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program that replaced traditional summer reading lists. If
no had a participation rate in the f
interest and reading habits of
options about reading. Do reading readers consider them
side of
What do they read? Do they read? Gender and grade level
participation rate in the program. Students emphasized the important
reading material in their reading preferences
alternative reading material which has implications for
adolescents are reading readers

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Who are the adolescents who read? This study looks at the reading behaviors of
low-achievers to determine whether they read on their own and, if
address the everyday reading interests and habits of
the school-related reading. Summer reading bridges the reading environments, of
opportunities.

This study challenges assumptions and research findings
nonreaders possess about their own and their reading habits of

_____ indicating that prof

Goals

Reading Take-Yourself-Web-based summer reading program that place in an American high school during the summer of 2006 and the subject of Gordon (2007) of phase by The program replaced the typical approach to summer reading: graded reading list with a limited number of titles (Fletcher & Gordon, 2002). However, in the process of revising summer reading, we found that English teachers merged from discussion: (1) the value of summer reading curriculum and should contain good literature, and (2) the value of summer reading in increasing student reading motivation. The

reading program than the average and honor students had a high participation rate as indicated by the poor response rate (Lu and Gordon 2007). When low-achieving students respond, they report negative references to reading. There is research that suggests that a student-based reading administration of programs in the summer of 2007 is a more effective reading intervention. The data were added to the secondary of the summer reading program. [Flip Down and Flip the Pages](#), which took place in the fall, is a student-centered method of including meta-analysis and genre studies by students. Each of the recommended titles was selected. Because the school has a Brazilian population of students, language in Portuguese, titles in Brazilian are included in as many as possible to encourage students to read in Portuguese as well as English, since primary language is significant in the intellectual growth of

merreadingwise. Initially, it was not a focus of the curriculum, but as the curriculum progressed, it became a focus. More books were read in English class, and they were respected. They became a means of learning about the world. They emphasized the importance of reading. Later, they read more books and learned more about the world.

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participants as well as related to the self. For example, *The Romance, the Drama and the Angst*, a book by Iliana Schickel, *Guys Eyes Only* (which was added because of its popularity in the previous summer reading program), and *Boy* by Malinda Henchman. Since only one boy read *Guys Eyes Only*, it is difficult

POD
Emerging f
behaviors and perceptions

-achieving digital literacy reading

Recognition of
Literacy The Common Belief
Learner incorporated multiple literacies
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alternative media as a significant reading resource
SF -Century
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The everyday reading behaviors of low-achieving elementary students are the key to their reading motivation. This study identifies the needs of low-achieving students and the role of the school library in meeting these needs. Library collections and reading programs are essential to the success of these students. Selection and circulation policies that prohibit the use of electronic media are a barrier to their reading opportunities. The use of digital media and e-books is a promising strategy for increasing their reading motivation. Rigorous research that is grounded in a developmental model of reading approaches is needed. This study finds the importance of emotional and social factors in the academic success of low-achieving students.

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