

Motivating Student Reading through Post-Reading Book Creation

The Intensive English Program (IEP) high-beginners looked proud for the first time since they had started the course months earlier, their e-books projected dazzlingly on the wall of the classroom. The adult-education class turned into a sea of raised hands and smiling faces, each learner eager to stand in front of the class and read the unique, colorful paper book they had created. The preschoolers clamored to read another story so they could draw a new ending to that one as well. What do these three groups of learners have in common? They are all excited to read more because they have been reading with a purpose: to create a new book based on the text they had just read and share their creation with their peers.

WHY AM I READING THIS?

Our three groups of learners—at an IEP, an adult school, and a preschool—read enthusiastically because they knew why they were reading. Those learners, with their clear purpose for reading, should not be alone. For every text they pick up, readers ought to be asking, “Why am I reading this?”

Defining the reading purpose(s) has been shown to increase both reading comprehension and motivation (Anderson 2014; Noji, Ford, and Silva 2009). The reading purpose is frequently determined by what is accomplished once the text has been read, which, in the classroom, typically takes the form of post-reading activities. Thus, effective post-reading activities are of critical pedagogical importance, both for reading comprehension and motivation.

Post-reading activities are most effective when they are more than comprehension checks; they should be incentives to read, learn, and share information. Motivating learners to read is instrumental in helping them become more-proficient readers. Studies show a positive relationship between time spent reading and reading ability; the more motivated students are to read, the more time and energy they will dedicate to the task and the more proficient they will become at reading. (See Grabe 2009 for a discussion.)

Post-reading activities also offer opportunities to use a wide range of linguistic and cognitive skills. Tasks that integrate speaking, listening, and writing as well as vocabulary and grammar practice are not only beneficial for language development; they are more meaningful and engaging as well. Similarly, projects that require complex cognitive

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processes will help learners refine their critical-thinking skills and at the same time spark more learner interest and involvement.

Therefore, a well-crafted post-reading activity can boost student motivation and reading proficiency, as well as numerous linguistic and cognitive abilities. Yet many English language (EL) teachers struggle to find a sufficient variety of meaningful post-reading tasks. This article outlines the rationale and steps for one engaging post-reading activity that is sure to rejuvenate a reading curriculum: student book creation. We describe different book types and task types to help instructors find the best book creation activity for their educational setting. The article concludes with a discussion of how book creation was integrated into lesson plans at the three instructional settings mentioned above: a preschool, an adult school, and an IEP.

CREATING A PURPOSE WITH POST-READING ACTIVITIES

We all read with a purpose. We read for information and for entertainment. We read to pass an exam, apply for a job, operate a newly purchased gadget, spend time with our children, and exchange ideas with friends. Our reading purpose changes with each text, and often multiple purposes are achieved with any one text. Knowing our reading purpose improves strategy use and motivation, as well as linguistic, cognitive, and metacognitive skills, all crucial elements for successful, enjoyable reading.

A Reading Purpose Fosters Strategy Use

The more aware we are of our reading purpose, the more strategically we read. Reading purpose has been shown to alter strategy use (Joh and Schallert 2014; Linderholm and van den Broek 2002), and the strategies we use help us comprehend and

remember the text in a way that allows us to achieve our predetermined reading purpose (Anderson 2014; Grabe 2009). For instance, the way we process a newspaper article is different if it is informing an academic essay we are writing as opposed to giving us something interesting to talk about at a dinner party. When reading for information, readers tend to make more inferential connections; when reading for entertainment, they make more general associations and evaluations (Linderholm and van den Broek 2002).

Different purposes require different information from the text, which, in turn, requires different strategies or combinations of strategies. If we do not know why we are reading a text, we will not be able to make informed decisions about what information to attend to, and our ability to use information from the text will suffer. In the classroom, the reading purpose is most frequently determined by post-reading activities. Therefore, it is essential for learners to know what they will be doing after reading a text so that they can use the most appropriate strategy (or, more commonly, a combination of strategies) and focus on the most relevant parts of the text.

