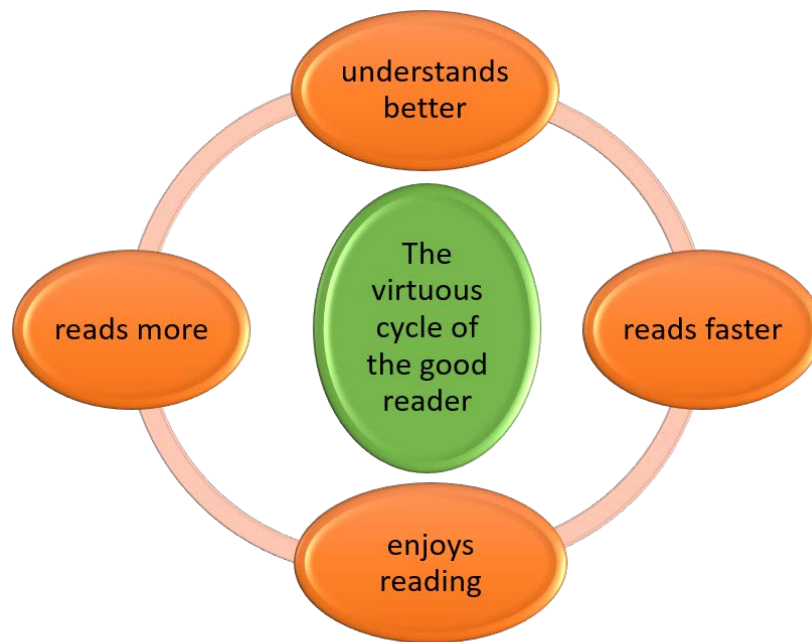




State of Israel
Ministry of Education
Pedagogical Secretariat
Language Department
English Language Education

READING FOR PLEASURE: A PRACTICAL GUIDE



Nuttall 1996

Compiled by:

Amanda Caplan - Counselor for English Language Education, Chair of Writing Committee

Dr. Rachel Tal - Inspector for English Language Education, Amal Network

Melissa Weglein - Counselor for English Language Education, Rural District

With thanks to the following for their contributions, feedback and advice:

- Dr. Tziona Levi - Chief Inspector, English Language Education, Ministry of Education, Israel
- Dr. Elisheva Barkon – Chair of the English Advisory Committee, Ministry of Education, Israel
- Aharona Gvryahu - National Counselor for Students with Learning Disabilities and Special Educational Needs
- Dr. Judy Steiner for her pioneer work in introducing the Reading for Pleasure document in 1995
- Gail Singer for her invaluable help with layout
- The inspectors and many educators who read and commented on drafts of this document

June, 2018

Dear Teachers,

We are happy to provide a practical guide to encourage extensive reading. It contains ideas and suggestions to help students become fluent readers and thereby improve their English language skills. They will discover that Reading for Pleasure is indeed a pleasure.

Our students are a heterogeneous group, be it in age, ability, likes, or interests. With effective guidance, all our students can benefit from the wide choice of reading materials available today. This guide aims to give the tools needed to implement an extensive reading program. It is our conviction that even the most reluctant readers can make progress when the reading program suits their abilities and interests, as it opens a window to the world beyond their own experiences.

Teachers have many questions about the whys and hows of reading for pleasure. We address these and other questions in the Frequently Asked Questions (FAQs) section. This is followed by sections on how to acquire books for your school and how to actually implement a reading program in your classes, even in classes with students with learning difficulties (LD).

We've included quotes and anecdotes from two types of experts: some international writers and academics, and also from teachers in Israeli classrooms.

Wishing you and your students many happy hours of reading,

Amanda, Melissa and Rachel

If you have questions or ideas, please contact us at: readingmoe@gmail.com

Write to us, and our staff will periodically respond and post new ideas to the Portal.

*The more
that you
read, the
more
things you
will know.
The more
that you
learn, the
more
places
you'll go.*

Dr. Seuss,
I Can
Read
With My
Eyes
Shut!

