

**Secondary Preservice Teachers' Attitudes toward and Experiences
with Sharing Their Reading with Students**

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November 10, 2012

A paper presented at the Association of Literacy Educators and Researchers Conference,
Grand Rapids, MI, November 3, 2012

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Secondary teachers need to share their reading with their students in order to capture their minds and hearts. Commeyras, Bisplingoff, and Olson (2003) encourage teachers to talk to their students about their reading lives. They believe it is valuable for “teachers as readers [to] let their students see them reading a variety of texts” (p. 163). Sumara (1996) recalled his “tenth grade math class because the teacher, Mr. Shields, read us what he told us was his favorite book—a well-worn copy of *Jonathan Livingston Seagull*” (p. 10).

Sandy Asher, a young adult literature author recalls,

The teachers who made me care about literature showed me their own delight. They embarked on journeys of discovery and invited the class to do the same. Their faces glowed; they made the trip seem too good to miss. They wore their hearts on their sleeves (Gallo, 1992, p. 17).

Equally of value is the notion that when a student is moved to read and rediscovers the delights of reading or is introduced to an author who becomes a favorite, a teacher is rewarded with renewed energy (Graves, 2001).

Students need teachers who enjoy reading (Carlsen & Sherill, 1988), are seen reading and share their reading with them (Fried, 2001). Teacher educator, Annette Santana believes “that before students can become engaged readers they have to see others...enjoying the experience of reading” (cited in Commeyras, Bisplingoff, & Olson, 2003, p. 160). The International Reading Association (2010) states that middle and high school classroom teachers need to “display positive reading and writing behaviors and

serve as models for students” (p. 44). This is because teachers inadvertently pass on their attitudes about reading to students (Graves, 1990).

Teachers are encouraged to be avid reading role models and to provide meaningful invitations to students to read. This is because a teacher may be the only person in a student's life who in a serendipitous point in time will give him or her the perfect book that introduces that student to a life that includes reading (Grant & Grant, 1999; Sumara, 1996). When young people continually are given the right book at the right time, they will become readers (Ivey, 2002). Educator Jim Burke (1999) has this wish for his students. “If I could give you just one gift, leave just one legacy in this world, it would be to infuse in you an absolute passion for the written word...It's a gift to yourself, and to your future.” Young adult fiction author, Norma Fox Mazer agrees, “The love of reading is one of the greatest gifts a teacher can give their students” (Gallo, 1992, p. 31).

Yet, for too long, too often teachers have not offered students the gift of reading. Rieck (1977) found that 95% of students said their teachers never brought in outside reading material, and only 20% of students thought that their teachers liked to read. A middle school mathematics teacher admitted to Bintz (1997), “How do I get more involved in reading when I don't read much myself?” (p. 17). More recently, when 124 secondary preservice teachers, were asked if they knew if their middle or high school teachers enjoyed reading themselves, they rated the statement 6.04 on a 10-point scale. These secondary preservice teachers also cited high school teachers as the most negative influence on them as readers (Author, 2009). Moreover in another study, only 17% of secondary preservice teachers drew their favorite reading experience in or for school (Author, 2010). Fried (2001) laments that “of all the sins we adults unwittingly commit

against children's passionate spirit of learning, those that affect reading and writing have the most tragic effects" (p. 138).

Bintz (1993) suggests that educators look at themselves. Preservice teachers' past reading experiences influenced their intentions for their future classroom instruction. For example, those who read for pleasure themselves indicated that they would allow recreational reading and share their own enthusiasm; while those with negative experience reported that they would avoid including reading in the classroom; since it made them feel uncomfortable (Duchain, Franzier, Konopak, & Palmer, 1994). Powell-Brown (2003-2004) observed that every semester in her content area literacy course, there were a few preservice teachers who said that they never liked to read. Bean (1994) reported that only 62% of his secondary preservice teachers considered and could describe how they were going to foster the love of reading in their future students. Author (2009) found that 93.6% of 124 secondary preservice teachers reported that they had shared something they had read with a friend or family member, but only 45.1% had shared their reading with a middle or high school student.

In order to encourage future teachers to share their reading with their students, and to give them an opportunity to do so, intervention in teacher education instruction is needed. In this way, future secondary teachers may change old perceptions about reading in school and to learn to promote not only content instruction (Bintz, 1997), but a life that includes reading (Sumara, 1996). Thus, the purpose of this study was to explore secondary preservice teachers' attitudes about and experiences with sharing their content area as well as recreational reading with teenage students.

