WHAT GETS STUDENTS READING? AN EXAMINATION OF THREE TEACHING STRATEGIES USED TO FOSTER READING ENGAGEMENT

A Thesis

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by

Ashleigh Nicole Pane

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Abstract

of

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by

Ashleigh Nicole Pane

The purpose of this work was to gain insight on three different teaching strategies: study guides, Socratic Seminars, and Cornell Notes, and their impact on reading comprehension levels. To accomplish this goal, the researcher compared chapter quizzes from the novel The Hunger Games, by Suzanne Collins (2008) between the three treatment groups. In addition, the study was designed to examine students’ attitudes towards reading.

Quantitative data was obtained through chapter quiz scores as well as a Likert scale survey. Student achievement was analyzed by comparing mean test scores between the study guide group, the Socratic Seminar group, and the Cornell Note group. Students completed a 5-point, Likert scale survey regarding their attitudes towards reading. Qualitative data was obtained through open-ended survey questions regarding attitudes towards reading.
Quantitative data did not reveal any statistical differences between the three teaching methods. Qualitative data revealed that students enjoy reading and that they look forward to reading in class.

_______________________, Committee Chair
Sherrie Carinci, Ed.D.

_______________________
Date
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I would like to acknowledge my support team – my husband, Jared, and our daughter, Remy. You two continually give me love, encouragement, and the confidence to follow my dreams. Thank you, Jared, for taking such good care of our little girl while I was in class, or working on my schoolwork. I know your daddy-daughter date nights are going to be some of the fondest memories of Remy’s childhood. You never let me feel like I could not do this, and you always believed in me. You are my rock. Thank you, Remy, for always telling me to have fun at school. I hope that you always have that outlook on education, because learning is fun. You two are my best friends, and I am lucky to have you by my side.

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Chapter 1

INTRODUCTION

Many educators understand the importance of reading. They know that being able to read allows students to transport themselves to other worlds when they are forced to stay in one place. They know that reading has the power to open up doors that might otherwise be closed. Educators also understand that,

Reading is a meeting of the minds, an interaction between the thoughts of an author and his audience. An involved reader is all that is needed to unleash the powerful magic of the written word. The silent language of a printed page can scream for attention, stab the conscience, and comfort the soul. (Negin, 1980, p. 87)

An involved, skillful reader is a powerful and successful reader. As readers comprehend, they are using inferential knowledge by make connections to the text and the world around them. It is these connections that allow readers to connect to the story and remember similar experiences of their own (Ketch, 2005). The lack of well-developed reading skills students have ultimately determined the students’ overall academic success (Alverman & Phelps, 1998).

When children first begin formal schooling, they learn how to identify letters, how to decode words, how to read sentences, and how to read quickly via fluency tests. They begin to learn that reading means the decoding of words (Eckert, 2008). Reading becomes routine and there is less emphasis on reading for understanding.

There are students who are able to decode text well, but still show a weakness in
inferential comprehension (Valencia & Buly, 2004). Eighth grade students across the nation only made a three-point gain on their reading assessment scores from 2009 to 2011 (NAEP, 2012). Prior to that, there only was a one-point gain from 2009 to 2011’s eighth grade reading assessment scores (NAEP, 2012). These reading assessment scores look for students’ knowledge of the text along with their inferential understanding of the text (NAEP, 2012). Although the eighth grade reading scores are on the rise, there still is a problem with students having inferential knowledge if the average national reading assessment scores for eighth grade is below proficient (NAEP, 2012). Some of the problems with reading programs that require students to simply recall information by using only literal knowledge is that while the students may appear to be technically proficient in reading, they may not be engaged in a meaningful response to what they are reading (Applegate & Applegate, 2010). There needs to be more to reading than just seeing words on a page; the students need to know how to read at a deeper level to truly understand what they are reading. It becomes vital then, that teachers understand what the best teaching strategies are to increase reading comprehension among students.

**Statement of the Problem**

According to the 2011 National Assessment of Educational Progress (NAEP) reading assessments, students are struggling with comprehending complex text. The NAEP included an integration of word meaning and passage comprehension questions, which emphasized the importance of vocabulary in the process of reading comprehension (2012). This research has found a positive correlation in students who
scored high on their vocabulary questions had also scored high on their reading comprehension questions (NAEP, 2012). Addressing the shift in teaching standards and the importance of increasing reading comprehension will allow other educators to be exposed to pedagogical strategies that they can incorporate in their own classrooms.

Classrooms, at every level across California, have adopted the new California Common Core State Standards. These new state standards require reading across all domains, as well as an increase in text complexity (Common Core State Standards, 2013). Lexile, the scientific approach to measuring reading ability and the text demand of reading materials (Council of Chief State School Officers, 2014), has shifted with the introduction of the California Common Core State Standards. According to the National Governors Association Center for Best Practices and Council of Chief State School Officers (2010), the old Lexile ranges for sixth to eighth grade was “860-1010” whereas with California Common Core it is “925-1185” (para. 3). Students are expected to read more complex text than previous years, and they are expected to comprehend it independently as well. This shift in text complexity, in addition to the need for students to comprehend independently, shows why it is imperative that students are able to inferentially and literally comprehend higher levels of text.

Throughout the years, some students hold on to their different methods of comprehending text, while others seem to lose their way. Some students even manage to go throughout their schooling without actively participating in their education (Zyngier, 2007). It is important to examine the factors that affect students’ abilities to
comprehend text. Recently, the National Governors Association Center for Best Practices (2010) noted that high school students rarely are held accountable for what they can read independently. They also have found there to be a gap in text complexity, which explains why, “only about half of the students taking the ACT in the 2004-2005 academic year could meet the benchmark score in reading,” (National Governors Association Center for Best Practices, 2010, p. 11). Furthermore, those percentages have steadily decreased since 2006 (American College Testing, Inc., 2012). Studies also have found that, “70% of students who took one or more remedial reading courses failed to attain a college degree within eight years,” thus deeming reading as “the most serious remedial problem” (Adelman, 2006, p. 3).

In addition, college students are expected to read more complex text independently than students are required in typical Kindergarten through 12th grade programs (Anderson, 2014). Yet, college professors are realizing that students often neither complete assigned readings nor do they know how to effectively and efficiently read the assigned material (Gottschalk & Hjortshoj, 2004). In fact, in the report Reading Between the Lines, a report by the ACT, it reveals that, “the clearest differentiator in reading between students who are college ready and students who are not is the ability to comprehend complex texts” (2006, p. 2). There is a demand for students to be able to read to understand on their own and at a rigorous level. With the recent shift to the rigorous California Common Core State Standards, it is even more imperative that teachers help their students use all their resources to increase their
reading comprehension levels, as reading is considered the subject in which academic support is most important (Tinto, 2012).

With the California Common Core State Standards that have been adopted, it is even more imperative that students have the tools they need to read and comprehend text independently. For example, students are required to read and comprehend complex literature independently and proficiently at all grade levels (Strauss, 2013). When students are unable to comprehend difficult text, “They will likely turn to text-free or text light sources, such as video, podcasts, and tweets. These sources . . . cannot capture the nuance, subtlety, depth, or breadth of ideas developed through complex text” (National Governors Association Center for Best Practices and Council of Chief State School Officers, 2010, p. 9). With all of the extracurricular options that life has to offer for adolescent students, it will become ever more increasingly pertinent that students have the tools necessary to comprehend what they are reading.

During the adolescent years, there tends to be a drastic shift between those “who read” and those “who do not.” Teenagers do not like to standout or be different from their peers, so it begins to get more difficult to find middle schoolers who openly enjoy reading and are proud of the fact that they read on their own time. Part of this disparity of readers is that children start to become more self-aware of their own performances, and may realize that they are not as capable as others (Guthrie, 2001). Good readers will know how to access different strategies to decode a text, while poor readers simply will struggle (Vacca & Vacca, 2002). The shift to a teacher-centered, teach-to-the-test mentality during the No Child Left Behind (NCLB) era has led many
students towards a reward-seeking view of reading, versus reading for the sake of understanding and learning. As the years progress and education moves away for NCLB and towards Common Core, it becomes increasingly more difficult to find adolescences who have the tools, or who know how to access the tools necessary to comprehend text independently and proficiently.

There is a knowledge gap in literature dealing with eighth grade students’ reading comprehension and the Common Core era. On the other hand, there is a lot of knowledge on how well students read because of the NAEP. Research has shown that teaching explicit reading comprehension strategies is effective when done over a period of time with teacher support, modeling, and scaffolding to help make meaning and connections in text (Duffy et al., 1987). It is the job of an educator to help students make meaning and connections to what they are reading. As Greene (1986) so eloquently put it, “We need to teach in such a way as to arouse passion now and then” (p. 96).

**Purpose of Study**

The purpose of this work is to analyze three different pedagogical reading strategies, study guides, Socratic Seminars, and Cornell Notes, and determine which strategy is most effective at increasing reading comprehension levels among eighth grade students on the novel *The Hunger Games*, by Suzanne Collins (Collins, 2008). Higher levels of student engagement and motivation to read have been shown to play a significant role in improving reading comprehension, especially when instruction includes effective comprehension strategies (Guthrie et al., 2004). With the California
Common Core State Standards, all content areas are incorporating reading and writing in their subjects, which means teachers need as many effective strategies as they can to help increase students’ comprehension levels (Common Core State Standards Initiative, 2014).

Research Questions

1. When examining study guides, Socratic Seminars, and Cornell Note taking in an eighth grade class, what pedagogical strategies are most effective at increasing students’ reading comprehension?

2. Did students’ attitudes towards reading change or even increase after the use of different pedagogical strategies?

Methodology

For this study, the researcher received a letter of consent from the principal of the participating school (Appendix A). Parents and participants in this study received a consent letter stating that participation is voluntary and it would not impact their grades in their English classes (Appendix B). This study used both quantitative and qualitative methods of research in an eighth grade English classroom. Specifically, quantitative data was collected from the Likert scale pre and post surveys in regards to students’ attitudes towards reading before and after the study guide, Socratic Seminar, and Cornell Notes treatments were administered (Appendix C). Quantitative data also was obtained from quizzes on *The Hunger Games* novel to determine if comprehension levels increased depending upon which pedagogical strategy was used (Appendix D). Quantitative data, “assumes clear cause and effect relationships can be
established while scrutinizing human behavior” (Basit, 2010, p. 15). It also assumes that “facts can be substantiated only if they have been tested scientifically, or recounted by a large number of people” (Basit, 2010, p. 15).

For the qualitative data, pre- and post- surveys were administered using open-ended questions regarding the students’ attitudes towards reading. Qualitative data is useful when statements are used in conjunction with descriptive statistics (Patton, 2002). The open-ended questions will be used to help gain insight into the quantitative data (Gay, Mills, & Airasian, 2009).

The purpose of doing mixed-methods research is two-fold. For one, it is important to identify which of the three pedagogical strategies are more effective at increasing reading comprehension levels. The other reason was to identify students’ attitudes towards reading, and to see if these attitudes change depending on the teaching strategy used. By using both quantitative and qualitative data, it would provide a better understanding of the research problem than either type of data alone (Creswell, 2005).

**Limitations**

A limitation with this study is that the classes used in the study were not leveled, so some classes have more English Language Learners, more students with Individual Education Plans, or more students with 504 Learning Modification plans than other classes have. Also, there are only 82 students who are being used in this study, so the sample size is small. Research suggests that in regards to the pedagogical reading strategies, there are pre-assumptions made by the students based
on their positive or negative experiences regarding Socratic Seminars, Cornell Notes, and reading in general. Students’ previous experiences using these strategies could have had an effect on the results of this study.

In addition, the participants are the researcher’s students, so there is a possibility that the survey responses were skewed in order to please the researcher. This is known as the “pleasing the researcher effect” whereby the students will respond in a way in which they believe the researcher wants to hear (Creswell, 2005, p. 15).

Lastly, the novel used in this study, *The Hunger Games*, by Suzanne Collins, is one that was published in 2008 and has been made into a film, so there are chances that students already will have read this text or watched the film and made their own connections to it prior to the study.

**Theoretical Basis for the Study**

Research on teaching strategies and their correlation to reading comprehension levels relied on several different theories. It was imperative to research how students comprehend text and make connections to the text in order to understand where they are coming from (Iser, 2000). When educators understand where children are coming from when the approach a text, the educators will have a better chance of making a connection between the text, the students, and the world around them (Giroux, 1986).

**Reader Response Theory**

Reading for understanding is an essential part of education. Louise Rosenblatt (1938) first introduced the Reader Response theory in her work *Literature as*
**Exploration.** This theory explains how the act of reading must involve a transaction between the reader and the text. This transaction allows meaning to be made for the reader, which then allows for a better understanding of the text. Rosenblatt believes that the impact of the teacher should be an elaboration of the literature itself (Probst, 1994). That is to say, that the teacher needs to support the literature, not get in the way of it. Literary theorist Wolfgang Iser (2000) agrees with the Reader Response theory in that, “the reader must make the language of the text have a personal meaning” (Eckert, 2008, p. 114). When readers are able to make connections to text, their understanding of the text is deepened. As readers comprehend text, they make connections (Hansen, 1981). These connections are vital to the reading experience, as students are not only learning to read to acquire information, but learning to read and connect the texts to their own lives (Probst, 1994). Iser (2000) further explained reading as, “a product arising out of the interaction between text and reader” (p. 72). The interaction of text and reader is what makes meaning out of words, whereby an understanding is made. Iser (2000) continues that, “the reading process therefore cannot be mere identification of individual linguistic signs” (p. 120). Reading needs to have a purpose which is greater than just decoding words on a page, but that leads to understanding. In order for a true understanding of a text, readers need to be able to make connections to the text.

**Theory of Social Learning**

Another theory that drives this study is that of Vygotsky. Vygotsky’s (1978) theory of social learning claims that learning and social context are embedded within
each other; that learning is a social activity. Teachers and students can construct meaning through interaction and making connections. According to Vygotsky (1978), “Every function in the child’s cultural development appears twice; first, on the social level and, later on, on the individual level” (p. 57). Learning involves making connections, whether it is within the text, or to the outside world. Language is, “a mechanism for thinking – a mental tool” (Ketch, 2005, p. 8). This mental tool is put into use as people comprehend issues, when they read, when they hear, or when they experience a new idea. Through this process, the conversations lead to making more complex meanings than would be made by one single individual (Ketch, 2005).

**Critical Pedagogy Scholar Paulo Freire**

Educational theorist Paulo Freire (1970) also understands that teachers need to help students make connections between the real world and the text in order to help students create a deeper level of understanding of the text. He stated that, “education is suffering from narration sickness” (p. 52). His theory supports the idea that education has lost the meaningful connections and dialogue between teachers, students, and the world around them. Henry Giroux (1986) reaffirms Freire’s theory in that teachers have the ability to bridge the gap between reading and real-world experiences. Teachers can help readers create their transactions of meaning by focusing on the cultural meanings students use to help understand their readings. Freire (1970) continues by saying that, “only through communication can human life hold meaning” (p. 55). It is vital that meaningful communication happens in the classroom between the teacher and students, as well as between readers and text. It is
not only meaningful to the classroom experience, but as Freire notes, it is vital to human existence.

**Definitions of Terms**

The following definitions help guide the understanding of this study:

California Common Core State Standards (CACCSS): A set of high quality academic expectations in English-language arts (ELA) and mathematics that define the knowledge and skills all students should master by the end of each grade level in order to be on track for success in college and career (Council of Chief State School Officers, 2013).

Cornell Notes: A method of note taking where different parts of the notebook paper have different functions. Notes are recorded on one half, key words and concepts are recorded in another area called the recall column, and a summary is recorded at the bottom of the paper. With the Cornell method, different parts of the notebook paper have different functions. Notes are recorded on one half, key words and concepts are recorded in another area called the recall column, and a summary is recorded at the bottom of the paper (Cornell Notes, 2001).

Lexile: A scientific approach to measuring reading ability and the text demand of reading materials. It measures represents both the complexity of a text, such as a book or article, and an individual’s reading ability (Council of Chief State School Officers, 2014).
No Child Left Behind (NCLB): Signed into law in 2002 by the Bush administration. All students in grades 3-8 and in one grade in high school must be tested once a year in reading and mathematics. Students are expected to score at the "proficient" level or above on state-administered tests by 2014 and to make "Adequate Yearly Progress" toward that goal until then. If not, then the school is deemed to have failed (National Education Association, 2014, para. 3).

Reading Comprehension: The ability to interact with words and ideas on the page in order to understand what the writer has to say. It involves the meaningful interpretation of written language and it involves an interaction of the reader, the text and the situation in which the text is read (Bunner, 2002).

Reading Strategy: Specific learned procedures that foster active, competent, self-regulated, and intentional reading (Traub, 2001).

Socratic Seminar: A formal discussion, based on a text, in which the leader asks open-ended questions. Within the context of the discussion, students listen closely to the comments of others, thinking critically for themselves, and articulate their own thoughts and their responses to the thoughts of others. They learn to work cooperatively and to question intelligently and civilly (Socratic Seminar, 2014).

Study Guide: Reading questions that provide guidance through literature that students need in order to understand they text they are reading (Maxworthy, 1993, p. 173).
Organization of the Thesis

This thesis contains five chapters, and follows the guidelines established in the Graduate Student Handbook through the College of Education. Chapter 1 contains the following: statement of the problem, purpose of the study, methodology, limitations, theoretical basis for the study, definitions of relevant terms, and organization of thesis. Chapter 2 is a review of relevant literature on the history of reading instructional methods and justifying why this research is important. Chapter 3 describes the details regarding the participants of the study, the methodology utilized to conduct the research, and the procedures used to analyze the data. Chapter 4 includes a detailed analysis of the data collected and discussion of trends and differences that emerged from the qualitative and quantitative data. Chapter 5 concludes with the summary and reflection on the finding of the study, recommendations for future research, as well as contains the appendices and references cited in this study.
Chapter 2

REVIEW OF RELEVANT LITERATURE

This thesis research focused on the teaching methods used to help improve the comprehension skills among students of a variety of reading Lexile levels. This study was based upon the extensive body of research already completed in areas such as: the history of teaching reading in the United States; the diversity in reading comprehension; teachers’ training in reading comprehension instruction’ and effective methods of reading comprehension instruction. This chapter outlines the key research used as the foundation for this study.

