

UNDERSTANDING STUDENTS' PERCEPTIONS OF THEIR MOTIVATION TO
PRACTICE RECREATIONAL READING

by
Jessica Lynn Davis

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Chair of Committee: Dr. Laveria Hutchison

Committee Member: Dr. Margaret Hall

Committee Member: Dr. Miao Li

Committee Member: Dr. Cameron White

University of Houston

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Dedication

I would like to express my sincere gratitude to Dr. Laveria Hutchison, my faculty committee chairperson. You have encouraged and supported me throughout this journey, and your feedback and assistance has been monumental in developing this final product.

I would also like to thank my family and friends for their support and encouragement. I know I have not always been present, especially during the final stretch of this program. However, I am so appreciative of your understanding of the time and effort that I have put into accomplishing this goal.

To my Philip, thank you for being my biggest fan and for always allowing me to vent to you about my struggles and my successes. You have consistently pushed me to be the best that I could be, and you have never allowed me to consider myself as anything less than capable. Your love and support throughout this process has been unwavering, and for that, I appreciate you more than you know.

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ABSTRACT

Background: Research has found regular reading, or the practice of habitually reading for pleasure, to support students' learning in both literacy and other subject areas.

Although reading serves as the foundation for students' success, many lose their desire to read as they progress through elementary school; this decline is more prominent amongst boys than girls at or around the fourth grade. Although educators can combat this problem by developing positive reading habits and reading proficiencies within students, they must first understand the root of the decline in students' motivation to read and how students perceive themselves as readers. **Purpose:** This study will inform upper elementary educators of students' perceptions of reading, helping educators better to understand how to motivate all students to practice recreational reading. This study was guided by the following research question: How do fourth-grade students describe their motivation to read, and what do their descriptions suggest about their reading habits and their perceptions of the materials made available to them?

Methods: This study employed a qualitative multiple-case study research design. Gambrell's Motivation to Read Profile (MRP) survey was administered as a screener to 38 fourth-grade students currently under the reading instruction of the researcher to identify their levels of reading motivation. Creswell's stratified random sampling design was then employed to select six final research participants based upon gender and MRP scores. Through Zoom, the researcher conducted two individual interviews with each selected research subject (lasting approximately 15 to 20 minutes in length) and one focus group interview (lasting approximately 20 minutes in length), in which all research subjects participated. The first individual interview was conversational, as it followed the interview protocol from the

MRP. The second interview was semi-structured and generally open-ended. Both interviews allowed for participants to provide detailed insight regarding what motivates and de-motivates them each to practice recreational reading. Their responses helped the researcher understand students' motivation to read from their points of view and experiences. The focus group interview, which was semi-structured and generally open-ended, allowed participants to answer questions collaboratively. Their interactions yielded both clarification and validation of findings from the individual interviews, and it provided participants with a final opportunity to reflect in a natural, conversational setting. The researcher also collected observational data of participants' reading behaviors, mechanics, and choices during their daily Silent Sustained Reading (SSR) time (lasting approximately 15 minutes in length) in class to understand what motivated and de-motivated students to read. All collected data underwent concept-driven coding by the researcher to generalize findings and concepts that lead to the emergence of specific themes. An educational checker, who is both a graduate student in education and a fourth-grade teacher at the research site, reviewed and evaluated de-identified data and codings to adjust for possible biases in the research findings. **Findings:** The study added to the literature regarding how students perceive the activity of reading and what educators can do to support students' positive reading attitudes. From the data, six major themes emerged: 1. Read-alouds are effective in engaging students in reading; 2. Students enjoy reading captivating and exciting genres, such as mystery and adventure; 3. Students want book access, choice, and time; 4. Extrinsic motivators do not develop intrinsic motivation; 5. Parental involvement and support are influential; 6. Children understand the importance of reading. Each finding was corroborated with participants' responses

and observational data. **Conclusion:** The findings suggested that participants do not require external incentives if presented with time to read materials of their choosing and interest, as well as ongoing parental support and encouragement.

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Chapter I

Introduction

“To become skilled at almost any activity requires extensive and continual practice, whether the skills are physical or cognitive in nature” (Allington & McGill-Franzen, 2008, p. 22). *Practice makes perfect* – we have all heard this idiom before in a variety of contexts. In education, teachers may use this phrase to encourage students to work on their multiplication skills or their cursive handwriting. The message behind the clichéd expression is simple: if you do something enough, you will eventually acquire proficiency.

As a fourth-grade reading teacher, I yearn for reading proficiency within each of my students. Reading proficiency is the foundation for success in every academic domain (Wigfield, Gladstone, & Turci, 2016). Children's reading amount and breadth contribute to their knowledge of the world and their future success (Wigfield & Guthrie, 1997). Thus, developing positive reading habits and reading proficiency within students at the elementary level is critical for their ensuing prosperity. Educators can help to develop both positive reading habits and reading proficiency within students by cultivating a motivation to read. Motivated students will spend more time reading, *practicing*, than students who are not motivated (Anderson, Wilson, & Fielding, 1988; Gambrell, 2011). As educators, this should be what we desire from our students. After all, *practice makes perfect*.

Despite the advantages of regularly reading, research has shown that students lose motivation to read as they progress through elementary (Wigfield, Eccles, Yoon, Harold, Arbretton, Freedman-Doan, & Blumenfeld, 1997). Educators' efforts to motivate students

through programs like Accelerated Reader fall short as students' intrinsic desire to practice reading inevitably dwindles as they near their pre-teen years (Wigfield et al., 2016). As an educator, I have witnessed this decline in motivation firsthand. What follows is my experience and justification behind my interest in this topic.

The Outlook of an Educator: Experiencing the Decline

During my first year as a fourth-grade reading teacher, I received a class full of students who thoroughly enjoyed reading. My students were hungry for quality literature such as *Because of Winn Dixie* by Kate DiCamillo and *Wonder* by R. J. Palacio. They requested that I conduct novel studies, and they appreciated when I gave them opportunities to venture out and read independently. My students valued reading so much that I invested in copious amounts of picture and chapter books for them to choose from, and I purchased a traveling book cart that would allow them to load up their books and read on location. I wanted to support their reading habits as best as I could.

When my students left our classroom at the end of the school year, I was pleased with their performance and achievements in reading. They left me feeling encouraged and excited for my second set of students because I assumed they would be like my first class. Over the summer break, I stocked up on more books and more reading supplies for my then future students. Although I expected that my prospective students would have the same appreciation for reading as my first set of students did, that was not the case.

I have come to realize that my first class was a rarity, a Utopian experience. In the years following that first class that I taught, I encountered an increasing number of students who did not enjoy reading. Each year, books I purchased gathered more and more dust as they sat on the shelf untouched. Reading trackers and whisper phones that I

had made for the students experienced the same. The desire to read within my classroom proceeded to diminish with each new set of students I received. I continued to feel taken aback by the growing resistance I experienced each time I presented new books to my students, and it came as no surprise at the end of each school year when their performance on the state standardized reading assessments reflected their poor reading habits. My students lacked the proper intrinsic motivation to read, and their academic performance was suffering as a result.

I began researching methods to motivate students, and I was able to persuade some to read through incentives and rewards. My students started reading whatever they could get their hands on if it meant that they could place a scented sticker by their name on the sticker chart, or better yet – if they could select a prize from the sacred classroom treasure chest. While I enjoyed the change in seeing my students read, I quickly realized that their core attitudes toward reading had remained unchanged.

My students began reading because they expected something in return, not because they had acquired a desire to read. When I removed the external incentives from the equation, my students immediately returned to their initial behaviors; they no longer had a willingness to engage in reading to acquire proficiency or to strengthen their fluency and comprehension. My motivational methods were unsuccessful as we were back to square one. Since then, I have continued to implement different motivational tactics to no avail.

Statement of the Problem

According to several researchers, motivation to read inevitably decreases with age (McKenna, Kear, & Ellsworth, 1995; Wigfield et al., 1997). Research has shown that the

decline in reading motivation starts at or about the fourth-grade year for many students (Applegate & Applegate, 2010). Some of the ramifications resulting from a decrease in motivation among students include reductions in academic performance and hindrances toward their ensuing prosperity as adults (Mol & Bus, 2011). A decline in motivation can occur for several reasons. What follows are two common occurrences affecting student motivation to read in schools today.

In grades 3-5, both the curriculum and instructional focus of the reading classrooms shift significantly (Moon, Brighton, Jarvis, & Hall, 2007). Standardized testing preparation becomes stressed, and as a result, upper elementary students receive less time for recreational reading than their younger counterparts. According to Delguidice (2008), schools dismiss the fun, invigorating aspects of instruction to train students for standardized testing. Reading instruction in the upper elementary classrooms becomes focused on developing students' comprehension skills, training students to make accurate and supported inferences and predictions, and teaching students to use various reading test strategies effectively. In addition, "drill and kill" instruction becomes more common, with students consistently receiving packets of test-aligned reading passages and questions throughout the year, as teachers find that they do not have enough time to assign creative, hands-on projects and tasks to their students (Moon et al., 2007; Delguidice, 2008). This form of curriculum narrowing grows more prominent as the stakes attached to testing increase. According to Blazer (2011), research has "consistently confirmed that increasing the stakes attached to tests can change what is taught and how it is taught," negatively affecting the quality of classroom instruction and impacting students' desire to read (p. 2).

Another likely cause behind the decline in motivation is students' recognition of their performance and abilities compared to their peers. Research has shown that students with reading deficiencies will experience a decrease in motivation sooner than their higher-performing peers (McKenna et al., 1995). As students mature, the subtle sense of competition becomes more prevalent; students naturally develop a desire to be the best at everything that they do. Wigfield and Guthrie (1997) stated that since "children often read in school where they are evaluated and compared with others, competition, recognition, and grades may figure prominently in their motivation for reading" (p. 422). In essence, students will avoid reading if they do not have an expectancy for success. Although practice makes perfect, students may avoid practicing so that they can hide their reading deficiencies from their peers, potentially resulting in a decrease in both student engagement and their motivation to read.

Theoretical Framework

The expectancy-value theory served as a framework for research to understand the motivation of fourth-grade students to practice recreational reading. First developed by John Atkinson (1957), the expectancy-value theory intends to interpret the achievement motivation of individuals. Atkinson's (1957) theory suggested that "an individual's expectancy for success and the value they have for succeeding are important determinants of their motivation to perform different achievement tasks" (Wigfield, 1994, p. 50). Atkinson (1957) described expectancies as the individual's expectation that their efforts would result in either triumph or defeat, and he described value as the appeal of either succeeding or failing.

In 1983, Eccles, Adler, Futterman, Goff, Kaczala, Meece, and Midgley expanded on Atkinson's (1957) research. Eccles et al. (1983) claimed that the expectancy-value theory could apply to education to explain how two factors directly predict students' achievement performance, tenacity, and choice of tasks: their expectancies for success and the value they place on the task itself. Eccles et al. (1983) determined that students decide both their expectancies and task values by considering their past successes, their goals, their beliefs about a given task, and the attitudes of those around them.

When considering the expectancy-value theory constructs, the expectancies and values, Eccles and Wigfield (2002) delved into more extensive definitions for each. Eccles and Wigfield (2002) defined an individual's expectancy for success as their belief regarding "how well they will do on upcoming tasks, either in the immediate or longer-term future" (p. 119). The expectations of the individuals depend on self-evaluations of ability and competence in different areas. In 1977, Bandura proposed that there are two forms of expectancies: outcome expectations, in which individuals believe that particular behaviors will result in specific results; and efficacy expectations, in which individuals believe that they can effectively carry out a behavior necessary to manufacture the desired result (Eccles & Wigfield, 2002). Bandura's (1977) two expectancy beliefs differ in that individuals may believe that a specific action will result in a particular outcome. However, they may not necessarily trust that they can effectively execute the behavior themselves. Thus, Bandura (1977) suggested that the more significant determinant of student choice, goal setting, and performance is self-efficacy rather than outcome expectation.

The expectancy-value theory was selected as the theoretical framework for this study because the objective of the research was to understand students' perceptions of their motivation to practice recreational reading. In keeping with the findings of Atkinson (1957) and Eccles et al. (1983), students' motivation to read can be determined by their expectancy for success and the value they place on reading. Students must ask themselves: 'Can I do this?'; and 'Do I want to do this?' If students feel that they will be unsuccessful at reading and that reading is of little importance, their motivation to practice will be nonexistent. On the contrary, if students feel optimistic that they will be experience success while reading, and they value reading as something important, they will have the motivation and a desire to engage in recreational reading.

Purpose of the Study

"Regular recreational reading offers benefits across a range of literacy outcomes, as well as supporting learning in other subject areas, offering cognitive benefits, and potentially fostering empathy" (Merga, 2017, p. 207). Although reading serves as the foundation for success in students, research has revealed that many students lose their motivation to read as they advance through elementary (Wigfield et al., 1997). Thus, the objective of this qualitative study was to explore fourth-grade students' perceptions of their own motivation to engage in recreational reading. The study sought to acquire insight from six fourth-grade students to determine their perceptions of their desire to read for pleasure, their current reading habits, and their perspective on the reading materials available to them. The results of this study have informed my practice as a fourth-grade reading teacher, as it helped me understand how to effectively support my students in their development of positive, lifelong reading habits.

This study was guided by the following research question:

1. How do fourth grade students describe their motivation to read, and what do their descriptions suggest about their reading habits and their perceptions of the materials made available to them?

Definition of Terminology

The following terms are defined to provide clarity in their use within the purpose and methodology of this study:

Book Choice – Self-selection of books (Palmer, Codling, & Gambrell, 1994).

Engaged readers – Intrinsically motivated readers who enthusiastically engage in reading regularly for a variety of their own purposes (Guthrie & Anderson, 1999).

Expectancy – An individual's expectation that their efforts will result in either triumph or defeat (Atkinson, 1957).

Extrinsic Motivation – Motivation to engage in an activity for reasons such as receiving a reward (Eccles & Wigfield, 2002).

Incentive – An item used for motivational purposes (von Rembow, 2006).

Intrinsic Motivation – Motivation to participate in an activity because it is engaging and gratifying (Eccles & Wigfield, 2002).

Multicultural Literature - Literature that embodies voices often excluded from the conventional writings (Glazier & Seo, 2005).

Motivation – An inclination to participate and persist in an activity, even as it becomes difficult (Malloy, Marinak, Gambrell, & Mazzoni, 2013).

Read-Alouds – Instructional practice in which teachers audibly read a story to students with both enthusiasm and expression (von Rembow, 2002).

Reading Attitudes – Feelings related to reading which causes a reader to either confront or evade a reading situation (Alexander & Filler, 1976).

Recreational Reading – Reading books independently for enjoyment (Merga, 2017).

Self-Concept – A collection of beliefs about oneself (Parsons, Parsons, Malloy, Gambrell, Marinak, Reutzel, & Fawson, 2018).

Self-Efficacy - Individuals' competence-related beliefs; estimates of how successful an individual is at a given activity or expectations for one's prospective performance (Wigfield et al., 1997).

Standardized Test – Tests introduced via policy as an attempt to increase student achievement by holding students, teachers, and schools liable for meeting state standards (Moon et al., 2007).

Task Value – Incentives for completing different tasks, such as interest, importance, and usefulness (Wigfield et al., 1997).

Significance of the Study

According to Wigfield and Guthrie (1997), “Students' reading amount and breadth contribute substantially to several valued aspects of their achievement and performance, such as reading achievement, world knowledge, and participation in society” (p. 420).

As a result, motivation to read has become an indication of students' reading success and overall achievement (Parsons et al., 2018). Although research has consistently proven positive reading habits and reading proficiency to be critical for the ensuing prosperity of students, many continue to lose interest in the activity as they mature. Thus, the significance of this inquiry is profound.

Educators can help to develop positive reading habits and reading proficiency within students by cultivating a motivation to read through positive self-concept, self-efficacy, and reading attitudes. Motivated students will spend more time practicing reading than their unmotivated counterparts (Anderson et al., 1988; Gambrell, 2011). For that reason, the objective of this qualitative inquiry was to acquire fourth-grade student insight regarding the extent to which they are motivated to read for recreational purposes and the factors that impact their reading habits.

Chapter II

Review of Related Literature

According to Valleley and Shriver (2003), “Learning to read is one of the most important tasks a child encounters in school” (p. 55). Reading proficiency is critical for student achievement in every academic domain, and it is a strong indicator of both college and career success (Wigfield et al., 2016; Valleley & Shriver, 2003). For students to grow into proficient readers, however, they must practice the activity of reading regularly.

Students’ attitudes toward reading change significantly as they advance through elementary (Wigfield et al., 1997). Research has found that many students begin to lose their motivation to engage in recreational reading as they enter the fourth grade, and their interest in the activity proceeds to dwindle as they continue to mature. (Applegate & Applegate, 2010). This decline in motivation to read can ultimately be detrimental to student success, as it can begin a domino effect of negative ramifications.

This chapter will serve to provide a review of selected literature and research that discusses the evolving motivation within students to read and develop their reading proficiency. It will also examine the factors that are instrumental to the maturation of positive reading attitudes and life-long reading habits within students.

Motivation: An Overview

Former United States Secretary of Education, Terrell H. Bell, has been quoted as saying, “There are three things to remember about education. The first one is motivation. The second one is motivation. The third one is motivation” (Bell, n.d.). By definition, motivation is the inclination to participate and persist in an activity, even as it becomes

difficult (Malloy et al., 2013). Educators far and wide strive to foster a motivation to learn within their students because they understand that motivation is both a prerequisite and a necessity for student engagement in learning (Saeed & Zyngier, 2012).

The term motivation derives from the root word *motive*. According to Perrin (1923), the word *motive* carries at least two definitions. “In the first place, it refers to internal psychological process or function, a driving force to be found chiefly within the organism itself” (Perrin, 1923, p. 176). In the second place, Perrin (1923) suggested that the term proposes a plan, purpose, or ideal. Bell (1919) similarly defined motivation as a distinction between “mechanism” and “drive.” According to Bell (1919), “drive” is equipped by a sensory stimulation that results in a “mechanism,” or action. Thus, every “mechanism” must have been affected by some “drive” for reactions to have been produced (Bell, 1919).

Motivation has long played an integral role in education. As stated by Bell (1919), the emphasis on motivation in education “has the advantage of forcing the attention of the teacher from the textbook, the course of study, or the class lesson plans to the learning process itself and to the attitude of the pupil toward school tasks” (p. 291). However, many schools have neglected to acknowledge students’ motivation over the years, and school officials have long assumed that positive learning attitudes could be elicited upon command (Bell, 1919). Thus, Bell (1919) suggested that educators examine the “drives” of students, not to cater to their whims, but to expand on their emotional complexes, such as their inclinations and aspirations. In doing so, Bell (1919) believed that educators could “constitute a motive power for the effort required in school learning” (p. 292).

There are two forms of motivation that humans regularly experience: extrinsic motivation and intrinsic motivation. Through extrinsic motivation, individuals are motivated by the use of external incentives, such as rewards or prizes. In many schools and classrooms, extrinsic incentives are frequently used or, in some cases, are necessary to persuade students to complete specific tasks (Ames, 1990). For example, an educator may choose to extrinsically motivate students to complete their homework assignments by rewarding compliant students with free time on Fridays. Although this form of motivation can encourage some reluctant students to complete tasks, extrinsic incentives can become inefficacious if misused. Saeed and Zyngier (2012) state that the efficacy of extrinsic motivators ultimately depends on the time and context in which they are being used.

Extrinsic motivators can include both tangible and intangible rewards. Educators in the lower elementary grade levels may bribe their young students to complete tasks through tangible rewards, such as stickers, points, candy, or other prizes. While these incentives may be successful in persuading students to complete their given tasks, Gambrell (2011) warns that the use of tangible motivators can be paradoxical. Although the tangible rewards will undoubtedly increase the short-term attention students give to specific activities, the prizes themselves may impair the evolution of intrinsic motivation within students (Deci, Koestner, & Ryan, 1999; Gambrell, 2011). On the contrary, intangible extrinsic rewards, such as praise or feedback, have been shown to positively impact students' intrinsic motivation (Deci, 1971). A study carried out by Lepper and Cordova (1992) determined that sincere teacher praise and recognition of achievement can lead to positive effects on students' feelings of adeptness and stimulation.

Intrinsic motivation alludes to the stimulation that stems from within an individual, such as the internal driving force mentioned by both Bell (1919) and Perrin (1923). Intrinsically motivated individuals do not require any stimuli to complete a task; instead, they have a natural desire or personal reason for completing it. Deci (1992) stated, “Intrinsic motivation has two components: experience and disposition. The experience component involves excitement, curiosity, interest, and enjoyment in participating in the task or activity, while the disposition component involves the desire to interact with the task or activity” (Gambrell, 2011, p. 7).

Becker, McElvany, and Kortenbruck (2010) expressed that the dissimilarity between intrinsic and extrinsic motivation is vital in motivation theory. “Sources of intrinsic reading motivation include positive experience of the activity of reading itself, books valued as a source of enjoyment, the personal importance of reading, and interest in the topic covered by the reading material” (Becker et al., 2010, p. 774). In essence, intrinsic reading motivation is the inclination to read for enjoyment - for no sake but its own reward. Intrinsically motivated readers typically find the activity of reading to be satisfying and exciting. These feelings can differ significantly from those of extrinsically motivated readers, who usually read to procure either acknowledgement or recompense or to evade some form of consequence (Deci & Ryan, 1985; Hidi, 2000).

When comparing extrinsic and intrinsic motivation, intrinsic motivation has often been associated with student achievement (Becker et al., 2010; Saeed & Zyngier, 2012). Deci, Vallerand, Pelletier, and Ryan (1991) found intrinsically motivated students to have higher learning achievements and an overall more favorable disposition toward school and their education compared to their extrinsically motivated counterparts. Students who

do not rely on external motivators also tend to show reduced levels of anxiety and higher perceptions of both competence and engagement in their learning. (Saeed & Zyngier, 2012). Thus, it should come as no surprise that most educators might typically prefer to have intrinsically motivated students than those who are motivated by external incentives.

Benefits of Motivating Students to Read

“In a perfect world, all our students would be highly motivated to read for pleasure and to acquire information. Unfortunately, this is not the world we live in” (Gambrell, 2011, p. 5). For this reason, motivation to read has become one of the most closely studied of the factors that contribute to the success or failure of students in elementary school (Applegate and Applegate, 2010). According to Ames (1990), students’ reduced motivation to read has been one of the foremost problems in education. With motivation being such a significant contributor to student engagement, and reading proficiency a prime indicator for student achievement, many educators have become vitally interested in learning how to intertwine the two by motivating students to read regularly.

Arnold and Colburn (2004) stated that kids must be motivated if they are to become readers. The benefits behind developing a motivation to read within students are immense. Research has consistently revealed that motivated students will undoubtedly practice the activity of reading more frequently than their less motivated counterparts (Anderson et al., 1988; Gambrell, 2011). These students who habitually practice their reading are more likely to become stronger, more proficient readers than their contrasting peers, as it is a common belief that the more one reads, the better reader one becomes (Gambrell, 2011). On the contrary, students who do not read regularly may experience

deferred progress across literacy outcomes. They can also potentially lose literacy skills during periods in which there is no educational exposure (e.g., school holidays, summer break).

