2011-03-17

Describing the Reading Motivation of Four Second-Grade Students with Varying Abilities.

Kathy Jane White
Brigham Young University - Provo

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Kathy White

A thesis submitted to the faculty of
Brigham Young University
in partial fulfillment of the requirements for the degree of

Master of Arts

Timothy G. Morrison, Chair
Bradley R. Wilcox
C. Ray Graham

Department of Teacher Education

Brigham Young University

March 2011

ABSTRACT

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The purpose of this study was to describe the differences and similarities among four second-grade students with different abilities and different motivations in the development of their reading attitudes and motivations. A multi-case study design was used to describe the literacy profiles of the participants. Data relating to participants' attitudes, motivations, and values for reading were collected for six weeks from conversational interviews, student observations, parent interviews, student histories, and interviews with previous teachers. Four major results were found in the areas of attitudes, motivations, and values. First, the results for attitudes showed high-ability students were confident readers who were motivated to take a leadership role in collaborating about reading. Students with low abilities had poorer reading self-efficacy, blamed others for not being able to read, thought they were unlucky in reading, and lacked the confidence needed to collaborate with others about their reading. Second, results for assessing motivation were unpredictable and varied from student to student. High-and-low ability students were motivated by both extrinsic and intrinsic motivation. A third result showed participants in the study whose families were more involved in supporting reading at home, regardless of the participants' reading abilities, had high self-esteem, had future goals for learning, and were more motivated to read than the student from the home without achievement related values. Fourth, reading motivation scales may not be accurate with early elementary students. Qualitative methods are a more accurate source of information about young children's motivations to read. Hoping to read, another aspect of motivation, is discussed.

Keywords: reading attitudes, reading motivations, reading values, motivation assessment.

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CHAPTER 1

INTRODUCTION

Reading is a complex task that requires both cognitive skills and affective aspects such as motivation to read (Sainsbury, 2004). Motivation is important to the learning process by making a difference between learning that is superficial and learning that is internalized (Gambrell, 1996). Being motivated to read is important for a successful reader because it influences comprehension as well as fluency. A person's motivation and attitude for reading can determine his or her intention to read and to continue reading. In speaking of motivation to read, Gambrell (1996) stated the "central and most important goal of reading instruction is to foster the love of reading" (p. 14). Students must therefore, have both the "skill and the will" (p. 15) to read.

Dewey (1938) stated that "collateral learning in the way of formation of enduring attitudes, of likes and dislikes, may be and often is much more important than the spelling lesson or lesson in geography or history that is learned" (p. 48). Dewey (1938) claimed that attitudes toward learning are "what count in the future" (p. 48). He also believed that "the most important attitude that can be formed is that of desire to go on learning" (p. 48).

"Early motivation and early reading skill are mutually supportive, driving each other upward, (and downward)" (Guthrie, McRae, Coddington, Klauda, Wigfield, & Barosa, 2009, p. 196). Children develop a self-concept toward reading in response to their initial successes or failures when learning to read, and they may label themselves as poor readers (Chapman & Tunmer, 2003). Teachers teach their students the skills needed to become good readers but "if children are lacking certain aspects of reading, later reading development will usually suffer" (Chall & Jacobs, 2003, p. 14). In discussing the so-called fourth-grade slump, Hirsch (2003) stated that young readers can manage simple texts but "many students—particularly from low-

income families—struggle when it comes time in the fourth grade to tackle more advanced academic texts" (p. 10). Children who read well read more often and are motivated to read. "Children with inadequate vocabularies—who read slowly and without enjoyment—read less, have slower development of vocabulary knowledge which inhibits further growth in reading ability" (Stanovich, 1986, p. 318). Students who have had a successful, early start to reading may have been rewarded for their accomplishments both intellectually and in terms of motivation. Stanovich (1986) maintained that the rich get richer and the poor get poorer in terms of reading achievement. While many capable students have high motivation to read and high reading abilities, what can be done with students of high ability who are not motivated to read? How do educators explain students with low abilities who are motivated when most low readers are not?

Statement of the Purpose

Many studies have focused on students with high motivation and abilities (Roberts & Wilson, 2006; Wigfield & Guthrie, 1997). The purpose of this study was to examine other groups of readers who may be less motivated and less able. This study describes differences and similarities in attitudes and motivations among four second-grade students with different abilities. While the results may not be generalizable, the information gathered from this study will help educators to better understand reading motivation.

Research Questions

This study examines children's motivation to read. Specifically, the following research questions are answered:

1. What leads to the development of attitudes and motivation to read among second-grade students of varying abilities?

2. What similarities and differences exist among these students?

Limitations

A limitation of this study was that the researcher was also the participants' teacher in the classroom. Any time students self-report to a researcher who was also their teacher, they could say what they thought the teacher wanted to hear in an effort to please. For this reason, this study also used other information sources such as parent interviews, field notes on each student, student histories, and interviews with previous teachers. The study was also limited because only four students were studied and the results gathered are not generalizable to other populations of second-grade students. During conservational interviews and questionnaires, second grade students provided self-report information about themselves as readers and learners. Because of their ages, they were not always able to provide insightful information about literacy in their lives. This study is also limited in that no observations back up what the parents said in their interviews. There was no attempt to categorize the programs and procedures or report on the quality of what was used at home or in previous grades. Another limitation of the study was that affective aspects of learning were often hard to measure. This study was not able to identify all possible influences in developing the children's attitude and motivations.

Definition of Terms

Motivation is defined as the "forces within an organism that arouse and direct behavior, as internal sensory stimulation, ego needs, etc... [or] the process by which such forces arouse and direct behavior in one direction rather than another" (Harris & Hodges, 1995, p. 158).

Comprehension is defined as the "essence of reading" (Durkin, 2004, p. 12). Comprehension has also been defined by Ruddell & Unrau (1994):

A process in which the reader constructs meaning [in] interacting with text…

through a combination of prior knowledge and previous experience;

information available in the text; the stance [taken] in relationship to the

text; and immediate, remembered or anticipated social interactions and

communications. (p. 1467)

CHAPTER 2

REVIEW OF LITERATURE

The purpose of this study was to examine if and how children differ in their motivation to read. Specifically, the following research questions were addressed: What leads to the development of motivation to read among second-grade students of varying abilities? What similarities and differences exist among these students?

Reading teachers have two main goals for their students. One goal is to give their students the skills they need to read fluently and to comprehend what they read. The second goal is to help students develop a sense of enjoyment toward reading so they can "become self motivated readers and participate in the broader and deeper experiences that reading can bring" (Sainsbury, 2004, p. 15). This sense of enjoyment toward reading is highly related to motivation and positive reading attitudes. There is a relationship between these two goals in that reading motivation and attitudes influence reading comprehension (Morgan & Fuchs, 2007). This literature review will focus on reading comprehension, the phases of reading development, motivation and attitudes toward reading, and their applications in the classroom. Assessing reading motivation will also be addressed.

Development of Reading Comprehension

Reading comprehension is the process of constructing meaning from a text by using prior knowledge, information found in the text, the reader's stance, and recalled social interactions (Ruddell & Unrau, 1994). Comprehension has also been defined as "a constructive interactive process involving three factors—the reader, the text, and the context in which the text is read" (Gunning, 2010, p. 307). Two major cognitive predictors of text comprehension are past achievement in text comprehension and prior knowledge (Guthrie, Wigfield, Metsala, & Cox,

2004). Text comprehension may also be predicted by the amount of reading completed during school and out of school. Silent reading in class is also associated with an increase of text comprehension (Guthrie et al., 2004). Pressley (2002) listed five reading abilities that influence comprehension. These processes include the ability and disposition to decode words effectively and automatically by sight, understand word meanings, relate prior knowledge to text, engage in extensive personal reading, and use a variety of comprehension strategies.

Word level processes such as decoding and word identification affect comprehension. Knowing how to skillfully decode words by recognizing common letter chunks, blends, prefixes, suffixes, root words, and rimes can increase comprehension (Ehri, 1992). If a reader struggles and cannot decode a word, the reader will not be able to comprehend what is being read (Metsala & Ehri, 1998). "Developing word recognition skills in the primary years pays off with comprehension gains in the upper grades" (Pressley, 2002, p. 23).

There is a link between automatic word identification ability and reading comprehension. Pressley (2002) stated that the teaching of sight words helps readers to use less effort to decode. As word recognition becomes faster, it eventually becomes automatic allowing the attention that was once needed for word decoding to be devoted to comprehension (LaBerge & Samuels, 1974). Children "who read slowly and without enjoyment—read less and, as a result, have slower development of vocabulary knowledge, which inhibits further growth in reading ability" (Stanovich, 1986, p. 481). Word recognition and word recognition speed were associated with background knowledge (Klauda & Guthrie, 2008).

Extensive vocabulary promotes comprehension (McKeown, Beck, Omanson, & Pople, 1985). While most vocabulary is learned "incidentally rather than through instruction, teaching of vocabulary often encountered in texts improves comprehension" (Pressley, 2002, p. 23).

Teaching vocabulary may increase students' reading comprehension when "students make deep and extensive connections between vocabulary words and their definitions—that is, when the teaching requires the students to use the words in multiple ways over an extended period of time" (Pressley, 2000, p. 548).

Integration of one's prior knowledge with the text is a key to higher order processes involved with comprehension (Klauda & Guthrie, 2008). The richer a reader's world experiences and vicarious experiences, the richer the reader's schematic knowledge base for better comprehension (Pressley, 2000).

Becoming a fluent reader increases comprehension, and students become more fluent as they do extensive reading. For this reason elementary students are often told to, "Read! Read! Read!" Students should read extensively both literature and expository material (Pressley, 2000).

The explicit teaching of reading strategies has been shown to increase comprehension. Students should be taught how to search for meaning in text cues and how to use background knowledge. They should be taught to make predictions and to monitor their predictions and predict again when necessary. Students need to be shown how to construct a representation of the author's meaning. Students need to monitor, look back, reread and use fix-up strategies when the meaning of the text is unclear. Other comprehension strategies include finding main ideas, summarizing, and drawing conclusions from the text. Students can to be taught to infer, and to connect the text with personal experiences as well as to make connection to knowledge from other texts. Good readers know how to use these strategies (Block & Duffy, 2008).

Along with background knowledge, decoding, word meanings, sight word identification, and strategy use, there is an affective aspect of reading and reading comprehension. Guthrie et al. (2004) have shown that comprehension is connected with motivation and reading attitudes.

There is a correlation between reading motivation and the amount of reading students do. "Students who ranked in the top third of the reading motivation scale spent nearly 20 minutes more reading outside of school (29.80 minutes per day) than students in the bottom third on the motivation scales (10.52 minutes per day)" (Guthrie et al., 2004, p. 932). Individuals who are highly motivated to read tend to increase their reading amount over time.

In one study, reading motivation in the fall predicted growth in text comprehension from the fall to the spring (Wigfield & Guthrie, 1997). Guthrie et al. (2004) found reading motivation predicted the amount of reading done by students. They found that students with high reading motivation increased reading amount, which then increased text comprehension. Thus, reading motivation is important.

One study found that there was a positive reciprocal relationship between second grade students' fluency skills and their reading self-concept (Quirk, Schwanenflugel, & Webb, 2009). Such a finding may be a key in understanding the importance of fluency and its positive impact on a reader's self-concept.

Development of Reading Abilities

Comprehension may also be influenced by students' phases of reading development. Knowing the phases of reading development may also help educators to understand students' abilities to read and comprehend which may help educators understand students' motivations to read.

