Factors That Foster or Hinder Student Reading Motivation in a Suburban Primary School

by

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Chapter 1

On a typical morning in a suburban primary school classroom I witnessed children enter the room, make their lunch choices, and then walk over to grab their book boxes from their reading cubbies. The students bring their book boxes to the classroom library where they are swapping out old books and replacing them with new ones. Some students are sitting elbow to elbow with a book spread out between them, completely absorbed in their reading. The students are whisper reading so they do not disturb the other readers in the room. Other students are sitting in various parts of the room, in beanbags, at their desks, and lying on the floor, curled up with a good book. Within five minutes, every student in the room has a book and is engaged in reading while the teacher circulates having quick conversations with her students about the books they are reading. This goes on every morning for 15 minutes as the students prepare themselves for the school day. The students' actions show that they are motivated and enjoy reading.

Problem Statement

Reading takes a large amount of effort, but if students are without the motivation to read, they will put little effort into the task of reading (Guthrie, Perencevich, Tonks, and Wigfield, 2004). According to the report of the International Student Assessment (PISA) results of the sixty-four participating countries, 37% of the students polled engaged in reading for pleasure (Organization for Economic Co-operation and Development, 2010). People who engage in reading for pleasure are motivated to read, but someone who is not reading for enjoyment is not motivated to read. (Guthrie et al., 2004)

According to Cox, Guthrie, Metsala, and Wigfield (2000), the amount children read can be a predictor as to how much children comprehend. A child's motivation level is a factor of how

much they will read. For this reason, the more motivated a student is to read, the more reading he

or she will do (Cox et al.). When students are not reading for enjoyment, they are not motivated

to read. When a student is unmotivated, disengagement occurs and the outcome of this

disengagement is that such students have lower comprehension levels. This correlation between

motivation and comprehension is one reason why Cox, et al. (2000) believe that students who

struggle with reading may not be motivated to read.

The International Reading Association (IRA) has documented the importance of

motivation in the reading process, as well as how important it is for teachers to help students

develop, as well as maintain, reading motivation (Malloy, Marinak, and Gambrell, 2010).

Though the IRA recognizes the importance of fostering reading motivation, the Common Core

Standards do not address the issue of motivation (National Governors Association Center for

Best Practices, Council of Chief State School Officers, 2010). Since teachers are looking to the

Common Core standards to inform their instruction, they can easily forget about reading

motivation. Fostering intrinsic motivation to read ought to be added to the curriculum. If teachers

can increase the reading motivation of their students, the students' strategies and skills in reading

will increase. Readers who are engaged are intrinsically motivated, strategic in their reading

behaviors, interact socially about texts, read with a variety of personal goals in mind, and are

informed about their construction of new understandings of text (Gambrell, 2011).

Significance of the problem

Reading motivation is a very important aspect of a student's reading process. Many

classroom teachers are focused on what they are held accountable for, which is test scores and

being in line with the Common Core Standards. While most teachers I know want their students

to read as much as possible, they might not be sure as to how to accomplish this. In my own

personal experience, as well as those of teachers I have talked with, teacher training focuses on

how to help students become better readers but leaves out how to set up your classroom to foster

reading motivation. Gallagher (2009) states, with all the pressure on teachers these days, not

enough time is being set aside for reading for pleasure. All of the focus is on passing the tests,

and how to read the tests, so that valuable time is being taken away from students' reading time.

According to Gallagher (2009), sustained silent reading (SSR) time, when done properly, is

essential in building motivated lifelong readers. He states that when students are asked to do

SSR, they need to pick books they want to read and they should not be able to do anything but

read. When students are not given ample opportunities to read and choose the books being read,

how will they be motivated, engaged readers?

I found no studies that directly linked text comprehension with reading motivation.

Reading motivation increases the amount of reading done and the increase in reading amount

increases reading comprehension. Because of this, the role of motivation in text comprehension

cannot be overlooked even though the relationship between motivation and text comprehension

is difficult to compare (Wigfield & Guthrie, 1997).

Purpose

The purpose of this study is to explore what teachers can do to foster reading motivation

according to theory, and to observe what teachers are actually doing in their classrooms. The

research questions that I will be exploring in this study are:

- How do teachers, in a suburban primary school, set up their classroom
  libraries and environment related to reading motivation?

- In what ways do the teachers' actions and schedules appear to foster or detract
  from reading motivation?

In order to answer my research question, I studied six teachers, and their classrooms, in a suburban primary school. I first asked which of the teachers would be interested and selected from the pool randomly in order to have three second grade teachers and three first grade teachers. I then collected and triangulated my data through interviews, surveys, and observations of the classrooms. The questions for the interviews and surveys were formulated while looking through the lens of Gambrell's Seven Rules of Engagement. Gambrell (2011) identifies seven research-based rules of engagement that foster the reading motivation in students. According to Gambrell, these seven rules of engagement suggest "students are more motivated to read

- when the reading tasks and activities are relevant to their lives,

- when they have access to a wide range of reading materials,

- when they have ample opportunities to engage in sustained readings,

- when they have opportunities to make choices about what they read and how they engage in and complete literacy tasks,

- when they have opportunities to socially interact with others about the texts they are reading,

- when they have opportunities to be successful with challenging texts,

- when classroom incentives reflect the value and importance of reading"(pp.173-176).

