

Book Club Survey

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Essential Question(s)

- How can we encourage students to read?

Summary

This intervention explores how voluntary, peer-led book clubs can improve students' attitudes toward reading. Even minimal participation in a book club can positively impact reluctant readers, and book clubs are a practical literacy intervention. Whittingham and Huffman (2009) investigated the impact of independent book clubs on middle school students' reading attitudes. Their study revealed that students with initially negative attitudes toward reading showed the greatest improvement, even with limited participation. The intervention in their study emphasized student choice, peer interaction, and adult modeling as key factors in creating a socially engaging reading environment. Schools can replicate the intervention to foster literacy and motivation among reluctant readers.

Learning Goals

Attachments

- Post-Survey Form—Book Club Survey - Spanish.docx
- Post-Survey Form—Book Club Survey - Spanish.pdf
- Post-Survey Form—Book Club Survey.docx
- Post-Survey Form—Book Club Survey.pdf
- Pre-Survey Form—Book Club Survey - Spanish.docx
- Pre-Survey Form—Book Club Survey - Spanish.pdf
- Pre-Survey Form—Book Club Survey.docx
- Pre-Survey Form—Book Club Survey.pdf

Materials

- Pre-Survey Form handout (attached and linked; one per student)
- Post-Survey Form handout (attached and linked; one per student)

Pre-Survey

In the first session of the club, invite students to engage with a survey related to attitudes about reading. Provide students with a link to or physical copies of the **Pre-Survey Form**. Provide students with time to read each question thoughtfully and complete the survey.

Ask students to think about what books they would like to read. Encourage students to begin thinking about genres that may interest them. If time allows, have students browse your school's library catalog.

Read and Reflect

Partner with your school librarian to assist students in selecting their books. Allow students to choose a book that interests them. Students should begin reading once they have selected a book.

Explain to students that they should use the book club time to read and reflect on their chosen books. Tell students that they will also have opportunities to discuss their book choices and thoughts about their books with others. Remind students that while they are not all reading the same book, they can still share things about the books they are reading. Provide students with time and space to read.

At the end of each book club session, use the instructional strategies Say Something or Elevator Speech to invite students to reflect on their reading for that day. You may choose to facilitate book reflections in a whole-group setting, or you may want to facilitate reflections in small groups organized by genre.

Post-Survey

As students are finishing their books or as you are approaching the end of a semester, re-evaluate students' attitudes toward reading by having them complete another survey. Provide students with a link to or a physical copy of the **Post-Survey Form.** Allow students time to read each question thoughtfully and to complete the survey.

Research Rationale

Research rationale for this resource is provided in the literature review Exploring the Effects of Book Clubs on the Reading Attitudes of Middle School Students.

Resources

- K20 Center. (n.d.). Elevator speech. Strategies. https://learn.k20center.ou.edu/strategy/57
- K20 Center. (n.d.). *Exploring the effects of book clubs on the reading attitudes of middle school students*. Literature Reviews. https://learn.k20center.ou.edu/literature-review/5070
- K20 Center. (n.d.). Say something. Strategies. https://learn.k20center.ou.edu/strategy/778