Children come to school from many different cultures and home backgrounds; each student is unique in that he or she comes to school with a unique cluster of literacy abilities. Students begin their school year with a wide range of reading abilities. Knowing how to teach

children at different levels of literacy can be challenging. Knowledge of the phases of literacy development is important to be able to instruct and motivate all children.

The International Reading Association and the National Association for the Education of Young Children stated that children typically progress through three basic phases of literacy development (NAEYC & IRA, 1998). Becoming conventional readers and writers is a gradual process where children begin in the early reader phase, then move to the transitional phase, and finally to the self-generative phase.

Early Readers

Early readers and writers can read simple texts on their own that are written by themselves or others. Children in the early reader stage rely on high frequency word knowledge or words they have read many times and can read automatically. Early readers have learned some phonics skills and strategies for decoding words they do not know by sight (McGee & Richgels, 2008). Early readers are motivated by situational interest, which is "temporary interest that arises spontaneously due to environmental factors such as task instruction or an engaging task" (Schraw, Flowerday, & Lehman, 2001, p. 211). Students can also be motivated by picture books and they can name specific books when asked about interests (Nolen, 2007). Teachers can support students at this stage by providing explicit instruction in word identification skills including letter-sound associations and by identifying words by reading chunks of words. Teachers scaffold instruction as students learn strategies to comprehend text. Students are taught to check if the decoded word makes sense when considered with pictures, story, and syntactic cues. Students should read authentic literature that approximates their reading level (Pressley, 2008). Students should read authentic literature written in "natural, uncontrolled language" (p. 474) and move away from basal readers that control vocabulary and isolate sounds" (Tunnell &

Jacobs, 1989). With such instruction and resources, the student will gradually move toward the transitional reading stage.

Transitional Readers

Children in the transitional reading phase can read longer sentences and know more high frequency words. They read simple chapter books and informational texts with greater fluency and comprehension. Second graders in the transitional phase are able to use vocabulary and grammar knowledge to help in comprehending text. Transitional readers develop comprehension strategies such as making predictions, monitoring their understanding, and making inferences (McGee & Richgels, 2008). Transitional readers are moving from situational interest to their individual interests. When asked which books motivate them, transitional learners can state a specific topic or as series of books and favorite authors (Nolen, 2007). Most children become transitional readers and writers in the second grade and stay in this phase through the third grade (McGee & Richgels, 2008).

Instruction with transitional readers continues to build students' skills in decoding, fluency, word recognition, spelling, and use of comprehension strategies instruction. Teachers continue to scaffold students as they read and write. Ideally, students are reading authentic literature and information books on their reading levels so each student is challenged but not frustrated. Vocabulary instruction is included in books read with and by the teacher, student-read books, and in content area learning. Reading and writing are connected to content area instruction (Pressley, 2008).

Self-generative Readers

    Some second graders enter the final stage of conventional development called the self-generative phase. In this phase the student becomes a highly skilled reader who uses many strategies to read harder texts, learn new vocabulary, and content material (McGee & Richgels, 2008). Self-generative readers are motivated by their own individual interests. Unlike transitional readers, when asked about books that motivated them, the self-generative reader will state specific genres (Nolen, 2007). Ideally, the self-generative phase of reading continues through the elementary years (McGee & Richgels, 2008).

    Instruction with self-generative readers includes reading and writing to learn the curriculum. Teachers scaffold students' learning as they develop new strategies for comprehension. Students continue to read authentic texts within their reading levels (Pressley, 2008). Students who have moved from the early reader and transitional stages to the self-generative stage usually have the "skill" but not all have the "will" to read (Gambrell, 1996, p. 15).

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Motivation Toward Reading

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Attitudes and reading motivation influence the amount of reading one does, and this influences an individual's reading comprehension. Mathewson (1994) proposed a model of attitude related to reading that explains how attitudes might affect reading (See Figure 1). Focusing on selected elements of Mathewson's model that applied to this study, the following adapted model suggested a direct pathway from attitudes to reading comprehension. Individuals' attitudes for reading influence their intention to read, and intention to read then influences reading itself. Reading includes text selection, attention, strategy use, and comprehension. Reading then

contributes to ideas, feelings, and internal emotions. Reading is also influenced by intrinsic and extrinsic motivations. Mathewson's model begins with cornerstone concepts.
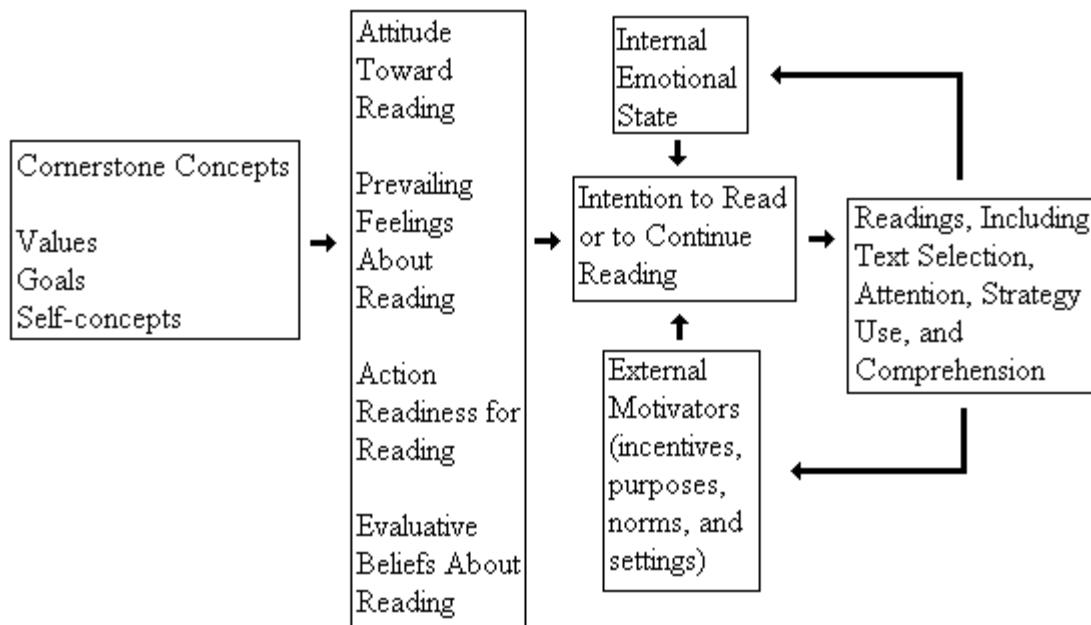
Figure 1. Model of Attitude Influence Upon Reading and Learning to Read. Adapted from "Model of Attitude Influence Upon Reading and Learning to Read," by G. C. Mathewson, 1994. In R. B. Ruddell & N. J. Unrau (Eds.), *Theoretical Models and Processes of Reading 5th ed.* pp 1431-1461. Copyright 2004 by International Reading Association.

Cornerstone Concepts

Students' most enduring reading interests are based on their cornerstone concepts, which are values, goals, and self-concepts. These cornerstone concepts are "interrelated, top-level determiners of attitude" (Mathewson, 1994, p. 1448). Cornerstone concepts help change students' attitudes and intentions to read.

Values. Values are the core conceptions of what is desirable within individuals and societies and vary from culture to culture. Values serve as general guidelines or standards for

behavior. "Values, attitudes and behavior are organized hierarchically with values at the top of the hierarchy, and hence the least susceptible to change" (Wigfield & Eccles, 1992). Children's motivation to read can be influenced by their parent's belief that reading is a pleasure (Baker & Scher, 2002). There is an association between a child's motivation to read and the parental involvement in the child's reading (Gottfired, Fleming, & Gottfried, 1998). One study that focused on parent involvement in reading with their Latino children found, "Higher parental involvement in reading was significantly related to higher levels of reading motivation in children" (Loera, Rueda, & Nakamoto, 2011, p. 16). A predictor of children's motivation to read is influenced by the quality of parent-child reading interactions (Sonnenschein & Munsterman, 2002). Jackson (2001) stressed that culture, values, and prior experiences are central in motivating urban students to make connections to new learning.

Goals. In Mathewson's model, goals are objectives or plans for outcomes of reading behavior that are desired by a reader. Attitudes toward reading become more favorable if the readings completed help readers move closer to their own personal goals. Goals may be cognitive or affective (Mathewson, 1994).

Self-concept. Self-concept is how people view themselves. "Two of the greatest motivators of learning are confidence in one's abilities and self-worth" (Jackson, 2001, p. 5). Some readers see themselves with a positive self-concept while other readers see themselves negatively. Students with low self-confidence for a reading task are less likely to try to read, and when they do try to read, they may give up when they find the task difficult (Schunk & Zimmerman 1997). Self-concept can be how people see themselves in the present. Readers' self-concept can also represent how they see themselves in the future (Cantor, Markus, Niedenthal, & Nurius, 1986). The positive image of the future self can be an image of potential

change for better or worse. For example, if a person sees himself or herself as a scientist, this will affect his or her attitudes for reading more toward that future self.

These three cornerstone concepts influence readers' behavior and influence their attitudes and intentions to read. Ideas gained from reading may change readers' cornerstone concepts. If cornerstone concepts are strengthened by reading, attitude toward reading becomes more positive. If cornerstone concepts are challenged, attitudes, toward reading may become negative (Mathewson, 1994).

Reading Attitudes

A student's reading attitude is an important part of the development of lifelong reading skills (Roberts & Wilson, 2006). Children's attitudes toward reading determine their intention to read or not read (Jackson, 2001). Students with positive reading attitudes are more motivated to read, read more often, and have higher reading achievement (Baker & Wigfield, 1999). Reading attitudes are influenced directly by three components: prevailing feelings about reading, action readiness for reading, and evaluative beliefs about reading. In turn, these attitudes influence intention to read.

Prevailing Feelings about Reading

Students' feelings about reading are related to their success at reading (McClendon, 1966). Intention to read and continue reading is also influenced by the "reader's internal emotional state and external purpose, incentives, and norms, as well as by the instructional setting provided by the teacher" (Ruddell & Unrau, 1994, p. 1470).

The affective component affects intention to read in many ways. Readers will struggle through and comprehend reading that is high above their instructional level if it contains high-

interest content (Shnayer, 1969). Intention to read is also affected by a reader's feelings toward the presence or absence of pictures (Samuels, 1970), print size and style (Mathewson, 1976), or an author's writing style (Mathewson, 1974). Fourth grade students increased their positive attitudes toward reading when offered paperback books rather than hardback books (Lowery & Grafft, 1968). There is a negative association between students' motivation to read and the use of school-like books (Baker & Scher, 2002).

Action Readiness Toward Reading

Action readiness is "an individual's disposition to respond favorably or unfavorably to an object, person, institution, or event" (Ajzen, 1989). This action readiness component influences intention to read. Intention can change simply by the amount of time it takes to read (Ruddell & Speaker, 1985). Struggling readers' attention is primarily on decoding and word recognition so the time spent reading might exceed their expectations. The reader might then change his or her intentions and stop reading (Adams, 1990). Often struggling readers' intentions may change to an avoidance of reading.

Evaluative Beliefs about Reading

Attitude refers to a positive or negative evaluation of some person, object, or thing (Beck, 1983). Evaluation is a cognitive component of Mathewson's model (1994). Cognitive conditions in reading include "background knowledge of language, word-analysis skills, text-processing strategies and understanding of classroom and social interaction" (Ruddell & Unrau, 1994, p. 1464). Reading is mainly a cognitive action but it is also influenced by the reader's feelings. In meaning construction the cognitive constantly interacts with the affective condition.

Cognitive and affective conditions are interconnected, interdependent, and interactive (Ruddell & Unrau, 1994).

