the use of large print text, especially relating to student achievement. To evaluate new outcomes and relationships, the study conducted two additional lines of investigation: 1) a side-by-side analysis comparing the views of students who read a large print book with their school-based peers who read the standard print edition, and 2) an analysis of various types of achievement data for students who read large print books during this school year.

Students who read large print editions of their class literature book are more likely to report improved reading mindsets than students who read a traditional print edition of the same book.

As an optional part of the study methodology, schools were invited to participate in a side-by-side analysis. The views of both cohorts of students, Group A that read a large print text as part of the larger study group, and Group B that read the same or similar book in a traditional format, would be compared to potentially reveal new insights about the student experiences with both types of books. Five schools participated in this comparative study, with student participants ranging from grades 5–12. In some schools, Group A and Group B sections were set up for multiple grade levels. In total, 423 students were part of a nationwide Group A cohort and 428 students were part of a nationwide Group B cohort. Overall findings from the side-by-side analysis indicate that the inclusion of the large print text is potentially a significant factor in changing the mindset of students about their reading potential and their perceptions of their reading skills.

A side-by-side comparison demonstrates the efficacy of the reading experience and the impact of that specific reading experience on the students' perceptions of their reading proficiencies, behaviors, and attitudes. As noted in table 6, the students report similar levels of enjoyment in their reading book and in their extended interest in learning more about the topics discussed in the book. However, there are also significant differences in the views of Group A and Group B students. Notably, a greater number of students in Group A (55%) said their reading comprehension improved as part of this reading experience compared to 45% of their peers in Group B. Echoing what we heard from the larger pool of students in the study, the large print reading experience also appears to have elevated students' self-confidence in their reading abilities. While 41% of the Group A students cite increased confidence as an outcome, only one-quarter of the Group B students (25%) claim the same outcome.

Table 6: EVALUATING OUTCOMES OF LARGE PRINT VS. STANDARD PRINT

Comparing reading mindsets	% of middle and high schools who agree	
	Group A: Read a large print book	Group B: Read a standard print book
Enjoyed reading this book more than other books read this year	58%	56%
Felt accomplished finishing the book	56%	51%
Believed reading comprehension improved	55%	45%
Interested in learning more about the topics in the book	51%	48%
Read more outside of school	48%	38%
Participated more in class discussions about this book	45%	39%
Had greater confidence in reading abilities	41%	25%

The impact of the large print text is especially noteworthy for students who said they didn't like schoolwork reading, a subcohort of reluctant readers. This is important because a majority of middle school students in the study (52%) said that they disliked schoolwork reading. Motivating these reluctant readers to have a positive reading experience is a significant benefit of using large print text in the classroom.

Using a case study approach, we examined the views of 7th grade students at one middle school (Middle School 1) who participated in our side-by-side comparative analysis. Within that middle school, we identified similar profiles of students in Group A and Group B who said they didn't like schoolwork reading and then reviewed their corresponding feedback data on their reading experience. Both Group A and Group B read the same titles but in different formats. The students were in the same level English classes with the same teachers. Both subcohorts also have similar originating perceptions about their reading capabilities:

- Easily distracted when reading (74% of the Group A subcohort; 77% of the Group B subcohort)
- Had trouble understanding what they were reading (69% of Group A subcohort; 66% of Group B subcohort)

Students who don't like reading are often the most challenging for teachers to reach, especially with standard instructional methodologies and tools. For those students, they say that schoolwork reading is both difficult and disheartening for them. The barrier is sometimes their skills and/or their mindsets about reading. It is therefore significant that the access to the large print books, at least for this case study cohort of students, impacted the students' self-efficacy regarding reading and their perceptions of their reading skills (table 7). Almost 7 in 10 of these reluctant readers in Group A subcohort said they enjoyed reading the large print text more than any other class books during the school year. Only 1 in 5 of the reluctant readers in the Group B subcohort with the traditional text said the same about the identical book.

Table 7: A CLOSER LOOK AT GRADE 7 STUDENTS WHO DON'T LIKE READING

Comparing reading mindsets	% of Grade 7 students at Middle School 1	
	Group A: Read a large print book	Group B: Read a standard print book
Enjoyed reading this book more than other books this year	75%	48%
Had greater confidence in reading abilities	69%	19%
Believed reading comprehension improved	63%	52%
Interested in learning more about the topics in the book	50%	35%
Said they are a better reader now	44%	29%
Read more outside of school	31%	13%

Given the isolation of many differentiating variables in this case study, a likely conclusion from this analysis is that the large print text had a greater impact on the Group A reluctant readers' perceptions around their abilities and self-efficacy for reading success than the traditional text did for the Group B students.