The History of Teaching Reading in the United States

For decades, the United States has tried many different approaches to teaching reading. Every decade seemed to contain its own “one-size-fits-all” mentality to how students should be taught to read and comprehend text, even if the new teaching method was not an improvement to the one prior to it. A gradual shift from deciding how to teach reading and what program to use for it, to essentially teaching to the test, can be traced throughout the nation’s history.

The 1970s and Whole Language

In the 1970s, the Whole Language movement entered the classrooms. This literacy movement would later be acknowledged as the most significant reading movement within the last thirty years (Pearson, 1985). Whole Language had a de-emphasis on phonics and an emphasis on learning to read as a task whereby the child searches for meaning, which also needs to be supported by the teacher (Goodman &
Goodman, 1976). The emphasis with Whole Language is on the child making meaning from their learning. With Whole Language came more adaptations of children’s literature instead of stories that were written to conform to a strict “readability” formula (Pearson, 2002). The positive side to having adaptations of literature was that it was a way for children to be exposed to the rich language of literature and all the stories that are available to be read in the real world outside of school. Unfortunately, with Whole Language reading teachers suddenly became, “manager[s], [people] who arranged materials, tests, and the classroom environment so learning could occur” (Pearson, 1985, p. 111). As a result of this, the students were required to teach themselves in order to learn anything at all (Pearson, 1985). The teachers were not teaching students comprehension skills, as they were making references to skills than actual physical demonstrations or explanations (Comprehension Instruction, 2006). They began to take on the role of classroom-learning facilitators, where they would observe the students and then arrange for students to make their own learning discoveries about reading by themselves (Pearson, 2002). Students had to be self-advocates for their learning.

During this time period, there also was the belief that fluency in reading had a direct correlation to comprehension. Some believed that if students could read quickly, then they would be able to comprehend better, as they would be focused on comprehension versus the decoding of words (Singer, 1983). This belief led to the steady practice of fluency readings in the classrooms. The regular practice of fluency readings would stay around in classrooms for decades to come. The 1970s Whole
Language movement was a time of self-discovery for students and would not be disappearing any time soon.

**The 1980s and Textbook Adoptions**

During the 1980s, Whole Language continued in the classrooms, only this time classrooms began to see more of an integration of reading and writing (Pearson, 2002) as well as statewide textbook adoptions (Shannon, 1989). Textbook adoptions were met with frustration from both administration and teachers. Administrators felt a loss of power as the textbook publishers became in control of choosing, “the goals, methods, and assessment for reading instruction…in order to render it more effective and efficient in raising students’ test scores” (Shannon, 1989, p. 87). The decision-making process of assessing reading was no longer up to the individual schools or teachers, but instead was to be decided up by an outside group. One of the appealing, yet elusive goals decided upon by textbook publishers included teaching everyone to read. Teachers felt frustration as their jobs became just supporting the textbook in order to reach the educational goals versus the textbooks supporting the teachers. Their job was no longer that of teaching the individual child, but of supporting the textbook. Some teachers even began to believe that the basal materials, alone, could teach reading as they were to be the fix-all solution to reading (Shannon, 1989).

Increasing test scores was a big emphasis in education in the 1980s. Part of the push for raising test scores through textbook adoptions came from the, “concern that the United States’ educational system was weak when compared to other nations and the perception that performance was deteriorating” (Koretz, 2002, para. 7). Another
emphasis on test scores came from the document *A Nation At Risk* (Denning, 1983), which recommended that educational institutions raised the rigors of standards, expectations, and student performance. This report also recommended that, “standardized tests of achievement . . . should be administered at major transitional points from one level of schooling to another” (Denning, 1983, p. 476). Teachers then felt the pressure to raise their test scores, and heavily relied on the basal readers to do so. Unfortunately, the emphasis on increasing test scores and the pressure to “teach to the test” to help raise test scores was a trend that would carry on for quite a few decades.

**The 1990s and Phonics**

The “Reading Wars” were the driving force of the 1990s, which were arguments over how best to teach beginning reading (Shanahan, 2012). Whole Language had been popular for the past two decades, but many states began to re-think whether or not the phonics approach to teaching beginning reading was superior. Policies began to change to ensure that basic reading skills were taught explicitly through the use of phonics (Shanahan, 2012). The use of the phonics teaching method stressed, “Symbol sound relationships, used especially in beginning instruction” (Harris & Hodges, 1995, p. 186). Reading researcher Jeanne Chall (1967) found that decoding made it easier for beginning readers to produce better word recognition and spelling, as well as eventually read with understanding. The knowledge of letters and sounds had higher influence on reading achievement than a child’s mental ability (Chall, 1967). The International Reading Association (IRA) was in support of phonics
and believed that it, “must be embedded in the context of a total reading/language arts program” (Joint Organizational Statement, 2004, p. 3). However, teachers were being expected to teach phonics without ever being asked their opinion about the effectiveness of the phonics program (Villaume & Brabham, 2003), and not all teachers were on board with the newest fad of teaching reading. In fact, there is research to support the idea that children do need, “systematic phonics instruction, but there is no one best way to teach phonics” (Allington, 2013, p. 522). Researcher Marilyn Adams (1990) acknowledges that both phonics and whole-language can work together to teach skillful reading, as there is not one single approach that will work by itself for every student. Teachers need to be aware of many different teaching approaches, as there cannot be one single method for every type of learner.

Another issue with focusing strictly on the use of phonics is that because it is a beginning reading program, there was nothing for adolescent literacy programs. Most Title I budgets were being allocated for early reading intervention, so little money was left for the adolescent reader who was struggling (IRA, 1999). Reading development is a continuum and it cannot be assumed that one program at the lower levels will teach every student how to read and comprehend text (IRA, 1999).

The 1990s also saw a bigger push to raise test scores than had been seen in the 1980s. Some systems were giving out cash awards to those who had high test scores (Koretz, 2002). This type of high-stakes testing is not beneficial to children, as both teachers and students felt the pressure to raise their scores no matter the cost. In addition, high-stakes testing leaves students behind, as the focus becomes solely that
of increasing scores, and not of teaching individual students and meeting their individual needs (Koretz, 2002).

**The 2000s and the No Child Left Behind Act**

The 2000s began a shift away from Whole Language and moved into the No Child Left Behind (NCLB) era. In 2002 NCLB was signed into law and deemed that, “every State, district, and school is accountable for 100% of students being proficient in reading and math by the end of the 2013-2014 school year” (Duncan, 2013, para. 3). There were many concerns with NCLB, not just from teachers, but from educational organizations around the country. In 2004, the International Reading Association (IRA) issued a statement on their concerns with NCLB noting that the,

- Overemphasizing standardized testing, narrowing curriculum and instruction to focus on test preparation rather than richer academic learning, over-identifying schools in need of improvement, using sanctions that do not help improve schools, inappropriately excluding low-scoring children in order to boost test results, and inadequate funding. (para. 2)

NCLB was setting an unattainable goal of having every student become proficient in reading by the end of 2014, regardless of their previous reading history. With all of the pressure to meet this requirement, teachers felt forced to teach to the test, and thus a one-size-fits-all mentality began to take over their students (Tierney, 2000). Administrators had to worry about getting resources for professional development competing with getting resources needed for implementing the high-stakes testing (Tierney, 2000).
NCLB did not clear up any issues regarding teaching reading. In fact, the concept of “comprehension” was still a mystery to educators. It was undetermined if comprehending simply means being able to retell text or if it has to do with the reader’s prior knowledge of the subject (Robinson, 2005). There was a lot of pressure to have every student be proficient in reading, yet not a lot of answers as to what comprehension really was nor the best way to teach it.

The NCLB era was met with frustration from teachers and students alike (Robinson, 2005). The “one-size-fits-all” approach was not the solution to having all students be proficient readers, as there still are students today who struggle with reading and lack appropriate reading comprehension skills.

2010 and the Common Core State Standards and Reading

In 2009, education commissioners from across the United States formed the Common Core State Standards Initiative (CCSSI) (Kendall, 2011). The CCSSI was formed as an established set of content standards that will allow for all students to become college and career ready (Kendall, 2011). With these new standards comes the requirement of, “reading across all domains, as well as an increase in text complexity” (Common Core State Standards, 2014, para. 3). Students will be expected to read and comprehend complex text independently and proficiently at every grade level (Strauss, 2013). There are not any specific reading strategies that coincide with the new standards, however, it is apparent that teachers must use all strategies they have in order to help students comprehend text at a higher level.
Diversity in Reading Comprehension

Just as not all students have the same learning styles, not all students learn to read and comprehend text the same way. Both gender and ethnicity are variables in regards to how students approach reading.

Gender and Reading Comprehension

There consistently has been a discrepancy between genders differences and reading achievement in national and International assessments (Logan & Johnston, 2010). Studies have shown gender differences favoring girls rather than boys in the areas of reading comprehension achievement (Logan & Johnston, 2010). Even at the earliest years, girls and boys have different interests and preferences in reading material, as well as differences in attention, which leads to girls and boys spending different amounts of time being engaged in literacy activities within the classroom (Logan & Johnston, 2010).

It has been shown that boys’ differences in engagement and attitude towards reading are dramatically more closely associated with their reading skills than that of girls (Logan & Johnston, 2010). For boys, their comprehension of a text is heavily depended upon the content of the reading passage. If there is higher interest in the text, then boys perform significantly better (Abdorahimzadeh, 2014). It continues that boys have higher comprehension when the text is considered to be boy-friendly whereby they will have a greater interest in the text (Oakhill & Petrides, 2007). Girls, on the other hand, are more likely to show persistence with their reading, regardless of the interest towards the text (Abdorahimzadeh, 2014). If girls perceive reading as a
sex-appropriate activity, then they might be more likely to persist with reading regardless of their interest within the text (Oakhill & Petrides, 2007). Overall, the effect of interest level of the text on reading comprehension is more pronounced in boys than it is in girls (Oakhill & Petrides, 2007). The difference in interest levels affecting comprehension may suggest that girls and boys will benefit from different types of reading instruction (Johnston & Watson, 2005; Johnston, Watson, & Logan, 2009).

In order for students to be successful in the classroom, they need to be able to make personal connections to the curriculum and the world around them. It is important for all students, regardless of gender, to be able to, “see themselves” in the curriculum (Carinci, 2009, p. 67). When students constantly are reading about males being triumphant, males overcoming their fears, or males discovering who they are, it sends the message that males are expected to be victorious, while females are not worth writing about. Females are unable to “see themselves” represented in the class readings. Overall, it has been found that, “Male characters outnumbered female ones in stories written by both girls and boys, and male characters were credited with more attributes . . . than were female characters,” (Lips, 1989, p. 197). Traditionally, the female characters do not play active roles in novels that are used in classrooms. In fact, when researchers dug deeper into school curriculum they discovered that “Females are not seen as main characters, their names are not used in titles, their pictures are not shown in illustrations, and they are featured less often as active doers,” (Carinci, 2009, p. 67). Females are not represented in the curriculum, and yet
they still are expected to be engaged in the material presented to them. When females are not equally or accurately represented in curriculum, “it does not reflect the diversity of students’ lives and cultures provide incomplete and inaccurate messages,” (AAUW, 1992, p. 214). These inaccurate messages are being sent to students of all genders, and the results are impacting how society perceives females. Some of the materials teachers select might “depict gender in traditional ways and present females as invisible or incompetent,” (Lips, 1989, p. 202). It is imperative that teachers are aware of the gendered messages they are sending with the curriculum they are using in their classrooms.

**Ethnicity and Reading Comprehension**

“The racial gap in academic achievement is an educational crisis…” (Thernstrom & Thernstrom, 2003, p. 1). Almost 40% of public school populations are made up of students of color (National Center for Education Statistics, 2000). According to the National Center for Education Statistics (NCES, 2005), African American children have significantly lower reading achievement scores than Caucasian children. In addition, “in 31 states, the percentage of Black students reading below basic grade level was at least twice that of White students” (Holmes, Powell & Holmes, 2007, p. 277). A study conducted by Asher (1979) found that both African American children and caucasian children comprehend more when the text was of high interest to them (as cited in Holmes et al., 2007). In 2013, there were higher percentages of White and Asian/Pacific Islander students than Hispanic, Black, American Indian/Alaska Native, and multi-racial students who reached the Proficient
level or above on their twelfth grade assessments (NAEP, 2013). A discrepancy in racial achievement in reading has strong implications for the future as, “African Americans, Hispanic Americans, Native Americans . . . are less likely than the ACT-tested population as a whole to be ready for college-level reading” (Adelman, 2006, p. 2).

**Teachers’ Training in Reading Comprehension Instruction**

Kindergarten through twelfth grade educators must go through teacher credentialing programs that are designed to prepare them for teaching in their own classrooms. Unfortunately, not all teacher preparation programs actually train teachers in reading comprehension instruction. In 1999, the IRA noted the lack of reading instruction courses for teachers as well as the lack of content-area teachers willing to help students with reading comprehension (International Reading Association, 1999, p. 4). In the past, teachers who specifically are not English teachers felt that it was not their job to teaching reading or comprehension skills (International Reading Association, 1999, p. 4). Although, now with Common Core, content-area teachers do need to feel committed with helping students comprehend, as it is part of their standards as well.

Teachers at the secondary level typically do not get trained on how to teach reading comprehension strategies (International Reading Association, 1999). They assume that students will use textbooks to assist them in their learning, and they rely on their prior abilities to read for understanding and to make meaning from the text (Kozen, Murray, & Windell, 2006). However, Pearson (1985) implored that,
a teacher can no longer regard the text as the ultimate criterion for defining what good comprehension is; s/he must view the text, along with students’ prior knowledge, students’ strategies, the task, and the classroom situation, as one facet in the complex array we call comprehension. (p. 102)

Teachers need to look beyond their training, or lack thereof, in regards to reading comprehension instruction, and ensure that all students can read and can understand what they read (Fisher, 2004). In fact, when teachers model cognitive strategies and allow students to practice their use, students will improve and eventually become reflective, critical readers and thinkers (Ketch, 2005). It is the job of the teacher to help the students make meaning and connections from the text to the outside world (Duffy et al., 1987).

**Methods of Reading Comprehension Instruction**

There are many different types of reading comprehension instructional methods that have been used in classrooms of all different grade levels. Three reading comprehension instruction methods will be discussed in this study.

**Study Guides**

The use of study guides has been a mainstay in classrooms across the United States. They provide guidance through literature that students need in order to understand they text they are reading (Maxworthy, 1993). Teachers can help students through the text by providing a scaffolding of questions from which they can reflect about what they are reading. Teachers are able to specifically select what areas of the text to focus on and how to word the level of questions on the study guide. Students
can then move through the text and engage in higher order thinking along the way (Vaughn, Bos, & Schumm, 2003). Through the use of study guides, students can become familiarized with the text or with different levels of comprehension that is needed in order to understand the text (Maxworthy, 1993).

The purposes of study guides are two-fold. First, they guide students to the important ideas in the text. Secondly, they guide them through the reading and thinking process. Having a guide through the reading essentially, “is a simulation or walk-through of the comprehension process and as such may help improve students’ reading comprehension” (Armstrong, Patberg, & Dewitz, 1998, p. 533). The study guide models the teacher’s thinking process so students can use it as a comprehension model when they are reading the text (Maxworth, 1993). Granted, the use of the study guide only is effective as how and when the individual teacher decides to use it (Maxworth, 1993). In addition, if study guides are only used as independent seatwork, then they will not be effective at improving reading comprehension (Maxworth, 1993). Teachers also need to be sure to follow up on the study guides to foster discussion and increase the comprehension of the text (Maxworth, 1993).

**Socratic Seminars**

Socratic Seminars take their name from the philosopher Socrates. Socrates believed that enabling students to critically think for themselves was more vital than giving students the correct answer (Risi, Schiro, & Serret-Lopez, 2005). The goal of a Socratic Seminar is not to arrive at a correct answer or interpretation of the text, but rather that the learners are constructing their own knowledge and understanding of the
Socratic questioning, then, calls for a question to be answered by another question, thus leading the participants to gain a deeper understanding of the text (Custer, 2012).

A Socratic Seminar is a formal discussion that is traditionally used in AVID (Achievement Via Individual Determination) classes and is based on a text in which students actively engage in a conversation that stems from open-ended questions (Socratic Seminar, 2014). Participants learn to think critically and articulate their own thoughts (Socratic Seminar, 2014). A good Socratic Seminar occurs when “participants study the text closely in advance, listen actively, share their ideas and question in response to the ideas and questions of others, and search for evidence in the text to support their ideas,” (Risi et al., 2005, p. 160).

The use of Socratic Seminars are ideal for increasing reading comprehension among students, as understanding of text becomes connected to what the students already know, and it also becomes a new learning experience through cooperative action and dialogue with peers (Crain et al., 2002). Through dialogue, exploration, and questions, students become active learners as they seek a deeper understanding of complex ideas through a communal dialogue (Risi et al., 2005). The act of engaging in discussions with one another is beneficial to all students who are in the classroom. In addition, “Just the physical experience of hearing, of listening intently, to each particular voice strengthens our capacity to learn together. Even though a student may not speak again after this moment, that student’s presence has been acknowledged”
The experience of a Socratic Seminar benefits not only the reading comprehension of students, but reinforces their presence within the classroom.

Socratic Seminars are not used in every classroom, as there may be some perceived difficulties associated with using them. Some teachers may have a difficult time relinquishing control of the discussion, as the nature of Socratic Seminars are to have the students help one another with the understanding of the text (Custer, 2012). The shift to the student-center classroom may not be something that teachers are comfortable with doing. However, when students are in charge of the discussion, it allows for them to work together towards a shared understanding of the text (Custer, 2012).

**Cornell Notes**

Cornell Notes are named after Cornell University, where the note taking system was developed in 1949 by Professor Walter Pauk (Custer, 2012; Jacobs, 2008). Cornell Notes, “provide students with tools for understanding and identifying the most important aspects of what they are learning” (Marzano, Pickering, & Pollock, 2001, p. 48). Pauk’s note taking system is based on research done in the areas of learning and memory. The value of this system is that it takes students through the entire cycle of learning: questioning, summarizing, reflecting, reviewing, and assessing (Custer, 2012; Risi et al., 2005). This system also requires reflection and, “a proven system of reviewing that involves both retrieval and application of cognitive skills to mastery of content” (Custer, 2012, p. 104). According to the Indiana Career and Postsecondary Advancement Center (1996), “You forget almost half of what you hear or read within
an hour” (p. 9). In addition, within the first 24 hours of hearing or reading something new, 46% of the new information is lost (Pauk, 1997). After 14 days of having heard or read something, 79% of the information is lost, and after 28 days, 81% is lost (Pauk, 1997). By correctly using the Cornell Note taking system and reviewing, questioning, and summarizing notes, there is, “a high probability of enhancing student achievement for all students in all subject areas at all grade levels” (Marzano et al., 2001, p. 7).

