Research Summary and Insight:
Large Print and Reading Achievement
This research project highlights recent studies regarding the impact Large Print is having on students and adults in and out of formal educational settings.

AN INTRODUCTION TO LARGE PRINT

This report documents educational research, action studies, and academic journal reviews that indicate Large Print is improving reading experiences, academic outcomes, and cognitive health by increasing:

- Reading fluency
- Reading comprehension
- Academic achievement
- Disability rehabilitation
- Sensory Satisfaction
- Sustained Reading

Large Print, defined narrowly as alphanumeric characters set at a minimum of 14 point font, often contains 16 to 18 point characters to further increase readability. In addition to increased font size, Large Print also includes approximately one third more leading, or spacing between lines of text, than regular print. (Arditi, 2014). Large Print is also characterized by standard serif and sans-serif fonts, upper and lower case type, and increased letter spacing.

The majority of Large Print books create high contrast reading environments by employing dark type on thin but high-opacity paper that allows publishers to furnish products that are comparable in size and weight to traditional print materials. This prevents reluctant readers from feeling self-conscious when they reach for Large Print titles. Additionally, Large Print for students generally avoids glossy paper finishes, does not include the words “large print” on the cover, and is presented in formats containing extra-wide binding margins to help sight-impaired readers.

Most Large Print books published today are reprints of bestselling, popular, and classic books. Importantly, educators say the content in these books is more apt to hold a reluctant reader’s attention. “It is essential to let students make their own, guided choices and to give them options that will fit with their interests” (Shapiro). The result is an increase in reader vocabulary and independence because the reader is not limited to lower-level reading materials.
Large Print’s Impact

As libraries nationwide enjoyed a modest overall circulation gain of two-percent in 2013, most house Large Print sections with titles that contain similar design, covers, and dates of publication as regular print books. (Hoffert, 2014). While ebook circulation has increased rapidly, 73-percent of library users surveyed recently indicated they visit libraries to borrow print books or browse physical book shelves. (Zickuhr, Rainie, Purcell, 2013). Large Print editions are helping to meet this need and others as Large Print titles are designed to assist reluctant, struggling, and vision impaired readers reduce self-consciousness and increase reading confidence and comprehension.

This summary of the studies, research, and reviews published in academic, educational, and scientific journals is an attempt to identify and quantify the impact Large Print has or can have on people in and out of formal educational settings. In one such 2014 study, Heather and Jordan Schugar found that children better comprehend the material they read in traditional print books. The findings, which will be expanded upon later in this report, are likely of great interest to Suzanne Neumann (2012) who argues larger print is better for the more than 189,000 children in the U.S. with vision problems. Separately, Kulbir Gill's 2013 study revealed that Large Print may actually aid in the rehabilitation of low-vision patients.

These research highlights indicate Large Print is enhancing both quality of life and academic outcomes. For instance, Elizabeth Lowe, a literacy and neuroscience researcher, tracked the use of large print books and found that students improved between 41-percent and 70-percent on their SRA Reading scores after one year of large print exposure. Unlike the typical summer knowledge drain characteristic of regular books, the academic gains illustrated here endured. Additional insight is provided from studies conducted by Laura Hughes and Arnold Wilkins (2000), who found that typographical factors and print size aid in the development of reading, and by Maria Weiss (1978), who observed that font size and its affect on legibility is a major criteria used by children when choosing books. This report also cites the work of James Bloodsworth (1993) and Elizabeth Worden (1991), who summarized the work of earlier researchers and concluded that larger font sizes combined with specifics for font type also affect reading ability and comprehension.

Reluctant readers are a diverse group of students who share the common denominator of reading less than their peers. [“B]y middle school, children who read well read at least 10,000,000 words during the school year. On the other
While Large Print has long had a documented impact in and outside of the classroom, new research indicates it is also positively impacting health, wellness, and cognitive longevity.

hand, children with reading difficulties read less than 100,000 words during the same period” (Lyon, 2001). They may be unmotivated, see reading of little value, or be enticed by alternate endeavors. They may have limited time to read. They may lack visual acuity. They may lack vocabulary or comprehension skills. They may be second language learners. They may have a learning disability, such as dyslexia. “Because reluctant readers are often self-conscious about their reading, as we follow [them] through elementary and middle school years, self-esteem and motivation to learn to read decline even further” (Lyons, 2001). What is the place of Large Print in reaching these students?