Reading and Intention to Read

Intention is a commitment or planned behavior to read. As outlined above, intention can be influenced by readers' beliefs about reading, their feelings about reading, and their action readiness. Intention can also be affected by external motivators and internal emotional states. Motivators are a primary source of influence on intention to read, which then leads to reading itself (Mathewson, 1994). Intention is comprised of text selection, attention, strategy use, and comprehension. When a person is dissatisfied with the feelings or ideas from reading, a result could be decreased intention to read. When a person reads, feelings contribute to his or her satisfaction with the effect developed through reading. These feelings cycle back to intention to read again. External motivators come from outside sources and can be gold stars, good grades, or pizza parties. Internal motivation can come from a student reading an author's words and understanding the author's feelings. The reader constructs his or her own meanings and feelings having to do with the written text and then is influenced to continue reading. Mathewson refers to these positive feelings as the internal emotional state while others call this intrinsic motivation.

Intrinsic Motivation

Intrinsic motivation comes from interest in what one is doing and a mastery orientation toward the learning task (Gottfried, 1990). Intrinsic motivation includes goals from inside the reader and can come from personal interests and experiences that develop into reasons for reading (Sweet & Guthrie, 1996). Individuals with high levels of intrinsic motivation have a sense of competence (Miller, Behrens, Greene, & Newman, 1993). Individuals with high

intrinsic motivation cope with failure (Lehtinen, Vauras, Salonen, Olkinuora, & Kinnunen, 1995). High intrinsic motivation is also associated with high achievement in text-comprehension tasks such as the student knowing he or she will be teaching new learning to other students (Benware & Deci, 1984).

Intrinsic reading motivation is influenced by curiosity, involvement, and challenge (Guthrie et al, 2004). Curiosity is when students read about topics that interest them about the world. Involvement is a motivation influence when readers get lost in books. Some students are motivated by a challenge of reading and understanding stories with a complex plot. Other readers are motivated by social interaction. These socially motivated readers enjoy sharing books with friends, joining book clubs, and emulating reading heroes (Sweet & Guthrie, 1996).

Intrinsic motivation is an important aspect of lifelong, voluntary reading. Readers who are intrinsically motivated read frequently and have internal goals that direct their reading intentions. These readers have strategies for finding books, have special places for reading, schedule time for reading, and cope with distractions. Intrinsic motivation is important in the classroom because it supports strategy development and sustained thinking (Sweet & Guthrie, 1996).

Intrinsic motivation to read is also influenced by a student's home life. Parents and caregivers have great influence on their children's motivation to read. "Home experiences that promote intrinsic motivation to read are critical for young literacy learners" (Baker, Scher, & Mackler, 1997, p. 70). Parents' beliefs about reading influence their child's motivation to read. Parents, who see reading as enjoyable, generally raise children who have positive attitudes toward reading. When a child sees adults enjoying books, the child believes that reading for pleasure is worthwhile and will be interested in reading (Baker, et al., 1997). When children's

early experiences are enjoyable, in later years they are likely to read more often and broadly (Baker, 2003).

Simple home practices, such as lap reading, have been shown to influence young children's views of literacy by increasing their instructional motivation, enjoyment of reading, choice to read, and persistence to read. Children who experience lap reading change the type of questions asked from lower level questions to higher-level cognitive questions. With lap reading children also acquire basic academic information such as the names of letters, letter sounds, and directionality of print (Gregory & Morrison, 1998).

Extrinsic Motivation

Extrinsic motivation, on the other hand, is learning and reading to obtain external recognition, rewards, or incentives. Many students are motivated to read for both intrinsic and extrinsic reasons (Guthrie & Wigfield, 1977). Extrinsic goals for motivation include compliance, recognition, competition, and avoidance. Readers, who want to meet the teachers' expectations and be in line with classroom requirements, comply because the teacher assigned the reading. Some students are motivated when they want others to notice them for attaining their goal. These students want to acquire as many points or stars as possible so others will see and appreciate their hard work. A third extrinsic motivation is competition. These students work hard at schoolwork to achieve the highest grades and show others they are the best students. The final extrinsic motivator is work avoidance. Students often work hard on other tasks to avoid reading (Sweet & Guthrie, 1996). A student using avoidance might work hard to clean out his desk instead of reading during silent reading time.

Unlike intrinsic motivation that comes from within the student, extrinsic motivations can come from teachers or parents. Points, stars, and pizza are all commonly used to extrinsically

motivate students to read. These powerful motivators can result in effort and attention. However, extrinsic motivation may last for only a brief time. When the reading task is complete, and the prize is won, the reading often stops. Unlike intrinsic motivation, extrinsic motivation frequently does not generate renewed motivation for reading although that is always the hope. The teacher or parent must create a new reward or shorten the time involved for the reader to keep reading.

External rewards can reduce interest in an already high-interest task but rewards may promote interest when self-efficacy is enhanced (Bandura, 1982). When students have to work on a specific task to receive a reward, students view the task as a control of behavior and the students do not have increased competence in the task so the extrinsic reward may have negative effects on behavior (Deci, Koestner, & Ryan, 1999). Extrinsic motivation may have positive short-term effects on reading but generally has a negative long-term effect on helping students become life long readers (Sweet & Guthrie, 1996).

Fawson and Moore (1999) stated that literacy related external rewards, such as books, should be used to motivate students so students can connect reading behavior and their rewards. The same researchers recommended using rewards only with "children who need a jump-start in their reading and then when they begin to increase their reading competence, the rewards be made less salient" (p. 338).

Development of Motivation in Children

Many quantitative research studies have been conducted concerning children's motivation. Baker and Wigfield's (1999) study concluded that there are many different dimensions of reading motivation. The same study showed students are different in their reading profiles and the differences relate to achievement. Gottfried (1990) found that motivation

predicts motivation in future grades and achievement also predicts motivation in future grades. So motivation to read is especially important to nurture in early grades. Other research shows that although motivation can decline, instructional practices that target motivation can reverse children's motivation (Wigfield, Guthrie, Tonks, & Perencevich, 2004). Children who read often have high reading comprehension. Children who are motivated intrinsically read more frequently than children who are not motivated (Wigfield & Guthrie (1997). Chapman and Tunmer (2003) found that there needs to be a change from teaching pure cognitive beginning reading skills to including motivational and emotional reading skills. Their research has shown children develop a self-concept toward reading in response to their initial successes or failures when learning to read, and they may label themselves as poor readers (Chapman & Tunmer, 2003).

The beginning reading experience is important to the growth of positive motivation, but few studies have been done with primary grade children. Research needs to be done to study early reading motivation and attitudes "such as through repeated interviews with students by gender and varying levels of ability across the early grades" (Malloy & Gambrell, 2008, p. 234).

Stanovich (1986) discussed the Matthew Effects in reading where the rich or more able readers become richer or better readers and the less able readers become poorer readers. He gives three reasons that good readers become better readers. First, good readers develop vocabulary knowledge that helps with reading comprehension. Being able to read and comprehend what is being read is a "major mechanism leading to vocabulary growth which in turn enables more efficient reading" (p.480). "This is a reciprocal relationship that should continue to drive further growth in reading throughout a person's development" (p. 481). Second, good readers have a higher volume of reading outside the classroom. They are exposed

to more written word than less able readers. Good readers "expand their knowledge base that

they thus acquire probably facilitates the induction of new word meaning" (p. 483). Better

readers "appear to learn new words from context with a greater efficiency than do less-able

readers" (p. 483). Third, these rich readers are rewarded for their early accomplishments both

intellectually and in terms of motivation to read again.

Conversely, poor readers are sometimes a result of poor home or social environments.

Sometimes they lack certain reading skills. The cognitive side effects of poor reading ability

may be "displayed by less task persistence than the better readers" (Stanovich, 1986, p. 493).

"Their behavioral and attribution patterns displayed characteristics consistent with the concept of

academic learned helplessness" (p. 493). Not only do these poorer readers get further behind,

but they also show a lack of task persistence and lack of motivation that might increase future

reading problems.

Motivation of Students in the Classroom

Motivation plays an important role in learning. It makes the difference between learning

that is shallow and learning that is deep and internalized. Gambrell, (1996) wrote the following:

Because of the powerful influence that motivation plays in literacy learning,

teachers are more interested than ever before in understanding the relationships

that exist between motivation and achievement and in learning how to help all

students achieve the goal of becoming effective, livelong learners, (p. 15).

Reading motivation can be enhanced by the class environment and social interactions

among students. Gambrell (1996) discussed ways to increase motivation in first-grade

classrooms. Classrooms with students who have high motivation have more books available to

students. These classrooms have elaborate reading corners with pillows, rocking chairs, posters,

and bulletin boards that relate to the joy of reading. In classrooms with highly motivated students more verbal interaction about books and reading occurred as well as more time being provided for students to read silently.

Gambrell (1996) found four key features in classrooms that promoted motivation to read in third and fifth grades. These key features are access to books in the classroom, opportunities to self-select books, social interactions with others about books, and familiarity with books.

Increasing the quantity of books available has a direct positive influence on early readers' motivation to read. Student choice of books is also a factor. Students say of the books they enjoyed the most, 80 percent of the students had self-selected the books from the classroom libraries. Students are more engaged when they are given choice rather than being assigned a book by the teacher. The opportunity of interacting socially with others about books is also important. Students have commented that they choose books because friends, teachers, and parents have told them about the book. These social interactions have a positive influence on reading achievement. Familiarity with books also affects motivation. Students want to read and are curious about books that are somewhat familiar. Students like to read books about topics they know something about. This connects with discussions, social interaction, and learning something about books before reading (Gambrell, 1996).

Tunnell and Jacobs (2008) brought forward six ways to organize the classroom to get children into books. First, the teacher sets the example of "enthusiasm and appreciation of literature through attitudes and examples" (p. 220). Second, the teacher needs to provide a wide variety of books. The third way to organize a classroom to get children into books is to take time for books with silent reading, reading aloud, and taking time to go to the library. Fourth, teachers can create a reading atmosphere in the classroom by making a community of readers

who read and discuss books. Posters, bookmarks, students reading in other places besides their desks, and teachers connecting students to authors can also influence the reading atmosphere (p. 223). A fifth way to get children into books is to involve their parents. Parents can read with and to the child, buy books for presents, discuss books with their child, and encourage the child to read regularly at home. A final way to get children into books is to choose meaningful activities and assignments for the students. Activities should be to "enhance their experience, not to check their reading or evaluate their comprehension" (p. 224).

Summary

Reading teachers have two main goals for their students. The first goal is to promote the skills they need to read fluently and with comprehension. Key factors in reading instruction are the explicit teaching of reading comprehension strategies and knowing the phases of literacy development to help each child become a fluent reader.

The second goal is to promote motivation. Teachers must develop in their students a sense of enjoyment toward reading so the students will be motivated, lifelong learners. Motivation to read begins with a student's values, goals, and self-concept which affect the student's attitude toward reading. The attitude towards reading then affects the student's intention to read and intention leads to actual reading. Reading can be intrinsically motivated, which influences the student to read again and again or extrinsically motivated. It is important that teachers are aware of classroom practices that encourage students to be intrinsically motivated such as student access to books, self-selection of books, social interaction about books, and familiarity with books.

More research needs to be done on reading motivation. Guthrie and Wigfield (2000) call for qualitative studies to provide "richer characterizations of engaged and motivated readers" (p.

417). Many of these studies have been done in the upper elementary grades but Guthrie and

Wigfield state, "Studies are especially needed in young readers from ages three to eight years"

(p. 417). Few qualitative studies have been completed to describe the development of motivation

in young students of varying abilities and attitudes. Why are some students successful and other

students are not? How do teachers motivate all students to read? This study will use qualitative

methods to examine second grade children with high and low reading abilities to discover how

their motivation to read was developed.