The Cornell Note taking system regularly is used in AVID classes (Cornell Notes, 2001). It is a learner-directed system, as there is no teacher prompting of the students for information (Jacobs, 2008). With this style of notes, the students divide a page into three sections: one for note taking, one for questions, and one for a summary. This style requires, “a high degree of procession on the part of the students” (Jacobs, 2008, p. 119). By using the different sections of the page for notes, questioning, and a summary, and integrating students’ own ideas with the lecture or text, students are creating a solid foundation from which to study (Risi et al., 2005). Students should then review and frequently interact with the Cornell notes at least three times in order to reach a level of mastery of the material (Custer, 2012). These types of notes are valuable as they require students, “to learn and apply a complex set of competencies and a series of steps designed to enhance not only memory, but understanding, transference of knowledge, and real-world applications” (Custer, 2012, p. 106).
Unfortunately, Cornell Notes are not being utilized in all classrooms by all students. In general, note-taking is a difficult process. It requires students to listen and write at the same time, to decide what is important enough to write down, and to write it down fast enough (Boyle, 2010). Some students write down everything that is said in a lecture, which is ineffective in that students are focusing on every word instead of the overall message of the lecture (Boyle, 2007). When students just copy down what is seen or heard, they are not improving their comprehension of the material (Piolat et al., 2004). Some students may not be inclined to use the Cornell Note format as they require students to take the extra steps to revisit their notes to master the material (Custer, 2012). In addition, it requires students to think about their notes in unfamiliar ways (Custer, 2012). Although most students do not receive training on how to take notes in class, it would be beneficial to know the steps of Cornell Notes and the benefits of this type of note-taking so that students may better retain the information they have learned.

**Summary**

In order for any type of reading instruction to be effective, children need to be attentive and engaged when learning (Logan & Johnston, 2010). For decades, there have been many different types of reading instructional strategies throughout the United States; however, it is apparent that there is not one single method that can meet the needs of all students at the same time. In addition, boys have shown to be more influenced by reading content than girls, whereas girls will persist with reading, regardless of their interest level in the text. There still is a racial gap in reading
achievement levels, which has a correlation to future academic performances, especially when students are underprepared for college-level reading. However, if teachers are aware of the benefits of different types of reading instructional strategies, then the students have a better opportunity to increase their comprehension levels, and thus, their academic success.
Chapter 3

METHODOLOGY

Introduction

This longitudinal study presents findings from test scores, a pre and a post 5-point Likert scale survey, and a pre and post open-ended survey given to three classes of eighth grade English students. There were 82 students total in this study. In order to answer the research questions, three sources of information were analyzed: novel quiz scores, Likert scale survey responses, and open-ended survey responses. Data from the chapter quiz scores and Likert scale surveys were analyzed to find statistical differences between chapters quiz scores as well as student responses from the pre and post surveys from the different classes. The open-ended survey questions were analyzed via emergent themes.

Study Design and Data Collection

This longitudinal study is quasi-experimental and uses both quantitative and qualitative methods of research to gather data regarding the effectiveness of different teaching strategies on reading comprehension, as well as students’ attitudes towards reading. The purpose of doing mixed-methods research is two-fold. For one, it is important to identify which of the three pedagogical strategies are more effective at increasing reading comprehension levels. The other reason of using mixed-methods research was to identify students’ attitudes towards reading and to see if these attitudes changed depending on the use of Socratic Seminars, Cornell Note-taking, and study guides.
Using both quantitative and qualitative provided a better understanding of the research problem than just using quantitative or qualitative methods (Creswell, 2005). Quantitative data, “assumes clear cause and effect relationships can be established while scrutinizing human behavior” (Basit, 2010, p. 15). It also assumes that “facts can be substantiated only if they have been tested scientifically, or recounted by a large number of people” (Basit, 2010, p. 15). Quantitative data will be obtained from chapter quizzes from the novel to determine if comprehension levels increased depending upon which pedagogical strategy was used. Quantitative data also will be collected from the 5-point Likert scale pre- and post- surveys in regards to students’ attitudes towards reading. Several reading-attitude surveys were examined to use as a model for this study.

Qualitative data will be gathered via the open-ended questions on the pre- and post- surveys regarding the students’ attitudes towards reading. Qualitative data is useful when statements are used in conjunction with descriptive statistics (Patton, 2002). The open-ended questions will be used to help gain insight into the quantitative data obtained from the Likert survey (Gay et al., 2009). The qualitative data will be analyzed using a thematic approach. Thematic analysis focuses on examining themes within data and then emphasizes organization and description of the data (Fereday & Muir-Cochrane, 2006). This study is quasi-experimental research, and the students a convenience sample, as the students in the three classrooms were naturally assembled (Gay et al., 2009).
Research Questions

The following questions were explored:

1. When examining Socratic Seminars, Cornell Note taking, and Study Guides, in an eighth grade class, what pedagogical strategies are most effective at increasing students’ reading comprehension?

2. Did students’ attitudes towards reading change or even increase after the use of different pedagogical strategies?

Research Instruments

In order to collect qualitative data for this study, an open-ended survey as well as test scores was used. A 5-point Likert survey was used to collect the quantitative data. At the start of the spring semester, all eighth grade students were invited to participate in a pre- and post- survey regarding attitudes towards reading (see Appendix C). The survey consisted of questions regarding ethnicity, gender, age, and ten multiple-choice questions, for which a 5-point Likert scale was provided. The Likert survey contained questions that asked about students’ attitudes towards reading, English class, and the importance of reading. In addition, there also were six open-ended questions that asked about students’ feelings towards different reading strategies and their importance in school. The survey took approximately fifteen minutes to complete. For the post- survey, participants were asked to limit their reading experiences to the current novel unit. The post survey was administered at the conclusion of the research study and included the same questions as the pre-survey. The construction of the pre- and post- survey was based upon identifying students’
prior attitudes towards reading, and then identifying any changes in attitudes towards reading as a result of the different teaching strategies.

The pre-post survey was modeled after a survey developed by Gilchrist-Ward (2007) for her Doctor of Education dissertation at Nova Southeastern University. Gilchrist-Ward’s (2007) survey had 25 likert-scale questions in regards to attitudes towards reading as well as four open-ended questions. The questions asked by Gilchrist-Ward (2007) helped to create the survey for this study.

Participants in the study also completed five chapter tests in addition to their surveys. These test scores were logged into an Excel spreadsheet and were compared between the three classes. The rationale for comparing the test scores between the three classes was to determine which teaching strategy was most effective at increasing the overall reading comprehension levels of the students.

**Participants**

Students in this study attend a kindergarten through eighth grade elementary school in the Northern Unified School District. Out of the 93 eighth graders enrolled in the school, 82 eighth graders consented to participate in the treatment group of this research study. Pseudonyms were used for the participants in this study. As this is a K-8 school, there is only one eighth-grade English teacher, so the 82 students were naturally divided up among the three English classrooms. All students in this study completed the same pre- post- surveys as well as took the same chapter tests. The class who used the Study Guide method had 28 total participating, 18 females and 10 males. Of the 28 students in this group, one student identified as African American,
three students identified as Asian, eight students identified as Caucasian, eight students identified as Latino/Hispanic, three students identified as Russian/Ukrainian, three students identified as other, and two students did not respond. The class who used the Socratic Seminar method had 28 total participating, 20 females and 8 males. Of the 28 students in this group, three students identified as African American, three students identified as Asian, four students identified as Caucasian, nine students identified as Latino/Hispanic, one student identified as Russian/Ukrainian, five students identified as other, and three students did not respond. The class who used the Cornell Note method had 26 total participating, 15 females and 11 males. Of the 26 students in this group, two students identified as African American, zero students identified as Asian, 11 students identified as Caucasian, seven students identified as Latino/Hispanic, two students identified as Russian/Ukrainian, and four students identified as other (Table 1 and Table 2).

Table 1

*Participants by Gender*

<table>
<thead>
<tr>
<th></th>
<th>Group 1 Study Guide</th>
<th>Group 2 Socratic Seminar</th>
<th>Group 3 Cornell Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Female</strong></td>
<td>18</td>
<td>20</td>
<td>15</td>
</tr>
<tr>
<td><strong>Male</strong></td>
<td>10</td>
<td>8</td>
<td>11</td>
</tr>
<tr>
<td><strong>Total Students</strong></td>
<td><strong>28</strong></td>
<td><strong>28</strong></td>
<td><strong>26</strong></td>
</tr>
</tbody>
</table>
Table 2

Participants by Ethnicity

<table>
<thead>
<tr>
<th></th>
<th>Group 1 Study Guide</th>
<th>Group 2 Socratic Seminar</th>
<th>Group 3 Cornell Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>African-American</td>
<td>1</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Asian</td>
<td>3</td>
<td>3</td>
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</tr>
<tr>
<td>Caucasian (Euro American)</td>
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<td>4</td>
<td>11</td>
</tr>
<tr>
<td>Latino/Hispanic</td>
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<td>9</td>
<td>7</td>
</tr>
<tr>
<td>Russian/Ukrainian</td>
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<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Other</td>
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<td>5</td>
<td>4</td>
</tr>
<tr>
<td>No Response</td>
<td>2</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total Students</strong></td>
<td><strong>28</strong></td>
<td><strong>28</strong></td>
<td><strong>26</strong></td>
</tr>
</tbody>
</table>

Setting

The school in this study is one of six Kindergarten through 8th grade (K-8) Elementary schools in the Northern Unified School District (a pseudonym). Northern Unified School District has an ethnically diverse population with over 7,000 students enrolled (WUSD, 2015). For this study, the pre- and post-surveys were administered to the students by a coworker in order to remove any bias towards how students answered. The surveys were given at the beginning of each class period and each participant was allowed the same amount of time to complete the surveys. Group 1, who used the study guide method, was given all of their pre- and post-surveys as well as novel chapter quizzes. Group 2, who used the Socratic Seminar method, was given all of their pre- and post-surveys as well as novel chapter quizzes. Group 3, who used the Cornell Note method, was given all of their pre- and post-surveys as well as novel chapter quizzes. The chapter quiz scores were recorded in the researcher’s classroom.
in Northern Unified School District. The demographics of the students, as well as the pre- and post- survey answers were entered into SPSS at California State University, Sacramento.

**Procedures**

For this study, the researcher received a letter of consent from the principal of the participating school (Appendix A). The researcher then explained the purpose of the study to the participants and gave the option to participate in the study. Parental consent letters and student consent letters (Appendix B) were sent home which explained the process required for allowing the researcher to use the information and test scores during the study. A pre-reading survey was administered before the treatments began (Appendix C). For four weeks, participants in the study read and responded to the novel *The Hunger Games* by Suzanne Collins (Collins, 2008). The participants were required to examine the text in different ways depending upon the teaching strategy assigned to their class. In addition to the reading and discussions of the text, students also were required to take five chapter tests about the novel in order to determine their comprehension levels. The chapter tests were created by another teacher and posted to a teacher website for school use (Jackson, 2014). The chapter tests were the same for every class in order to be able to compare the different classes’ comprehension scores (Appendix D). After the completion of the novel, students completed a post-survey.
Study Guide – Group #1

The participants that used the study guide also did all of their reading together in the class. These students were given a packet at the start of the novel unit that contained an average of ten questions per chapter (Appendix E). The study guide questions were created by a teacher and submitted to a website for download (Orman, 2014). The teacher would read aloud two chapters of the book while the students followed along with their copies of the novel. Throughout the reading, students were able to jot down notes to their study guide questions. At the end of class, the students were given time to work on answering their study guide questions on a separate piece of paper. Answers needed to be written in complete sentences as well as restated the question, and were checked for completion during the following class.

Socratic Seminar – Group #2

Participants in the Socratic Seminar group completed all of their required reading at home for homework. Each night the participants were asked to read two to three chapters of the novel depending on the pacing of the class. After their readings they were to create three questions from each chapter that they had on their reading. The students were encouraged to develop questions for which explanation or hypothesis is required in the answer, versus posing a question that requires a definition or description as the answer. This form or question-asking was in an attempt to encourage a more meaningful discussion of the text (Crain et al., 2002). Every day the class would engage in a discussion regarding the night’s previous reading, using their generated questions as a jumping off point. The questions and answering in the
Socratic Seminar was student-led, as the researcher only was an observer. The nature of the Socratic Seminar allowed the students to ask questions without having to raise their hands or ask for permission (Socratic, 2014). The Socratic Seminar allowed the conversation to flow naturally as the participants would get a rhythm within their discussions. The students would form an inner-outer circle for which to hold their discussions. A student-leader would volunteer to start the discussion, and then to encourage others to speak if they had been quiet. For approximately 20 minutes, the inner circle would ask and respond to questions they had about the chapters they read. The outer circle served as a “wing-woman” or “wing-man” and was able to be there to bounce questions off of if the discussion stalled. After the initial 20 minutes, the inner-outer circle switched positions so a new group of students could engage in a discussion.

**Cornell Notes – Group #3**

Participants in the Cornell Notes group did all of the reading together in class. Every day the students were given an “Essential Question” for which the students’ notes should focus. From there, the teacher would read aloud two chapters of the book while the students had their own copy of the novel from which to follow along. It was up to the students to take notes from each chapter on the information they found to be interesting or that would best answer the Essential Question (Jacobs, 2008). Students were encouraged to take notes on things such as characters, plot, and setting. At the end of the reading, the students were able to compare their notes with their peers to fill in any missing gaps from their notes (Custer, 2012). Every night the students were to
revisit their notes with the goal of highlighting pertinent information. Following the model of Cornell Notes, the students then were to create questions on the side that aligned with their notes, as well as write a detailed summary of the notes (Custer, 2012). The summary was to be written as to answer the questions on the left of their notes, as well as answering the essential question. The teacher checked Cornell Notes the following class period.

**Data analysis procedures.** In this study, students were assigned a number before analyzing any data in order to maintain anonymity. Eighty-two students participated in this study. The data collected from the Likert survey as well as the test scores were imputed into an Excel spreadsheet, and then compiled by using the SPSS statistic software. This study used both quantitative and qualitative measurements. The Likert survey used quantitative methods of analysis, such as descriptive statistics, Mann-Whitney U tests, and a Kruskal-Wallis H test, while the open-ended questions used qualitative methods of analysis such as identifying common themes in answers. Descriptive statistics were used when analyzing the mean from the surveys. For the analysis of the Likert survey, each answer choice was assigned a number for the purpose of analyzing the data. A Mann-Whitney U test, which, “assumes equal variances in the two populations from which the two samples being compared are taken” was used to compare survey answers between genders which, “assumes equal variances in the two populations from which the two samples being compared are taken” (Kasuya, 2001, p. 1247). A Kruskal-Wallis H test, which, “is often used when the variances are unequal”, which, “is often used when the variances are unequal,”
was used to compare survey answers between ages, ethnicities, as well as between the different treatment groups: Study Guide, Socratic Seminar, and Cornell Notes (Kasuya, 2001, p. 1247).

The answers collected from the open-ended questions were read through with the intent of identifying themes and critical elements related to students’ attitudes towards reading. When analyzing the open-ended questions, the researcher was looking for patterns of themes that would help determine which teachings strategies, when implemented, could help to increase students’ attitudes towards reading.

Summary

Chapter 3 provided an in-depth explanation of the methodology used in this study; study guides, Socratic Seminar, and Cornell Notes. The researcher collected all the data during the spring semester from three English classes at a K-8 school. Quantitative data was from the novel quiz scores which were analyzed by using the mean as well as the pre- post- surveys that were analyzed using SPSS software. Qualitative data was collected through an open-ended survey that was analyzed by using a thematic approach. The researcher’s main goal was to find the effects of different teaching strategies on comprehension levels and on students’ attitudes towards reading.
In this study, data was collected and analyzed using both quantitative and qualitative methods. Quantitative data was gathered from a ten question pre- and post-5-point Likert scale surveys regarding students’ attitudes towards reading (Appendix C), as well as from test scores obtained during the novel unit (Appendix D). The survey results and the test scores were analyzed using nonparametric inferential statistical procedures to determine whether there were any significant differences between the means. The frequency of each Likert-scale response was counted in order to find the proportional differences for each survey question.

Qualitative data was gathered from open-ended questions regarding reading strategies (Appendix C). Eighty-two open-ended surveys were administered and analyzed using a thematic approach, whereby the patterns and trends that emerged from the narrative responses were documented and examined. When reviewing the open-ended questions, the researcher identified themes related to students’ views towards reading and reading strategies. The open-ended questions helped determine what teaching strategies are most useful when reading a text.

When examining the pre- and post- Likert scale questions as well as the open-ended questions from the three different treatment groups (Study Guide, Socratic Seminar, and Cornell Notes), varied findings were discovered regarding the students’ attitudes towards reading. These survey questions addressed topics such as interest
towards English class, learning styles in regards to reading comprehension, and overall attitudes towards reading.

Quantitative Data

Test Scores of the Three Groups

Qualitative data was collected from *The Hunger Games* novel quizzes (Appendix D) and two 5-point Likert surveys. The quiz scores reflect the grades the participants earned on five different quizzes: chapter 1, chapter 3, chapters 1-9, chapters 10-18, and chapters 19-27. By comparing the scores of the different treatment groups, the study shows that there is no consistent statistical difference between the different teaching methods. For the chapter 1 quiz, Group 1 (Study Guide) has a score average of 75%, Group 2 (Socratic Seminar) has a score average of 72%, and Group 3 (Cornell Notes) has a score average of 80% (Table 3).

