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COGNITIVE AND AFFECTIVE READING DEVELOPMENT DURING AN
AFTER-SCHOOL PROGRAM: A CASE STUDY OF THREE ADOLESCENT
READERS' PARTICIPATION IN THE PROGRAM (296 pp.)

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The purpose of this study was to explore how three struggling, sixth grade readers experienced an after-school program designed to increase their affective and cognitive reading performance. Research in the areas of vocabulary acquisition, reading strategy development, discussion of text, time spent reading, engagement, and reader self-perception provided a foundation for the study. This study utilized a multiple case study design. Qualitative data was analyzed and described with rich description regarding what the students did (actions), what the student said (words), and their interactions with one another as they participated in the after-school program.

During an eight-week period, students attended the after-school program where they participated in text and vocabulary discussions, read engaging literature, and learned reading strategies. Participant reader self-perception and engagement were also addressed. Data consisted of individual interviews, focus group interviews, transcripts of discussion sessions, researcher field notes, work samples, and pre-reading and post-reading inventory assessment data. Data analysis during the reading and rereading of data resulted in emerging themes for the individual participants. Through a cross case analysis, similarities and differences among the cases evolved.

Results indicated that this group of struggling readers (a) needed a great deal of direct modeling, instruction, and practice to perform as members of a discussion group; (b) thrived as readers in a small group intimate setting that encouraged their voice in discussion of text; (c) did not possess knowledge or use of reading strategies at the onset of the study; (d) could utilize reading strategies under the support of the teacher but had difficulty applying them in independent reading during this time period; (e) increased their engagement with reading when they had choice in text selection; (f) had reading performance that was impeded by their lack of preparation at the onset of the study; (g) advanced their understanding of both text and vocabulary through discussion to make meaning experiences; (h) utilized the reading strategy of connection to make meaning of text; and (i) were individuals with diverse needs and strengths.