THE PHYSICAL BENEFITS OF LARGE PRINT

Research at a Glance

- Luminita Tarita-Nistor (2012) found that Courier font helps those with age-related macular degeneration read better.
- Gordon E. Legge and Charles A. Bigelow (2011) summarized research that concluded print size impacts the maximum speed at which text may be read.
- Elizabeth Worden (1991) summarized James Hartley’s findings (1985) that serif fonts aid struggling readers by making the words easier to read.
- James Bloodsworth (1993) summarized the research conclusions of Burt (1959), stating that larger font sizes are more easily read by younger children, specifically font size 24 for children under age seven and font size 18 for children aged seven and eight.
- Bloodsworth summarized Burt’s research on leading, concluding that children are aided by greater leading, as more space between lines means their eyes can better track the line being read and when moving between lines, thus eliminating their tendency to double or skip lines when reading.
- Bloodsworth summarized several studies that conclude:
  - the most legible combination is black print on a white background
  - cross lines of serif fonts reduce eye fatigue.
- Reading comprehension and memory hinge on legibility (Worden, 1991).
- Lydia Gaster and Cherie Clark (1995) found that font size 14 is the legal size for Large Print text; however, font sizes of 16 to 18 were recommended for Large Print texts by the Lighthouse Research Department in 1991.
Large Print books are indispensable reading components, in part, because the larger fonts they use result in fewer words per page which make them more legible than regular print books. Without legibility reading becomes a laborious process that can often lead to disengagement among discouraged, reluctant or, struggling readers. Legible print is defined as print with the capability of being read or deciphered with relative ease. More specifically, typographers define legibility as the ease in differentiating between letters while reading. Legibility refers to formatting factors, such as font size, font style, and leading.

Larger fonts prompt struggling student readers to read more often and encourage their classmates to do the same. Teachers who participated in the nationwide Thorndike Press Large Print action research study (2002) and used Large Print books in their classrooms, reported that their students’ reading enjoyment improved. In fact, 67-percent of participating teachers say Large Print dramatically improved their students’ reading skills.

With fewer words on a page struggling readers are responsible for visually processing less per page. This makes it easier for students to decode and leads to substantial progress as measured by comprehension, tracking, and fluency. These factors, among others, ultimately help students obtain and develop the skills necessary to become successful, confident, and lifelong readers.

Font size

The lack of a universally agreed upon font size guideline has resulted in little or no font size consistency among publishers. The font sizes available today range from 8 point to 72 point. Point refers to the height of each letter and is approximately 1/72 of an inch. For instance, point size 18 equals one-quarter of an inch; 24 point equals one-third of an inch. This range is why readers may see 10 or 12 point used in adult books or 8 point in newspapers. Large Print fonts range from 14 to 18 point. However, recent research indicates the distribution of print sizes in historical and contemporary publications falls within the defined range over which text can be read at maximum speed (Legge & Bigelow, 2014).

Larger font sizes, 14 or 16 point, are beneficial even for those who do not suffer from visual impairment. For instance, older children who do not have visual difficulties may still struggle with the process of reading. Larger fonts force the eye to move more slowly than with standard sized fonts and allow students to track their reading more easily. (Bloodsworth, 1993).
Font Style

Legibility is also influenced by font style. There are two types of fonts: 1) serif, e.g., Times New Roman, which includes cross lines on the letters; and 2) sans serif, e.g., Arial, which has no serifs. In fact, research suggests Arial is not optimal for Large Print reading materials. A recent study found people with age-related macular degeneration read less fluently when provided reading material written in Arial. (Tarita-Nistor, Lam, Brent, Steinbach, & Gonzalez, 2012). As Tarita-Nistor and her research team confirmed, Serif fonts aid struggling readers by making the words easier to read. (Wordon, 1991; Hartley, 1994).