Table 3

*The Hunger Games: Chapter 1 Quiz*

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Averages 27.12 75.27%  Averages 26.07 72.28%  Averages 29.04 80.66%

For the chapter 3 quiz, there was no statistical difference in average scores between the different teaching methods. Group 1 (Study Guide) has a score average of 80%; Group 2 (Socratic Seminar) has a score average of 72%; and Group 3 (Cornell Note) has a score average of 78% (Table 5).
Table 4

*The Hunger Games: Chapter 3 Quiz*

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Averages 10.43 80.22% Averages 9.44 72.62% Averages 9.96 78.15

For the chapters 1-9 quiz, there were no significant differences between the different treatment groups. Group 1, the Study Guide group, has a score average of 81%. Group 2, the Socratic Seminar group, has a score average of 79%. Group 3, the Cornell Note group, has a score average of 77% (Table 5)
Table 5

*The Hunger Games: Chapters 1-9 Quiz*

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There was one instance of a statistical difference on the quiz for chapters 10-18 between Group 1, the Study Guide treatment, and Group 2, the Socratic Seminar treatment. The score average for Group 1 was significantly higher at 81%, while the score average for Group 2 was 68%. Group 3 had an average of 77% (Table 6).
Table 6

*The Hunger Games: Chapters 10-18 Quiz*

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Averages 21.11 81.57 Averages 17.75 68.86 Averages 20.34 81.38

For the chapters 19-27 quiz, there was not a significant difference between the different treatment groups. The score average for Group 1, the Study Guide group, was 91%. The score average for Group 2, the Socratic Seminar group, was 78%. The score average for Group 3, the Cornell Note group, was 91% (Table 7).
Table 7

*The Hunger Games: Chapters 19-27 Quiz*

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Averages: 23.96, 91.44  Averages: 19.50, 78.00  Averages: 22.77, 91.08

Overall, there was only one quiz in which there was a statistical difference in score averages, favoring the Study Guide method, Group 1, over the Socratic Seminar method, Group 2. There was not a consistent statistical difference between the different teaching methods and the different novel quizzes.
5-Point Likert Survey Results (Pre- and Post-Surveys)

Question #1: I Look Forward to English

When participants rated their attitudes towards English, participants liked English more at the end of the novel unit. The number of participants in Group 1, the Study Guide group, who agreed on looking forward to English increased from 23% to 35%. The number of participants in Group 2, the Socratic Seminar Group, who agreed on looking forward to English increased from 33% to 48%. The number of participants in Group 3, the Cornell Note Group, who agreed on looking forward to English, decreased from 42% to 35%, but the number of participants who strongly agreed on looking forward to English increased from 11% to 42% (Table 8).

Table 8

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<tr>
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**Question #2: I Enjoy the Books We Read in School**

The number of participants who strongly agreed that they enjoy the books we read in school increased with every treatment group. Group 1, the Study Guide group, increased from 23% to 50%. Group 2, the Socratic Seminar group, increased from 26% to 30%. Group 3, the Cornell Note group, increased from 12% to 27%. In addition, both the Socratic Seminar treatment group and the Cornell Note treatment group saw a decrease in their “disagree” responses. The Socratic Seminar group decreased from 15% to 11%, and the Cornell Note group decreased from 8% to 0% (Table 9).
Table 9

Question 2: I Enjoy the Books We Read in School

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<tr>
<td>Group 1 – Study Guide Pre-Survey</td>
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<td>0%</td>
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<td>50%</td>
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<tr>
<td>Group 1 – Study Guide Post-Survey</td>
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<tr>
<td>Group 2 – Socratic Seminar Pre-Survey</td>
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<tr>
<td>Group 2 – Socratic Seminar Post-Survey</td>
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<td>11%</td>
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<tr>
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<td>8%</td>
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<td>61%</td>
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<tr>
<td>Group 3 – Cornell Notes Post-Survey</td>
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<td>15%</td>
<td>54%</td>
<td>27%</td>
<td>1%</td>
<td>26</td>
</tr>
</tbody>
</table>

Question #3: Reading Can Help Improve Communication Skills

Overall, the number of participants who strongly agreed that reading can help improve communication skills increased with every treatment group. Group 1, the study guide group, increased from 27% to 31%. Group 2, the Socratic Seminar group,
increased from 30% to 41%. Group 3, the Cornell Note group, increased from 15% to 23% (Table 10).

Table 10

*Question 3: Reading Can Help Improve Communication Skills*

<table>
<thead>
<tr>
<th>Question 3</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Missing</th>
<th>Total</th>
</tr>
</thead>
<tbody>
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<td></td>
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</tr>
<tr>
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<tr>
<td>Post-Survey</td>
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<td>31%</td>
<td>31%</td>
<td>0</td>
<td>28</td>
</tr>
<tr>
<td><strong>Group 2 – Socratic Seminar</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pre-Survey</td>
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<td>15%</td>
<td>44%</td>
<td>41%</td>
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<td>28</td>
</tr>
<tr>
<td><strong>Group 3 – Cornell Notes</strong></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Pre-Survey</td>
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<td>46%</td>
<td>31%</td>
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<td>26</td>
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<tr>
<td>Post-Survey</td>
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<td>39%</td>
<td>31%</td>
<td>23%</td>
<td>1</td>
<td>26</td>
</tr>
</tbody>
</table>
**Question #4: Reading Helps Develop Life-Long Skills**

When looking at the participant responses, the number of participants who agreed that reading helps develop life-long skills increased or stayed the same with every treatment group. Group 1, the study guide group, increased from 39% to 69%. Group 2, the Socratic Seminar group, stayed the same at 48%, but the “strongly agree” responses increased from 36% to 30%. Group 3, the Cornell Note group, increased from 42% to 46% and in the “strongly agree” responses increased from 12% to 23% (Table 11).

Table 11

*Question 4: Reading Helps Develop Life-Long Skills*

<table>
<thead>
<tr>
<th></th>
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<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Missing</th>
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</tr>
</thead>
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<td>15%</td>
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<tr>
<td><strong>Group 2 – Socratic</strong></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
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<td>19%</td>
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<tr>
<td>Post-Survey</td>
<td>4%</td>
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<td>18%</td>
<td>48%</td>
<td>30%</td>
<td>0</td>
<td><strong>28</strong></td>
</tr>
</tbody>
</table>
Question #5: I Enjoy Reading Books Outside of School

There was an increase in the number of participants who agreed that they enjoy reading books outside of school in all but three groups. Group 1, the study guide group, increased from 8% to 11%. Group 2, the Socratic Seminar group, increased from 26% to 37%. Group 3, the Cornell Note group, had a decrease from 23% to 19%, however, their “strongly agree” responses increased from 26% to 30% (Table 12).

Table 12

*Question 5: I Enjoy Reading Books Outside of School*

<table>
<thead>
<tr>
<th>Question 5</th>
<th>Strongly Disagree</th>
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<th>Agree</th>
<th>Strongly Agree</th>
<th>Missing</th>
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</thead>
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<tr>
<td><em>Group 1 – Study Guide Post-Survey</em></td>
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<td>27%</td>
<td>46%</td>
<td>11%</td>
<td>8%</td>
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<tr>
<td></td>
<td>Pre-Survey</td>
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<td>-------</td>
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<td></td>
</tr>
<tr>
<td><strong>Group 2 – Socratic Seminar</strong></td>
<td>15%</td>
<td>7%</td>
<td>30%</td>
<td>26%</td>
<td><strong>22%</strong></td>
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<tr>
<td><strong>Group 2 – Socratic Seminar</strong></td>
<td><strong>11%</strong></td>
<td>7%</td>
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<td>37%</td>
<td><strong>19%</strong></td>
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<td>28</td>
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<tr>
<td><strong>Group 3 – Cornell Notes</strong></td>
<td>23%</td>
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<tr>
<td><strong>Group 3 – Cornell Notes</strong></td>
<td>11%</td>
<td>11%</td>
<td>42%</td>
<td>19%</td>
<td>11%</td>
<td>1</td>
<td>26</td>
</tr>
</tbody>
</table>

**Question #6: I Look Forward to my English Classes**

After completing the novel using different treatments, the number of participants who agreed or strongly agreed that they look forward to their English classes increased with every treatment group. Group 1, the study guide group, increased their agree responses from 31% to 44%. Group 2, the Socratic Seminar group, increased their strongly agree responses from 18% to 33%. Group 3, the Cornell Note group, increased their agree responses from 48% to 58%, as well as their strongly agree responses from 15% to 27% (Table 13).
Table 13

Question 6: I Look Forward to My English Classes

<table>
<thead>
<tr>
<th>Question 6</th>
<th>Strongly Disagree</th>
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<th>Agree</th>
<th>Strongly Agree</th>
<th>Missing</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
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<td>31%</td>
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<td>28</td>
</tr>
<tr>
<td><strong>Group 1 – Study Guide Post-Survey</strong></td>
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<td>34%</td>
<td>44%</td>
<td>22%</td>
<td>0</td>
<td>28</td>
</tr>
<tr>
<td><strong>Group 2 – Socratic Seminar Pre-Survey</strong></td>
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<td>4%</td>
<td>44%</td>
<td>30%</td>
<td>18%</td>
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<td>28</td>
</tr>
<tr>
<td><strong>Group 2 – Socratic Seminar Post-Survey</strong></td>
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<td>0%</td>
<td>30%</td>
<td>30%</td>
<td>33%</td>
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<td>28</td>
</tr>
<tr>
<td><strong>Group 3 – Cornell Notes Pre-Survey</strong></td>
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<td>4%</td>
<td>26%</td>
<td>48%</td>
<td>15%</td>
<td>1</td>
<td>26</td>
</tr>
<tr>
<td><strong>Group 3 – Cornell Notes Post-Survey</strong></td>
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<td>0%</td>
<td>11%</td>
<td>58%</td>
<td>27%</td>
<td>1</td>
<td>26</td>
</tr>
</tbody>
</table>
Question #7: I Am Interested in the Things I Learn in English Class

It was interesting to see that there were small increases in the responses to this question. The number of participants who agreed or strongly agreed that they are interested in the things that they learn in English class increased with every treatment group. Group 1, the study guide group, increased their agree responses from 39% to 42%. Group 2, the Socratic Seminar group, increased their agree responses from 26% to 44%. Group 3, the Cornell Note group, increased their strongly agree responses from 0% to 19% (Table 14).

Table 14

*Table 7: I Am Interested in the Things I Learn in English Class*

<table>
<thead>
<tr>
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<th>Strongly Disagree</th>
<th>Disagree</th>
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<th>Strongly Agree</th>
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</thead>
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<td>15%</td>
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<tr>
<td>Group 1 – Study Guide Post-Survey</td>
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<tr>
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<tr>
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<td>44%</td>
<td>26%</td>
<td>0</td>
<td>28</td>
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</tbody>
</table>
**Table 15**

**Question 8: Reading is Important**

The number of participants who either agreed or strongly agreed that reading is important maintained a high percentage for both the pre- and post- surveys. Group 1, the Study Guide group, maintained an overall 77% for both agree and strongly agree responses combined. Group 2, the Socratic Seminar group, had an overall agree and strongly agree response of 89% (pre-) and 88% (post-). Group 3, the Cornell Note group, had an overall strongly agree and agree response of 77% (pre-) and an increase of 79% (post-) (Table 15).

<table>
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<tr>
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<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
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<th>Total</th>
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</thead>
<tbody>
<tr>
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<td>0%</td>
<td>19%</td>
<td>54%</td>
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</tr>
<tr>
<td>Group 1 – Study Guide Post-Survey</td>
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<td>0%</td>
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<td>54%</td>
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</tr>
<tr>
<td>Group 2 – Socratic Seminar</td>
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<tr>
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</tr>
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<td>Group 2 – Socratic Seminar</td>
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<tr>
<td>Group 3 – Cornell Notes</td>
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<td>Group 3 – Cornell Notes</td>
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<td>43%</td>
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<td>26</td>
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<tr>
<td>Post-Survey</td>
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<td></td>
</tr>
</tbody>
</table>

**Question #9: I Enjoy Reading and Like to do it**

The number of participants who agreed that they enjoy reading and like to do it increased with most treatment groups. Group 1, the Study Guide group, increased the strongly agree response from 4% to 12%. Group 2, the Socratic Seminar group, increased the agree response from 15% to 33%, however, the strongly agree response decreased from 33% to 18%. Group 3, the Cornell Note group, saw a decrease in the agree responses from 31% to 27%, however, their strongly disagree responses shifted from 19% to 4% (Table 16).
Table 16

*Question 9: I Enjoy Reading and Like to do it*

<table>
<thead>
<tr>
<th>Question 9</th>
<th>Strongly Disagree</th>
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<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Missing</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Group 1 – Study Guide</em> Pre-Survey</td>
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<td>19%</td>
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<td>27%</td>
<td>4%</td>
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</tr>
<tr>
<td><em>Group 1 – Study Guide</em> Post-Survey</td>
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<td>15%</td>
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</tr>
<tr>
<td><em>Group 2 – Socratic Seminar</em> Post-Survey</td>
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<td>18%</td>
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<tr>
<td><em>Group 3 – Cornell Notes</em> Pre-Survey</td>
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<td>42%</td>
<td>27%</td>
<td>15%</td>
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</tbody>
</table>

*Question #10: I Learn More From Books When I Discuss Them With Others*

The number of participants who strongly agreed that they learn more from books when they discuss them with others increased with every treatment group.
Group 1, the Study Guide group, increased the strongly agree responses from 23% to 42%. Group 2, the Socratic Seminar group, increased the strongly agree responses from 22% to 37%. Group 3, the Cornell Note group, had a small increase on the strongly agree responses from 11% to 13%, and their agree responses increased from 31% to 40% (Table 17).

Table 17

**Question 10: I Learn More From Books When I Discuss Them With Others**

<table>
<thead>
<tr>
<th>Question 10</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Missing</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group 1 – Study Guide Pre-Survey</td>
<td>4%</td>
<td>4%</td>
<td>38%</td>
<td>31%</td>
<td><strong>23%</strong></td>
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<td>28</td>
</tr>
<tr>
<td>Group 1 – Study Guide Post-Survey</td>
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<td>12%</td>
<td>23%</td>
<td>23%</td>
<td><strong>42%</strong></td>
<td>1</td>
<td>28</td>
</tr>
<tr>
<td>Group 2 – Socratic Seminar Pre-Survey</td>
<td>4%</td>
<td>26%</td>
<td>15%</td>
<td>33%</td>
<td><strong>22%</strong></td>
<td>0</td>
<td>28</td>
</tr>
<tr>
<td>Group 2 – Socratic Seminar Post-Survey</td>
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<td><strong>37%</strong></td>
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<td>28</td>
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<tr>
<td>Group 3 – Cornell Notes Pre-Survey</td>
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<td>19%</td>
<td>35%</td>
<td>31%</td>
<td>11%</td>
<td>0</td>
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</tr>
</tbody>
</table>
Race and Ethnicity Survey Results for Questions with Significant Findings

The following are the Likert Survey questions results that had significant findings, which are separated by study groups and then broken down by race and ethnicity.

Group 1 – study guide

Question 2: I enjoy the books we read in school. When participants responded to the statement, “I enjoy the books we read in school,” there was a shift in responses in the Caucasian and Latino/Hispanic groups. The Caucasian participants moved from 1 agree on the pre-survey to having 5 agree on the post-survey. On the other hand, the Latino/Hispanic participants had a decrease of 6 agree on the pre-survey down to 1 agree on the post-survey (Table 18).

Table 18

<table>
<thead>
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</tr>
</thead>
<tbody>
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</tr>
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<td>African-American Pre-Survey</td>
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<tr>
<td>African-American Post-Survey</td>
</tr>
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<tr>
<td>------------------</td>
</tr>
<tr>
<td><strong>Asian</strong></td>
</tr>
<tr>
<td><strong>Post-Survey</strong></td>
</tr>
<tr>
<td><strong>Caucasian</strong></td>
</tr>
<tr>
<td><strong>Pre-Survey</strong></td>
</tr>
<tr>
<td><strong>Post-Survey</strong></td>
</tr>
<tr>
<td><strong>Latino/Hispanic</strong></td>
</tr>
<tr>
<td><strong>Post-Survey</strong></td>
</tr>
<tr>
<td><strong>Russian/Ukrainian</strong></td>
</tr>
<tr>
<td><strong>Pre-Survey</strong></td>
</tr>
<tr>
<td><strong>Post-Survey</strong></td>
</tr>
</tbody>
</table>

**Question 4: Reading helps develop life-long skills.** There was a large increase in the number of Caucasian participants who feel that reading helps develop life-long skills. The Caucasian participants moved from 2 agree on the pre-survey to having 7
agree on the post-survey. There was not any movement with the African-American participants or with the Russian/Ukrainian participants (Table 19).

Table 19

*Question 4: Reading Helps Develop Life-Long Skills*

<table>
<thead>
<tr>
<th>Question 4</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Missing</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>African-American</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pre-Survey</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Post-Survey</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td><strong>Asian</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pre-Survey</td>
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<td>0</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Post-Survey</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>3</td>
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<tr>
<td><strong>Caucasian</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pre-Survey</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>0</td>
<td>8</td>
</tr>
<tr>
<td>Post-Survey</td>
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<td>0</td>
<td>0</td>
<td>7</td>
<td>1</td>
<td>0</td>
<td>8</td>
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<tr>
<td><strong>Latin/o Hispanic</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
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<td>2</td>
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<td>3</td>
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<td>8</td>
</tr>
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<td>Post-Survey</td>
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<td>0</td>
<td>5</td>
<td>1</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td><strong>Russian/Ukrainian</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pre-Survey</td>
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<td>0</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
</tbody>
</table>
**Question 10: I learn more from books when I discuss them with others.**

There was an increase in the number of Asian participants who feel that they learn more from books when they discuss them with others. The Asian participants moved from 1 strongly agree on the pre-survey to having 5 strongly agree on the post-survey. The Latino/Hispanic participants also saw an increase in the strongly agree responses moving from 0 on the pre-survey to 2 on the post-survey (Table 20)

<table>
<thead>
<tr>
<th></th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Missing</th>
<th>Total</th>
</tr>
</thead>
<tbody>
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<td><strong>Russian/Ukrainian Post-Survey</strong></td>
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<td>1</td>
<td>2</td>
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<td><strong>Other Pre-Survey</strong></td>
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<td>1</td>
<td>1</td>
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<td><strong>Other Post-Survey</strong></td>
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<td>3</td>
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</table>

Table 20

**Question 10: I Learn More From Books When I Discuss Them With Others**

<table>
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<th>Question 10</th>
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<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Missing</th>
<th>Total</th>
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<td><strong>African-American Pre-Survey</strong></td>
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<td>0</td>
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<td>1</td>
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<tr>
<td><strong>African-American Post-Survey</strong></td>
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<td><strong>Asian Pre-Survey</strong></td>
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<td>0</td>
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<td>Pre-Survey</td>
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<td>0</td>
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<td>0</td>
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<td>0</td>
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<td>1</td>
<td>4</td>
<td>0</td>
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<td>2</td>
<td>2</td>
<td>3</td>
<td>0</td>
<td>8</td>
</tr>
<tr>
<td>Latino/Hispanic Pre-Survey</td>
<td>1</td>
<td>0</td>
<td>4</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>8</td>
</tr>
<tr>
<td>Latino/Hispanic Post-Survey</td>
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<td>2</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>Russian/Ukrainian Pre-Survey</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>0</td>
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<td>0</td>
<td>3</td>
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<tr>
<td>Russian/Ukrainian Post-Survey</td>
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<td>1</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Other Pre-Survey</td>
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<td>0</td>
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<td>1</td>
<td>0</td>
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<tr>
<td>Other Post-Survey</td>
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<td>1</td>
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<td>3</td>
</tr>
</tbody>
</table>

Group 2 – Socratic Seminar

Question 8: Reading is important. The number of participants who agreed or strongly agreed changed within the Asian and Latino/Hispanic groups. The Asian
participants decreased from 3 strongly agree on the pre-survey to 1 strongly agree on the post-survey. The Latino/Hispanic group decreased the strongly agree responses from 7 on the pre-survey to 5 on the post-survey (Table 21).