TABLE OF CONTENTS

A. What is Reading for Pleasure?	4
B. Frequently Asked Questions and Answers	5
Why are we asking students to read for pleasure in English if many don't read enough in their first language?	5
What should students read?	6
What are graded readers?	7
How can I get books for the school English library?	7
In what grade should I introduce the Reading for Pleasure program?	7
How much should students read?	7
How do I know if my students are really reading?	7
What about assessment?	8
Is Reading for Pleasure part of the Revised English Curriculum, and the Bagrut exam?	9
How can I facilitate Reading for Pleasure for LD students?	9
C. Acquiring Books for Your School Library	9
D. Implementing Reading for Pleasure in the Classroom: General Guidelines and Strategies	10
Activities to introduce Reading for Pleasure into the classroom	10
Activities to help students choose a book on an appropriate level	12
Activities to monitor reading	14
Follow-up activities	15
E. Scaffolding the Reading Experience for Students with Special Educational Needs, or Learning Disabilities	18
Appendix 1: Useful Resources	19
Appendix 2: Virtual Tools	19
Bibliography	21

A. WHAT IS READING FOR PLEASURE?

The following 10 principles highlight the essence of reading for pleasure.

Reading for pleasure occurs when:

1. The reading material is easy. Reading easy books develops sight vocabulary and promotes reading fluency. Learners encounter vocabulary in context, leading to deeper word knowledge.
2. There is a wide variety of material on a range of topics, to widen horizons, enrich knowledge of the world and develop appreciation for cultural diversity and humanistic values.
3. Learners choose what they want to read and become motivated to read more.
4. Learners read as much as possible in and out of class.
5. The purpose is usually pleasure, information and general understanding.
6. Reading is its own reward. Teachers create the setting for students to discover the “joy of reading.” Students may become lifelong readers through enjoyable, interesting reading experiences.
7. Easy reading contributes to improved reading rate. This contributes to fluency and reading comprehension.
8. Reading is individual and silent, like reading in everyday life.
9. Teachers guide their students in how and why to read.
10. Teachers act as role models by sharing their reading experiences with students.

Based on “Top 10 Principles for Teaching Extensive Reading”, Reading in a Foreign Language, 10/2002.

Good things happen to students who read a great deal in the foreign language. Research studies show they become better and more confident readers, they write better, their listening and speaking abilities improve, and their vocabularies become richer. In addition, they develop positive attitudes toward and increased motivation to study the new language.

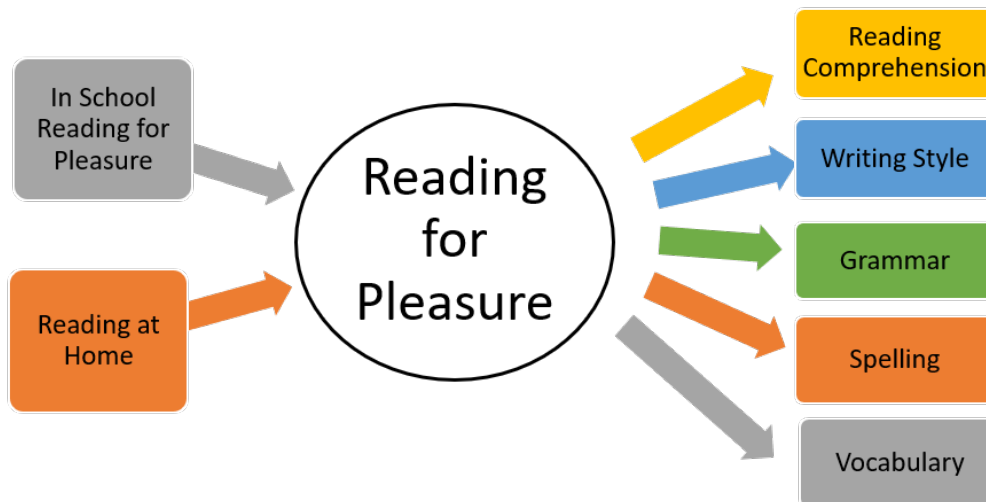
Bamford & Day, 2004, p.1

B. FREQUENTLY ASKED QUESTIONS AND ANSWERS

WHY ARE WE ASKING STUDENTS TO READ FOR PLEASURE IN ENGLISH IF MANY DON'T READ ENOUGH IN THEIR FIRST LANGUAGE?

Reading in English is an essential 21st century skill that can improve many aspects of students' language. The following diagram illustrates Stephen Krashen's Reading Hypothesis: more reading leads to increased language acquisition.

The Reading Hypothesis (adapted from Krashen 2004)



HOW WILL I FIND TIME DURING MY WEEK FOR THIS?

Reading for Pleasure can replace some grammar and vocabulary teaching and testing. Set aside at least 20 minutes each week for students to read in class. The teacher can model this by also reading a book. Encourage students to continue reading at home.

- ✓ Teach less grammar.
- ✓ Administer fewer tests.
- ✓ Spend more time READING.

Light reading promotes literacy development. Therefore, if students read popular novels rather than classics, this will still promote literacy development.