Font variations such as italics and bold print are also impacting legibility in ways researchers are using to improve reader experiences. For example, bold print provides more contrast between letters and paper and can increase legibility. Bold fonts may be used in subheadings or other places where emphasis is desired. Separately, italics may also be used to emphasize words, phrases, title headings, and for words that are followed by definitions. Lastly, capitalization is a stylistic variation that can impede legibility and should be used sparingly.

Large Print Leading

Leading refers to the amount of white space between lines of print. Put another way, it’s a measurement of space from the bottom of one line of print to the top of the subsequent line. The greater the space, the more leading between lines. Similar to font size, there is no standardization among publishers. Leading, in and of itself, does not directly affect legibility. However, legibility is impacted by the combination of leading with font size which affects reading speed. Greater leading helps children to track more effectively, thus eliminating a tendency to skip lines (Bloodsworth, 1993).

Large Print combines a variety of legibility factors to create learning material that results in higher quality reading experiences. More specifically, Large Print providers fit the text to the reader by improving legibility which results in better
Large Print books increase reader comfort levels while simultaneously reducing stress associated with reading difficulty.

understanding. Reading speed is paramount when considering legibility and attempting to assist struggling readers. To be legible, the type used must be one that can be read rapidly and easily. Academic success is often contingent, in part, on considering proper font and stylistic choices for print materials school children and their teachers use. These legibility factors will impact struggling readers more than others.

Additionally, neuroscientists are studying how students with dyslexia are impacted by their interactions with various elements of print and how those interactions impact their reading. Dyslexia is a neuro-developmental reading difficulty, “a language-processing difficulty caused by the inability to break words into phonemes” (http://www.pbs.org/wgbh/misunderstoodminds/readingdiffs.html). “Developmental dyslexia, a learning disability specific to reading, affects an estimated 5% of children in school” (O’Brien, 2005). As reported in her webinar “Cursing Dyslexia: What is Possible,” Ph.D Patricia Mathes shares that while reading difficulties can result from neurological causes, educationally sound interventions can actually normalize how these students process print, and there is no age limit to this potential, although early interventions are best. Early interventions in fluency are integral to the remediation, which also reduces failure experiences (Mathes, 2016).

If appropriate features of typography can assist students with dyslexia in reading more fluently, they are more likely to persevere. “[Practitioners know too well that getting dyslexic children to read more is a key component in achieving long-lasting improvements in reading” (Zorzi, 2012). Because any of the typographic features may influence perception of letters, creating many variables in the study of typography and reading, the impact of specific features may be difficult to study in isolation but are subject to numerous studies. Increasing font size while increasing the space between letters may reduce crowding, “a perceptual phenomenon with detrimental effects on letter recognition that is modulated by the spacing between the letters... the interference of flanking letters on the recognition of target letters” (Zorzi, 2012).

Expanding on the work of Zorzi, et al, a study of the impact of shorter line lengths with added spacing for readers shows that “the added spacing ... acts to facilitate word decoding ... among weak readers” (Schneps, 2013). The benefits of large font size with coexisting larger spacing “has now been demonstrated in a range of
According to a 2015 report by The Vision Council, 23.6% of children aged 3-19 spend more than 3 hours a day using digital devices. Digital eye strain is defined as the physical discomfort felt after two or more hours in front of a digital screen. (More than 90% of adults use digital devices more than 2 hours a day.)

Large Print and Reading Achievement

Research Summary and Insight: Large Print and Reading Achievement

tasks” (Wilkins, 2009). These considerations relate both to independent reading and interventions. A 2005 study “The effect of print size on reading speed with dyslexia” concludes that “dyslexic readers require larger print size to attain their maximum reading speed” as do slower non-dyslexic readers (O’Brien, et al). Typographic features of large print, thus, are appropriate for students with visual impairments, students with dyslexia, and students who read slowly. Additionally, educators report that Large Print is simply the preference of some students.