Table 21

**Question 8: Reading is Important**

<table>
<thead>
<tr>
<th>Question 8</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Missing</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>African-American</em> Pre-Survey</td>
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<td>0</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td><em>African-American</em> Post-Survey</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td><em>Asian</em> Pre-Survey</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td><em>Asian</em> Post-Survey</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td><em>Caucasian</em> Pre-Survey</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>3</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td><em>Caucasian</em> Post-Survey</td>
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<td>0</td>
<td>0</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td><em>Latino/Hispanic</em> Pre-Survey</td>
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<td>0</td>
<td>2</td>
<td>7</td>
<td>0</td>
<td>9</td>
</tr>
<tr>
<td><em>Latino/Hispanic</em> Post-Survey</td>
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<td>0</td>
<td>4</td>
<td>5</td>
<td>0</td>
<td>9</td>
</tr>
</tbody>
</table>
Question 9: I enjoy reading and like to do it. The participants in Group 2, the Socratic Seminar group, had an overall decrease in the strongly agree responses. The Asian participants decreased from 1 strongly agree on the pre-survey down to 0 on the post-survey. The Latino/Hispanic participants decreased from 3 strongly agree on the pre-survey to 1 on the post-survey (Table 22).

Table 22

<table>
<thead>
<tr>
<th>Question 9: I Enjoy Reading and Like to do it</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Missing</th>
<th>Total</th>
</tr>
</thead>
</table>
| **African-American**  
  Pre-Survey     | 0                 | 0        | 2       | 0     | 1              | 0       | 3     |
| **African-American**  
  Post-Survey    | 0                 | 1        | 0       | 2     | 0              | 0       | 3     |
| **Asian**  
  Pre-Survey     | 0                 | 0        | 0       | 2     | 1              | 0       | 3     |
<table>
<thead>
<tr>
<th>Group</th>
<th>Pre-Survey</th>
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<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian Post-Survey</td>
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<td>1</td>
<td>0</td>
<td>0</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Caucasian Pre-Survey</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Caucasian Post-Survey</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Latino/Hispanic Pre-Survey</td>
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<td>3</td>
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<td>0</td>
<td>9</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Latino/Hispanic Post-Survey</td>
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<td>1</td>
<td>5</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>9</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Russian/Ukrainian Pre-Survey</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Russian/Ukrainian Post-Survey</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Pre-Survey</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>2</td>
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<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Post-Survey</td>
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<td>0</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Group 3 – Cornell Notes**

**Question 1: I look forward to English.** There were increases in the strongly agree responses from two groups: the Caucasian participants, and the participants labeled as “other.” The Caucasian participants moved from 1 strongly agree on the pre-survey to 5 strongly agree on the post-survey. The “other” participants moved
from 0 strongly agree on the pre-survey to 3 strongly agree on the post-survey (Table 23).

Table 23

*Question 1: I Look Forward to English*

<table>
<thead>
<tr>
<th>Question 1</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Missing</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>African-American Pre-Survey</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>African-American Post-Survey</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Asian Pre-Survey</td>
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<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>0</td>
</tr>
<tr>
<td>Asian Post-Survey</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
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<td>4</td>
<td>1</td>
<td>0</td>
<td>7</td>
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</table>
Overall, the different ethnicity and race participants within the different treatment groups showed both an increase and a decrease in their attitudes towards reading after receiving the different treatments.

**Gender Survey Results for Questions with Significant Findings**

The following are the Likert Survey questions results that had significant findings, which are separated by study groups and then broken down by gender.

**Group 1 – Study Guide**

*Question 4: Reading helps develop life-long skills.* Participants in the Study Guide group increased the agree response in both genders. The males increased from 3 on the pre-survey to 8 on the post-survey, and the females increased from 7 on the pre-survey to 10 on the post-survey (Table 24).
Table 24

**Question 4: Reading Helps Develop Life-Long Skills**

<table>
<thead>
<tr>
<th>Question 4</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
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<tbody>
<tr>
<td>Male Pre-Survey</td>
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<td>3</td>
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<td>1</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>Male Post-Survey</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>8</td>
<td>0</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>Female Pre-Survey</td>
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<td>2</td>
<td>5</td>
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<tr>
<td>Female Post-Survey</td>
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<td>4</td>
<td>10</td>
<td>2</td>
<td>1</td>
<td>18</td>
</tr>
</tbody>
</table>

**Group 2 – Socratic Seminar**

**Question 10: I learn more from books when I discuss them with others.**

Participants who were in Group 2, the Socratic Seminar group, had an overall agreement that they learn more from books when they discuss them with others. The male participants had a total of 3 agree and strongly agree on the pre-survey, and then a total of 6 agree and strongly agree on the post-survey. The females in this group had a total of 10 agree and strongly agree on the pre-survey, and a total of 12 agree and strongly agree on the post-survey. The 5 females who disagreed on the pre-survey continued to disagree on the post-survey (Table 25)
Table 25

**Question 10: I Learn More From Books When I Discuss Them With Others**

<table>
<thead>
<tr>
<th>Question 10</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
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<th>Agree</th>
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<tbody>
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</tr>
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<td>Pre-Survey</td>
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<td>2</td>
<td>2</td>
<td>1</td>
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<td>8</td>
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<tr>
<td>Post-Survey</td>
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<td>1</td>
<td>3</td>
<td>3</td>
<td>0</td>
<td>8</td>
</tr>
<tr>
<td><strong>Female</strong></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
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<td>5</td>
<td>4</td>
<td>3</td>
<td>7</td>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td>Post-Survey</td>
<td>0</td>
<td>5</td>
<td>2</td>
<td>7</td>
<td>5</td>
<td>1</td>
<td>20</td>
</tr>
</tbody>
</table>

**Group 3 – Cornell Notes**

**Question 1: I look forward to English.** Participants who strongly agree that they look forward to English increased with both genders. The male participants increased the strongly agree response from 0 on the pre-survey to 3 on the post-survey, while the female participants increased the strongly agree response from 3 on the pre-survey to 8 on the post-survey (Table 26).
Table 26

Question 1: I Look Forward to English

<table>
<thead>
<tr>
<th>Question 1</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Missing</th>
<th>Total</th>
</tr>
</thead>
<tbody>
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<td><strong>Male Pre-Survey</strong></td>
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<td>1</td>
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<td>3</td>
<td>0</td>
<td>1</td>
<td>11</td>
</tr>
<tr>
<td><strong>Male Post-Survey</strong></td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>11</td>
</tr>
<tr>
<td><strong>Female Pre-Survey</strong></td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>8</td>
<td>3</td>
<td>0</td>
<td>15</td>
</tr>
<tr>
<td><strong>Female Post-Survey</strong></td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>5</td>
<td>8</td>
<td>0</td>
<td>15</td>
</tr>
</tbody>
</table>

Overall, the different treatment groups, Study Guides, Socratic Seminars, and Cornell Notes, showed both an increase and a decrease in their attitudes towards reading after receiving the various treatments.

Qualitative Data

Open-Ended Questions Survey Results

For this research study, participants provided narrative answers in response to open-ended survey questions regarding the students’ attitudes towards reading. Out of the 82 participants, 79 participants provided answers to the questions. Most of the 79 participants answered all the questions, however, some participants chose only to answer a few of the questions. The researcher used a thematic approach to analyze the trends and patterns that emerged from the data.
Survey Question # 1: What do you like most about English class? Four common themes emerged from this qualitative data: like to read novels, enjoying writing assignments, creativity in projects, and reading modern novels. Twenty-eight participants (34%) stated that they like to read the novels. Christina (Group 2), Caucasian, stated, “I love the books we read because they give us something that we will remember, kind of like a life lesson.” Fourteen participants (17%) stated that they enjoy the different writing assignments such as “poetry” and “personal narratives.” Ten participants (12%) stated that they enjoy the freedom for creativity in regards to the projects done in class. Molly (Group 3), Hispanic, said, “I like to read and afterwards do artistic projects, not packets.” Five students (6%) stated that they enjoyed being able to read “modern” books in class.

Survey Question # 2: Do you think you comprehend more when reading with a group or by yourself? Explain. Forty-three participants (52%) stated that they comprehend more when reading in a group, while thirty-six participants (44%) stated that they comprehend more when read themselves. Many participants had compelling reasons as to why they comprehend more with a group. Elizabeth (Group 1), Caucasian, said it was because she was able to, “hear other’s perspectives and compare them to my own.” Matt (Group 3), Russian, noted that he is able to, “go over things I didn’t understand.” On the other hand, Melissa (Group 1), Asian, stated that she comprehends more by herself because she is, “able to read at my own pace and go back when I am confused.” Jared (Group 2), Hispanic stated that, “If I don’t understand then I can ask for help.”
Survey Question #3: What reading strategy is most beneficial to you when reading a text? Why? The four most common themes that emerged from this question were taking notes, reviewing the previous chapters, reading as a group, and rereading the previous section. Eighteen participants (22%) stated that taking notes on the reading is most helpful to them. Amy (Group 3), Caucasian, stated that taking notes, “helps me to remember things better.” Curtis (Group 3), Caucasian, explained that, “notes stay with you longer.” Kristin (Group 2), African-American, stated that taking notes, “helps me to find a deeper meaning of the chapter by taking notes or writing questions.” Thirteen participants (16%) stated that reviewing the previous chapters is most beneficial to them because, as Jade (Group 2), Asian, stated, “I can see if I missed anything when I was reading it myself.” Eleven participants (13%) stated that reading as a group is most beneficial to them citing reasons such as Lorenzo’s (Group 3), Hispanic, “I can imagine the text in my head.” Seven participants (9%) stated that rereading is most beneficial because as Mason (Group 1), Caucasian, stated it is allows him to, “go back and see what I missed.”

Survey Questions #4: What part of reading a text as a class is most helpful to you? Why? Twenty-one participants (26%) indicated that being able to discuss the text with others is most helpful when reading a text as a class. Allison (Group 1), Caucasian, stated that, “it gives me more of a push to learn together than when I am by myself.” Many students indicated that they like having other students be able to explain things when they get confused. Thirteen participants (16%) indicated that they enjoy hearing the text being read with emotion because as Kara (Group 3), Caucasian
stated, “It allows me to picture what the characters are feeling.” Eight participants (10%) indicated that having the teacher read aloud is most helpful. Sean (Group 1), African-American, noted that, “I can actually pay attention to the story.”

**Summary**

The novel quiz scores did not have any consistent statistical difference in results between the Study Guide, Socratic Seminar, and Cornell Note methods. However, the surveys provided valuable information on the participants’ attitudes towards reading. The pre- and post- surveys indicated that there was a positive trend in all three groups in regards to their attitudes towards reading after receiving the different treatments.

The race and ethnicity pre- and post- survey responses showed both increases and decreases in attitudes towards reading. The Caucasian participants had an overall positive increase in responses, while the Latino/Hispanic participants had a majority of decreases in responses regarding attitudes towards reading.

The responses by gender on the pre- and post- surveys showed an overall increase in attitudes towards reading after receiving the treatments. Both females and males had an increase in responses regarding liking to read, reading helps develop life-long sills, and that they learn more from books when the discuss them with others.

The open-ended survey regarding participants’ attitudes towards reading revealed several important themes. For instance, the majority of participants comprehend more when they are reading with a group and that they enjoy being able
to discuss a text with their peers. Participants also indicated that they enjoy reading, and some were specific enough to add that they enjoy reading modern novels.
Chapter 5

DISCUSSION, CONCLUSIONS, LIMITATIONS, AND RECOMMENDATIONS

This study was designed to examine three different teaching methods, study guides, Socratic Seminar, and Cornell Notes, and to see if there was a shift in participants’ attitudes towards reading after receiving the treatments in an eighth-grade English class. Eighty-two students participated in this study. The researcher believed that participants would show a clear difference in reading comprehension levels and attitudes towards reading in the different teaching groups.

Discussion

Test Scores of the Three Study Groups

The scores from five novel quizzes were compared to determine if there was any significant difference between the three different teaching methods: Study Guides (Group 1), Socratic Seminar (Group 2), and Cornell Notes (Group 3). Overall, the quiz results showed no statistical differences between the different methods except for on one quiz on chapters 10-18, which favored the Study Guide method over the Socratic Seminar method, however, there were many interesting findings regarding the participants’ attitudes towards reading. The findings regarding the overall lack of differences in quiz scores contradict the researcher’s initial assumption, that the participants using the Cornell Notes would achieve higher academic grades than the other methods. This assumption was based on the fact that the use of Cornell Notes can enhance student achievement in all subject areas since Cornell Notes are based on memory retrieval and application (Custer, 2012; Marzano et al., 2001). Of course, the
format of taking Cornell Notes were a new method of note taking to these participants, and note taking in general can be a difficult process (Boyle, 2010). It is assumed by the researcher that the participants had not had much prior exposure to Cornell Notes. If the participants had been exposed to Cornell Notes at an earlier grade, they would have been more comfortable with the note-taking format, and they may have produced higher quiz scores. However, it is logical that participants would perform better using the Study Guide method as this has been the most common tool for scaffolding reading of novels in the classroom (Maxworthy, 1993). It also is logical that the Socratic Seminar scores would not be as high as the other two methods considering that the students are required to read independently, comprehend the text, and then lead a discussion without the teacher as a facilitator (Risi et al., 2005). The participants who used the Study Guide method had the most amount of scaffolding, so it continues that those scores would be higher than the other two methods (Ketch, 2005).

Quantitative Results

The researcher analyzed some of the pre- and post- 5-point Likert scale survey questions depending on if there were any notable differences, or lack thereof, between the Study Guide method (Group 1), the Socratic Seminar method (Group 2), and the Cornell Note method (Group 3).

Question #1 and Question #2: I look forward to reading. I enjoy the books we read in school. When participants were asked if they look forward to reading, all three groups saw an increase in their overall percentage of agreement with the
statement. Group 1, the Study Guide group, had 35% who agreed with the claim, while Group 2, the Socratic Seminar group, had 48% who agreed, and Group 3, the Cornell Note group, had 42%. Group 3, the Cornell Note group, saw a big jump from 11% on the pre-survey, and 42% on the post-survey. This large of an increase was not noticed in the other teaching method groups.

In regards to participants enjoying the books read in school, all three groups increased their agreement with this statement as well. Group 1, the Study Guide group, had 50% who agreed with the claim, while Group 2, the Socratic Seminar group, had 30% who agreed, and Group 3, the Cornell Note group, had 27%. Group 2, the Socratic Seminar group, did not have any movement in their “neutral” or “agree” responses between their pre- and post-surveys.

The increase of percentages of students who look forward to reading and who enjoy the books read in school coincide with the research that shows when students are interested in a text, then they will be more engaged in the reading and ultimately perform better on tests (Abdorahimzadeh, 2014). The Cornell Note group (Group 3) had the largest increase on looking forward to reading with 42% strongly agreeing. The increase in the Cornell Note group’s responses can be attributed to the method of taking Cornell Notes. This style of note taking is learner-directed, which allows the students to take ownership of their reading and of their notes (Jacobs, 2008). Students then are able to focus on what they are reading and can engage with the text without worrying about what they think the teacher wants them to be writing down. The
freedom to engage in the text while taking learner-centered Cornell notes lead to an increase in responses for the Cornell Note group (Group 3).

**Question #3 and Question #10: Reading can help improve communication skills.** I learn more from books when I discuss them with others.** A noteworthy finding from these survey questions comes from the participants in Group 2, the Socratic Seminar group. The attitudes of those who strongly agreed that reading can help improve communication skills jumped from 30% to 41%. Their overall percentage of agreeing and strongly agreeing was an astounding 85% of the class (as compared to 62% of Group 1 and 54% of Group 3). The attitudes of those who strongly agreed that they learn more from books when they discuss them with others increased from 22% to 37%. This huge leap in agreement can be attributed to the use of Socratic Seminars (Group 2) to discuss the novel. Socratic Seminars rely on participants to hold discussions, make connections, and use appropriate communication skills to form a deeper understanding of the text (Risi et al., 2005). This form of communal dialogue helped the participants to grasp the complex nuances of the book (Risi et al., 2005). The participants in the Socratic Seminar group were able to see what both good and bad Socratic Seminar discussions were like, depending upon if all of the participants read the required chapters or not. The participants were able to see how the communication levels were impacted if the participants were not willing to put forth meaningful commentary. Because of these revelations, the participants were encouraged to read the required chapters and to come prepared to hold a Socratic Seminar. As the Socratic Seminar participants’ survey results show,
they were able to realize that reading can help improve communication skills and that they felt like they were able to learn more and benefitted from when they were able to discuss the novel with others.

**Question #4: Reading helps develop life-long skills.** Overall, the percentage of participants who agree and strongly agree that reading helps develop life-long skills is quite high. Seventy-seven percent of Group 1, the Study Guide group, either agrees or strongly agrees with the statement, while 78% of Group 2, the Socratic Seminar group, either agrees or strongly agrees, and 69% of Group 3, the Cornell Notes group, either agrees or strongly agrees with the statement. There was a major leap in agreement for Group 1, the Study Guide group, who increased their agreement responses from 39% to 69%. Overall, a majority of the participants responded in agreement with the statement, which coincides with what research has discovered. Research has shown that having a strong foundation of reading skills has a positive correlation for future academic success (Adelman, 2006). Students need to have the basic reading skills down in order to read more complex texts independently and proficiently, especially when it comes to the rigors of high school and college-level reading (Strauss, 2013). It is valuable then, that a majority of these participants, who are in the eighth grade, see the value of reading and how it can impact their future success.

