



# **INSPIRE ENGAGED AND CONFIDENT READERS**

**Explore the Effects of Large Print  
on Student Literacy Development**



## I. INTRODUCTION: CONSIDERING THE STATE OF STUDENT LITERACY

Across the United States, from statehouses to school district board meetings, educators and policymakers are discussing new strategies to ensure that all students are effective readers. After many years of debate about the most impactful methods for supporting literacy development, there is growing consensus that understanding the science of how students learn to read and then develop proficiency with reading is important. While there is not a single definition of the “science of reading,” common attributes include teaching explicit skills, like phonics and phonemic awareness, as well as taking an evidence-based approach to evaluating student reading fluency and comprehension. Central to these discussions is an understanding about how students’ learning differences and reading challenges—including ADHD, dyslexia, and English language development—play into their overall literacy development.

As noted in a recent *American Libraries* article, Scarborough’s Reading Rope provides a way to explain the complicated relationship between the various factors that influence literacy development, including comprehension skills, like vocabulary, and word recognition skills, like decoding.<sup>1</sup> While all the factors identified are important, classroom teachers and school librarians are also fully aware of the value of student engagement in the learning process, including in literacy development. To support sustained reading success beyond the mechanics of phonics, vocabulary, and syntax, we need to engage students in the actual reading process by providing them with texts through which they can develop confidence in their abilities and further interest in reading.



“Many of my students struggled with confidence and were not very engaged readers at the start of this school year. I definitely feel that I have been able to meet their needs becoming confident and fluent readers by using large print books.”

Special Education Teacher, Grade 10,  
O’Fallon High School (IL)

To better understand the role of large print books in supporting student literacy development, Thorndike Press, from Gale, part of Cengage Group, partnered with Project Tomorrow® to design and implement a new nationwide study during the 2023–2024 school year investigating the impact of large print text on student reading engagement and achievement levels. A similar study during the 2018–2019 school year resulted in landmark findings. Today’s focus on the science of reading and the critical need for student reading interventions created demand for new research. Through the latest study, we discovered additional insights for classroom teachers and school librarians who are supporting improved literacy outcomes for all students.

The large print format provides readers with several key characteristics, including a larger font size than standard edition books; enhanced spacing between words and lines, with fewer words per page; and clearer contrast between text and the background color of the page. While the large print format has a strong legacy of supporting reading engagement and proficiency for adults, most notably those with visual challenges, this study is on the increasingly important impact of large print text on young readers.

1. [Vincent Hyland](#) and [Melissa Jacobs](#), “[Beyond the Book List](#) [Connecting libraries to the science of reading](#),” *American Libraries*, August 28, 2024.

## About the Study

This report documents the key findings of the study, which included the participation of elementary, middle, and high school students, teachers, and librarians from thirteen schools nationwide. The study included two high schools, nine middle schools, and two K-8 schools. The selection of schools was specifically focused on student and community diversity. Ten of the thirteen schools in this study have student populations that are over 56% African American and/or Hispanic. The student populations in eight of the schools qualify for free or reduced lunch, an indicator of home poverty. Within the study cohort, four of the schools are in urban communities and nine are in suburban towns. Learn more about participating schools in Appendix 1 and books used in Appendix 3.

## Research Methodology

In each school, students had access to a variety of large print titles provided by Thorndike Press to use within regular classroom reading activities. The titles provided were popular, age-appropriate fiction and nonfiction titles, including *The Scarlet Letter*, *The Crossover*, and *The House on Mango Street*. Teachers incorporated the large print titles into regular instructional practices, such as literature circles, book clubs, read-alouds in class, self-paced student reading, and guided reading methodologies. Student and teacher experiences, along with their valuations on those experiences, were captured through surveys, focus groups, and interviews.

In total, approximately 1,500 students in grades 4–12 and fifty-six teachers and librarians participated in this large-scale study.

## Key Study Findings

In 2024, school principals woke in the middle of the night worried about three confounding challenges: 1) how to close the achievement gaps between students in their school (per 61% of principals); 2) how to support their teachers dealing with increased classroom workload due to the diversity of student needs coupled with decreased engagement issues (60%); and 3) how to ensure that their school is providing all students with the appropriate social, emotional, and mental health supports to enable more effective classroom learning and student self-efficacy (52%).<sup>2</sup> Solving these challenges is an increasingly difficult task in our schools today.

The need to meaningfully engage students in reading and help them develop stronger literacy skills impacts all three of these challenges. The increasing importance of literacy development for all students is certainly central to closing the achievement gap. However, the heightened focus on that critical component often results in increasing teacher workload through the expected (or mandated) usage of new interventions, practices, and support materials in the classroom, with a goal of ensuring that all students are reading at grade level. Correspondingly, for many students who struggle with reading fluency, particularly those students with learning differences and/or insufficient English language skills, the new intensity around reading proficiency can exacerbate existing student stress and anxiety about their academic achievement and learning self-efficacy.

2. Speak Up® Research Project Findings, 2024 (not yet published). Project Tomorrow.

The key findings from this year's large print efficacy study provide new insights into how schools can address both the need for increasing student literacy proficiencies and the three key challenges of closing the achievement gap, supporting teacher effectiveness in the classroom, and enabling student self-efficacy as more proficient readers.

### Closing the Achievement Gap

**FINDING 1:** The inclusion of large print texts in classroom reading activities supports literacy development for all students, regardless of reading levels or learning differences.

#### Evidence:

- Overall: 87% of teachers agree large print had a positive impact on their students' reading success
- Teachers reported increases in students' reading comprehension levels
  - 77% for below-grade-level readers
  - 55% for students diagnosed with ADHD
- Teachers noted improved Lexile reading scores by two grade levels
  - 71% for at-grade-level readers
  - 59% for below-grade-level readers
- Teachers also saw benefits for English learners (ELs)
  - 48% noted faster acquisition of English language skills
  - 76% said ELs highly benefited from large print

### Supporting Teacher Effectiveness in the Classroom

**FINDING 2:** Access to large print titles for schoolwork reading increased students' engagement in learning and enjoyment in reading.

#### Evidence:

- 89% of students in grades 6–12 enjoyed reading the large print book
- 48% of high school students said they were more engaged in reading the large print book than other books for schoolwork
- Teachers also noticed increased student participation in classroom read-aloud activities
  - 74% for below-grade-level readers
  - 63% for students diagnosed with ADHD
  - 52% for at-grade-level readers

**FINDING 3:** Large print as a reading intervention was easy to integrate within existing instructional practices.

**Evidence:**

- The integration did not require any teacher professional development, changes in curriculum, adjustments to teaching practices, or technology
- 87% of teachers agreed that their students' reading capacities were positively impacted by large print access, including reading skills like letter and word recognition, fluency, and comprehension
- 100% of teachers said it would be valuable to have more large print titles easily accessible by students in classroom libraries
  - 82% said it would be very valuable
- 86% of teachers said they would recommend the use of large print titles to other teachers to support student literacy development

### Enabling Student Self-Efficacy as a More Proficient Reader

**FINDING 4:** The use of large print text for schoolwork reading supported students' emotional and mental health and their self-efficacy as readers.

**Evidence:**

- Teachers noticed students' stress and anxiety associated with schoolwork reading decreased
  - 81% for below-grade-level readers
  - 58% for students diagnosed with ADHD
- Teachers also saw increased student confidence in their reading abilities
  - 87% for below-grade-level readers
  - 55% for students diagnosed with ADHD

**FINDING 5:** Students believe that access to large print books will support enhanced learning.

**Evidence:**

- Students agreed they should have more access to large print books in school
  - 75% of grade 6–8 students
  - 86% of grade 9–12 students
- 62% of students in grades 6–8 said reading skills will improve with large print books

## II. EVALUATING THE CLASSROOM READING ENVIRONMENT

Reading proficiency is the common element for success in school across all subject and content areas. Beyond being able to discern and discuss the theme of *The Outsiders* in English class, students need strong reading skills to understand the implications of the Declaration of Independence in their history class and to appreciate the different scientific views on climate change in their environmental science course. But reading continues to be a challenge for too many students today, including middle school and high school students. Consequently, **54% of the teachers in our study say they are spending 60% or more of their class time helping students develop reading competency.**

Beyond reading competencies, students' general dislike of school-based reading is not a new phenomenon. In our 2018–2019 study of the impact of large print text in the classroom, 48% of students in grade 7 said they did not like school reading. In this updated study, a very similar percentage of grade 6–12 students in our sampling (51%) said that they simply do not like reading for schoolwork purposes. The reasons why students do not like school reading today vary, with the most common explanations being a lack of choice about what they read, that assigned texts are uninteresting or irrelevant for the students, and that the texts are too dense or difficult to understand. Additionally, students pointed out structural or format issues with reading texts in school that contribute to this general dislike.

The students self-identified why schoolwork reading is problematic for them, including that the font size of the text in their reading books is too small (65%) and there are too many words on one page (62%) for them to focus appropriately. The issues in this year's study are very similar to the issues identified by students in our 2018–2019 study (Table 1). The consistency of these reading format issues reveals a chronic problem that, according to participating teachers, impacts reading fluency and academic success.

**Table 1:** Students Identify Challenges with Schoolwork Reading

Challenges with schoolwork reading	Grade 6-12 students 2018–2019	Grade 6-12 students 2023–2024
<b>Structural and format issues:</b>		
Text is too small	54%	65%
Too many words on one page	68%	62%
<b>Impacts of those issues:</b>		
Often lose their place	82%	84%
Easily distracted	87%	83%
Trouble understanding what they are reading	78%	75%
Experience eye strain	64%	58%
Feel stressed or nervous when reading	51%	44%

Students' views on the impact of these structural issues help us understand the relationship between the reading text format and student success in reading. And as with the structural issues, the impacts in the 2023–2024 study mirror what students reported in 2018–2019. For example, 84% of students in this recent study said that they often lose their place when reading. In 2018–2019, 82% of students identified the same reading challenge. Students also reported being easily distracted (83%) and having trouble with reading comprehension (75%). Students described both physical and social-emotional impacts from these unsatisfactory reading experiences. Eye strain is the most noted impact, with 58% of students in grades 6–12 saying that their eyes hurt when reading traditional books. Additionally, 44% of students said that school reading makes them feel stressed and nervous. It should not be a surprise, therefore, that 70% of students in grades 6–12 said they are most likely to scan a book or article rather than read it fully.