Students who read large print text have increased student growth in Lexile levels and higher student comprehension scores even when reading large print books above their reading level.

66 The introduction of the large print books in my classroom [was] met with enthusiasm by my students. After finishing one book, others were requested and highly sought after. My students stayed more on task with their reading because they were more engaged when reading the large print. The greatest benefit to reading instruction was that we were able to get more actual reading accomplished in our time frame. This is 100% credited to the use of the large print books."

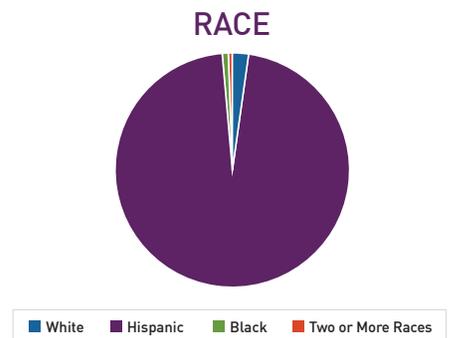
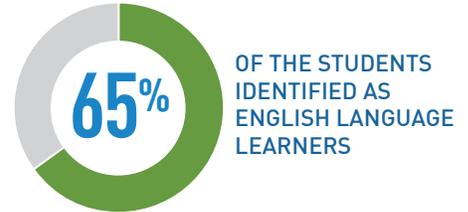
—4th and 5th Grade Teacher, R.J. Wilson Elementary School (TX)

Understanding that it is often difficult to definitively establish a relationship between any instructional methodology, tool, or practice and student achievement, the study goal with this aspect of the data analysis was exploratory. Given the significant size of the sampling population and the diversity inherent with the participating schools, the interest was in additional insights that could be gleaned from an analysis of student achievement data already being collected by our participating teachers and librarians. This review of student achievement data was another optional aspect of the study, though it garnered great interest from the study participants. Twelve of the fifteen schools in the study provided us with a wide range of de-identified student achievement data for the students who read large print texts during the school year. The data set included Accelerated Reader (AR) quiz results for the large print texts and all books read by the students during the school year, Lexile-level comparative data from the beginning of the school year to the end of the school year, Achieve3000 scores, STAR test scores, Northwest Evaluation Association MAP scores from multiple testing windows, Scholastic Reading Inventory results, and PSAT/SAT results. Not all data provided was conducive to an exploratory analysis for a multitude of reasons. However, several data sets were examined to learn more about the impact of the large print text on students' academic achievement. See summary findings from those examinations:

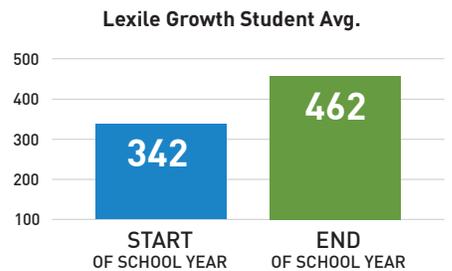
Urban elementary school in Texas

- School student population is 97% Hispanic with 65% of the students identified as English language learners.
- Study participants were students in grade 3.
- The analysis compared the students' Lexile levels at the beginning of the school year with their end-of-the-year Lexile levels using data from Achieve3000. At the beginning of the school year, the average Lexile level in the class was 342 points, a second-grade level within a median range of 170–545. At the end of the school year, the average Lexile level in the class was 462, an increase of 120 points.
- Findings are depicted in the Snapshot on the right.