A Reading Purpose Heightens Motivation

Knowing what will follow the reading not only improves strategy use but also increases motivation. Identifying the reading purpose before starting to read increases learner curiosity and interest, self-confidence, and chance of success, three key motivating strategies (Dörnyei and Ushioda 2021). Post-reading activities can further boost motivation when they are varied, interesting, and relevant to the learner; when they foster learner autonomy; and when they support group cohesiveness by allowing learners to interact, get to know each other better, and work toward common goals (Dörnyei and

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Ushioda). Motivation is critical because it creates a virtuous cycle of reading ability. The more motivated we are to read, the more we read; the more we read, the better skilled we become at reading; the better skilled we are at reading, the more motivated we are to read (Grabe 2009; Klauda and Guthrie 2015; Komiyama 2013).

A Reading Purpose Boosts Linguistic, Cognitive, and Metacognitive Skills

In addition to establishing a reading purpose and bolstering learner motivation, at a more fundamental level, EL post-reading activities are designed to develop learners' linguistic, cognitive, and metacognitive skills. A strong post-reading activity complements the reading task by cultivating listening, speaking, and/or writing skills in addition to fostering the development of vocabulary and grammar structures.

The post-reading activity will also hone cognitive and metacognitive abilities. According to Herrell and Jordan (2016, 73), post-reading activities will ideally call on macroprocesses (e.g., identifying the gist), elaborative processes (e.g., creating text connections with personal experiences), integrative processes (e.g., identifying cohesion), and microprocesses (e.g., increasing fluency). Cognitive skills are essential in aiding our brains while we process the information from the reading to determine how to make the best use of the text. When instructors discuss the cognitive skills being used in understanding a text, students begin developing their metacognitive awareness; that is, they begin reflecting on their reading and learning. As readers develop their cognitive and metacognitive skills, they

are able to grasp, retain, and use what they read more efficiently and effectively.

STUDENT BOOK CREATION AS A POST-READING ACTIVITY

One post-reading activity that touches on all these motivational, linguistic, cognitive, and metacognitive strategies is student book creation. When learners produce their own books, they (1) read a text, (2) evaluate, analyze, or apply the information from their reading, (3) produce a new book related to their reading and analysis, and (4) share the book they have made with other learners. The remainder of this article summarizes learning objectives, suggests various task types and book types, and describes projects carried out in three different instructional settings.

Learning Objectives

As a post-reading activity, student book creation is intended to help learners achieve the following objectives:

- Improve reading comprehension and fluency
- Use and develop reading, critical-thinking, cognitive, and metacognitive processes
- Draw on all major language skills (reading, writing, listening, speaking, grammar, vocabulary) to complete a project
- Create deeper connections to texts
- Develop connections with other learners in a collaborative reading–learning environment

Task Type	Student Population(s)	Sample Target Skills
Retell the story from a different character's perspective	Adolescent and adult	Understand and analyze character traits; interpret how those traits might alter the character's perception of events; understand central idea
Continue the story by imagining what might come next	All ages	Evaluate cause and effect; understand central idea
Modify the outcome of the story by changing a key event	All ages	Evaluate cause and effect; understand central idea; explore problems and solutions
Become one of the existing characters from the story, and as that character, share the character's unique perspective on how the story evolved	Adolescent and adult	Understand and analyze character traits; interpret how those traits might alter the character's perception of events; understand central idea
Add a new character and explain how this character would fit into the story	All ages	Understand and analyze character traits; interpret how those traits might alter the character's perception of events; evaluate cause and effect; understand central idea
Create a conversation between the characters five years after the story ended based on imagining what has happened in their lives since the story concluded	All ages	Understand and analyze character traits; interpret how those traits might alter the character's perception of events; evaluate cause and effect
Give a gift to a character (something physical or material, a trait, or an insight) and explain how the character will benefit from this gift	All ages	Evaluate cause and effect; explore problems and solutions
Compare events in the text to personal experiences and expand on the similarities	All ages	Create text connections with personal experiences; explore similarities and differences
Present further research-informed historical facts about a person, place, event, or idea that was mentioned in the text	Adolescent and adult; IEPs; secondary and university education	Analyze the relationship between individual stories and larger, historical circumstances; carry out research
Critically analyze the text and recount a counternarrative	Adolescent and adult; IEPs; secondary and university education	Analyze point of view; investigate rhetoric and persuasive devices; carry out research
Retell the text in a different form (e.g., poem, play, report)	Ages eight and up	Analyze rhetoric and genre