I explored whether the classroom, along with the classroom library, fostered or detracted students' reading motivation based on the Seven Rules of Engagement.

Rationale

As a teacher with classroom experience, I have been faced with many students who just do not want to read, period. I have struggled in the past trying to connect those students to books as well as helping the students to enjoy reading. Getting a student who dislikes reading to be motivated is not easily accomplished. Through my research, I read Gambrell's (2011) article, and it all made sense, but I asked myself if teachers really did all that Gambrell recommended. So much pressure to accomplish content in the classroom based on the curriculum and standards is present that finding the time, or resources, to foster reading motivation can be challenging. By looking closely at how other teachers accomplished, or did not accomplish fostering reading motivation will help inform my own teaching and classroom set up in the future.

Definition of Terms

Engagement: A student engaged in reading shows evidence of three characteristics: (1) they show interest in the topic, (2) they persevere even when the work is difficult, and (3) they are happy and proud when the task reaches completion (Strong, Silver & Robinson, 1995).

Motivation: According to Cherry (2012), motivation is defined as the method that allows people to launch, engage, and persist in goal-oriented behaviors.

Motivation to Read: an intrinsic desire to want to read for numerous reasons; curiosity, involvement, social interaction, and many others (Gambrell, 2011).

Summary

Research supports that reading motivation is critical in helping students reach their full reading potential (Gambrell, 2011). One of a teacher's goals, especially in a primary school, is to have students become lifelong readers. Teachers should first observe their own teaching to see if they are doing all that they can do, before students even walk in to the classroom, to foster their

motivation to read. Through this study, I looked closely at six teachers to see how teachers, in a

suburban primary school, set up their classroom libraries and environment related to reading

motivation, as well as in what ways the teachers' actions and schedules appear to foster or

detract from reading motivation.

Chapter 2: Literature Review

Motivation is defined as the method that allows people to launch, engage, and persist in goal-oriented behaviors (Cherry, 2012). Motivation is what causes us to take action, regardless if we are cleaning our houses because of the mess, or reading a book to learn something. Hayenga & Corpus (2010) identify two different kinds of motivation: intrinsic motivation and extrinsic motivation. Intrinsic motivation is the engagement of a task for its own innate reward while extrinsic motivation is the engagement in a undertaking to accomplish a certain result such as teacher appreciation, prizes, or unique rewards (Hayenga & Corpus).

According to Gambrell (2011), reading motivation is caused by an intrinsic action to want to read for numerous reasons including curiosity, involvement, and social interaction. She defines the motivation to read as an intrinsic action because when students are intrinsically motivated to read they are driven by their own internal desire, and reading can become a lifelong practice. Being intrinsically motivated refers to the importance of inquisitiveness and interest related to the action someone is engaging (Cox, Guthrie, Metsala, and Wigfield, 2000). According to Fountas & Pinnell (2009), students with high intrinsic motivation to read are generally active and proficient readers.

Extrinsic motivation is geared towards obtaining external recognition, rewards, or incentives. An extrinsically motivated student wishes to gain recognition from peers for reading ability, win awards, or be publicly recognized for effort. Gambrell states that extrinsic reading motivation can only work for a limited amount of time until the student is no longer driven by the external factor. Extrinsic motivation is usually associated with the use of shallow reading strategies and the desire for prizes or the completion of the task instead of the enjoyment of the reading (Fountas & Pinnell). Extrinsic motivation can produce self-terminating behavior as well.

For example, when the child wins the prize or completes the activity, the reading ceases

(Gambrell, 1996).

Even though these two types of motivation seem drastically different, Guthrie et al.

(2000) state, students can be motivated to read for reasons that are both intrinsic and extrinsic in

nature. Even though readers are motivated by both intrinsic and extrinsic motivation, it is

intrinsic motivation which helps students become lifelong readers because they read by choice

and often.

The International Reading Association (IRA) has consistently acknowledged the

importance of motivation in reading growth (Gambrell, 2011). An IRA position paper (2000)

related how important it is to develop and maintain reading motivation. According to Guthrie,

Perencevich, Tonks, and Wigfield (2007), the development of the motivation to read should be

supported because it is a determining factor in how much students will read. Also how much a

student reads can then be a predictor as to how much student will comprehend (Cox et al., 2000).