Large Print’s Impact on the Visually Impaired

Technological advances that have resulted in more affordable audio, electronic, and braille books provide a more pleasurable reading experience for the legally blind and visually impaired. However, not everyone with visual difficulties is interested in consuming books digitally. Rather than listen to an audio book or rely on a computer voice program, research indicates the legally blind, partially sighted, and those forced to learn new ways to read later in life often desire Large Print books they can hold and read for themselves (Spacey, Creaser, & Hicks, 2013).

Importantly, the visually impaired cite reading for pleasure as an extremely important component of their lives. Research commissioned by the Royal National Institute of Blind People recently explored the impacts of reading for pleasure on legally blind and partially sighted adults. The study revealed that for 82-percent of participants, reading for pleasure was ‘very important’ especially to relax. (Spacey, Creaser, & Hicks, 2013). The study also found 59-percent of participants read for more than ten hours a week. While reading materials were consumed in multiple formats, 85-percent of participants report using traditional hard copy and digital formats.

Large Print has a direct impact on the lives of those with visual difficulties. In addition to being a gateway to reading pleasure, Large Print books increase reader comfort levels while simultaneously reducing stress associated with reading difficulty. For instance, proper Large Print font and style selections have been shown to reduce reader eye fatigue. (Bloodsworth, 1993).
LARGE PRINT IMPROVES STUDENT ACHIEVEMENT

Research at a Glance

- A 1996 survey conducted by Madhavi Jayanthi, Michael Epstein, Edward Polloway, and William Bursuck of 708 general education teachers determined that of twenty-four testing accommodations questioned, the use of Large Print tests received favorable results, particularly from elementary and secondary (high school) teachers. Principally, 401 teachers stated that a Large Print accommodation was helpful to their students and an easy accommodation to provide.

- In studies by Lynn Fuchs, Douglas Fuchs, Susan Eaton, Carol Hamlett, Edward Binkley, and Robert Crouch (2000) and by Philip Grise, Susan Beattie, and Bob Algozzine (1982), the use of Large Print as a test accommodation for learning disabled students resulted in overall higher levels of test performance.

- Research by Martha Thurlow, Allison House, Dorene Scott, and James Ysseldyke (2000) found that changing the layout of the test, specifically the use of Large Print, is the most universally used testing accommodation in the United States to meet students’ needs.

- In 2001, according to Martha Thurlow and Sara Bolt, forty-eight states administered statewide assessments; of those, thirty-eight affirmed that Large Print is an acceptable accommodation. Of these thirty-eight states, none mandated that Large Print only be used with visually impaired students.

- Based on findings by Edward Burns (1998), using a Large Print version of a test, a font size of 18 point, is an acceptable test modification and has a negligible effect on test taking and scores.

Large Print’s Impact on Testing

Large Print enables teachers and standardized test providers to accurately gauge students’ academic prowess rather than their visual abilities. Enlarging test print allows teachers to create uncluttered looking tests that truly test student learning. Serif fonts, like Times New Roman or Courier New, may be used to achieve this along with a font size ranging from 14 to 18 point. Additionally, margins should be wide, 1.5 inches on all four sides, with left justification. Proportional spacing is preferred, as this mimics what students see on computers and in books. Double spaced lines are preferable and there should be triple spacing between items. Lastly, printing should be in black ink on white or off-white paper.

Large Print books are the missing component for accelerating literacy comprehension and reading fluency for all students, whether they are struggling, proficient, or in between.

Elizabeth Lowe
Literacy and Neuroscience Researcher
For very young children and students who are adversely distracted by cluttered test formats, Large Print tests are appropriate. Large Print tests may also benefit struggling readers and help them better track their reading of each question and its response.

LARGE PRINT'S TANGIBLE BENEFITS

Research at a Glance

- In a 2014 research project conducted by Heather and Jordan Schugar, professors at West Chester University, studies indicate children comprehend what they read in traditional print books at much higher levels than they comprehend the same material when read on an iPad.