Table 1. Sample task types, populations, and skills

Task Types

For the post-reading book creation activity, students read a text, such as a short story or nonfiction article, and then create a book that requires an analysis of the text they have read. The possibilities, in terms of what learners put into their own books, are virtually limitless. See Table 1 for a list of some sample task types with suggested student populations and target skills. Note that age, course objectives, and individual student differences will determine which task types are most appropriate for any given student population, and that Table 1 offers just a few of many possible target skills for each task type.

For all these task type examples, students must analyze the text in some way, drawing on various cognitive and metacognitive processes. Many of the overarching critical-thinking skills involved in book creation are similar regardless of the task type assigned: learners must understand and remember main events and ideas, and they must analyze information and apply it to a new context. At the same time, some cognitive demands differ depending on the content learners put into their books. For instance, when learners retell the story they have read from a different

character's perspective, they must understand and analyze character traits as well as interpret how those traits might alter the character's perception of events. As another example, if learners modify the outcome of the story by changing a key event, they must evaluate past decisions and events and then determine how the past influences the future course of events. Instructors are encouraged to consider the age, abilities, and needs of their learners when deciding on the type of book to be assigned. Young children, for example, might not be ready for some types of analysis.

Some task types might initially seem most suitable when reading fiction (e.g., retell the story from a different character's perspective) and others when reading nonfiction (e.g., present further research-informed historical facts about a person, place, event, or idea that was mentioned in the text). Nonetheless, instructors can mix task types with different genres (e.g., retell a book on planets in the solar system from the perspective of Mars for eight-year-old children; present information or create a short guidebook on a city featured in a short story for adults living near that city).



Figure 1. Front cover and inside picture of a Card Book created by a four-year-old

Depending on the task type assigned, learners might find it useful to complete graphic organizers designed to help them with the pre-writing process and information processing. For example, if learners are retelling a story based on the modification of a key decision, rather than jumping right into rewriting the story, they can use a chain-of-events storyboard graphic organizer to first outline a new series of events. Education Oasis (2020) provides dozens of helpful graphic organizers for exploring the central idea, cause and effect, problem and solution, similarities and differences, character traits, timelines, and story mapping. These graphic organizers can be used freely in the classroom and are beneficial when a higher level of analysis is expected of learners. However, for learners with a shorter attention span, a graphic organizer may make the project too long. Young children might require just a brief class discussion rather than a graphic organizer before they begin creating their books.

Book Types

Some book types can be produced from nothing more than a sheet of paper; other book types might require a computer and Internet access. This section explains how to create four book types: Card Books, Step Books, Brad Books, and e-books.

1. Card Books

Card Books are the most straightforward design. They require no materials other than a piece of paper and a writing instrument (e.g., crayon, pencil, erasable pen). This type of book is ideal for young learners. Simply have students fold their paper in half. Next, they write the title and their name on the front cover, and write their short story and/or draw their picture inside (see Figure 1). If the book they read includes a picture of the author and/or illustrator, encourage children to draw a picture of themselves on the back cover. Children readily associate their creation with a “real book” when instructors point out that their own books include vital elements such as title, author name, and picture of the author.

2. Step Books

Step Books are fast and easy to create. Only three types of materials are needed: blank paper, a writing instrument, and a binder clip.