Research has also shown that motivated readers demonstrate higher reading achievement than their less-motivated peers (Applegate & Applegate, 2010; Parsons et al., 2018). For example, students have a higher likelihood of outperforming others on standardized tests in reading, and they generally receive higher marks in school. This achievement carries on with students as they progress into their postsecondary education and career. Since the extent of students' reading amount directly factors into their understanding of the world and their participation in society, they are more likely to achieve success as adults if they practice their reading regularly (Wigfield & Guthrie, 1997).

While the benefits behind fostering a motivation to read within students are plentiful, the actual desire that students have toward reading depends heavily on their reading attitudes (Alexander & Filler, 1976). Research has determined that reading attitudes may vary depending on gender, age, and reading proficiency levels. However, one finding remains the same: the older students get, the less they like to read.

Decline in Reading Motivation

When children first enlist in school, they are naturally enthusiastic and motivated to learn. As they advance through the grade levels, however, their motivation dwindles in all academic areas, including reading (Edmunds & Tancock, 2003). According to Edmunds and Tancock (2003), students experience the most significant decrease in reading motivation between first through fourth grades. Other research has found the

decline to occur at or around the fourth-grade year, specifically (Applegate & Applegate, 2010). Regardless, the findings remain consistent in stating that many students lose their desire to read during their elementary years.

Students' attitudes toward reading can differ for various reasons. Research has found that gender, age, and reading proficiency levels typically have a direct association with just how interested and motivated students are to read. For example, female students in all grade levels have reported favorable attitudes toward both recreational and academic reading than male students, and proficient readers reported higher levels of interest and motivation toward reading than those who are lesser abled. Regardless of gender and proficiency, however, all students' attitudes were observed to have declined gradually and steadily as they aged (McKenna et al., 1995). Thus, educators have begun striving to understand the root of the decline in students' motivation to engage in recreational reading.

Standardized testing. As students transition into the upper elementary setting, “high stakes” standardized testing becomes a new norm. Standardized tests, such as the State of Texas Assessments of Academic Readiness (STAAR) exam, are introduced via policy as an attempt to increase student achievement by holding students, teachers, and schools liable for meeting state standards. Thus, the curriculum and instruction that Texas educators deliver in grades 3-5 differ significantly from the curriculum and instruction given in grades PK-2.

According to Delguidice (2008), tests are referred to as high-stakes “when they are used to make decisions about students, teachers, schools, and/or districts” (p. 1). For students, high-stakes tests, such as the STAAR exam, are often considered when making

decisions about high school graduation or grade promotion. High-stakes testing can also impact teachers and school districts by affecting salaries, school funding, and restructuring efforts (Delguidice, 2008). For that reason, high-stakes testing has overwhelmingly transformed into a disputed issue in American education, with many viewing testing as an essential element to school reform and others viewing testing as a risk to quality instruction and learning (Delguidice, 2008).

In their report on the ramifications of standardized testing, Moon et al. (2007) reported that many teachers, regardless of content area or grade level, stated that they feel obligated to teach to the test because of the antes attached to performance results. As a result, educators limit the time they spend on enrichment activities and creative teaching. Instead, the curriculum is narrowed by excluding non-tested subject areas, excluding non-tested topics within subject areas, modifying instructional practices to testing format, and spending a disproportionate amount of time on test preparation (Delguidice, 2008).

In an environment where test preparation is the primary focus, student motivation to read is destined to decline. Daily, monotonous lessons that are designed to solely meet the objectives of tests offer students few opportunities to engage in relevant activities that could produce authentic learning, such as recreational reading. Instead, students acquire general knowledge that is specific only to the particular tests they are being trained for (Moon et al., 2007). According to Moon et al. (2007), students have expressed an objection to this form of instruction, stating that they prefer relevant and engaging instruction in which they are able to take part in their learning instead.

In a study, Kearns (2011) found these feelings to be even more prominent among marginalized youth. Upon asking a diverse group of students who had failed their

literacy standardized tests how their test results impacted how they felt towards themselves and their learning, many students expressed that they felt humiliated, pressured, and embarrassed by their scores (Kearns, 2011). These feelings have the potential to negatively affect students' motivation to continue learning or reading, thus resulting in students becoming disengaged in their learning.

Change of purpose. In lower elementary classrooms, storytime is a frequent occurrence. Davis and Vehabovic (2017) described what most envision storytime to be. "Students are seated on a brightly colored carpet as the teacher takes her place in the rocking ... She lifts an illustrated children's book and displays the cover. Students lean forward in excitement as she begins introducing their read-aloud" (Davis & Vehabovic, 2017, p. 579). However, this scene changes as students transition into the upper elementary grade levels. Once students enter a grade level where high-stakes testing is a norm, their storytime becomes infrequent, and some form of test preparation often accompanies it. According to Davis & Vehabovic (2017), the format of storytime in upper elementary classrooms allows for test preparation to creep into lessons that would otherwise have been stimulating and interesting for young readers.

As students mature, their purpose for reading in the classroom changes significantly. Due to standardized testing, many students are not able to participate in reading practices that help to develop an appreciation for literacy, such as storytime read-alouds. Instead, students spend much of their class time engaging in reading passages that they are expected to read, regardless of whether they find the reading exciting and meaningful (von Rembow, 2006). In the upper elementary grade levels, the purpose of students' reading is not necessarily for enjoyment, though some students may enjoy their

assigned passages. Instead, the purpose of students' reading changes from reading for pleasure to reading for information.

Reading passages presented to students in grades 3-5 range from fiction to poetry to nonfiction, and the level of difficulty for each reading is almost always representative of what is presented on standardized tests. Teachers in these grade levels utilize reading passages to assign students the task of either locating information within the texts or remembering specific material that will be assessed on upcoming exams. In either case, students are unable to read for the pure enjoyment of reading.

This is discernably problematic for students' motivation and attitudes toward reading. If teachers regulate students' choice of reading topics or materials too much, they can hinder the intrinsic motivation that students have to engage in reading (Wigfield et al., 2016). Similarly, if teachers present students with passages that are too easy or too challenging, they chance either boring or discouraging students from participating in the reading task (Gambrell, 2011). According to Duncan (2010), students not only want to read materials that interest them, but they also want to be invested in their learning. When educators designate what students can and cannot read, for the sole objective of test preparation or other assignments, students may begin to resent both the purpose and the activity of reading itself.

Reduced reading time. Another ramification of standardized testing is that many teachers may reduce the time students have to engage in recreational reading, or the practice of reading self-selected books independently during free time (Merga, 2017). Moon et al. (2007) reported that teachers in testing grade levels expressed that because of time constraints due to state testing, students' interests were not being addressed as often

as they should have been. This could include students' interests in reading books during their leisure time.

Reading during free time is critical to improving reading literacy and students' reading attitudes. Students who engage in recreational reading tend to outperform their classmates in reading achievement tests, while students who struggle to read benefit from the additional practice they receive during recreational reading time (Schüller, Birnbaum, & Kröner, 2016). Despite the significance that recreational reading can have on student achievement, however, the time made available for leisure reading continues to be reduced and utilized for test preparation instead (von Rembow, 2006).

According to Delguidice (2008), when students can engage in the independent reading of self-selected books, their outlook on the activity of reading has the potential to improve significantly. When this happens, students will engage in reading more frequently, make time to read, and establish positive reading behaviors (Gambrell, 2011). As students become avid readers, they simultaneously become equipped to take on standardized tests across all academic areas (Delguidice, 2008). However, when students are not given time to pursue reading, their motivation to read will decline, and their attitudes toward reading will turn negative. Teachers must provide students with sufficient time to peruse books of their choice during their free time to help them become intrinsically motivated and proficient readers (Gambrell, 2011).

Competition. Finally, students' reading attitudes can be negatively affected by the sense of competition that is cultivated in many classrooms. As students mature, they experience a growing awareness of their performance in comparison to others. Since most children have a natural desire to outperform others, many students may feel

discouraged or defeated if they feel incapable of becoming proficient readers like those around them (Wigfield & Guthrie, 1997).

Research has established that reading proficiency levels correlate with students' motivation to read and their reading attitudes (McKenna et al., 1995). Proficient readers are more prone to harnessing positive feelings toward reading than their struggling peers. In contrast, struggling readers are more likely to undergo a decline in motivation to read earlier than their more proficient classmates. Wigfield and Guthrie (1997) stated that recognition and grades could figure prominently into students' motivation to read and reading attitudes as well.

With standardized test preparation at the forefront for many teachers, it is common for educators to give much consideration to students' reading habits and achievements on both assignments and exams. While it may come naturally for teachers to publicly praise and recognize student performance in reading, educators must refrain from vocally evaluating and comparing students to one another. Doing so can result in under-performing students becoming ego-defensive, displaying avoidance behaviors, and vocalizing negative utterances referring to one's performance (Schiefele, Schaffner, Möller, & Wigfield, 2012). In some cases, students may even feel shame or humiliation upon learning that they are not performing at a level of proficiency or mastery (Kearns, 2011).

Pedagogy

Students' reading attitudes impact their desire to read. Since motivation to read declines for many as they mature over the school years, and because reading motivation directly relates to achievement and proficiency, teachers and other educators must work

to improve students' attitudes toward reading through instructional practices that aim to promote an appreciation for literacy (Wigfield et al., 2016).

Instructional influences on reading motivation. Research has long shown the benefits behind motivating students to read regularly. Regular reading has been associated with students' achievement in all academic domains, as well as to their success in their post-secondary education and ensuing careers (Wigfield et al., 2016; Valleley & Shriver, 2003). Over the years, various instructional methods have been implemented to cultivate both positive reading attitudes and an inspiration to read within students. These pedagogical practices include, but are not limited to: determining students' literacy personalities, providing students with an assortment of reading experiences and access to books, presenting opportunities for students to read self-selected books, offering sufficient in-class reading time, and providing opportunities for social interactions and for the use of digital texts.

Literacy personalities. Students each have unique literacy personalities, as they are driven by contrasting opinions, motives, and justifications for reading (Cole, 2002). Research has emphasized the significance behind identifying students' literacy personalities early in the school year because, in doing so, educators can tailor instruction and reading experiences to meet their needs. According to Malloy et al. (2013), "For most classroom teachers, recognizing when students are engaged in literacy activities—and perhaps more glaringly, when they are not—is a process that is key to evaluating the potential success of the instruction being offered" (p. 273). Thus, it is important for educators to understand what exactly engages and disengages their students.

Student literacy personalities are often assessed through the use of reading attitude surveys. Surveys ask a variety of questions intended to decipher students' feelings toward reading, as well as their reading preferences. A modern approach to determining students' literacy personalities is through the use of the Motivation to Read Profile (MRP), developed by Gambrell, Palmer, Codling, and Mazzoni (1996). The MRP is designed around the expectancy-value theory, and it is useful to classroom teachers because it guides educators in discovering students' value of reading and their self-concepts as readers.

Since its debut, the MRP has been updated to reflect cultural and linguistic changes. The Motivation to Read Profile - Revised (MRP-R) comprises two components, just as the original MRP. The first component of the MRP-R is a survey, which serves as a self-report tool that uses a four-point ordinal scale on ranked responses with ten items for each subscale: self-concept as a reader and value of reading. Items addressing self-concept include, but are not limited to: "I think I am a _____ reader" or "When I have trouble figuring out a word I don't know, I...". "Items that are designed to tap value of reading include "Reading is something I like to do...." and, "My friends think reading is..." (Malloy et al., 2013). The second component of the MRP-R is a conversational interview, which poses questions such as, "What kind of reader are you?" and "Is it important to read well?" The interview serves to explore further the value that students place on reading and their self-concepts as readers (Malloy et al., 2013).

Another tool that educators may use to understand students' literacy personalities is Wigfield and Guthrie's (1997) Motivation to Read Questionnaire (MRQ), which determines literacy personalities through eleven constructs of reading motivation. The

eleven constructs include: reading efficacy, reading challenges, reading curiosity, reading involvement, the importance of reading, reading work avoidance, competition in reading, recognition for reading, reading for grades, social reasons for reading, and compliance. Through the MRQ, Wigfield and Guthrie (1997) assess students' motivation, thus providing educators with critical information regarding students as readers.

Other tools include the Children's Motivation for Reading Scale (CMRS), developed by Baker and Scher (2002). The CMRS was designed to evaluate the multidimensionality of reading for novice readers, at around the first-grade level, by tapping into students' motivational constructs of enjoyment, value, and perceived competence. Educators may also find the Elementary Reading Attitude Survey (ERAS), developed by McKenna and Kear (1990) to be helpful, as it was designed to help educators estimate students' feelings towards academic and leisure reading.

Each of the tools described can help educators determine students' enthusiasm to read and their self-concepts as readers. According to Malloy et al. (2013), "A student who has a healthy self-concept...is more likely to approach the reading tasks with enthusiasm and interest, to engage in strategic reading practices, and to be interested in sharing what he or she has read" (p. 279). Thus, discovering students' self-concepts as readers is critical when striving to motivate them to read. Upon discovering students' literacy personalities, educators can use their newfound knowledge to make informed decisions in their instructional planning that would support growth in value of reading and engaged readings that nurture students' self-concepts and intrinsic desire to read (Malloy et al., 2013).

Reading experiences. Another reoccurring theme in research is the importance of presenting students with a variation of reading experiences. According to Cole (2002), different reading experiences will have varying effects on diverse students because students are not all motivated by the same instructional methods. Some reading experiences will motivate students, while others may not. Therefore, educators must provide students with an assortment of reading experiences to promote both positive reading attitudes and intrinsic motivation within diverse learners.

One reading experience that most students encounter in school is read-alouds. Read-alouds refers to the instructional practice in which a teacher reads a story aloud to students with enthusiasm and expression. This reading experience can be intrinsically motivating for students, as they can listen to their teacher read a variety of genres, making it possible for them to either discover a favorite or become exposed to new types of text (von Rembow, 2006). Read-alouds have also long been linked to a range of literacy skills and cognitive benefits (Ledger & Merga, 2018). According to Ledger and Merga (2018), read-alouds have been connected to language growth, emergent literacy, and reading achievement in young readers. For readers in the upper elementary grade levels, read-alouds have also been associated to elevated vocabulary, reading comprehension, and cognitive skills (Ledger & Merga, 2018). Although read-alouds are most commonly implemented in lower elementary classrooms, upper elementary teachers can also implement the instructional strategy. In upper elementary classes, teachers may read aloud the introduction of a chapter book to persuade students to finish the remainder of the book independently (von Rembow, 2006). Data has revealed that children prioritize reading books were recommended by others, including their teachers (Palmer et

al., 1994). Thus, it is beneficial for students to be provided with book previews by their teachers, as it persuades students to continue reading.

Another reading experience that benefits students is the experience of buddy reading. Buddy reading refers to the pairing of older and younger students so that they may read and talk about books. According to Silverman, Kim, Hartranft, Nunn, and McNeish (2017), research has suggested that reading and discussing books can promote students' vocabulary and comprehension development. Buddy reading has also been found to influence students' reading motivation. Silverman et al. (2017) concluded that one-on-one attention, encouragement, modeling, and direction provided by older children to help motivate younger students to engage in reading more frequently. Older students can also benefit from buddy reading. "Acting as role models for younger children can instill in older children a sense of responsibility and confidence. By providing guidance and giving direction, older children may internalize and appropriate the content" (Silverman et al., 2017, p. 392). Thus, buddy reading is a suggested reading experience due to the motivation and positive reading attitudes that it can foster within students and the opportunities that it provides to those in resource-strapped urban schools. Through buddy reading, students can practice their reading while simultaneously building up their confidence, intrinsic motivation, and reading proficiency (Friedland & Truesdell, 2004).

Access and choice. According to Allington and Gabriel (2012), two of the most influential instructional design factors for developing reading motivation and comprehension are book access and student choice. For this reason, research has long advised for teachers to provide students with literacy-rich environments that encourage the self-selection of books.

Referencing the work of Daniel Fader (1976), Miller, Sharp, Minnich, and Sokolowski (2018) stated, “We want adolescents to live in a book flood with “literally – finger-tip access to books” because physical access to books positively affects young people’s reading achievement (p. 45). According to Cole (2002), providing students with access to an array of books is necessary to promote interest in reading and student motivation. Research has also found book access to be directly associated with reading achievement (Gambrell, Palmer, & Codling, 1996; Palmer et al. 1994). Book access can be provided through the development of classroom libraries.

To develop a successful classroom library collection, teachers must “flood” their classrooms with books of differing genres, topics, and reading levels that would supply students with a variety of reading materials. While stocking the classroom library, teachers should strive to equip shelves with books that are favored among students, rather than with texts that they believe students *should* be reading. The range of reading materials made available to students should include age-appropriate fiction and nonfiction books, texts that would be considered as culturally responsive to the differing backgrounds and cultures within the classroom, and unconventional reads, such as comics, magazines, and other materials not regularly permitted in school (Duncan, 2010).

It is not enough, however, to only provide students with book access in their ELA classrooms. According to Miller et al. (2018), students also need access to school libraries staffed with degreed librarians, to public libraries in their communities, and to book access at home. “Unfortunately, too many children—especially children in urban and rural communities, who are disproportionately children of color—live in book

deserts. They do not have meaningful, consistent access to books at school, at home, or in their communities” (Miller et al., 2018). Thus, Miller et al. (2018) asserted that schools should consider opening school libraries for summer reading checkout. While some school officials may be concerned that books will be lost over the summer, Miller et al. (2018) stated that schools should be more concerned over losing a reader than a book.

Miller et al. (2018) also recommended that schools reconsider their policies regarding library fines or penalties that could block students’ checkout privileges, as charging library fines can disproportionately affect poor children and often eliminate their primary source of reading material. Rather than restrict students from checking out new materials, schools can have students perform services in the libraries, such as shelving books or assisting the librarian. This “consequence” would surround students with books, as opposed to denying them “their best access opportunity” (Miller et al., 2018).

For schools and families that are equipped, technology can also serve to provide literacy access to students. Schools should promote and share digital resources with students to make e-books and digital audiobooks readily available to students when they want them. Digital library collections provide students with access to thousands of titles without them needing to leave home or worry about how they will return whatever they have borrowed (Miller et al., 2018).

Upon providing students with sufficient access to reading materials, school officials must then promote choice among students. Research has determined that students feel more inclined to read when they are allowed to engage in books of their choosing because they will have a direct interest in the books’ topics (Palmer et al., 1994;

Edmunds & Bauserman, 2006). Furthermore, the promotion of student choice in the classroom is said to make reading more purposeful and relevant for students, thus spurring an intrinsic excitement within each student to read. Educators are highly encouraged to allow students to explore their interests by reading and borrowing texts that appeal to them (von Rembow, 2006).

Multicultural Literature. According to Glazier and Seo (2005), “The use of multicultural literature - coupled with dialogic instruction within a safe classroom context - can provide students with both a window to other cultures and a mirror reflecting their own” (p. 686). Multicultural literature can be defined as literature that embodies voices often excluded from the conventional writings (Glazier & Seo, 2005). While multicultural literature is often promoted as a means intended to help children identify with their own customs and values or to expose children to other cultures, it serves more as a resource for promoting students’ inter/intra-cultural beliefs and recognitions (Glazier & Seo, 2005).

Bishop (1990) initially made the distinction between books as “mirrors” and “windows” by stating that, “Books are sometimes windows, offering views of worlds that may be real or imagined, familiar or strange” (p. 1). According to Bishop (1990), those windows can also serve as sliding glass doors, in which readers have only to walk through an imagination to become part of whatever world has been created or recreated by the author. Finally, Bishop (1990) stated that when lighting conditions are just right, a window can also be a mirror. “Literature transforms human experience and reflects it back to us, and in that reflection, we can see our own lives and experiences as part of the larger human experience” (Bishop, 1990, p. 1).

Through her distinction between books as “mirrors” and “windows,” Bishop (1990) stated that she advocates for mirrors. Bishop (1990) suggested that when students can see their own lives and experiences through the books that they are reading, the practice of reading becomes self-affirming. However, it is essential to note that texts must be cross-examined from various viewpoints, and they should serve as comparison points for students’ lives so the readings can be transformative (Glazier & Seo, 2005).

According to Purnell, Ali, Begum, and Carter (2007), students each have affective needs that must be fulfilled for them to academically thrive. Students need to experience cognitive, emotional, and intellectual support to feel safe in school. Thus, homes or school environments that cause emotional stress can have disastrous effects on students’ academic achievement, while supportive schools and homes can enhance students’ learning (Purnell et al., 2007). It is for this reason that all schools should consider the implementation of a culturally responsive curriculum. In both urban and rural schools, students carry an array of life experiences they have each acquired from within their unique cultural settings. A culturally responsive curriculum, which would include the utilization of multicultural literature, is outlined to acknowledge and accept the many cultural differences and life experiences presented in every classroom (Purnell et al., 2007).

Purnell et al. (2007) stated, “Culturally relevant stories and activities help young children connect academic lessons to their own life experiences, making the content more meaningful. Opportunities to share different life experiences also help to create a sense of community among diverse learners” (p. 421). In order to ensure that readings are relevant to students in the classroom, it is recommended that educators conduct

investigations, through interviews, to determine the complexities of students' identities and the intricate ways in which they view themselves as readers.

Many times, educators focus on closing opportunity gaps that students grapple with in school, and they fail to gain insight into students' perspectives of their experiences with texts presented to them. However, if students' perspectives and experiences are never acknowledged, then educators will never fully be able to employ a pedagogy that accommodates the mix of race, ethnicity, class, gender, and religion that contributes to each student's unique cultural identity (Purnell et al., 2007).

"Multicultural curricula have the potential to challenge the 'silences' that exist in schools around issues such as race and class" (Glazier & Seo, 2005, p. 688). Thus, schools should strive to present access to multicultural literature through both school and classroom libraries. Multicultural texts can inspire students to take part in reading more often (Sharma & Christ, 2017) by including often marginalized voices that support student identities, empower students, and challenge the many conventional images presented in society today (Glazier & Seo, 2005).

Reading time. After providing students with a literacy-rich environment and encouraging them to select books that interest them, teachers must then supply students with adequate time to read. By providing sufficient amounts of time for students to read their books, teachers are creating a cornerstone that is critical for supporting students as they develop their reading proficiency and their intrinsic motivation to read for pleasure or information (Gambrell, 2011).

Educators can provide students with reading time through the implementation of a Silent Sustained Reading (SSR) period. SSR, otherwise known as DEAR (Drop

Everything and Read) Time, is the practice of allowing students uninterrupted time to peruse self-selected books independently. This practice has been shown to enhance students' attitudes toward reading and to help them view reading as a valuable and pleasurable activity (Duncan, 2010). Research has also determined that SSR can aid students in expanding their vocabulary and literacy skills. In some cases, it was found to be just as good as standard instruction (Siah & Kwok, 2010).

A common objection to SSR is that it does not assure that students will read during the designated time. For example, students may use the time to demonstrate task-avoidance behaviors, such as talking to their peers, wandering around the classroom, or asking to step out to use the restroom or drink water. However, Duncan (2010) suggested that educators can quickly resolve this problem by joining in on the reading. According to Duncan (2010), students are more likely to follow suit and stay on task if teachers model engaged and enthusiastic reading during SSR time rather than grading papers or completing other tasks. Teacher participation is especially meaningful in urban educational settings, where recreational reading may not necessarily be the norm.