- In a study conducted by Maria Weiss (1978) regarding children’s preferences when choosing books, the most important format factor was font; an 18 point font size was preferred by 66.7-percent of third graders. In addition, 66.7-percent of a lower reading ability group and 53.1-percent of a middle reading ability group preferred an 18 point font size.

- In an early 1990s study conducted by Elizabeth Lowe, reported at an International Reading Association Workshop in 2003, Lowe found students improved test scores after one year of Large Print remediation.

- In a survey conducted by Thorndike Press (2002–2003), teachers reported that comprehension, motivation and confidence building, vocabulary, decreased tracking, and reading enjoyment were addressed when using Large Print books in reading/language arts/English classes.

- According to the Thorndike Press survey, after using Large Print books for approximately five months, more than half of the teachers reported that their students were reading better at the same level or reading at the next level. Student responses to the use of Large Print books were positive, as the students showed more willingness to read independently because the Large Print books were easier to read and understand.

Large Print’s growing impact on reading comprehension coincides with the increased demand and popularity of digital content. In a series of surveys, Thorndike Press commissioned an Action Research project that found reading comprehension was the principal skill educators use Large Print to enhance. Additionally, educators are extending the benefits of Large Print beyond traditional users. Besides increasing comprehension and fluency in senior citizens, the visually impaired, and students diagnosed with learning disabilities,
Large Print is also being used to create higher quality reading experiences and outcomes for struggling and reluctant readers everywhere. With less to consume per page, research indicates even readers who can read regular print are likely to enjoy and comprehend content in Large Print books.

**Large Print's Impact on Comprehension**

A growing body of research suggests student readers comprehend what they read in print books at much greater rates than they do when consuming content digitally (Herold, 2014). Award-winning science journalist Ferris Jabr wrote a comprehensive article synthesizing the recent literature about reading print and screens. Jabr discusses the brain circuitry, described in Wolf’s book *Proust and the Squid*, and reading as a process in which the brain sees “text [as] a tangible part of the physical world.” Jabr describes the text features that “make text in a paper book easily navigable.” He delineates the distinct attributes of text reading which “digital texts have not satisfyingly replicated” and which may contribute to the fact that many people sample texts on line and purchase paper copies of those they like. He notes the visual discomforts associated with screen reading and the medical recognition of computer vision syndrome as a medical condition. Jabr reflects on a 2005 survey by Dr. Ziming Liu which demonstrates that students approach reading on paper differently from reading on screens and devote less time to reading a piece through. Jabr concludes: “When it comes to intensively reading long pieces of plain text, paper and ink may still have the advantage.”

Tanner (2014), in a review of the relevant research, compared the impact on reading comprehension of reading in three platforms, namely print, e-books, and books digitally downloaded. In assessing the impacts of these platforms on comprehension, Tanner enumerated several conditions pertinent to librarians’ decisions regarding how to allocate their limited resources. Tanner purports that the underlying basis of librarians’ choices “should be made with an understanding of the suitability of each platform for the comprehension needs of the likely reader, and whether a particular book will be read for entertainment or edification.” Citing evidence from Rosenfield (2011), Tanner summarizes that, because the angle of reading related to reading print supports more complete eye blinks than reading on a computer, thus minimizing dry eye, “printed books will continue to be superior to computer screens, especially when one is trying to read longer, more challenging texts.” Tanner further discusses readers’ subjective preferences for print over digital reading, citing studies by Benedetto (2013) and Kretzschmar (2013), which “show an overwhelming preference for print books over both digital...
media platforms.” Citing the work of Jabr (2013) and Mangen (2012), Tanner discusses a “thought-landscape where meaning associated with words occupies a specific location,” the cognitive process the reader demonstrates when able to recall and locate the physical location of a passage within a text. This physicality of print is connected to cognitive processes of comprehending and memory. E-books and downloaded materials on screens may likewise be less appealing to readers whose previous reading experiences create certain sensory expectations about reading, expectations such as being able to turn or ear-mark pages, look at the cover, see entire chapters and hold the span in their hands. Tanner credits Gerlach and Buxman (2011) with this concept of “Haptic Dissonance” which explains many readers’ preference for books over other platforms of reading. Tanner also reviewed studies of metacognitive practices of students when reading from print and e-readers, relating Margolin’s study (2013) of findings that students on e-readers (who had scored slightly below print readers on comprehension questions) were less likely to return to previous pages. Since rereading to clarify understanding is a strategy of proficient readers, it is possible that turning physical pages is more conducive to this metacognitive strategy. Tanner also emphasizes the distraction of hyperlinks, “proven to interrupt the seamlessness of the reading process from perception to thought processing,” in e-reading. She summarizes by stating that “print books are still the best suited to the optical, cognitive, and metacognitive requirements of the reading brain.”