History

The current interest in reading motivation stems from research from the 1980s that

focused on the cognitive aspects of reading, such as prior knowledge and strategic behaviors

(Kuhl, 1986 & Lepper, 1988). According to the researchers of the 1990s, students must not only

have the proficiency to read but the resolve to read as well to become efficient readers

(McCombs, 1991 & McKenna, 1990). The trend now is that students need the will to read that

comes from being intrinsically motivated as well as being taught the strategic actions involved

with reading. Gambrell (2011) identified that increasing struggling readers' reading motivation is

one way to help develop students into becoming better readers.

Motivation and reading amount

According to Guthrie et al. (2004), a student who is motivated to read will read more often. Motivation is a factor of whether we choose to do, or not do certain activities. This means that the more motivated a student is, the more reading the student will do. Wigfield and Guthrie (1997) analyzed reading motivation using The Motivation for Reading Questionnaire (MRQ) which was administered to 105 fourth and fifth grade students, in a mid-Atlantic elementary school, in the fall and the spring. Of the 105 students, 47 were girls and 58 were boys. The researchers found students who possessed high reading motivation increased their quantity and extent of reading over time. None of the students who lacked reading motivation reported being frequent readers.

The MRQ was developed to assess different parts of reading motivation. These aspects are reading value, the challenge of reading, curiosity, reading participation, magnitude, appreciation, grades, social, competition, conformity, and reading effort evasion (Wigfield et al.). The aspects that focused on intrinsic motivation were reading curiosity, reading participation, and the magnitude of reading. The students who scored the highest in these three areas were considered to have higher intrinsic motivation. From this study, Wigfield & Guthrie concluded that students, who engage in more reading, as well as a wider selection of text, will be more likely to persist in doing so. Students who engage in a smaller amount of reading will not be likely to amplify their amount of reading. The researchers found that students who scored highest in the intrinsic motivation categories read more than three times as much a day outside of school (29.8 minutes per day) as those who scored the lowest (10.52 minutes per day) (Wigfield & Guthrie, 1997).

Motivation and Comprehension

A positive correlation exists between reading motivation and the amount a student reads. In a study performed by Guthrie, Wigfield, Humenick, Perenvich, Taboada, and Barbosa (2006), which included 98 students from an elementary school. The researchers wanted to analyze the difference between the motivational factors of a large amount of thought-provoking reading activities and a small amount of thought-provoking reading activities. In this study two teachers provided a large amount of thought-provoking activities related to reading such as researching the biomes of animals, reading about, then dissecting owl pellets, and formulating a hypothesis after reading about the topic and then making observations to either prove, or disprove the hypothesis. Two teachers used a small amount of thought-provoking activities associated with reading. The control group that received more thought-provoking tasks was more motivated to read than the group that received fewer thought-provoking tasks. The thought-provoking activities accounted for 22% of the discrepancy in motivation of the students after factoring in the students' original motivation (Guthrie et al.). This shows the students in the study read more when the reading motivation they possessed was intrinsic.

A positive correlation exists between how much a student reads and how well a student comprehends (Cox et al., 2000). In their study, Cox et al. questioned if passage comprehension could be predicted by reading amount. The study consisted of 271 students in fifth and third grades. Students were given a reading 400 words in length, and were given time to read it and answer four questions. The students were also administered a questionnaire that measured their reading amount. They were asked how much of what they read in school was for pleasure. The researchers performed a multiple regression paired with comprehension of a short text as the dependent variable. The results of the study concluded that the quantity someone reads predicts

the ability of reading comprehension even after factoring in past comprehension and background

knowledge. There was a positive correlation of .651 between passage comprehension and

reading amount (Cox et al., 2000). Since the amount a person reads is a predictor as to how well

they comprehend, and motivation to read is a predictor as to how much you read, it can be

suggested that a student who is motivated to read will have better text comprehension than

someone who is not.

Directly comparing reading motivation and text comprehension is difficult. The reason

this can be so difficult is because a study (Guthrie et al., 2006) shows that the more motivated

you are, the more you read. In another study by Cox et al. (2000), the researchers reported that

there is a positive correlation between reading amount and text comprehension. There were no

studies that I found that directly linked text comprehension with reading motivation. The role of

motivation in text comprehension should not be overlooked because these two factors are

difficult to compare. Since motivation increases reading amount, motivation plays a vital role in

text comprehension because the amount a student reads positively correlates with the student's

comprehension (Guthrie et al.; Cox et al.).

Motivation and Achievement

Morgan & Fuchs (2007), in a review of 15 studies, concluded that children who read

more frequently typically blossom into skillful readers. According to Wigfield & Guthrie (1997),

highly motivated readers tend to engage in reading three times more often when not in school

than their peers who are not as motivated. Children can lose the motivation to read because of

frequent struggles with text (Chapman, Tumner, & Prochnow, 2000). Chapman and Tumner

(1997) studied the changes in reading skills across the first three years of school. The researchers

found a correlation between the students' reading self concept and their reading skills. Students

who saw themselves as readers who struggled had lower reading skills than those who did not

see themselves as readers. In addition, students who had a low self concept were not as

motivated to read. Reading often can increase sight word recognition, vocabulary, fluency, text

comprehension, as well as knowledge (Morgan & Fuchs). The students who lack motivation, and

seldom read are often readers who struggle (Fountas & Pinnell, 2009).