To create a six-step book, students choose three sheets of paper (using different colors looks best, if available) and place each blank sheet approximately two inches below the other to make the first three steps. While holding their papers together, students rotate the set of papers, so the three steps are on the bottom; they then fold down the top to make six steps appear (see Figure 2). Students can adjust the steps to make them even by creasing them. Finally, they attach a binder clip on the top to hold the papers together, and the six-step book is ready for student writing.

This book type is ideal for practicing transitions or linking words, where each step begins with a linking word (e.g., *first*, *next*, *then*). The number of pages used to create this book can be altered to modify the number of steps desired for student writing. A Step Book is excellent for adult learners in large classes, as each student can assemble it in less than five minutes, and the supplies can be found, often for free, at many learning institutions.

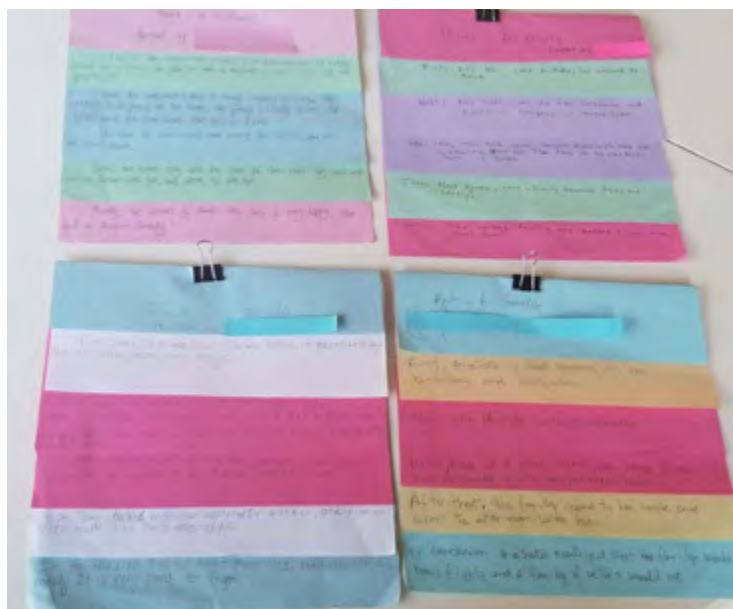


Figure 2. Step Books created by adult learners

3. Brad Books

Brad Books take a little more time to produce but are also relatively easy. To create a Brad Book, students need at least two sheets of white paper (thicker, heavier-weight paper is better), colorful paper scraps, scissors, a hole punch, two or three brads, and writing instruments. With Brad Books, use colorful paper scraps for the cover and plain or lined paper for the inside.

Students start by folding the two sheets of white paper in half longways and then again the short way to create four equal sections. They cut on these creases to create eight separate pages (four from each piece of paper). After cutting all the pages, students select a piece of colorful patterned paper and cut it to create a cover for the front and back. Once the pages and front and back covers have been assembled, they use the hole-punch to punch holes along one side and use brads to secure (see Figure 3). This book type allows learners to decide how many pages they need and how much they will write on each



Figure 3. Brad Books created by adult learners



Figure 4. Page of an e-book created by two IEP students

paper. The inside pages can be pre-cut by the instructor, if desired, so that the student only has to choose a cover, punch the holes, and attach the brads. A Brad Book is suitable for all task types in Table 1.

4. e-books

A number of websites offer e-book creation. Some are specifically for Mac, others for PC; some are free, while others require a nominal fee. Unless learners are hoping to publish their books professionally, there is little need for an expensive platform. Common Sense Education (2022) at www.commonsense.org describes over a dozen e-book creation sites, including StoryJumper, which is one of the easiest sites for classroom use (see www.storyjumper.com). StoryJumper is free for use on both Mac and PC. The site provides a large stock of images for students to create background scenes, characters, and props. Learners can write text, add dialogue and thought bubbles, and record text narration (see Figure 4). Once their work is complete, learners can share their book as a link at no charge. StoryJumper also offers the possibility to publish the work as an e-book, audiobook, or paper book at a minimal charge. For books to be saved and shared, students must be registered on StoryJumper. Adult students can create their own accounts; for teachers of younger learners, there are step-by-step instructions to create student accounts. Either way, students can be added to a class link, allowing instructors to follow student work.

