Abstract

This qualitative research study examines the effects of implementing literature instruction best practices in an English inclusion classroom. The participants were 25 eleventh grade students of various ability levels. After each literature instruction best practice was implemented, students gave immediate feedback regarding their engagement through surveys and interviews. Other methods of data collection included student work, field log notes, and reflective memos.

This study suggests that utilizing best practices to teach literature increases student engagement in literature, student motivation to read, and student achievement. This was apparent by student participation in and achievement on formative and summative assessments. Reading comprehension strategies, such as connecting, questioning, and predicting, were critical in supporting students’ personal responses to literature and leading students to success in comprehension. Literature engagement best practices, such as reader response transactions, formative assessments, thematic units with essential questions, and student choice led to a more student-centered classroom.