Professor, Executive Director of the Center for Teaching, Research & Learning at American University and author of Words Onscreen: The Fate of Reading in a Digital World, Naomi Baron presented, in her article “How E-Reading Threatens Learning in the Humanities,” some of her reservations about the increased reliance of digital platforms for reading. In her surveys of university students regarding their reading of “meaty texts,” Baron investigated student preferences for reading platforms, their use of these platforms, and their metacognition about the impact of digital and print platforms. She concludes “that screens... weren't designed for focused concentration, reading slowly, pausing... or rereading.”

While screen reading has many appropriate uses, it should supplement rather than supplant paper texts, particularly as librarians and educators address the diversity of student populations whose preferences, learning profiles, and purposes are likewise diverse.
Ease of Use Gives Large Print an Edge

Research at a Glance

- Kulbir Gill and a team of researchers at the Ivey Eye Institute in Ontario conducted a clinical study (2013) that found Large Print, regardless of whether it is presented digitally or traditionally, may assist in the visual rehabilitation of low-vision patients.
- In a study conducted by Laura Hughes and Arnold Wilkins (2000), it is now recognized that typographical factors such as font size, font style, leading, and color aid in the development of reading.
- Hughes and Wilkins stated that font size and leading tend to decrease in children’s fiction and nonfiction books as reading age increases. Yet, small print is now recognized as a factor that makes reading more difficult and more stressful for the eyes. Hughes and Wilkins concluded that decreasing perceptual difficulties in books enhances overall reading abilities, as evidenced by the increase in reading errors when print size decreased.
- Hughes and Wilkins concluded that reading speed and accuracy are aided when texts have larger and more widely spaced fonts. This is particularly true for emerging readers of any age, thus eliminating an intimidation factor associated with small font sizes.

Laura Hughes and Arnold Wilkins, research professionals in the United Kingdom, conducted a study in 2000 to see how typography impacted reading speed and accuracy. Elementary school students were shown four different reading passages, each differed in font size and spacing between both words and lines. The size and spacing also decreased with each subsequent passage. The researchers observed student reading speed slow as they moved through the four passages. Additionally, the children, regardless of age, made more errors when reading the passages in smaller print. Hughes and Wilkins concluded that children would benefit from reading larger print for more years than is now customary. Because of their difficulty processing smaller text, younger children ages 5 to 7 would benefit the most from longer exposure to Large Print books. In effect, Hughes and Wilkins suggested that the use of Large Print would aid the development of emerging readers regardless of age.
WHO USES LARGE PRINT AND WHY

The use of Large Print is typically associated with meeting the unique needs of older people or those who have low vision. Low vision is characterized by impairment that cannot be fully corrected with glasses, contact lenses, or surgery. While people with low vision do have some degree of sight, they generally rely on assistive technologies such as Large Print to improve visual processing and make tasks like reading less difficult.

While senior citizens may first come to mind when envisioning low vision readers, they’re not alone in their need for Large Print materials. The U.S. Census Bureau estimates 189,000 children age six to 14-years old struggle to see words and letters in ordinary newsprint. (Neumann, 2012). The bureau also cites in its 2002 Americans With Disabilities report that these children experience difficulty even when wearing glasses or contact lenses. Additionally, 7.8 million Americans age 15 and older have similar afflictions.