CHAPTER 3

METHODS AND PROCEDURES

Students' motivations for reading are influenced by their comprehension, cornerstone concepts, attitudes toward reading, and intentions. How a student feels about the importance of learning to read, write, and spell as well as how he or she experiences successes and failures also effect reading motivation. Qualitative methods were used to study second-grade students' reading motivations and its important connection to students' feelings.

Qualitative research is "conducted in naturalistic settings in order to make sense of, or interpret, phenomena in terms of the meanings that people bring to them" (Harris & Hodges, 1995 p. 200). This was appropriate since the research questions addressed dealt with how second-grade students of varying reading attitudes and abilities differ in their reading motivation. The researcher conducted case studies with four children of varying abilities and motivations. This chapter discusses participants, procedures, and data analysis.

Participants

Four participants were chosen from 24 second-grade students in the researcher's own classroom. All students were seven or eight years old. Participants were from a predominately white, middle class school in the western part of the United States. Nearly 90% of the student body of the school was Caucasian, 6% Hispanic, and all other groups were 4% or lower. The number of students receiving free or reduced lunch was 28%. Students identified as English Language Learners represented just over three percent of the student body. All participants and their parents signed consent forms (see Appendix B). Students were selected using two criteria: students' reading abilities and their motivations to read.

To measure students' reading abilities the Developmental Reading Assessment (DRA) (Beaver & Carter, 2003) was used. The DRA was administered individually and assessed word identification, comprehension, and reading fluency. According to school district policy, the DRA was administered individually by the elementary teacher to all students in the class in September.

To assess students' reading motivation the Motivation to Read Profile (MRP) (Grambrell et al., 1996) was used. This assessment tool measured three dimensions of motivation to read: self-concept as a reader, value of reading, and reasons for reading using a reading survey and an interview. The MRP was administered orally to the entire class. The first 10 questions were given in one session and the final 10 questions during a second session. Students were told that the questionnaire would not be graded, and results of the questionnaire would help the teacher make reading more interesting, and they should provide their most honest responses. The questionnaires were scored according to the directions given in the assessment.

The Reading Survey section of the MRP assessed self-concept as a reader and the value a student places on reading. The RS was administered to the entire class and used a 4-point response scale in which the student reported his or her responses to the questions.

The first part of the Reading Survey consisted of 10 questions about self-concept as a reader to discover students' self-perceived competence for reading and how they perceived their reading as compared to that of their peers. Questions concerning frequency of reading and how they feel their friends saw them as readers were included in this section of the survey. The first part of the survey was administered on one day in about 10 minutes.

The second part of the Reading Survey had 10 questions about how the student valued reading tasks like engagement and reading related activities. Questions in this section included

how important reading was to the student and how the student felt when the teacher asked a question about what the he or she just read. This part of the survey was administered individually and took about 10 minutes per child. The Reading Survey was administered on a second day.

The Conversational Interview section of the MRP was given individually and provided information about students' reading motivation such as what books and stories were most interesting, favorite authors, and where and how the child located reading materials that interested him or her the most" (Gambrell, et al., 1996). The Conversational Interview had three sections that each took about five to seven minutes to administer. The first section was about narrative text and had three open-ended, free response questions. Section two had three open ended questions about informational reading and how reading materials were found. The last section was on general factors and reading motivation and included eight open-ended free response questions. Section three included questions about reading at home and at school as well as social aspects of reading. The interviews provided information about students' reading experiences and motivation in an informal manner.

Scores from the DRA and the MRP were used to select four participants based on their reading proficiency. The first was a student named Ky who had low motivation and low reading ability scores (LL). The second participant was Bob who had low motivation and high reading ability (LH). The third participant, Alex, had a high motivation score but below average reading ability scores (HL). The final participant, Olivia, had relatively high motivation and high reading ability scores (HH).

Procedures

A multi-case study design was used to describe the literacy profiles of the four students. In each case, factors that had influenced their motivation were identified and then the development of each student was described in terms of his or her reading ability and motivation to read, and similarities and differences among these students were described. Qualitative information was gathered for six weeks. Data sources included observations of the students in the classroom, individual conversational interviews, parent interviews, student histories, and interviews with previous teachers.

Student Observations

The researcher observed students and recorded field notes about students' attitudes and motivations. Students were observed throughout each school day for actions that reflect reading motivations such as social interactions with others about books, self-selection of books, and familiarity with books (Gambrell 1996). Brief notes were taken during class and lengthy observations were written at the end of each day. The observations were recorded on the Student Observation form in Appendix C.

Conversational Interviews

Participants were interviewed individually by the researcher to gain further information concerning the different ways they were motivated to read. The first two weeks of conversational interviews were based on the interviews in the Early Literacy Motivation Scale (ELMS) (Wilson & Trainin, 2007). Questions probed the students' interests in reading, writing, and spelling. The interview questions were divided into four subscales. The first category, Attributions for Literacy Activities Subscale, identified to what factors the students attributed their successes. The second category, Competence and Difficulty Subscale, measured the

students' feelings of competence in literacy. The third group was the Self-efficacy Subscale that determined how the students felt about the tasks of reading, writing, and spelling. The final subscale was the Achievement Related Values Subscale that highlighted the students' feelings toward the importance of reading, writing, and spelling.

Questions from week three interviews were adapted from the Reader Self-Perception Scale (RSPS) (Henk & Melnick, 1995). The questions on this scale probed the students' feelings about themselves as readers and how they compared themselves with other students and how they perceived their reading ability. The RSPS had five subscales: general perception, progress, observational comparison, social feedback, and physiological states. The interviewer read the statements and the students answered strongly disagree, disagree, undecided, agree, or strongly agree.

The researcher found that more information was needed to supplement the observational data, so the Motivations for Reading Questionnaire (MRQ) (Wigfield & Guthrie, 1997) was adapted for interviews during week four. This questionnaire had eleven subscales: efficacy, challenge, curiosity, aesthetic enjoyment, importance, compliance, recognition, grades, social reasons, competition, and work avoidance. The interviewer reads statements related to the reading subscales and each student said they were, "very different from me, a little different from me, a little like me or a lot like me."

Interviews for week five were adapted from research on reading motivation and reading comprehension growth (Guthrie, Hoa, Wigfield, Tonks, Humenick, & Littles 2007). Semi-structured interview questions were open-ended with no set answers. The questions centered on interest in reading, perceived control, collaboration, efficacy, broader reading, and involvement in both information book reading and narrative book reading.

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Interviews for week six were adapted from Atwell (1987). The questions probed each student's background with questions such as, "What do you remember about learning to read?" Evaluator-made questions were added about valuing reading, goals, and self-esteem. These include questions such as, "Would you rather read a book or clean out your desk?"

Conversational interviews were conducted with individual participants in the speech teacher's office for 30 to 45 minutes each week for six weeks. The interviews were conducted individually with the interviewer tape recording students' responses. During the third through sixth weeks the content of each of the interviews was further individualized to probe deeper into areas that appeared to lead to each student's motivation for reading. Interviews were recorded and transcribed for analysis.

Parent Interviews

Another source of information was gathered from parent interviews. The parent interview questions requested information about the students' reading habits at home, access to reading materials, parent read-alouds, feelings about school, as well as the educational levels and reading habits of the parents. The interview questions were adapted from a course material (Feinauer, 2009). The parent interviews were recorded and transcribed for analysis. A copy of the interview form is in Appendix D.

Student Histories

Student histories were compiled from information gathered in the participants' cumulative folders, school library checkout histories, and student reading logs. Information gathered from students' cumulative folders were attendance records, grades, test scores, and referrals for special services. Information from reading logs includes the titles and levels of

books read as well as the specific genres read by the student. Reading log information was found in the individual student's Accelerated Reading Record (Renaissance Learning, 2009). Library checkout records gave information about book titles, genres, and reading levels of borrowed books. These student histories helped the researcher discover the participants' reading interests, academic strengths and weaknesses, and achievement levels.

Interviews with Previous Teachers

Former teachers of the four participants were interviewed to give additional insight into their students' motivations for literacy and academic abilities in previous grades (see Appendix E). Each previous teacher signed a consent form to be interviewed (see Appendix F). Questions for previous teacher interviews were researcher generated. Interviews with former teachers were recorded and transcribed for analysis.

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Data Analysis

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In qualitative research, the collection of data and analysis of data are simultaneous so the researcher can record and test ideas and possible conclusions. Interviews were scripted but left open for variations.

The data were coded to examine understandings about the students' motivation to read such as their feelings about reading at home, as well as searching for alternative ways to understand the data (Toma, 2006). The researcher coded the transcriptions by using colored pencils to underline an idea then a different color to underline the next idea.
When the categories were established, the data were typed on a chart according to categories to make it easier to analyze. The major categories were attitudes, motivations, and values (see Table 1 for the subcategories for each of these areas). Each category was then summarized for each participant. When all the summaries were written, the ideas   were merged until there were

two to three summative findings for each of the participants. Case studies were written based on

these findings for each of the four participants.

Data were analyzed by transcribing the conversational interview data, parent interview

data, previous teacher interview data, and student observation data then organizing the data into

categories, themes, and patterns according to individual ideas found in the interview

transcriptions.

Table 1

Three Major Areas of Student Motivation with Subcategories

Attitudes	Motivations	Values
Action Readiness	Challenge	Achievement Related Values
Attributions	Competition	Goals
Evaluative Beliefs	Compliance	Self-Esteem
Feelings	Enjoyment	
Interest	Grades	
Perceived Control	Observational Comparison	
Self Efficacy	Reading Curiosity	
	Recognition	
	Rewards	
	Social Feedback	

CHAPTER 4

RESULTS

The purpose of this study was to examine four children's motivation to read by using a multi-case study design to describe literacy profiles and identify patterns and categories that had influenced motivation. Students were selected for the study by their scores on the Motivation to Read Profile and their reading ability score on the Developmental Reading Assessment. One of the students chosen for the study received low motivation and low reading scores (LL). Another student received low motivation to read and high reading scores (LH). The third student received high motivation and low reading scores (HL), and the final student received high motivation and high reading scores (HH) as shown in Table 2. The qualitative data were

Table 2

Reading Motivation and Reading Ability of Study Participants

	Ky	Bob	Alex	Olivia
Motivation	Low	Low	High	High
Reading Ability	Low	High	Low	High

gathered over a six-week period. The data sources consisted of observations of the students in the classroom, individual conversational interviews, parent questionnaires, student histories, and interviews with previous teachers. Transcriptions of the interviews and other data were coded to examine understandings of each student's reading development and motivations to read. Specifically, the questions to be answered were:

1. What leads to students' development of motivation to read among second grade students of varying abilities?

2. What similarities and differences exist among these students?

This chapter will first present the individual literacy profiles of the four participants. Next, findings are compared and contrasted in three major areas to answer the research questions: attitudes, motivations, and values.

Descriptions of Literacy Profiles of Four Second Graders

Data sources were coded to reveal information for the literacy profiles of each of the participants. Each profile addressed the attitudes of the student in areas such as action readiness, attributions, and self-efficacy. Profiles also included motivations of each student and the specific sub-categories that motivated the student. Finally, each student's profile addressed information about the student's values such as achievement related values, goals, and self-esteem.

Ky

This eight-year-old boy liked to play Wii (video game), ride his rip stick (skateboard), and play sports. He had a fun personality, a winning smile, and many friends. Ky struggled with reading and writing. His parents were very concerned with his lack of reading progress so they sent him to a reading tutor three days a week. The family used a Hooked on Phonics program and he also used a program called Your Baby Can Read. His parents reported that reading at home involved a lot of whining and crying. Ky was chosen for the study for having low motivation and low reading test scores.