**Difficulty in establishing an empirical relationship between growth in reading skills and
motivation**

Wigfield and Guthrie (1997) state that motivation is a complex and multifaceted process,

which makes it difficult to measure. The difficulty in measuring motivation is due to the

difficulty in finding specific aspects of motivation that can be assessed through data collection.

Morgan et al. (2007) stated that there have been few studies using statistical analysis to validate

student self-answered questionnaires, which is the main way researchers collect data on

motivation. Lastly, researchers on the topic of motivation use different terms when referring to

the same terms for different things (Morgan et al.). The lack of common terms makes it difficult

to compare the findings of different researchers because there are no globally agreed upon,

standardized terms.

Fostering Reading Motivation

In a study performed by Ulper (2011) that consisted of 900 students, grades 3-12, the

students were administered a questionnaire that asked what different factors influenced their

reading motivation. In this study, the researcher found that teachers, family members, friends,

books, environment, and activities all have an effect on a student's reading motivation (Ulper).

One way ANOVA results were analyzed to determine if each subgroup had an effect on a

reader's motivation. All six subgroups had a $p<.01$ which is statistically significant. According to

Metsala (1996), finding a way to foster reading motivation in children can be a difficult process.

Students who read for interest are intrinsically motivated and those who read because the teacher

told them to are extrinsically motivated. Teachers need to find ways for students to become

lifelong readers who are primarily intrinsically motivated.

The elementary years are the most important for shaping reading motivation and

achievement (Gambrell, 1996). A student's lack of experience can often be confused with their

lack of ability (Allington, 1994). It is the elementary years that are so crucial for building the

background knowledge and literacy experiences that lead to successful readers. According to

Gambrell, this is a critical period where children need to be nurtured in both effective reading

instruction and the development of reading motivation. These three statements need to be

recognized in regard to reading motivation:

- Children who are motivated to read generally develop into more skillful readers

  (Anderson, Wilson, & Fielding, 1988).

- Some children come to school bearing a greater amount of experience with print, books,

  book language, and access to text (Allington).

- Nurturing and supporting reading motivation and achievement is crucial for all students,

  but especially for those who struggle (Allington, 1994 & Gambrell, 1996).

Gambrell's Seven Rules of Engagement

Gambrell (1996) states that instead of focusing on how to motivate students to read,

teachers should focus on creating an environment in which students will be able to read. Based

on this statement, Gambrell (2011) identified seven research-based teacher practices that would

help to create an environment that fosters reading motivation. According to www.reading.org,

Linda B. Gambrell is a professor of education in the Eugene T. Moore School of Education at

Clemson University and was president of the International Reading Association. Gambrell

served as a member of the Board of Directors of the International Reading Association from

1992–1995 and, in 1998, she received the IRA Outstanding Teacher Educator in Reading Award.

In the remainder of this chapter, I will explain Gambrell's rules and her classroom tips to foster

reading motivation.

**Rule 1. Students are more motivated to read when reading tasks and activities are
relevant to their lives.** Guthrie, Hoa, Wigfield, Tonks, Humenick, & Littles (2007) state

that students are more likely to be motivated to read when there is value and meaning in the

classroom reading activities and tasks. It is easier for students to find value in an activity when it

is relevant. If students can see the purpose of an activity that makes sense to them, they with be

more likely to be motivated to engage in that activity (Gambrell, 2011). When students can make

meaningful connections, students are more likely to become engaged and motivated. Motivation

is enhanced when students can see connections between what is being read in relation to school

or personal connections (Fountas & Pinnell, 2009).

Students will benefit when instructional purposes collate with what is actually being read.

This is to say that there should be a clear purpose for reading that the students can see and

understand (Gambrell). Students are more likely to be motivated to read when they see a

purpose, or reason to complete a task, if they see no reason, or purpose, to a task, the students

might not want to engage in it.

In a recent study performed by Hulleman, Godes, Hendricks, & Harackiewicz (2010),

107 college students (50 men, 57 women) were asked to participate in a study. In this study, the

107 participants attended a math lecture. After the lecture, the students were handed a blank

paper that assigned them to a relevant or control writing assignment. The relevant assignment

asked the students to write about how what they had just learned could be applied to real life

practice. The control writing asked the students to write about two math related pictures hanging

on the wall. A t-test was performed to analyze the data. Hulleman et al. found, "The t test

indicated that participants in the relevance condition mentioned significantly more relevant

information in their essays (M _ 1.74, SD _ 0.61) than those in the control condition, M _0.00,

SD _ 0.00; $t(105)$ _ 19.91, p _ .01" This study suggests that when a writing task is relevant,

students will be more motivated to accomplish the task.