SNAPSHOT URBAN TX ELEMENTARY SCHOOL GRADE 3



OUTCOMES—LEXILE



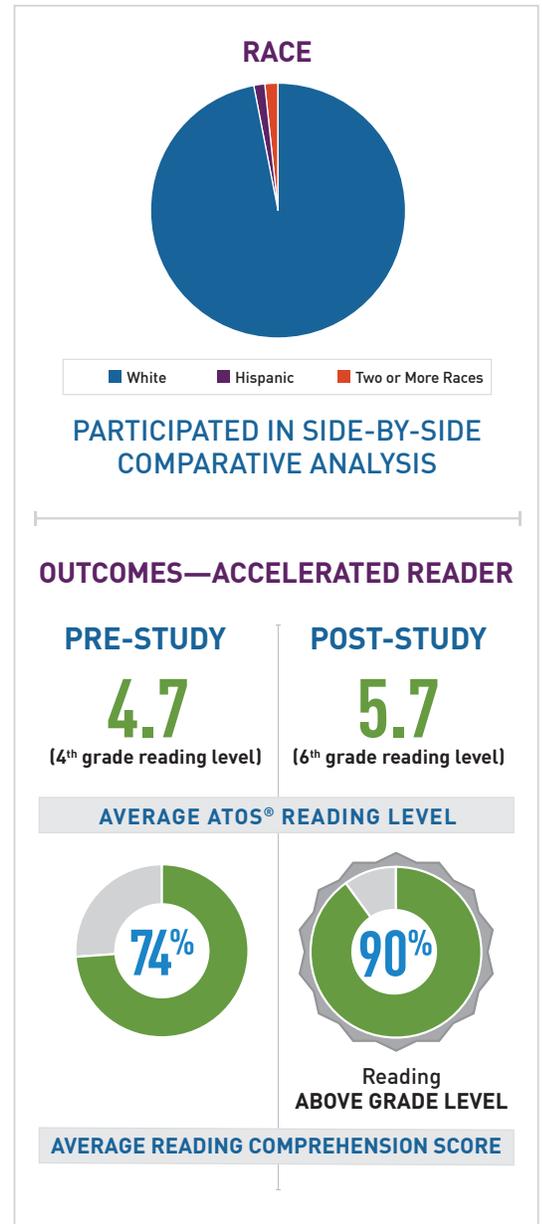
Rural middle school in Pennsylvania

- School student population is 96% White.
- Study participants were students in grades 5 and 7.
- School participated in our side-by-side comparative analysis.
- Analysis of the AR comprehension quiz scores indicated that the average ATOS® reading level for the books read by the 5th grade students this year was 4.7, which according to Renaissance is a fourth-grade reading level. The students' average quiz score on those books was 74% correct. The 5th grade students in the study all read the large print edition of *Hatchet*. *Hatchet* is rated as a 5.7 on the ATOS scale, indicating that it is approximately a sixth-grade reading level. The students in our 5th grade cohort scored an average of 90% on the AR comprehension quiz for *Hatchet*. In most cases, *Hatchet* was the highest leveled book read by the students.
- Findings are depicted in the Snapshot on the right.

Urban middle school in Texas

- School student population is 65% Hispanic and 10% African American.
- Study participants were students in grades 6, 7, and 8.
- Teachers considered all student participants striving readers.
- Students who had access to large print text increased their Lexile reading levels by 2–3 times the recommended average growth for middle school students. Average growth for students in the 25th percentile is 70 Lexile points. The growth for the students involved in this study averaged 149 for the 6th grade students, 228 for the 7th grade students, and 142 for the 8th grade students. All students were reading significantly below grade level at the beginning of the school year.
- A secondary analysis was conducted based upon data provided for the 6th grade students' AR reading comprehension scores. The average Lexile level for the books read by the 6th grade students this year was 567, which is approximately third-grade level. The students' average quiz score on those books was 78% correct. The 6th grade students read three large print texts: *The Graveyard Book* (Lexile level 820), *Warcross* (Lexile level 810), and *Flush* (Lexile level 770). The large print texts are within the fifth-grade reading level. The students in our cohort scored an average of 88% on the AR comprehension quiz for the large print books. In most cases, the large print titles were the highest leveled books read by the students.
- Findings are depicted on page 4.

SNAPSHOT RURAL PA MIDDLE SCHOOL GRADE 5



Suburban middle school in Illinois

- School student population is 72% White.
- Study participants were students in grade 7.
- Analysis of the students' MAP RIT scores comparing fall to spring. The analysis demonstrated an increase in the students' Reading RIT scores from fall to spring. It indicated that 72% of the students who read two or more large print titles increased their fall to spring scores by an average of 6.25 points. Per NWEA, the mean student growth in reading from the beginning of the school year to the end of the school year is 3.7 points.

Urban grade 6–12 school in Texas

- School student population is all female with 30% African American and 57% Hispanic.
- Study participants were students in grades 8 and 9.
- School participated in our side-by-side comparative analysis.
- Analysis of changes in 8th grade students' Lexile levels from the beginning of the school year to the end of the school year used data derived from Achieve3000. Data was compared between students who read the large print books versus students who read the same or similar text, but in a traditional book format. The average growth for the students who read the large print books was 95 Lexile points. The average growth for the students who read the traditional text was 76 points. As average growth for students in the 25th percentile is 70 Lexile points, the students reading the traditional text were on track with that goal; the students reading the large print text exceeded that average growth by 36%.

Urban high school in Iowa

- School student population is 11% African American, 22% Hispanic, and 53% White.
- Study participants were students in grade 9.
- Within this cohort of students, the spring Lexile level for 17 of the 27 students increased compared to their fall Lexile levels. The growth increase was an average of 123 Lexile points. This growth of 123 Lexile points was also the average growth for the students within the study group who were identified as ESL/ELL students.