Research Questions:

1. What percent of preservice teachers enrolled in a field experience connected to a content area literacy course versus those not in the field experience, shared their reading with teenage students in school during the semester?
2. Was there a difference in attitudes toward sharing reading between preservice teachers who were in field experiences versus those who were not?
3. Were preservice teachers who enjoyed reading more likely to share content and recreational reading than those who did not enjoy reading?
4. What did preservice teachers learn by sharing their reading and what advice did they have for other preservice teachers about sharing reading with students?

Methodology

The participants in this study were 72 preservice teachers who were enrolled in a required secondary content area literacy course. These preservice teachers included 43 females, 29 males; including one Asian, one African-American, and 70 Caucasians. They represented a wide variety of subject areas including social studies (16), mathematics (10), English (10), special education (10), instrumental music (7), physical education (6), chemistry (2), integrated science (3), business/marketing (1), biology (1), art (1), French (1), Spanish (1), Japanese (1), technology (1), and physics (1). Of these preservice teachers, 49 were in a 30-hour field experience connected to the content area literacy course. The other 23 preservice teachers were not in the field experience because their majors were special education, music or physical education. During the semester all preservice teachers presented 3-minute tradebook projects and 3-minute biography projects (in their subject areas) to their classmates (see Author 1996-1997). Those who were in the field experience presented these two projects to classes of middle or high

school students in their subject area (see Author, 2012). They mentored a student individually in their cooperating teacher's class by sharing their reading. The preservice teachers not in the field experience were encouraged to share their reading. At the end of the semester, preservice teachers were asked to complete an anonymous survey that contained Likert-like and open-ended questions. One question asked them to rate their enjoyment of reading throughout their life on a 1-10 scale (1 = disliked; 10 = enjoyed).

As professor, I modeled how to share reading to a class (see Author, 1996-1997) and to individuals. This is because in past semesters, mathematics preservice teachers in particular, seemed to have difficulty understanding how and what to share with an individual student. Therefore, I offered the class this example. I told preservice teachers that this sharing was connected to a mathematics lesson related to presenting data (see Common Core State Standards). The reading came from a *New York Times*' article that was entitled, "Obama Charts a New Route to Re-election" (Calmes & Landler, 2011, p. 1, 14). I showed the newspaper article that included a chart to preservice teachers and said that this was one of the most information-packed chart I had ever seen. I pointed out that there were red and blue circles of different sizes. The red symbolized states that John McCain carried in the 2008 election; while the blue circles represented the states Barack Obama won. The bigger the circle, the more electoral votes the state was worth. The higher above the midline on the graph the blue circles were positioned, the higher percent that Barack Obama won the state over John McCain. The lower down on the graph the circles were placed, the higher percent that John McCain won the state over Barack Obama. In addition to this information, the circles were arranged from left to right to indicate the percent of college graduates in the state's population. After explaining the

chart, I asked the class what inferences they could make based on it. I concluded by saying this is what I meant by sharing reading material to a mathematics student.

In addition to a content area reading example reading, I briefly described my recreational reading of mysteries. I shared with my preservice teachers that I have learned a lot about many different subject areas by reading mysteries. For example, I discovered that there was a connection between the underground railroad and the women's suffragette movement while reading *North Star Conspiracy* (Monfredo, 1993). I showed preservice teachers the first mystery that I read as an adult, Agatha Christie's *And Then There Were None* (1975). I told them that I do not know why I read the book. However, I was stunned by the ending, and I wanted to read more stories like this. I explained to preservice teachers, that my intent to ask them to share their reading with students, as I pointed to the photograph of my mystery book collection today (see Figure 1), was to suggest where it might lead.

Results

More preservice teachers in the field experience shared their content area and recreational reading with students than those not in the field experience. (See Table 1). Preservice teachers in the field experience who said that they enjoyed reading throughout their life were more likely to share their recreational reading with students than those in the field experience who did not enjoy reading throughout their life. (See Table 2.) In the following section preservice teachers voiced their thoughts. Unless otherwise noted, the preservice teacher quoted was in the field experience.

What are preservice teachers' attitudes toward sharing their content area reading with teenage students?