Krashen & Ujjiie 2005,
pp. 5-12

WHAT SHOULD STUDENTS READ?

Students should read age-appropriate books which may include: graded readers (fiction and nonfiction), comic books, and authentic novels, according to individual students' reading abilities and interests. Students should read books with familiar vocabulary. This allows students to enjoy reading and avoid tedious use of dictionaries. Here are some ideas to start with:

- A graphic novel with a good balance of text and pictures — and page-turning drama
- An informational book filled with fascinating photographs, diagrams, and timelines
- A picture book biography about a favorite sports hero
- A story with a character that a student relates to
- A book series that has familiar characters, story structure, and illustrations
- An "easy reader" with a riveting storyline (full of adventure)
- An audio book narrated by someone with great flair

(Reading Rockets, retrieved from the Internet, May 2017)

My first year of high school English was hard and I kept failing. When I was in 10th grade I saw the movie "Rebecca" and wanted to read the book very much, but could only get hold of it in English. This was my first experience with the miracle that reading can work. My progress was rapid and after reading "Gone with the Wind" during the summer vacation before 12th grade I finished my Bagrut with the highest grade in class. Now I am a proud English teacher preparing 5 pointers for Bagrut.

Aliza Levanon, Jerusalem

If a student is not enjoying the book they are reading, encourage them to choose another one, even if this means they will not finish it. This is what real readers do. "Readers' interests come first because students will not read extensively or voluntarily unless they are interested in the material."

Jeon & Day,
2016

WHAT ARE GRADED READERS?

Graded readers are short books written specifically for English as a Foreign Language (EFL) learners. The books use high-frequency vocabulary and simplified grammar to make reading the books accessible to students. The books are divided into levels (or grades) according to the vocabulary items used in the book. A variety of levels, including some with CDs should be included in your library to make reading for pleasure accessible to all students.

HOW CAN I GET BOOKS FOR THE SCHOOL ENGLISH LIBRARY?

Your principal receives a library book budget each year. Ask that part of this be reserved for English books. Book donations are another source. See Section C for an extensive list of ideas.

IN WHAT GRADE SHOULD I INTRODUCE THE READING FOR PLEASURE PROGRAM?

As soon as students can read! Bring beginner graded readers and picture books to class. At first, read aloud, and then help students choose books that are easy and interesting to them.

HOW MUCH SHOULD STUDENTS READ?

The more students read, the better. Most importantly, teachers should make the Reading for Pleasure program an integral and regular part of the weekly schedule throughout the year. Just a few minutes of reading each lesson will make a difference. Encourage students to continue at home. When given the choice between reading and studying for a quiz, they may well opt for reading!

HOW DO I KNOW IF MY STUDENTS ARE REALLY READING?

As your Reading for Pleasure program gets off the ground, some students will happily join it, while others may need more encouragement. Once they see people around them reading, they'll start reading too, provided the reading is within their comfort zone: in other words, the book they have chosen is interesting, with mostly familiar vocabulary. Be patient - it may take a few weeks for everyone to become an avid reader.

Junk food is bad for you, but junk reading is good for you.

Krashen & Ujiie
2005, p. 1

It's more important to read for a few minutes every day, than to read for 20 minutes only once a week.

Elisheva Barkon,
personal conversation
2017

When my students read for the first time in class, I know that some of them are only pretending to read. I don't expect everyone to read from day one. If I have half the class reading that's a great start. Gradually the other students join in as it's just so boring sitting in class doing nothing. After a while, on an average day, I'll have over 90% reading. It's not perfect, but I can live with that quite happily.

Laura Shashua, Azur

You may choose to spend part of the reading time circulating among your students, and chatting with them about their reading. You can open by asking:

- What's the most interesting thing that's happened so far?
- What do you think of the main character?
- What do you like about the book?
- What do you think is going to happen next?

Visit [this link](#) for more questions.

WHAT ABOUT ASSESSMENT?

If students are reading inside their comfort zone, you can minimize assessment. If you choose to give a follow-up activity, provide students with an appropriate rubric which takes into account students' personal responses to their books, not just vocabulary and grammar. The goal of the Reading for Pleasure Program is to encourage more reading, an experience that builds language. Your classroom assessment can occur in other activities.

Reading is caught, not taught.

Nuttall 1996,
p. 229

IS READING FOR PLEASURE PART OF THE REVISED ENGLISH CURRICULUM, AND THE BAGRUT EXAM?

Yes, Reading for Pleasure is part of the English Curriculum (p 70). The program should be introduced as soon as the student has independent reading skills. This will guide the students toward the proficiency required for full matriculation. The assessment in the Bagrut is the natural progression for students who have been reading since elementary school.