**Question #7: I am interested in the things I learn in English class.** An interesting finding occurred within this question. Both Group 1, the Study Guide group, and Group 2, the Socratic Seminar group, did not have any movement in their
strongly agree responses between the pre- and post- survey. Group 3, the Cornell Note group, had a large increase on their strongly agree responses, moving from an initial 0% to 19% in their post- surveys.

It is possible that the Cornell Note group, group 3, had significant movement in their responses after receiving the treatment specifically because of the Cornell Note method. Cornell Notes are “designed to enhance not only memory, but understanding, transference of knowledge, and real-world applications” (Custer, 2012, p. 106). By taking Cornell Notes for the novel, participants were able to engage within the different levels of understanding, transference of knowledge, as well as real-world applications, thus enhancing their interest in the things learned in English class.

**Question #8: Reading is important.** Overall, the participants understand that reading is important. Group 1, the Study Guide group, had 54% agree and 23% strongly agree for a total of 77% agreement that reading is important. Group 2, the Socratic Seminar group, had 41% agree and 47% strongly agree for a total of 88% agreement. Group 3, the Cornell Note group, had 36% agree and 43% strongly agree for a total of 79% agreement. What is interesting though, is that group 1, the Study Guide group, maintained the same 54% agreement in the pre- and post- surveys, as well as the same 23% strongly agree in the pre- and post- surveys. Group 2, the Socratic Seminar group, saw a decrease in the strongly agree statements moving from 59% down to 47%. Group 3, the Cornell Note group, saw an increase in the strongly agree statement moving from 27% to 43%.
It is interesting to compare the results of question #4 with that of question #8. In question #4, 78% of Group 2 and 69% of Group 3 feel that reading helps develop life-long skills, whereas in question #8, 88% of Group 2 and 79% of Group 3 feel that reading is important. There is a 10% difference for both Group 2 and Group 3 who understand that reading is important, but who do not see the correlation between reading and future skills. It would have been beneficial to have this question have an open-ended response attached to it in order to see where the participants’ thinking differs between the two questions.

**Quantitative Results by Race and Ethnicity**

The researcher analyzed some of the pre- and post- Likert surveys by race and ethnicity in order to identify any significant findings among or between the racial and ethnic groups.

**Question #2: I enjoy the books we read in school.** The researcher discovered some interesting data in regards to participants enjoying the books read in school. The Caucasian participants moved from 1 agree on the pre-survey to having 5 agree on the post-survey. On the other hand, the Latino/Hispanic participants had a decrease of 6 agree on the pre-survey down to 1 agree on the post-survey. The novel *The Hunger Games* (Collins, 2008) centers around a Caucasian female protagonist. After receiving the treatment and reading the novel, the Caucasian responses increased in agreement with enjoying the books we read in school, while the Latino/Hispanic responses decreased. It is important to note that in order for students to be successful in the classroom, they need to be able to make personal connections to the curriculum
and the world around them. By having a Caucasian protagonist, it is possible that the Latino/Hispanic participants could not “see themselves” in the book (Carinci, 2009, p. 67). It is important for all students, regardless of race or ethnicity, to be able to, “see themselves” in the curriculum (Carinci, 2009, p. 67).

**Question #4 and Question #8: Reading helps develop life-long skills.**

**Reading is important.** The Caucasian participants saw an increase in their responses that reading helps develop life-long skills. In regards to reading being important, both the Asian and the Latino/Hispanic participants from Group 2, the Socratic Seminar group, had decreases in their agreement with the statement. The Asian participants fell from 3 strongly agree on the pre-survey to 1 on the post-survey. The Latino/Hispanic also decreased the strongly agree responses from 7 on the pre-survey to 5 on the post-survey. It is disappointing that the number of participants who see that reading is important decreased after the treatment was completed. Understanding the importance of reading has positive implication for the participants’ future academic success, especially since there still is a racial gap in academic achievement (Adelman, 2006; Thernstrom & Thernstrom, 2003). In order to help close the racial achievement gap, all students need to see the value in reading and how it can apply to their lives and their futures. Teachers can help students to see the importance of reading by helping students make connections and meaning to the text and the outside world (Duffy et al., 1987). Teachers can help to model reading strategies and allow students to engage in meaningful dialogue, which ultimately can help students become critical readers and critical thinkers (Ketch, 2005).
Quantitative Results by Gender

The researcher analyzed a select few of the pre- and post- Likert surveys by gender in order to identify any significant findings.

**Question #1: I look forward to reading.** When males and females of Group 3, the Cornell Note group, were asked if they look forward to reading, a majority of the participants agreed and strongly agreed. On the pre-survey, only 3 females strongly agreed that they look forward to reading, but on the post-survey 8 females strongly agreed that they look forward to reading. On the post survey, 4 males agreed and 3 males strongly agreed that they look forward to reading, for a total of 7 out of the 11 male participants in the group. The increase of male agreement to looking forward to reading coincides with the research that shows that if there is high interest in the text, then boys and students of color will be more engaged and perform better on tests (Abdorahimzadeh, 2014; Holmes et al., 2007). In addition, if boys view the text as being boy-friendly, then they will have more interest in the text (Oakhill & Petrides, 2007). The novel *The Hunger Games* does lend itself naturally to being boy-friendly and of high interest as it is an action novel set in a dystopian society. Girls, on the other hand, tend to persist with reading, regardless of the interest-level of the text (Abdorahimzadeh, 2014). The protagonist in the novel is female, which, according to research, does not impact whether or not girls will continue with reading the novel. Overall, the results of these survey questions regarding interest with reading coincide with what the research says about interest level and motivation to read.
**Question #10: I learn more from books when I discuss them with others.**

The results from Group 2, the Socratic Seminar group, showed that there was an overall agreement that the participants learn more from books when they discuss them with others. The females in this group had a total of 12 out of 18 females agree and strongly agree on the post-survey.

The Socratic Seminar group, group 2, had the opportunity to discuss the class novel with others for the duration of the treatment. The fact that 12 females felt that they benefitted from discussing the book with others was pleasing to the researcher. Research shows that as females progress through adolescence, they tend to “lose their voice” along the way (hooks, 1994, p. 178). They do not feel comfortable speaking out or saying something that might go against what others believe. The Socratic Seminar method allowed the females to have the space to speak their opinions in a comfortable and controlled environment without the fear of losing their voice (hooks, 1994).

**Qualitative Data: Open-Ended Questions Survey Results**

The results obtained through the open-ended questions provided detailed feedback regarding the participants’ attitudes towards reading. The objective was to examine the participants’ attitudes towards reading after they had received the different treatments and to see if and how the results varied between groups. Only 79 participants chose to respond to the open-ended questions, so only the surveys with responses were analyzed.
Survey Question # 1: What do you like most about English class? Twenty-eight participants (34%) stated that they like to read the novels while five students (6%) stated that they enjoyed being able to read “modern” books in class. For the combined 40% of students who most enjoy reading novels in English class, including modern novels, this reflects strongly upon the education these participants have received in the past. Growing up, these participants were apart of the No Child Left Behind (NCLB) era. These participants most likely received an education that was focused on teaching to the test in order to increase test scores (Tierney, 2000). During this time, there was a one-size-fits-all approach to teaching reading, and most of the reading probably came from scripted curriculum (Tierney, 2000). Neither the students nor the teachers had the freedom to teach modern novels if they were not directly going to help increase test scores. Now that the participants are in the Common Core era, they are responding to the freedom of reading novels in class and not being forced to read from a scripted curriculum (Strauss, 2013). Hopefully, by having the ability to read entire novels that are not from a school-mandated anthology, students will find a love for reading that may not have been there before.

Survey Question # 2: Do you think you comprehend more when reading with a group or by yourself? Explain. Forty-three participants (52%) stated that they comprehend more when reading in a group, while thirty-six participants (44%) stated that they comprehend more when read themselves. The majority of participants prefer to read with a group, which aligns with what students have done throughout their schooling. Throughout the school years, teachers scaffold reading by modeling
comprehension strategies, thinking aloud, and critically responding to the text (Ketch, 2005). Some of the participants, such as Justin, Caucasian, responded that they were able to “go back and ask questions” to things they did not understand. This form of dialogue allows for students to gain a deeper understanding of the text (Risi et al., 2005). Scaffolding the reading through group discussions is what the participants are most comfortable and familiar with, which is why 52% of them think they comprehend more by reading with a group.

On the other hand, 44% of the participants think they comprehend more reading by themselves. These participants understand that they need to read at their own pace and use their own tools to comprehend a text. The preference to read independently could be due in part to teachers lacking adequate training on how to teach reading comprehension skills to adolescence. Many times teachers assume that adolescent students already know the tools they need to decipher a text, when in actuality the teachers need to explore the text alongside the students (Kozen, Murray, & Windell, 2006). However, not all students learn the same way, so some students may just prefer to read independently.

Survey Question #3: What reading strategy is most beneficial to you when reading a text? Why? “Taking notes” was the answer chosen by 22% of the participants in regards to being the most beneficial tool when reading a text. This response aligns with the research that shows note taking is a valuable tool to help remember what was read, especially since 46% of new information read is lost within 24 hours of reading it (Pauk, 1997). The notes also serve as a review of the chapter,
which is what 16% of the participants said is most beneficial to them. By taking the notes of the chapter, and then being able to review them the next day, the participants are creating a solid foundation of knowledge of the reading (Risi et al., 2005).

Thirteen percent noted that they enjoy reading as group. Adam, Latino, wrote that he liked “hearing other people’s voices read” and that he was able to “imagine what the scene looks like.” By listening to others read aloud, and hearing other students’ voices, students are reinforcing their capacity to learn together (hooks, 1994). They are able to hear other students’ inflections and enthusiasm, which can spark a new way of looking at a scene in the book. The students are able to learn together by listening to each other read a passage aloud, and then they can visualize it for themselves and put themselves in the story. Through this form of cooperative learning, a deeper understanding of the text emerges (Crain et al., 2002).

Survey Question #4: What part of reading a text as a class is most helpful to you? Why? The responses to this survey question mirrored the responses to question #2 and question #3. Twenty-six percent of participants responded that being able to discuss the text with others is most helpful when reading as a class. This response matches the response to question #2 where the majority of participants stated they comprehend more when reading with a group. Anne, Russian, stated that reading as a class “gives me a push to learn more than when I read by myself.” Again, the push to learn is strengthened by learning together (hooks, 1994).

Hearing others read with emotion, whether it is the teacher or other students, were another 26% of the participants’ responses. This matches what the participants
responded with in question #3 in that it allows for the students’ minds to picture the text and imagine what they are reading. These participants responded that by hearing others read with emotion, they are able to gain a better understanding of the text than if they were to read it to themselves (Crain et al., 2002).

**Conclusions**

The importance of reading is has been well documented. Students need to be active participants in their education in order to be successful in the future (Zyngier, 2007). They need to be able to read independently and proficiently and at a rigorous level (Stauss, 2013). It is the job of educators to help students be prepared for the future and all that reading has to offer, especially since having well-developed reading skills has a strong indication for future academic success (Alverman & Phelps, 1998).

One way for educators to help prepare students is by incorporating different teaching methods, such as the Socratic Seminar and Cornell Notes, when teaching a novel.

Socratic Seminars and Cornell Notes can both be effective and increasing reading comprehension levels when they are taught early on and reinforced throughout students schooling. Socratic Seminars benefit students by allowing them to engage in a communal dialogue with peers, and to hear different perspectives on the reading that they may not have heard otherwise (Crain et al., 2002). Cornell Notes allow students to interact with their notes to reinforce their reading in a way they might not have done with a different type of note-taking (Custer, 2012). It would be beneficial for students to have exposure to these different methods early on in their school years as they both are excellent tools to use in the classroom.
The findings of the study indicate that students enjoy reading, and that they look forward to reading in class. These findings pleased the researcher, as having a higher level of motivation to read can increase reading comprehension (Guthrie et al., 2004). In addition, if the participants enjoy reading and are successful at it, then they will have a better chance of continuing to be a successful and competent readers in the future (Guthrie, 2001).

The results of the study by race and ethnicity showed that the Caucasian students identified with the protagonist of the novel, and therefore looked forward to the books read in school. The Latino/Hispanic students, however, had a decrease in their enjoyment of the books read in school. It is important that all students, regardless of race or ethnicity, to “see themselves” in the curriculum (Carinci, 2009, p. 67).

The findings of the study by gender indicated that both females and males had an increase in looking forward to reading after receiving the treatment. In addition, the female students agreed that they learn more from books when they discuss them with others. This pleased the researcher, as females need to feel that their voices are being heard in the classroom (hooks, 1994).

The quantitative data collected through the chapter quiz scores were inconclusive in showing a trend towards one teaching method being more effective than the others. Out of the five quizzes, only one showed a significant statistical difference between the use of the Study Guide method and the Socratic Seminar method. The lack of a consistent change in quiz scores could be attributed to the fact
that the Socratic Seminar and the Cornell Note teaching methods were relatively new to the participants, whereas the Study Guide method is something they have used throughout their schooling.

After completing this study, the researcher acknowledges that it would be beneficial to use a combination of the three teaching methods when teaching a novel. The regular use of Study Guide questions, combined with Socratic Seminar discussions, as well as Cornell Note taking would have a better chance of enhancing students’ knowledge and understanding of the text than by using one single method alone. Students would become engaged with the text and would be able to find out what learning style works best for their needs. Since students learn in different capacities, so teachers will have a better opportunity of reaching all students’ reading needs by switching out the use of all three teaching methods when teaching a novel.

Limitations

This research study was conducted at a middle class, kindergarten through eighth grade school in a small school district. Due to this, this sample was not representative of the entire district population. Only 82 participants were involved in this study. It would have been useful to survey other participants attending different socio economic schools in the district in order to generalize the findings collected in this study.

In addition, the groups were naturally assembled, so there was not an even balance of females and males in the different groups. Since Group 2, the Socratic Seminar group, had 20 females and only 8 males; there were not enough male points-
of-views on the surveys to see how this method differed between genders. Also, student personalities cannot be measured, so the mixture of students in the classes was not all the same.

A colleague of the researcher administered both the pre- and post- surveys. Since the researcher was not present for the completion of the surveys, it went unnoticed that not all of the participants knew to turn the survey over to see the open-ended questions on the backside. It would have helped to have had the colleague check all the surveys before they were turned in, as well as to write a note on the bottom of the survey telling the participants that there were more questions on the back.

An additional question that should have been included on the surveys were whether the participants had any prior experience with the difference teaching methods, Study Guides, Socratic Seminars, and Cornell Notes, and if so, for how many years. It would have been beneficial to see who had exposure to the methods and their level of confidence within each method.

**Recommendations**

Future studies should investigate the use of Socratic Seminars and its relationship to adolescent girls. As girls progress through adolescence, they tend to “lose their voice” along the way (hooks, 1994, p. 178). Author bell hooks (1994) notes that, “as silence and obedience to authority were most rewarded, students learned that this was the most appropriate demeanor in the classroom” (p. 178). Many teachers do praise those who sit silently and obediently, which is a tragic thing for any
adolescent, girl or boy, to associate not having a voice with being a “perfect student,”
or in many cases, the “perfect girl.” hooks (1994) continues the thought that, “Most
students are not comfortable exercising this right [“free speech”] – especially if it
means they must give voice to thoughts, ideas, feelings that go against the grain, that
are unpopular” (p. 179). Since the nature of Socratic Seminars is to engage in
dialogue, it would be interesting to focus on how girls participate and how they feel
about participating in the discussions.

Finally, the researcher is a strong advocate of the use of Cornell Notes and
Socratic Seminars. Teachers should receive more training on these different methods
and how to implement them in all content area classes. Teachers should then
introduce and incorporate both the Cornell Notes and Socratic Seminars early and
often in the classroom. As students become familiar and more comfortable with the
methods, positive results eventually will unfold and students and teachers alike will
enjoy all that both methods have to offer.
APPENDIX A

Principal Letter of Consent
September 26, 2014

To Whom It May Concern:

I give permission for Ashleigh Pane to conduct her Masters of Arts in Education, Curriculum and Instruction research study here at Southport Elementary School. Please let me know if you have any questions and you can reach me at the contacts below.

Sincerely,

Kendra Reynolds
Principal
Southport Elementary
APPENDIX B

Consent and Assent Forms
Consent Parental Letter for Participation in a Research Study
The Effects on Reading Comprehension

My name is Ashleigh Pane, and I am a Curriculum and Instruction graduate student at California State University, Sacramento. Your daughter or son is being asked to participate in a study on reading comprehension. I am analyzing different teaching strategies to determine which strategy is most effective at increasing reading comprehension levels among students. The student’s participation involves reading a novel and discussing it in different formats. This is part of their normal educational procedures and they will not be required to do anything extra from the other students. There is no risk or harm involved in this study. The information your daughter or son provides on the novel’s reading comprehension tests are confidential and will not impact his or her grade. Individual scores shall never be traced back to any individual. Your daughter’s or son’s participation is completely voluntary. You may have the student opt out at any time with no negative consequences. Your daughter’s or son’s participation is greatly appreciated.

If this form is not returned, you are giving me consent to have your daughter/son participate in my research.

Thank You.

Put an X in the appropriate space provided.

_____ I wish to have my daughter/son not participate in this study.

_____ I give you the permission to have my daughter/son ____________________________________________ participate in the study.

Student’s name ________________________________________________________________

Parent/legal guardian Signature __________________________ Date ____________

Questions about my study, please contact me by phone (916-375-7890) or by email aadams@wusd.k12.ca.us
Student Consent
The Effects on Reading Comprehension

I understand I will participate in a research project where my teacher will be analyzing different teaching strategies to determine which strategy is most effective at increasing reading comprehension levels among students. My participation involves completing a pre/post reading survey, reading a novel, and discussing it in different formats. This is the same thing that the rest of the class will be doing, it just allows my teacher to collect and use the data for a study she is doing. I understand that there will not be any consequences if I do not participate.

I understand my information gathered during this research will remain anonymous and confidential. I would like to participate in this study.