Although it is critical to supply students with opportunities to read independently frequently, teachers should also set time aside for conducting read-alouds. As previously mentioned, read-alouds are beneficial to the establishment of positive reading attitudes and student motivation to read. Allington and Gabriel (2012) positioned that read-alouds increase students' fluency and comprehension skills while simultaneously maximizing their vocabulary and background knowledge. Read-alouds have also been found to increase students' reading interest and engagement at every age (Duncan, 2010).

Social interactions. After students have had the chance to engage in reading, teachers should provide chances for social interactions. Social interactions can include discussing books with peers, reading with others, and borrowing or sharing books (Gambrell, 2011). It can also include teacher-led discussions in which books are discussed as a class or in a small group setting. This practice of providing students with opportunities to interact with one another over what they have just read has been found to increase students' intrinsic motivation to read, as well as their reading comprehension and proficiency (Duncan, 2010; Gambrell, 2011). Bear in mind, however, that research does not suggest that the conversations students share during these social interactions focus on recalling or retelling what they have just read. Instead, teachers should ensure that student conversations are engaging and intended to analyze and compare texts on a deeper level (Allington & Gabriel, 2012).

One way to encourage social interactions in class is through the execution of literature circles. Literature circles, developed in part by Harvey Daniels (2002), are intended to impart on students a chance to participate in a shared reading selection with a small group of students during regularly occurring meetings. Through literature circles, students share their thoughts and connections to various texts with other group members (Duncan, 2010). Students are often assigned roles or responsibilities to facilitate the discussions, such as serving as a summarizer or a discussion director. A benefit to the implementation of literature circles is that students can practice collaborating with others, making their reading and writing successful, and improving their spoken language. This can be especially beneficial for struggling students. Literature circles also present all students, regardless of academic aptitude, an equal opportunity to manifest themselves

through their roles and responsibilities and to develop their overall proficiencies as learners.

Another practice that encourages social interaction is the implementation of student-led book clubs. Book clubs typically contain 3-5 students who are heterogeneously grouped based on several traits, such as gender, ethnicity, and reading ability. Through book clubs, students “discuss issues they choose to share about the books they read” (Goatley, Brock, & Raphael, 1995, p. 358). Book club programs are comprised of four critical components: reading, writing, community share, and instruction. The reading component focuses on the daily reading of the literature selection, while the writing component consists of students’ entries in their reading logs. Community share refers to the daily time for whole-class discussion, and the instruction component refers to the support and coaching provided in each of the component areas (Goatley et al., 1995). Book club programs are beneficial to implement in classroom settings because, like literature circles, they allow students to collaborate and converse about various texts with their peers. Unlike literature circles, however, book clubs do not typically assign particular roles and responsibilities to each student. Instead, students can focus on their responses and connections to the text, without having to adhere to static relationships assigned within their groupings.

Digital texts. According to Kaman and Ertem (2018), “Students are increasingly taking advantage of the technological materials in learning to read and write, both outside of school and within the classroom” (p. 148). If given the opportunity to select between reading a book through a digital platform or hard-copy materials provided by the teacher,

many students prefer to read online. For this reason, technology is quickly becoming an indispensable part of literacy education (Kaman & Ertem, 2018).

With technology rapidly transforming the instructional practices conducted in classrooms everywhere, reading teachers are encouraged to embrace e-books, or digital texts. According to Roncevic (2017), “The power of the e-book...is precisely its ability to be available to anyone, anywhere, at the same time. More specifically, the power of the e-book (or digital text, in general) is to equalize access to information and knowledge” (p. 19). For schools whose budget allows, e-books can be a significant investment. Digital books, which are typically less expensive than print books, have become popular due to their accessibility. Students living in areas in which access to libraries or bookstores is limited or nonexistent can benefit from e-book programs because they provide immediate access to a range of books, so long as students have a device and internet access (Roncevic, 2017). In many cases, e-book programs also have search features in which students can seek books specific to their interests. According to Knapp (2019), this is a helpful feature in that even students with the most “unpopular” taste in books can find texts that appeal to them.

Beyond providing access to students, e-books can also help in scaffolding text for struggling readers and writers. According to Hess (2014), “E-books not only offer the printed words of a traditional book, they offer a vast number of ways to interact with print” (p. 35). For example, e-books allow students to customize their reading experiences to meet their individual needs and preferences. Some customizations that students can make while reading includes adjusting font size, using built-in dictionaries to help them define unfamiliar words, taking digital notes, and highlighting important

text. These customizations can be especially helpful for diverse learners, such as English language learners, in comprehending texts that might otherwise be challenging for them to comprehend. According to Howard (2017), research has shown that nonnative speakers' vocabulary tends to be significantly lower than that of their peers who are native speakers. As a result, nonnative speakers' abilities are impeded, impacting their capacity to read and comprehend text (Howard, 2017). With the accessibility features offered in e-texts, however, nonnative speaking students can interact with the text more than they could with traditional print. This has the capability to enhance their comprehension, reading attitudes, and motivation to read (Hess, 2014).

“All students enter classrooms with a range of abilities and learning styles. Educators are then responsible for finding ways to ensure that each one of these students with varying abilities and learning styles meets the curriculum standards” (Hess, 2014, p. 36). Thus, it is encouraged that teachers use e-books to provide differentiation to students through scaffolded learning. Struggling readers can be provided with e-books that contain audio read-alouds, while gifted readers may benefit from the features and customizations that e-books have to offer. In either case, integrating e-books into the reading curriculum and instruction can boost student achievement and ensure that all students experience reading success (Hess, 2014).

Home Environmental Factors on Students' Motivation to Read

Students' motivation to read is not impacted by pedagogy alone. According to Boone (2018), “Family support for early literacy is foundational and has a lasting impact on children's success in school” (p. 16). For this reason, educators should collaborate

with parents to ensure that students' motivation to read and positive reading habits are fully supported outside of the classroom.

Parent reading attitudes. Parents' attitudes toward reading can have a significant impact on children's motivation to read. Research has shown that parents who have positive attitudes toward reading are more likely to inspire their children to possess positive reading attitudes as well (Bano, Jabeen, & Qutoshi, 2018). Other studies have supported the theory that parents who read regularly can influence children to do the same, thus resulting in them being more attracted to the activity of reading altogether. (McKool, 2007)

According to Bano et al. (2018), children tend to adopt their parents' reading habits. Parents who habitually read can significantly move their children to do the same, while parents who do not usually read may unintentionally inspire their children to follow suit. Thus, parents should champion for children to read at home by providing them with access to various reading materials, such as storybooks and magazines appropriate for their age and reading level (Bano et al., 2018). Furthermore, parents can encourage positive reading habits by reading themselves. Bano et al. (2018) stated, "If parents read books in front of their children, their children's reading habits will automatically develop. If parents engage in other activities like watching television...and ask children to read, the children will also avoid reading" (p. 50). This finding was supported in a report by McKool (2007), in which it was shared that children are often able to develop leisure reading habits before entering school. This development was found to be a direct result of students learning to read at home before entering school and having parents who regularly read to themselves or their children.

McKool (2007) reported that families' socioeconomic status can also influence students' motivation and ability to practice leisure reading at home. "In terms of income, more middle/high-income students were read aloud to when they were young than low-income participants" (McKool, 2007, p. 121). This was found to be a result of 'blue-collar values.' According to McKool (2007), many parents who work blue-collar jobs anticipate relaxing upon arriving home. In many instances, blue-collar parents expect schools to educate their children. As a result, great value is not necessarily placed on home literacy practices such as reading aloud to their children. This is unfortunate, as research has concluded that parents tend to be the most significant influence on students as readers (McKool, 2007). If parents do not emphasize literacy, the students will not either.

Parental involvement. Parents are so influential in developing children's motivation to read that they must become involved in developing children's positive reading habits. According to Boone (2018), when parents genuinely care about their children's education, their care will persist across families' academic abilities, income levels, races, and ethnicities. All families can support students' reading habits by engaging in reading practices that promote positive reading attitudes.

According to Bano et al. (2018), "Parents, as first teachers of their children, need to focus on developing reading habits, such as reading for pleasure and out of school reading, so that it can further help them to read easily at school and beyond" (p. 43). Families can advocate for the development of students' reading habits by engaging in the activity of shared reading at home, in which parents read with their children. This activity helps children to enjoy reading while simultaneously developing their ability to read

more fluently and with expression. Bano et al. (2018) stated that the sharing of storybooks with parents lays the foundation for literacy skills development within children. When parents take time to read a variety of books aloud to or with their children, they expose them to a medley of genres and texts. Once children are exposed to different reading materials, they are more likely to draw out their imagination and participate in the execution of habitual reading more often (Bano et al., 2018).

Another way that parents can become involved in developing their children's reading habits is by merely providing sufficient time for students to read. Bano et al. (2018) suggested that students require appropriate reading time to become fluent in reading. If parents do not provide children with sufficient reading time because children are expected to engage in parent-organized extracurricular activities, sibling care, or other family responsibilities, then the students will be at risk for losing their fluency and for becoming less proficient readers (Merga, 2017; Bano et al., 2018). Excessive television viewing or video game playing has also been found to impact the time that students spend reading at home. McKool (2007) reported that unenthusiastic readers watched significantly more television than avid readers. This could explain why many children choose not to read after school. If parents allow children to watch television in excess, then students will opt out of reading. Thus, parents should endeavor to reduce the number of obstacles inhibiting students' abilities to engage in recreational reading (Merga, 2017) by designating a set time in their daily schedules for students to read self-selected books.

Reading barriers. While many things can hinder children from reading at home, one of the most common barriers to at-home reading is the gaping opportunity gap that is

frequently presented among less affluent families. According to Wolter (2016), children from educated families with economic means have early opportunities for literacy development. This, unfortunately, is not always the case with students from less affluent homes. Students from families with minimal education or low socioeconomic status often struggle with literacy for various reasons. Many are unprepared for schooling or to speak a dialect other than English, while others may have impairments or are destitute or displaced (Wolter, 2016).

One barrier that many children encounter at home is limited access to resources, such as books appropriate for their ages and proficiency levels. This barrier is most common in less affluent areas, where low-income, urban schools are aplenty. McGeown, Osborne, Warhurst, Norgate, and Duncan (2016) reported that children from low socioeconomic households read less and for shorter periods than their more affluent counterparts because students in low socioeconomic families reported having less access to books at home. To combat this issue, less affluent families are advised to communicate with school officials who can assist in providing parents and students with reading materials for at-home use. If possible, students would also benefit from visiting community libraries, as visiting can often accustom students to willingly read books of their interest (Bano et al., 2018).

Parental interaction with their children and what activities parents value and promote can be influenced by their access to financial resources and the human capital they accumulate through their educational qualifications (Hartas, 2011). According to Hartas (2011), children's literacy proficiency correlates to their parents' education. Thus, children from families with a history of literacy impediments are at higher chance

of experiencing difficulties as well. To help close this opportunity gap, parents must invest in their children's cognitive and language development. According to Hartas (2011), "Studies have repeatedly shown that parental investment in the form of home learning is associated with children's early linguistic and cognitive development and emergent literacy, which are precursors to school success, especially in reading" (p. 894). Parents can invest in their children's education by allocating funds, when possible, to include the purchase of books and by spending time with children in joint activities, such as shared reading.

Conclusion

With each year that goes by, students' attitudes toward reading continue to worsen, and their enthusiasm to read for pleasure dwindles (Applegate & Applegate, 2010). For this reason, it is imperative that educators implement effective instructional practices that serve to reignite students' interest and motivation to read.

There is no perfect prescription for developing a motivation to read within students; different students require different motivational methods to be implemented, depending on their reading interests, attitudes, and proficiency. To determine how to best foster positive reading attitudes and a motivation to read within each student, educators must first strive to understand their students as readers, as well as what engages and disengages them in the activity of reading.

The more proficient students become in reading, the more likely they are to experience continued success in literacy as they progress into their postsecondary education and career. Thus, educators must execute a medley of instructional practices that aim to motivate students to practice reading regularly and become more proficient in

the process. While each instructional practice will undoubtedly differ in delivery and effectiveness, the goal of each remains the same: to foster positive reading attitudes within students, consequently motivating them to read regularly.

Chapter III

Methodology

The purpose of this study was to explore and detail the reading perceptions and attitudes of fourth-grade students by examining their motivation to practice recreational reading. Edmunds and Tancock (2003) stated, “Over the past 20 years, research has demonstrated that students' motivation is a primary concern of many teachers...Teachers acknowledge that motivation is at the root of many of the problems they face in educating children today” (p. 17). Despite reading motivation being such a critical component to student success and academic achievement, research has revealed that students' motivation to practice recreational reading typically begins to decline as students near the fourth grade (Applegate and Applegate, 2010).

Research Design

This study employed a qualitative research design to examine fourth-grade students' perceptions of their motivation to practice recreational reading and the factors that affect their reading attitudes. According to Shank and Brown (2007), the point of qualitative research is to examine and make meaning of processes and problems. Creswell (2014) supported this claim by stating, “Qualitative researchers try to develop a complex picture of the problem or issue under study. This involves reporting multiple perspectives, identifying the many factors involved in a situation, and generally sketching the larger picture that emerges” (p. 186).

Previous studies on students and their motivation to practice recreational reading have commonly been conducted using mixed-method and quantitative approaches. They were done to demonstrate a link between reading motivation and academic achievement.

Despite links having been identified, students continue to lose their desire to read as they mature. Thus, this study applied a qualitative research design to explore the root of the decline.

Little research exists regarding students' self-concepts as readers and the sources behind their dwindling motivation to read for pleasure. Instead, a great deal of the research surrounding students' reading motivation details either the connection between motivation and achievement or educator practices that can potentially re-motivate students to read. The instrumentation and measurement procedures administered in this study provided in-depth explorations of students' thoughts and feelings toward the activity of reading. Data collection methods also shed light on factors influencing students' reading motivation.

Methodological Framework

To best understand fourth-grade students' reading perceptions and attitudes, the current study employed a multiple-case study approach. According to Creswell (2014), "Case studies are a design of inquiry found in many fields, especially evaluation, in which the researcher develops an in-depth analysis of a case, often...one or more individuals" (p. 14). Through this methodological framework, multiple sources of information were collected to provide detailed information and descriptions from various students regarding their perceptions of their motivation to practice recreational reading. As a result, their responses yielded a more in-depth understanding of the issue than a single case study could have provided.

Qualitative multiple-case study designs are often implemented when the objective of the research study is to respond to "how" and "why" questions. Multiple-case study

designs are also used when the research participants' behaviors cannot be manipulated and when the researcher seeks to acquire insight on contextual conditions believed to be pertinent to the phenomenon under study (Baxter & Jack, 2008). A qualitative multiple-case study methodology permits the researcher to closely collaborate with different participants while simultaneously enabling them to tell their stories (Crabtree & Miller, 1999). Through their stories, participants can detail and explain their personal views of reality, which allows the researcher an opportunity to thoroughly interpret and compare the participants' different feelings, attitudes, and reasonings behind their actions.

For this study, a multiple-case study methodological framework was employed to acquire qualitative insight from six fourth-grade students regarding their motivation to practice recreational reading, their current reading habits, and their perceptions of the reading materials made available to them. This methodological framework was chosen because multiple students were selected as research participants, and the research strived to understand the participants' different perspectives on the issue (Creswell & Poth, 2018). Participants selected for the study also had differing levels of motivation to read.

The extensive data acquired through the multiple-case studies allowed students to tell their stories, while concurrently highlighting both shared and conflicting sentiments. The methodological framework in this study also allowed for multiple data sources to be collected, thus enhancing data credibility (Baxter & Jack, 2008). According to Creswell and Poth (2018), "a hallmark of a good qualitative case study is that it presents an in-depth understanding of the case...(by collecting and integrating) many forms of qualitative data" (p. 98). Documentation, interviews, direct observations, and participant-observations allowed for data to be synthesized in a way that illuminated the multiple

cases, thus helping to facilitate a holistic interpretation of the phenomenon under study (Baxter & Jack, 2008).

Selection of Participants

IRB approval was obtained before the research was conducted, and data were collected. Both parental consent and student assent permission forms were collected from all research subjects to comply with ethical considerations.

Thirty-eight fourth-grade students from the research site, an elementary school in south Texas, were eligible to partake in the study. The research site was comprised of approximately 700 students, 95 percent of whom were Hispanic. Of the students enrolled, roughly 88 percent were economically disadvantaged, and about 50 percent were at-risk of failing academically or dropping out of school. The thirty-eight students eligible to serve as research subjects in the study were each enrolled in one of the two reading classes under the instruction of the researcher. All thirty-eight students responded to Gambrell's (1996) Motivation to Read Profile survey, which served as a participant screener. Their survey results and gender were then used to select which students would serve as the final study subjects.

Sampling design. This study employed a stratified random sampling design to seek six research subjects with varying levels of motivation and equal gender representation. According to Creswell (2014), “stratification means that specific characteristics of individuals are represented in the sample” (p. 158). Thus, the population of potential research participants was stratified to ensure the study sample had a representation of both male and female students of high, average, and low levels of motivation to read.

Upon stratifying the population by gender, students' MRP scores were used to stratify and select two students with high levels of motivation (one male, one female), two students with average levels of motivation (one male, one female), and two students with reduced levels of motivation (one male, one female) through random sampling. Selected participants were not restricted to demographics or academic abilities. However, they were chosen from the fourth-grade level because research has found this to generally be the age at which children begin to experience a decline in their motivation to practice recreational reading (Applegate & Applegate, 2010).

Data Collection

Data for this study were accumulated over the span of sixteen weeks, beginning in February 2020 and ending in May 2020. Since a qualitative multiple-case study methodological framework was utilized for this research, extensive data from multiple sources were gathered to respond to the research question. Sources of data included research subjects' individual interviews, a focus group interview, and information noted from observations.

Instrumentation and measurement procedures.

Motivation to read profile. The MRP consists of two basic instruments: a reading survey and a conversational interview. Created by Gambrell et al. (1996), the MRP was designed to provide educators with insight on students' reading motivation.

The first section of the MRP is a reading survey that serves to evaluate two dimensions of students' reading motivation: their self-concepts as readers and the value they place on reading. The survey items that center on self-concept are intended to provide information about students' confidence in reading and their performance

compared to their peers. The survey items that concentrate on value-of-reading are calculated to “provide information about the value students place on reading tasks and activities, particularly in terms of frequency of engagement and reading-related activities” (Gambrell et al., 1996, p. 11). The researcher utilized the MRP survey as a participant screener by determining which students were highly motivated, and which were not. The reading survey contains 20 items, and it uses a 4-point Likert-type response scale, meaning the highest score a student can earn is 80 points.

Students’ scores were used to determine a range for high motivation, average motivation, and low motivation. Female student MRP scores ranged from 46 to 74. Thus, it was determined that female students who scored between 46 and 57 had reduced reading motivation. Students who scored between 58 and 64 had an average reading motivation, and students who scored between 65 and 74 had high levels of reading motivation. Male student MRP scores ranged from 36 to 78. It was determined that male students who scored between 36 and 48 had reduced reading motivation. Students who scored between 49 and 61 had an average level of reading motivation, and students who scored between 62 and 78 had high levels of reading motivation. For each range of scores, two students (one male and one female) were randomly selected to serve as research subjects.

The second portion of the MRP is a conversational interview intended to accompany the reading survey. The interview serves to provide educators with explicit information regarding students’ reading motivation through an informal, conversational exchange. The questions posed during the conversational interview centers on readings that students consider appealing, so the information acquired from the interview can

inform educators about specific subjects, books, and authors that students find to be alluring and motivating (Gambrell, 1996). Students' responses also help explain their survey results and to help in individualizing programs intended to improve their motivation to read. The interview portion of the MRP was utilized as a protocol for one of the individual interviews conducted with each research subject. All questions posed during the conversational interview were topical with follow-up prompts, such as the following: "What kinds of books do you like to read?" "Do you read different things at home than at school?" "What kind of reader are you?" (Malloy et al., 2013).

While several reading questionnaires could have served as the foundation for this research study, the Motivation to Read Profile by Gambrell et al. (1996) was selected as the guiding resource for its simplicity, student-friendly terminology, and the conversational interview that delved deeper into students' survey responses. The researcher found the MRP to be sufficient in identifying students' levels of reading motivation and in serving as a springboard to the interview portion of the study.

Interviews. Each research participant was individually interviewed twice. The first interview conducted with each participant employed a conversational approach and followed the protocol provided in Gambrell's (1996) MRP. The second interview followed a semi-structured approach, and the questions posed during that exchange followed a protocol that strived to clarify and delve deeper into the participants' previous responses. Participants in both interviews were asked open-ended questions that lent themselves to follow-up questions intended to draw more insight into each student's motivation to read. Interviews ranged from 15 to 20 minutes in length, and all were conducted through Zoom, an online video conferencing platform. All responses obtained

during the interviews were audio-recorded and later transcribed. Through the interviews, participants provided detailed descriptions and insight regarding what motivates and demotivates them to engage in recreational reading. Their responses provided the researcher with the information needed to comprehend their reading motivation from their points of view and experiences (Creswell & Poth, 2018).

During this study, one focus group interview was conducted in which all six research subjects participated. Through the focus group interview, participants answered questions collaboratively, and their interactions yielded additional, useful information. Through the group interview, the researcher also strived to validate findings from the individual interviews through member-checking, while simultaneously providing the participants with a final opportunity to converse in a more natural, conversational setting. The focus group interview was conducted through Zoom, and the protocol posed questions that were semi-structured and generally open-ended. This interview, which was also audio-recorded and later transcribed, provided the students with opportunities to discuss and compare their thoughts and feelings with those of the other participants. This form of open forum discussion offered additional insight regarding students' perceptions of their motivation to read. It also helped the researcher identify emerging themes within the responses to achieve triangulation.

All interviews conducted during this study followed interview protocols that were planned and developed before the discussions. The interview protocols from both the individual and focus group interviews helped the researcher keep questions focused while also providing the researcher with a hard-copy document to take brief notes. Although all conversations were audio-recorded and later transcribed for accuracy and ease of

analysis, Creswell (2014) recommended that written notes still be made in case the audio recording equipment failed. Questions posed during the interviews were preplanned to acquire data that would help respond the research question guiding this study.

Observations. According to Creswell (2014), “A qualitative observation is when the researcher takes field notes on the behavior and activities of individuals at the research site” (p. 190). Throughout the study, students’ book selections, as well as their behaviors while engaging in the activity of reading, were observed and noted. For example, the researcher strived to record the participants’ preferred genres, delivery (hard-copy or digital text), and setting (e.g., reading at the desk, in the library, on the floor). The information acquired through observations helped the researcher to shed light on students’ reading profiles and habits.

The researcher conducted observations as students participated in Silent Sustained Reading (SSR) time during their reading class period to make observations less intrusive. Creswell and Poth (2018) stated, “As a good qualitative observer, you may change your role during an observation” (p. 168). Thus, while observing students, the role of the researcher ranged from nonparticipant observer to participant-researcher. This allowed the researcher to inscribe with and without any firsthand involvement with the students. All observation notes were recorded on an observation protocol, a single page with a line down the middle. The observation protocol allowed for descriptive, observational notes to be written on one side and for reflective notes to be taken on the other.