HOW CAN I FACILITATE READING FOR PLEASURE FOR LD STUDENTS?

With today's technology, books are available in both printed and digital forms, making them accessible to all students. See Section E.

C. ACQUIRING BOOKS FOR YOUR SCHOOL LIBRARY

Before beginning a Reading for Pleasure program, check what books the school has, and target what is needed to complete the collection. Each school has a unique population, and the library books should be appropriate for it's students.

1. Request a book budget from your principal well in advance of the new year. Contact local and international suppliers of English teaching materials; there is a great variety of books available from local booksellers.
2. Check the latest English inspector's Bulletin (הוזר מפמ"ר) to see if your school is eligible for book funds.
3. Use digital books (see Appendix 2). These may be free.
4. Establish a relationship with your local librarians. They may get books and donations that need a new home.
5. Plan a Book Swap: Ask students to bring a book to swap, and they may choose a book to take home.
6. Plan a Book Drive: Send letters out to your community and parent body, asking for new or used book donations. If you have a sister city, ask them too!
7. Raise Money: Create events to raise money to expand your purchasing power.
8. Visit used bookstores in the area.
9. Check for other local resources for lending or purchasing second-hand books. [English in Israel](#) website has a list of English lending libraries all over Israel.

Jeanne Henry (1995) describes students engrossed in reading as, "*the most beautiful silence on earth.*" (p. xv)

D. IMPLEMENTING READING FOR PLEASURE IN THE CLASSROOM: GENERAL GUIDELINES AND STRATEGIES

Before students read on their own, capture their interest by reading a book together with them. Your students will see that they are able to read a book in English, and enjoy it.

ACTIVITIES TO INTRODUCE READING FOR PLEASURE INTO THE CLASSROOM

1. WHAT DO YOU THINK?

Students may feel more positive about reading in English if they are first given the opportunity to express their concerns:

The students divide a page into two columns: *Agree* and *Disagree*. The students read the following sentences (on the board) and copy the sentences into the relevant column according to their opinion. *This can be done in L1 for beginning English students.*

- Reading in my first language is fun.
- Reading English is difficult.
- Reading English is boring.
- Reading out loud helps me understand.
- Reading in English is fun.
- Reading a book with pictures is more interesting than a book without pictures.

*We
learn to
read by
reading.*

Krashen, 2004

The students compare answers with a partner and share with the class. (Adapted from Bamford and Day, 2004, p. 17). Save the students' answers in a folder. At the end of the year, redistribute their answers, and ask students to assess if they are in the same place, or if their attitudes have changed.

2. FAMILIARIZE STUDENTS WITH THE VARIETY OF BOOK CHOICES AVAILABLE

- a. Download pictures of book covers and blurbs. Students work in groups to match the blurb with the cover. You may also provide actual books and copies of blurbs from the backs of the books (Bamford & Day, 2004, p. 21).
- b. Print titles and blurbs. Students work in groups to match the blurb with the title (Bamford & Day, 2004, p. 23).
- c. Print titles and genres. Students work to match titles and genres. Save time for students to reflect on genres that they prefer (Bamford & Day, 2004, p. 25).
- d. Visit the library as a class, and do a short “book talk” about several books. Give students time to check the books out of the library before the end of class.
- e. Ask the librarian to help showcase book reviews that your students create.
- f. Familiarize students with various book genres. Challenge students to occasionally read a different genre (biography, non-fiction, etc.).

3. CREATE A READING ATMOSPHERE

When you are ready to start Reading for Pleasure, think about how to make this time special.

Here are a few ideas:

SET THE SCENE

1. Spread a tablecloth over the teacher’s table.
2. Put a vase of flowers on the table.
3. Place a basket of optional reading material on the table.
4. Consider playing background music.

ESTABLISH A ROUTINE

1. Everyone brings a book.
2. Always read at the same time/day.
3. Teacher reads too!
4. Take the class to the school library to help them choose books.

EXHIBIT READING ACTIVITIES AND ACHIEVEMENTS

Create a corner to showcase the class reading program. As each student finishes their book, ask them to write on a paper circle: the title, author, a 1-5 star rating and one hashtag comment about the book. Collect these throughout the year so the class sees how many books they have collectively read. Display follow-up activities in this corner. Consult the table at the end of this section for suggestions.

CELEBRATE CLASS READING

Before the year begins, ask the principal for funding for a celebration when the class has read a total of 10 or 50 or 100 books.