Name: _____________________________
Signed: ____________________________
Date: ______________

Name of parent or legal guardian: ___________________________
APPENDIX C

Pre-Post Reading Survey and Questionnaire
Background Information (Please circle your response)

**Ethnicity:** African-American  Asian  Caucasian  Latino/Hispanic  Russian/Ukrainian  Other __________

**Gender:** Male  Female  **Age:** 12  13  14  other ________

This survey is used to determine how you feel about reading. Responses will not affect any academic grades. Please circle the number that best represents how you feel:

1= Strongly Disagree  2= Disagree  3= Neutral  4= Agree  5=Strongly Agree

<table>
<thead>
<tr>
<th></th>
<th>I look forward to reading.</th>
<th>1= Strongly Disagree</th>
<th>2= Disagree</th>
<th>3= Neutral</th>
<th>4= Agree</th>
<th>5=Strongly Agree</th>
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<td>I enjoy the books we read in school.</td>
<td>1= Strongly Disagree</td>
<td>2= Disagree</td>
<td>3= Neutral</td>
<td>4= Agree</td>
<td>5=Strongly Agree</td>
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<tr>
<td>2</td>
<td>Reading can help improve communication skills.</td>
<td>1= Strongly Disagree</td>
<td>2= Disagree</td>
<td>3= Neutral</td>
<td>4= Agree</td>
<td>5=Strongly Agree</td>
</tr>
<tr>
<td>3</td>
<td>Reading helps develop life-long skills.</td>
<td>1= Strongly Disagree</td>
<td>2= Disagree</td>
<td>3= Neutral</td>
<td>4= Agree</td>
<td>5=Strongly Agree</td>
</tr>
<tr>
<td>4</td>
<td>I enjoy reading books outside of school.</td>
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<td>2= Disagree</td>
<td>3= Neutral</td>
<td>4= Agree</td>
<td>5=Strongly Agree</td>
</tr>
<tr>
<td>5</td>
<td>I look forward to my English classes.</td>
<td>1= Strongly Disagree</td>
<td>2= Disagree</td>
<td>3= Neutral</td>
<td>4= Agree</td>
<td>5=Strongly Agree</td>
</tr>
<tr>
<td>6</td>
<td>I am interested in the things I learn in English class.</td>
<td>1= Strongly Disagree</td>
<td>2= Disagree</td>
<td>3= Neutral</td>
<td>4= Agree</td>
<td>5=Strongly Agree</td>
</tr>
<tr>
<td>7</td>
<td>Reading is important.</td>
<td>1= Strongly Disagree</td>
<td>2= Disagree</td>
<td>3= Neutral</td>
<td>4= Agree</td>
<td>5=Strongly Agree</td>
</tr>
<tr>
<td>8</td>
<td>I enjoy reading and like to do it.</td>
<td>1= Strongly Disagree</td>
<td>2= Disagree</td>
<td>3= Neutral</td>
<td>4= Agree</td>
<td>5=Strongly Agree</td>
</tr>
<tr>
<td>9</td>
<td>I learn more from books when I discuss them with others.</td>
<td>1= Strongly Disagree</td>
<td>2= Disagree</td>
<td>3= Neutral</td>
<td>4= Agree</td>
<td>5=Strongly Agree</td>
</tr>
</tbody>
</table>
Pre-Post Reading Questionnaire

Please respond to each question thoughtfully.

1. What do you like most about English class?

2. Do you think you comprehend more when reading by yourself or with a group? Explain.

3. What reading strategy is most beneficial to you when reading a text? Why?

4. What part of reading a text as a class is most helpful to you? Why?

5. What part of reading a text as a class is least helpful to you? Why?

6. What is your current grade in English?
APPENDIX D

*The Hunger Games* Chapter Quizzes
Close Reading Test, The Hunger Games, Chapters 1-9

1. The story opens on the day of the _________________.
   A. reaping   B. tributes   C. Hunger Games   D. Seam

2. Which of the following statements best describes District 12?
   A. A wealthy coal-mining district with bright, distinct colors
   B. A coal region that is dark, poor, and not well-respected
   C. A area that is becoming revitalized through rebuilding and hard work
   D. A desolate area that is void of food and sunshine

3. What prompted Katniss to begin hunting in the woods, even though she knows it is illegal?
   A. It was her only option in order to keep her family alive following her father’s death
   B. Her father directed her to hunt in the woods in order to supplement his pay from the mines.
   C. She likes to show off her skills with a knife since very few of the residents can use one
   D. It was the only way to spend time with Gale, her hunting partner

4. How many entries did Primrose have in the Hunger Games lottery?
   A. 0   B. 2   C. 1   D. 5

5. What is the meaning of the phrase, “the protocol has become rusty” from page 22?
   A. The directions for the reaping were lost many years ago.
   B. The directors are trying to decide whether they will accept Katniss as a volunteer.
   C. The glass ball containing the names of the entrants is very old.
   D. The directors are confused because it’s been a very long time since a volunteer has surfaced during the reaping.

6. What act of defiance did District 12 engage in?
   A. They made the sign of the mockingjay in unison.
   B. Not one single person clapped when Katniss took the stage at the reaping.
   C. They refused to allow Prim to be chosen for the reaping.
   D. No one made eye contact with the camera as it panned the crowd.

7. What significant childhood connection does Katniss have to Peeta?
   A. He served as her lifeline by tossing burnt bread at her so she could survive.
   B. He taught her how to identify the edible plant, katniss, after which she was named.
   C. Madge and Peeta were the only childhood friends Katniss had.
   D. Peeta’s father knew Katniss’ mother.
8. **Why does Katniss avoid crying at all costs?**
A. She does not want to show her family she is upset…and therefore, cause them more pain.
B. She fears that Peeta will feel the need to protect her and, therefore, jeopardize himself.
C. There are always cameras on them, and she does not want to appear weak…nor does she want to give the Capitol the pleasure.
D. She suspects the Capitol will rank her higher if she appears brave.

9. **Why are certain tributes referred to as “Careers”?**
A. They are kids from wealthier districts who’ve been trained their whole lives for this contest.
B. They are the tributes sponsored by the Capitol.
C. They are paid contestants who wish to have careers as mercenaries.
D. They are the tallest, strongest contestants.

10. **Who gives Katniss the gold mockingjay pin to wear in The Hunger Games?**
A. Gale  B. Peeta  C. Prim  D. Madge

11. **What can the reader infer to be the cause of Haymitch’s drunken state?**
A. He has plenty of money from having won his Hunger Games, so he spends it on liquor.
B. He is emotionally distraught from having murdered 23 fellow contestants in his Hunger Games, and he drinks to avoid thinking about it.
C. He lost his daughter in a previous Hunger Games and drinks to avoid breaking down over her death.
D. He has been unable to find work in the impoverished District 12, so he drinks to fill the time.

12. **Why does Katniss believe that “a kind Peeta Mellark is far more dangerous to me than an unkind one”?**
A. She realizes he will be harder to trust if he is running around being kind to everyone.
B. She knows it will be harder to kill him if she believes he is a kind person.
C. She thinks the audiences will like him better because he is kinder.
D. She fears he is being fake and will turn on her when she least expects it.

13. **What is the symbolic significance of the dandelion?**
A. It represents hope.
B. It represents vengeance.
C. It represents independence.
D. It represents nature.
14. Which of the following statements is an accurate description of the Capitol’s residents?
A. They are alien-like with exaggerated features.
B. They are oddly dressed with bizarre hair and brightly-painted faces.
C. They appear similar to the residents of other districts, but they are plump from being better-fed.
D. They wear futuristic clothing made from rare, metallic material.

15. Why do Cinna and Portia choose “flaming” costumes for Katniss and Peeta?
A. They want to intimidate the other tributes with an outlandish, devilish costume.
B. They believe the bright colors will attract more sponsors.
C. They want to send a covert message to the underground movement that is organizing against the Capitol.
D. Tributes typically wear costumes that represent the flavor of the district, and coal is used to burn.

16. What is an Avox?
A. Someone who has committed a crime and had his/her tongue cut so he/she can’t speak
B. A traitor who has been exiled from the Capitol
C. A popular, dog-like animal that the Capitol residents carry around in purses
D. A mail-order company for cosmetics used by the Capitol residents

17. What does Haymitch see as Peeta and Katniss’ most useful skills for the arena?
A. Peeta’s kindness and Katniss’ survival mentality
B. The real-life romance between the two
C. Their ability to go for long periods of time without food
D. Peeta’s strength and Katniss’ ability to hunt with weapons

18. Why is Katniss drawn to Rue?
A. Rue reminds her of Prim.
B. Rue does not have any friends at the Hunger Games, and Katniss feels sorry for her.
C. Rue is the only tribute who bothers to be friendly to Katniss and Peeta.
D. Rue is a strong tribute, and Katniss realizes they need her allegiance.

19. Why does Katniss shoot an arrow at the Gamemakers’ table?
A. She does it in retaliation for being sent into the Hunger Games.
B. She wants to show off her arrow shooting ability.
C. She misunderstands the rules of the preliminary rounds.
D. She feels disrespected because they are more concerned with a roasted pig than her arrow shooting.
20. Why is it important for Katniss to receive a high score in the training arena?
A. A high score will intimidate the other tributes, making them avoid Katniss until the very end.
B. High-scoring tributes often form alliances with one another, which keeps them alive longer.
C. High-scoring tributes often attract more sponsors, which can be helpful in the Hunger Games.
D. A high score will cause the Capitol to take her seriously.

21. What impact did Gale have on Katniss’ life?
A. Gale taught her additional survival skills, divided the work and spoils, and gave her security through his companionship.
B. Gale filled the void left by the literal loss of her father and the metaphorical loss of her mother, and his companionship was like that of a husband.
C. Gale taught Katniss how to be a survivor and stand up for herself.
D. Gale showed Katniss attention when nobody else did, increasing her self-worth and self-esteem.
Close Reading Test, The Hunger Games, Chapters 10-18

1. Why is Peeta’s declaration of love for Katniss so important?
   A. It makes her desirable to the audience, which will gain her more sponsors.
   B. It safeguards him against her wrath during the Hunger Games.
   C. It warms the crew to her so they will try harder to make her appear alluring.
   D. It gives Katniss the confidence to return Peeta’s love.

2. Why is the phrase “Star-crossed lovers” an apt allusion to Romeo and Juliet?
   A. Like Romeo and Juliet, Peeta and Katniss are fated for tragedy beyond their control.
   B. Katniss will ultimately be forced to kill Peeta, which is similar to Romeo’s death due to his love for Juliet.
   C. According to the stars, Katniss and Peeta are destined to be together.
   D. Romeo, like Peeta, confessed his love publicly.

3. What can the reader infer from the line, “The actual Games don’t start until ten because so many of the Capitol residents rise late”?
   A. The Capitol residents are not really particularly interested in viewing the televised Hunger Games.
   B. The Capitol understands the need for the contestants to have additional time to prepare.
   C. Because the Capitol residents are privileged and spoiled, they don’t have to get up early to go to work.
   D. The Capitol residents rise late because they are forced to work late into the night.

4. What is the purpose of Games Sponsors?
   A. They provide the funds for the Games to be televised to all of the districts.
   B. They create commercials for their goods that are televised during the Games.
   C. They haggle on behalf of their favorite contestants in order to negotiate an easier outcome for them during the Games.
   D. They donate gifts that are delivered to the contestants during the Games and could potentially be the difference between life and death.

5. Realizing he does not have a realistic chance to survive the Games, what is Peeta’s desired outcome?
   A. Peeta hopes to avoid disgracing himself or letting the Games turn him into some kind of monster.
   B. Peeta’s only goal is to make sure Katniss wins.
   C. Peeta desires to hear Katniss declare her love for him before he dies.
D. Peeta wants the Capitol to be removed from power by a revolt of the people.

6. Why did Katniss’ gold mockingjay pin barely clear the review board so she could wear it in the Games?
   A. The Capitol realized the mockingjay was a symbol of dissent.
   B. Cinna forgot to retrieve it from Katniss’ green outfit she wore on the train.
   C. The review board feared the pin could be used as a weapon, giving Katniss an unfair advantage.
   D. Token symbols are generally not allowed in the Games.

7. How long has it been since the districts lost the war against the Capitol?
   A. 74 years (known since this is the 74th annual Hunger Games)
   B. at least 200 years, based on the decrepit state of the outer districts
   C. 13 years (one year for each resulting district)
   D. 16 years (known since the first Hunger Games occurred when Katniss was born)

8. When the gong rings out to declare the opening of the Hunger Games, what does Katniss retrieve before running into the woods?
   A. a mound of blanket rolls
   B. a tent pack
   C. a bow with arrows
   D. a bright orange backpack

9. When Katniss encounters the pack of Careers for the first time after hiding in the tree, she is shocked by what realization?
   A. The Careers are currently hunting her and may have spotted her in the tree.
   B. Peeta is with the Careers and appears to be working with them.
   C. The Careers have Peeta as their hostage in order to gain access to Katniss.
   D. She realizes Rue has been the Careers first victim.

10. When Katniss first says “water” out loud…yet it doesn’t arrive from Haymitch, what conclusion does she ultimately form?
    A. She realizes Haymitch would only withhold water if she was already close to finding it for herself.
    B. She thinks Haymitch is intentionally withholding water because he does not like her.
    C. She thinks Haymitch was unable to secure any sponsors for her.
    D. She realizes the Capitol is getting revenge against her for shooting an arrow at the review board.

11. Why do the Gamemakers create a fire in the Games?
    A. The fire is intended to kill off the weaker contestants.
    B. The fire is created accidentally due to a contestant’s campfire.
    C. The fire is designed to flush the contestants out of hiding.
D. The fire is intended to spread out the contestants.

12. What “weapon” does Rue point out to Katniss while she is trapped in a tree with the Careers beneath her?
   A. Rue points to an arrow that Katniss retrieves.
   B. Rue points to a knife lodged in the tree.
   C. Rue points to a weak branch that is ready to fall.
   D. Rue points to a nest of tracker jackers.

13. What is the first gift from her sponsors that Katniss receives via parachute?
   A. a bow and arrows
   B. medicated balm for her burns
   C. a decanter full of drinking water
   D. a dead rabbit to roast for food

14. How does Katniss gain access to the bow and arrows?
   A. Katniss wrestles the bow and arrows from Glimmer’s dead body before the hovercraft takes her away.
   B. Katniss beats the other tributes to the bow and arrows at the Cornucopia.
   C. Katniss carves her own bow and arrows using the knife thrown at her by the girl from District 2.
   D. Peeta secures the bow and arrows and gives them to Katniss when he meets up with her.

15. Who does Katniss form an alliance with?
   A. the Careers
   B. Cato
   C. the girl from District 2
   D. Rue

16. What offensive plan does Katniss’ alliance form?
   A. They plan to spy on the Careers to determine whether Peeta is truly with them.
   B. They plan to hide up in the trees in hope of not being noticed until the end.
   C. They plan to destroy the food supplies of the Careers.
   D. They plan to recruit more members for their alliance.

17. How does Katniss attack the Careers’ base camp?
   A. Katniss sets multiple fires around the perimeter of the base camp.
   B. Katniss shoots an arrow at a bag of apples, spilling them onto the land mines and activating them.
   C. Katniss set an arrow on fire and shoots it into the middle of the supplies pile.
   D. Katniss throws a hive of tracker jackers into the base camp.
18. What clue tells Katniss that Rue was unable to complete her mission?
A. The third fire site was untouched and had never been lit.
B. The boy from District 1 was found in a net.
C. The mockingjays sang Rue’s song.
D. Rue sprinkled mint leaves around the campfire.

19. How did Rue meet her end in the Hunger Games?
A. The boy from District 1 caught her in a net and speared her.
B. She fell from a tree while attempting to jump to another.
C. She inadvertently stepped on a land mine.
D. Cato caught her and stuck her with a knife.

20. After Rue’s death, what does Katniss do in an attempt to shame the Capitol?
A. Katniss places her fingers to her mouth in the shape of a 12, knowing it will be shown on camera.
B. Katniss leaves the weapon in Rue’s body so it will go up with the hovercraft.
C. Katniss decorates Rue’s body with wildflowers.
D. Katniss sings Rue’s song to the mockingjays so they will repeat it.

21. What gift does Katniss receive from Rue’s district?
A. Katniss receives a loaf of dark grain bread, sprinkled with seeds.
B. Katniss receives a gold mockingjay pin.
C. Katniss receives a replacement set of arrows.
D. Katniss receives an iron dagger.

22. What unexpected announcement comes from Claudius Templesmith’s voice?
A. He announces a rule change to the games stating that two tributes may win if they are both from the same district.
B. He announces a plot twist in which one tribute’s family member has been added to the Games.
C. He announces a feast waiting at the Cornucopia for the final 2 contestants.
D. He announces the number of hours remaining in the Games.

23. Why does Katniss take the risk of lighting a fire following Rue’s death?
A. Katniss is starving and realizes this is her only option for survival.
B. Katniss no longer cares if the fire attracts other tributes; in fact, she wants them to show up.
C. Katniss hopes the fire will serve as a signal to Peeta so he will join her.
D. Katniss thinks the fire will confuse the Careers, buying her some time to put distance between them.
24. Why was Katniss appalled to find dried fruit in the pack of the boy from District 1?
   A. The fruit had belonged to Rue, and this indicated the boy had stolen it from her.
   B. It indicated that the boy had more sponsors simply because he was from a better district.
   C. Finding dried fruit showed Katniss that there was an additional food source hidden somewhere in the arena, if only she could find it.
   D. Traveling with so little food indicated his arrogance because he knew he had a huge bounty of food waiting back at base camp.

25. When Katniss is at her lowest, what repeatedly motivates her to continue?
   A. She remembers the promise she made to Peeta.
   B. She uses the growing anger against the Capitol to push her forward.
   C. She genuinely believes she can win the Games.
   D. She has thoughts of Prim watching anxiously on TV back home.
Close Reading Test, *The Hunger Games*, Chapters 19-27

1. **How does Katniss know she has located Peeta?**
   A. A mockingjay picks up her “song” as she calls out for him, and Peeta hears it.
   B. She almost steps on him in hiding, and he says, “You here to finish me off, Sweetheart?”
   C. She follows a trail of dried blood that leads to Peeta’s dead body.
   D. Peeta trips her intentionally, unsure if she is his friend or enemy.

2. **When Katniss locates Peeta, what does she find has happened to him?**
   A. He bled to death after being cut deeply by Cato while saving her.
   B. He is badly cut and is hiding, well-camouflaged, against the riverbank.
   C. He has joined the Careers and has turned against her.
   D. He has broken his leg from falling over a cliff while fleeing Cato.