Data Analysis

Interviews. While conducting both the conversational and semi-structured interviews with the participants, all responses were audio-recorded and later transcribed

for accuracy and ease of analysis. Transcriptions were de-identified while typed into a Word document, where the researcher then employed concept-driven coding to analyze students' responses and generalize concepts that led to specific themes emerging. The students' responses provided verbal and reflective insight regarding how several fourth-graders with differing levels of reading motivation typically feel toward the activity of reading and their self-concepts as readers.

Observations. Written observation notes were recorded on observation protocols each day and were typed and documented into a Word document for accuracy and ease of analysis. All observation notations were de-identified and later coded for common concepts and themes that would unveil reoccurring patterns among students and their reading habits. Also divulged were unusual aspects found to have impacted participants' motivation to read and their selection of reading materials.

Collected and analyzed data will be reported and discussed in the following chapters through case study summaries revealing common themes and findings.

Ethical Considerations

To comply with ethical considerations, both parental consent and student assent were retrieved from all research subjects. The school instructional coach met with selected research participants and their parents to explain the study and to answer inquiries concerning the proposed study. Parents and students unable to meet with the instructional coach in-person received a hard copy of all forms, which were made available in both English and Spanish, to review at home. Parents and students were given ten days to decide if they wanted to partake in the research study. Upon receiving consent and assent forms, the research study began. In addition, de-identified data and

codings were reviewed and evaluated by an educational checker, who is both a graduate student in education and a fourth-grade teacher at the research site, to eliminate the possibility of biases in the research findings.

Chapter IV

Research Findings

This section reports the results obtained from data analysis procedures that intended to determine students' descriptions and perceptions of their motivation to read, their reading habits, and the reading materials made available to them.

Motivation to Read Profile Survey

The Motivation to Read Profile (MRP) survey was issued as a participant screener to thirty-eight fourth-grade students under the reading instruction of the researcher. Each of the thirty-eight students responded to the MRP survey, and their scores were stratified by both gender and level of motivation to randomly select six final research participants. Selected participants were not limited to demographics or academic aptitude.

Individual Case Studies

The following subsections will present individualized overviews of each of the six research participants. Within each description, observational data collected on each participant will be presented, as well as interview responses that serve to shed light on the research question guiding the study:

1. How do fourth grade students describe their motivation to read, and what do their descriptions suggest about their reading habits and their perceptions of the materials made available to them?

Case #1: LMB1 – male, reduced motivation. Participant LMB1 is a ten-year-old male student enrolled in both the homeroom and reading class of the researcher. On the MRP survey, participant LMB1 scored a 25 out of 40 on the items addressing his self-concept as a reader and a 22 out of 40 on the items addressing the value he places on

reading. Overall, LMB1's MRP score was 47 out of 80. This score was among the lowest of the male participants screened, indicating that LMB1 has a reduced motivation to read in comparison to his peers.

When asked to describe himself as a reader, LMB1 stated that he was a "good" reader that tries to avoid reading whenever possible. LMB1's task-avoidance behaviors were noted several times during the data collection period. When asked to read a book during daily silent reading time in class, LMB1 would try to evade the activity by walking around the classroom, asking to go to the restroom, or loitering around the water fountain. When suggested that LMB1 look through the classroom library for a book that he might enjoy, LMB1 was quick to dismiss the idea by stating that there were "no good books" in the classroom library, despite not having looked. Upon asking LMB1 why he tried to avoid reading, the following conversation ensued:

Researcher: Why were you trying to avoid reading?

LMB1: Because I just don't like it. I don't know.

Researcher: Okay, is there something in particular about reading that you do not like?

LMB1: Sometimes books can be so long that I can't really, like... Sometimes I read, like, the beginning of the book, and then I get to the end of the book and I forgot the first stuff about the book. (Interview, April 16, 2020).

LMB1's response indicated a potential struggle with reading comprehension. Upon probing further in a second interview, LMB1 gave the following response:

Researcher: What would you say is the most difficult thing about reading for you?

LMB1: That there's books that have like a thousand chapters and take forever to read.

Researcher: What is difficult about that?

LMB1: That it has, like, more difficult words than books that have fewer words.

Researcher: Do you worry about what your friends think about your reading skills?

LMB1: Yeah.

Researcher: If you are struggling on a word and your friends say something that is not super nice, is it going to discourage you from reading?

LMB1: Well, yeah. Sorta. If I am reading and if someone comes up to me and says something, then it could affect me. (Interview, May 13, 2020).

In a follow-up focus group interview, which intended to gain clarification on past responses of all of the participants, LMB1 expressed the following:

Researcher: Do you expect to have difficulty every time you read?

LMB1: Yeah.

Researcher: If reading was easier for you, would you read more?

LMB1: (Nods) (Interview, May 21, 2020).

These responses indicated that LMB1 does not necessarily lack the motivation to read. Instead, he finds the activity to be potentially stressful and worries about what others might think of his reading abilities.

When collecting observational information on LMB1's reading habits and perceptions of the reading materials made available to him, it was observed that he enjoyed engaging in digital texts. Task-avoidance behaviors demonstrated when LMB1

was asked to select a physical book were non-existent when he was allowed to retrieve an iPad. Once LMB1 acquired an iPad, he would log into Epic!, an online digital book service that offers immediate, on-demand access to thousands of picture, chapter, and audiobooks. When asked about this observance, LMB1 stated the following:

Researcher: Do you enjoy reading digital books more than you do physical books?

LMB1: Yeah, digital because on an iPad, compared to an actual book, I can get all sorts of books. On an actual book, you can only get that one book you're reading.

Researcher: What did you like about Epic!? Just that you could find more books?

LMB1: Yeah, that I actually like and stuff. (Interview, May 13, 2020).

Upon asking what his genre preference was, LMB1 stated that he thoroughly enjoyed reading fictional books that contained action and adventure. This genre preference was significantly different than what was noted during the in-class observational period. While reading on Epic! in class, LMB1 mostly engaged in nonfiction readings about animals by author Ellen Lawrence. When asked about this inconsistency, LMB1 gave the following response:

Researcher: I noticed that you read a lot of animal books in class. Do you like reading about animals?

LMB1: Yeah, sort of. Sometimes.

Researcher: Can you explain a little bit more for me?

LMB1: Well, because... they're not interesting. The thing is, I read them all just to get points for AR.

Researcher: So, you were not reading them because you wanted to... You were reading them because you wanted points?

LMB1: Yeah. (Interview, May 13, 2020).

This response indicated that LMB1 felt a motivation to read for Accelerated Reader (AR) points and incentives, despite the books not having been on a topic or genre that he enjoys. When asked if he enjoyed AR, LMB1 stated that he enjoyed receiving prizes as incentives. During the focus group interview, LMB1 was asked to clarify if he needed prizes as motivation to read, or if he would engage in reading without external motivators. LMB1 clarified that he does need prizes. This response suggested a reduced intrinsic motivation to read, but not necessarily an aversion for the activity.

Other preferences noted by LMB1 included his desire to read in a distraction-free environment, as he suggested that distractions impact his ability to comprehend texts. LMB1 also indicated that he would enjoy the activity of reading more if he was able to select books that were easier for him to read, as opposed to books that met the leveling requirements set forth by the teacher. He also stated that he would prefer that classroom libraries be updated to reflect students' current interests and that teachers continue to engage students in read-alouds. When asked why he enjoyed read-alouds, LMB1 stated:

Researcher: What do you like about read-alouds?

LMB1: Because I can just sit down and hear it without just having to read it by myself. (Interview, May 13, 2020).

During the observational period, it was noted that LMB1's AR scores were significantly higher on texts read aloud by the teacher over the span of weeks than on books read independently in one sitting. This notation indicated that LMB1's fluency and decoding

abilities might be hindering him from reading, as opposed to his reading comprehension skills.

When questioned about his home reading habits, LMB1 claimed that he does not engage in any reading at home. Upon probing further, LMB1 divulged that he spends much of his time playing Fortnite – a habit that his parents have come to support. When asked if LMB1 had any parental support to read at home (e.g., access to books, words of encouragement), LMB1 stated that he does have some books at home – most of which are former school textbooks.

Researcher: Do your parents ever buy books or encourage you to buy books?

LMB1: No. (Interview, May 13, 2020).

LMB1 stated that his parents do encourage reading, but he chooses not to do so, as he would prefer to engage in video games.

Case #2: LFR1 – female, reduced motivation. Participant LFR1 is a ten-year-old female student enrolled in the reading class of the researcher. On the MRP survey, participant LFR1 scored a 25 out of 40 on the items addressing her self-concept as a reader and a 32 out of 40 on the items addressing the value she places on reading. Overall, LFR1's MRP score was 57 out of 80. This score was among the lowest of the female participants screened, indicating that LFR1 has a reduced motivation to read in comparison to her peers.

When asked to recount herself as a reader, LFR1 stated that she was an “ok” reader who engages in reading regularly. This behavior was noted throughout the observational period, as LFR1 would often read her library books in class. In the focus group interview, LFR1 described herself as being motivated to read, but in previous

interviews conducted with LFR1, she stated that she did occasionally struggle to pronounce unfamiliar words.

Regarding her reading habits and preferences, LFR1 shared that she enjoys reading chapter books. When asked what she enjoyed about chapter books, the following response was given:

Researcher: Why are chapter books your preference?

LFR1: Uhm, cause they're a little bit longer, and sometimes they give you much more points.

Researcher: Okay, so are you reading chapter books because you like longer books or just because of the points?

LFR1: I like longer books.

Researcher: Is there a specific reason that you prefer for your books to be longer?

LFR1: Uhm, because sometimes some books can be really short, and I truly don't like it.

Researcher: Why don't you like short books?

LFR1: Uhm, well, sometimes they don't really make much of sense and they usually could get you a little bit twisted through the mindset.

Researcher: So, you think the chapter books explain things out a bit better?

LFR1: Yeah. (Interview, May 15, 2020).

This claim was supported throughout the observational period. Each time LFR1 would read in class, it was noted that her selection of texts was always chapter books, specifically books out of the *Magic Tree House* or *Thea Stilton* series. When asked what

her preferred genre of text was, LFR1 stated that she enjoyed both mystery and historical fiction books.

Although LFR1 was often observed reading at her desk during her reading class, she divulged in an interview that she would often find the classroom distracting. For this reason, LFR1 would occasionally request to read in the hallway, as she found the class to be “too loud” of an environment. In the focus group interview, however, LFR1 stated that she did not feel as though she ever received enough time to read, as she was often pulled out for Gifted and Talented (GT) services during her homeroom class’ daily silent reading time.

When asked to describe her perceptions of the reading materials made available to her in class, LFR1 shared that she did not interact much with the classroom library selections provided by her teachers but did enjoy engaging in read-alouds conducted in class:

Researcher: What do you like about read-alouds?

LFR1: That you actually get to hear the voice and we actually get to hear what they really have to say. And, if you do not read that loud, then you really don’t understand it at all. It would be pretty difficult to understand some of it.

Researcher: So, are you referring to the expression in the voice when we are reading certain characters?

LFR1: Yes.

Researcher: Does that help you comprehend the story a little bit better?

LFR1: Yes. (Interview, May 15, 2020).

This response suggested that LFR1 enjoyed read-alouds because she was able to comprehend the readings better as they were read aloud with intonation, as opposed to when she would read silently and to herself.

Regarding reading materials made available through the school library, LFR1 stated that her mother had set forth an expectation that she check out a chapter book and a small book during each visit. Upon probing further, the following conversation ensued:

Researcher: When you go to the library... Are you picking books that you want to pick or are you finding books that meet what Mom wants you to pick?

LFR1: Most likely what my mother wants me to read.

Researcher: When you are finding books to match the length that Mom wants you to check out, are you able to find books that you are interested in?

LFR1: Yes. (Interview, May 15, 2020).

This response suggested that LFR1 has limitations set forth on what she can and cannot read, although she has been able to make it work. This limitation, however, has the potential to minimize what motivation the student currently has to read. As for the reading selections that LFR1 did make from the school library, she often checked out books recommended to her by teachers and peers. This practice indicated that LFR1 has some intrinsic motivation to read, as she is willing to search and check out books based solely on the endorsements of others.

Upon probing further to determine if her mother had established any other reading expectations for her, LFR1 shared that she was also expected to AR test on her library books regularly – an action not frequently noted during the observational period. When asked how LFR1 felt about the requirement, she stated that she was okay with AR and

would probably test with or without the enforcement or other incentives. LFR1 also divulged that her mother had established an at-home reading schedule for her to follow. LFR1 shared that she had access to both physical and digital books at home – most of which were purchased for her by her parents and other family members – but did not enjoy being forced to read them:

Researcher: How does it make you feel when you have someone who really, highly encourages you to do something?

LFR1: Tough.

Researcher: Okay, what does that mean?

LFR1: Because you can't get out of their way, no matter how hard you try. My mom is just one of them.

Researcher: Does it discourage you from reading?

LFR1: I mean, if I have to be forced... uhm, very highly... then yes, sometimes it will. (Interview, May 15, 2020).

This conversation suggested that LFR1's parent could be doing more harm than good when forcing LFR1 to read, placing limitations on what can and cannot be checked out, and requiring that each book read be AR tested on. Too many expectations and demands have the potential to diminish what desire LFR1 currently has to engage in the activity of reading.

Case #3: MFB1 – female, average motivation. Participant MFB1 is a ten-year-old female student enrolled in both the homeroom and reading class of the researcher. On the MRP survey, participant MFB1 scored a 33 out of 40 on the items addressing her self-concept as a reader and a 26 out of 40 on the items addressing the value she places

on reading. Overall, MFB1's MRP score was 59 out of 80. This score was among the mid-range of the female participants screened, indicating that MFB1 had an average motivation to read compared to her peers.

When describing herself as a reader, MFB1 stated that she was an "ok" reader who engages in reading regularly. This behavior was noted throughout the observational period, as MFB1 would often engage in reading during her free time without having been told to do so. In the focus group interview, MFB1 described herself as being motivated to read, and she expressed that she does not generally struggle while reading books at her level.

Regarding her reading habits and preferences, MFB1 shared that she enjoys reading fictional text, specifically books of the fantasy and adventure genres, such as *Harry Potter* – a book she had been working towards reading.

Researcher: What started the interest with Harry Potter?

MFB1: My mom kind of got into it, and she would like to watch the movies. So, I started to watch the movies with her, and I kind of liked them. So, then, I found out there were books about them, and my mom has a lot of them. I kind of wanted to start reading those books. (Interview, May 13, 2020).

This response suggested that her mother's preferences or suggestions potentially influenced MFB1 - a stance supported by a response given in an earlier interview:

Researcher: Is there anyone in particular who is able to get you excited to read?

MFB1: My mom.

Researcher: What does she do?

MFB1: She'll say, "I found this book," and she relates it to other books I like, and then she'll be like, "You should read this because it's kind of like this..." So, I read it and I like it because they're usually books I like. (Interview, April 16, 2020).

This response further indicated that MFB1's mother had played an influential role in developing MFB1's interest and motivation to read.

During the observational period, it was noted that MFB1 would often request to read outside of the classroom. Upon probing further, MFB1 gave the following response:

Researcher: Is there a specific reason why you would want to read out of the classroom?

MFB1: It's cause sometimes people inside the classroom would be too loud with their books. So, the hallway was kind of quiet. (Interview, May 13, 2020).

MFB1 reiterated this sentiment when asked about her reading habits at home. In the same interview, MFB1 divulged that she enjoyed reading outside, in her hammock or swing, as she finds it relaxing. Both of these responses indicated that MFB1 enjoyed the activity of reading enough to find spots in which she could devote her full attention to the activity.

Also observed during the observational period was MFB1's preference for physical texts over digital texts. While it was noted that MFB1 seemed to enjoy engaging in digital texts with friends, she seldom chose to read online alone. When asked if she read online at home, MFB1 shared that she had access to the internet but reads physical texts purchased for her by family members instead. Although MFB1 reads regularly, it

was noted during the observational periods that she seldom chose to AR test. Upon probing further, MFB1 stated the following:

Researcher: What are your feelings towards AR?

MFB1: I like it.

Researcher: Do the points matter to you?

MFB1: Sometimes.

Researcher: Does it encourage you to read when you have a teacher that is giving you homework passes and prizes?

MFB1: Doesn't really bother me. (Interview, May 13, 2020).

This response indicated that MFB1's motivation to read is primarily intrinsic, as she is not affected by AR or other incentives. She further asserted this claim during the focus group interview, stating that she can read without external motivators.

When asked to describe her perceptions of the reading materials made available to her in class, MFB1 shared that she did not interact much with the classroom library selections provided by her teachers but found read-alouds conducted in class to be great:

Researcher: What is it about read-alouds that you like?

MFB1: You kind of, like, do movements to help us understand and you talk like the characters would have talked. (Interview, May 13, 2020).

MFB1 went on to share that she enjoyed the novels selected by the teacher for read-alouds, and she found the read-alouds more enjoyable when she could follow along with a physical copy of the text in her hands. Regarding school library selections, MFB1 stated that she did not find it to be necessarily bothersome to read within the leveling restrictions set forth by her teacher. However, MFB1 shared that she enjoyed selecting

books of her choice, as she is motivated to read when she discovers a book of interest to her.

When asked to share more insight regarding her at-home reading habits, MFB1 divulged that she reads for about 15 to 20 minutes whenever she has free time. At times, MFB1 finds herself busy with chores or running errands with her parents, but she stated that she still finds time to read at least three times a week. MFB1 also shared that reading is very much encouraged at home, as her mother is a regular reader. This response indicated that much of MFB1's motivation to read could stem from a rich, home literacy environment and supportive parents.

Case #4: MMM1 – male, average motivation. Participant MMM1 is a ten-year-old male student enrolled in both the homeroom and reading class of the researcher. On the MRP survey, participant MMM1 scored a 30 out of 40 on the items addressing his self-concept as a reader and a 21 out of 40 on the items addressing the value he places on reading. Overall, MMM1's MRP score was 51 out of 80. This score was among the mid-range of the male participants screened, indicating that MMM1 has an average motivation to read in comparison to his peers.

When recounting himself as a reader, MMM1 stated that he was a “not-so-motivated” reader that only reads when he is interested in a book. He explained that he was willing to read, but only if the book was on his favorite topic – dinosaurs. When MMM1 was unable to find a book of interest during his daily silent reading time in class, he was observed to have engaged in task-avoidance behaviors, such as: becoming argumentative or drawing at his desk. When suggested that MMM1 look through the classroom library for books that pique his interest, MMM1 was quick to dismiss the idea

by stating that the books were “too boring,” despite not having looked. Upon asking MMM1 why he would avoid looking through the books, the following conversation ensued:

Researcher: When I would ask you to grab a book from the classroom library, you would tell me that they were too boring or that there were no good books in there. So, I just wanted to know why you were saying that if you had not actually read any of them.

MMM1: Because there’s nothing that interests me. (Interview, May 13, 2020).

Upon probing further, MMM1 divulged that he felt as though he had already read all of the “good” books from the classroom library. This response indicated that MMM1 could have read through the dinosaur books in the classroom library, but he was quick to dismiss the others.

Upon observing MMM1’s in-class reading habits, it was noted that he would only engage in dinosaur-related texts in both digital and physical formats. Although MMM1 would sometimes display task-avoidance behaviors when asked to retrieve a physical book during silent reading time, those same behaviors were non-existent when he received the opportunity to access Epic! on an iPad. It was observed that once MMM1 was on Epic!, he would utilize the search tool to find various dinosaur-related texts. Once MMM1 located a text that he found fascinating, he had no issues maintaining his full attention on the reading. Despite having read numerous dinosaur books in class, it was observed that MMM1 seldom AR tested.

Researcher: What are your feelings towards AR?

MMM1: I mean, it's testing. Who likes doing tests? ... I'm testing because I actually have a reward. (Interview, May 13, 2020).

This response indicated that while external motivators influence MMM1, he also has an intrinsic motivation to read. Although he enjoyed earning rewards and other prizes, he was still willing to read books of interest without recompense.

When asked to describe his perceptions of the reading materials made available to him, MMM1 shared that he did not feel that he had adequate access to books of interest. It was for this reason that MMM1 stated that he found reading to be boring.

Researcher: What is it about reading a book, for you, that makes it boring?

MMM1: Like, it's boring when you've already read every single book about a topic that really should have more books on it. ... It's boring when you don't have anything left to read that you're interested in because you read it all and you can't get anything back that you haven't already read. (Interview, May 13, 2020).

This response indicated that MMM1 had a desire to continue reading books of his interest but felt restricted due to the limited amount of dinosaur books on campus. When asked if leveling restrictions made it harder for MMM1 to access books on the topic, he responded:

Researcher: Does it bother you when you are not able to read a book that is on your level?

MMM1: Yes, it definitely does.

Researcher: Okay, why?

MMM1: Because say you're out of... say you like some kind of books that, uh... and it's the only kinds of books you like, and the next releases are for a higher

grade or something. And you can't read them because they're the only books you're interested in and you don't want to read about stuff you don't care about one bit, and probably won't end up testing on it because you don't care about it.

Researcher: So, do you think teachers should let students read off of their level if it is for something that they are interested in?

MMM1: I'm honestly getting annoyed when there are dinosaur books out of my level that I probably should be able to read, but I just can't. (Interview, May 13, 2020).

MMM1's response not only indicated a dislike for leveling restrictions, but it also suggested that he could potentially be motivated to engage in reading more often if given additional access to dinosaur texts and the opportunity to practice selecting books of his choice. Despite MMM1's frustration with not having adequate access to dinosaur books at school, he did express that he thoroughly enjoyed the read-alouds conducted in class, as well as the novel selections made by the teacher. MMM1's only suggestion was that teachers consider adding *Jurassic Park* by Michael Crichton to the read-aloud list.

When describing his at-home reading habits, MMM1 expressed that he does not engage in any reading while at home. Upon probing further, MMM1 divulged that he spends much of his time playing Minecraft. When asked if MMM1 had any parental support to read at home (e.g., access to books, words of encouragement), MMM1 stated that he does have some books at home – most of which are about dinosaurs. However, he clarified that he had already read through most of the books and has not purchased new books in years. MMM1 disclosed that he does have internet access at home but does not utilize the internet for reading unless reading an article on dinosaurs.

Upon asking MMM1 to share more insight regarding his lack of reading at home, he divulged that there are many distractors at home that hinder him from reading.

Researcher: Is it because you have something distracting you?

MMM1: There's things that distract me, like Minecraft. Also, it would be impossible to read a book for 30 seconds without my little brother getting down half of the dinosaurs in my collection. I also (have) important things like feeding the fish and taking out the trash. (Interview, May 21, 2020).

MMM1 also expressed an absence of parental encouragement to read at home.

Researcher: Is there anyone in particular who gets you interested or excited about reading?

MMM1: Some people could probably get me excited, ...but I don't know any people who have actually tried to get me to read a book, okay?

Researcher: Family?

MMM1: Nah.

Researcher: Do they not try, or it does not work?

MMM1: They don't even try, okay? It's stupid. (Interview, April 16, 2020).

MMM1's response suggested that reading is neither emphasized nor encouraged at home. This lack of reading support has the potential to hinder further what motivation MMM1 currently has to read.