IDEAS BIG AND SMALL

1. Finish with a pizza party.
2. Make and laminate bookmarks.
3. Make your English Day into an English Book Day. Have students act out scenes from a book.
4. Have students come to school dressed as a favorite character.
5. Make favorite foods from books.
6. Invite an author/ a writer/ a translator/ a book illustrator to speak.
7. Plan a playback theater celebration.
8. Ask the art teacher to help you plan an activity, creating a piece of art based on books (e.g., puppets, posters, displays). Consult the table at the end of this section for suggestions.

ACTIVITIES TO HELP STUDENTS CHOOSE A BOOK ON AN APPROPRIATE LEVEL

USE THE FIVE-FINGER RULE

The 5 Finger Tips of Choosing a Book to Read

<ol style="list-style-type: none">Open your book to any pageRead the words on that page.Count the number of words you do not know on that page.Now use the fingertips to help you decide if this is a good book for you to read by yourself.					
	One word	Two words	Three words	Four words	Five words
	↓	↓	↓	↓	↓
	OK	Still a good choice	You may need help	Challenging to read	Try a different book

Choose the right level of book.

Copy 1-2 paragraphs of six books from six different levels onto one page. Give a copy to each student. The student takes a highlight marker and highlights each word they don't understand. The teacher can easily see, by the number of unknown words, at what level the student will be comfortable reading (Bamford & Day, 2004, p. 31).

This [link](#) has some practical suggestions.

INVITE STUDENTS TO TRY OUT BOOKS BEFORE CHOOSING ONE TO READ

Bring a box of books on various levels to class. Randomly hand out a book to each student, and tell them to open the book to the center, and read one page. In groups, each student tells what they've read and shares if they want to continue reading that book.

BRING THE CLASS TO THE LIBRARY TO INTRODUCE STUDENTS TO THE ENGLISH-LANGUAGE SECTION

Plan this in advance, enlisting the help of the school librarian.

*If you
don't like
to read,
you
haven't
found the
right
book.*

J.K. Rowling

There is an English section in our school library. Over the past 10 years, our school has purchased books according to the English staff recommendations. The books are organized according to levels. Each class goes to the school's library once a week and each student chooses a book they like from the appropriate level. The students really look forward to choosing books from the library!

Avshalom Grossman, Rishon LeZion

ACTIVITIES TO MONITOR READING

Daily feedback on reading helps young or struggling readers keep track of their reading, and may help the teacher monitor progress at all levels. Keep in mind that this process is optional and reflective -- not an assessment activity. It does not need to include a lot of writing. Here are some ideas. Visit the links to learn more about each activity.

1. [Visual Reading Summary](#) After reading, the student draws a related cartoon or writes the important discovery from that day's reading. He can create a rebus-like summary of important parts of the book.
2. [Reading Logs](#): Student records the number of pages read in each session.
3. [How's it Going?](#) Teacher checks in on student's reading progress through informal chats with individual students.
4. [Emoji Book Feedback](#): Student records the number of pages read, and draws an emoji that reflects their feelings about the section read.
5. [Reading Passport](#): Student creates a small booklet for the book. After each reading session, they add an identifying feature of the novel; for example, setting details, historical details, important characters.
6. [Reading log with Hashtag and Star Ratings](#): Student briefly reflects on their daily reading. If they continue to enjoy the book he continues reading. If not, it's time to choose a new book. This puts the student in control of his reading choices.
7. [Reader Response Log](#): The more advanced student may wish to reflect and connect with their reading through writing.
8. If students are ready for a higher-level discussion, *Minds in Bloom* provides some [guiding questions](#).

WHAT DO YOU DO WHEN THE STUDENT FORGETS THEIR BOOK AT HOME?

Together with students, start by establishing ground rules for reading time. Here a few ideas shared by teachers:

1. Teacher provides extra reading material such as magazines or short stories.
2. Student is excused once, and thereafter agreed-upon consequences will occur.
3. Student begins working on a follow-up activity based on the part of the book they have already read.

FOLLOW-UP ACTIVITIES

Not all books need follow up activities. Time may be better spent reading another book. Elisheva Barkon, personal communication, 2018

Follow up activities must be meaningful to the student and should provide a platform for a personal response demonstrating the student's interaction with the book. They should provide opportunities to use multiple intelligences.

The thing the students liked most about their Reading for Pleasure follow up activities was that they were free to use their imagination and creativity. The outcome was amazing. They didn't have to stick to certain rules and could do what they wished with their reading book to impress me and their classmates. The other significant change I could see is that this time I got a hundred percent participation, even the struggling students handed in something.