To study student relevance Reuter (2007), recorded students' book selections while they

read for enjoyment. She deduced that in order to find what is relevant to students, she would

observe them while making decisions on what to read when they had the choice. Her main

research question was what makes a student select a text to be read. This study was conducted at

a public elementary school in the suburbs of Washington, D.C., and the participants were 96 first

through fifth-grade students from eleven classrooms. Half the students were boys and half were

girls (Reuter, 2007). The International Children's Digital Library (ICDL) was used in this study.

The ICDL has 196 books in 20 languages and none of the participants had previous experience

with it. Selecting books from the ICDL is very close to how students pick books in school during

reading time. The researcher collected data from the students' verbal conversations with one

another as they worked in pairs to select and read a book together (Reuter).

The students in this study mentioned 46 factors, which was placed into seven dimensions,

which led to them selecting their book (Reuter, 2007). The number one dimension used by the

students was the metadata and physical entity which includes such factors as title, author,

recency, cover, table of contents, and the presence of illustrations. Twenty seven and a half

percent of the student pairs mentioned this dimension which included how recent the book was,

the title, the cover, the illustrations, and the author. These books selected were relevant to the

students because of these factors. This data suggests that physical characteristics can factor into

the relevance of the book for the students.

Gambrell (2011) identifies several instructional activities that a teacher can perform to

help students be more conscious regarding how reading tasks are relevant to them. She says that

students should write in reading journals based on the content the students read while engaging

in silent reading. In these journals the students should reflect and then write for three minutes

about how the reading connected to their own lives. This will help them see the relevance in any

reading activity that they do which will then give them a purpose for reading.

2. Students are more motivated to read when they have access to a wide range of

reading material. When a classroom is filled with a large quantity of multiple text types

that differ in genres, authors, and content, students are more likely to be motivated and achieve

higher comprehension levels in reading (Guthrie et al., 2007 & Neuman & Celano, 2001).

Neuman & Celano studied two low-income neighborhoods, and two middle income

neighborhoods. Neuman & Celano looked at factors that affected early literacy, especially access

to print, in this neighborhood. As a part of the study, school libraries, child care libraries, and

home libraries were observed. In the low income areas there was a difference between the

number of available books in both the schools and school libraries compared to the middle

income neighborhood. According to Neuman & Celano the low income libraries had a total of

12,000 books and the middle income libraries had 18,000 books. There was also a significant

difference between the quality of books between the two types of neighborhoods. The low

income neighborhoods had the lower quality of books. By having a large, rich classroom library

teachers are showing the students that reading is important and meaningful to engage in

(Gambrell, 2011).

Having a large library is essential for fostering reading motivation but it is not enough

(Gambrell, 2011). The teacher needs to be sure to spark the students' interest and curiosity as a

way to engage them with the text, so students use the large library in a meaningful way

(Gambrell). One way to increase the students' interest and motivation is through book talks

(Fountas & Pinnell, 2009). Booktalks are performed by the teacher picking a few high quality

texts each week. At the beginning of the week the teacher tells the students about the books like

a short movie preview, discussing interesting concepts about the book and suggesting students

should read it. The high quality books are then left in a common area where students can pick

them to read during independent reading time (Fountas and Pinnell, 2009).

Gambrell (2011), states that the teacher read-aloud of high interest books is another way

to increase interest and curiosity. Fisher, Flood, Lapp, & Frey (2004) found that one purpose of

interactive read-alouds is to initiate students into the enjoyment of reading. The researchers

examined the practices of 25 expert teachers to identify seven common factors of an interactive

read-aloud, which are text selection, previewed and practiced, clear purpose established, model

of fluent reading, animation and expression, book discussions, and connections made to

independent reading and writing. The researchers used these seven common factors to identify

the purpose of read-alouds, as well as to compare the practices of 125 randomly selected teachers

to the expert models. The 125 teachers were chosen from a collection of 284 educators across 15

schools and were teachers from grades 3 through 8. The 125 teachers were observed for evidence

of each of the seven common factors.

Of the 125 teachers observed 46% of them showed implementation of animation and expression in the interactive read-aloud in a masterful way. Only 2% of the teachers showed no implementation of animation and expression (Fisher et al.). In the expert teachers' classrooms the animation and expression caused the students to be engrossed in the reading of the text. According to one observation the students were so engrossed with the reading that they were following the teacher with their eyes while she walked around the room (Fisher et al.).

Eighty-five percent of the teachers picked the text based on student needs and interests while it was not apparent why 15 percent of the teachers picked the books (Fisher et al.). Eighty six percent of the teachers modeled fluent reading, 97% held book discussions, and only 46% made connections to independent reading (Fisher et al.). The teachers in this study were experts at introducing interesting texts to the students while exposing them to a wide range of literature. The identified expert teachers used text selection, previewed and practiced books beforehand, had a clear purpose established, modeled fluent reading, modeled animation, used expression in their reading, engaged in book discussions, while forming connections to their Language Arts work. They used these factors of an interactive read aloud to instill the joy of reading in their students.