Case #5: HMC1 – male, high motivation. Participant HMC1 is a ten-year-old male student enrolled in both the homeroom and reading class of the researcher. On the MRP survey, participant HMC1 scored a 39 out of 40 on the items addressing his self-concept as a reader and a 31 out of 40 on the items addressing the value he places on

reading. Overall, HMC1's MRP score was 70 out of 80. This score was among the highest of the male participants screened, indicating that HMC1 has a high motivation to read in comparison to his peers.

When describing himself as a reader, HMC1 stated that he was a fluent reader with an above-average reading motivation level. He went on to explain that he engages in reading regularly. This behavior was noted during the observational period, as HMC1 would read, without being told to do so, whenever time would allow. In the focus group interview, HMC1 described himself as having a large ego, and he attributed his confidence to his reading motivation, as he enjoys being the best at everything that he does – including reading.

Regarding his reading habits and preferences, HMC1 shared that he enjoys reading mystery and adventure texts, as well as historical and nonfiction readings. However, he is open to reading other genres, such as humorous, animal, and detective books. Observational notes collected on HMC1's in-class reading habits supported this claim, as HMC1 would often read nonfiction texts on events or persons in history. HMC1 also shared that he does not enjoy picture books, as he finds the photos and illustrations to be a bit distracting, and he does not find any part of the activity of reading to be particularly difficult.

When asked how he became so motivated to engage in regular reading, HMC1 attributed his enthusiasm to his family and their ongoing support and encouragement.

Researcher: What made you start appreciating reading a bit more?

HMC1: Uh, well, my mom kind of got me into it. Also, my grandma and my aunt. They kind of pushed me a little, and once I got that first push, I was

immediately onto reading and I liked it. And then, my dad purchased me *Getting to Know Your Pony*, which is a 164-page book, and I got that when I was seven. I was a big reader and still am to this day. (Interview, May 15, 2020).

In an earlier interview, HMC1 further detailed how his family had encouraged him to engage in reading, stating that they had continuously pushed him to do his best and to be the best that he could be. These responses suggested that HMC1's family had been influential in motivating him to read.

During the observational period, it was noted that HMC1 would often request to read outside of the classroom. Upon probing further, HMC1 responded:

Researcher: I noticed that you would ask to go to the hallway a lot to read.

HMC1: Yes, a calmer, quieter setting. The classroom isn't that quiet. Everyone's talking. I just kind of like to be alone. (Interview, May 15, 2020).

When asked about his home reading habits, HMC1 reiterated this sentiment. In the same interview, HMC1 divulged that he enjoyed in calm, closed-off spaces. Both of these responses indicated that HMC1 enjoyed the activity of reading enough to find spots in which he could devote his full attention to the activity.

Also observed during the observational period was HMC1's preference for physical texts over digital texts. While it was observed that HMC1 seemed to enjoy engaging in digital texts with friends, he seldom chose to read online alone. When asked if he read online at home, HMC1 shared that he had access to the internet but prefers physical texts purchased for him by family members instead.

Researcher: Do you prefer physical or digital copies of texts?

HMC1: Physical copies of the texts. You get to feel the book. You get to feel what the author was feeling when he first made the book, and that really gets me into it. (Interview, May 15, 2020).

Although HMC1 is a frequent reader, it was noted during the observational period that he seldom chose to AR tests on books that he read. Upon probing further, HMC1 stated the following:

Researcher: What are your feelings towards AR? Do you like AR testing?

HMC1: I guess I kind of like it? I'm not a big fan. (Interview, May 15, 2020).

When asked to explain a bit more, HMC1 disclosed that a previous teacher had forced him to read for AR points, deterring him from enjoying the AR process. HMC1 clarified that he does not enjoy being forced to do anything, such as reading or AR testing, as he is self-motivated and will engage in activities on his own, as desired. When asked if he needed points or prizes to engage in reading, HMC1 stated that he could do without external motivators, but he enjoys receiving incentives as an "added bonus."

When asked to describe his perceptions of the reading materials made available to him in class, HMC1 shared that he did not interact much with the classroom library selections provided by the teacher, as he felt that the selections were outdated and not to his liking.

Researcher: Is there a specific reason why you were not ever interested in the books that we had there?

HMC1: Uhm, because they were kind of older books. They were older books, and I don't really like those.

Researcher: You'd prefer for them to be more modern books?

HMC1: Yes, I do. I would like modern books. (Interview, May 15, 2020).

HMC1 also shared that he found many of the classroom library books to be paperback, with old, yellow pages. HMC1 clarified that he preferred reading hardcover books with newer pages. This response indicated that HMC1 paid attention to the books and their condition. Despite not enjoying the reading materials made available through the classroom library, HMC1 shared that he did enjoy the read-alouds conducted in class.

Researcher: What is it that you like about read-alouds?

HMC1: I really like them because you kind of get to just sit down, relax, and hear a book read to you. The only thing I didn't like was, since I am obviously a fast reader, when you took breaks and when you've got to stop until the next day, it kind of ruins it for me because I like to get a book finished and then get a new one.

Researcher: So, you enjoyed doing read-alouds, you just do not necessarily enjoy the pacing of them?

HMC1: Yes, if they were fast and many people could keep up with them, then yes, I would enjoy them. (Interview, May 15, 2020).

HMC1 went on to share that he enjoyed the novels the teacher selected for read-alouds, and he found the read-alouds more enjoyable when he could follow along with a physical copy of the text in his hands. Regarding school library selections, HMC1 stated that he did not find it to be necessarily bothersome to read within the leveling restrictions set forth by his teacher, as he would often request to read or test outside of his level. He shared that he enjoyed selecting books of his choice, preferably chapter or series books, as he finds that they are like "movies with prequels and sequels."

When asked to share more insight regarding his home reading habits, HMC1 divulged that he reads daily, whenever he has free time. HMC1 stated that he has a bookshelf full of books purchased for him by family members over the years. Although most of HMC1's books are nonfiction, he shared that he has the complete *Boxcar Children* series as well. HMC1's responses indicated that much of his motivation to read could stem from a rich, home literacy environment and supportive family members.

Case #6: HFG1 – female, high motivation. Participant HFG1 is a ten-year-old female student enrolled in the reading class of the researcher. On the MRP survey, participant HFG1 scored a 35 out of 40 on the items addressing her self-concept as a reader and a 36 out of 40 on the items addressing the value she places on reading. Overall, HFG1's MRP score was 71 out of 80. This score was among the highest of the female participants screened, indicating that HFG1 has a high motivation to read in comparison to her peers.

When recounting herself as a reader, HFG1 stated that she was a motivated reader who regularly engages in reading. This behavior was noted throughout the observational period, as HFG1 often read during her free time without being told to do so. HFG1 expressed that she does occasionally struggle to read, as some words she encounters are difficult to understand, but she continues to read daily by choice. Regarding her reading habits and preferences, HFG1 shared that she enjoys reading both fiction and nonfiction texts, specifically books about animals and sports. Observational data collected on HFG1 supported this claim, as HFG1 was noted to have read through both genres of text in class quite often. When asked if HFG1 preferred physical or digital texts, HFG1 stated that she was okay with either, although she tends to conduct her reading online through Epic!.

Researcher: Are you reading on a computer? Laptop? iPad?

HFG1: The phone.

Researcher: You are reading on the phone? What are you using on the phone to read?

HFG1: Epic!.

Researcher: Are you reading on the phone every day?

HFG1: Yup. I search for (books). (Interview, May 15, 2020).

Despite reading regularly, it was noted during the observational period that HFG1 seldom AR tested on the different books that she read. When asked about AR, the following conversation ensued:

Researcher: Do you like AR testing?

HFG1: Yeah. We can have a popcorn party if I get more points and everything.

Researcher: So, do you like the prizes that your teacher gives you for AR?

HFG1: Yeah.

Researcher: Would you still AR test if there were no prizes?

HFG1: Yeah. (Interview, May 15, 2020).

HFG1's responses indicated that although points and incentives influence her, she also has some intrinsic motivation to read, as she is willing to engage in the activity without external motivators.

When asked to describe her perceptions of the reading materials made available to her in class, HFG1 shared that she enjoyed the classroom library selections provided by her teachers and found read-alouds conducted in class to be great:

Researcher: What do you like about read-alouds?

HFG1: We get to hear what the story is. (Interview, May 15, 2020).

HFG1 went on to share that she enjoyed the novels selected by the teacher for read-alouds, and she found the read-alouds to help in her comprehension of the texts. Although HFG1 thoroughly enjoyed the reading materials made available to her, she expressed that she did not feel she received enough time to read in class.

Researcher: What do you think your teachers could do to make reading more fun for you?

HFG1: Let us have reading time.

Researcher: So, you think you need more reading time?

HFG1: Yeah. They let us have it when, like, we come from recess. They usually let us read for a little bit and then we do work.

Researcher: So, you wish you had more time?

HFG1: Yeah. (Interview, May 15, 2020).

This response indicated that HFG1 enjoyed the daily silent reading time provided by her teacher and would appreciate having additional time to engage in the activity of reading.

When asked to share insight regarding her home reading habits, HFG1 divulged that she read daily, although she struggled to remember how much time she spent reading each day. HFG1 shared that she does not have many reading materials at home, other than some books that her parents purchased from past book fairs. However, she stated that her parents provide her with a phone to access Epic! regularly. When asked if HFG1 had any parental support at home, she stated that her parents are regular readers who encourage her to read each day. At times, HFG1 disclosed that her mother would sit and read a book with her – something her mother has been doing since HFG1 was younger.

These responses indicated that much of HFG1's motivation to read could stem from a rich, home literacy environment and supportive parents.

Demographic Summary Chart

Student Code	Gender	Grade	Age	MRP Score
LMB1	Male	4	10	47/80
LFR1	Female	4	10	57/80
MFB1	Female	4	10	59/80
MMM1	Male	4	10	51/80
HMC1	Male	4	10	70/80
HFG1	Female	4	10	71/80

(Personal education services and race were not a part of the research approval).

Reflections of the Researcher

Before presenting a cross-case analysis of the emerging themes, it is crucial to consider the steps that the researcher took to elicit thorough responses, to expose students to relevant literature, and to engage students in recreational reading habits. This section will also address what the researcher noted about each research participant's actions and responses during the study.

To elicit thorough responses from each research participant, the researcher strived to develop positive teacher-student relationships with students in the months leading up to the research period. The researcher worked to create a rapport with all students under the researcher's instruction by communicating with students regularly and showing sincere attentiveness to both their aspirations and interests. In doing so, the researcher was able to utilize the established rapport with each research participant to ensure their comfortability, which subsequently resulted in the students' abilities to deliver comprehensive responses to the interview questions.

When striving to expose students to relevant literature, the teacher selected books that contained multicultural representation for the class novel studies. Since the research site was a predominantly Hispanic school with a high rate of socioeconomically disadvantaged students, the researcher selected books like *Maniac Magee* by Jerry Spinelli, which discusses how a young boy of the students' age overcame loss, racism, and bullying – themes that resonated with the students. Other books, such as *Matilda* by Roald Dahl and *Wonder* by R. J. Palacio, discussed family and acceptance, respectively. The researcher found the students to connect to these books on a different level, as they were able to identify with the main characters and the motifs presented by the authors. The researcher believes that the books served as windows and mirrors for students (Bishop, 1990), as they would often share their text-to-self connections during the read-aloud periods. The students' abilities to relate to the characters and the subject matter presented in the various novels seemed to be the driving force behind their interest in the books.

To encourage recreational reading habits in class, the researcher had established a point system in partnership with Accelerated Reader. At the beginning of the school year, each student was given the same AR goal for the first quarter: 25 points. This goal was intended to set students up to meet their end of year goal of 85 points, which had been established by school administrators. Dependent on how many points students earned during the first quarter, the researcher began personalizing AR goals. For reluctant readers, their AR goal was reduced to something more achievable, and for avid readers, their goal either remained the same or increased. Students were allowed to read texts of their choice; however, they did have leveling restrictions in place, per campus

guidelines. Depending on students' reading levels, they were allowed to read books within a particular range. Students were not directed as to which books they could read but were expected to remain within their leveling range. While most students were able to find books of their interest within their leveling range, some students found the leveling restrictions to impede their ability to select books of their choice.

In an effort to help students track their AR progress, without drawing attention to their individual point goals, the researcher set up a bulletin board decorated with ten library card pockets in the formation of a pyramid. Each of the pockets was labeled with a percentage (e.g., 10%, 20%, 30%), and the percentages were arranged from least to greatest. The 10% pocket was at the bottom of the pyramid, while the 100% was at the top. The percentages on each pocket represented the rate of each students' AR progress, rather than tracking how many overall points students had earned. Students placed a personalized popsicle stick in their corresponding pocket to track their AR progress, and their sticks would travel up the pyramid as they earned additional points. Once students achieved 40% of their AR goal, they received a one-day homework pass. When students made 70% of their AR goal, they could retrieve a prize from the classroom treasure chest. Once students achieved 100% of their AR goal, they were invited to have pizza with the teacher during their lunch period. After the end of each quarter, the board would reset, and students would start a new goal.

The researcher found this point system highly effective in encouraging most students to read during the first quarter. However, students' interest in reading seemed to dwindle as they entered the second quarter, and it was almost nonexistent as they entered the third quarter. Although many students expressed interest in wanting the incentives

that came from testing and earning AR points, their motivation to engage in a book to achieve those rewards was insufficient. Since the first point system no longer motivated students to read, the researcher strived to implement a new system where students would receive a Pizza Hut's Book It! coupon for a free kid's pizza for every five 100s earned on AR quizzes. However, students did not appear to be very interested in the system. Throughout the remainder of the school year, only a handful of coupons were ever presented.

Upon administering the MRP survey, the researcher found the results accurate in describing each research participant's level of reading motivation. The students with reduced reading motivation were not as frequent readers as those with high levels of motivation, and the students with average reading motivation would engage in reading as desired. The researcher found, however, that the two students with reduced motivation significantly differed within their category. For example, the female student with reduced motivation compared to her peers engaged in regular reading, although it was not as often as other female students. However, the male student with reduced motivation was not engaging in reading whatsoever. This difference supports the frequently presented theory in research: female students tend to have an overall more positive attitude toward reading than their male counterparts (McKenna et al., 1995).

When considering the research participant's reactions to the incentive systems established in class, the male students tended to be more influenced by prizes and rewards than the females. Although the female students enjoyed receiving prizes, the male students seemed to be actively motivated by the prizes alone. However, the male

students' desire to earn rewards dwindled after the completion of the first quarter, while the female students' interest in AR and the incentives remained unchanged.

Cross-Case Analysis of Major Themes

Upon analyzing each of the individual cases, data were triangulated, and major themes were identified. The following subsections will present the findings of a cross-case analysis, which serves to identify how the six cases were similar, different, and conflicting.

Theme #1: Read-alouds are effective in engaging students in reading. All six of the research participants expressed that they enjoyed the practice of read-alouds conducted by the teacher. During read-alouds, the teacher walks around the room reading select novels aloud while students either follow along with a physical copy of the text or listen intently at their desks. Certain aspects of the read-alouds made the practice particularly engaging for students. All three of the female research participants expressed that they enjoyed read-alouds because of the intonation and physical expression that the teacher would execute while reading. All three of the male research participants stated that they enjoyed read-alouds because it allowed them to sit and relax while listening to a story.

While discussing the various novels read in class during the focus group interview, all six research participants were asked to identify both their favorite and least favorite novel read aloud. Answers shared were conflicting, as students each had a different favorite and least favorite.

Researcher: What was your favorite novel of the ones that we read?

HFG1: Oh, *Wonder* and the other one... I forgot.

LFR1: *Wonder* and *Matilda*.

HFG1: *Matilda*, yeah!

HMC1: The one about the Holocaust.

Researcher: Number the Stars, okay.

LMB1: *Wonder*.

MMM1: You know, it'd be pretty hard for me to say. I would say, though, that it's probably either *Wonder* or *Matilda*.

MFB1: *Wonder*.

Researcher: Out of all of the books that we read, which was the one that you liked the least?

HFG1: That's going to be hard.

LFR1: *Bunnicula*.

HMC1: Probably *Maniac Magee*.

MMM1: I don't think I could have an answer for that.

MFB1: Mmm... *The Chocolate Touch*.

LMB1: Can I pick none? (Interview, May 21, 2020).

These responses provided by the six research participants indicated that they each seemed to generally enjoy the reading materials made available to them, as there was never a definitive answer regarding which books were best and which were worst. The responses also suggested that read-alouds were effective in engrossing students in reading, as even the least motivated students found the books and the activity to be engaging.

While selecting novels for read-alouds, the teacher attempted to select books that students would find to be relatable. The characters in the book represented different

cultures and had experienced different hardships and successes. When the research participants were asked if they enjoyed reading books with some aspect of relatability, their responses were conflicting:

Researcher: Did you like reading about books that had that relatability? Where you kind of relate to the characters?

MFB1: Kind of.

HMC1: I don't care, no.

LFR1: Usually.

HFG1: Uhm, yeah.

LMB1: Yeah.

MMM1: Honestly, relatability is one of the main tropes of why the main character of a book, show, or movie is enjoyable. At least most of the time. (Interview, May 21, 2020).

These responses suggested that relatability in texts might be a driving force behind student engagement in reading. When students can connect to a character in a text, the association they form has the potential to sustain their attention.

While taking reflective notes, the researcher noted that students were always engaged when participating in read-alouds. During SSR time, not all of the research participants would engage in independent reading. During read-alouds, however, all research participants willingly followed along with the readings and participated in the social interactions that followed. Task-avoidance behaviors were never noted during read-alouds, and students verbally expressed their enthusiasm for the activity regularly.

Theme #2: Students enjoy genres that captivate their attention. All six of the research participants were asked to describe which genre of text they prefer to engage in. Although all female participants stated that they had different genres that they enjoy, the three male participants each stated that they specifically enjoyed adventurous texts.

LMB1: Adventure, because, like, when something happens with something like the topic adventure, you probably already know something fun is about to happen with a lot of people and stuff. (Interview, May 13, 2020).

(*When asked if he was interested in adventure texts*) HMC1: I am, yes. (Interview, May 5, 2020).

MMM1: Do you think a fourth grader would be more interested in something cool and exciting and something that gets their blood pumping? ... Or do you think they'd be interested in something like '*The Itsy-Bitsy Spider*'? (Interview, April 16, 2020).

Two of the female research participants also shared that they enjoyed this genre of text, stating:

Researcher: Are there any specific types of books that get you excited to read?

MFB1: Adventurous books where people go on different types of adventures. (Interview, April 16, 2020).

HFG1: Scary books and animal books. And adventures. (Interview, May 5, 2020).

These responses indicated that books in the genre category of adventure might be particularly engaging for elementary students, as many find the books to be exciting and captivating. Adventure texts are intended to give readers a sense of excitement while reading, thus having the potential to enthrall even the pickiest of readers.

Throughout the research period, the researcher noted that students appeared to enjoy books from the genres realistic fiction and fantasy fiction – which can include action, adventure, and mystery. The researcher believes that these texts enthralled students because they contained plots and storylines that were either realistic, relatable, or engaging. Although students expressed an appreciation for books like *Wonder* by R.J. Palacio and *Matilda* by Roald Dahl, neither would be considered as action, adventure, or mystery books alone. However, both texts contain storylines that have adventure and mystery strewn throughout.

Theme #3: Students want access, choice, and time. While interviewing each of the six research participants, all participants were asked to detail the access they had to reading materials both in class and at home. While four of the six research participants expressed that they had access to a range of readings of interest, two of the research participants stated that they did not have adequate access to books of their specific interest.

Researcher: You told me that you had a bunch of books laying around the house... Why are you not reading those books...?

LMB1: Cause they're not even really interesting. (Interview, April 16, 2020).

Researcher: Looking back at my observational notes, your tendencies in the classroom, I noticed that there were a lot of times where I would tell you to go look for a book in the classroom library, and you would tell me that there were no good books in there.

LMB1: The books are trash.

Researcher: Did they interest you?

LMB1: Not at all. (Interview, May 13, 2020).

The second research participant who cited inadequate access to books was able to locate several books on a topic of interest - and has several at home - but expressed disappointment at not being able to access newer books that he had not already read.

MMM1: Like, it's boring when you've already read every single book about a topic that really should have more books on it. ... It's boring when you don't have anything left to read that you're interested in because you read it all and you can't get anything back that you haven't already read. (Interview, May 13, 2020).

These responses indicated that either the students were struggling to identify books of their preferred genre, or the selection of materials presented to them at the class and campus-level were insufficient. Regardless, these statements suggested that unmotivated students might experience a surge in their motivation to read if presented with books that appeal to them.

When physical access to books is not possible, digital texts were found to have helped present students with more reading options. Although two of the six research participants expressed that they preferred engaging in physical texts, the remaining four research participants stated that they had enjoyed engaging in digital texts through Epic! because of the search feature that allowed them to look up books specific to their genre of interest.

Researcher: Do you enjoy reading digital texts more than you do physical books?

LMB1: Yeah, digital because on an iPad, compared to an actual book, I can get all sorts of books...that I actually like and stuff. (Interview, May 13, 2020).

MMM1: I honestly prefer digital. (Interview, April 16, 2020).

LFR1: I'm okay with both. ... I was searching through Epic!. I found this *Nellie Nutgraf* book, and it kind of looked like it had some historical fiction in it.

(Interview, May 15, 2020).

HFG1: Maybe both. ... I search for them (books on topics of interest). (Interview, May 15, 2020).

These responses indicated that online digital book services, such as Epic!, can be helpful in providing access to specific topics of interest for students struggling to engage in the reading materials made available to them both in and out of the classroom.

Aside from providing access to books of interest, four of the six research participants expressed a desire for additional in-class reading time. Two of the four participants requesting more time explained that their class' daily silent reading time would occur during an enrichment period, in which they were pulled out of class to receive Gifted and Talented services.

Researcher: So why do you think as you get older that you get less class time to read?

HMC1: I don't really have much time. When you guys are doing Focus and you could read, I was at GT.

LFR1: I wouldn't have that time to read ... I would get picked up by GT, same thing like HMC1. I would have less reading time being picked up GT and usually, when I would get back, I would only have 2 minutes to read before we go to lunch. (Interview, May 21, 2020).

The other two research participants would remain in class during the enrichment period, but still did not feel as though they received an adequate amount of time to read and AR test.

LMB1: Sometimes, ... I would finish them (books) and then we would sometimes to go lunch, and I would come back and test on them and I failed because I couldn't remember it. (Interview, May 13, 2020).

Researcher: What do you think your teachers could do to make reading more fun for you?

HFG1: Let us have reading time.

Researcher: So, you think you need more reading time?

HFG1: Yeah. They let us have it when, like, we come from recess. They usually let us read for a little bit and then we do work. (Interview, May 15, 2020).

These responses indicated that the research participants would appreciate additional time to engage in reading throughout the day. The responses also suggested that students might be more inclined to read if given an adequate opportunity to do so.

Despite differing and conflicting sentiments among the six research participants regarding book access and reading time, all six research participants expressed a desire to read books of their personal choice.

LMB1: I don't like books that teachers pick out for me because they probably don't know, like, the books I like.