Teacher views about student reading challenges echo their students' responses. Classroom teachers agree on the following five characteristics of their students relative to their reading challenges:

- Students get distracted easily when reading – 96%
- They lack comprehension of what they are reading – 85%
- They give up too soon when reading out of frustration – 73%
- Students are embarrassed by their lack of reading fluency – 73%
- They lack confidence in their reading abilities – 73%

In response to these classroom realities, teachers in our study group use a variety of different instructional practices to support student reading development. The teachers shared common approaches to enhance student engagement in reading materials and to improve their students' overall reading comprehension. The following are the most cited approaches within our study group.

- 1. Individual Reading:** Teachers allow students to read books individually during class or at home. Most often students have some element of choice in selecting those books from a standard list of approved titles and/or titles that align with the students' Lexile score.
- 2. Large Group/Class Discussions:** This approach involves all students reading the same text and then engaging periodically in discussions as a whole class.
- 3. Small Group Discussions (Literature Circles/Book Clubs):** Teachers facilitate the organization of students into smaller groups or book clubs to read and discuss books collectively. In many cases, the students can choose their book and their reading groups.
- 4. Guided Reading:** Teachers lead reading sessions where they guide their students through the text either in small groups or as a whole class.
- 5. Read Aloud:** With this approach, the entire class is reading the same book with an emphasis on reading aloud in class. Teachers read the text aloud to the class while students follow along. In some cases, students read aloud as well.

With the rapid increase of digital devices in the hands of students, students are also reading on those devices now in addition to hard copy books; 36% of students in grades 6–8 and 43% of students in grades 9–12 say that they are reading a book or article on a digital device for schoolwork at least weekly. Most notably, students are taking advantage of digital features to enlarge the text to support a more effective reading experience for themselves. From our sampling of students in grades 6–12, 45% say that they increase the size of the text on their screens on a weekly basis, thus self-remediating to address what they see as detriments of text size and too many words on a page, as noted in Table 1.

The students in our sampling (92%), including the self-identified struggling and reluctant readers, say they understand that it is important for them to be a good reader. They also appreciate that reading comprehension is a highly valued and desired skill. When asked to identify what defines a good reader, the students' top choices included correctly answering questions about what they read, understanding what they have read, and remembering details from the reading.

### III. MEASURING SIGNIFICANT LARGE PRINT OUTCOMES

In the most recent 2023–2024 Speak Up Research Project surveys, 61% of school building leaders noted that their top priority issue is closing the achievement gap in their schools.<sup>3</sup> This has been a top priority for school administrators since before the pandemic, but awareness of the need to provide more equitable learning experiences for all students is much more apparent today. Despite some progress on the 2022 NAEP Report Card for 8th Grade Reading, Hispanic students, Black students, students living in poverty, and students with disabilities still lag behind their white classmates in terms of meeting reading proficiency levels.<sup>4</sup> Consequently, schools and school districts are increasingly focused on understanding the outcomes of various interventions to support improved literacy and reading proficiency. Central to those discussions is the challenge of student engagement in the learning process.



“(The large print) kind of tricked me into reading for a longer time because I felt like I was reading quicker than I actually was.”

Grade 8 Student, Buddy  
Taylor Middle School (FL)

As part of this study, we examined both teacher and student feedback on their outcomes from using large print text in their classroom reading activities. The outcomes identified directly relate to the challenges students and teachers identified with reading today, including student engagement in reading, lack of comprehension, and a variety of social-emotional issues that impede literacy development. Additionally, we analyzed student achievement data from a variety of schools to understand if any relationships exist between large print text access and improvement in reading proficiency as measured by changes in Lexile scores and through other reading diagnostic assessments.

3. “[From Engagement to Learning: Closing the Gap between Student Aspirations and Classroom Practices](#),” Speak Up® Research Project Findings, 2023–24.

4. “[National Student Group Scores and Score Gaps: Grade 8](#),” The Nation’s Report Card, 2022.



## Teacher-Identified Outcomes of Youth Large Print

Teachers in our study identified five key takeaways from using large print books in their classroom. Overall, their responses indicate that large print books had a positive impact on student engagement, reading confidence, and comprehension.

**Increased Engagement:** Many teachers noted that students were more engaged and less intimidated by large print books compared to small or traditional print books. Students stayed more focused during reading sessions and participated more actively in class.

**Improved Reading Comfort:** Teachers observed that their students found it easier to track words and sentences in large print, which allowed them to read for longer periods and with greater comfort. This led to fewer instances of zoning out or skipping lines.

**Positive Student Feedback:** Students expressed a preference for large print texts, often stating that it made reading easier and more enjoyable. Some students, especially those reading below grade level, felt a sense of accomplishment and increased confidence.

**Enhanced Comprehension and Retention:** Several teachers observed that students using large print texts demonstrated better comprehension, recall, and retention of the material. Some noted improvements in decoding skills and fluency.

**Student Preferences:** In cases where teachers compared the use of large print and regular print texts, a majority of students who experienced large print preferred it for future reading. This preference was linked to perceived ease of reading and better progress tracking.

While the teachers in our sampling group noted benefits for all their students from the large print reading experience, they also identified how the experiences resulted in the highest outcomes for four primary profiles: students reading below grade level, at-grade-level readers, students diagnosed with ADHD, and students who are learning English.

The outcomes for each of these identified student groups varied slightly depending upon the needs of those students. The top three noted outcomes for each student group are:

### Students reading below grade level

- Greater confidence
- Sustained reading without distraction
- Better retention

### Students reading at grade level

- Sustained reading without distraction
- Enhanced reading fluency
- Stronger written communications

### Students diagnosed with ADHD

- Increased class participation
- Sustained reading without distraction
- Decreased anxiety

### Students who are English learners

- Increased participation in class read-aloud activities
- Decreased anxiety about reading
- Improved Lexile reading scores by one grade level

The following Tables 2, 3, 4 and 5 identify the specific outcomes as noted by the teachers for each student group.



“... this book with larger print made me more comfortable reading.”

Grade 6 Student, Buddy  
Taylor Middle School (FL)

### Outcomes for Students Reading Below Grade Level

For those students reading below grade level, over eight in ten of the teachers in the study noted social-emotional outcomes of using large print books for these students, including having greater confidence in their reading skills (87%) and exhibiting less stress and anxiety about reading (81%). Reflecting the increased prioritization today on closing achievement gaps, teachers also observed stronger benefits for large print in this year’s study than in the 2018–2019 study (Table 2). For example, 84% of teachers in the current study observed that their below-grade-level readers were engaged with the large print text for longer periods of time without distraction, compared to 71% in the previous study. Similarly, teachers (84%) noted that a key outcome from the large print intervention was that this student group had better retention of what they had read—an increase from 76% of the teachers from the 2018–2019 study. Other key outcomes for this student group according to their teachers consist of increased reading comprehension (77%) and increased participation in class read-aloud activities (74%).

**Table 2:** Large Print Outcomes for Students Reading Below Grade Level

Outcomes	% of teachers who identified this outcome for their students reading below grade level
Greater confidence in their reading abilities	87%
Longer sustained reading periods without being distracted	84%
Better retention of what they have read	84%
Decreased anxiety about reading	81%
Increased reading comprehension	77%
Increased enjoyment in reading	77%
Better letter and word recognition	76%
Increased time spent reading	75%
Increased participation in class read-aloud activities	74%
Enhanced overall reading fluency	71%
Improvements in vocabulary and word usage	71%
Improved Lexile reading scores by two levels	59%
Improved Lexile reading scores by one level	50%

© Project Tomorrow 2024

In support of closing that achievement gap for these readers, 71% of teachers noted that their below-grade-level readers demonstrated increased overall reading fluency with the large print texts and improvements in their word usage and vocabulary choices. And a majority of the teachers (59%) noted that their students improved their Lexile reading scores by at least two grade levels in this school year.

To move students who are reading below grade level to a minimum grade-level competency requires a mix of elevating their self-efficacy as readers and providing ways for them to retain more of what they are reading and with greater comprehension. Per the teachers in the study (and their students), the inclusion of the large print texts addressed both goals.

### Outcomes for Students Reading at Grade Level

Prior to the implementation of large print titles within the classroom, only 23% of teachers identified students reading at grade level as potentially having a high benefit from this experience. Comparatively, 67% of the teachers were excited about the potential impact of large print on their students who were reading below grade level. After experiencing large print in their classrooms, however, teachers noted favorable outcomes for their at-grade-level readers as well as their students reading below grade level, speaking to the universality of the value of large print. Nearly three-quarters of teachers (74%) cited increased reading fluency as a key outcome for students reading at grade level; 71% of teachers noted the same outcome for their below-grade-level readers. The impact of increased reading proficiency can yield many benefits for students. Interestingly, Table 3 notes that 72% of the study teachers said their at-grade-level readers exhibited stronger written communication skills because of the large print reading experience. This outcome may be the result of students doing closer reading with their large print texts and not simply skimming, scanning, or half-reading books. A greater appreciation for good writing and language may have a residual impact on the students' own written and verbal communications.



“I felt accomplished with reading so many pages at once. One big thing for me was that I did not lose my spot or go a long time with only half reading. Half reading is where I am reading but my mind is somewhere else and I don't understand or take the information in.”

Grade 7 Student, O'Neill Middle School (IL)

As with the below-grade-level readers, teachers also noted an increased focus on the value of sustained reading without distractions as a key outcome for this student group. Teachers reported decreased engagement in classroom learning across all student profiles today. While 59% of teachers in the 2018–2019 study noted that their at-grade-level readers were reading for longer periods of time without being distracted, 74% of the teachers in this year's study identified that as a key outcome for their grade-level readers. Teachers in this year's study (71%) were also more likely than their peers from the earlier study (58%) to observe increased student confidence in their reading abilities.

**Table 3:** Large Print Outcomes for Students Reading at Grade Level

Outcomes	% of teachers who identified this outcome for their students reading at grade level
Longer sustained reading periods without being distracted	74%
Enhanced overall reading fluency	74%
Stronger written communication	72%
Greater confidence in their reading abilities	71%
Increased time spent reading	71%
Improved Lexile reading scores by two levels	71%
Increased enjoyment in reading	70%
Increased reading comprehension	68%
Improved Lexile reading scores by one level	63%
Decreased anxiety about reading	58%
Better retention of what they have read	53%
Increased participation in class read-aloud activities	52%
Improvements in vocabulary and word usage	50%

© Project Tomorrow 2024



“I could read more pages at a time, less words at a time, which gave me more time to process and understand each page.”