Preservice teachers noted that they enjoyed sharing their content area reading with teenagers. (See Table 3). “I have no problem with it. The more I do the better I get. I see it as growth on both sides.” “I was skeptical at first but the students responded very well.” They thought that the experience was valuable to motivate students. “I think it’s important for students to see that you are interested in the subject area and that there are reading materials that can be interesting in the subject area (math).” Preservice teachers thought it was valuable. “I think it is a great way to expose students to interesting reading material and to show them that you like to read.” In some cases, they thought that teenagers looked bored. “As long as what I share is actually interesting to them I feel fine. Sometimes they seem uninterested but then they might come back after class to read or get books when their friends aren’t around.” A few preservice teachers felt awkward, forced to share their reading material, or believed the teenager thought the sharing was “superfluous.” “In my subject area, I have found it hard to share reading material with individuals mostly because the students I have taught have not developed higher level math skills.” “It was nerve-racking. Honestly, it seemed as if I was taking time from the student they would prefer to be doing anything else.” A music preservice teacher who was not in the field experience explained, “I feel that, in my subject area, reading/writing is simply not as important as listening.” A physical education preservice teacher who was not in the field experience believed, “I feel as if they will not be interested or think negatively.” A few preservice teachers spoke of connection building with students. “Connecting with students, I think, is a very important process in education.”

What are preservice teachers’ attitudes toward sharing their recreational reading, with teenage students?

Preservice teachers believed that sharing their recreational reading with teenagers served to motivate students to read. (See Table 4). For example a preservice teacher who was not in the field experience wrote, “There will be more passion here. It is what you do on your own time and what you love. It will be a good way to get the student thinking about what they like to read for pleasure.” Preservice teachers enjoyed the opportunity to share their choice of free time reading.

I like sharing recreational reading a lot more because there is less pressure. With academic reading, there is a lot more resting on whether or not they find it interesting and like it, but recreational reading is more relaxed because there is less at stake.

Some felt that sharing their recreational reading with students was nerve-wracking. “It was a bit stressful because I feel that there could be some judgment on what I choose to read, especially if /when the students are not interested in the reading as well.” “I feel uncomfortable sharing my pleasure reading with students as it may be inappropriate.” A preservice teacher who was not in the field experience thought, “I see no point in reading to my students things that aren’t about music, and I rarely read about music for pleasure.”

A few felt that it helped to build connections with students.

“Not being a huge reader myself, it was hard to connect with students now. However when I shared my interest in Harry Potter, this story changed quickly.”

What did preservice teachers learn as future teachers by sharing their reading related to their content area with teenage students?

Preservice teachers explained that they learned to keep the content area reading short, fun, and have reading that included photographs. (See Table 5). “If it’s not interesting—forget it! It needs to be short, colorful, and have pictures.” A nonfield experience preservice teacher noted, “I learned that the more engaged I am with sharing reading material, the more eager students will be to learn it. They look to me as an example.” Preservice teachers offered cautions. “I learned that you need to get the students interested before attempting that kind of reading. I found the book interesting because I enjoy the subject, but that does not necessarily translate to students.” “Part of the reason the students may have been uncomfortable might have been because of the article’s heavy slant. I learned that I should bring articles that cover all sides of an argument.” “I learned that the teenager didn’t think comic books had any educational value.” Preservice teachers learned that students were interested in gaining new knowledge. “Students will surprise you. Always reach and push and bring new experiences.” “I learned that some students have a genuine interest in current events.” Through sharing reading, preservice teachers realized that they could build connections with students. “I learned that there are some students that like the same books I do in my subject area.” “Students can be excited to read in math.” A nonfield experience preservice teacher thought that, “Having this small communication as a commonality with my students built a stronger relationship.”

What did preservice teachers learn as future teachers by sharing their recreational reading with a teenage student?

Preservice teachers felt that by increasing student interest in reading in this manner, it could lead to an increase in the students’ reading and skills. (See Table 6). “Encouraging non-academic reading can be just as important as subject-area reading because if you can

get them interested, at least they will like reading something and their reading skills will improve with practice.” Preservice teachers learned that by talking about their recreational reading, they could build connections with students. “I learned that students are more likely to listen to you when you have made a connection with them, and when they find out you are a regular person who enjoys the same things they do.” They thought that sharing was easy to do and encouraged it. “Students like that the teachers read for fun outside of class. It demonstrates that reading doesn’t have to be a horrible experience.” “More students are recreational readers than I expected.” “I will continue to do this in the future.” A nonfield experience preservice teacher thought that, “Students are much more likely to talk about it because they don’t feel like they could have a wrong answer.”