Having a large number of a variety of text is very important in regards to reading motivation. If students can pick books that are of high interest, they will be more likely to be motivated to read. Having a large library is not enough, if students are not aware of what is in the library, they will not use the library properly. Teachers can use book talks and interactive read alouds as a way to showcase the types of books in the classroom library.

3. Students are more motivated to read when they have ample opportunities to engage in sustained reading. Hiebert (2009) states that the insufficient time spent reading in the classroom is one cause of decreasing reading motivation. Students are more likely to read more when they are given ample opportunities to read in the classroom (Hiebert). Reading more often can lead to an increase in reading motivation. It was found that students were only engaged in independent reading for 18 minutes a day in many schools, even though the schools dedicated over an hour and a half to reading and writing instruction (Hiebert).

To increase reading motivation, volume of text read, and reading proficiency, students need to spend more time reading (Gambrell, 2011). They can only spend more time if they are given larger amounts of time to engage in reading. According to Gambrell, amount of time allocated to read in school is highly associated with reading success. According to a study done by Foorman, Schatschneider, Eakin, Fletcher, Moats, & Francis (2006), of 1,285 children in schools in Houston and Washington D.C., where >90% of the students enrolled receive free and reduced lunches, the amount of time spent daily engaging in silent reading correlates with reading proficiency. In this study Foorman et al. (2006) tracked 1,285 first and second grade students throughout one school year. The researchers gave the students a pre test and a post test on spelling and reading to all of the students. In between the two tests, the researchers recorded how much time each class spent on reading, word work, writing, and many other tasks. The classes who spent more time on actually reading scored better on both the reading and spelling post tests.

According to Gambrell (2011) students with low reading motivation do not engage in reading when school is not in session. The students with low reading motivation need to build up reading for a sustained amount of time and the only way they will do it is in school. Gambrell

(2011) and Boushey & Moser (2004) suggest that teachers cannot start with 20-30 minutes right

from the start. They suggest starting with 10 minutes and slowly adding more time so the

students get a feel for reading uninterrupted for an extended period.

4. Students are more motivated to read when they have opportunities to make

choices about what they read and how they engage in and complete literacy tasks.

Giving students choice in what they read is a very powerful way to increase students' reading

motivation (Gambrell, 2011). When students are given choice as to what they read, they are more

likely to be motivated and engaged readers (Gallagher, 2009). Motivation increases when

students are given a choice as to what they are learning and when they believe they have control

over what they are doing (Gallagher).

Guthrie et al. (2007) found that students were more likely to be motivated when they

were permitted to select their own books instead of having them chosen for them by adults. In

this study 31 fourth grade students were interviewed. The researchers were exploring how

teachers can increase comprehension and motivation for their students. According to student

interviews, students with perceived control over the books they chose stated that they would

much rather read books on topics that they were interested in. 31 of the 31 students stated that

they would read more if they were able to choose their books (Guthrie et al.) When teachers

allow their students the opportunity of choice in text in the classroom the students are likely to

show an increase in reading motivation, try harder, and comprehend the books better (Gambrell,

1996).

5. Students are more motivated to read when they have opportunities to socially

interact with others about the text they are reading. Students can socially interact

about books in many ways. It can be done through buddy reading, turn and talk during an interactive read aloud, answering teachers' questions during a read aloud, writing about reading, and reading other students' writing about reading (Gambrell, (2006).

Social interaction supports reading motivation in many ways: student comments about books can motivate classmates to read that book, seeing their classmates succeed can motivate students who struggle to read more, and working with others can motivate students to want to read (Turner & Paris, 1995). In a study performed by Gambrell, Hughes, Calvert, Malloy, & Igo (2011), two hundred and sixteen elementary students engaged in pen pal writing with 23 different adults as a way to discuss books they had read). In this study the students would read a text and then write to their pen pal about it. After the unit was over the researchers interviewed the students. Forty-three percent of the students interviewed stated that talking to peers about the book they read was the best way to help them to understand the book (Gambrell et al.). Seventy-six percent of the students stated that they talk to their classmates about the books they read, and 44 % said that they learned something about the book by talking with someone about it (Gambrell). Thirty-six percent of the students thought that information about the book was the best part of the pen pal experience and 93% of the students stated that they would like to do it again (Gambrell).

Gambrell (2011) identifies that giving students three to four minutes to talk to a fellow student after reading time can increase both students' reading motivation. Gambrell mentions that this is an easy thing to do and the only rule is that the two students need to share the time equally and they can only discuss what was just read.