Grade 10 Student, Golden Valley High School (CA)

### Outcomes for Students Diagnosed with ADHD

An emerging field of study is the relationship between ADHD and reading comprehension. Per researchers, a student diagnosed with ADHD may have challenges with reading comprehension due to deficits in their executive function skills, notably self-regulation, working memory, and cognitive flexibility.<sup>5</sup> It is noteworthy, therefore, that 61% of teachers in our study reported that their ADHD-diagnosed students had longer sustained reading periods with the large print text compared to the traditional print text, and 58% said they observed decreased student anxiety about reading (Table 4). Of particular importance for this student group is the increased reading comprehension noted by 55% of teachers.

**Table 4:** Large Print Outcomes for Students Diagnosed with ADHD

Outcomes	% of teachers who identified this outcome for their students diagnosed with ADHD
Increased participation in class read-aloud activities	63%
Longer sustained reading periods without being distracted	61%
Decreased anxiety about reading	58%
Greater confidence in their reading abilities	55%
Increased reading comprehension	55%
Better letter and word recognition	55%
Increased time spent reading	54%
Increased enjoyment in reading	50%
Enhanced overall reading fluency	50%

© Project Tomorrow 2024



“I have a large population of special needs and ELL students in my class. I felt like the use of the large print text was especially helpful for those students. They were better able to track the materials, and they felt more confident about getting through the reading.”

English Language Arts  
Teacher, Marco Forster  
Middle School (CA)

### Outcomes for English Learners (ELs)

Based on the most recent data from the National Center for Education Statistics (NCES), one in ten students nationwide is an English learner. Per fall 2021 statistics, English learners make up 19% of students in California public schools and over 20% of students in Texas schools.<sup>6</sup>

It is anticipated that as the United States becomes more linguistically diverse, the number of K-12 students requiring support for English language acquisition will certainly increase. Teachers will need effective interventions to support a growing number of EL students in their classrooms. Notably, teachers in this year’s study report that using large print texts in their classroom yielded positive impacts for their EL students, including 48% who say that they observed faster acquisition of English language skills because of the use of the larger print books and 41% who noted that their students were more likely to participate in class read-aloud activities (Table 5).

6. “[English Learners in Public Schools](#),” National Center for Education Statistics, May 2024.

**Table 5:** Large Print Outcomes for English Learners

Outcomes	% of teachers who identified this outcome for their English learners (ELs)
Faster acquisition of English language skills	48%
Increased participation in class read-aloud activities	41%
Decreased anxiety about reading	39%
Improved Lexile reading scores by one grade level	38%
Longer sustained reading periods without being distracted	35%
Better letter and word recognition	34%
Greater confidence in their reading abilities	32%
Increased time spent reading	32%
Improvements in vocabulary and word usage	32%

© Project Tomorrow 2024

Marco Forster Middle School in San Juan Capistrano, California, provides a valuable case study on the potential impact of large print texts on EL students' English language development. Marco Forster Middle School has a higher percentage of students who are identified as English learners (ELs) than the national average across all schools. At Marco Forster Middle School, 26% of their students are considered English learners, compared to only 11% nationwide per the US Department of Education statistics from 2021.

It is impressive, therefore, that the teachers in our study from Marco Forster Middle School noted the following impacts of the large print on their ELL students in support of their faster acquisition of English language skills:

- ✓ Better letter and word recognition
- ✓ Better retention of what they have read
- ✓ Enhanced overall reading fluency
- ✓ Greater confidence in their reading abilities
- ✓ Greater engagement in reading activities
- ✓ Improvements in decoding skills
- ✓ Improvements in vocabulary or word usage
- ✓ Increased Lexile reading level by at least one grade level
- ✓ Increased reading comprehension
- ✓ Less anxiety or stress about reading

### Additional Notable Outcomes for Student Groups

As noted, teachers identified outcomes for all types of students in their classes. Here are some other noteworthy outcomes from different student groups.

- 63% of teachers said they saw evidence of students at or below grade level improving their reading abilities in other curricular areas beyond their English language arts classes.
- 57% of teachers said their students who were reading above grade level seemed to gain more enjoyment from reading the large print books as well.

### Large Print Benefits Became Clear as Teacher Proficiency Increased

At the onset of the 2023–2024 study, only 23% of the teachers said they were very familiar with using large print text to support student reading development. At the end of the school year, 79% said they were comfortable now using large print with their students, and 58% said they were very comfortable with this resource as an effective intervention to help students develop stronger reading competencies.

This is a noteworthy outcome, especially considering that including large print texts in classrooms as a literacy intervention does not require teachers to change their instructional practices, attend any professional learning events, or have a lengthy adoption process before seeing student outcomes. The barriers to implementing large print, from a classroom operations perspective, are virtually nonexistent. The ease of integration helps teachers feel comfortable with this intervention in a short time frame and want to continue using large print with their students without hesitation. This supports the desire by many school and district leaders to have greater sustainability of academic interventions that work.

### Student-Identified Physical, Behavioral, and Social-Emotional Benefits

The middle school and high school students in our study identified five key outcomes from their experience reading a large print book. The outcomes include physical benefits (less eye strain), behavioral changes (not losing place, staying focused), improved comprehension (remembering more about the book), and overall greater enjoyment with reading (Table 6).

**Table 6:** Students Identify Key Outcomes from Reading Large Print Books

Outcomes	% of students who agree with this outcome		
	All students	Students in grades 6–8	Students in grades 9–12
Less eye strain	51%	49%	57%
Less likely to lose my place when reading	45%	43%	46%
Stay focused and not get distracted	40%	39%	39%
Like reading this type of a book with large print	38%	39%	36%
Remember more about the characters and details of the book	37%	37%	33%

© Project Tomorrow 2024

When asked to describe the impact of the large print books on their reading experience, students noted the following outcomes in their narrative comments:

**Easier on the Eyes:** Large print is less straining on the eyes, especially for those students with vision problems. Students with eye fatigue or headaches find larger print less tiring.

**Improved Focus and Concentration:** Large print helps students focus, making it easier to concentrate on the words and the story, leading to greater comprehension. Students say reading large print books minimized other distractions, allowing them to focus more on the story and enjoy it better.

**Faster Reading Speed:** Some students find that they can read faster with large print, helping them get through books faster, thus giving them a greater sense of achievement.

**Better Visual Perception:** Large print makes it easier to see the words, especially for those with blurry vision.

**Less Physical Strain:** Large print allows students to hold the book further away from their faces, which reduces physical strain on their back and shoulders.

**More Motivation to Read:** Some students find that large print makes them more motivated to read, as it feels less daunting.

**Easier to Take Notes:** Larger font provides more space to make notes in the margins.



“I enjoyed reading that book because the larger print helped me not get distracted by other things and if I did I would easily be able to find my place.”

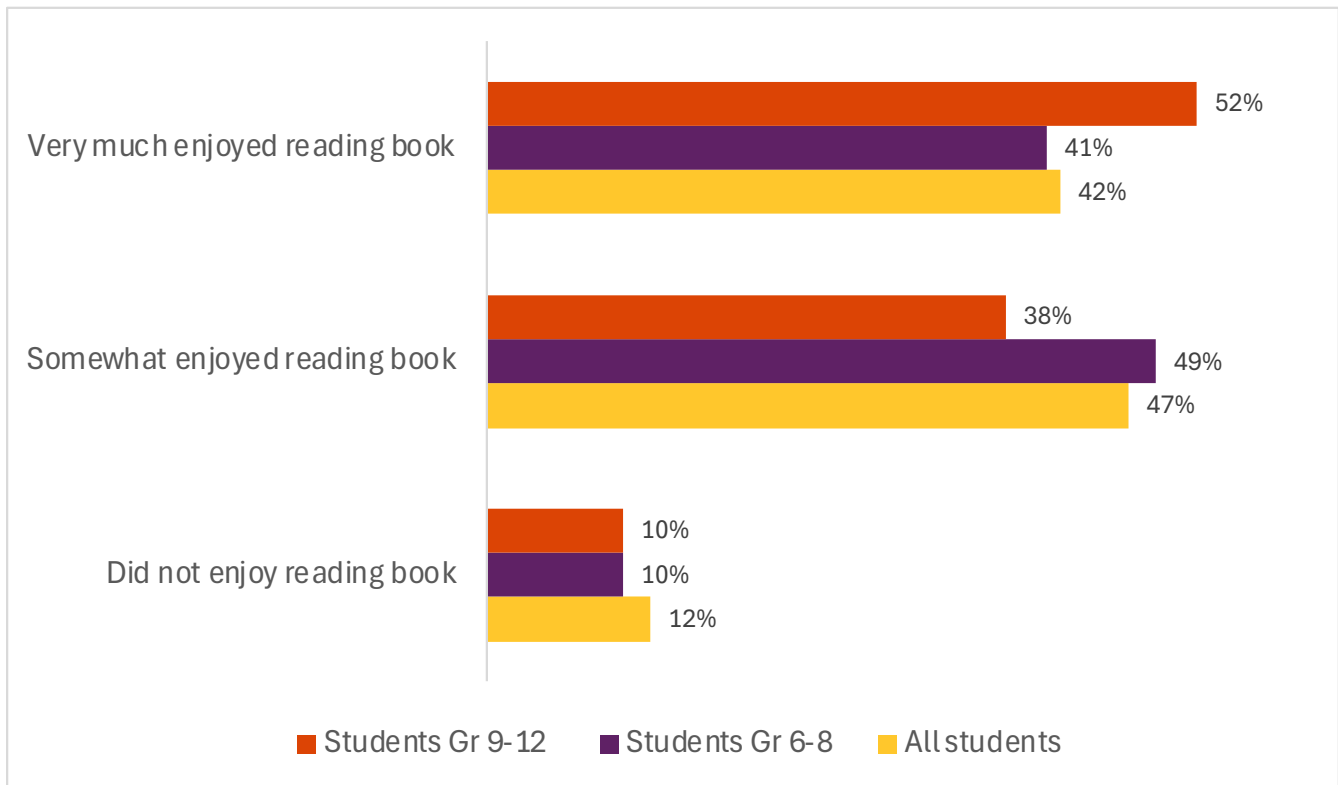
Grade 7 Student, O’Neill Middle School (IL)



### Increased Student Reading Engagement and Enjoyment

When asked specifically about their enjoyment reading the large print book, 89% of students said they enjoyed reading the book, and 52% of high school students indicated they very much enjoyed the reading experience (Chart A). This stands in contrast to the fact that 42% of high school students say they do not like reading for schoolwork. Additionally, 40% of students noted that they were more engaged in reading this book than other books for schoolwork. This included 48% of the high school students. For three in ten students, the large print book was their favorite book read for the school year.