What advice do preservice teachers have for future teachers in their subject area about sharing reading related to their content area with teenager students?

Preservice teachers advised other future teachers to choose engaging content area reading material. (See Table 7). “Think outside the box. Just because its in your subject area, doesn’t mean it has to be dry, boring textbook reading.” Two nonfield experience preservice teachers felt that, “Make sure it has plenty of pictures and that it is humorous. Students are immediately turned off of reading if the pages look like walls of text.” “Tradebooks work great. Capture the attention early.” Preservice teachers suggested putting passion and enthusiasm into their time with students. “Preface reading with an interesting discussion or activity, and get the students interested so that students aren’t relying on only the text for excitement.” They encouraged other preservice teachers to

take advantage of this important opportunity. “Totally do it-it’s a good way to get students talking to you.” Two nonfield experience preservice teachers believed that,

If you see music teaching as just rehearsing every day so you can get a 1 at Festival, you will never share reading.

However, if your goal is to create lifelong music lovers then it is easy to find reading materials that fit. Don’t be shy about giving “real” homework in band class.

“There isn’t much reading material in PE so when something you read is interesting to include in class it’s a good way to incorporate reading.” A preservice teacher noted challenges about sharing content area reading. “Get to know the class and individual students first. Bring...that they would be interested in.”

What advice do preservice teachers have for future teachers in their subject area about sharing recreational reading with teenager students?

Preservice teachers advised future teachers to make their sharing fun and interesting. (See Table 8). “It’s important to bring in fun texts in class. There’s a general conception that English is a boring class with boring books students can’t relate to.” They suggested to talk about their recreational reading with passion and enthusiasm. “Don’t be afraid to be yourself and share what quirky reading you might like.” They encouraged doubters to try it. “Encourage it. You never know what students will be able to connect to your class and their lives with a piece of reading you didn’t think had any relevance.” “Do it! You never know what world you may be opening up for the student-It could be the key to something big!” A few noted cautions or negatives. “Make sure the student understands why it is relevant to them otherwise they don’t really care.” “Tread carefully; students

might label you. But you might also interest them as well.” Two nonfield experience preservice teachers explained, “Be careful that their parents would not be offended.” “Unless it is cross-curricular or written in a time period you are studying, I don’t see the point.”

Discussion

The results of this study suggested that by sharing their reading, secondary preservice teachers discovered an avenue to build connections with teenagers. They examined misconceptions about reading, as well as misconceptions about themselves and teenagers as readers. They learned how to mentor. Similar to the findings of Duchein, et al. (1994), preservice teachers who enjoyed reading were more likely to share their recreational reading with students. The results also suggested the value of a field experience to provide preservice teachers with an opportunity to practice sharing their reading with teenagers; so that they may decide for themselves its potential.

Building connections

Preservice teachers appreciated the opportunity to get to know students; so that they could use that knowledge to motivate and interest them. Debbie Barrette, a middle school language arts teacher has found that “reading can create lines of communication” with students (Commeyras, Bisplingoff, and Olson, 2003, p. 143). Through sharing their content area reading, preservice teachers felt that they could mentor students informally in their subject area while acting as role models. Conversations about reading is a pleasure shared by readers. It is a three-way interaction between writer, reader, and others. It is an intellectual stimulus that is available to readers of all ages (Flippo, 2001). Preservice teachers believed that sharing recreational reading could suggest that a teacher

was a “regular” person who enjoyed the same things teenagers did. This revelation could open up communication with students that could inspire them to put time and energy into reading and content area study. Many educators agree that what constitutes instruction for adolescent learners must be more attentive to their interests and strengths (Fisher & Ivey, 2007). Gainer and Lapp (2010) recommend diverse text types at a variety of difficulty levels and on a variety of topics, designed to support continuous growth. Preservice teachers enjoyed sharing their reading and listening to the reading suggestions by teenagers. They felt that small conversations with teenagers about reading built a relationship, which they felt was an important process in education. Preservice teachers advised other future teachers to share their reading with students. “Do it! You never know what world you may be opening up for the student. It could be the key to something big!” As teacher educators, we need to remind preservice teachers that they need to consider if their response to the question, “So...are you reading anything good these days?” is “Oh yes! I’m reading this wonderful book now and I can’t wait to get back to it” (Leveen, 2005, p. 6-7).