6. Students are more motivated to read when they have opportunities to be successful with challenging texts. Matching a student to the right book is crucial to their

literacy learning. Fountas & Pinnell (2009) identify that a student should be reading books at

their independent level when they are reading independently. This is a book that is not too

difficult as to overwhelm a student, but at the same time not too easy so the student still has to

put forth some effort. The effort should be minimal so as not to bore the student. If a reader picks

up a text that is too difficult they are more likely to give up and stop reading (Gambrell, 2011). A

book is too difficult when a student can not decode enough words that hamper their ability to

comprehend the text. If the text is too easy the probability of the student getting disinterested and

spending less time on task is increased (Treptow, Burns, & McComas, 2007)). In a study by

Treptow, Burns, & McComas, three students were selected from a third grade room. These three

students showed difficulty remaining focused, as well as had reading difficulty based on

observations at 10 second intervals for 10 minutes on two separate occasions for each student to

measure how long they were able to remain on task during independent reading, teacher-guided

reading, and partner reading. This was paired with DIBELS scores to choose the three students

for the study. The three students selected had the lowest time on task and reading fluency in the

class (Treptow, Burns, & McComas).

Reading difficulty was the independent variable in this study and had three variables:

frustration, instructional, and independent. A student had reached frustration when they had 80-

90% accuracy in words read, instructional level was 93-97%, and independent was 100%

(Treptow, Burns, & McComas). Each student was presented with three readings at each level and

the students' on-task behavior was observed and comprehension questions were asked. All three

students' on-task behavior was highest at their instructional level (95%-100%). The three

students showed the smallest percentage at the frustration level ranging from 80%-88%. The

students showed the highest comprehension at their independent level (90-100%) (Treptow,

Burns, & McComas). While students' comprehension is highest at their independent level, their

on-task behavior is not as high as when they are reading at their instructional level. Students are

more on-task, or motivated, when they are matched with the right book at their instructional

level.

Teachers need to teach students strategies for them to use when picking their own books

that they can use to choose good-fit books (Boushey & Moser, 2006). For reading instruction to

be successful the teacher needs to offer the student reading tasks and activities that perpetuate,

instead of overpower the student. A text that is at their independent level will still challenge them

but not to the point of frustration (Fountas & Pinnell, 2009). Students tend to feel a sense of

accomplishment when they are successful with a challenging text which often causes them to

read more (Gambrell, 2011).

A teacher should have book selection strategies in place for the students to use as a way

to pick books that are right for them (Fountas & Pinnell, 2009). Readers who struggle frequently

pick books that are too hard for them because they want to be successful reading challenging

books, and when they see peers reading challenging books, they want to read the same books

even if they are too challenging for them(Gambrell).

**7. Students are more motivated to read when classroom incentives reflect the value

and importance of reading.** Positive and encouraging teacher feedback gives students

the motivation to continue reading (Gambrell, 2011). Intrinsic motivation is what leads to

lifelong readers and learners. Gambrell states that authentic teacher praise will increase a

student's reading motivation and generally make the students want to read more and be

successful. On the contrary prizes and other tangible rewards increase extrinsic motivation which

can decrease intrinsic motivation because the students are focused on earning the prize instead of

reading because they want to. When a student loses interest in the tangible prize, which is not

directly related to the specific task, they will no longer be interested in reading.

Physical prizes like books that are related to the actual literacy activity can be successful

in increasing a student's intrinsic motivation to read (Gambrell, 2011). This is because the

reward is showing the value and importance of reading and will not undercut reading motivation.

Meaningful, authentic praise is one of the most powerful incentives a teacher can offer their

students. When students are successful, and you congratulate them for it, they feel a sense of

pride, which causes them to want to be successful more often, causing the students to be more

motivated to read.

Conclusion

Reading motivation has a positive correlation with the amount that students read. The

more a student reads, the more the student comprehends, which is why it is so important to

increase students' reading motivation. Since teachers have little control over what happens at

home they must do everything they can to set up a classroom where the goal is to increase the

students' motivation to read.

Motivation to read is an important aspect to build for a classroom community of learners.

Intrinsic motivation builds lifelong readers and it is the educator's job to provide an environment

that fosters the motivation to read. Linda Gambrell (2011) identified seven rules of engagement

that foster reading engagement. This study will be looking to see how six classroom teachers in a

primary school set up their physical environment and instruction to foster or detract from reading

motivation based on the seven rules laid out by Linda Gambrell.

Chapter 3: Methods and Procedures

The purpose of this study is to explore how six teachers' physical environment and instruction are set up in regards to reading motivation in a suburban primary school. I will explore this subject by answering the following questions:

- How do teachers, in a suburban primary school, set up their classroom libraries and environment related to reading motivation?

- In what ways do the teachers' actions and schedules appear to foster or detract from reading motivation?

In this chapter, I will discuss the participants and their work settings. I will also discuss the procedures and data collection I used when conducting my research. I will address the ways I triangulated my data, as well as discuss the limitations that this exploration may have.