Myada Abu-Chaled, Ramla

<i>Reading for Pleasure: Suggested Follow-up Activities</i>	<i>Skills Used</i>					
	<i>writing</i>	<i>speaking</i>	<i>acting</i>	<i>music</i>	<i>visual arts</i>	<i>digital tech</i>
Design a bookmark: include title, author and graphics for the book.	✓				✓	
Make a wanted poster for the villain of the book illustrating the crimes committed.	✓				✓	✓
Design a new book jacket. Write the blurb on the back.	✓				✓	
Make a poster, collage or mobile to advertise the book.					✓	
Create a comic strip (digital or hard copy) that illustrates significant points or a summary of the story. Include speech bubbles.	✓				✓	✓
Use http://www.ourbook.com/ to write a book about the book.	✓				✓	✓
Draw a map showing where the story takes place. Describe what happens in each location.	✓				✓	
Draw a picture of a scene from the book and annotate it.	✓				✓	
Write a letter to one of the characters.	✓					
Design a Fakebook page for one of the characters. https://www.classtools.net/FB/home-page	✓					✓
Write a WhatsApp conversation between two or more characters.	✓					✓
Make a timeline of events in the story. Include 5-10 major events.	✓					
Write a book review for a newspaper or children's / teens' website.	✓					✓
Write a letter to the author asking questions that arose while you were reading.	✓					
Make a memory box for the novel. Include 5-8 important items, and attach a note to each item explaining your choice.	✓	✓			✓	
Make a puppet of your favorite character. Perform a puppet show about the book.		✓	✓			
Write a song or poem about the book and present it.	✓	✓	✓	✓		
Create a musical track for the book, and explain how it fits the book.	✓	✓		✓		✓

<i>Reading for Pleasure: Suggested Follow-up Activities</i>	<i>Skills Used</i>					
	<i>writing</i>	<i>speaking</i>	<i>acting</i>	<i>music</i>	<i>visual arts</i>	<i>digital tech</i>
Your character is appearing on a reality show. Choose the show and write or enact the experience.	✓	✓	✓	✓		
Select two people that a character in your book would think of as a hero or superhero. Describe what characteristics would be important to the character you have in mind.	✓	✓				✓
Write a letter of application for a job or a resume written by a character in your book.	✓					
Create a passport for one of the characters. http://www.educationworld.com/a_lesson/02/lp279-02.shtml	✓				✓	
Choose 3-5 gifts for a character in the book, or a gift for 3-5 characters. Explain why you chose each gift. (Based on Bamford and Day, 2004, p.156)	✓	✓			✓	
Select a character you most or least identify with. List the character's strengths and weaknesses. Compare them to yours (Bamford and Day, 148).	✓	✓				
Describe the character you like best, you like least, you would like to be, or you would like to add to the book.	✓					
Hold an interview with one of the characters asking questions about events in the book.	✓	✓	✓			✓
Continue the story or write a new ending.	✓					
Make a scrapbook that reflects the book.	✓				✓	✓
Make a book trailer advertising your book.	✓	✓	✓	✓	✓	✓
Write a short play using characters from the book. Perform the play.	✓	✓	✓			
Compare and contrast this book to another one you have read. Relate to plot, characters, theme, and style.	✓					
Make a class PowerPoint or Google Slides. Each student adds a slide about their book.	✓				✓	✓
Teacher asks students to open their book on p. 36, line 20 word 3. Students copy sentence and write what happened leading up to and after this sentence.	✓					

E. SCAFFOLDING THE READING EXPERIENCE FOR STUDENTS WITH SPECIAL EDUCATIONAL NEEDS, OR LEARNING DISABILITIES

Struggling readers also need reading experiences that afford them invaluable exposure to vocabulary, culture, and an understanding of others as well as themselves. For students who have difficulty reading in L1, the idea of Reading for Pleasure in L2 can be a contradiction in terms.

Keep the following guidelines in mind as you develop a Reading for Pleasure program for students with Learning Difficulties:

1. Encourage the student to choose a book on a topic that interests them.
2. Share reading one book with the class. The teacher starts reading the book, and the student then continues reading on their own. Shared intensive reading is a way to increase accessibility of books to LD students.
3. Encourage your student to read a book that is based on a movie they have seen in their L1. This can help by giving them important background.
4. Provide guiding questions before reading.
5. Be available to answer questions or to share a bit in the reading.
6. Practice shadow reading, during which the teacher reads and the student follows. This can enhance a sense of security and help the student connect to the book. While this is often difficult to do in a big class, you can take a group of students and read this way with them.
7. Remember these five important tips:
 - ✓ *Do not overload -- choose something that is doable and this will lead to success.*
 - ✓ *Find a high-interest book.*
 - ✓ *Use assistive technology (see appendix 2).*
 - ✓ *Talk about the book with your student.*
 - ✓ *Walk around to encourage, praise and motivate students.*

Any book that helps a child to form a habit of reading, to make reading one of his deep and continuing needs, is good for him.