Ending Thoughts

It's increasingly necessary for students to develop strong reading comprehension skills to be prepared for today's reading intensive academic environment and workplace. Despite this, too many of our nation's students continue to lag in reading proficiency due to a variety of factors, including lack of motivation to read, weaknesses in vocabulary and decoding skills, learning differences, disabilities, or visual acuity issues. This situation is further compounded for students for whom English is not their first language. Educators are determined to find new ways to make reading more meaningful for students by leveraging the power of context and comfort in the reading process to increase student engagement, elevate reading comprehension, and support the development of lifelong reading habits.

The findings described in this report validate several important conclusions:

- Reading large print text is a valuable literacy intervention resource for all types of learners, striving readers, and readers on grade level.
- Having access to large print books not only improves students' reading comprehension levels, but the experience also changes students' mindsets about their own reading capabilities and notably, increases the confidence levels of striving readers.
- Including large print books in classroom collections as well as in libraries provides a more equitable and comprehensive offering to young readers learning to read, struggling to read at grade level, or simply reluctant.
- Increasing student access to large print books is a low-cost, easy-to-implement literacy solution that does not require changes to instructional plans or special training, as noted by several teachers who participated in the study. For guidance on starting conversations, see appendix D.
- Teachers and students alike value the large print reading experience and believe in its potential as a literacy intervention resource to impact the outcome so desired by education leaders today: improved reading comprehension by all students as a result of enhanced student engagement in reading and a more comfortable reading environment for every student.

FOR FURTHER EXPLORATION

Review additional information in the appendices:

- A. Study Details: Methodology & Research Questions
- B. Participating Schools: Background & Demographics
- C. Comprehensive Study Title List
- D. Guidance to Start the Conversation
- E. About Large Print Books from Thorndike Press

APPENDIX A—STUDY DETAILS

METHODOLOGY

Project Tomorrow implemented a mixed methods research approach for the study, collecting both qualitative and quantitative data to inform the development of the study report. The time period for the study was the 2018–19 school year. In addition to the data collected specifically for this study, the research team also utilized disidentified student data from a variety of reading assessments to explore any potential relationships between the reading of the large print books and student achievement.

To inform the development of the study protocols and instrumentation, Project Tomorrow completed a literature review on the use of large print books within literacy development and conducted three focus groups with teachers and administrators about their current perceptions and views on the efficacy of large print books as a reading intervention resource. With that knowledge in hand, the research team recruited 15 schools nationwide to participate in the study, identifying those schools through a variety of mechanisms. In some cases, the schools were identified based upon their knowledge or lack of regarding large print books. In others, the schools had a prior relationship with either Thorndike Press or Project Tomorrow. Attention was paid to the demographics of the student population and the school community to ensure a healthy cross section of participants for generalizability of the findings. All schools understood the parameters of the study and agreed to the participation by their students and teachers in the various data collection efforts. A secondary level recruitment was made within the sampling to identify schools that would participate in a side-by-side evaluation, whereas one group of students would read a large print book and a similar group of students would read a book in a traditional size format. Seven schools agreed to participate in that aspect of the study.

As part of the study, teachers and librarians chose up to 100 large print titles from the Thorndike Press book list to use with their students. Those books were gifted to the schools by Thorndike Press. Project Tomorrow facilitated the ordering process on behalf of the participating schools.

The various data collection and analysis mechanisms within the study design included:

- **Pre-Study and Post-Study Surveys:** Staff from Project Tomorrow provided the participating teachers with a URL survey link, and the teachers administered the online survey during class time at the beginning and end of the school year.
- **Student Focus Groups:** Project Tomorrow conducted seven face-to-face focus groups with students involved in the study at five different schools in spring 2019. Each focus group consisted of an average of 10 students and was typically 30 minutes in duration. The discussions were audio taped for subsequent transcription and review. As required by the school, parents and students provided consent for the participation in the focus group.
- **Teacher and Librarian Interviews:** At the beginning of the study in the fall of 2018, Project Tomorrow interviewed each school librarian about their familiarity with large print text and the availability of such text within the school library or in classrooms. In the spring of 2019, Project Tomorrow conducted interviews with teachers and librarians from eight of the participating study school sites.
- **Analysis of Student Achievement Data:** As an optional study activity, teachers and librarians were asked to provide appropriate, disidentified student achievement data that could help the research team evaluate the outcomes from the use of the large print. Examples of data provided included Accelerated Reader quiz scores, fall to spring changes in Lexile reading levels, and English Language Arts standardized test data.