**Chart A:** Students' Enjoyment Reading the Large Print Book



© Project Tomorrow 2024

### Stronger Perceptions of What Makes a Good Reader

The experience of reading large print also changed student perceptions of what constitutes a good reader. Many students discovered a deeper level of reading comprehension than they had experienced previously, as is evident in their new definition of a good reader (Table 7). For example, prior to reading the large print text, 33% of students said “understanding what they read” was a key characteristic for a good reader. After reading large print, 53% of students identified that characteristic as an important element for a good reader. This new awareness of the importance of reading comprehension also speaks to the metacognitive reflection of students about their own reading capabilities and what they need to improve.

**Table 7:** How Do You Define a Good Reader?

Good reader characteristics	% of students who chose these responses		Percentage growth increase from the pre-survey to the post-survey
	Before reading large print book	After reading large print book	
Can correctly answer questions about what they have read	36%	57%	58% increase
Understands what they read	33%	53%	61% increase
Remembers details about what they read	22%	43%	49% increase
Stays focused when reading	26%	41%	58% increase

© Project Tomorrow 2024

## Student Achievement Case Studies

### iReady Reading Levels at Marco Forster Middle School (California)

Teachers at Marco Forster Middle School use the iReady reading assessment to identify students' reading levels and evaluate student growth.<sup>7</sup> For students who read the large print books during the 2023–2024 school year, the number of students reading at or above grade level increased by 28%. The number of students reading at two or more grade levels behind their peers decreased by 33%.

### Student Reading Levels: Beginning of the School Year vs. End of the School Year

Student reading levels	Percentage of students—measured using iReady assessments	
	Beginning of the year	End of the year
Reading at or above grade level	25%	32%
Reading at one grade level behind	16%	17%
Reading at two or more grade levels behind	58%	39%

7. The i-Ready Diagnostic is a commercial web-based assessment that evaluates a student's reading skills.

## Lexile Growth at Glasgow Middle School (Louisiana)

### 6th grade

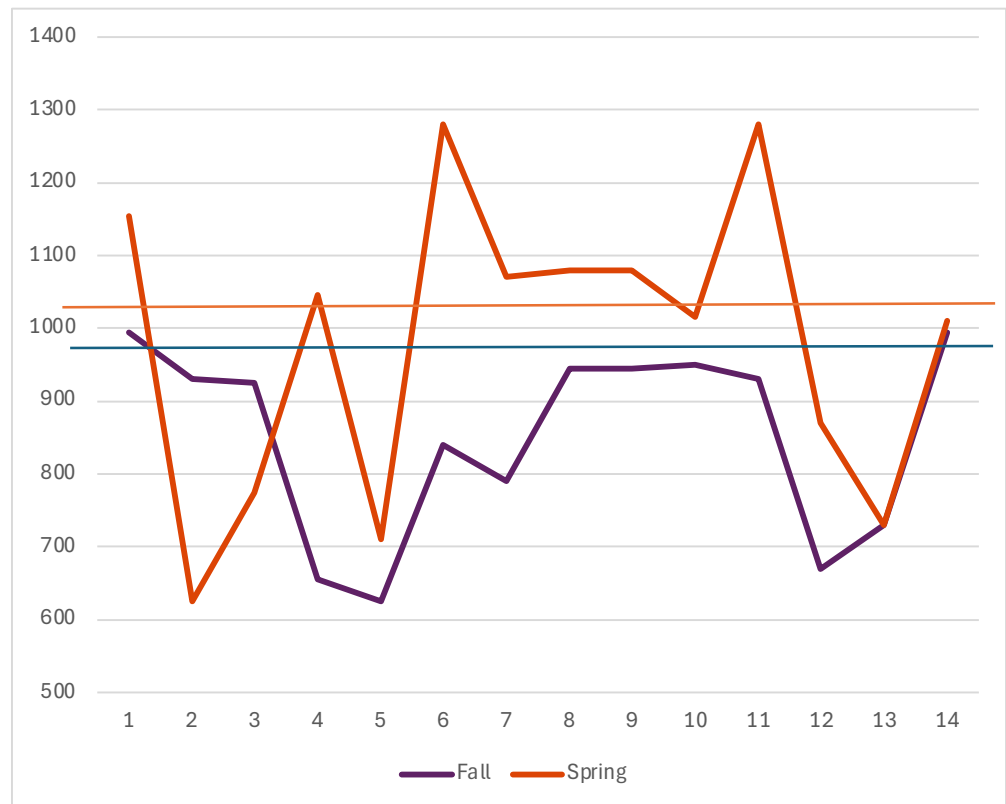
Time frame for assessment	10 <sup>th</sup> percentile	25 <sup>th</sup> percentile	50 <sup>th</sup> percentile	75 <sup>th</sup> percentile	90 <sup>th</sup> percentile
Fall	685L	835L	990L	1140L	1300L
Spring	725L	875L	1030L	1180L	1340L

At Glasgow Middle School, seventy-three grade 6 students read at least one large print book as part of this study during the 2023–2024 school year. Their ELA teacher used students' Lexile scores from the beginning of the school year to the end of the school year to evaluate reading growth. Expected annual growth for students in grade 6 on the Lexile scale<sup>8</sup> is 104 Lexile points.

Within that student group, fourteen students started the school year at or below the 50th percentile for recommended Lexile reading levels for sixth grade. After reading the large print text, seven of those students were above the 50th percentile in the spring, with two of those below-grade-level readers reaching the 75th percentile (Chart B). The average growth on the Lexile scale for the students who demonstrated growth during the year was 133L.

**Chart B:** Fall and spring Lexile scores for grade 6 students in Large Print Study

50th percentile for fall = 990L  
50th percentile for spring = 1030L



8. Lexile reading levels are a measurement of a student's reading ability or the difficulty of a text on a scale that ranges from below 200L to above 1600L.

### 8th grade

Time frame for assessment	10 <sup>th</sup> percentile	25 <sup>th</sup> percentile	50 <sup>th</sup> percentile	75 <sup>th</sup> percentile	90 <sup>th</sup> percentile
Fall	820L	970L	1125L	1280L	1435L
Spring	850L	1000L	1155L	1310L	1470L

At Glasgow Middle School, eighty grade 8 students read at least one large print book as part of this study during the 2023–2024 school year. Their ELA teacher used students' Lexile scores from the beginning of the school year to the end of the school year to evaluate reading growth.

Expected annual growth for students in grade 8 on the Lexile scale is eighty-seven Lexile points. Within this group of students, the average annual growth was 225 Lexile points based upon the comparison from fall to spring assessment scores. For the students who were at the 50th percentile or less on their fall assessment, their average annual growth was 252 Lexile points based upon their spring scores.

## IV. ARTICULATING LARGE PRINT BENEFITS IN THE CLASSROOM

### Different Approaches. Same Benefits.

As part of this year's study of the impact of large print text on student reading competency, we examined the different ways that teachers employed large print within their classrooms. Two specific approaches were worthy of further analysis:

**Approach #1:** Teacher-Assigned. Teachers assign the same large print text to all students in that period or class. In this study group, 45% of teachers chose Approach #1.

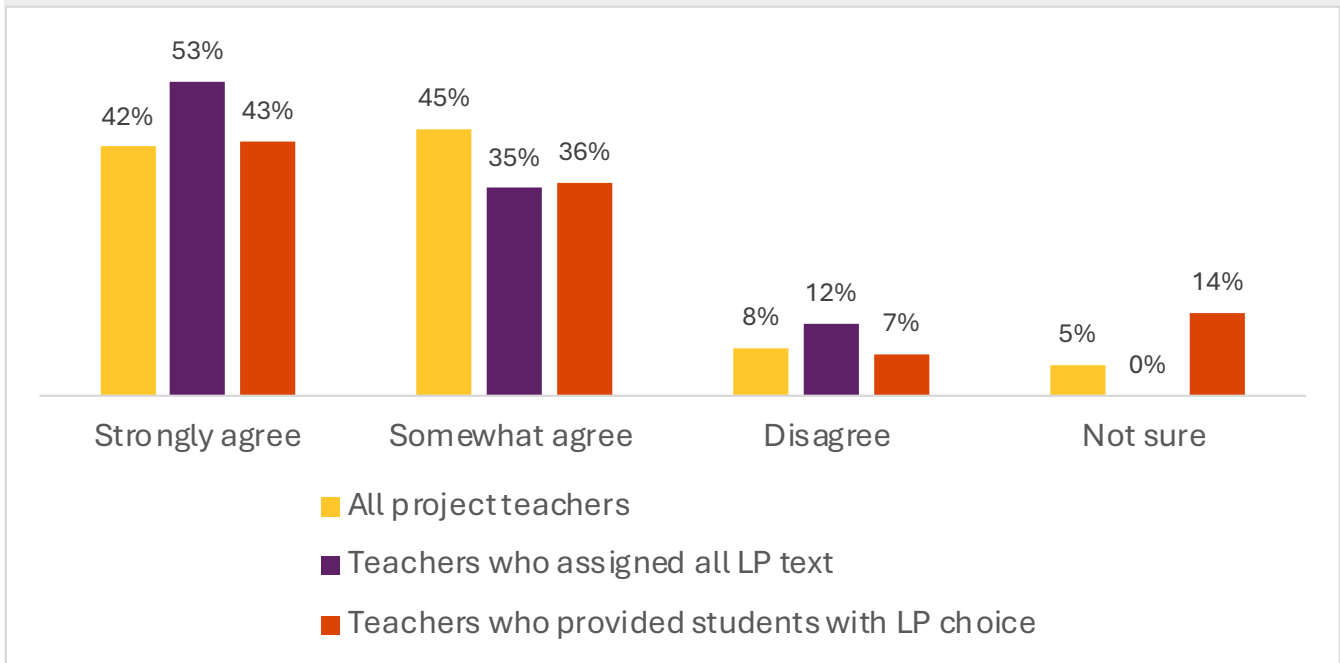
**Approach #2:** Student Choice. Teachers provide their students with the option to choose a large print or a traditional (small print) book from their classroom library. Slightly more than one-third of the teachers (38%) chose Approach #2 for their class.

As noted earlier, teachers agree that the use of large print text with their students had a positive impact on their reading competencies. This finding held true even across the two different approaches that teachers took in their classrooms to using large print.

Across the board, 87% of teachers agreed that their students' reading capacities were positively impacted by large print access. For classes that used Approach #1 (teacher assignment of large print text to all students), 88% of the teachers agreed on the positive impact of large print on their students' reading capacities. For classes that used Approach #2 (student choice of the large print text), 79% of the teachers also identified the positive impact of the large print access (Chart B). The assignment vs. choice differentiation did not result in a difference among the teachers about the impact of large print. This insight further supports the adaptability and versatility of large print to meet teachers' current instructional practices while not requiring teachers to adopt new models of teaching to see benefits and outcomes.

