Series C - Recreational Reading Checklist (Part 1)

In this section of Interview 1, students were asked about the amount of recreational reading they did of 11 different types of media, such as newspapers, magazines, text messages, instant messages, and comics. Answer choices were “Less than once a month/never,” “About once a month,” “About once a week,” “Several times a week,” or “Everyday.” Student responses were represented within pie charts. In our statistical analyses, we controlled for overestimation and underestimation of reading frequency by constructing a ratio with the response for the item Journal (an item that all students are required to keep) as the denominator and the response for the item of interest as the numerator. Using this ratio, statistical analyses were conducted for each item assessing the two- and three-way interactions between reading level (low, middle, and high), ethnicity (African American and European American), and gender (male and female). The statistically significant interactions or the interaction between ethnicity and reading level were depicted in the form of line graphs. For any item, if the interaction between ethnicity and reading level or gender and reading level was statistically significant, those relationships were depicted in the form of a graph.

For the items Instant messages, Comics, Newspapers, and Video game guide, the highest percentage of students reported that they read these items less than once a month for their own enjoyment. For Novels (fiction) and Information books (non-fiction), the highest percentage of students stated that they read these materials about once a month. For Magazines, the highest percentage of students reported that they read this about once a week. For Emails and Web sites, the highest percentage stated that they read these materials several times a week. Finally, for Text messages and TV guides, the highest percentage of students stated that they read these materials everyday. For the majority of
the items, “Everyday” was the least common response, except for Web sites (“Less than once a month/never” was least common), and Emails, Instant messages, Text messages, and TV guides (“About once a month” was least common). The students were also asked how often they played video games with text and without text. The highest percentage of students stated that they played video games with text several times a week and without text less than once a month/never.

The statistical analyses showed that there were three significant ethnic differences for the items Emails, Novels (fiction), and TV guide. For each item, a higher percentage of European Americans than African Americans reported that they read these items for their own enjoyment. Also, there were three significant reading level differences for the items Text messages, Web sites, and Newspapers. Both ethnic groups’ high achievers reported higher amounts of reading these materials than middle and low achievers. There was one significant two-way interaction between reading level and gender for the item Instant messages. Middle-achieving males reported more than the other achieving groups that they read this item for their own enjoyment. Low-achieving females, however, reported more than the middle- and high-achieving females that they read instant messages for their own enjoyment.
How often do you read these things for your own enjoyment?

This pie chart illustrates students’ responses to how often they read emails for their own enjoyment. For example, it shows that 24% of students stated that they read their emails several times a week for their own enjoyment and 24% of students read their emails less than once a month/never.
This line graph shows the data for reading level and ethnicity for the item on how often students stated that they read emails for their own enjoyment. European American students were more likely than African American students to report that they read emails often for their own enjoyment.
This pie chart illustrates students’ responses to how often they read instant messages for their own enjoyment. It shows that the highest percentage of students stated that they read their instant messages less than once a month/never for their own enjoyment.
This line graph depicts the statistically significant interaction between reading level and gender for the item on frequency that students read instant messages for their own enjoyment. For males, middle achievers were more likely than high and low achievers to report that they read instant messages often for their own enjoyment. However, for females, low achievers were more likely than middle and high achievers to report this.
This pie chart depicts students’ responses to how often they read text messages for their own enjoyment. It shows that half of the students stated that they read text messages every day for their own enjoyment.
This line graph shows the data for reading level and ethnicity for the item on how often students stated that they read text messages for their own enjoyment. It shows that for African American students, high achievers reported reading text messages for their own enjoyment more frequently than middle and low achievers. For European American students, high and middle achievers reported reading text messages more frequently than low achievers.
This pie chart illustrates students’ responses to how often they read Web sites for their own enjoyment. It shows that the highest percentage of students read Web sites several times a week for their own enjoyment.
How often do you read Websites for your own enjoyment?

This line graph depicts the data for reading level and ethnicity for the item for how often students stated that they read Web sites for their own enjoyment. It shows that for African American and European American students, higher achievers reported more Web site reading for their own enjoyment than middle achievers. Also, middle achievers reported more Web site reading than low achievers.
This pie chart depicts students’ responses to how often they read novels (fiction) for their own enjoyment. For example, it shows that more than one quarter of the students stated that they read fiction books about once per week for their own enjoyment.
This line graph illustrates the data for ethnicity and reading level for the item on how often students stated that they read novels for their own enjoyment. It shows that European American students were more likely than African American students to report that they read novels often for their own enjoyment.
This pie chart above illustrates students’ responses to how often they read information (non-fiction) books for their own enjoyment. For example, it shows that the highest percentage of students stated that they read information books about once per month for their own enjoyment.
This pie chart illustrates students’ responses to how often they read comics for their own enjoyment. It shows that more than 50% of students stated that they read comics less than once a month/never for their own enjoyment.
This pie chart illustrates students’ responses to how often they read newspapers for their own enjoyment. It shows that nearly half of the students stated that they read newspapers less than once a month/never for their own enjoyment.
This line graph depicts the data for the item on how often students stated that they read newspapers for their own enjoyment. It shows that for both ethnic groups, high achievers were more likely than middle and low achievers to report that they read newspapers for their own enjoyment and middle achievers were more likely than low achievers to report this.
This pie chart illustrates students’ responses to how often they read video game guides for their own enjoyment. It shows that the highest percentage of students stated that they read video game guides less than once a month/never for their own enjoyment.
The pie chart above illustrates students’ responses to how often they read the TV guides (magazine, on TV, or online) for their own enjoyment. It shows that the highest percentage of students stated that they read TV guides (magazine, on TV, or online) everyday for their own enjoyment.
This line graph illustrates the data for the item on how often students stated that they read TV guides for their own enjoyment. It shows that European American students were more likely than African American students to report that they read TV guides for their own enjoyment.
This pie chart illustrates students’ responses to how often they read magazines (other than TV guides) for their own enjoyment. It shows that the highest percentage of students stated that they read magazines (other than TV guides) about once per week for their own enjoyment.
This pie chart illustrates students’ responses to how often they play video games with text. For example, it shows that one quarter of the students stated that they played video games with text several times per week.
This pie chart illustrates students’ responses to how often they played video games without text. For example, it shows that one quarter of the students stated that they played video games without text less than once a month/never.
Recreational Reading Part 2