Maya
Angelou

APPENDIX 1: USEFUL RESOURCES

Recommended websites for further reading, lesson plans, creative ideas and interesting research.

- [Ministry of Education Portal](#)
- [25 Ideas to Motivate Young Readers](#)
- [50 alternative book reports](#)
- [Even more book reports](#)
- [Why and How to use Audio-books in the ESL classroom](#)
- [Story maps](#)
- [Guided Reading: How to Make Kids Hate \(or Love\) to Read](#)
- [A publication about the BritLit project -](#)
- [Paul Nation: Is it possible to learn enough from Extensive Reading?](#)
- [Story Telling Handbook](#)
- [Nancie Atwell: The Reading Zone](#)
- <https://www.biblionarium.com/#tab/content-fall-selections>

APPENDIX 2: VIRTUAL TOOLS

AUDIO-BOOKS AND E-BOOKS FOR YOUNG READERS

- [Storyline Online](#)
- [Children's Story-books Online](#)
- [Kids World Fun](#)
- [Learn English Through Story: graded readers on youtube](#)
- [Unite for Literacy](#)
- [Free Graded Audio-books](#)
- [Storynory](#)
- [I Can Read Books](#)
- [Short stories for children with videos and printable worksheets](#) - (including Hamlet!)
- [Listen, watch and read short stories for younger children - with lesson plans](#)
- [Culture studies reading \(UK focus\)](#) - With interactive exercises and worksheets

E-BOOKS AND AUDIO-BOOKS FOR OLDER KIDS AND TEENS

- [British Council Magazine](#) – blogs on various topics written by the language assistants - No exercises, but an option to comment
- [Short stories for Easy reading](#) - Divided by CEFR level, with interactive exercises and printable worksheets
- [More e-short stories by modern British authors and also adapted Shakespeare’s plays](#)
- <https://learnenglishteens.britishcouncil.org/uk-now/literature-uk> With interactive exercises and printable worksheets
- <http://learnenglish.britishcouncil.org/en/stories-poems> - Divided by CEFR level, with audio recordings, interactive exercises and printable worksheets
- [Commonlit: Fiction and Non-fiction](#), with guiding questions
- [Learn English Through Story](#): graded readers on YouTube
- [Bikesters](#)
- [Blow Out the Moon](#):
- [The Adventure of Sydney](#):
- [Walks the Red Dog](#):
- [Esl-bits](#) Authentic novels and short stories with audio
- [Free Graded Audio-books](#)
- More: [Free Graded Audio-books](#)
- Even More: [Free Audio-books](#)
- [Stories and Poems for Teens](#)

TOOLS FOR STUDENTS WITH IMPAIRMENTS

NaturalReader -- available on Google or iPhone play store. These apps read aloud any text or PDF that is loaded into them.

“Read Write” Chrome extension - reads the text on the screen, along with other helpful features.