**Chart B: Teachers' Level of Agreement on the Positive Impact of Large Print on Their Students' Reading**

*Agree or disagree: The use of the large print text with my students had a positive impact on their reading competencies.*



© Project Tomorrow 2024

### Meaningful Large Print Benefits

Teachers articulated that the following aspects of large print made the most difference in their classrooms.

**More approachable, more accessible, and less intimidating:** Teachers found that large print text made reading less daunting for students and that their students found large print made reading more accessible. The students felt less intimidated by large print because the book didn't seem "that long." Large print minimized frustration for some students who have behavioral challenges as well, thus addressing the social-emotional needs of those students through the large print learning experience in the classroom.

**Easier to read:** It was easier for both teachers and students to read the large print texts. Several teachers commented on how access to the books changed their own personal approach to reading aloud in class. Their preference is now to use a large print book themselves for classroom reading.

**Engaging for lower-level readers:** Students who struggled with reading found it easier to engage with the text. The teachers found that large print books were helpful for struggling readers because they helped to moderate the appearance of a long, dense book and build the self-confidence of the student in their own reading efficacy.

**Value for all readers:** Teachers noted the benefits of large print for many different types of learners. Before the study, many teachers believed the value of large print was primarily for students with visual acuity challenges or trouble tracking when reading. Their views on the value of large print expanded following their own classroom usage to include students with a wider variety of learning differences or current reading deficiencies. Additionally, students in our study who were high-performing readers also noted that the large print experience was valuable to help them understand their own needs for effective and efficient reading. This resulted in a new awareness of teachers to see the value of large print for all students.

**Support for decoding:** Large print made it less likely for students to miss lines or letters while reading, especially when decoding. This was a meaningful benefit for teachers with English learners or students with learning differences or disabilities in their class.

**Support for perseverance with reading:** The teachers believed that large print helps students keep track spatially of where they are in the text. They suggested that the visual benefits help students feel they have the stamina to finish reading a page or chapter.

**High quality:** The teachers stated that the large print books were of high quality from a durability standpoint, always an important consideration for classroom libraries and student usage of books.

### **Changes in Teacher Perceptions: Which Students Benefit from Large Print?**

Teachers sometimes have preconceived ideas about who will benefit from large print. Analyzing how those perceptions change when teachers have access to large print in their classrooms is useful for understanding how to support more large print use cases in schools.

At the beginning of the 2023–2024 study, teachers without prior large print experience saw students who had tracking problems when reading as the primary beneficiaries (82%). They were right in understanding the value of large print for that student profile. In their post-survey, 91% of the teachers said those students benefited greatly from large print. However, the picture of who benefits from large print expanded greatly. Teachers needed the experience of using large print in their classrooms to appreciate the benefits for more students. In the study pre-survey, only 55% of teachers identified students with reading comprehension challenges as potentially benefiting from a large print reading experience. However, at the end of the school year, 82% said students with reading comprehension issues could benefit from reading large print text, an increase of 49% more teachers who now appreciate the value of large print for those students.

Similarly, 85% of teachers noted that large print text helped their students who were easily distracted when reading; yet only 62% had envisioned how large print would help those students prior to using the large print text in their classroom. Table 8 demonstrates where teachers' perceptions on the value of large print changed the greatest amount across the school year because of their involvement with this study. Given that less than one-quarter of teachers in the study said they were very familiar with large print (23%), these findings are not surprising but noteworthy. As teachers gain more fluency with the use of large print in their classrooms, they begin to realize that the benefits are more wide-reaching than they first envisioned and can positively impact the reading potential and capacities of more students. Of special significance is the connection that teachers are making between the use of the large print and student academic outcomes, such as reading comprehension and grade-level attainment. This is a significant finding for school and district leaders who are seeking an easy and adaptable intervention to support their students with reading challenges or learning differences, or English learners.

**Table 8:** Changes in Teachers' Perceptions About the Benefits of Large Print

Who benefits from large print?	% of teachers who identified these student profiles as having a high benefit from large print		
	Pre-survey results	Post-survey results	Percentage point difference
Students with reading comprehension challenges	55%	82%	27
Students diagnosed with ADHD	67%	91%	24
Students who are easily distracted when reading	62%	85%	23
Students who are anxious about reading	68%	91%	23
Students who are learning English (EL/ESL)	55%	76%	21
Students who have an IEP or 504 plan	73%	94%	21
Students with a variety of learning differences	68%	88%	20

© Project Tomorrow 2024

School leaders and teachers are paying more attention to the social, emotional, and mental health needs of their students today than ever before. New research is also being done on the relationship between student self-efficacy as a learner and their academic achievement. And as noted earlier, school leaders are particularly focused now on closing the achievement gap, with a special emphasis on students with learning differences or those who need additional support. Consequently, these considerations are important as leaders and teachers think about who can benefit from a large print reading experience. Per the results from this study, teachers who have had firsthand experience with the use of large print in their classroom are bullish on that reading intervention on a wide range of students, including students with an IEP or 504 plan (94%), students diagnosed with ADHD (91%), and students with reading anxieties (91%), among other groups.

### Increasing Large Print Access in Classrooms and Libraries

When asked about large print access, **100% of teachers in this study said it would be valuable to have more large print titles easily accessible by students in their classroom libraries**; 82% say it would be very valuable. Considering those collections, 53% of teachers said that a fifty-fifty mix of traditional print size books and large print books would be optimum for their classroom environment, thus enabling their students to have a choice of reading format. Reflecting a priority in American classrooms today, 79% of teachers also reported that having large print books in Spanish would be very helpful for their students.

To make this vision of using more large print titles in their classroom a reality, teachers acknowledged four critical needs:

**Increased Availability:** Teachers emphasized the need for more large print books to be available, both in classrooms and in school libraries. They also requested a wide variety of titles to better match students' interests and curricular needs as an additional approach to increasing student engagement in reading. Echoing the circulation data from O'Neill Middle School noted below, teachers reported that when they give their students a choice to read a large print or a traditional print book, the majority of their students will choose a large print text, even if they have not had any prior experience with that format.

**Funding and Support:** Many teachers highlighted the need for financial support to purchase large print books. They expressed concerns about limited school budgets and the importance of funding to acquire these resources, now that they have increased their valuation on the outcomes and benefits of having large print resources for their students.

**Curricular Integration:** Teachers requested that large print books be included in the core curriculum, with corresponding tests, quizzes, and discussion questions. This would make it easier to integrate large print texts into their teaching.

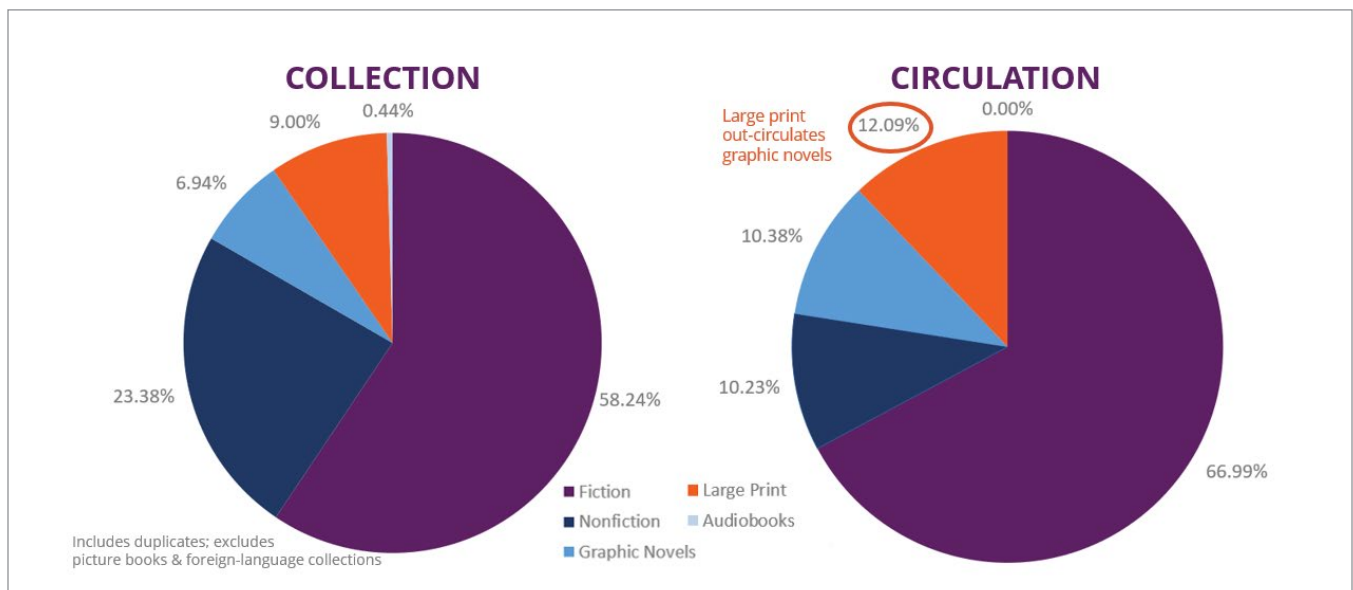
**Access and Information:** Some teachers mentioned the importance of knowing all the titles that are available in large print, to better plan their lessons and units. They also suggested that having large print books readily available in their school libraries for checkout would benefit students.



Overall, in recognition of their own value propositions for large print, teachers are seeking more access to large print books, financial support to purchase them, and support for better integration of these books into their curriculum.

One of our study schools, O’Neill Middle School in Downers Grove, Illinois, has invested in large print titles for their school library over the past few years. Of the 12,567 books in the O’Neill Middle School library, 1,131 are large print titles. The librarian, Tasha Squires, recently evaluated the impact of large print on her own student population. Based upon her analysis, Ms. Squires designated a new space within her library exclusively for large print titles to help her students easily find those books, enhance ready access for all, and boost circulation. The data findings (Chart C) are from the school library’s integrated library system. Impressively, over 12% of the annual circulation at this school is represented by large print titles, outpacing even graphic novels.

**Chart C:** Circulation Breakdown by Category – O’Neill Middle School (IL)



### Students Value Large Print Features

As teachers think about incorporating more large print titles into their classroom collections, it is valuable to understand students’ perceptions of the benefits of specific physical characteristic of large print books. Students in general were less focused on the physical size of the book or the similarity of the covers of traditional print and large print editions. Many educators have noted their concern that some students may feel their use of a large print book is stigmatized. Students debunk that concern. Of greater importance to students (notably high school students) was the contrast of the typeface on the background of the page, the size of the font, the decreased number of words on the page, and the spacing between the lines (Table 9).