Qualitative data collected from the surveys, focus groups, and interviews was coded for analysis using a deductive methodology. Descriptive statistics were identified from the quantitative data collected through the pre-study and post-study surveys.

RESEARCH QUESTIONS

The following research questions were central to the design and implementation of the large print text study:

1. What do educators say is the impact of large print text on students' reading skill development and acquired proficiency?
2. How does the large print text impact students' self-efficacy regarding their reading abilities?
3. How does access and availability of large print text benefit students? Does that benefit extend to all students or only some subcohorts of students?
4. Does the access and availability of large print text change reading behaviors or feelings about reading?
5. How do teachers use large print titles within the classroom?
6. What do teachers need to use large print titles effectively in the classroom? What is the role of the librarian or library in supporting the use of this format?
7. Is there a relationship between the use of large print text and changes in students' reading skills as evidenced by improvements from the beginning of the school year to the end of the school year?
8. Are such improvements evident within certain student populations, such as special education students, students from low-income families, etc.?
9. What classroom factors or teacher behaviors regarding the use of large print formats influence student assessment scores?
10. Does access to these titles in the classroom have a bigger impact on academic results than access in the library?

APPENDIX B—PARTICIPATING SCHOOLS

BACKGROUND & DEMOGRAPHICS

In total, 1,696 students in grades 3–12 and 56 teachers and librarians participated in this large-scale study. Information about the participating schools is included in table A.

Table A: Study Participants and Selected Demographics of the School Student Population

School District	School	State	Locale	Grades involved in the study	Title 1	+50% of students qualify for free lunch
Anaheim Elementary School District	Horace Mann Elementary	CA	City: Large	5	X	X
Baton Rouge Parish School District	Capitol Middle School	LA	City: Midsize	7	X	X
Capistrano Unified School District	Marco Forester Middle School	CA	Suburb: Large	7	X	X
Des Moines Public Schools	Lincoln High School	IA	City: Midsize	9	X	X
Downer Grove Grade School District 58	O'Neill Middle School	IL	Suburb: Large	7	X	
Fort Worth Independent School District	Applied Learning Academy	TX	City: Large	7, 8	X	
Fort Worth Independent School District	Richard J. Wilson Elementary School	TX	City: Large	3	X	X
Fort Worth Independent School District	Woodway Elementary	TX	City: Large	4, 5	X	X
Fort Worth Independent School District	Young Men's Leadership Academy	TX	City: Large	8	X	X
Fort Worth Independent School District	Young Women's Leadership Academy	TX	City: Large	8, 9	X	X
Fort Worth Independent School District	South Hills High School	TX	City: Large	10	X	X
O'Fallon Township School District #203	O'Fallon Township High School	IL	Suburb: Large	10, 11, 12	X	
Southern Columbia Area School District	Southern Columbia Area Middle School	PA	Rural: Fringe	5, 7	X	
Valley View School District 365	John C. Lukancic Middle School	IL	Suburb: Large	7, 8	X	X
West Feliciana Parish Public Schools	West Feliciana Middle School	LA	Rural: Distant	7, 8	X	

Table B: Schools' Demographic Breakdown of Student Population

School	American Indian/ Alaska Native	Asian	Black	Hispanic	Native Hawaiian/ Pacific Islander	White	Two or More Races	English Language Learners
Horace Mann Elementary	0.00%	0.97%	0.86%	94.31%	0.32%	2.15%	1.40%	9.60%
Capitol Middle School	0.00%	0.00%	98.85%	0.92%	0.00%	0.23%	0.00%	N/A
Marco Forester Middle School	0.29%	2.10%	0.36%	64.37%	0.15%	30.55%	2.18%	25.83%
Lincoln High School	0.84%	6.97%	11.15%	22.02%	0.13%	53.24%	5.64%	7.97%
O'Neill Middle School	0.00%	5.87%	6.68%	13.56%	0.00%	71.86%	2.02%	1.20%
Applied Learning Academy	0.00%	0.97%	10.32%	64.52%	0.00%	22.90%	1.29%	11.40%
Richard J. Wilson Elementary School	0.00%	0.00%	0.87%	96.53%	0.00%	2.43%	0.17%	65.00%
Woodway Elementary	0.00%	1.04%	41.04%	47.56%	0.15%	5.04%	5.19%	28.50%
Young Men's Leadership Academy	0.63%	0.95%	54.26%	37.54%	0.00%	4.42%	2.21%	4.50%
Young Women's Leadership Academy	0.00%	1.88%	30.03%	57.37%	0.27%	8.31%	2.14%	3.00%
South Hills High School	0.15%	1.90%	12.36%	79.71%	0.00%	5.16%	0.73%	15.60%
O'Fallon Township High School	0.17%	3.10%	20.09%	4.82%	0.17%	64.68%	6.96%	0.50%
Southern Columbia Area Middle School	0.00%	0.00%	0.00%	1.32%	0.00%	95.57%	1.54%	N/A
John C. Lukancic Middle School	0.34%	2.35%	12.75%	40.94%	0.00%	40.10%	3.52%	5.00%
West Feliciana Middle School	0.00%	0.46%	39.68%	2.09%	0.00%	57.31%	0.46%	N/A