Statistics like these indicate why there are often abundant collections of young adult Large Print books on library shelves. While younger readers obviously flock to titles written with their generation in mind, the young adult genre is also attracting older readers. The American Library Association surveyed librarians responsible for purchasing Large Print young adult books and found primary demand for these titles comes from adults. (Neumann, 2012). Popular Large Print titles like these are also satisfying the needs of people with learning disabilities like dyslexia. Struggling or reluctant readers benefit as well as do those who learn visually.

Widespread demand for popular young adult Large Print titles might very well go unmet without public libraries. Libraries, according to Publishers Weekly, are the core buyers of Large Print titles. (Bond, 2011). More accurately, libraries are the conduits through which Large Print content is often distributed to students and adults.

While Large Print publishers like Thorndike Press suggest demand for Large Print is recession resistant, the economic downturn that began in 2008-09 negatively impacted public library budgets. Libraries intimately understand their role in the
lives of struggling and reluctant readers and maintained standing orders for Large Print titles during the recession, according to Publishers Weekly. However, observers say cost cuts made during the downturn combined with the growing popularity of electronic books threaten Large Print’s pervasiveness in traditional formats.

THORNDIKE PRESS: THE WORLD’S LARGE PRINT LEADER

Thorndike Press, the world’s leading large print publisher, has been helping struggling, reluctant, and disabled readers enjoy books for nearly four decades. Thorndike Press began its Large Print publishing program in 1980 in Thorndike, Maine. Thorndike Press is also the home of Large Print Press, Wheeler Publishing, and Kennebec Large Print. Thorndike Press has been publishing unabridged reprints of books in Large Print for middle and young adult readers since 1999.

Thorndike’s commitment to help struggling readers become independent readers is evident. With a young adult catalogue featuring more than 350 award winning, best-selling, popular and classic titles, Thorndike publishes more best sellers and best selling authors than any other publisher. Many of these Large Print titles are published simultaneously with their regular print counterparts.

Thorndike’s commitment is one on which educators have come to rely. “Good old Thorndike has always been the one we trust to provide the large print materials our customers really need,” Wendy Bartlett, Collection Development and Acquisitions Manager at the Cuyahoga County Public Library said. “Thorndike has a really great catalogue and it’s why every library I’ve been associated with has used Thorndike.”

Large Print books are no longer the domain of just the visually impaired or the elderly, in part, because Thorndike’s Large Print books are similar in size and weight to regular print books. Thorndike achieves this by using high quality thin but opaque paper so Large Print books are not oversized. Not only does the type of paper used prevent text from being seen on the other side of the page, it’s also a key in reducing the size of Large Print books which prevents students from feeling self-conscious.
These are reasons Thorndike’s Large Print titles now have a legitimate place alongside regular print books in any classroom. Research consistently shows Large Print books are necessary ingredients in successful reading programs for students of all ages. More importantly though, Large Print books aid struggling readers regardless of whether or not they’ve been diagnosed with learning disabilities. Thorndike Press reduces the number of words per page which results in positive academic and social outcomes. This enables struggling readers to make substantial progress with comprehension, tracking, and fluency. Thorndike’s commitment to Large Print has helped students gain and develop the skills necessary to become successful, confident, and lifelong readers.

With new titles being added monthly, Thorndike Press is home to the classics and cult favorites both fiction and nonfiction readers have come to love. With a catalogue that spans genres, Thorndike provides Large Print titles for those reading at a fourth grade level and above.

To learn more about Thorndike Press visit us at [www.gale.com/thorndike](http://www.gale.com/thorndike) or to place an order or to receive a free catalog call 1-800-223-1244, ext. 4.
References


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Thorndike Press is located in Waterville, Maine, and has been publishing Large Print titles for more than 30 years. More than 100 Large Print titles publish every month — the vast majority in the current bestseller and genre fiction categories. We’re proud to offer the largest selection of Large Print bestsellers available anywhere, supporting reading levels from the fourth grade on. Gale, a Cengage company, acquired Thorndike Press in 1999. Gale serves the world’s information and education needs through its vast and dynamic content pools, which are used by students and consumers in their libraries, schools and on the Internet.
gale.com/thorndike

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