“I was more motivated to read (the large print book since) I could get through it faster. It made it easier to complete assignments on the book in a timely manner since I was reading more at a time.”

Grade 11 Student, O’Fallon Township High School (IL)

**Table 9:** Students' Evaluation of the Large Print Characteristics

Large print characteristics	% of students who say this is an important characteristic	
	Student in Grades 6–8	Students in Grades 9–12
Clear contrast between letters and background of page	85%	92%
Large print or font size	81%	92%
More spacing between the lines of text	75%	85%
Less words on the page	79%	84%

© Project Tomorrow 2024

Relative to the size of the book, 64% of high school students and 66% of middle school students said that was important, but only one in five say it is very important, thus underscoring that the differences in book size, if any exist with the large print book, may be more of an adult issue than a student concern.

## V. STUDENTS AND TEACHERS INCREASE DEMAND FOR LARGE PRINT ACCESS

Teachers are always interested in how to improve reading experiences for their students. Through our teacher interviews, we learned that teachers feel that their students are less engaged in reading today than ever before. Thus, they are anxious to find new ways to engage students in learning and reading experiences in class. Students have a few suggestions for their teachers about ways to help them become better readers:

- Having more time to read.
- Having more choice in the books they read.
- Having more books that are interesting to them.
- Having more large print books.
- Having more opportunities to discuss the books they are reading.

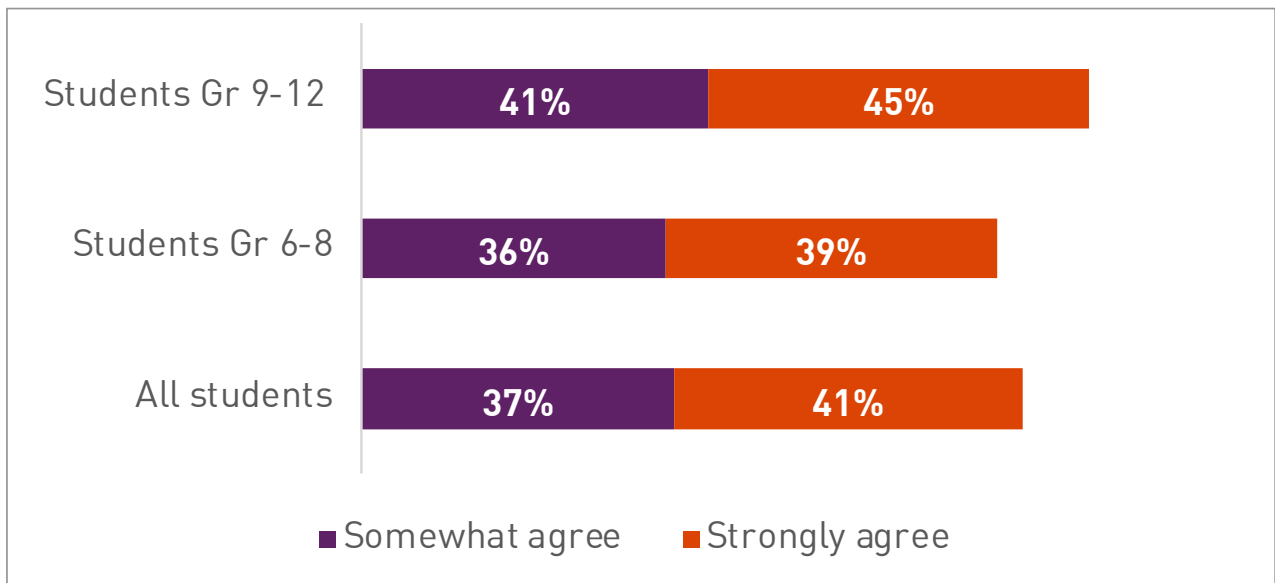
### Continued Use of Large Print in the Classroom

Within our national sampling of teachers, **100% say it is likely they will continue to use large print books** in their classroom to support students' reading development during the 2024–2025 school year; 68% see that as very likely for the upcoming school year.

Demonstrating the value they experienced from large print, students also wish they had more choice in reading large print books. Per Chart D, 75% of students in grades 6–8 and 86% of students in grades 9–12 agree that students should have greater access to large print books. In our original 2018–2019 study, only 61% of middle school students had that same aspiration.

- Additionally, 66% of high school students and 64% of middle school students say they would like to read more large print books in school.
- 72% of high school students specifically wish that their teachers gave them the option to read a large print book.

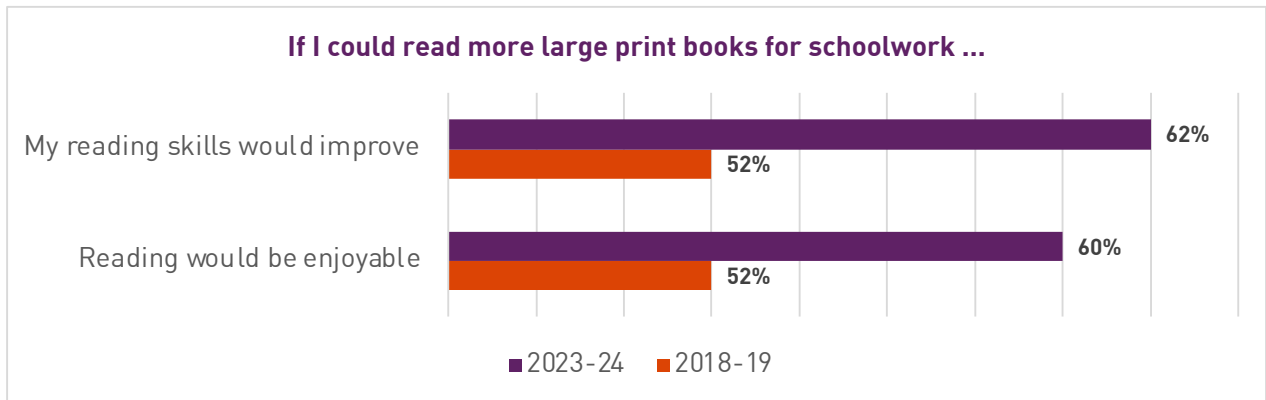
**Chart D:** Agreement - Students Should Be Able to Read Large Print Books for School If They Wish



© Project Tomorrow 2024

Students envision increased access to large print as serving two important goals for them personally: 1) to improve their reading skills (63% agree), and 2) to have more enjoyable reading experiences (60% agree). This also represents a significant increase from our research findings in 2018–2019. In that study year, 52% of middle school students felt that greater access to large print would improve their reading skills and make reading more enjoyable (Chart E).

**Chart E:** Value of Greater Access to Large Print Titles for Students in Grades 6–8, 2019 vs. 2024



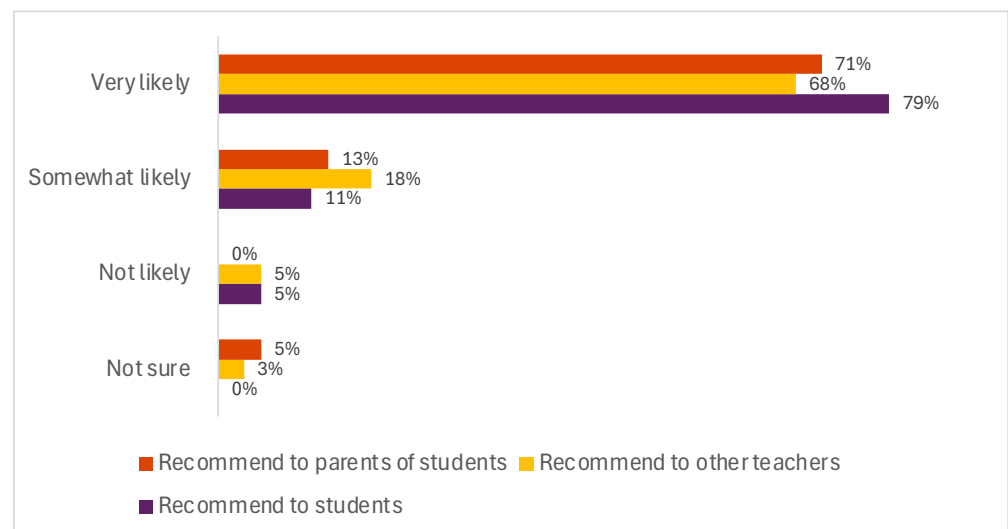
© Project Tomorrow 2024

### Likelihood of Recommending Large Print Books to Others

Based on their experiences using large print with their students, teachers are also very likely to recommend large print text to students, colleagues, and parents of their students.

As depicted in Chart F, 90% of teachers said they would recommend large print books to their students, with 79% saying that they are very likely to make that type of recommendation based on their experience with large print titles in their classroom. Additionally, 86% of teachers say they would recommend large print to their colleagues and other teachers, and 84% said the same about making a recommendation to the parents of their students. This is a highly significant finding. Teachers are often reluctant to make recommendations on new learning models, technologies, and even reading titles to colleagues unless they have proven experience with strong outcomes from those approaches or products. That is why teachers so highly value the recommendations of their peers; they know that those recommendations are based upon solid evidence from someone who understands what it takes to successfully address classroom challenges.

**Chart F:** Teachers' Likelihood to Recommend Large Print Text to Support Students' Reading



When asked if they would recommend large print to other students, 71% of our study group of middle and high school students said “yes” based upon their own reading experiences with large print. This also marks a significant increase over the results from our 2018–2019 study. In that study, 61% of students in grades 6–12 would recommend large print to their peers.

Over the past five years since our original large print efficacy study, more teachers have discovered large print on their own and are incorporating those texts into their classroom libraries. Additionally, school libraries are creating special collections of large print titles, providing students with options for increased accessibility and reading enjoyment. This has resulted, as in the case of O’Neill Middle School, in students making their own personal choices to select and read large print books. The perceptions around who benefits from large print have changed dramatically in the past five years. This increased awareness has led to higher valuations among students and teachers on the benefits of large print text for schoolwork reading, and that is reflected in our current study results.

## VI. FINAL THOUGHTS

For many teachers in the study, this was their first experience using large print titles intentionally with their students as part of classroom reading instruction. Thus, their takeaways from the experience can be illustrative for other teachers who may be new to large print as a proven literacy development intervention.