For this section of Interview 1, the interviewer selected one of each student’s highest frequency items from the recreational reading checklist and asked the student to elaborate on their reading of that item. The interviewer asked probing questions that focused on when students did this reading, where they did this reading, who they talked to about this reading, and the reason for doing this reading. The information gathered from these open-ended questions was coded and the frequency for each set of questions was depicted in pie charts. Statistical analyses were conducted assessing ethnic (African American and European American) and reading level (low, middle, and high) differences for each category. For the statistically significant analyses, pie charts were created to illustrate the results.

The items that students were questioned about were emails, web sites, instant messages, text messages, novels (fiction), information books (non-fiction), comics, newspapers, video game guides, TV guide, magazines, and video games with text. Most frequently, interviewers questioned students about some form of online reading. For the question about when students did this particular reading, there were six categories of coded responses: before school, during school, after school, weekends, multiple times, and non-codable. Although the highest percentage of students gave responses that could not be coded, 1/5 of the students stated that they read the focal item multiple times during the day. For the question of where the students usually read their chosen reading material, there were seven categories of coded responses: bedroom, home (other than bedroom), friend’s house, school, multiple locations, other location, and non-codable, with the highest percentage of
students reporting that they read at home. For the question about who students talked to about their readings there were eight categories of coded responses: parents, siblings, friends, other family members, multiple people, nobody, a non-specified person, and non-codable. The highest percentage of students stated that they spoke to no one about their readings. For the final question about the particular reason that they engage in reading this particular material, there were seven categories of coded responses: enjoyment/entertainment, information/knowledge, social, to reduce boredom, multiple reasons, other reason, and non-codable. Nearly 1/4 of the students reported that they read to obtain information/knowledge.

The statistical analyses showed statistically significant ethnic differences for the type of material, when students read, who students talk to about reading, and reason for reading, and one reading level difference (who students talk to about reading). For the ethnic difference for type of material the student was asked about, African American adolescents more often elaborated on their reading of emails, text messages, and newspapers than European American adolescents. The ethnic difference for the question about when students do their reading was that a higher percentage of European American students reported that they read multiple times per day than African American students. The ethnic difference for the question about who students talk to about their reading, was that a higher percentage of European American students reported that they spoke to friends than did African American students. Finally, for the ethnic difference for the question about the reason why students do this reading, a higher percentage of European American
adolescents reported that they read for enjoyment and information/knowledge than
did African American adolescents. For the one reading level difference, which was
for the item concerning who students talked to about their reading, a higher
percentage of low achievers reported talking to their siblings about their readings
than other achievement groups, while a higher percentage of high achievers
reported talking to their parents about their readings, as compared to the low and
middle achievers.
This pie chart illustrates the categories of reading materials that were the focus of the probing questions in Series C-4. Interviewers selected the item (or one of the items) that students reported reading most frequently for their own enjoyment. It shows that the highest percentage of students was asked to elaborate on their email, Web site, or instant message (IM) reading.
The pie charts depict the ethnic differences in the items that were the focus of probing questions in Series C-4. For example, they show that African American adolescents were questioned more about their email, text message, and newspaper reading than European Americans adolescents. However, European Americans were questioned more often about reading video game guides and comics.
This pie chart illustrates the response of students to the question of when during the day do they read their material of choice. It shows that the highest percentage of students reported a time that did not fit into a particular category. However, one fifth of the students stated that they read their item of choice multiple times during the day.
These pie charts depict the ethnic differences in response to when students read their chosen reading material. For example, a higher percentage of European American students reported that they read multiple times per day than African Americans.
This pie chart shows the responses of students to the question of where they usually read their chosen reading material. It shows that the highest percentage of students reported that they read at home (in a location other than their bedroom).
This pie chart illustrates students’ responses to the question asking who they talk to about their reading of material of choice. It shows that the highest percentage of students stated that they spoke to no one about their readings.
The pie charts show the ethnic differences in response to who students talked to about their readings. For example, they show that a higher percentage of European American students reported that they spoke to friends about their readings than did African Americans.
These pie charts depict the reading level differences in response to who students talked to about their readings. The highest percentages for all three achievement groups show that students do not talk to anyone about their readings. They also show that a higher percentage of low achievers talk to their siblings about their readings than either middle or high achievers. The highest percentage of high achievers talks to their parents about their readings as compared to the low and middle achievers.
This pie chart depicts students’ responses to the question of their reasons for doing this type of reading. For example, it shows that nearly one quarter of the students read to obtain information/knowledge. Nearly one fifth of the students reported that they read their material of choice for enjoyment.
These pie charts depict the ethnic differences in responses to reasons why students read particular reading material. For example, they show that higher percentages of European American adolescents reported that they read for enjoyment and/or information/knowledge than did African American adolescents.