Again, when deciding on a book type, instructors are encouraged to consider learners' age, level, abilities, interests, and goals. Instructors should also reflect on whether learners would benefit most from an individual, pair, or group book creation and whether that might alter the type of book and task to be carried out.

INTEGRATING BOOK CREATION INTO A LESSON PLAN

Book creation should fit into a larger project, as part of a lesson or unit plan. As a

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post-reading activity, book creation comes only after students have already carried out a number of other tasks. Instructors can begin with pre-reading activities such as vocabulary recognition, making predictions about the text, and discussing the topic. Then students read the text. Because comprehension and interest tend to increase when students have one (or more) purpose, instructors should remind students about the book they will create and the information they should focus on as they read. For example, the instructor might tell learners the following:

Remember that you are going to be rewriting this story by changing one of the decisions that Mariam made. As you read, you should be looking for key decisions Mariam is making. How does each decision affect the outcome of the story? Choose a decision that you think would have interesting consequences to explore.

If relevant for the students and the task type for their book, instructors can provide graphic organizers to help students process the texts and prepare to make their books.

Once learners have finished reading the text, the instructor guides them through the graphic organizers or engages them in discussion about the task they will perform to create their own book. For some tasks, learners can develop their metacognitive awareness through explicit discussion on how the task they are performing requires a particular kind of analysis. After students understand the content they will be producing in their books, instructors model how to create the book (e.g., how to fold a Step Book, how to use the e-book software).

Finally, when the books are complete, students share their creations with others. Social sharing is an integral part of book creation because it develops oral language skills and makes the project more meaningful. A book is meant to be read, not just written, after all. Moreover, sharing the book strengthens class cohesiveness by giving learners the opportunity to interact and get to know each other better. Books can be shared in pairs, in small groups, or with the entire class.

BOOK CREATION PROJECTS

We organized book creation projects in our own classrooms to test these principles and designs. This section describes our experiences in three instructional settings with four book types and three task types; it also illustrates how book creation can be integrated into one lesson or into lessons that occur over the course of one or more days.

Book Creation Project 1

Student setting: Preschool

Student population: Children ages 2–5 (native English speakers and bilinguals)

Task type: Continuing the story

Book type: Card

This book project was carried out by a group of five children aged nearly three (35 months) through five at a preschool in California. The lesson began with a substitute teacher reading the story *The Way Back Home* (Jeffers 2008). In the story, a boy from Earth meets a boy from Mars on the moon. At the end, both boys return to their respective planets, and the boy from Earth receives a walkie-talkie in the mail. The teacher asked the students, “What

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do you think happened next?” All five children offered ideas such as, “The boy met his friend on Mars!” and “It was the boy from Mars that sent that, so they talk to each other every day now!” The teacher gave the children several minutes to offer and respond to others’ ideas.

“Those are great ideas,” the teacher said. “And I think you should all make a book describing what happened next. You can write your ideas using words or draw them.”

The children were excited, though one boy pointed out that he did not know how to write. The teacher responded, “That’s okay. I can help.”

She gave each learner a blank piece of paper and showed them how to fold it in half so that it would open like a card. She put out a box of crayons and asked them to draw what happened next.

When they were finished drawing, the teacher pointed out the cover of the book they had just read together. She explained that every book has a title and the name of the author on the cover, so they would be writing their name as the author of their book. Some learners were able to write their name, but they all needed help writing a title. None of them had any trouble creating ideas, either for the continuation of their story or for a title.