APPENDIX C—COMPREHENSIVE STUDY TITLE LIST

ISBN	AUTHOR	TITLE
9781432846176	Albert, Melissa	Hazelwood
9781410437495	Alcott, Louisa May	Little Women
9781432849801	Alexander, Kwame	The Crossover
9781432861988	Alexander, Kwame	Rebound
9781410496072	Anderson, Laurie Halse	Ashes
9781432850364	Anderson, Laurie Halse	Chains
9781410499189	Anderson, Laurie Halse	Forge
9781410470027	Anderson, Laurie Halse	The Impossible Knife of Memory
9781432860400	Applegate, Katherine	The One and Only Ivan
9781432848217	Applegate, Katherine	Wishtree
9781432838478	Atwood, Margaret	The Handmaid's Tale
9781432860349	Auxier, Jonathan	The Night Gardener
9781410486684	Aveyard, Victoria	Glass Sword
9781410496089	Aveyard, Victoria	King's Cage
9781410486691	Aveyard, Victoria	Red Queen
9781432851835	Aveyard, Victoria	War Storm
9781432853617	Avi	The Button War: A Tale of the Great War
9781432840938	Barnhill, Kelly	The Girl Who Drank the Moon
9781410499561	Brown, Daniel James	The Boys in the Boat (YRE)
9781432859893	Brown, Peter	The Wild Robot
9781432859909	Brown, Peter	The Wild Robot Escapes
9781432843250	Cast, P. C.	Moon Chosen
9781432856199	Cervantes, J. C.	The Storm Runner
9781410443656	Coben, Harlan	Shelter
9781410424914	Crane, Stephen	The Red Badge of Courage
9781432860370	Creech, Sharon	Walk Two Moons
9781432838461	Curtis, Christopher Paul	Bud, Not Buddy
9781432838447	Curtis, Christopher Paul	The Watsons Go to Birmingham - 1963
9781432840518	de la Cruz, Melissa	Alex & Eliza: A Love Story
9781432846848	de la Cruz, Melissa	Someone to Love
9781432851309	de la Cruz, Melissa	Something in Between
9780786275397	de Saint-Exupéry, Antoine	The Little Prince
9781432860387	DiCamillo, Kate	Because of Winn-Dixie
9781432855895	DiCamillo, Kate	Louisiana's Way Home
9781432860394	DiCamillo, Kate	The Tale of Despereaux: Being the Story of a Mouse, a Princess, Some Soup and a Spool of Thread
9781432860752	Draper, Sharon M.	Out of My Mind
9781594131974	Edwards, Kim	The Memory Keeper's Daughter
9781410494191	Flanagan, John A.	The Tournament at Gorlan
9781410482556	Forman, Gayle	I Was Here
9781410475435	Forman, Gayle	If I Stay
9781410475626	Forman, Gayle	Where She Went