### Key takeaways from teachers:

**Large print text can significantly impact student engagement.** The teachers were surprised to learn that something as “simple as font size” could positively affect student engagement. Teachers reported that their students were much more engaged in reading the large print text than traditional books with smaller font sizes. Another proof of student engagement for the teachers was the increased retention of key details in the reading materials and the willingness of students to participate in class read-alouds.

**Large print is a valuable tool for meeting the needs of diverse learners.** The teachers found that large print helped their struggling or reluctant readers by making reading less intimidating and more accessible for students. The teachers also realized that large print could be a valuable tool for meeting the needs of a wide range of students, including those who are reading at grade level or below grade level, those who have learning differences or behavioral challenges, and students whose English skills are new or developing. The adaptability and versatility of large print as a classroom reading intervention helps teachers differentiate learning experiences for their students.

**Large print increases students’ self-confidence and decreases reading anxieties.** The teachers observed that students were more likely to participate in classroom read-aloud activities and were more confident reading aloud when they used large print books. This also contributed to decreases in reading anxiety and stress, enabling a more supportive and emotionally healthy learning environment for all students.

**Large print can help improve fluency and comprehension.** The teachers saw an improvement in fluency and comprehension skills in students who used large print books. This was accomplished because students were less distracted when reading the large print texts and were able to read for longer periods of time without losing stamina or interest. The students retained more about what they had read and had increased enjoyment in the reading process. As teachers and leaders continue to seek interventions to support increased reading competency development, the results from this study should provide valuable insights into how to leverage large print to support academic goals as well as help more students develop self-efficacy as learners.

**Large print supports literacy development.** With teachers citing distractions as a significant challenge for readers, the increased font size and spacing between lines of text in large print books helps students stay focused. Fewer words on a page allows for quicker page turns, increasing reading engagement and stamina. When more than half of teachers said 60% or more of their class time is spent helping students develop reading competency, incorporating the large print format may give teachers some time back for other learning priorities, including developing stronger academic relationships that support student success.



“I LOVE large print because I think it helps kids keep track spatially of where they are in reading. I think the visual benefits help students feel they can have the stamina to finish reading a page or chapter. As a reader myself, I gravitate toward large print for these same reasons.”

Grade 7-8 Teacher, O'Neill Middle School (IL)

**Appendix 1:** Large Print Study Participating School Demographics

In total, 1,439 students in grades 4–12 and fifty-six teachers and librarians participated in this study.

School (District)	City, State	School Locale Category	Total Number of Students	% Minority	% Free & Reduced Lunch
Golden Valley High School (William S. Hart Union High SD)	Santa Clarita, CA	Suburban	2,073	84%	40%
Marco Forster Middle School (Capistrano USD)	San Juan Capistrano, CA	Suburban	1,082	74%	70%
San Marcos Middle School (San Marcos USD)	San Marcos, CA	Suburban	931	84%	62%
O'Neill Middle School (Downers Grove GSD 58)	Downers Grove, IL	Suburban	433	34%	25%
Buddy Taylor Middle School (Flagler Schools)	Palm Coast, FL	Suburban	1,343	45%	63%
Celebration K-8 School (Osceola SD)	Celebration, FL	Suburban	1,706	56%	35%
Canoe Creek K-8 School (Osceola SD)	St. Cloud, FL	Suburban	1,182	66%	51%
Narcoossee Middle School (Osceola SD)	St. Cloud, FL	Suburban	1,371	79%	46%
Woodlawn Middle School (East Baton Rouge Parish Public Schools)	Baton Rouge, LA	Urban	887	80%	69%
Glasgow Middle School (East Baton Rouge Parish Public Schools)	Baton Rouge, LA	Urban	550	87%	59%
O'Fallon Township High School (O'Fallon Township HS District)	O'Fallon, IL	Suburban	2,521	41%	25%
Rudder Middle School (Northside ISD)	San Antonio, TX	Urban	994	82%	80%
Jefferson Middle School Academy (District of Columbia Public Schools)	Washington, DC	Urban	386	95%	55%

"[Search for Public Schools](#)," National Center for Education Statistics, 2023.

**Appendix 2:** Large Print Study Participating Students and Teachers

School (District)	Grades Involved in Study	# of Teachers	# of Students (Large Print Titles)	# of Students (Traditional Print Titles)	# of Large Print Titles Read	# of Traditional Print Titles Read
Golden Valley High School (William S. Hart Union High SD)	9 <sup>th</sup> – 12 <sup>th</sup>	8	282	98	15	8
Marco Forster Middle School (Capistrano USD)	7 <sup>th</sup>	2	55	-	12	-
San Marcos Middle School (San Marcos USD)	7 <sup>th</sup>	1	50	-	14	-
O'Neill Middle School (Downers Grove GSD 58)	7 <sup>th</sup> , 8 <sup>th</sup>	7	257	147	6	6
Buddy Taylor Middle School (Flagler Schools)	6 <sup>th</sup> – 8 <sup>th</sup>	24	114	-	71	-
Celebration K-8 School (Osceola SD)	4 <sup>th</sup>	1	25	-	5	-
Canoe Creek K-8 School (Osceola SD)	4 <sup>th</sup> , 7 <sup>th</sup>	2	50	-	2	-
Narcoossee Middle School (Osceola SD)	6 <sup>th</sup> – 8 <sup>th</sup>	1	25	-	12	-
Woodlawn Middle School (East Baton Rouge Parish Public Schools)	6 <sup>th</sup> , 7 <sup>th</sup>	2	51	-	4	-
Glasgow Middle School (East Baton Rouge Parish Public Schools)	6 <sup>th</sup> , 8 <sup>th</sup>	2	155	-	4	-
O'Fallon Township High School (O'Fallon Township HS District)	10 <sup>th</sup> , 11 <sup>th</sup>	4	110	-	11	-
Rudder Middle School (Northside ISD)	7 <sup>th</sup>	1	20	-	9	-



Role/Position Title	% of teachers
Classroom Teacher	75%
Special Education Teacher	19%
Reading Specialist or Interventionist	0%
Librarian/Media Specialist	4%
Other	2%

Years of Experience	% of teachers
1 year—this is my first year	3%
2-3 years	13%
4-6 years	11%
7-10 years	13%
11-15 years	13%
16+ years	47%

### Appendix 3: Large Print Book Titles

Author	Book Title	ISBN
Alexander, Kwame	Booked	9781432876753
Alexander, Kwame	Rebound	9781432861988
Alexander, Kwame	The Crossover	9781430000000
Alexander, Kwame	The Door of No Return	9798885783897
Alston, B. B.	Amari and the Night Brothers	9781432890735
Anderson, Laurie Halse	Ashes	9781410496072
Anderson, Laurie Halse	Chains	9781410499172
Anderson, Laurie Halse	Forge	9781410499189
Anderson, M. T.	Feed	9781432874025
Applegate, Katherine	One and Only Ivan	9781432860400
Applegate, Katherine	Wishtree	9781432848217
Arden, Katherine	Dark Waters	9781432889999
Arden, Katherine	Dead Voices	9781432874452
Arden, Katherine	Empty Smiles	9798885782746
Arden, Katherine	Small Spaces	9781432865894
Bajaj, Varsha	Thirst	9798885784146
Barnhill, Kelly	The Girl Who Drank the Moon	9781432840938
Behar, Ruth	Letters from Cuba	9781432888602
Bowling, Dusti	Momentous Events in the Life of a Cactus	9781432873424
Bowling, Dusti	The Canyon's Edge	9781432882150
Braden, Ann	Flight of the Puffin*	9781432888770

Brown, Peter	The Wild Robot Protects	9798885794718
Callender, Kacen	King and the Dragonflies	9781432883270
Cartaya, Pablo	Each Tiny Spark	9781432877811
Chee, Traci	We Are Not Free*	9798885787901
Cisneros, Sandra	The House on Mango Street*	9781432865061
Colbert, Brandy	Black Birds in the Sky*	9798885782951
Colfer, Eoin	Artemis Fowl	9781432875596
Colfer, Eoin	The Fowl Twins	9781432897314
Colfer, Eoin	The Fowl Twins Deny All Charges	9781432885021
Colfer, Eoin	The Opal Deception	9781432875626
Colfer, Eoin	The Arctic Incident	9781432875602
Colfer, Eoin	The Atlantis Complex	9781432875657
Colfer, Eoin	The Eternity Code	9781432875619
Colfer, Eoin	The Last Guardian	9781432875664
de la Cruz, Melissa	Snow & Poison	9798885789547
Draper, Sharon M.	Out of My Heart	9781432891732
Draper, Sharon M.	Out of My Mind	9781432860752
Fennell, edited by, Saracicia J.	Wild Tongues Can't Be Tamed: 15 Voices from the Latinx Diaspora*	9781432892289
Fipps, Lisa	Starfish	9781432890964
Fitzgerald, F. Scott	The Great Gatsby	9781432888480
Freeman, Megan E.	Alone	9798885788984
Frost, Helen	Hidden	9781432860578
Gaiman, Neil	The Graveyard Book	9781410414410
Gibbs, Stuart	Charlie Thorne and the Last Equation	9781432889708
Gibbs, Stuart	Charlie Thorne and the Lost City	9781432889715
Giles, Lamar	The Last Last-Day-of-Summer	9781432870423
Glaser, Karina Yan	The Vanderbeekers Ever After	9798885794305
Gratz, Alan	Allies*	9781432877514
Haddix, Margaret Peterson	Running Out of Time	9798885790307
Hawthorne, Nathaniel	The Scarlet Letter	9781597229814
Hiaasen, Carl	Chomp	9781432875480
Hiaasen, Carl	Flush	9781432859923