Ky tried hard to appear to be a good reader to his peers but with as little effort as possible. His attitude was affected by a negative reading self-efficacy. During silent reading, he spent his time moving his finger fast down the page, but not reading. He liked to select books

that were too difficult for him and carry them around to show off what he was reading. He had even carried a hard chapter book to lunch. He liked to take a lot of Accelerated Reader (AR) tests without actually reading the books. While he received low grades on the tests, he bragged to his friends that he had aced them. When he selected a new silent reading book, he would glance around the room first before getting a book from the easy baskets. If anyone were looking at him, he would quickly move over to the harder book baskets. When I was giving him hard words to try to spell he would brag and say they were too easy. He asked for some harder words even though he was not successful or willing to try to spell the easier words. He would brag and tell me he read six books a day. He liked to brag and to talk big about his reading and writing to all who would listen.

Ky worked hard on his assignments only if he was held accountable for them. One time he stopped writing his spelling words until he saw me watching, then he got his work back out and finished. When reading a phonics poem chorally he would look away from the poster and stop reading. When he saw me watching, he would refocus and try to read along. Sometimes he pretended to read the poem along with the class by moving his lips as if to say, "blah, blah, blah." On another day he did not work on the spelling sort until I asked him to do it with me on a small white board. During a read aloud, it appeared he was not listening. When I mentioned to the class that they would be writing a paper to finish the story, he started to listen. Later when he was organizing his paper, he asked to look at the book again because he could not remember the beginning. When he worked on a spelling paper, he worked hard on the first half but when time was up he just filled in the rest of the answers from the answer box because he did not like to take incomplete work home to finish as homework.

Ky had become an expert at avoiding reading. He pretended to read silently and to write in his journal during silent reading time. He liked to take shortcuts like looking just at the pictures instead of reading. During reading group, Ky did not try to whisper read until it was his turn and he just looked at the pictures. During silent reading he played with his pencils, cleaned out his desk, stared at other students reading, played with things in his desk, looked at the illustrations, went to the restroom, played with his pencil box, and stared at the same page for minutes at a time. He spent a lot of his silent reading time at the book baskets choosing a book or trying to visit with others at the baskets. He often did not participate during read aloud time but instead played with his shoes, went to the restroom for extended periods, or played with the carpet. He admitted to doing as little schoolwork as possible in reading. He avoided doing homework as well. At home, he whined and cried to get out of reading and doing homework.

When Ky encountered a hard word, he did not have the confidence to try to read it. He reported that he sometimes felt as if he was not smart and could not get the word. He felt as if reading in class and spelling was hard for him. He did not like to read unless it was easy. Although he enjoyed working on the white boards, he did not like working on phonics or blending sounds on the white boards. He would read slowly, word by word, and needed a lot of help. He did not like his peers seeing his work. He once played a reading game with his partner and got frustrated and would not take his turn. When the game got too hard for him, he shut down and would not play. Ky did not want to look like he did not know the word in front of his partner. When I asked him how he would feel about reading in front of the class, he said he would not feel good. He would feel embarrassed and uncomfortable. Ky thought his classmates did not like to listen to him read and his family did not think he was a good reader. His mother

reported that reading was a chore for Ky and when he read at home there were a lot of tears and complaints.

Ky's involvement with reading was a struggle for him. He had problems decoding words and had problems identifying high frequency words. He had great ideas for writing, but he had major problems getting his ideas down on paper. Sometimes he just pretended to write in his journal. He tried to take shortcuts like flipping through a book instead of using the index or table of contents. Ky had a lot of prior knowledge, understood new vocabulary, and could make reasonable predictions after a picture walk. He could also make appropriate connections with the text. He was slowly getting to be a better reader and he was making progress, especially with using comprehension strategies.

When it comes to reading motivation, Ky was motivated in several different ways--by challenge, competition, and grades but not by compliance and not by the enjoyment that can be found in reading. Ky was motivated by the attention of others when he appeared to be reading thick challenging books. He wanted to appear to read the harder books. Ky said if a book were too hard he would keep reading it. He said he liked to learn difficult things from reading, but words were not supported with actions. Ky had problems collaborating with a partner. Ky did not like being in a situation where he did not know the answer or understand. When he read his writing to his group, he only read about half of it and told the rest. He did not like his peers to see his faults. He did not seem to mind working with me to fix mistakes in his work. Ky did boast that he talked to his friends about what he was reading and he liked to help his friends with their schoolwork in reading, but these behaviors were not observed.

Ky was motivated by competition. He liked to take many Accelerated Reader tests to show others he was smart. He liked to brag to the other students about how well he was doing.

Ky said he was willing to work hard to read better than his friends and he liked to say he was finished with his reading before other students. He said he read more than other kids and he knew more words than others. He was not motivated by compliance and he had to be held accountable for his work. He did not seem to be motivated by enjoyment because he said he read only because he had to. Ky did claim he felt like he made friends with people in books and he claimed he sometimes lost track of time when reading about an interesting topic, but these statements were unsupported. He was motivated to read to improve his grades and he saw grades as a good way to see how he was doing in reading. He said his parents asked him about his reading grades. Ky was motivated by curiosity. Ky claimed to read to learn more about information that interested him. He liked to read and look at nonfiction books.

Ky was motivated by observational comparison, recognition, and social feedback. He wanted to be recognized by his peers as a reader. He wanted them to notice he was reading hard books and he did not want his peers to see his faults in reading. Ky was very motivated by recognition. He bragged to his friends that he read 50 books last month. He said that his friends told him he was a good reader and he was happy when someone recognized his reading. Ky claimed he talked to his friends and family about what he was reading and he liked to trade books with his peers, but most of the time this was for show. He enjoyed hearing his teacher say he reads well. He believed his family thought he was not a good reader, but they did like to hear him read.

Ky was from a family that claimed to value reading. His family's achievement-related values were shown by going the extra mile to give him every opportunity to learn to be a successful reader such as having a reading tutor, and purchasing materials and programs. His mom read aloud to him each night before bed. Ky owned many books. His family also valued

reading the Bible together each night. He said that it was very important to him to be a good

reader, writer, and speller. He saw reading as a way to become smarter and to get a lot of good

information. Ky was a smart child who had made a lot of progress, but could have made more.

Ky had many goals for reading. He planned to read harder books every day. Ky wanted

to be successful in high school and attend college. He planned to become an artist and draw

pictures. He had already planned on a way to use reading and writing to caption the pictures he

would draw.

In summary, Ky saw himself as being very smart. He believed he read as well as other

students and believed he read more than others. He did not want to look bad in front of his peers

in reading. If his low reading efficacy got in the way of being successful in playing a partner

game, he would get frustrated and not take his turn. When his partner edited his paper, he got

upset and took the paper away from his partner. Ky lacked confidence in reading and writing. If

asked to read his writing aloud he would "tell" the writing instead of reading what he had

written. Ky's self esteem was very high in sports and nonacademic areas and also in some

academic areas such as science.

Bob

Bob was an eight-year-old boy who liked video games and playing with his friends.

Bob's interest in books started early but seemed to fade, as he grew older. His mother reported

when Bob was just a few years old he would carry around his older brother's books. When he

was about four years old he learned to read simple books and the words on video games without

any instruction from his parents. His mother also reported that now he read only to fulfill the

requirements for school. He was chosen for the study for having low motivation and high

reading ability scores.

Bob's action readiness for reading was both positive and negative. At the beginning of second grade he would write no more than two lines in his journal and he would avoid reading during silent reading. As the year progressed he wrote more. He would speed through writing organizers to begin his writing task. Bob liked to make others laugh with his writing. He was finally writing several pages at a time in his journal. He had a good attitude toward reading when interested in a story or subject, but he still avoided self-selected silent reading. He was a good reader but did not read during classroom silent reading time unless I was watching. Once I helped him become interested in a book, he would fly through the pages. He was very hard to get started reading and resisted help. This was the opposite of how he was in earlier grades.

Bob was a very good reader with high reading self-efficacy. He felt he was smart and said he felt good about decoding words. He did not have problems reading, writing, or spelling in class but he did say he needed extra help thinking of stories to write. When he first came to second grade, he did not like writing. Later in the year he liked to share his writing and enjoyed the positive feedback from his peers. He had excellent reading skills and strategies. He was a confident reader and believed he read faster, read more, and did not have to try as hard as other kids in the class.

Despite this, Bob often had negative feelings toward reading. He felt that reading was a chore and he read only because he had to. He did not like reading something when the words were too difficult. Bob said that hard words did not make him feel good and that complicated stories were not fun to read. Although he had great prior knowledge and vocabulary, he did not like vocabulary questions. He did not like to read assigned books but preferred to pick his own books. Bob liked to read with goofy voices. He did like to read if he was interested in the story. He felt good about his abilities.

Bob was great at collaboration with his reading partners. He helped his partner with root words, rhyming words, and main ideas. He had great skills and liked to share them with his partner or group. He enjoyed sharing his writing with those at his table and beamed when they clapped for him. With just a quick picture walk he could tell his partner the details of the story they were reading. When a game was too easy for him, but not for his partner, he did not handle it well. Bob was often more knowledgeable than his peers. He got bored and played around if he was not interested. It was observed that he liked to trade books with friends. He liked to talk about books with his friends and his parents.

Bob's had high reading skills. He had great phonics knowledge and reading strategies. He knew skills that had not been taught yet in second grade. He was a very fast and accurate reader with a high vocabulary and a lot of prior knowledge. Bob always made 100 on his spelling tests and wrote very descriptive stories.

Bob often got bored with reading. He spent a lot of his silent reading time avoiding work. He spent most of his silent reading time socializing at the book baskets. Instead of selecting a book, he tried to get others to talk to him so he did not have to read. When he found a book, he would often return to his desk, flip through the book, read the first few pages, and then he would go back to the book baskets to try to chat with someone else. Silent reading time also involved playing, daydreaming, staring at the wall, leaning back in his chair, or disturbing other students. During group reading similar behavior was seen. If he were not interested in the group book, he would not answer any questions or make any predictions. He did the minimum amount of reading unless he was held accountable. During choral reading of the phonics poem, he looked down instead of participating. He did not participate unless I was watching him. When I asked him to read his book to me, he would read beautifully, and then he would be surprised that

the book was good. When this happened, he would go back to his seat and finish the rest of the book. If I did not get him started on the book, he would usually continue with work avoidance behaviors until I intervened. On his own, he did as little schoolwork as possible in reading and said he read because he had to.

Bob was not motivated by competition, rewards, or observational comparison, but he was motivated by challenge. He liked hard challenging books that made him think. He liked to learn difficult things from reading and he liked long, involved stories. If he were interested in a project, he would read difficult material. He had great skills such as looking in the glossary to find out hard words in difficult, high interest books. He was also motivated by compliance. He always did his reading work exactly as the teacher wanted it and finished every assignment on time but never did more than was asked. His mom said he read at home to fulfill the requirements for school because he had to and she watched him.

Bob was motivated to reading by enjoyment if he could read fantasy and make-believe stories. He said he made pictures in his mind as he read. He felt as though he made friends with the people in books and he had favorite authors. When he read about something interesting, he would lose track of time. He enjoyed adventure stories. He was somewhat motivated by grades and he saw grades as a good way to measure how he was doing in reading. Bob read to improve his grades and he looked forward to finding out his reading grades.

Bob was also motivated by curiosity. He read to learn more information about topics that interested him. He read to learn more about his hobbies. If the teacher talked about something interesting, he would frequently want to read more about it. He was motivated by recognition and social feedback for his reading and writing. He believed his friends, family, and teacher

liked to hear him read. Bob liked to get compliments for his work from his parents, teacher, and peers.