Considering misconceptions

This study revealed misconceptions both preservice teachers and teenagers had about school reading and themselves as readers. Preservice teachers need the opportunity to share reading with teenagers to help them decide for themselves the value of reading in their subject area with teenagers. A field experience was valuable in this way. They also need to become aware of reading materials in their subject area. A misconception cited by a mathematics preservice teacher was that there was little reading material available about mathematics for the skill level of students. Because of this comment, I bring to

class boxes of mathematical tradebooks on a wide skill level to make available to preservice teachers for their field experience.

A physical education preservice teacher believed that students might think negatively of a physical education who shared his or her reading with students, particularly recreational reading. A music preservice teacher did not see the point of sharing reading with students. Yet, preservice teachers' attitudes toward reading are malleable (Cardarelli, 1992). Change in thinking is more likely to occur (Gardner, 2004), if secondary preservice teachers are placed in new environments and are encircled by people with different perspectives, (i.e., content area teachers sharing reading with teenagers individually or to an entire class). Author (2012) found that secondary preservice teachers in the field experience, underestimated the enthusiasm that teenage students had for their tradebook project, biography project, as well as their pre, during, and after reading lesson. There was also a positive correlation between the preservice teachers' belief about the teenage students' enthusiasm for their reading presentations and lesson and the likelihood that they would repeat such presentations and lesson in their future instruction.

The opportunity to share reading with teenagers served to uncover stereotypes that preservice teachers had about their identities as readers. For instance, one preservice teacher, who was a reader of science fiction and fantasy worried about being labeled as a loner and nerd. Charles Baxter a writer explains,

By the time I was thirteen I had perfected my reading posture: I had developed a method of slouching down in a chair so radically that my book, that fort of paper and glue

and cloth, guarded my face. No one could see me when I was reading....In the chair, I was a low rider. My mother thought that this method of reading would ruin my posture. She worried that I was becoming antisocial, that I would become one those sad-looking run-down boys whom healthy girls would shun (Dorris & Buchwald, 1997, p. 14-16.)

However, without a chance to examine and disrupt this notion, the occasion to form a connection with a student might have been lost. Junot Diaz, 2008 Pulitzer Prize winner for Fiction, declares, “I’ve never liked the idea of a hidden book. It means no one will ever randomly pick it up and have a conversation with you about it” (Price, 2011, p.1). In contrast, another preservice teacher did not consider him/herself “a big reader” and wondered what reading to share, until the topic of the Harry Potter series arose. Then there was a great deal to discuss. Through sharing reading with teenagers, preservice teachers learned that some teenagers expected reading in school in general to be a “horrible experience,” or specifically, English class reading to be boring and irrelevant. A preservice teacher was surprised to learn that a teenager did not value comic books as educational. Another was surprised that more teenagers were recreational readers than expected. One preservice teacher discovered that teenagers were interested in current events, but another preservice teacher cautioned to present all political sides of an issue to avoid student discomfort.

Learning how

Preservice teachers learned that it was worthwhile to provide evidence to students that their teacher was interested in them and understood that reading could be enjoyable. According to Daniel Boorstin, former Librarian of Congress, “There is no greater pleasure than sharing our enthusiasms” (cited in Bettmann, 1987, p. xi). Young adult fiction author, Norma Fox Mazer (cited in Gallo, 1992) has observed that, reading “...recommendations come from the heart. Enthusiasm is contagious” (p. 30). Kathleen Eagle, a young adult fiction author remembered, “I decided early in my teaching career that if I could impart some love of reading and writing, my students would take the ball and run with it for the rest of their lives” (cited in Dorris & Buchwald, 1997, p. 42).

Initially some preservice teachers were unsure of their ability to interest teenagers with reading material. These preservice teachers recommended to get to know the teenager and his/her interests before sharing reading. They advised that it was important to tell students why the reading was relevant to them; so that the teenager might care about it. Carlsen and Sherill (1988) found that experiences that are apt to create readers include a teacher who appears enthusiastic about reading, a variety of reading material, and discussion of reading with others. Preservice teachers suggested sharing reading material enthusiastically by talking about the reading first to “break the ice” to encourage the teenager to talk. They reported that if they chose something that was short, had photos, and was fun, they were more able to hook students’ interest. One preservice teacher felt awkward and wondered if the student would like the reading, but was relieved once the teenager showed interest. They noted that a student’s interest might not be immediately apparent, since one preservice teacher observed that a teenager came back afterwards to get a book, once his/her friends were not around. Thus, it appears that

the need for a story or information was strong but at times peer pressure interfered. Preservice teachers advised to think “outside the box” about readers and reading in school. They thought that students could be excited to read math. A music preservice teacher thought that music education went beyond preparation for festivals to the creation of lifelong music lovers.