When all the books were complete, the teacher asked whether any of the children wanted to share their book with the rest of the class. They all did. They stood up in front of the class and showed their book. One boy described his picture: “This is a car that’s going around the moon. It’s pulling the moon away and going around and around. Now the boy pushes the Martian in the sea, and he is swimming away.”

The lesson had taken 30 minutes: ten minutes to read the story, two minutes to brainstorm ideas, ten minutes to draw the pictures and write their book cover, and eight minutes to share their stories. The children were excited and proud. “I love my book!” shouted one boy, holding it to his chest. “I’m going to read my book to [my family] tonight!” cried another, jumping up and down. According to his father the next day, he did (several times).

The objective of the book creation activity with these younger learners was not necessarily to improve their writing, though it was good practice for them to write their names. Rather, the activity was a means of encouraging them to engage with the reading. The book creation drew on their creative, critical-thinking, and social-sharing skills. It was also a way to get them excited about reading. The next day, when their teacher read to them, the children asked her, “Can we write a book on this story, too?”

Book Creation Project 2

Student setting: English as a second language (ESL) Continuing Education setting with adult immigrants

Student population: High-beginner level (CEFR level A2), ages 18 to 73, average age 50

Task type: Retelling the story, using transition/linking words, focusing on past-tense verb use

Book types: Step and Brad

These books were created by high-beginner adult learners attending a noncredit, multiskills integrated ESL course in California. Typically, 30 to 40 students attended each class. Each class session lasted about three hours.

The instructor was able to obtain a class set of *Easy True Stories* (Heyer 1994) as a supplement to the regular multiskills textbook. Prior to reading, all the instructor's directions were explained, reviewed, and written on the board as a visual reference for the students. Then students were asked to read one of the stories that interested them during a set time (typically 15 to 20 minutes). Each student selected a story to read; most students chose different ones, as the book contains about 20 stories, each with some exciting, unexpected true aspect. However, this activity can be modified by assigning all students to read the same story.

After the learners read their story, they were asked to retell it in their own words to any classmate. This task was interesting for them, as not only were they able to practice speaking and listening skills; they were also able to practice summarizing the reading and enjoy listening to another story.

Next, students were asked to write the story in their own words as a draft on a lined sheet of paper; while writing the story, they had to implement linking/transition words to create a time-ordered summary sequence, a skill the class had been learning about and that is part of the curriculum. Using linking words helped the students comprehend the summary and text better.

After this, students were encouraged to examine their own writing and review and modify it if needed. They were asked to ensure their writing was in the past tense because all the stories from the text were based on past events. Then they were invited to share their written work with the instructor, who provided additional feedback.

At this point, the students were finally ready to create a Step Book and write their stories. The instructor demonstrated how to make a Step Book with the whole class, and then students created their own. Putting together the actual Step Books took less than five minutes, followed by the students writing their stories using their drafts.

Once the books were completed, students read their stories to each other in pairs or small groups. The activity culminated with students volunteering to read their books aloud in front of the entire class. Every student eagerly volunteered. This learner excitement was somewhat unexpected since typically some students do not feel comfortable being the center of attention while sharing personal work with the whole class. For this activity, though, all students were involved, focused, and attentive as one by one they presented their stories aloud while showing off each unique book creation.

The Step Book post-reading activity, which took a little over an hour to complete, was a success, with students highlighting their connections to the text and with each other. The use of this post-reading activity assisted students in improving their reading, but it also aided their writing, listening, speaking, critical thinking, motivation, and social sharing as they interacted on individual, pair, small group, and entire class levels.

This post-reading activity can be altered in many ways. As mentioned above, all students can read the same story rather than choosing different ones. Students can also create a Brad Book instead of a Step Book. The group of learners that made Brad Books included other aspects that made their creations even more book-like. Along with the cover, students added title pages, book dedications, "about the author" sections, and even prologues. Learners highlighted their creativity through their use of orientations, colors, highlighting, and design. The student creativity involved makes student book creation a particularly engaging post-reading activity.