Bob valued reading and saw reading as an important activity to learn and to get smarter. His parents were very involved in his learning and made sure he was reading at home each night. He wrote stories at home just because he wanted to. He talked about books with his mom and dad when they asked him to.

Bob had definite goals for his future. He planned to go to college and study science. His Accelerated Reading goal was to read harder books. He knew he would be successful in the future in math and reading. When he became a scientist, he planned to use reading to learn new things and learn how to make things.

Bob had a high self-esteem and believed he was very smart. He felt that school was too easy and needed to be more challenging. He saw himself getting better and better at reading, as he gets older. Bob's high efficacy for reading influenced his decisions for future learning and interest. Still, he was not always naturally self-motivated when literacy was taught or practiced in class.

Alex

Alex was an eight-year-old girl who was full of energy. She enjoyed riding bikes, swimming, playing with her friends, and drawing. Alex was a very eager participant who enjoyed the individual attention during the conversational interviews. Alex was a good math student but struggled with reading, writing, and spelling. Alex was chosen for the study by her high score on an assessment related to motivation (MRP) and her low reading ability score (DRA).

Alex was very shy when it came to reading aloud in class. This shyness was observed even after she had practiced her reading before hand. She did not want to read aloud in class until she had time to memorize the words. When asked how she would feel about reading aloud to the whole class she got very fearful and nervous and started rubbing her eyes and they became wet. During reading group sessions she would listen while other students whisper read then she would try to quickly memorize what they were reading before trying to whisper read by herself. Alex got very involved with her writing but could not read it back. When she shared her writing with students at her table, she did not read her writing; she "told" what the writing said. This shyness or lack of confidence in her literacy skills was a factor in Alex having missed a lot of school. She said she was sick, but her sister reported that Alex was not sick--she just did not want to come to school because of a test or an assignment. She seemed to miss school on spelling test days, oral report days, and science presentation days. She spent a lot of individual time with me catching up on her missed work. She seemed to enjoy the individual attention and help with her work.

Alex was also very dependent on using pictures to help her with meaning in texts she reads. She spent a lot of time on picture walks examining each picture as if she were trying to memorize everything in the picture. She seemed to enjoy looking at the pictures more than actually reading the stories. After the picture walk, she was able to make very thoughtful predictions about the text. When given a story to read without pictures, she would decode letter-by-letter and word-by-word. She got very frustrated because she was unable to remember what she had read.

Alex's reading attitude included negative attributions. Alex reported that the reason she was having problems reading involved being an unlucky person. She also maintained that she

was unable to read because she did not try very hard. I observed that she tried very hard and she truly desired to read well. She reported that the reason she was not able to read hard words was that no one helped her. When faced with a difficult reading task she believed she would probably not get anything right. Because of her low reading efficacy and struggles with using phonics, she needed a lot teacher support to get through grade level texts.

Alex collaborated with her assigned partner by listening and learning but not by being an active participant in the group. Her partner talked about the assignment and she would listen as if she was trying to memorize every word her partner said. She had problems discussing the assigned topic with her partner so she let her partner take the lead and do all the talking and writing for her group. Alex's contribution to the group was to nod, agree with whatever her partner said, and allow her partner to do all the talking during presentations to the class. She seemed relieved when she heard about group projects or Turn-and-Talks with partners instead of working on her own.

Alex's involvement with literacy included struggles with applying phonics, decoding words, and remembering what she had written or just read. She would read slowly, word-by-word between 25 to 30 words per minute. When she wrote she would struggle to encode and write her thoughts down on paper. She had difficulty reading back what she had worked so hard to write. She had problems remembering she had already read the same book the day before. Alex could retell what happened in a story that had been read aloud to her, but she could not retell a story she had read herself. When she would read silently she spent most of her time looking at the illustrations. She tried very hard to read, but got frustrated very easily and went back to just looking at the pictures.

Alex had unique ways of avoiding reading. If she knew her turn to read aloud was coming next, she would leave to go to the restroom. She admitted that she would rather clean out her desk than read a book during silent reading time.

Challenging books, enjoyment, rewards, genres, or grades did not motivate Alex. She did not have a favorite author and she could not remember ever reading a book just for pleasure. However, she did say that she felt good inside when she read. She liked easy predictable books with lots of pictures. She was motivated by compliance so she liked to do her assignments like the teacher wanted her to do, but she said that she reads only because she had to.

Alex enjoyed learning about interesting things in class and then she would get curious and would want to read to learn more about the subject. Alex was also motivated by recognition from other people. She loved to be told by friends, family, and teachers that she was a doing well. Alex did like to receive social feedback and compliments about her reading, but she did not talk to friends or family about books she was reading unless it was an assignment.

Alex's achievement-related values for literacy showed that she understood the importance of reading and saw reading as a way to get smarter. Her parents also recognized the importance of reading and sent her to a preschool to learn to read early. Alex owned several books, but reading had always been very difficult for her. Her self-esteem had suffered by having problems with reading. When she received a low grade on a paper, she hid it in her desk so no one else would see the low grade. She admired other students' reading abilities and believed she could not get anything right. She said that she had a public library card, but she was too embarrassed to go there. She went to the school library but checked out books that were much too hard for her. She admitted she barely read at home and stated that she had other things to do. She was not sure if she could be successful in the third grade and believed it will be too

hard. Alex did not have specific goals to attend college and to read hard books. She would like

to be an artist where she would just draw and not have to read.

Nevertheless, Alex worked very hard to read like the other children in class. During

choral reading of a phonics poem, she would listen while others read and then said the words a

split second after the other students had read them. She tried hard to keep up with the class by

shouting out the few words she knew. She was very involved and attentive during class lessons

as if she were trying to learn as much as possible before having to read by herself or aloud to

others. Alex got very frustrated with comprehension and phonics, but she was motivated to keep

trying.

Olivia

Olivia was an eight-year-old girl, who liked to play learning games, read, play the Wii,

and ride her bike. Her mother reported that Olivia began reading in preschool when she was

only two years old. She also said that Olivia had always been interested in books. Her mom

read to Olivia every night. Olivia became able to read the headlines on magazines at the grocery

store and told her mom the gossip about celebrities. Olivia got on her mother's Facebook page

and chatted with her mother's friends. Olivia was chosen for the study for having high

motivation and high reading ability scores.

Olivia was a strong reader and writer who loved literacy. She was often the last person to

line up for recess or lunch because she wanted to finish the last few words on a page. She pulled

out books to read from her desk the moment she finished her work. She knew her favorite

authors and genres. She could also tell her mother's favorite authors. When she visited

relatives' houses, she would find books she would like to read and asked to take the books home.

Olivia got sucked into books easily and would not want to leave them.

Olivia was a confident reader. She had very high skills and a high reading self-efficacy. She asked to read aloud her book to the class, and then she bowed and asked if she could read to everyone every day. Olivia fully participated in every lesson. She loved to share her knowledge about books with the other students. Olivia loved to be the expert helper when the class was learning something new. She was usually the first to finish her work. Olivia knew how to use reading to find the information she needs. She knew how to do a menu search to check TV listings, check food boxes for information, and to work online. She had exceptional comprehension skills and knew how to quickly use the table of contents, index, and glossary to find further information. Olivia believed reading was "awesome."

Olivia loved to collaborate with others about reading and writing. She loved being the expert in a partnership or group of students when the discussion involved reading or writing. Olivia did not always like others to read her writing or give feedback. Olivia was very involved with literacy and enjoyed talking about the books she was reading. She came to school with an exceptional vocabulary and an advanced set of reading skills. She enjoyed writing so much that her hand would hurt with writer's cramp. She could read a grade level text at about 185 words per minute.

Olivia was motivated by challenge, competition, enjoyment, grades, recognition and social feedback. Olivia was sometimes motivated to read challenging, high interest content area materials. She stated that she liked books that made her think, but her pleasure reading was mostly with books that were slightly below her reading level. She was also motivated by competition. She liked to try to read faster, finish first, and work harder to read better than her friends. Olivia was also motivated by enjoyment. She would read a book instead of going out to recess. She listened during math but kept a book in her lap for reading while the papers were

being passed back. She said she felt calm when she read and reading made her happy inside.

She was a somewhat motivated by grades. She loved getting 100 on her spelling test and she

said she read to improve her grades. Olivia was highly motivated by recognition and

compliments from her family, friends, and teachers for her reading ability. She liked getting

social feedback and reported a lot of people said she was a good reader.

Olivia valued reading and saw reading as a way to get smarter. She was involved with

learning. It was important for her to be a good reader. She owned books and read and wrote at

home for pleasure. Her family was a family of readers. She read to her family every night. Her

family had read to her before bed as much as possible. She had been taught at home many

important reading skills like using the dictionary. Although Olivia was a good reader, she did

not always see herself as a good reader. She sometimes got embarrassed when reading aloud

because she said she read so fast that others did not understand her. Still she believed she was

smart and felt that her classmates thought she read well. Olivia's goals were to go to college and

study animals and art. She wanted to be a good reader and planned to read harder books in high

school and college. She saw herself as being successful in high school and would love to

become a veterinarian or a teacher someday. She had already planned how she would use

reading and writing to achieve her goals.

Comparisons of Four Students' Motivation to Read

In this section the similarities and differences in students' motivations are discussed. The

areas for discussion will be reading attitudes, motivations, and values.

Comparison of Attitudes

Both students with low motivation scores, Ky and Bob, read silently only when they

were held accountable. They also both stated that they believed reading was a chore. Alex, Ky,

and Bob all had negative attributions for reading and reported that the ability to read well was more a matter of luck or a matter of trying hard. They failed because the words were too hard. The two students with low reading abilities, Alex and Ky, both did not feel confident in reading. Alex and Ky had poor reading self-efficacy and believed it was better to avoid reading than to try. The two students with high abilities, Olivia and Bob, had high reading self-efficacy and were very confident readers. All the students had their favorite genres and claimed they were interested in reading. All the students reported they wanted to feel they were in control of choosing their own books.

The two high-reading ability students, Olivia and Bob, liked to collaborate with partners and share their knowledge about reading. Olivia liked being the "teacher" while Bob often got frustrated with a partner's lack of ability. They were both fast and accurate readers with great skills, and often took the leadership role when collaborating in small groups. Alex and Ky were both struggling readers and had problems collaborating with peers about reading. Alex, Ky, and Bob all showed signs of work avoidance and frequently tried to get out of reading.

The low-ability and low-motivation reader, Ky, seemed interested in reading harder books. He often bragged and liked to appear as if he were a good reader. High-interest reading motivated Bob (low-motivation, high-ability) and he was interested in nonfiction books. The low-ability, high-motivation reader, Alex, barely read at home and struggled reading easy books, but she did enjoy listening to others read to her. Olivia (high-motivation, high-ability) loved to read for pleasure and liked to read about new things. Olivia was the only participant who had positive attributions for reading. Both boys showed more interest in nonfiction than the two girls.

Ky liked to take short cuts to make up for his lack of reading skills. Ky frequently became frustrated, shut down, and refused to participate when he collaborated with his partner. Bob (low-motivation, high-ability) knew reading skills that had not been taught yet in second grade. If a reading game became too easy, he quickly lost interest. Alex (high-motivation, low-ability) was a slow reader who tried hard but did not comprehend text well without illustrations. Alex mainly listened during collaboration. Olivia (high-motivation, high-ability) was the only student who was not observed avoiding work. Olivia loved to teach others the reading skills she possessed.