BIBLIOGRAPHY

- Angelou, M. cited in Didau, D. (2014). *The Secret of Literacy: Making the Implicit Explicit*. Crown House Publishing, Bancyfelin, UK.
- Bamford, J. & Day, R. R. (Eds.). (2004). *Extensive reading activities for teaching language*. New York, NY: Cambridge University Press.
- Beglar, D. & Hunt, A. (2014). Pleasure reading and reading rate gains. *Reading in a Foreign Language*, 26(1), 29-48. Retrieved from <http://nflrc.hawaii.edu/rfl/April2014/articles/beglar.pdf>
- Day, R. R., & Bamford, J. (2002). Top ten principles for teaching extensive reading. *Reading in a Foreign Language*, 14, 136–141. Retrieved from <http://erfoundation.org/wordpress/wp-content/uploads/2013/08/Extensive-Reading-Top-10.pdf>
- Day, R. R. & Bamford, J. (1998). *Extensive reading in the second language classroom: A cognitive view of reading*. New York, NY: Cambridge University Press.
- Eskey, D. (2005). Reading in a Second Language. In E. Hinkel (Ed.), *Handbook of Research on Second Language Teaching and Learning* pp. 563-580. Mahwah, NJ: Lawrence Erlbaum. Retrieved from http://www.cal.org/caela/scb/III_D_TeachingReading.pdf.
- Eskey, D. E. (1995). *Colloquium on Research in Reading in a Second Language*. Paper presented at TESOL 1995 March Conference, Long Beach, California.
- Fry, E. (1991). Ten Best Ideas for Reading Teachers. In E. Fry (Ed.), *Ten Best Ideas for Reading Teachers* (pp. 6-16). Menlo Park, Calif.: Addison-Wesley.
- Henry, J. (1995). *If not now: Developmental readers in the college classroom*. Portsmouth, NH: Boynton/Cook, Heinemann.
- Hill, D. R. (1998). A bibliography of language learner literature in English. In R. R. Day & J. Bamford, (Eds.) *Extensive Reading in the Second Language Classroom*, pp. 169-218.
- Hill, D. R. (2001). Graded readers. *ELT Journal*, 55(3), 300-324.
- Hu, M. & Nation, P. (2000). Unknown vocabulary density and reading comprehension. *Reading in a Foreign Language*, 13(1), 403-430.
- Jennet, M. (2016). *Getting everyone reading for pleasure*. London, UK: Ruskin Press. Retrieved from <https://www.teachers.org.uk/sites/default/files2014/reading-4-pleasure-10561.pdf>.
- Jeon, E.Y., & Day, R.R. (2016). The effectiveness of ER on reading proficiency: A meta-analysis. *Reading in a Foreign Language*, 28(2), 246-265. Retrieved from <http://nflrc.hawaii.edu/rfl/October2016/articles/jeon.pdf>.

- Krashen, S. (2004). *The power of reading: Insights from research*. (2nd ed.) Portsmouth, NH: Heinemann/Libraries Unlimited.
- Krashen, S. & Ujiie, J. (2005). Junk food is bad for you, but junk reading is good for you. *International Journal of Foreign Language Teaching*, 1(3), 5-12.
- Maley, A. (1999). Surviving the 20th century. *English teaching professional*, 10, 3-7.
- Mermelstein, A. D. (2015). Improving EFL learners' writing through enhanced extensive reading. *Reading in a Foreign Language*, 27(2), 182-198.
- Mitchell, D. (1998). *Teaching ideas: Fifty alternatives to the book report*. Retrieved from <http://www.ncte.org/library/NCTEFiles/Resources/Journals/EJ/0871-jan98/EJ0871Ideas.PDF>.
- [More ideas than you'll ever use for book reports](http://teachnet.com/lessonplans/language-arts/more-ideas-than-ever-book-reports/). <http://teachnet.com/lessonplans/language-arts/more-ideas-than-ever-book-reports/>
- Nation, I.S.P. (2014). How much input do you need to learn the most frequent 9,000 words? *Reading in a Foreign Language*, 26, 1–16.
- Nation, P. (2015). Principles guiding vocabulary learning through extensive reading. *Reading in a Foreign Language*, 27(1), 136-145.
- Nuttall, C. (1996). *Teaching reading skills in a foreign language* (2nd ed.). Portsmouth, NH: Heinemann.
- Oz, A. (2007). The woman in the window. Retrieved from <http://www.fpa.es/en/princess-of-asturias-awards/laureates/2007-amos-oz.html?texto=discurso>
- What should students read? (Retrieved from the Internet, May, 2017) readingrockets.org
- Samuels, S. J. (1991). Ten best ideas for reading teachers. In E. Fry (Ed.), *Ten Best Ideas for Reading Teachers* (pp. 17-20). Menlo Park, Calif.: Addison-Wesley.
- Steiner, J. (1995). *Reading for Pleasure*. State of Israel, Ministry of Education. Jerusalem, Il: Pedagogical Secretariat, English Inspectorate.
- Dr. Seuss. (1978). *I can read with my eyes shut*. New York, NY: Random House.
- Rowling, J.K. Quote. Retrieved from <https://www.goodreads.com/quotes>
- Revised English Curriculum: Principles and Standards for Learning English as an International Language for All Grades*. State of Israel, Ministry of Education (2013). Jerusalem: Pedagogical Secretariat, English Inspectorate.
- Williams, R. (1986). Top ten principles for reading. *ELT Journal*, 40(1), 42-45.



If you buy a ticket and travel to another country, you are likely to see the monuments, the palaces and the squares, the museums and the landscapes and the historical sites. If you are lucky, you may have a chance to conduct some conversations with the local people. Then you will travel back home, carrying a bunch of photographs or postcards. But if you read a novel, you actually obtain a ticket into the most intimate recesses of another country and of another people. Reading a foreign novel is an invitation to visit other people's homes and other country's private quarters.

The Woman in the Window, Amos Oz, 2007