3. **When Katniss and Peeta meet back up, she discovers that he has received__________ from his sponsors.**
   A. nothing  
   B. fever-reducing pills  
   C. bread  
   D. a bow and arrows

4. **What does Katniss do in order to prevent Peeta from talking about dying?**
   A. She kisses him.  
   B. She reminds him of all he has to look forward to back home.
   C. She lies to him and tells him he is not badly hurt.
   D. She reminds him that their conversation is being broadcast.

5. **What does Haymitch send Katniss and Peeta as a reward for their first kiss?**
   A. A chocolate heart  
   B. A pot of broth  
   C. Medicine to mend Peeta’s leg  
   D. A map of the arena

6. **Why do Peeta and Katniss hide on the ground when they’d be safer in the trees?**
   A. Katniss fears they would be easier targets in the trees.
   B. The Capitol has sent a fierce wind into the arena that would knock them out of the trees.
   C. The ground offers more warmth.
   D. Peeta is too badly injured to be moved to a tree.
7. What did Katniss give Prim for her birthday?
A. a golden pin with a bird on it
B. a badly-injured goat
C. a beautiful dress to wear to the reaping
D. a hand-scribed book of edible plants

8. What offer does Claudius Templesmith make for those who attend the feast at the Cornucopia?
A. Those who show up will find a backpack containing something they need badly.
B. Those who show up will receive immunity through the next round of the Games.
C. Those who show up will receive additional food supplies.
D. Those who show up will receive increased sponsorship, which will result in additional gifts.

9. How does Katniss distract Peeta in order to attend the feast at the Cornucopia?
A. She sends him to gather edible plants while she sneaks away to the feast.
B. She tells him she is going out, briefly, to hunt.
C. She tells Peeta the truth, knowing he will support her decision.
D. She drugs him with the sleep syrup sent by Haymitch.

10. What saves Katniss from Clove’s knife?
A. Katniss protects her face with her backpack, which intercepts the blow from the knife.
B. Clove’s partner, Cato, yells to her from the woods, distracting her.
C. Katniss turns the knife against Clove, causing her to stab herself.
D. Thresh kills Clove with a rock because he heard her say they had killed Rue.

11. What necessary item did Katniss risk her life to retrieve from the Cornucopia feast for Peeta?
A. injectable medicine that will prevent the infection from killing Peeta
B. a tiny backpack containing a map of the entire arena
C. a pot of broth
D. a tourniquet to wrap around Peeta’s badly injured leg

12. What is the connection between Peeta’s father and Katniss’ mother?
A. Peeta’s father saved Katniss’ mother’s life when she was starving by giving her a loaf of bread.
B. Peeta’s father wanted to marry Katniss’ mother, but she ran off with a coal miner.
C. Katniss’ mother once saved Peeta’s father’s life with her medicine.
D. Peeta’s father was once married to Katniss’ mother, but their marriage did not survive the harsh conditions in their district.
13. When did Peeta first fall in love with Katniss (according to Peeta)?
A. on the first day of school when they were five years old
B. when he saw her hiding behind the trash can, looking for food
C. when she volunteered to replace her sister in the Hunger Games
D. when he spied on her while she was hunting in the woods

14. What is the “prize” for the winner of the Hunger Games?
A. immunity for the children of the victor (from all future Hunger Games)
B. the opportunity to move from the winner’s district to the Capitol
C. fewer entries into future reapings
D. a house in the part of town reserved for Hunger Games’ victors

15. By what means do Peeta and Katniss conclude Haymitch must have won his Games?
A. Haymitch must have won due to his size and superior strength.
B. Haymitch must have won due to his hunting and scavenging skills.
C. Haymitch must have won due to his ability to hide and camouflage.
D. Haymitch must have won by outsmarting the others.

16. What strategy did Foxface use in order to quickly gain access to the items at the feast?
A. She hid in the Cornucopia.
B. She waited until all of the other tributes had grabbed their items before taking hers.
C. She ran quickly from the woods where she was hiding and took all of the bags.
D. She camouflaged herself and took her bag without being noticed.

17. Why does Katniss swear she will never bring a child into the world?
A. She has never found true love and does not want to mother a child without it.
B. She does not want another mouth to feed when she already has so many responsibilities.
C. She realizes that even as a victor, her children wouldn’t be safe from the reaping.
D. She fears her child would be a target due to her actions in the Games.

18. What ability has Katniss lost in the Games?
A. The ability to hear through her left ear was destroyed in the explosion.
B. Her ability to shoot arrows with accuracy has been compromised.
C. Her immune system has been damaged, and she is unable to fight off infections.
D. The ability to sing to the mockingjays was ruined by the explosion.
19. What caused Foxface’s death?
A. She was caught in a net and speared by a tribute from District 1.
B. She ate the nightlock berries Peeta had gathered.
C. She was caught by Thresh, who beat her head with a rock.
D. She was stung repeatedly by the tracker jackers.

20. What do the Gamemakers send into the arena to force a meeting between Cato, Peeta, and Katniss at the Cornucopia?
A. floods
B. a fire storm
C. previous contestants
D. mutations

21. What do the attackers at the Cornucopia have in common with the dead tributes?
A. They are named after dead tributes.
B. They will not be allowed to leave the arena unless they survive.
C. They have been ability-ranked by the Gamemakers.
D. They have each of the dead tribute’s eyes.

22. What special defense does Cato have against Katniss’ arrows?
A. a flesh-colored, full-body, mesh armor
B. his ability to move quickly from side-to-side
C. an iron spear that is capable of piercing the arrows
D. a brief force field that he can summon when necessary

23. What signal does Peeta give to Katniss so she will know how to attack Cato?
A. He points at Cato’s head so Katniss will shoot him.
B. He whistles Rue’s song so Katniss will know to attack.
C. He forms an X with his fingers over Cato’s exposed hand.
D. He calls Cato by the name of Thresh so Katniss will know to knock him over the edge and down to the muttations.

24. Once Cato is dead, why does the contest not end?
A. Claudius Templesmith announces that the earlier revision has been revoked, and there can be only one winner.
B. Katniss and Peeta are too close to Cato’s dead body, and the hovercraft can’t recover it.
C. The drama has been so intense that the Gamemakers are delaying the ending for the sake of ratings.
D. The Capitol is confused as to how to save face following Katniss’ rebellion.
25. How do Peeta and Katniss both win the Hunger Games?
A. They are the last remaining team.
B. They threaten to reveal the secrets of the Games, so the Capitol is forced to declare them both winners.
C. The audience is so smitten with the love story that the Capitol decides to let them both win.
D. They both count to three and begin to eat a spoonful of poisonous berries so there will be no winner.
APPENDIX E

Study Guide Questions for *The Hunger Games*
Hunger Games Comprehension Questions
Directions: Answer the following questions in complete sentences on a separate sheet of paper.

Chapter 1 Comprehension Questions
1. Describe the narrator. What is her family situation?
2. Describe District 12 and the Seam.
3. What happened to “father”? 
4. Why don’t most people have weapons like Katniss’s bow?
5. Who is Gale?
6. What is the Hob?
7. How does the reaping system work?
8. Is the reaping system fair?
9. What is a tesserae?
10. What are the Hunger Games?

Chapter 2 Comprehension Questions
1. What is the protocol for volunteering?
2. What does silence at the reaping mean?
3. What does three middle fingers to the mouth and then held out mean?
4. Who is the male tribute and how does Katniss know him? What is ironic about his selection?
5. What is Katniss’s mother’s mental state? How has it affected Katniss?
6. What was the significance of the dandelion?

Chapter 3 Comprehension Questions
1. What happens after the anthem?
2. What instructions does Katniss give her family?
3. What type of competitors will she face?
4. Gale states to Katniss that the Hunger Games are “just hunting.” What does he mean and does Katniss agree? Do you agree?

5. Why is Katniss so concerned about her appearance, first on the stage and then in front of the reporters?

6. Where is the Capitol located? Where is District 12 located?

7. What is a mockingjay bird? Why does it make Katniss think of her father?

8. Describe Effie’s reaction to Katniss and Peeta’s table manners.

9. How are District 12’s actions at the reaping described by the TV commentators?

10. What role will Haymitch play at the Hunger Games?

Chapter 4 Comprehension Questions
1. Why does Katniss perceive Peeta’s kindness as a threat?

2. Why did Katniss put up a “wall” between her and her mother?

3. Why does Katniss detest Haymitch?

4. What deal does Haymitch make with the Tributes?

5. What are Haymitch’s first words of advice?

Chapter 5 Comprehension Questions
1. How does Katniss describe the Capitol accent? In the “real world,” what do we think of people who talk like that?

2. What happened to Katniss at the Remake Center? Consider the meaning and “real world” connections of the following quotes: “You almost look like a human being now.” & Katniss describes the stylists as “dyed, stenciled, and surgically altered.”

3. Why do new comers like Cinna get assigned District 12?

4. Compare and contrast the hunter/gatherer lifestyle of Katniss in District 12 with that of the people in the Capitol.

5. Describe the traditional District 12 costumes and how this year is different.

6. How does the crowd react to the Tributes?

7. Describe the interaction between Peeta and Katniss.
Chapter 6 Comprehension Questions
1. Why is Effie Trinket still with Peeta and Katniss?

2. How does Katniss feel about Effie’s description about the “barbarism of your district” (p. 74)?

3. Describe Katniss’s quarters.

4. What is an Avox? What penalty is levied on them?

5. What does Haymitch think of Peeta and Katniss holding hands?

6. How is Katniss in Peeta’s debt again?

7. How did Katniss know the Avox? Compare and contrast the incident with the red head girl with the Hunger Games.

Chapter 7 Comprehension Questions
1. What does Katniss think of the “twins” act?

2. Why would meeting the other Tributes make Katniss sick to her stomach?

3. What is Peeta’s assessment of Katniss’s skill with a bow? How does Katniss react?

4. What do you think Peeta means by “she has no idea the effect she can have” (p. 91)?

5. What advice does Haymitch share with Peeta and Katniss?

6. What does Haymitch demand of the District 12 Tributes in public?

7. What is Katniss’s initial assessment of how she stands versus the other Tributes?

8. What skills do they learn in training?

9. Who are the Gamemakers? How did Katniss’s private session go?

10. Who is their “shadow”?

Chapter 8 Comprehension Questions
1. What does Katniss believe will be the consequences of her actions in her private audition with the Gamemakers?

2. What is the significance of the score given to each tribute? What is Peeta and Katniss’s score?
3. How did Katniss meet Gale? How did they become a team?

4. What role does Gale serve for Katniss? How does that compare/contrast with Peeta?

5. What change in plans does Haymitch announce to Katniss?

Chapter 9 Comprehension Questions
1. Describe Katniss’s conflicted emotions about Peeta.

2. What is Effie working with Katniss on? What is Haymitch working with Katniss on?

3. What is the point of the interview? Why is Katniss having so much trouble with it?

4. What understanding does Katniss reach with the red headed avox?

5. What is Katniss’s costume for the interview?

6. How are age and appearance norms different in the Capitol?

7. How does Katniss’s interview go?

8. What bombshell does Peeta drop in his interview?

Chapter 10 Comprehension Questions
1. What effect has Peeta’s comments had on the crowd?

2. How did the plan develop? What is Haymitch’s perspective?

3. What is the condition of Peeta’s hands?

4. Why do the games start at 10 am?

5. What is Haymitch’s final arena advice?

6. Why is it important to Peeta that he “dies himself”? What is meant by “purity of self” (p. 141-142)?

7. Who is Titus? How did cannibalism play with the audience of the Capitol (p. 143)?

8. What happened to the arenas after the Games?

Chapter 11 Comprehension Questions
1. What is the Cornucopia?
2. What does Katniss see in the Cornucopia that she feels is meant for her?
3. Describe the opening moments of the Games.
4. How many died the first day and how many are left?
5. What woke Katniss up the first night? What happened to the tribute responsible for waking Katniss up?

Chapter 12 Comprehension Questions
1. What is Peeta’s physical condition? Describe Katniss’s feelings for him at this moment.
2. Why has Peeta been kept alive by the Career Tributes?
3. Why/How is Katniss playing the cameras?
4. What thought angers Katniss (p. 167)?
5. Where does Katniss find water?
6. How does the chapter conclude?

Chapter 13 Comprehension Questions
1. Whom does Katniss believe to have started the fire?
2. What is the new twist in the game?
3. What is ironic about Katniss’s injury?
4. What is the state of Katniss’s gear?
5. What does Katniss realize from the top of the tree? What surprising thing does she do?
6. Describe the night’s encounter with the Career Tributes.
7. Who is in the tree with Katniss?

Chapter 14 Comprehension Questions
1. What is different about the wasps found in the Hunger Games?
2. What was the first gift from Katniss’s sponsors by way of Haymitch?
3. How does Katniss disperse the Career Tributes? What was the result? What item does she acquire?
4. What is happening to Katniss? What does she realize before she blacks out?
Chapter 15 Comprehension Questions
1. What state is Katniss in when the poison works its way out of her system?
2. How do the weapons give Katniss an entirely new perspective on the Games?
3. What is the new alliance? Why does Katniss want to form this alliance?
4. Why are citizens not allowed to eat crops in District 11?
5. Why does Katniss think that her conversation with Rue will be blocked?
6. How many nights did Katniss miss? How many Tributes are left?
7. What has happened to Peeta?
8. What do you think Katniss’s plan is?

Chapter 16 Comprehension Questions
1. What is the level of trust between Katniss and Rue?
2. Why is food such an important key? What advantage does Katniss and Rue have?
3. What has happened to Peeta?
4. What has “Foxface” done? What did she avoid?
5. How does Katniss destroy the supplies?

Chapter 17 Comprehension Questions
1. What are the effects of the explosion?
2. What happened to the boy from District 3? How many Tributes are left?
3. Why doesn’t Katniss want to make and ally of “Foxface”?

Chapter 18 Comprehension Questions
1. Whom does Katniss blame for Rue’s death?
2. Why does Katniss decorate Rue’s body with wild flowers?
3. Has Katniss’s opinion of killing changed?
4. Where has the sponsor’s gift come from? Why?
5. What does Katniss realize about her “first kill” (p. 243)?
6. What new rule is announced to the Tributes?
Chapter 19 Comprehension Questions
1. What does Katniss perceive as the consequence of not allying with Peeta?
2. What does Katniss realize about Peeta’s actions so far in the Games?
3. Who are the only others to benefit from the Games rule change?
4. What are Peeta’s injuries? How has he kept alive?
5. What “first” does Katniss have?
6. What message is Haymitch trying to send via the sponsor’s gift of broth?

Chapter 20 Comprehension Questions
1. What is the status of Peeta’s leg wound?
2. Why does Katniss change the story of how she acquired Prim’s goat?
3. How can a goat change your life in District 12?
4. What was Claudius Templesmith’s message? What is there in addition to the feast to facilitate the Tributes’ attendance?
5. What is in the newest parachute? What is Peeta’s reaction when he realizes what it is?

Chapter 21 Comprehension Questions
1. What is Katniss’s prediction as she readies herself?
2. How are the Gamemakers affecting the Games?
3. What does a feast in the Games mean for District 12?
4. What are Katniss’s thoughts on Gale?
5. What is on the table of the Cornucopia? Who is first to the table?
6. Who saves Katniss from Clove? Why?
7. What was in the District 12 backpack?

Chapter 22 Comprehension Questions
1. What is the physical condition of Peeta and Katniss?
2. Why have the Gamemakers sent the thunderstorm?
3. What is Katniss’s opinion of Thresh?
4. What does Katniss say in a moment of weakness?
5. Where is Thresh?
6. What does Katniss realize about Peeta, both practically and emotionally?
7. What are the origins of Peeta’s crush on Katniss?
8. What was the tangible benefit of their conversation in the cave?

Chapter 23 Comprehension Questions
1. Initially, why do Katniss and Peeta ration the food from the sponsors?
2. What is Haymitch going through in the control room?
3. How do they suppose that Haymitch won the Games?
4. What could be the roots of Haymitch’s drinking? What does this mean for Katniss?
5. Which Tribute has died during the thunderstorm?
6. What thoughts does Katniss have for the future?
7. What unforeseen problems does the partnership of Katniss and Peeta cause?
8. Who dies at the conclusion of this chapter? Whom does Katniss think killed the Tribute?

Chapter 24 Comprehension Questions
1. How did “Foxface” die?
2. What does Katniss think of Cato’s state of mind? How does she have a better understanding of him than she thought?
3. How have the Gamemakers changed the Game? Why?
4. What is Cato wearing? Why is he running?

Chapter 25 Comprehension Questions
1. What is chasing after the final three Tributes?
2. What about the dogs makes Katniss especially uneasy?
3. What does Cato say to Katniss that makes her pause?
4. How is Cato knocked off the Cornucopia?
5. Why is Cato kept alive by the dogs? How does he die? How does Katniss feel about this?

6. Why do the Games not end immediately after Cato’s death?

7. What is Katniss’s plan? What happens next? Why do you suppose the Games end this way?

Chapter 26 Comprehension Questions
1. What does Katniss realize as she watches the doctors operate on Peeta?
2. Why is everyone keeping their distance from Katniss?
3. Where is Katniss taken when they enter the training center?
4. Why is there a delay between the Games and the presentation of the victor?
5. Who is missing from the team reunion? Why?
6. How does Katniss react to the prep team?
7. What did the Gamemakers want to do to Katniss? What was the compromise?
8. How has Cinna presented Katniss?
9. What new dangers face Katniss in the Capitol?
10. What is the significance of the following statement: “But the Hunger Games are their weapon and you are not supposed to be able to defeat it” (p358)?

Chapter 27 Comprehension Questions
1. What was the reason for Cinna’s choice of dress for Katniss?
2. Describe the reunion of Peeta and Katniss.
3. Who will watch the highlights show?
4. What power do the people who select the highlights possess?
5. What was omitted from the highlights?
6. What is Katniss’s best survival moment of the night?
7. Who is the instigator to be punished? Why?
8. What has happened to Peeta’s leg?
9. What is the significance of the berries moment?
10. When will Peeta and Katniss see Portia and Cinna again?

11. On the train, what is the significance of Katniss washing off her makeup and changing her hair and clothes?

12. What do the pink and white flowers given by Peeta remind Katniss of?

13. What does Peeta realize about Katniss’s actions during the Hunger Games (p. 372-374)?
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