Comparison of Motivations

One of the low-ability readers, Ky, and the two high-ability readers, Olivia and Bob, were all motivated by challenging books and getting good grades. Alex, a low-ability reader, and Bob, a high-ability reader, were not motivated by competition but were motivated by complying and doing their work as the teacher asked. Interestingly, the opposite was true for Ky, a low-ability reader, and Olivia, a high-ability reader. Ky and Olivia were motivated by competition, not by compliance. The two low readers were not motivated by enjoyment, but the two high-ability readers were. Ky, the low-motivation and low-reading ability student, was the only participant motivated by observational comparison but his comparisons were often untrue. Reading curiosity seemed to motivate the two low-ability readers, Alex, and Ky, as well as Bob, a high-ability reader. All of the students were motivated by recognition from others and by social feedback, but none of the students was motivated by rewards.

Alex (high-motivation, low-ability) liked to read easy and simple texts, and was not motivated by challenge. However, the other three appeared to be motivated by challenge. Alex was the only one of the study participants who was not motivated by grades. Ky liked to observe

what others were reading and frequently compared himself as a reader with others. He was the only one who appeared to be motivated by observational comparison. The two low-ability students seemed not to be motivated by enjoyment, but the two high-ability students were. Olivia (high-abilities, high-motivation) liked to learn new things from reading but was not motivated to read by curiosity.

Comparison of Values

All the students came from homes that had achievement-related values for reading. Each of the parents supported their child's reading. One low-ability reader, Ky, and both the high-ability readers had goals to attend college and knew how to use reading to help them with their goals. These three students, Ky, Olivia, and Bob, all had high self-esteem and saw themselves as being successful and smart.

The student with high motivation and low abilities, Alex, did not have goals to attend college or to read hard books. The others claimed to enjoy reading difficult books even if it was not observed and expressed a desire to become successful in college. Alex did not think she would be successful in the future, but the other three students had high self-esteem and saw themselves as being successful and smart.

Summary

The students with low abilities did not have confidence in their reading like the two high-ability students. These low students had problems collaborating more knowledgeable peers by either not participating during collaboration or by only listening to others during collaboration. The two high-ability students collaborated as leaders of their groups. These high-ability students became even more motivated with the positive collaboration experiences and the peer feedback they received when collaborating and teaching others in their groups. Although the two low-

motivation students believed reading was a chore and sought to avoid reading, Bob was highly

motivated when the topic interested him and he performed well beyond expectations when

motivated. The two low-ability students did not see reading as an enjoyable activity like the two

high-ability students although Ky was beginning to find some enjoyment in the act. Three of the

students had high self-esteem and saw themselves as being successful in the future. Alex had

low self-esteem and thought she would probably not be successful in third grade or go to college.

All students responded well to student choice and social recognition. All came from supportive

homes. None was motivated by external rewards.

CHAPTER 5

DISCUSSION

This chapter will discuss four major conclusions based on the findings. The first section will discuss the problems with measuring reading motivation. The next sections will discuss extrinsic and intrinsic motivation, the importance of home and family in reading motivation, and introduce hoping to read, a new aspect of motivation.

Measurement of Motivation

Motivation is a complex issue, so measuring motivation is no simple task. When this study began, I used the MRP (Gambrell, et al., 1996) to measure the reading motivation of my students to identify the four types of students with varying motivation and abilities. Although the MRP is a highly valid test of motivation for older students, because of the young ages of my students, I am not sure I received accurate information from the instrument, as discussed below. The test accurately showed Olivia's high motivation to read. The test also showed that Ky had low motivation to read. However, by the end of the study, I felt that Ky's motivation was very strong. He had very high goals for reading and wanted to become a reader of hard books. Ky was highly motivated to get social feedback from others and frequently compared his reading abilities with others. This level of motivation was not apparent in the MRP results.

Bob was a person who sometimes liked to brag about his great academic ability and exaggerate his low motivation to appear not to be too much of a bookworm. On the day Bob took the MRP he appeared to intentionally slant his answers towards low motivation. I am not sure if his answers were accurate or merely exaggerations. What I found from my data was that he was motivated by recognition, compliance, grades, social feedback, challenge, and involvement.

The MRP also showed that Alex had high motivation to read. Alex was a teacher pleaser who would say anything on a test, like the MRP, to please the teacher. At first, she was certainly very hopeful that she would learn to read, but after many failures in reading and spelling she was quickly becoming unmotivated. It was hard to get accurate answers on an instrument from seven and eight year olds when by nature, they wanted to please me or tell what they thought I wanted to hear. Thus, I am not sure, with this age group, that a one-day test or snapshot of a student's motivation could be entirely accurate. The MRP just did not correlate with my findings. This is a major limitation to the study. It may also be a limitation of the instrument. I am not the first to question the validity of such instruments. The MRQ (Wigfield & Guthrie, 1997) has been under scrutiny by Watkins and Coffey (2004). They claim the MRQ may be valid for only eight of its eleven subscales. It is possible instruments that measure motivation may not yet be perfected. I found that a more accurate way to learn of second-grade students' motivation to read was through the qualitative methods of conversational interviews and classroom observations. Motivation is a complex construct that is difficult to measure in second graders. Future research could provide a reliable way to assess motivation to read in primary grades.

Types of Motivation

Since motivation is a complex construct to study, it is not easy to describe and is not always predictable. Results from this study of extrinsic and intrinsic motivation were not what I had expected. I expected that higher ability readers would be more intrinsically motivated and the low ability readers would be more extrinsically motivated. This was not the case.

Extrinsic Motivation

Extrinsic motivation is learning and reading for obtaining external recognition, rewards, or incentives. Extrinsic goals for motivation include compliance, recognition, competition, and

avoidance. Extrinsic motivation does not come from within the student. This motivation comes from teachers, parents, or peers. Extrinsic motivation has been shown to have positive short-term effects on reading but generally negative long-term effect on helping students become life long readers (Sweet & Guthrie, 1996).

Yet, all of the students in the study were motivated by social feedback from others and by recognition from teachers, parents, or peers. None of the students in the study was motivated by tangible rewards. Bob and Alex were motivated by compliance to do a good job for the teacher. Ky and Olivia were motivated by competition with others. At times, avoidance behavior motivated Alex, Bob, and Ky. Getting good grades motivated the three students who had the strongest family values for reading.

Intrinsic Motivation

Unlike extrinsic motivation, intrinsic motivation comes from within the reader and from personal interests and experiences that developed into reasons for reading (Sweet & Guthrie, 1996). This motivation comes from curiosity and interest in what one is doing. Intrinsic reading motivation is influenced by curiosity, involvement, and challenge (Guthrie et al, 2004). Some intrinsically motivated readers are motivated by social interaction such as sharing books with friends and book clubs (Sweet & Guthrie, 1996).

All of the students in this study were motivated to read by their own personal interests. Alex, Ky, and Bob were motivated by curiosity. Challenging books motivated Ky, Bob, and Olivia, the three participants who had the strongest family values for reading. Ky was the only participant who was motivated by observational comparison even though his observations and comparisons were not always accurate. The two high ability readers were the only two who read for enjoyment. Again, these were not the results that I had expected at the beginning of the

study. Perhaps the research that has been done has included older learners and more research needs to be done with early readers.

Influence of Home and Family

A student's home and family make a great deal of difference in reading motivation. Mathewson (1994) presented a Model of Attitude Influence Upon Reading and Learning to Read, discussed earlier. In this model he suggested that reading attitudes are most influenced by a student's values. Values are general guidelines for behavior of what is desirable within individuals and societies and vary from culture to culture. A family's values for reading are standards for reading behavior for the family. The participants in this study who had strongest family values in reading were the students who valued reading the most. This strongly supports Mathewson's model.

Three participants had families who supported their reading practice at home. These families set the example for their children to become better readers. These families, regardless of their child's motivations or abilities, set clear expectations that their children would become readers. Parents who reported they read for pleasure seemed to influence their child's reading motivation, which supports the research of Baker & Scher (2002). These parents supported their children with reading homework and one family even hired a reading tutor and used reading programs at home. Still, of course, there was no attempt to verify what parents reported or examine the quality of the program, tutoring, or other activities used. At the end of the study, the three children from families that valued reading had the highest motivations, highest achievement gains, and highest goals for the future. This supports research by Gottfried, Fleming, and Gottfried (1998) that reported a strong association between parental involvement and motivation for reading.

Kyler was a reluctant reader who struggled with learning to read but he came from a family who valued reading highly. He was making great progress toward becoming a reader. He was gaining confidence in his reading abilities and his attitudes were changing. Although Ky was a late bloomer in reading, he was making progress in his reading by the end of the study.

Bob and Olivia both had families that valued reading. These two became great readers at an early age with the support of parents who valued reading. They had the confidence that affected their attitudes to read and to continue reading. This confidence was shown not only in their reading but also in their leadership abilities. They both loved to share their knowledge from reading with their peers. The applause of their peers affected their motivation to read, write, and share again. Early reading values, learned at home, were an influence on their leadership and confidence in reading.

The parents of the fourth participant reported their family loved to read, but the child reported the family did not value reading enough to read at home. Alex said they would only read to find out what was on television. Her parents did not support reading homework and did not sign the reading folder for weeks at a time. They did not require school attendance. Alex struggled with reading and needed the entire home reading practice and support she could get. Without more support from the family, Alex may have gotten the wrong impression of the importance of reading. Students in this study with home support definitely had an advantage over the one without home support. This study was limited in that no observations backed up what parents said in interviews and there was no attempt to categorize the programs and procedures or report on the quality of what was used at home.

Influence of Hope

Alex was an excellent math student, but she was also a struggling reader who came to second grade with only early kindergarten-level skills. Still she came with very high hopes that she would learn to read. This motivation of hoping to read showed in her eager face each day. Sadly, her hope slowly faded as the day would go on and as she met with failure after failure. Alex was a reader who got all of her comprehension from picture walks, book introductions, and by listening to others read. When she actually read the words she would struggle so much that she could not remember what she had read. She tried twice as hard as anyone else in the room to read by trying to memorize all the words on each page. Even with easy books with only three or four words per page, she still struggled with decoding and grew more and more frustrated.

Stanovich's (1986) Matthew Effects showed that the rich got richer and the poor got poorer, or in other words, good readers became even better readers and the poor readers got further behind. Alex was a low-ability reader who was changing into a poorer reader. According to the Matthew Effects, having a large volume of reading experiences helps a reader to become a richer reader. Alex struggled each day with reading at school and had very few reading experiences at home. At the beginning of the study Alex would appear to persist in her reading assignments. By the end of the study she needed more and more help from me and would give up on the simplest of assignments. Alex was beginning to display the learned helplessness discussed by Stanovich. Although not part of this study, I observed this self-defeating behavior spilling over into her stronger areas, like math. Her self-esteem suffered because of her inability to do even simple reading assignments. Alex was a good example of the poor reader getting poorer.

As her teacher, I tried everything to help her to have any amount of success in reading, writing, and spelling. By the end of second grade she would fail to come close to passing even an early first-grade level-spelling test. Alex would not come to school if she thought there would be a chance that she would have to read aloud, do a report, or take a spelling test. Even when she and I practiced together her part in reader's theater, she would often get up and go to the restroom instead of doing her practiced part in front of others.

In third grade, Alex's resource teacher reported that Alex was still about two years behind, but she was very slowly coming along with her reading. Her resource teacher stated that Alex always had a very sad face when she read. I asked the resource teacher what she thought could be the problem and she reported that it could possibly be laziness, discouragement, the intention to slide by on as little work as possible, or a combination of all of the above. How did a highly motivated, hopeful reader come to be in this state? How did she become this discouraged? When does a student's hope to read begin to fade? Future research on hoping to read could help classroom teachers, as well as special education teachers, to understand this fading hope so students, like Alex, can be successful in maintaining their motivation to read.