Book Creation Project 3

Student setting: IEP, integrated skills course

Student population: High-beginner level (CEFR level A2), ages 18 to 24

Task type: Retelling the story from another perspective

Book type: e-book

This book was created by 14 high-beginner students from the People's Republic of China (PRC) at an IEP in California. The language program had selected the short story "The Little Hunters at the Lake" (Ural 2007) as additional reading practice for their High Beginning integrated skills course. To make the reading more engaging, the instructor decided to incorporate the text into a larger book creation project.

The instructor began by explaining that students would be doing a three-day project. They would read a short story, write their own e-book retelling the story from the perspective of a different character, and show their books to the class. The instructor handed out photocopies of the text and led a brief pre-reading discussion, including previewing the title and anticipating the subject of the story. She reminded them that they would be retelling the story from the perspective of a different narrator, so they should note down all the characters in the story as they were reading.

When students had finished reading, they met in groups of three (and one group of two) and compared their lists of characters. The instructor told them to cross off the narrator in the version they had just read and to choose a new narrator for their book. The students were then given two graphic organizers from Education Oasis (2020), the first on Identifying Character Traits and the other on Chain of Events. The first graphic organizer was intended to further the learners' understanding of the character traits of their narrator, which would help them write a realistic retelling. The second graphic organizer provided a framework in which they could imagine events occurring in the lives of their character that had not been told in the version of the story they had read. The instructor told the students that they could not contradict anything from the original version, but they could (and should) add details, events, and nuances based on the traits of their new narrator. At the end of class,

students were reminded to bring one laptop or tablet per group to class the next day.

In the second 90-minute lesson, the instructor began by projecting the website www.storyjumper.com. The students were shown how to sign up, begin creating a book, and save their book. They were encouraged to explore different functions, such as creating characters and adding objects. The instructor circulated around the class to troubleshoot, but none of the students had problems using the site. One group finished their book before the end of this second lesson, and the instructor helped them edit.

In the third lesson, students were given 20 minutes to finish and edit their e-books. After the instructor checked the books, the groups used the classroom computer to project and present their creations to the class. Some of the books were funny, others philosophical. All the student books surpassed the instructor's expectations for their use of language and graphics as well as their depth of thought and expression of creativity. The students were particularly happy that they could share their books with family and friends in the PRC simply by sending them a free link.

At the end of the semester, the instructor asked students to complete an informal, anonymous evaluation of the activities they had done in the course. Of the 12 responses she received, nine gave the e-book activity a 5 out of 5 rating, and the other three rated it 4 out of 5.

CONCLUSION

Student-created book projects help learners develop linguistic, cognitive, and metacognitive skills; in addition, they boost reader motivation and foster a sense of community in the classroom. Throughout this post-reading activity, students are reading, writing, listening, and speaking; they are working on grammatical structures and vocabulary; and they are analyzing language and ideas as well as drawing on their own imagination and creativity. Because students

have a clear purpose for reading and are making their own choices as they create their books, they are more involved in the learning process, more engaged with the reading, and more motivated to participate. Because students are sharing their work with their classmates, the classroom begins to feel like a community of readers. Learners retell or expand upon a story; they relate the text to their own lives, promoting different perspectives and a higher-level exchange about class readings. Reading becomes a tool for forming connections with others, and students become eager to read to contribute to a collaborative learning environment.

The pedagogical benefits of creating books about stories are compelling, but even more persuasive may be eager hands of adult learners volunteering to share their work, or the words of one four-year-old book creator who said, “Can we read another book and do it again?” Ultimately, one of the most critical elements in a learning task is student interest. A post-reading activity might have great potential for improving reading proficiency, as well as other linguistic and cognitive abilities, but if it does not garner student interest, and if—put simply—it does not make students want to read more, it is of limited value. Post-reading book creation boosts student reading and language skills, all while stimulating a drive for reading and making reading come alive.

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