MMM1: I like to pick my books too.

MFB1: I agree.

LFR1: I would choose my books how I wanted to.

HMC1: I don't like when my teacher picks books for me. I like getting my own books. (Interview, May 21, 2020).

HFG1: I pick books. They don't assign them to me. I just pick my books. (Interview, May 5, 2020).

These responses demonstrated the importance of allowing students to practice choice, as they each prefer to select their texts. Assigning readings to students might lead to frustration, thus hindering what reading motivation they currently have.

The researcher noted that throughout the research period, some of the research participants did express their desire for more books specific to their interests. The researcher strived to provide access to additional books through Epic!, which students seemed to enjoy. When students utilized Epic!, they would often make use of the search feature to seek books that directly appealed to them. Students were never assigned readings, but they did have leveling restrictions placed on their Accelerated Reader accounts to keep them from testing on books significantly below their level of proficiency. The researcher found that a few of the research participants would occasionally express displeasure with leveling restrictions. However, their annoyance appeared to stem from a desire to read "lower" books so that they could acquire AR points faster.

Theme #4: Extrinsic motivators do not develop intrinsic motivation.

Regarding Accelerated Reading testing, the six research participants had conflicting feelings toward the platform, as some were motivated by external incentives, and others were not. Of the three male research participants, all expressed that they did not necessarily enjoy AR testing, but they did enjoy receiving prizes as rewards for points

earned. Of the three female research participants, all expressed that they were fine with AR testing, and also enjoyed receiving prizes as rewards for earning points. Although the research participants stated that they each enjoyed receiving rewards for AR progress, four of the six participants clarified that prizes were not necessarily the driving force behind their engagement with reading.

Researcher: Would you describe yourself as being intrinsically motivated – and what I mean by that is, you don't need prizes to get a book – or are you extrinsically motivated, which means your teacher needs to bribe you with something in order to get you to read?

LFR1: I can do without.

HMC1: I can do it without.

MFB1: Without.

HFG1: I can do it without. (Interview, May 21, 2020).

Two of the research participants, the lower motivated male students, responded differently:

LMB1: I need prizes.

MMM1: It depends. Like, say if it's something that I'm interested in, then yeah, I might just read it for fun. If it's something, like, not interesting, then I'd probably a bit of a motivation to do it. (Interview, May 21, 2020).

The research participants' responses indicated that male students might lose their intrinsic desire to read earlier than females. The responses also suggested that Accelerated Reader might not be effective in fostering long-term reading habits and motivation within students.

As previously mentioned, the researcher noted that students seemed to be highly motivated by Accelerated Reader points and external incentives when they were initially introduced. However, their desire to continue engaging in reading for AR points dwindled by the end of the first quarter. In regard to the research participants, the male subjects expressed an appreciation for AR incentives more than the female subjects. However, despite their desire to earn various prizes, they continued to evade reading whenever possible.

Theme #5: Parental involvement and support are influential. While interviewing each of the six research participants, all students were asked to describe if they had any parental support to engage in reading. Of the six participants, four shared that they had parents who were actively involved in providing reading materials, reading to/with them, or encouraging the habit of reading at home. HMC1, LFR1, and MFB1's parents regularly purchased books for them, while encouraging each student to read regularly. HFG1's parent provided her with access to digital texts, encouraged her to read regularly, and made time to engage in shared reading. The two male participants who did not have parents supporting their reading habits expressed the following:

Researcher: Do your family and friends try to get you interested in a book?

LMB1: Not really.

MMM1: Nah, they don't even try, okay? It's stupid. (Interview, April 16, 2020).

Upon probing further, the four research participants with involved parents expressed that their parents are readers themselves, occasionally reading for a multitude of purposes. The two male research participants with minimal parental involvement expressed that their parents do not regularly engage in reading. These responses indicated that parental

involvement and support might be monumental in influencing students to engage in reading and to maintain intrinsic motivation to read. The responses also suggested that students might mimic what they observe at home, thus insinuating the importance of positive reading attitudes and habits within parents.

Based on the interviews with the research participants, the researcher noted that parental involvement seemed to be less common among the male participants than the female participants. The two male participants that had acknowledged their lack of regular reading expressed that their parents do not encourage or engage in habitual reading. Instead, both male participants expressed that they utilize their home time to watch television or engage in video games. The responses provided by the male participants suggested that their parents supported their decisions not to engage in reading, as they were allowed to spend the majority of their days involved in non-literacy related tasks.

Theme #6: Children understand the importance of reading. Although the six research participants had conflicting feelings and responses to the emerging themes, all students agreed that reading is important and should be occurring often.

Researcher: Do you think it is important to learn how to read well?

HMC1: Oh yes, it could help you in a lot of things. If you're illiterate, you could read a book or many books, and it can really expand your vocabulary to all of those words. (Interview, May 15, 2020).

HFG1: Yes. (Interview, May 15, 2020).

LMB1: Yeah, because there's lots of stuff you gotta do with the subject reading. (Interview, May 13, 2020).

MMM1: Reading is important. You need it to get jobs and stuff. (Interview, May 13, 2020).

MFB1: Yes. Like, if you go to work or like college... You're going to need to read stuff to pass your tests and stuff. (Interview, May 13, 2020).

LFR1: Yes, because the more that you read, the more intelligence you can get. (Interview, May 15, 2020).

When asked how each student could become a better reader, the six research participants gave the following responses:

Researcher: What do you think it takes to be a better reader?

HMC1: You really have to just always read ... It really expands your vocabulary. (Interview, May 5, 2020).

HFG1: Uhm... like, reading a lot. (Interview, May 5, 2020).

LMB1: To, like, read more books. (Interview, April 16, 2020).

MFB1: To, like, read more often at home and at school. (Interview, April 16, 2020).

MMM1: Read more. (Interview, April 16, 2020).

LFR1: I think it takes time and like... you have to read and challenge yourself into reading. (Interview, May 5, 2020).

These responses suggested that although the students have varying levels of reading motivation, each acknowledge the importance of reading and how one becomes more proficient. The responses also indicated that regardless of where students are on the motivation spectrum, each could be stimulated to read if presented with the right options.

The researcher noted that throughout the research period, each of the research participants expressed an understanding of the importance of regular reading. When asked if they understood how reading could be beneficial to them, they acknowledged that reading was a life-long skill that would help them as they matured and prepared to enter their post-secondary education and career. Thus, the researcher determined that regardless of their level of reading motivation, students may not necessarily be against the idea of reading. Instead, the students' responses suggested that they could be open to the activity of reading if presented with the right reading materials and instructional approaches.

Chapter V

Discussion, Implications, and Recommendations

The preceding chapters presented an introduction to the study, a review of related literature, a description of the research design and procedures, and the findings obtained from observations, in-depth interviews, and data analysis. This chapter will present discussions and implications, as well as recommendations for future research.

Overview of Study

The objective of the study was to explore students' perceptions of their motivation to read, their reading habits, and the reading materials made available to them. The qualitative research strategy employed was a multi-case study, which permitted the researcher to closely collaborate with each research subject while facilitating the detailing of their individual stories. Through their stories, the research participants described and explained their personal views of reality, which subsequently allowed the researcher to understand and compare each participant's feelings, attitudes, and reasonings behind their actions.

A total of six fourth-grade students under the reading instruction of the researcher were observed and interviewed. During the students' reading class, observations were conducted informally, as not to disrupt their daily routine or cause discomfort. Interviews were conducted through Zoom, audiotaped, and later transcribed by the researcher. The observation protocols and transcripts were analyzed and coded for themes. The following research question was examined and explored:

1. How do fourth grade students describe their motivation to read, and what do their descriptions suggest about their reading habits and their perceptions of the materials made available to them?

Discussion

The case study interviews of the six research participants provided insight regarding how students perceive recreational reading, and what their feelings suggest about their reading tendencies and of the reading materials made available to them. The following sections will detail the discussion and implications that can be made from the six themes that surfaced from the data.

Theme #1: Read-alouds are effective in engaging students in reading. One of the emerging themes of this study was that read-alouds were successful in engrossing students in reading. In her article, von Rembow (2006) stated, “Listening to a teacher read a wonderful story with enthusiasm and expression is extremely motivating to students” (p. 14). The research participants’ interview responses corroborated this point, as each expressed an appreciation for read-alouds and the teacher's intonation and expression. The research participants also found the teacher’s enthusiasm and style of reading to aid in their comprehension of the text – a point that Santoro, Chard, Howard, and Baker (2008) have studied. According to Santoro et al. (2008), students who engage in read-alouds demonstrate advanced comprehension and vocabulary.

Ledger and Merga (2018) stated, “Reading aloud can lead to attitudinal and motivational outcomes for young people...the experience of being read to in childhood has a protective effect against aliteracy later in life, potentially impacting on later attitudes toward reading” (p. 125). Attitudes toward reading can further be influenced

when teachers present students with books that are relevant to students' lives or cultures. According to McNair (2016), students need mirrors and windows in the books they read. Introducing students to books they can connect to, such as texts that affirm their cultural identities – race, class, or disability, can inspire them to read because “readers often seek their mirrors in books” (McNair, 2016, p. 375). By practicing read-alouds in class, teachers are not only familiarizing students to a medley of genres and developing their comprehensive skills, but they are also helping students to develop a deep-rooted appreciation for literacy that has the potential to be longstanding.

Theme #2: Students enjoy genres that captivate their attention. Another theme that emerged was that students seemed to prefer genres specifically intended to captivate their attention. While this finding cannot be generalized, it might help to provide insight regarding which types of readings could be useful in motivating students to read independently for recreational purposes. Upon interviewing each research participant independently, each expressed an interest in books under the category of adventure. Other genres mentioned included action and mystery.

Action, adventure, and mystery texts go hand in hand. According to Larson (2004), “At the most basic level, mysteries are adventures that include puzzles and fast-moving plots to capture the reader’s attention” (p. 18). These genres of text are typically well-received among even the most reluctant of readers, as they are generally effective in piquing students’ curiosity. Thus, providing students with access and exposure to quality action, adventure, and mystery texts might be impactful in motivating them to partake in reading more frequently.

Theme #3: Students want access, choice, and time. Allington and Gabriel (2012) stated two of the most influential instructional design factors for developing reading motivation and comprehension are book access and student choice – a position upheld by each research participant. Throughout the individual and focus group interviews, the six research participants expressed a desire for increased access to books of their interests, the chance to self-select books, and adequate time to engage in recreational reading.

Although all six of the research participants had access to books through their classroom and school library, some participants expressed frustration at the options being outdated or limited to their specific interests. To resolve this issue, Duncan (2010) recommended that educators establish a classroom library collection that contains differing genres and topics and that teachers equip shelves with books that tend to be popular among students, rather than with books that the teachers would prefer for students to read. This can be done by determining students' literacy personalities and utilizing the acquired information to curate a list of genres and titles to procure. When obtaining classroom texts, Duncan (2010) suggested that educators provide students with standard fiction and nonfiction books, as well as unconventional reads like comics and magazines. In urban schools, where access to books is not guaranteed, McTague and Abrams (2011) suggested that educators seek partnerships with local establishments or seek donations from community members.

After providing students with an assortment of reading materials, they must then be allowed to engage in books of their choice. In the individual and focus group interviews, the research participants expressed that they do not enjoy assigned readings in

which they are told, or forced, to read something in particular. Instead, students prefer to seek books based on their specific interests. Research has shown that students feel more inclined to read when allowed to pick self-select books, as they will have a direct interest in books they select (Palmer et al., 1994). Thus, it is recommended that teachers permit students to read books of their choice, regardless of leveling restrictions. Placing limitations on what students can and cannot read potentially diminishes what level of reading motivation they currently have.

Equally as important as providing students with access and choice is providing them with an adequate amount of time to read in class. While interviewing the research participants, more than half stated that they did not receive sufficient time to read in class. According to Gambrell (2011), teachers should provide students with adequate reading time, as it helps establish a reading foundation that is essential for supporting not only students' reading proficiency, but also their intrinsic desire to read for pleasure and information.

Teachers can provide students with in-class reading time by implementing a Silent Sustained Reading (SSR) period. During this period, students are to be provided with uninterrupted time to read self-selected books independently. According to Duncan (2010), this practice cannot only enhance students' reading attitudes but can also help them to view reading as an activity that is both valuable and pleasurable. Although each of the six research participants received daily SSR time, the SSR period was conducted during an enrichment hour in which some students were pulled out for Gifted and Talented, Special Education, or Response to Intervention (RtI) services. As a result, not all students were given the same opportunity to engage in daily reading. Thus, it is

recommended that SSR time be scheduled at a time in which all students are present and that teachers engage in reading during this time, too, as it encourages students to follow suit and remain on task.

Theme #4: Extrinsic motivators do not develop intrinsic motivation.

Commonly utilized to motivate young readers to read more often is the Accelerated Reader program. Through Accelerated Reader, students can take comprehensive quizzes on various books and earn points based on their scores. Once students acquired specific amounts of points, they were rewarded with tangible incentives, including homework passes, toy prizes, and restaurant coupons. Although most of the six research participants expressed that they enjoyed receiving rewards for reading, they stated that they did not necessarily find AR to be intrinsically motivating. Four of the six research participants shared that they did not find AR to impact their intrinsic motivation to read. In comparison, the other two participants stated they had become accustomed to prizes and would find it challenging to engage in reading without some external motivators. For this reason, teachers should be wary of overusing external incentives to encourage and promote reading.

According to Saeed and Zyngier (2012), extrinsic motivators can be successful in encouraging some students to complete particular tasks, but the incentives offered may inadvertently hinder the development of students' intrinsic motivation. Rather than foster an internal desire to read, the external stimuli teachers provide through AR serve only to increase students' short-term attention span. Thus, Lepper and Cordova (1992) have recommended that teachers offer sincere praise and recognition of achievement to

students engaging in reading regularly, as their comments can cultivate long-term motivation.

Theme #5: Parental involvement and support are influential. When interviewing the six research participants, it was discovered that the two male participants who considered themselves not very motivated to read were the only two research participants without ongoing parental support and encouragement to engage in reading. When asked if their parents ever promoted reading or offered to read with them at home, both participants said no. Instead, the participants shared that they utilized their time at home to engage in video games, such as *Fortnite* and *Minecraft*. These responses differed significantly from those of the other participants, as the other participants each expressed that their parents and family members had all played influential roles in encouraging them to read. According to the four research participants who considered themselves to be regular readers, their parents: purchased books or provided access to digital texts, encouraged or set aside time for at-home reading, and, in one case, a parent occasionally engaged in shared reading with the child.

Bano et al. (2018) stated that it is the parents' responsibility, as the first teachers of their children, to help their children develop positive reading habits from an early age. Positive reading habits that are cultivated early on are likely to be longstanding, thus preparing the students to continue to engage in reading as they mature. Parents can support the development of positive reading attitudes and habits within children by engaging in shared reading activities and by providing sufficient time for students to read (Bano et al., 2018). Two of the research participants expressed that they occasionally feel bogged down by chores and other household tasks that keep them from engaging in

reading. Thus, it is recommended that parents set aside a specific time in which children can participate in the uninterrupted reading of self-selected books. Parents' reading attitudes also have the potential to influence students' feelings toward reading, as children tend to adopt the habits and beliefs of their parents. For this reason, Bano et al. (2018) suggested that parents model reading for their children often and speak of reading as a positive activity.

Educators can support parents in their endeavor to be involved in their children's reading habits by providing insight into other reading practices they can implement at home and by offering information about their children's preferred reading materials.

Theme #6: Children understand the importance of reading. Gambrell (2011) stated that students who habitually practice their reading will become stronger, more proficient readers than their contrasting peers, as it is a common belief that the more one reads, the better reader one becomes. All of the six research participants expressed an understanding of this concept, and they all agreed that reading more often would result in them becoming stronger readers. Rather than assume that students are not aware of the advantages of reading, it is recommended that teachers have conversations with students to understand their opinions on the activity and to make sense of why many elect not to read, despite knowing its advantages.

Implications for School Officials

To best support student motivation to read, school officials (e.g., administrators, librarians, and teachers) are asked to consider the literacy environments currently presented to students. Students understand the importance of reading, so school officials must emphasize its significance as well. It is recommended that school officials

collaborate with students to determine their perceptions of the reading materials currently available in the school and classroom libraries and their opinions on the amount of reading time they receive each day.

Upon acquiring student insight, school officials are advised to allocate time within the master schedule to allow for the independent reading of self-selected books, without leveling restrictions, in which all students are present. School officials are also asked to consider modernizing library reading materials. While it may not be a realistic goal to re-develop school and classroom libraries from the ground up, school officials can have teachers administer reading interest surveys to determine which genres or titles are most popular among students. Students' responses can then be used to purchase new books for the libraries or to supply students with devices that can provide online access to specific books or genres of interest. School officials are advised to seek partnerships with local establishments for students in urban schools where budgets may not allow for the purchase of new books or devices. School officials may also solicit donations from community members, as many may be willing and able to help.

Implications for Parents

Parents striving to maintain students' reading motivation are also asked to consider the literacy environment presented to their children. Students expressed that they felt most motivated to read when they received adequate reading time and access to reading materials specific to their interests. Thus, parents are encouraged to talk to their children about what types of books interest them. Upon determining what the students' interests are, parents should take inventory of the reading materials available to students

at home and consider acquiring additional texts that they feel would appeal to their children.

Once children are provided with access to reading materials at home, parents should consider scheduling a time in which students can engage in reading without external distractions. Scheduling in 20 minutes of reading time a day, after extracurricular activities and chores, can have a monumental impact on students' literacy development. The impact would be even more significant if parents could read with their children during their scheduled reading time. Thus, it is recommended that parents partake in shared reading if their schedule allows.

For parents unsure of how to properly support children's at-home reading habits, it is recommended that they reach out to school officials for information regarding reading practices that can be implemented at home and for information regarding how to access age-appropriate reading materials.

Conclusions

Upon evaluating the observations and interviews with the six research participants, as well as the themes that emerged from the data, the following conclusions were made:

1. Most students will not need to be bribed to read through external incentives if presented with the right reading materials and the opportunity to engage in regular reading during class.
2. Students' voices and interests should always be considered when acquiring reading materials for in-class use and establishing reading routines.

3. Parents are influential in encouraging students to read, so educators must partner with parents to support students' positive reading habits.

Considerations for Future Research

This study occurred during an unprecedented time in history – the outbreak of the COVID-19 pandemic. The coronavirus outbreak prompted school closures across the nation. The research site was shut down at the start of the fourth quarter, before any interviews could be held, thus impacting the nature of the study. Creswell (2014) suggested that interviews be conducted face-to-face with subjects in an area that would ensure comfort, such as our reading classroom. Instead, students were interviewed through Zoom, which could have caused unintended psychological or emotional discomfort. Any discomfort experienced by the participants had the potential to influence their responses and result in misguided findings – a consideration for researchers who happen to also be researching amid a pandemic. Researchers should also consider the challenges of retrieving consent and assent documents when conducting a study remotely. When attempting to receive permission from all involved parties, it was challenging to obtain electronic signatures from parents with no devices, internet, or technological experience.

This research study aimed to understand students' perceptions of their motivation to engage in recreational reading, their current reading habits, and the reading materials made available to them. During the interviews, students revealed that, in some cases, they expected to struggle with unfamiliar words while engaging in independent reading. This expectancy of a challenge had the potential to hinder some students from continuing to participate in the activity of reading. Thus, further study regarding how reading

proficiency influences motivation to read would be helpful to both teachers and parents striving to foster positive reading attitudes within struggling students. The information provided through a study of this nature could be utilized to support students' reading development and foster a confidence to read within each student, which could lead to increased motivation.

Another possible area to consider for further study is the influence of a teacher who presents personalized reading lists to students based on their current interests and demographics. During the interviews, students expressed that they would be more motivated to read if provided with books of their specific interests. They also mentioned how relevancy in books is important in captivating their interest. Thus, a study aiming to determine if students would experience a rise in motivation when supplied with books specific to their interests and relevant to their demographics would help to confirm how influential access and choice truly is in impacting students' motivation to read. The information provided through a study of this nature could be utilized by educators striving to foster students' reading motivation through access and choice. Researchers may attempt to fund this form of study through grants or partnerships with community organizations and donors. Bear in mind, however, that this form of study would require researchers to obtain both IRB and school district permission to include demographic data (e.g., race and educational services) in the research study.

Finally, since this study endeavored to interpret students' reading perceptions in a case-study format, a small number of participants were employed. For this reason, interpretations and findings were not able to be generalized for larger populations. Thus, a final recommendation for future study would be that a larger population of students be

considered. In doing so, the results could provide a more precise and extensive understanding of students self-concepts and reading motivation.

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Appendix A

University of Houston IRB Approval Letter



DIVISION OF RESEARCH
Institutional Review Boards

APPROVAL OF SUBMISSION

January 31, 2020

Dear Jessica Davis:

On January 27, 2020, the IRB reviewed the following submission:

Type of Review:	Initial Study
Title of Study:	Understanding Students' Perceptions of Their Motivation to Practice Recreational Reading
Investigator:	Jessica Davis
IRB ID:	STUDY00002037
Funding/ Proposed Funding:	Name: Unfunded
IND, IDE, or HDE:	None
Documents Reviewed:	<ul style="list-style-type: none"> • JDavis Child Assent Document, Category: Consent Form; • Letter of Support, Category: Letters of Cooperation / Permission; • Parental Consent Cover Letter - English, Category: Consent Form; • JDavis Parental Consent Document - Spanish, Category: Consent Form; • JDavis Parental Consent Document, Category: Consent Form; • Focus Group Interview Protocol, Category: Study tools (ex: surveys, interview/focus group questions, data collection forms, etc.); • Parental Consent Cover Letter - Spanish, Category: Consent Form; • Translation Assurance Form - JDavis, Category: Translation Assurance; • Motivation to Read Profile Survey, Category: Recruitment Materials; • Motivation to Read Profile Interview Protocol / Scoring Guideline, Category: Study tools (ex: surveys, interview/focus group questions, data collection forms, etc.); • Motivation to Read Profile Survey, Category: Study

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DIVISION OF RESEARCH Institutional Review Boards

	tools (ex: surveys, interview/focus group questions, data collection forms, etc.); • District Approval of Research, Category: Letters of Cooperation / Permission; • JDavis HRP-503 IRB Protocol, Category: IRB Protocol;
Review Category:	Expedited
Committee Name:	Noncommittee review
IRB Coordinator:	Maria Martinez

The IRB approved the study on January 31, 2020; recruitment and procedures detailed within the approved protocol may now be initiated.

As this study was approved under an exempt or expedited process, recently revised regulatory requirements do not require the submission of annual continuing review documentation. However, it is critical that the following submissions are made to the IRB to ensure continued compliance:

- Modifications to the protocol prior to initiating any changes (for example, the addition of study personnel, updated recruitment materials, change in study design, requests for additional subjects)
- Reportable New Information/Unanticipated Problems Involving Risks to Subjects or Others
- Study Closure

Unless a waiver has been granted by the IRB, use the stamped consent form approved by the IRB to document consent. The approved version may be downloaded from the documents tab.

In conducting this study, you are required to follow the requirements listed in the Investigator Manual (HRP-103), which can be found by navigating to the IRB Library within the IRB system.