Ultimately, a teacher’s reading life may inform his or her teaching life. “There is a need for more information from teachers about the role of personal reading in their teaching lives” (Beers, 2003, p. 6). Teacher educator, Michelle Commeyras (2001) has wondered,

To what extent are teachers readers and to what extent do they bring their reading selves into the classroom?... What will happen when the knowledge and experiences we have through reading are brought to bear on the goal of bringing reading to the lives of all those we call our students?” (p. 523).

This study provides a glimpse into the possibilities.

Take Action!

- 1. Encourage preservice teachers to share their reading with teenage students.**
- 2. Keep your eyes open for current and relevant readings.**
- 3. Model for them how to share. Do this for the whole class. Tap individual students on the shoulder before class and share reading from their subject area.**
- 4. Provide preservice teachers with an opportunity to share with teenagers.**

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Table 1

Comparison of Preservice Teachers' Sharing of Reading

	Field Experience (<i>N</i> = 49)	Nonfield Experience (<i>N</i> = 23)
Content area reading	91.8%*	47.8%
Recreational reading	65.3%**	30.4%

Note.

* $X = -0.097$, $df = 71$, $p = 0.059$

** $X = -0.139$, $df = 71$, $p = 0.032$

Table 2

Reading Enjoyment Throughout Life and Sharing Reading

Reading enjoyment

All ($N = 72$) = 7.69

In Field ($N = 49$) = 7.89

Not in Field ($N = 23$) = 7.26

Reading enjoyment of those who shared content reading

In field ($N = 45$) = 7.96

Not in field ($N = 11$) = 8.0

Reading enjoyment of those who did not share content reading

In field ($N = 4$) = 7.25

Not in field ($N = 12$) = 6.58

Reading enjoyment of those who shared recreational reading

In field ($N = 32$) = 8.28*

Not in field ($N = 7$) = 8.25

Reading enjoyment of those who did not share recreational reading

In field ($N = 17$) = 6.23*

Not in field ($N = 16$) = 6.81

Note: * $t = -1.9$, $df = 49$, $p = 0.01$

Table 3

Preservice Teachers' Attitudes toward Sharing Content Area Reading

	Field Experience	Nonfield Experience
Enjoy, comfortable	42.9%	26.1%
Motivates students	35.7%	21.7%
Valuable, constructive, beneficial	18.36%	26.1%
Student bored, felt awkward, forced	32.6%	21.8%
Help make connection with student	16.3%	4.3%

Table 4

Preservice Teachers' Attitudes about Sharing Recreational Reading

	Field Experience	Nonfield Experience
Motivates students	46.9%	39.1%
Enjoy, comfortable	34.7%	43.5%
Nerve-racking, worried inappropriate	22.4%	26.0%
Help make connection with student	12.2%	8.7%

Table 5

What Preservice Teachers Learned by Sharing Content Reading

	Field Experience (<i>N</i> = 45)	Nonfield Experience (<i>N</i> = 13)
Keep it fun and short	53.3%	46.1%
Cautions	20.0%	23.1%
Students want knowledge	17.8%	7.7%
Help makes connection with student	4.4%	4.3%

Table 6

What Preservice Teachers' Learned by Sharing Recreational Reading

	Field Experience (<i>N</i> = 32)	Nonfield Experience (<i>N</i> = 7)
Interest increases skills	50.0%	71.4%
Help makes connection with student	25.0%	14.3%
Easy to do, do it!	18.7%	14.3%

Table 7

Preservice Teachers' Advice about Sharing Content Area Reading

	Field Experience (<i>N</i> = 49)	Nonfield Experience (<i>N</i> = 23)
Make fun and interesting	65.3%	69.6%
Helps to break ice, promote talk	26.5%	21.7%
Do it!	24.5%	8.7%
Challenges	4.1%	0%

Table 8

Preservice Teachers' Advice about Sharing Recreational Reading

	Field Experience (<i>N</i> = 49)	Nonfield Experience (<i>N</i> = 23)
Make fun and interesting	42.6%	39.1%
Helps to break ice, promotes talk	36.7%	17.4%
Do it!	26.5%	4.3%
Negatives	8.2%	8.7%
Cautions	8.2%	4.3%