APPENDIX C—COMPREHENSIVE STUDY TITLE LIST CONTINUED

ISBN	AUTHOR	TITLE
9781432860578	Frost, Helen	Hidden
9781410414410	Gaiman, Neil	The Graveyard Book
9780786273591	George, Jean Craighead	My Side of the Mountain
9781594139826	Green, John	Looking for Alaska
9781410479990	Green, John	Paper Towns
9781410430502	Grisham, John	Theodore Boone: Kid Lawyer
9781410474322	Henríquez, Cristina	The Book of Unknown Americans
9781432859923	Hiaasen, Carl	Flush
9780786273621	Hinton, S. E.	The Outsiders
9781432849290	Iturbe, Antonio	The Librarian of Auschwitz
9781432860356	Kelly, Erin Entrada	Hello, Universe
9781410498786	Kinney, Jeff	Cabin Fever
9781410498779	Kinney, Jeff	Diary of a Wimpy Kid
9781410498748	Kinney, Jeff	Dog Days
9781410498687	Kinney, Jeff	Double Down
9781410498717	Kinney, Jeff	Hard Luck
9781432843724	Kinney, Jeff	The Getaway
9781410498755	Kinney, Jeff	The Last Straw
9781410498700	Kinney, Jeff	The Long Haul
9781432857639	Kinney, Jeff	The Meltdown
9781410498694	Kinney, Jeff	Old School
9781410498762	Kinney, Jeff	Rodrick Rules
9781410498724	Kinney, Jeff	The Third Wheel
9781410498731	Kinney, Jeff	The Ugly Truth
9781432859916	Lai, Thanhha	Inside Out and Back Again
9781432850333	L'Engle, Madeleine	A Wrinkle in Time
9781410499257	Lewis, C. S.	The Lion, the Witch and the Wardrobe
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9780786271535	Lowry, Lois	The Giver
9781432860844	Lowry, Lois	Number the Stars
9781410462022	Lu, Marie	Champion
9781410446060	Lu, Marie	Legend
9781432859749	Lu, Marie	Lyddie
9781410494382	Lu, Marie	The Midnight Star
9781410455123	Lu, Marie	Prodigy
9781410484659	Lu, Marie	The Rose Society
9781432843717	Lu, Marie	Warcross
9781432857653	Lu, Marie	Wildcard
9781410475442	Lu, Marie	The Young Elites
9781432860363	Medina, Meg	Merci Suárez Changes Gears
9781432859381	Meyer, Marissa	Archenemies

APPENDIX C—COMPREHENSIVE STUDY TITLE LIST CONTINUED

ISBN	AUTHOR	TITLE
9781410494375	Meyer, Marissa	Heartless
9781432846800	Meyer, Marissa	Renegades
9781410456236	Meyer, Marissa	Scarlet
9781410485908	Meyer, Marissa	Winter
9781432838430	Mikaelsen, Ben	Touching Spirit Bear
9781432849160	Moore, David Barclay	The Stars Beneath Our Feet
9781432846947	O'Brien, Tim	The Things They Carried
9780786272549	O'Dell, Scott	Island of the Blue Dolphins
9781432858445	Oliver, Lauren	Broken Things
9781410457417	Palacio, R. J.	Wonder
9781432860783	Parker, Natalie C., edited by	Three Sides of a Heart: Stories about Love Triangles
9781432849306	Paterson, Katherine	My Brigadista Year
9781410499196	Paulsen, Gary	Hatchet
9781432861940	Philbrick, Rodman	Freak the Mighty
9781432838454	Rawls, Wilson	Where the Red Fern Grows
9781432850241	Reynolds, Jason	As Brave As You
9781432860868	Reynolds, Jason	Ghost
9781594139567	Riggs, Ransom	Miss Peregrine's Home for Peculiar Children
9781410410184	Riordan, Rick	The Battle of the Labyrinth
9781410472861	Riordan, Rick	The Blood of Olympus
9781432851040	Riordan, Rick	The Burning Maze
9781410495884	Riordan, Rick	The Dark Prophecy
9781410492883	Riordan, Rick	The Hammer of Thor
9781410489456	Riordan, Rick	The Hidden Oracle
9781410462039	Riordan, Rick	The House of Hades
9781410416780	Riordan, Rick	The Last Olympian
9780786282258	Riordan, Rick	The Lightning Thief
9781410433596	Riordan, Rick	The Lost Hero
9781410452054	Riordan, Rick	The Mark of Athena
9781432850296	Riordan, Rick	The Red Pyramid
9781410467744	Riordan, Rick	The Sea of Monsters
9781410447890	Riordan, Rick	The Serpent's Shadow
9781432841898	Riordan, Rick	The Ship of the Dead
9781410441225	Riordan, Rick	The Son of Neptune
9781410483164	Riordan, Rick	The Sword of Summer
9781432844059	Riordan, Rick	The Throne of Fire
9780786297016	Riordan, Rick	The Titan's Curse
9781594139604	Roth, Veronica	Allegiant
9781410496119	Roth, Veronica	Carve the Mark
9781594137457	Roth, Veronica	Divergent
9781410467850	Roth, Veronica	Insurgent