Sincerely,

Research Integrity and Oversight (RIO) Office
University of Houston, Division of Research
713 743 9204
cphs@central.uh.edu
<http://www.uh.edu/research/compliance/irb-cphs/>

Appendix B

University of Houston IRB Modification Approval Letter



DIVISION OF RESEARCH
Institutional Review Boards

APPROVAL OF SUBMISSION

April 1, 2020

Dear Jessica Davis:

On April 1, 2020, the IRB reviewed the following submission:

Type of Review:	Modification
Title of Study:	Understanding Students' Perceptions of Their Motivation to Practice Recreational Reading
Investigator:	Jessica Davis
IRB ID:	STUDY00002037
Submission ID:	MOD00002713
Funding/ Proposed Funding:	Name: Unfunded
Award ID:	None
Award Title:	
IND, IDE, or HDE:	None
Documents Reviewed:	<ul style="list-style-type: none"> • JDavis HRP-503 IRB Protocol, Category: IRB Protocol; • JDavis Child Assent Document, Category: Consent Form; • JDavis Parental Consent Document, Category: Consent Form; • JDavis Parental Consent Document - Spanish, Category: Consent Form;
Review Category:	Expedited
Committee Name:	Noncommittee review
IRB Coordinator:	<u>Maria Martinez</u>

The IRB approved the following revision on April 1, 2020.

Summary of approved modification(s):

Due to COVID-19, my school district has closed all schools until further notice. As a result, I will not be able to collect data on campus as originally planned.

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HOUSTON

DIVISION OF RESEARCH

Institutional Review Boards

I am requesting to modify the data collection portion of my study. My data collection involves two individual interviews with each participant, one focus group in which all participants will participate, and ongoing observations of students' reading preferences. Rather than collect data in person, I am requesting that interviews be conducted via phone or an online video conferencing platform such as Zoom. Observations were collected prior to school closures, but continuing observations will continue to be made using students' online reading selections.

Parents and students have already given consent and assent, respectively, to participate in the study. I plan on notifying them of the changes to the data collection and re-acquiring consent and assent to continue the study online.

I am also requesting to collect data through May 2020. With all of the prospective changes, I will not be able to finish data collection by March 2020 as originally planned.

In conducting this study, you are required to follow the requirements listed in the Investigator Manual (HRP-103), which can be found by navigating to the IRB Library within the IRB system.

If your study meets the NIH or FDA definitions of clinical trial, or may be published in an ICMJE journal, registration at ClinicalTrials.gov is required. See the [UH ClinicalTrials.gov webpage](http://www.clinicaltrials.gov) for guidance and instructions.

Sincerely,

Research Integrity and Oversight (RIO) Office
University of Houston, Division of Research
713 743 9204
cphs@central.uh.edu
<http://www.uh.edu/research/compliance/irb-cphs/>

Appendix C

District Approval Letter (De-Identified)

Good morning Ms. Davis,

I am pleased to inform you that your proposed study has been **approved** by our Superintendent, [REDACTED]. Please note, participation by schools, staff, and principals is voluntary and they may choose not to participate in research studies, even if they are approved by the District. Please ensure you distribute and collect the appropriate consent parent/student forms once you begin. The privacy and rights of individuals and schools shall be respected. Data with student, employee, school, or other personal identifiers shall not be reported or presented (school identifiers may be reported upon explicit approval).

Upon conclusion of your research, a copy of the final report will be submitted at no charge to the Administrator for Performance Outcomes. However, if a more formal report is to be released (dissertation, thesis, book, journal article, etc.), the researcher shall provide [REDACTED] a formal copy at no charge. The researcher further agrees to release this report for use by [REDACTED] without remuneration. If your research extends beyond the timeline in your application, you will need to request an extension with [REDACTED]. We ask that you keep us informed of your project status throughout each semester.

Campus:

Timeline: February – April 2020

I've cc'd your campus principal, [REDACTED], since she has endorsed your study and will be overseeing your work. Our District welcomes research in areas that benefit the school system and our students. Should you have any questions, please feel free to email or call me.

Best regards

Good afternoon Ms. Davis,

I am in receipt of your email and associated attachment. Thank you for providing the letter as it describes the modification to your study. In light of the disruption of the COVID-19 and its impact on many districts, you should be able to complete your study from what you have described.

Since you attached your university letter granting you permission for the extension and modification, I will simply append this email and your letter to your application.

You may proceed with your study. [REDACTED] agrees to extend your study to May 2020. Please ensure you include and update your principal accordingly as well as inform participants of the changes to your study. I have cc'd her in this response showing the approval.

Take good care and best wishes.

Appendix D

Informed Assent



ASSENT TO TAKE PART IN A RESEARCH STUDY

PROJECT TITLE: *Understanding Students' Perceptions on Their Motivation to Practice Recreational Reading*

My name is Jessica Davis. I am a fourth-grade teacher for Bonham Elementary. I am also a graduate student at the University of Houston, working on my doctoral degree in Literacy.

You are invited to take part in an action research study to take place in my classroom. Data from the study might be used in my dissertation, a paper required for a doctoral degree. The research data might also be used for other scholarly purposes, such as a journal article or teacher training. You can say no if you do not want to take part in the study. Adults cannot make you participate in the study if you do not want to. If you agree to take part in the study now, but change your mind about it later, you can stop being in the study, and no one will be upset with you.

WHAT IS RESEARCH?

Research is a disciplined way to learn information about something. Researchers study different subjects the way you study English or Math as a subject in school. Action research is conducted by teachers and other practitioners to help them improve their practice. There are many reasons people choose to be in a research study. Sometimes people want to help researchers learn about ways to help people or make programs better.

You should understand why you would say yes to participating as a research subject. Take the time you need to decide if you want to be in this study. You can ask Herminia Ramirez (your principal) or Jessica Davis (your teacher) any questions you have about the study.

WHY ARE WE DOING THIS RESEARCH?

Through this research study, I am seeking to understand how you feel about recreational reading, or reading during your free time, and what your opinions are on the reading materials made available to you in class. The information I receive through this research study will help me to improve how I teach. More specifically, the information will help me to understand how I can help to motivate you to read both inside and outside of our reading classroom.

WHAT WILL HAPPEN DURING THE STUDY

During the study, I will administer two surveys to determine your perceptions on your desire to read for pleasure, your current reading habits, your perceptions on the reading material available to you, and the factors that impact your attitude toward reading. For survey participants, these surveys will be administered at the beginning of the study and at the end of the study. The surveys will be used as a pre-test and a post-test. Study participants will also be interviewed both individually and as a group by myself, the researcher, via phone or Zoom, an online video conferencing platform. These interviews will allow myself, the researcher, to acquire additional information on your perceptions toward recreational

reading, or the practice of reading for pleasure. During the interviews, I will record and transcribe your answers. Finally, study participants will be observed during their reading class. I will be observing your reading habits, which books you choose to read, how long you typically sit to read, and whether or not you read willingly. I will also observe your online reading preferences, such as which e-books you prefer to read. After all the data has been collected, I will examine the information I have been given to better understand what motivates or de-motivates you to read, and how I can help to stimulate your desire to read both inside and outside of our reading classroom.

SAMPLE TRANSCRIPT

Speaker	Transcription
<i>Teacher</i>	<i>Why did you choose that book to read today?</i>
Student 1	I like books by Roald Dahl.
<i>Teacher</i>	<i>Have you read other Roald Dahl books?</i>
Student 1	Yes, I really like Matilda and The BFG.

COULD GOOD THINGS HAPPEN TO ME FROM BEING IN THIS STUDY?

The information that I receive from this study will help improve my teaching knowledge in a way that could improve instruction for you and future students. Your reflection on yourself as a reader, and on your reading habits, may help you to better understand what motivates and de-motivates you to read. Other teachers and students can also benefit from learning about what motivates and de-motivates some students to practice recreational reading.

COULD BAD THINGS HAPPEN TO ME FROM BEING IN THIS STUDY?

You may feel uncomfortable participating in an audio-recorded discussion. You may feel uncomfortable when I am observing you. You may be concerned that your written reflections on surveys or your verbal reflections during interviews will affect our student-teacher relationship. You may worry that confidentiality will not be kept in the analysis of data or reporting of study findings.

Here are the steps I will take to protect you. Audio recordings of our interviews and answers provided on surveys will be guarded and not shared with others inside the Bonham community. When I transcribe conversations, I will not use your name; instead, I will assign you a number. As I observe your in-class reading habits, I will not share my observations with others inside the Bonham community. After collecting all of my data, your name and identifying information will **not** be shared in the data analysis or write-up of the study. I will make every effort to maintain your confidentiality. Any survey, recorded interview, or observation conducted during this study will not affect your grade in our reading class.

DO I HAVE OTHER CHOICES?

You can choose not to take part in this study, and you can decide you no longer want to be in the study at any time. If you choose not to participate, your responses to surveys and interviews will not be analyzed for the purpose of this study. You may choose to not answer any question that you are not comfortable with. If you choose to stop taking part at any time, you will not be penalized.

WHAT IF I HAVE QUESTIONS?

If you have any questions or worries about the research, you can ask Jessica Davis at 956-427-3070 or jessica.davis@hcisd.org before, during, or after the research. You may also speak with Herminia Ramirez, our principal. If you wish to talk to someone else or have questions about your rights as a research subject, call the University of Houston Institutional Review Board at (713) 743-9204.



DOCUMENTATION OF SUBJECT ASSENT

I agree to take part in this study called:

Understanding Students' Perceptions of Their Motivation to Practice Recreational Reading

Printed name of minor participant: _____

Signature of minor participant: _____

Date: _____

ANY QUESTIONS REGARDING MY RIGHTS AS A RESEARCH SUBJECT MAY BE ADDRESSED TO THE UNIVERSITY OF HOUSTON INSTITUTIONAL REVIEW BOARD (IRB) AT 713-743-9204. ALL RESEARCH PROJECTS THAT ARE CARRIED OUT BY INVESTIGATORS AT THE UNIVERSITY OF HOUSTON ARE GOVERNED BY REQUIREMENTS OF THE UNIVERSITY AND THE FEDERAL GOVERNMENT.

Appendix E

Informed Consent – Cover Letter

Dear Parents,

I am a student at the University of Houston, and I am conducting a research study that examines students' motivation to practice recreational reading. Research has found regular recreational reading, or the practice of habitually reading for pleasure, to support students' learning in both literacy and other subject areas. Although reading serves as the foundation for success in students, many lose their desire to read as they progress through elementary school; this decline is more prominent amongst boys than girls at or around the fourth grade. The results of this study will hopefully help educators' to better understand the root of the decline in students' motivation to read, as well as how students perceive themselves as readers.

Please read through the enclosed information regarding my research study. I want to stress that your child's participation in this study is voluntary, and all efforts to protect your child's identity and to maintain confidentiality will be taken. If you consent to having your child participate as a research subject, you will find a signature form on page 7. If your child assents to participating in the study, you will find an additional signature form on page 3 of the assent document.

I appreciate the return of both the consent and assent forms at your earliest convenience. Your child's participation in the study is greatly appreciated.

Thank you,

Jessica Davis
jdavis40@uh.edu

Appendix F

Informed Consent - English



PARENTAL PERMISSION TO TAKE PART IN A HUMAN RESEARCH STUDY

Title of research study: *Understanding Students' Perceptions of Their Motivation to Practice Recreational Reading*

Investigator: Jessica Davis

jdavis40@uh.edu

956-793-8976

Data from this action research project may be included in doctoral dissertation research being conducted under the supervision of Dr. Laveria Hutchison.

KEY INFORMATION

The following focused information is being presented to help you understand the key elements of this study, as well as the basic reasons why you may or may not wish to consider regarding your child taking part. This section is only a summary; more detailed information, including how to contact the research team for additional information or questions, follows within the remainder under the "Detailed Information" heading.

What should I know about a research study?

- Someone will explain this research study to you and your child.
- Taking part in the research is voluntary; whether or not you decide to provide permission for your child to take part is up to you.
- Your child will also be asked for his/her assent to take part.
- You can choose not to provide permission for your child to take part.
- You can agree to provide permission and later change your mind.
- Your decision will not be held against you or your child.
- You and your child can ask all the questions you want before you decide and can ask questions at any time during the study.

Research Overview

Your fourth grader is invited to take part in an action research study about what motivates children to practice recreational reading. The only criterion for inclusion in the study is to be a Bonham Elementary student enrolled as a fourth grader, under the instruction of Jessica Davis, for the 2019-

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2020 school year. Permission will be requested from Harlingen CISD's Office of Performance Outcomes to conduct this research study.

This action research study involves instructional and assessment activities in which your child would typically take part as a member of our reading classroom. Throughout the school year, students are encouraged to read independently both in and out of class. The purpose of this action research is to better understand what motivates and de-motivates students to recreationally read (otherwise known as reading for pleasure) both inside and outside of the classroom. This study will seek to acquire student insight to determine students' perceptions on their desire to read for pleasure, their current reading habits, their perceptions on the reading materials available to them, and the factors that impact their reading attitudes. Insight on students' perceptions will be acquired through audio-recorded individual and focus group interviews, surveys, and in-class observations. Audio-recorded interviews will be transcribed and analyzed to help me further understand students' reading attitudes and feelings toward the practice of recreational reading.

Potential Risks and Benefits

The primary risk to children taking part in this study is that they may feel uncomfortable when being audio recorded and/or observed. They may also worry that their answers during interviews or survey administrations will affect our student-teacher relationship. Though every effort will be made to keep confidential the data collected from this study, they may also be concerned about their privacy. Your child's name and identifying information will be guarded in the data analysis and will not be shared in any write-ups or discussions of study. I will make every effort to maintain your child's confidentiality throughout the study. You can compare these risks to the possible benefits of improving their self-awareness of themselves as readers and their teacher's increased knowledge and skill. You will not receive compensation for participation in this study.

Alternatives

Instead of your child being in this research study, he or she can participate in all instructional and assessment activities during the study period but **not** have his or her data recorded and analyzed for the purposes of the study.

DETAILED INFORMATION

The following is more detailed information about this study.

Why is this research being done?

Past research has shown the practice of recreational reading to offer benefits across a range of literacy outcomes. Recreational reading can support learning in other subject areas, offer cognitive benefits and potentially foster empathy within students. Although reading serves as the foundation for success in students, many tend to lose their motivation to read as they approach the fourth grade.

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Thus, this study will explore fourth-grade students' perceptions on their motivation to read for recreational purposes. This study will seek to acquire insight from students to determine their perceptions on their motivation to read or lack thereof. Student insight will also shed light upon students' reading habits, students' perceptions on the reading material made available to them through curriculum and instruction, and the factors that affect their attitudes toward reading. The results of this study will inform my practice as a fourth-grade reading teacher by helping me to better understand how to support my students in their development of positive, life-long reading habits.

How many people will be studied?

We hope to enroll 6 fourth-grade students in this research study.

How long will the research last?

I expect that your child will be in this research study for approximately sixteen weeks. At the start of the study, your child will be surveyed to determine their initial attitudes toward reading and their self-concepts as readers. Throughout the duration of the study, your child will be observed and interviewed to acquire insight on their reading habits and the reading materials made available to them through the curriculum and instruction. The information gathered during the study will inform my instructional practices by helping me to tailor my curriculum and instruction to stimulate students to practice recreational reading both in and out of the classroom more frequently. At the end of the study, students will be surveyed once more to determine if the changes in my instructional practices prompted their reading attitudes and their motivation to read to change.

What information will be collected during the study?

During the study, I will administer two surveys to determine the students' perceptions on their desire to read for pleasure, their current reading habits, their perceptions on the reading materials made available to them, and the factors that impact their attitudes toward reading. Surveys will be administered at the beginning and at the end of the survey, and they will be used as a pre-test and post-test. I will also individually interview each study participant twice, via phone or Zoom (an online video conferencing platform), to acquire additional information on their perceptions toward recreational reading, or the practice of reading for pleasure. Students will also be interviewed in a focus group setting one time, via phone or Zoom. During the interviews, students' responses will be audio-recorded and later transcribed. Finally, students will be observed during their reading class. I will be observing their reading habits, which books they choose to read, how long they typically sit to read, and whether or not they read willingly. Students' online reading preferences, such as which e-books they choose to read, will also be observed and noted.

All of the data collected will be examined to better understand what motivates or de-motivates students to read, and how I can help to stimulate their desire to read outside of our reading classroom.

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What happens to the information collected for the research?

Efforts will be made to keep your child's personal information private, including research study records, to people who have a need to review this information. Each child's name will be paired with a code number. The list pairing the child's name to the assigned code number will be kept separate from these materials. We cannot promise complete secrecy. Organizations that may inspect and copy your information include the University of Houston Institutional Review Board (IRB) and other representatives of the university, as well as collaborating institutions and federal agencies that oversee this research. A copy of this data set will be stored at the University of Houston, Education Department, in a locked cabinet for three years, under the supervision of the faculty advisor of the researcher.

This study will collect limited private information (such as name and assessment data). Following collection, the researcher may choose to remove all of your child's identifying information from these data. Once identifiers are removed, this "de-identified" data could be used for future research studies or analysis by the investigator without your additional parental permission.

I may share and/or publish the results of this research for scholarly purposes, but your child's name and other identifying information would not be included.

Is there any way being in this study could be bad for my child?

Your child may feel uncomfortable speaking on the phone or through video conferencing, as their interviews are audio-recorded and as their reading habits are observed. They may also worry that their responses during interviews and surveys will affect our student-teacher relationship. Though every effort will be made to keep confidential the data collected from this study, they may also be concerned about their privacy.

Audio-recordings will be transcribed. Your child's name and identifying information will be guarded in the data analysis and will not be shared in any write-ups or discussions of study. I will make every effort to maintain your child's confidentiality throughout the study.

Will being in this study help my child in any way?

I cannot promise any benefits to your child or others from taking part in this research. What I learn from this research may improve my teaching knowledge in a way that could improve instruction for your child and other students in the future. Students' reflections on what motivates and de-motivates them to read could benefit their reading habits and reading skills. Other teachers and students could benefit from learning more about what motivates students to practice recreational reading.

Will I or my child receive anything for being in this study?

There will be no incentives or remuneration for participation in this study.

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What happens if I say yes, I want to provide permission for my child to be in this research?

All instruction and assessment activities will occur both in the reading classroom and online during the second semester of the school year. All students will receive the same instruction (typical of our classroom instruction). The research will focus on students' motivation to practice recreational reading. Students' reading habits will be observed, and audio-recorded interviews will be conducted online or by phone to gather insight on students' perceptions on what motivates and de-motivates them to practice recreational reading. Interviews will also determine students' feelings toward the reading materials made available to them within the curriculum and instruction delivered regularly. These instructional activities will occur as usual, along with other typical classroom activities. This research is designed to not disrupt regular instruction, but instead to provide a window into students' feelings toward the activity of reading in general.

During the study, all students will interact solely with myself, the researcher. Surveys and interviews conducted will not contain any sensitive subject matter. An example of a question posed on a survey is shown below:

	<i>Very Different from Me (1)</i>	<i>A Little Different From Me (2)</i>	<i>A Little Like Me (3)</i>	<i>A lot Like Me (4)</i>
<i>I like being the best at reading.</i>				

What happens if I do not want my child to be in this research?

You can choose not to provide permission for your child to take part in the research and it will not be held against you or your child. Choosing not to take part will involve no penalty or loss of benefit to which your child is otherwise entitled. All instructional and assessment activities occurring during their reading class are part of the regular instruction your child would normally receive. For any students who do not participate in the study: 1) their written work, interviews, and assessment data would not be recorded and uploaded; and 2) their reading habits will not be observed and recorded. A decision to provide permission or not, or to withdraw your child from the research will have no effect on their grades or standing with their school.

What happens if I say yes, but I change my mind later?

You can withdraw your permission (and/or your child may withdraw his/her assent) and leave the research at any time and it will not be held against you or your child. If you decide that your child should leave the study, please contact the investigator so that I can remove your child's data from the study record. If you withdraw your permission (and/or your child withdraws his/her assent),

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already collected data that still includes your child's name or other personal information will be removed from the study record.

Can my child be removed from the research without my OK?

Because the activities being studied are regular classroom activities in which all students take part, your child will not be removed from the research by the investigator as long as he or she is enrolled as a fourth grader at Bonham, except by your or your child's request.

Who can I talk to?

If you have questions, concerns, or complaints, or think the research has hurt your child, please contact Dr. Laveria Hutchison, faculty sponsor, at lhutchison@uh.edu or (713) 743-4958.

This research has been reviewed and approved by the University of Houston Institutional Review Board (IRB). You may also talk to them at (713) 743-9204 or cphs@central.uh.edu if:

- Your questions, concerns, or complaints are not being answered by the research team.
- You cannot reach the research team.
- You want to talk to someone besides the research team.
- You have questions about your child's rights as a research subject.
- You want to get information or provide input about this research.

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Your signature below documents your permission for the named child(ren) to take part in this research.

Printed name of child(ren)

Signature of parent or individual legally authorized to consent
 for the child

Date

Printed name of parent or individual legally authorized to
 consent for the child

- ☐ I am the parent
- ☐ I am the individual legally authorized to consent for the
 child(ren)

Please check one of the boxes below:

- ☐ **I DO** give permission for my child's words spoken during class discussion, transcribed without his or her name, to be used in publications or presentations (such as a dissertation, scholarly journal article, or professional development session).
- ☐ **I DO NOT** give permission for my child's words spoken during class discussion, transcribed without his or her name, to be used in publications or presentations (such as a dissertation, scholarly journal article, or professional development session).

May we contact you regarding future research opportunities?

In the future, our research team may be interested in contacting you for other research studies we undertake, or to conduct a follow-up study to this one. There is never any obligation to take part in additional research.

Do we have permission to contact you to provide additional information?

- ☐ Yes
- ☐ No

Appendix G

Informed Consent – Spanish



PERMISO DE LOS PADRES PARA PARTICIPAR EN UN ESTUDIO DE INVESTIGACIÓN HUMANA

Título del estudio de investigación: *Comprender las percepciones de los estudiantes sobre su motivación para practicar la lectura recreativa*

Investigador: Jessica Davis

jdavis40@uh.edu

956-793-8976

Los datos de este proyecto de investigación de acción pudieran ser incluidos en la investigación de tesis doctoral que se realiza bajo la supervisión de la Dra. Laveria Hutchison.

INFORMACIÓN CLAVE

La siguiente información está enfocada para ayudarle a comprender los elementos clave de este estudio y los factores básicos que puede o no considerar con respecto a la participación de su hijo. Esta sección es solo un resumen. Bajo el encabezado “Información detallada”, encontrará información más detallada, que incluye cómo comunicarse con el equipo de investigación para obtener información o preguntas adicionales.

¿Qué debo saber sobre un estudio de investigación?

- Alguien le explicará este estudio de investigación a usted y a su hijo.
- Participar en la investigación es voluntario; si decide otorgar o no permiso para que su hijo participe, depende de usted.
- También se le pedirá a su hijo que acepte su participación.
- Puede optar por no proporcionar permiso para que su hijo participe.
- Puede aceptar dar permiso y luego cambiar de opinión.
- Su decisión no se tomará en contra de usted o su hijo.
- Usted y su hijo pueden hacer todas las preguntas que quieran antes de decidir participar, y pueden hacer preguntas en cualquier momento durante el estudio.