Hiaasen, Carl	Scat	9781432875503
Higuera, Donna Barba	The Last Cuentista	9781432899714
Higuera, Donna Barba	Lupe Wong Won't Dance	9781432899752
Hinton, S. E.	The Outsiders*	9780786273621
Holm, Jennifer L.	The Lion of Mars	9781432891008
Hunt, Lynda Mullaly	One for the Murphys	9798885782371
Hunt, Lynda Mullaly	Fish in a Tree	9781432859732
Khan, Hena	Amina's Voice	9781432874100
Khorram, Adib	Darius the Great Is Not Okay	9781432866990
Korman, Gordon	The Superteacher Project	9798885792929
Langley, Kaija	The Order of Things	9798885794701
Law, Ingrid	Savvy	9781410435309
Law, Ingrid	Scumble	9781410435316
L'Engle, Madeleine	A Wrinkle in Time	9781410000000
London, Jack	The Call of the Wild*	9781410419248
Lowry, Lois	Number the Stars	9781432860844
Lu, Marie	Legend	9781410446060
Luqman-Dawson, Amina	Freewater	9798885787017
Mabry, Samantha	Tigers, Not Daughters	9781432888992
Maraniss, Andrew	Games of Deception: The True Story of the First U.S. Olympic Basketball Team at the 1936 Olympics in Hitler's Germany*	9781432882143
Marks, Janae	On Air with Zoe Washington	9798885791106
McBride, Amber	Me (Moth)	9798885782845
Medina, Meg	Merci Suárez se pone las pilas (Merci Suárez Changes Gears)**	9798885792448
Medina, Meg	Yaqui Delgado Wants to Kick Your Ass	9781432874216
Mejia, Tehlor Kay	Paola Santiago and the River of Tears	9781432884697
Messner, Kate	Chirp	9781432889982
Meyer, Marissa	Heartless	9781410494375
Meyer, Marissa	Cinder	9781432875855
Monsef, Kiyash	Once There Was	9798885794381
Moses, Shelia P.	We Were the Fire	9798885790062
Myers, Walter Dean	Monster*	9781432873516

O'Brien, Keith	Fly Girls Young Readers' Edition	9781432866099
Ogle, Rex	Free Lunch	9781432874964
Oh, Ellen	You Are Here: Connecting Flights	9798885794398
Palacio, R. J.	Pony	9781432897505
Park, Linda Sue	A Long Walk to Water	9781432875916
Paulsen, Gary	How to Train Your Dad	9781432896836
Paulsen, Gary	Northwind	9781432895778
Paulsen, Gary	Hatchet	9781410499196
Pennypacker, Sara	Pax	9781432888923
Pérez, Celia C.	Tumble	9798885782685
Reynolds, Jason	Ghost	9781432860868
Reynolds, Jason	Sunny	9781432865818
Reynolds, Jason	Long Way Down	9781432876111
Rhodes, Jewell Parker	Ghost Boys*	9781432873721
Riggs, Ransom	Miss Peregrine's Home for Peculiar Children	9781410000000
Riordan, Rick	Daughter of the Deep	9781432897307
Riordan, Rick	The Battle of the Labyrinth	9781410410184
Riordan, Rick	The Hidden Oracle	9781410489456
Riordan, Rick	The House of Hades	9781410462039
Riordan, Rick	The Last Olympian	9781410416780
Riordan, Rick	The Lightning Thief	9780786282258
Riordan, Rick	The Mark of Athena	9781410452054
Riordan, Rick	The Red Pyramid	9781410425362
Riordan, Rick	The Sea of Monsters	9781410467744
Riordan, Rick	The Titan's Curse	9780786297016
Riordan, Rick	The Tower of Nero	9781432884758
Riordan, Rick	The Tyrant's Tomb	9781432869458
Riordan, Rick	The Cursed Carnival and Other Calamities	9781432891602
Roth, Veronica	Divergent	9781410467867
Rowling, J. K.	Harry Potter and the Deathly Hallows	9780786296651
Rowling, J. K.	Harry Potter and the Half-Blood Prince	9780786277452
Rowling, J. K.	Harry Potter and the Order of the Phoenix	9780786257782
Rowling, J. K.	Harry Potter and the Sorcerer's Stone	9780786222728

Ryan, Pam Muñoz	Esperanza Rising	9781432861957
Sachar, Louis	Holes*	9781432841867
Saeed, Aisha	Amal Unbound	9781432873776
Saeed, Aisha	Omar Rising	9781432897048
Schmidt, Gary D.	Okay for Now	9781432875893
Schmidt, Gary D.	Pay Attention, Carter Jones	9781432862923
Schmidt, Gary D.	The Wednesday Wars	9781432859930
Schmidt, Gary D.	The Labors of Hercules Beal	9798885791991
Selznick, Brian	Kaleidoscope	9781432899202
Sepetys, Ruta	I Must Betray You*	9781432895389
Shelley, Mary	Frankenstein*	9781410421746
Shetterly, Margot Lee	Hidden Figures	9781432843274
Shusterman, Neal, and Jarrod Shusterman	Dry	9781432876630
Shusterman, Neal, and Eric Elfman	I Am the Walrus	9798890000000
Shusterman, Neal	Challenger Deep	9781432881566
Shusterman, Neal	Scythe	9781432876654
Spinelli, Jerry	Dead Wednesday	9798885783583
Stevenson, Bryan	Just Mercy (Adapted for Young Adults): A True Story of the Fight for Justice*	9781432878634
Stone, Nic	Clean Getaway	9781432882167
Sumner, Jamie	The Summer of June	9798885788816
Sumner, Jamie	Time to Roll	9798885790086
Tarshis, Lauren	I Survived the Sinking of the Titanic	9781432874650
Venkatraman, Padma	Born Behind Bars	9781432896843
Venkatraman, Padma	The Bridge Home	9781432869489
Wiesel, Elie	Night	9781432876913
Woodson, Jacqueline	Harbor Me	9781432855901
Woodson, Jacqueline	Brown Girl Dreaming*	9781432843151
Woodson, Jacqueline	Remember Us	9798885793537
Yolen, Jane	The Devil's Arithmetic	9781432860592

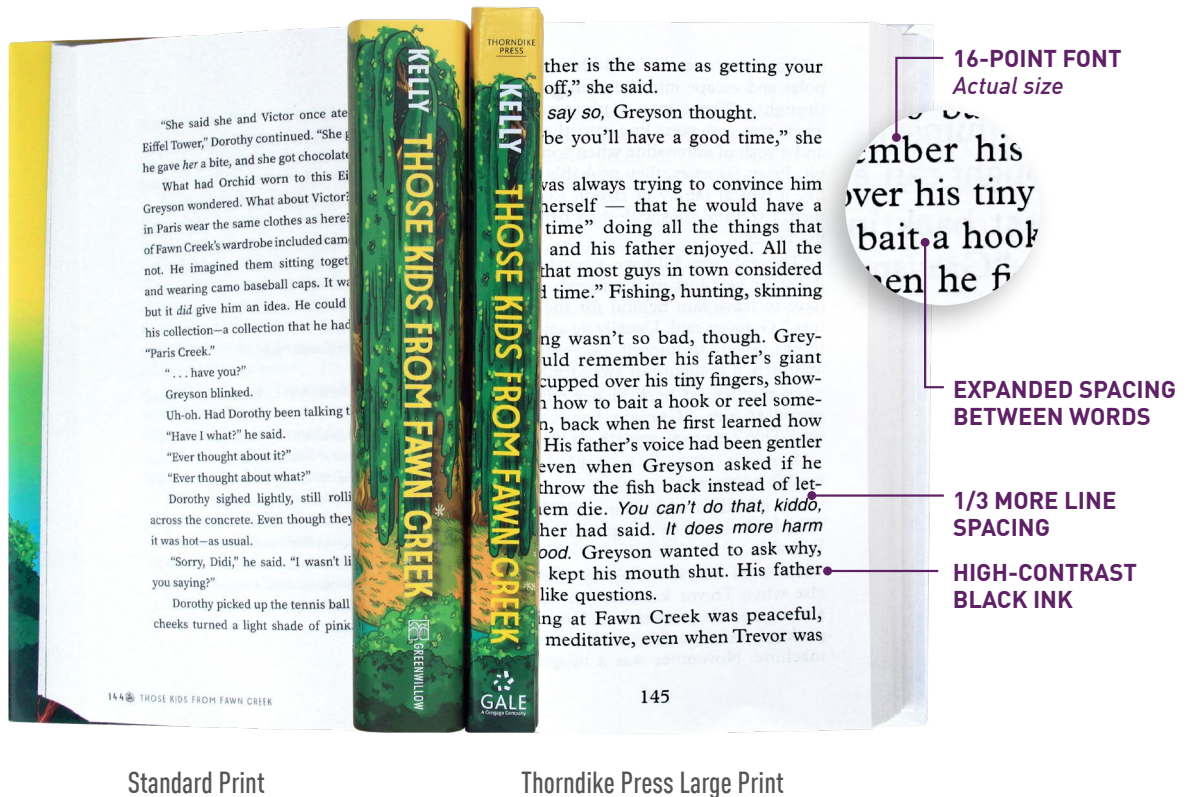
\*indicates Large Print & Traditional Print title

\*\*indicates Spanish Large-Print title

### Appendix 4: About Thorndike Press Large Print Books

## SEE THE LARGE PRINT DIFFERENCE

With a larger font size, expanded line spacing, and fewer words per page, large print helps students turn pages faster and stay engaged while reading.

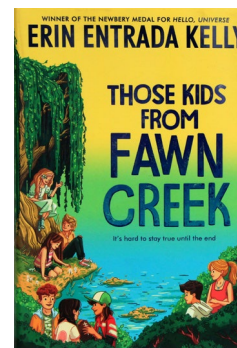


Standard Print

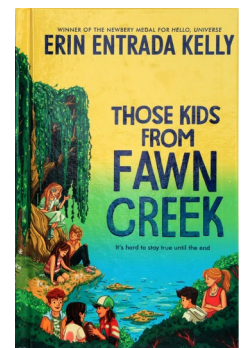
Thorndike Press Large Print

### Help young readers enjoy trendy youth titles in a more accessible format.

Thorndike Press youth large print books are unabridged and similar in size and weight to the standard editions, and feature the same cover art and illustrations. Plus, they don't have the words "large print" on the outside.



Standard Print



Thorndike Press Large Print

## ABOUT PROJECT TOMORROW

Project Tomorrow is a nationally recognized education nonprofit organization with a focus on understanding the impact of new learning models and interventions on student outcomes and teacher effectiveness. Our mission is to help education, business, and policy leaders make the best decisions for education through the effective use of research-based insights that highly leverage the authentic views and perspectives of K-12 stakeholders, notably students, parents, teachers, and administrators. Our work includes the highly regarded Speak Up Research Project and an annual series of customized evaluation, feedback, and efficacy studies that examine key trends in education. Learn more at [www.tomorrow.org](http://www.tomorrow.org).

## ABOUT THORNDIKE PRESS

As the world's leading large print publisher, Thorndike Press helps readers of all ages enjoy books. Since 1999, we've published high-quality, high-interest titles in large print for readers in grades 3–12. Our catalog of 1,000+ youth large print titles grows monthly with popular books kids want to read. Librarians and educators trust our large print books to help middle-grade and young adult students develop the skills they need to become successful lifelong readers.



Ready to learn more about youth large print?  
Browse titles, features, and customer insights at  
[gale.com/thorndike/literacy](http://gale.com/thorndike/literacy)