Summary

Motivation was a complex issue that goes well beyond the scope of this study. Motivation was certainly a difficult construct to accurately measure with the Motivation to Read Profile in young elementary children. Qualitative research gave a more accurate description of younger children's reading motivations. Extrinsic and intrinsic motivations were not always predictable in second-grade students. Both high-and-low-ability students were motivated by extrinsic and intrinsic motivation. A student's home and family made a great deal of difference in reading motivation. Three families set clear expectations that their children would become

readers. The three children who had parental support had the highest motivation to read, had high self-esteem, high goals, and made the most gains in reading. Hoping to read was another motivation that all children had when they began to learn to read in school. However this hoping to read became a source of discouragement for one student when met with failure in reading.

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Motivation to Read Profile

Name_____Date_____

Reading Survey

Sample #1: I am in _____.

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

Sample #2: I am a _____.

☐ boy
☐ girl

My friends think I am_____.
☐ a very good reader
☐ a good reader
☐ an OK reader
☐ a poor reader

Reading a book is something I like to do.
☐ Never
☐ Not very often
☐ Sometimes
☐ Often

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

Motivation to Read Profile

My best friends think reading is _____.
- ☐ really fun
- ☐ fun
- ☐ OK to do
- ☐ no fun at all

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

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

When I am reading by myself, I understand_____.
- ☐ almost everything I read
- ☐ some of what I read
- ☐ almost none of what I read
- ☐ none of what I read

People who read a lot are _____.
- ☐ very interesting
- ☐ interesting
- ☐ not very interesting
- ☐ boring

I am _____.
- ☐ a poor reader
- ☐ an OK reader
- ☐ a good reader
- ☐ a very good reader

I think libraries are _____.
- ☐ a great place to spend time
- ☐ an interesting place to spend time
- ☐ an OK place to spend time
- ☐ a boring place to spend time

Motivation to Read Profile (continued)

I worry about what other kids think about my reading_____.
- ☐ every day
- ☐ almost every day
- ☐ once in a while
- ☐ never

Knowing how to read well is _____.
- ☐ not very important
- ☐ sort of important
- ☐ important
- ☐ very important

When my teacher asks me a question about what I have read, I _____.
- ☐ can never think of an answer
- ☐ have trouble thinking of an answer
- ☐ sometimes think of an answer
- ☐ always think of an answer

I think reading is _____.
- ☐ a boring way to spend time
- ☐ an OK way to spend time
- ☐ an interesting way to spend time
- ☐ a great way to spend time

Reading is_____.
- ☐ very easy for me
- ☐ kind of easy for me
- ☐ kind of hard for me
- ☐ very hard for me.

When I grow up I will spend _____.
- ☐ none of my time reading
- ☐ very little of my time reading
- ☐ some of my time reading
- ☐ a lot of my time reading

When I am in a group talking about stories, I_____.
- ☐ almost never talk about my ideas
- ☐ sometimes talk about my ideas
- ☐ almost always talk about my ideas
- ☐ always talk about my ideas

Motivation to Read Profile (continued)

I would like for my teacher to read books out loud to the class_____.
- ☐ every day
- ☐ almost every day
- ☐ once in a while
- ☐ never

When I read out loud I am a _____.
- ☐ poor reader
- ☐ OK reader
- ☐ good reader
- ☐ very good reader

When someone gives me a book for a present, I feel _____.
- ☐ very happy
- ☐ sort of happy
- ☐ sort of unhappy
- ☐ unhappy

Motivation to Read Profile (continued)

Conversational Interview

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.

 Specific Book Experience—Narrative

1. Tell me about the most interesting story 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?_____
_____
_____
_____
_____
_____
_____
_____

How did you know or find out about this story?

____ assigned   ___ in school _____
____ chosen   ___ out of school _____

Why was this story interesting to you? _____
_____
_____
_____

Motivation to Read Profile (continued)

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 her 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 other reading material. What did you read about? (Wait time.) Tell me about 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?
___assigned   ___in school_____
___chosen   ___out of school _____

3. Why do you think this book/article was 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 or backpack today that you are reading?
_____

Tell me about them. _____
_____
_____

Motivation to Read Profile (continued)

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?
_____
_____
_____

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

Tell me more about what they do.
_____
_____
_____

(Gambrell, et. al., 1996)

Appendix B
Parent Consent Letter

Describing the Reading Motivation of Four
Second-Grade Students with Varying Abilities

Consent to be a Research Subject

Introduction
This research study is being conducted by Kathy White at Valley View Elementary School to describe the reading motivation of students with varying abilities. Mrs. White is a graduate student at Brigham Young University's Teacher Educations Strand with Timothy G. Morrison, Ph.D. as Committee Chair for the research. You were selected to participate because of your child's score on the Developmental Reading Assessment and the Motivation to Read Profile.

Procedures
Parents of participants will be interviewed to gain information about the child's literary development. The parent interview questions will include information about the student's reading habits at home, the student's feelings about school, as well as the education and reading habits of the parents. The parent interview will take about 30 minutes and will help me to better know your child as a reader. The interview will be tape-recorded and then transcribed.

Students will be observed throughout each school day for actions that reflect reading motivations such as social interactions with others about books, self-selection of books, and familiarity with books. Student histories will be gathered from information from previous school years such as attendance and grades in reading. Student participants will be involved in conversational interviews with the researcher once a week for six weeks to gain information about their motivation to read. The interviews will be conducted in the school library and will last about 10 to 15 minutes each week. Interviews will be recorded and transcribed. Questions in the interviews will inquire into the student's feelings about reading, writing, and spelling.

Risks/Discomforts
There are no known risks for participation in this study. However the student may feel emotional discomfort when answering questions about personal beliefs about reading.

Benefits
There are no direct benefits to the participants in this study. However, it is hoped that through your participation educators will learn more about reading motivation. As researcher, this will also help me to become a better teacher.

Confidentiality
All information provided will remain confidential and will only be reported with no identifying information. All participants will be given pseudonyms. All data, including interviews, field notes, and transcriptions will be kept in a locked storage cabinet and only those directly involved with the research will have access to them. One year after the research is completed, the data will be destroyed.

Compensation
There will be no compensation for participating in this study.

Participation
Participation in this research study is voluntary. You have the right to withdraw at anytime or refuse to participate entirely.

Questions about the Research
If you have questions regarding this study, you may contact Kathy White at (801) 785-8723 ext 137 or by email at kayjaywhite@hotmail.com.

Questions about your Rights as Research Participants

If you have questions regarding your rights as a research participant, you may contact the IRB Administrator, A-285 ASB, Brigham Young University, Provo, UT 84602, 801-422-1461, irb@byu.edu.

I have read and understood, and received a copy of the above consent and desire of my own free will to participate in this study. I consent to my child participating in the study.
Parent Name:_____

Signature:_____Date:_____

Child's Assent

Mrs. White will be studying what makes kids want to read. You will be asked to:
   1. Be interviewed by Mrs. White for 10 to 15 minutes a week in the library
   about how you feel about reading.
   2. Be observed by Mrs. White each day for information of how you
   feel about reading.

I understand that I do not have to do any part of this study. If I change my mind, I can quit the study at any time. Only the researchers will see my answers except if my parents want a copy.

Now I think I know about the study and what it means – Here is what I decided:

☐ No, I do not want to be in the study   ☐ OK, I will be in the study

Your Name_____

_____ _____
Signature (printing is OK)   Date

Student Observation Form

Name of Student _____ Date_____

Social interactions and involvement in classroom activities. (Silent and oral reading, book clubs, mini lessons, read alouds).

_____

Student behavior. (How student behaved during the literacy block).

_____

Teacher's perception of student's feelings. (How the teacher perceived the student felt while engaged in different reading activities).

_____

Self-selecting books.

 (Gambrell, 1996)

Appendix D
Parent Interview Questions

Child at Home
Tell me about (child's name).
Where does he/she fit in the family?
What does he/she like to do?
What language is spoken in your home?
How many years have you lived in your home?

Reading at Home
What do you remember about (child's name) learning to read? When, where, etc.
What type of reading habits have been established in your child's life before he/she enrolled in school?
About how many minutes per day does your child read at home?
How would you describe your child's reading habits and patterns at the age that they are right now?
How does your child feel about reading? Does your child consider reading a chore or pleasure?

Access to Reading Materials at Home
What kinds of books does your child like to read?
Does your child borrow books, purchase books, or get them from a library?
What other kinds of reading materials does your child read? (Email, magazines, letters, text messages)

Reading Aloud at Home
When/how often do you read together with (child's name)?
Describe the setting of reading aloud.
What kinds of things do you read together? Who chooses the books?
What do you do to help him/her learn to read?

Child at School
Tell me about (child's name) and school.
How do you think (child's name) feels about reading at school?

Parents' Reading Habits
How do you think most people learn to read?
Do you like to read?
Do you have a favorite book? Magazine? Other types of reading materials?
What do you remember about learning to read?
Level of Education: Mother   Father
Occupation(s)
(E. Feinauer, personal communication, May 2009)

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Appendix E

Interview with Student's Previous Teacher

Teacher's name.

Child's name.

What was the child's DRA level at the beginning of first grade?

What was the child's DRA level at the end of first grade?

About how many words per minute could the child read on grade level texts at the end of the year?

Could the child read continuously for long periods of time during silent reading?

Did the child get excited about silent reading?

Did the child get excited about guided reading?

Did the child comprehend what he was reading?

How do you think the child felt about reading aloud in front of the class?

Did the child complete and return homework?

Which reading strategies had the child mastered by the end of the year?
(Rereading, making predictions, looking for main idea, drawing conclusions, summarizing, making inferences, making connections to other texts, fix-up strategies.)

Did the child have excessive absences or tardies?

Was the child motivated by grades? Rewards? Genres?

Do you think reading was the child's favorite subject?

Appendix F
Former Teacher Consent Letter

Describing the Reading Motivation of Four
Second-Grade Students with Varying Abilities
Consent to be a Research Subject
Former Teacher Interview

Introduction
This research study is being conducted by Kathy White at Valley View Elementary School to describe the reading motivation of students with varying abilities. Mrs. White is a graduate student at Brigham Young University's Teacher Educations Strand with Timothy G. Morrison, PhD as Committee Chair for the research. You were selected to participate because you were _____'s teacher last year.

Procedures
Former teachers of participants will be interviewed to gain information about the child's literary development. The former teacher interview questions will include information about the student's reading habits in first grade, the student's feelings about school, as well as if the student could read silently for long periods of time. The former teacher interview will take about 15 minutes and will help me to better know the child as a reader. The interview will be tape-recorded and then transcribed.

Risks/Discomforts
There are no known risks for participation in this study. However the teacher may feel emotional discomfort when answering questions about former students.

Benefits
There are no direct benefits to the participants in this study. However, it is hoped that through your participation educators will learn more about reading motivation. As researcher, this will also help me to become a better teacher.

Confidentiality
All information provided will remain confidential and will only be reported with no identifying information. All participants will be given pseudonyms. All data, including interviews, field notes, and transcriptions will be kept in a locked storage cabinet and only those directly involved with the research will have access to them. One year after the research is completed, the data will be destroyed.

Compensation
There will be no compensation for participating in this study.

Participation

Participation in this research study is voluntary. You have the right to withdraw at anytime or

refuse to participate entirely.

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Questions about your Rights as Research Participants

If you have questions regarding your rights as a research participant, you may contact the IRB Administrator, A-285 ASB, Brigham Young University, Provo, UT 84602, 801-422-1461, irb@byu.edu.

I have read and understood, and received a copy of the above consent and desire of my own free will to participate in this study.

Name: _____

Signature: _____ Date: _____