Descripción general de la investigación

Su estudiante de cuarto grado está invitado a participar en un estudio de investigación de acción sobre lo que motiva a los niños a practicar la lectura recreativa. El único criterio para la inclusión en el estudio es ser un estudiante de la escuela Bonham inscrito como estudiante de cuarto grado, bajo

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la instrucción de Jessica Davis, para el año escolar 2019-2020. Se solicitará permiso a la Oficina de Resultados de Desempeño del distrito de Harlingen CISD para llevar a cabo este estudio de investigación.

Este estudio de investigación de acción implica actividades instructivas y de evaluación en las que su hijo normalmente participaría como miembro de nuestro salón de clases de lectura. A lo largo del año escolar, se alienta a los estudiantes a leer de manera independiente tanto dentro como fuera de clase. El propósito de esta investigación de acción es entender mejor lo que motiva y desmotiva a los estudiantes a leer recreativamente (también conocido como lectura por placer) tanto dentro como fuera de clase. Este estudio adquirirá información de los estudiantes para determinar las percepciones de los estudiantes sobre su deseo de leer por placer, sus hábitos de lectura, sus percepciones sobre los materiales de lectura que se les dan y los factores que afectan sus actitudes de lectura. La información sobre las percepciones de los estudiantes se adquirirá a través de entrevistas individuales y de grupos de enfoque grabadas en audio, encuestas y observaciones en clase. Las entrevistas grabadas en audio serán transcritas y analizadas para ayudar a entender mejor las actitudes y sentimientos de lectura de los estudiantes hacia la práctica de la lectura recreativa.

Riesgos y beneficios potenciales

El principal riesgo para los niños que participan en este estudio es que pueden sentirse incómodos cuando se graba y/o se observa. También pueden preocuparse de que sus respuestas durante las entrevistas o las administraciones de encuestas afecten nuestra relación estudiante-profesor. Aunque se hará todo lo posible para mantener confidenciales los datos recopilados de este estudio, también pueden estar preocupados por su privacidad. El nombre y la información de identificación de su hijo se guardarán en el análisis de datos y no se compartirán en ninguna reseña o discusión de estudio. Haré todo lo posible para mantener la confidencialidad de su hijo durante todo el estudio. Estos riesgos pueden compararse con los posibles beneficios de mejorar su hábito de lectura y así mismo generar un mayor conocimiento y mejorar las habilidades de su maestro. Usted no recibirá compensación por participar en este estudio.

Alternativas

En lugar de que su hijo participe en este estudio de investigación, él o ella puede participar en todas las actividades de instrucción y evaluación durante el periodo de estudio, pero no transcribir y analizar sus datos para los fines del estudio.

INFORMACIÓN DETALLADA

Una información más detallada sobre este estudio se detalla a continuación.

¿Por qué se está llevando a cabo esta investigación?

Investigaciones anteriores han demostrado la práctica de la lectura recreativa de ofrecer beneficios en una variedad de resultados de alfabetización. La lectura recreativa puede apoyar el aprendizaje en

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otras áreas temáticas, ofrecer beneficios cognitivos y potencialmente fomentar la empatía dentro de los estudiantes. Aunque la lectura sirve como base para el éxito en los estudiantes, muchos tienden a perder su motivación para leer a medida que se acercan al cuarto grado. Por lo tanto, este estudio explorará las percepciones de los estudiantes de cuarto grado sobre su motivación para leer recreativamente. Este estudio buscará obtener información de los estudiantes para determinar sus percepciones sobre su motivación para leer la lectura o la falta de ella. La visión de los estudiantes también proporcionará información sobre los hábitos de lectura de los estudiantes, las percepciones de los estudiantes sobre el material de lectura que se les ha puesto a su disposición a través del plan de estudios y la instrucción, y los factores que afectan sus actitudes hacia la lectura. Los resultados de este estudio informarán mi práctica como maestra de lectura de cuarto grado ayudándome a entender mejor cómo apoyar a mis alumnos en su desarrollo de hábitos positivos de lectura.

¿Cuántas personas participarán en este estudio?

Esperamos inscribir seis estudiantes de cuarto grado en este estudio de investigación.

¿Cuánto durará la investigación?

Espero que su hijo esté en este estudio de investigación por aproximadamente dieciséis semanas. Al comienzo del estudio, su hijo será encuestado para determinar sus actitudes iniciales hacia la lectura y sus autoconceptos como lector. A lo largo de la duración del estudio, su hijo será observado y entrevistado para obtener información sobre sus hábitos de lectura y los materiales de lectura puestos a su disposición a través del plan de estudios y la instrucción. La información recopilada durante el estudio informará mis prácticas de instrucción ayudándome a adaptar mi currículo e instrucción para estimular a los estudiantes a practicar la lectura recreativa tanto dentro como fuera de clase y con más frecuencia. Al final del estudio, los estudiantes serán encuestados una vez más para determinar si los cambios en mis prácticas de instrucción motivaron sus actitudes de lectura y su motivación para leer para cambiar.

¿Qué información se recopilará durante el estudio?

Durante el estudio, administraré dos encuestas para determinar las percepciones de los estudiantes sobre su deseo de leer por placer, sus hábitos de lectura actuales, sus percepciones sobre los materiales de lectura puestos a su disposición, y los factores que afectan sus actitudes hacia la lectura. Las encuestas se administrarán al principio y al final de la encuesta, y se utilizarán como prueba previa y posterior. También entrevistaré individualmente a cada participante del estudio dos veces, por teléfono o Zoom, una programa de videoconferencia, para adquirir información adicional sobre sus percepciones hacia la lectura recreativa, o la práctica de la lectura por placer. Los estudiantes también serán entrevistados en un grupo de enfoque una vez, por teléfono o Zoom. Durante las entrevistas, las respuestas de los estudiantes serán grabadas en audio y luego transcritas. Finalmente, los alumnos serán observados durante su clase de lectura. Estaré observando sus hábitos de lectura, qué libros eligen leer, cuánto tiempo suelen sentarse a leer y si leen voluntariamente. Las

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preferencias de lectura en internet de los estudiantes, como los libros electrónicos que eligen leer, también serán observados y anotados.

Todos los datos recopilados serán examinados para entender mejor lo que motiva o desmotiva a los estudiantes a leer, y cómo puedo ayudar a estimular su deseo de leer fuera de nuestra aula de lectura.

¿Qué sucede con la información recopilada para la investigación?

Se tratará de mantener la información personal de su hijo en privado, incluidos los registros de estudios de investigación, de las personas que necesiten revisar esta información. El nombre de cada niño se combinará con un número de código. La lista que empareja el nombre del niño con el número de código asignado se mantendrá separada de estos materiales. No podemos prometer un secreto completo. Las organizaciones que pueden inspeccionar y copiar su información incluyen la Junta de Revisión Institucional (IRB) de la Universidad de Houston y otros representantes de la universidad, así como instituciones colaboradoras y agencias federales que supervisan esta investigación. Una copia de estos datos se almacenará en el Departamento de Educación de la Universidad de Houston, en un gabinete cerrado durante tres años, bajo la supervisión del asesor académico del investigador.

Este estudio recopilará información privada limitada (como nombre, datos de evaluación y estado socioeconómico). Después de la recopilación, el investigador puede optar por eliminar toda la información de identificación de su hijo de estos datos. Una vez que se eliminen los identificadores, estos datos "desidentificados" podrían ser utilizados por el investigador para futuros estudios de investigación o análisis sin permiso adicional de los padres. Puedo compartir y/o publicar los resultados de esta investigación con fines académicos, pero el nombre de su hijo y otra información de identificación no se incluirán.

¿Podría ser que participar en este estudio fuera malo para mi hijo?

Su hijo puede sentirse incómodo hablando por teléfono o por video, ya que sus entrevistas son grabadas en audio y a medida que se observan sus hábitos de lectura. También pueden preocuparles de que sus respuestas durante las entrevistas y encuestas afecten nuestra relación estudiante-profesor. Aunque se hará todo lo posible para mantener confidenciales los datos recopilados de este estudio, también pueden estar preocupados por su privacidad.

Las grabaciones de audio se transcribirán. El nombre y la información de identificación de su hijo estarán protegidos en el análisis de datos y no se compartirán en ningún escrito o discusión de estudio. Haré todo lo posible para mantener la confidencialidad de su hijo durante todo el estudio.

¿Estar en este estudio ayudará a mi hijo de alguna manera?

No puedo prometer ningún beneficio a su hijo u otros por participar en esta investigación. Lo que aprendo de esta investigación puede mejorar mi conocimiento de enseñanza de una manera que podría mejorar la instrucción para su hijo y otros estudiantes en el futuro. Las reflexiones de los

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estudiantes sobre lo que los motiva y los desmotiva a leer podrían beneficiar sus hábitos de lectura y habilidades de lectura. Otros maestros y estudiantes podrían beneficiarse de aprender más acerca de lo que motiva a los estudiantes a practicar la lectura recreativa.

¿Recibiré yo o mi hijo algo por participar en este estudio?

No habrá incentivos ni remuneraciones por participar en este estudio.

¿Qué sucede si digo que sí quiero dar permiso a mi hijo para participar en esta investigación?

Todas las actividades de instrucción y evaluación se llevarán a cabo en la clase de lectura y por internet durante el segundo semestre del año escolar. Todos los estudiantes recibirán la misma instrucción (típica de nuestra instrucción en el salón de clases). La investigación se centrará en la motivación de los estudiantes para practicar la lectura recreativa. Se observarán los hábitos de lectura de los estudiantes, y se llevarán a cabo entrevistas grabadas en audio por internet o teléfono para recopilar información sobre las percepciones de los estudiantes sobre lo que los motiva y los desmotiva a practicar la lectura recreativa. Las entrevistas también determinarán los sentimientos de los estudiantes hacia los materiales de lectura que se les ponen a su disposición dentro del plan de estudios y la instrucción que se entregan regularmente. Estas actividades instructivas se llevarán a cabo como de costumbre, junto con otras actividades típicas en el salón de clases. Esta investigación está diseñada para no interrumpir la instrucción regular, sino para proporcionar una ventana a los sentimientos de los estudiantes hacia la actividad de la lectura en general.

Durante el estudio, todos los estudiantes interactuarán únicamente conmigo mismo, el investigador. Las encuestas y entrevistas realizadas no contendrán ningún tema sensible. A continuación, se muestra un ejemplo de una pregunta formulada en una encuesta:

	<i>Muy diferente de mi (1)</i>	<i>Un poco diferente de mi (2)</i>	<i>Un poco como yo (3)</i>	<i>Mucho como yo (4)</i>
<i>Me gusta ser el mayor en lectura.</i>				

¿Qué sucede si no quiero que mi hijo participe en esta investigación?

Puede optar por no proporcionar permiso para que su hijo participe en la investigación, y no se tomará en contra suya o de su hijo. Al elegir no participar no implicará penalidad ni pérdida de beneficios a los que su hijo tiene derecho. Todas las actividades instructivas y de evaluación que ocurren durante su clase de lectura son parte de la instrucción regular que su hijo normalmente recibiría. Para cualquier estudiante que no participe en el estudio: 1) su trabajo escrito, entrevistas y datos de evaluación no serían grabados y cargados; y 2) sus hábitos de lectura no serán observados.

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y registrados. La decisión de otorgar permiso o no, o de retirar a su hijo de la investigación, no tendría ningún efecto en sus calificaciones o en su posición en la escuela.

¿Qué sucede si digo que sí, pero luego cambio de opinión?

Puede retirar su permiso (y/o su hijo puede retirar su consentimiento) y abandonar la investigación en cualquier momento y no se tomará en contra suya o de su hijo. Si decide que su hijo debe abandonar el estudio, comuníquese con el investigador para que yo pueda eliminar los datos de su hijo del registro del estudio. Si retira su permiso (y/o su hijo puede retirar su consentimiento), los datos ya recopilados que aún incluyen el nombre de su hijo u otra información personal se eliminarán del registro del estudio.

¿Se puede retirar a mi hijo de la investigación sin mi autorización?

Debido a que las actividades que se estudian son actividades regulares en el aula en las que participan todos los estudiantes, el investigador no eliminará a su hijo de la investigación mientras esté inscrito como estudiante de cuarto grado en Bonham, excepto por solicitud suya o de su hijo. .

¿Con quién puedo hablar?

Si tiene preguntas, inquietudes o quejas, o cree que la investigación ha perjudicado a su hijo, comuníquese con la Dra. Laveria Hutchison, patrocinadora de la facultad, en lhutchison@uh.edu o (713) 743-4958. Esta investigación ha sido revisada y aprobada por la Junta de Revisión Institucional (IRB) de la Universidad de Houston. También puede hablar con ellos al (713) 743-9204 o cphs@central.uh.edu si:

- el investigador no responde a sus preguntas, inquietudes o quejas;
- no puede ponerse en contacto con el investigador;
- quiere hablar con alguien además del investigador;
- tiene preguntas sobre los derechos de su hijo como sujeto de investigación; o
- desea obtener información o brindar información sobre esta investigación.

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Su firma a continuación documenta su permiso para que los niños nombrados participen en esta investigación.

Nombre impreso del niño (s)

Firma del padre o persona legalmente autorizada para dar consentimiento al niño

Fecha

Nombre impreso del padre o persona legalmente autorizada para dar consentimiento al niño

- ☐ Soy el padre
- ☐ Soy la persona legalmente autorizada para dar consentimiento al niño(s)

Por favor marque una de las casillas siguientes:

- ☐ Doy permiso para que las palabras de mi hijo que se hablen en la discusión en clase, transcritas sin su nombre, puedan ser utilizadas en publicaciones o presentaciones (como una disertación, artículo en revista académica, o sesión de desarrollo profesional).
- ☐ **NO** doy permiso para que las palabras de mi hijo que se hablen en la discusión en clase, transcritas sin su nombre, puedan ser utilizadas en publicaciones o presentaciones (como una tesis, artículo en revista académica, o una sesión de desarrollo profesional).

¿Podemos contactarlo con respecto a futuras oportunidades de investigación?

En el futuro, nuestro equipo de investigación pudiera estar interesado en ponerse en contacto con usted para otros estudios de investigación que emprendamos, o para realizar un estudio de seguimiento de este. Nunca hay obligación de participar en investigaciones adicionales.

¿Tenemos permiso para ponernos en contacto con usted para ofrecerle información adicional?

- ☐ Si
- ☐ No

Appendix H

Motivation to Read Profile Survey

Name: _____ Date: _____

Teacher: _____

A. I am in _____.

- ☐ 2nd grade
- ☐ 3rd grade
- ☐ 4th grade
- ☐ 5th grade
- ☐ 6th grade

B. I am a _____.

- ☐ boy
- ☐ girl

1. My friends think I am _____.

- ☐ a very good reader
- ☐ a good reader
- ☐ an OK reader
- ☐ a poor reader

2. Reading a book is something I like to do.

- ☐ never
- ☐ almost never
- ☐ sometimes
- ☐ often

3. When I come to a word I don't know, I can _____.

- ☐ almost always figure it out
- ☐ sometimes figure it out
- ☐ almost never figure it out
- ☐ never figure it out

4. My friends think reading is _____.

- ☐ really fun
- ☐ fun
- ☐ OK to do
- ☐ no fun at all

5. I read _____.

- ☐ not as well as my friends
- ☐ about the same as my friends
- ☐ a little better than my friends
- ☐ a lot better than my friends

6. I tell my friends about good books I read.

- ☐ I never do this
- ☐ I almost never do this
- ☐ I do this some of the time
- ☐ I do this a lot

7. When I am reading by myself, I understand _____.

- ☐ everything I read
- ☐ almost everything I read
- ☐ almost none of what I read
- ☐ none of what I read

8. People who read a lot are _____.

- ☐ very interesting
- ☐ sort of interesting
- ☐ sort of boring
- ☐ very boring

9. I am _____.

- ☐ a poor reader
- ☐ an OK reader
- ☐ a good reader
- ☐ a very good reader

10. I think libraries are _____.

- ☐ a really great place to spend time
- ☐ a great place to spend time
- ☐ a boring place to spend time
- ☐ a really boring place to spend time

11. I worry about what other kids think about my reading _____.

- ☐ a lot
- ☐ sometimes
- ☐ almost never
- ☐ never

12. I think becoming a good reader is _____.

- ☐ not very important
- ☐ sort of important
- ☐ important
- ☐ very important

13. When my teacher asks me a question about what I have read, _____.

- ☐ I can never think of an answer
- ☐ I almost never think of an answer
- ☐ I sometimes think of an answer
- ☐ I can always think of an answer

14. I think spending time reading is _____.

- ☐ really boring
- ☐ boring
- ☐ great
- ☐ really great

15. Reading is _____.

- ☐ very easy for me
- ☐ kind of easy for me
- ☐ kind of hard for me
- ☐ very hard for me

16. When my teacher reads books out loud, I think it is _____.

- ☐ really great
- ☐ great
- ☐ boring
- ☐ really boring

17. When I am in a group talking about books I have read, _____.

- ☐ I hate to talk about my ideas
- ☐ I don't like to talk about my ideas.
- ☐ I like to talk about my ideas
- ☐ I love to talk about my ideas

18. When I have free time, I spend _____.

- ☐ none of my time reading
- ☐ very little of my time reading
- ☐ some of my time reading
- ☐ a lot of my time reading

19. When I read out loud, I am a _____.

- ☐ poor reader
- ☐ OK reader
- ☐ good reader
- ☐ very good reader

20. When someone gives me a book for a present, _____.

- ☐ I am very happy
- ☐ I am happy
- ☐ I am unhappy
- ☐ I am very unhappy

Appendix I

Interview Questions

Individual Interview #1 Protocol:

MOTIVATION TO READ PROFILE

CONVERSATIONAL INTERVIEW

Student Name: _____ Date: _____

A. Emphasis: Narrative Text

Suggested Prompt (designed to engage student in a natural conversation):

I have been reading a good book . . . I was talking with . . . about it last night. I enjoy talking about good stories and books that I've been reading. Today I'd like to hear about what you have been reading.

1. **Tell me about the most interesting story or book you have read this week (or even last week). Take a few minutes to think about it. (Wait time.) Now, tell me about the book or story.**

Probes: **What else can you tell me?**
Is there anything else?

2. **How did you know or find out about this story?**

☐ assigned ☐ in school
☐ chosen ☐ out of school

3. **Why was this story interesting to you?**

B. Emphasis: Informational Text

Suggested Prompt (designed to engage student in a natural conversation):

Often we read to find out about something or to learn about something. We read for information. For example, I remember a student of mine . . . who read a lot of books about . . . to find out as much as he/she could about . . . Now, I'd like to hear about some of the informational reading you have been doing.

1. Think about something important that you learned recently, not from your teacher and not from television, but from a book or some other reading material. What did you read about? (Wait time.) Tell me what you learned.

Probes: What else could you tell me?
Is there anything else?

2. How did you know or find out about this book/article?

<input type="checkbox"/> assigned	<input type="checkbox"/> in school
<input type="checkbox"/> chosen	<input type="checkbox"/> out of school

3. Why was this book (or article) important to you?

C. Emphasis: General Reading

1. Did you read anything at *home* yesterday? _____ What?

2. Do you have any books at school (in your desk/storage area/locker/bookbag) today that you are reading? _____ Tell me about them.

3. Tell me about your favorite author.

4. What do you think you have to learn to be a better reader?

5. Do you know about any books right now that you'd like to read? Tell me about them.

6. How did you find out about these books?

7. What are some things that get you really excited about reading books?

Tell me about . . .

8. Who gets you really interested and excited about reading books?

Tell me more about what they do.

Individual Interview #2 Protocol:

Interview Two Protocol *(Subject to Change Depending on Students' Previous Responses)*

(SELF-CONCEPT)

1. What kind of reader are you?
2. What's the easiest thing about reading? Hardest?
3. The last time we spoke, you said that it takes ... to be a better reader. What else does it take to become a better reader?
4. How can teachers help you to become a better reader?

(VALUE)

1. The last time we spoke, you said that you like to read (genre) books. What other types of books do you like to read?
2. Do you read different things at home than you did at school? Why?
3. What kinds of things other than books do you like to read at home? (eBooks, Computer, Laptop, iPad, Internet [What do you do when you're online?], Social Media?)
4. How do you find out about books you might like to read?
5. What could teachers do to make reading more enjoyable for you?
6. Do you think it is important to learn how to read well? Why?

(SPECIFIC TO MRP-SURVEY)

1. On your MRP survey, you said that your friends think reading is (varies) - does what your friends think influence you to read more or less?
2. You mentioned that you think when your teacher reads books out loud that it is (varies) - why do you like read-alouds? What are your feelings on the read-aloud that we did in class? Did you like it better when you had a book to follow along with or just sitting and listening?

(MISC. QUESTIONS - May Vary Dependent on Student)

1. Do you have access to digital books at home? Do you prefer digital or physical books?
2. Do you have any preferences regarding where and when you engage in reading?
3. I noticed that when you would read in the classroom, you would often (varies)... Why?
4. I noticed that you sometimes spent a significant amount of time reading a book, but you wouldn't necessarily AR test on it? Why?
5. Do you have any recommendations for the reading teachers, as far as what we can do to better motivate students to read?

Focus Group Interview Protocol:

Focus Group Interview Questions

1. How motivated are you to read?
2. Would you describe yourselves as being intrinsically motivated - meaning you don't need points or prizes to get you to read - or extrinsically motivated - meaning you do need prizes or some sort of reward to get you to read?
3. Are encouraging phrases such as, "You can do it!" or "I believe in you!" enough to motivate you to read?
4. As I interviewed you each independently, you each said that, in order become a better reader, students must read often. Many of you attributed that answer to the saying '*Practice makes perfect.*' Why do you think reading often helps to make better readers?
5. How does it make you feel when other students in the class are stronger readers than you?
6. Some of you mentioned that you feel that you struggle a bit when it comes to pronouncing or understanding certain words you encounter in a text. Do you expect to struggle each time you read? If you felt you would be successful each time you read, would you read more?
7. While talking to each of you about read-alouds, each of you stated that you enjoyed them because it gave you an opportunity to sit, relax, and enjoy listening to a story. You each said that you liked the books that were presented to you in class. So, what would you say was the best novel? Why? ... What was the worst novel? Why?
8. While selecting novels, I tried to select books that I felt you would relate to. Books that contained characters that might have experienced something you have experienced before (family struggles, loss, difficulties with friends). Did you like reading books that you could relate to - books in which you could see yourself in the character?
9. Do you think the type of reading that you do in fourth grade is different or the same as the reading you would do in PK-2nd? Why?
10. Would you say that you read more now that you're in fourth grade, or did you read more as a younger child? ... Why do you think older students receive less class time to read?
11. When it comes to independent reading in the classroom - do you enjoy getting to select your own library book? How would you feel if somebody forced you to select or read a particular book?
12. Many of you expressed that you did not like the books available to you in the classroom library - why is that?
13. If you were to find a book within the genre of your preference that you wanted to read, how would you feel if your teacher told you that you could not read it because it was not on level?
14. When I interviewed you each individually, most of you said that you were interested in reading digital texts - what is it that you like about digital texts?
15. When it comes to reading at home, most of you said that you are reading less than you had read at school. Why?