APPENDIX C—COMPREHENSIVE STUDY TITLE LIST CONTINUED

ISBN	AUTHOR	TITLE
9781432851972	Roth, Veronica	The Fates Divide
9781410484161	Rowell, Rainbow	Carry On: The Rise and Fall of Simon Snow
9781410460820	Rowell, Rainbow	Eleanor & Park
9781410465276	Rowell, Rainbow	Fangirl
9781594130014	Rowling, J. K.	Harry Potter and the Chamber of Secrets
9781594133558	Rowling, J. K.	Harry Potter and the Deathly Hallows
9780786222742	Rowling, J. K.	Harry Potter and the Prisoner of Azkaban
9781594130007	Rowling, J. K.	Harry Potter and the Sorcerer's Stone
9781432861957	Ryan, Pam Muñoz	Esperanza Rising
9781432841867	Sachar, Louis	Holes
9781432849276	Sáenz, Benjamin Alire	Aristotle and Dante Discover the Secrets of the Universe
9781432859930	Schmidt, Gary D.	The Wednesday Wars
9781410492876	Sepetys, Ruta	Salt to the Sea
9781410423900	Sewell, Anna	Black Beauty
9781410421746	Shelley, Mary	Frankenstein
9781432850258	Shetterly, Margot Lee	Hidden Figures (YRE)
9781432861865	Shull, Megan	The Swap
9781432849269	Slater, Dashka	The 57 Bus
9781410417251	Stevenson, Robert Louis	Treasure Island
9781432850272	Taylor, Mildred D.	Roll of Thunder, Hear My Cry
9781432849252	Taylor, Mildred D.	Roll of Thunder, Hear My Cry: 40th Anniversary Special Edition
9781432851316	Teran, Andi	Ana of California
9781432841690	Thomas, Angie	The Hate U Give
9781432852849	Thomas, Angie	On the Come Up
9780786274888	Twain, Mark	The Adventures of Huckleberry Finn
9781410459688	Wein, Elizabeth	Code Name Verity
9781432860332	Williams-Garcia, Rita	One Crazy Summer
9781432850425	Woodson, Jacqueline	Brown Girl Dreaming
9781432855901	Woodson, Jacqueline	Harbor Me
9781410473356	Yancey, Rick	The Infinite Sea
9781594139819	Yancey, Rick	The 5th Wave
9781432850449	Yancey, Rick	The Infinite Sea
9781410488763	Yancey, Rick	The Last Star
9781432861452	Yang, Kelly	Front Desk
9781432860592	Yolen, Jane	Devil's Arithmetic
9781432849320	Yoon, Nicola	The Sun Is Also a Star
9781410499165	Yousafzai, Malala with Patricia McCormick	I Am Malala (YRE): How One Girl Stood Up for Education and Changed the World
9781410468062	Zusak, Markus	The Book Thief

APPENDIX D—GUIDANCE TO START THE CONVERSATION

REFLECTIVE QUESTIONS FOR DISCUSSION

As you review the findings in this report, we suggest that education leaders use these results to stimulate new discussions in your school communities around literacy development. To help with those discussions within K–12 school districts, we have developed a short list of thought-provoking questions that would be appropriate for a school professional learning community on literacy development and reading, a district office planning meeting on appropriate interventions, a brainstorming conversation with your school board, or to engage your greater community in your literacy planning efforts. We hope that through the insights shared in this report and your local discussions, greater emphasis is placed on innovative ways to support students' reading and the development of lifelong reading habits.

1. How effectively are your teachers, librarians, and reading specialists addressing the social and emotional aspects of literacy development? What tools are they using to increase student motivations for reading in a sustainable way?
2. Increased reading comprehension is often the lagging result of a focus on improving the mechanics of the reading process. According to teachers, however, simply getting students to stay focused on their reading and not lose their place so often can have a significant impact on students' skill development. What tools or interventions are you using to help students stay focused on their reading? How successful are those current interventions?
3. A lack of reading proficiency does not mean simply a low grade in English class, but it impacts student success and confidence in all academic subject areas. Reading is core to our learning process. How are your English teachers collaborating with their peers in science, social studies, math, and elective subjects to support a holistic approach to literacy development? How are your teachers collaborating beyond subject area meetings to support not only students' reading skill development in class but the encouragement of lifelong reading habits?
4. How is your school librarian supporting individual student literacy development as well as the collective work of your teachers in the classroom to improve all students' reading skills? Are you leveraging the knowledge and capacities of your librarian effectively? What are some new ways that your teachers and the librarian can collaborate to support innovative literacy development efforts?
5. Strong reading skills are imperative for all students. When you think about your school or district equity imperative, are you fully committed to ensuring that every student has the opportunity to develop strong reading skills, including your students with learning differences and those just learning English? How effectively are you backing up that commitment with appropriate tools, intervention strategies, and staff support? What more can you do today to support reading success for all students?

APPENDIX E—ABOUT LARGE PRINT BOOKS FROM THORNDIKE PRESS

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time there was a flash of lightning, I looked at Grover sitting next to me in the backseat and I wondered if I'd gone insane, or if was wearing some kind of shag-carpet pants. But, no the was one I remembered from kindergarden field trips to

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