Participants

The participants in this study are six female teachers in a suburban primary school. Three of the participants are second grade teachers, and three are from first grade. I looked for volunteers from a pool of eight first grade teachers and seven second grade teachers. From those who volunteered, three were picked randomly from each grade level. To be able to choose randomly, I assigned each volunteer for each grade level a number. I then put all of the first grade teachers' numbers in a bag, and all of the second grade teachers' numbers in a different bag. I then drew three numbers from each bag, matching them with the names of the teachers. All of the chosen teachers were informed of the study and its purpose and voluntarily agreed to participate by signing a consent form (see Appendix A). To ensure confidentiality, all teachers were given pseudonyms. The school in which they work was not identified.

Procedures

This study was performed over a period of three weeks during the 2011-2012 school

year. I conducted all of my data collection after the school day was over so as not to interrupt any

student learning. I collected my data through surveys, interviews, and observations.

Surveys. I handed out a survey for each of the six teachers to complete (See Appendix

A). The subjects were given one week to complete this survey on their own time. I gave them the

survey to complete before the interview was conducted.

Interviews. I interviewed each of the six subjects and asked each one the same questions

(See Appendix B). I interviewed the subjects after the survey had been completed. The

interviews were informal and the subjects were aware that pseudonyms were used for everyone

involved. I recorded the answers to each question in a research journal during the interviews.

Observations. I visually observed each teacher's classroom library and the set-up of each

classroom. I observed each room for the same things with my focus on these factors, how many

books are in the student library, how many Fiction, how many nonfiction, how is it organized,

how do the students access the student library, how is the classroom set up in regard to where the

students are able to read, what levels of difficulty are represented by the books in this library,

and what evidence of possible incentives are visible in the room? I observed the classrooms

outside the school day so as not to distract any student learning.

Data Analysis

After collecting my data I triangulated my three types of data to answer my

research questions. I used comparative case analysis (Rihoux, 2006) to determine what each

teacher did or did not do to foster reading engagement. I then cross analyzed the data by

highlighting each response based on factors that increase student reading motivation to discover

if/how these six teachers set up their classrooms, classroom libraries, schedules, and

environments related to reading motivation. Once I established if/how the teachers set up these

factors I then explored how these factors appear to foster or detract from reading motivation.

I explored each research question individually by analyzing the six teachers' answers to

the interview questions, survey results, and my observations of their classrooms using the

comparative case analysis.

Limitations

There are a couple of limitations to my research. One is that I have a small sample size.

My study is also limited to one school, at the primary level.

Conclusion

The purpose of this study is to explore how six teachers' physical environment and

instruction are set up in regards to reading motivation in a suburban primary school. The

participants are six primary school teachers in grades one and two who were randomly selected.

I collected my data through classroom observations, teacher interviews, and teacher surveys. I

triangulated this data to answer my two research questions using comparative case analysis.

Chapter 4: Findings

Over the period of three weeks, during the 2011-2012 school year, I collected data by

administering surveys (Appendix A) and interviews (Appendix B) to six teachers in a suburban

primary school in grades one and two. To be sure to triangulate my data, I also conducted

walkthroughs of the six teachers' classrooms recording my observations (Appendix C). I used

the teacher surveys, interviews and classroom observations to explore my research questions:

- How do teachers, in a suburban primary school, set up their classroom
  libraries and environment related to reading motivation?

- In what ways do the teachers' actions and schedules appear to foster or detract
  from reading motivation?

My research was based on Gambrell's 7 rules of engagement (Gambrell, 2011). Linda

Gambrell identified, through her research, seven rules that when present in a classroom, foster

motivation to read in students. When developing the questions for the teacher survey, teacher

interviews, and observations I formulated them to determine if the classroom teachers were

either fostering, or detracting from their students' reading motivation.

I then cross analyzed the data by highlighting each response based on each of Gambrell's

Seven Rules of engagement to discover if/how these six teachers set up their classrooms,

classroom libraries, schedules, and environment related to reading motivation. Once I established

if/how the teachers set up these factors, I then explored how these factors appear to foster or

detract from reading motivation.

In this chapter I used the data I collected to answer both of my research questions by

cross analyzing my data using the comparative case analysis (Glaser & Strauss, 1985). I will

explore each research question individually by analyzing the six teachers' answers to the

interview questions, survey results, and my observations of their classrooms using the

comparative case analysis.

Each teacher showed evidence of fostering reading motivation, yet they differed in how

they approached it. All of the six teachers had a wide range of text available to their students. It

was interesting that, though all the teachers had a common theme in having a large amount of

reading material available, they differed in ways they fostered reading motivation. The six

teachers varied in the extent to which they promoted relevant text. The teachers used their

extensive classroom libraries in different ways. The teachers valued sustained silent reading at

different levels. The six teachers promoted student choice in varying degrees. The

implementation of social interaction into instruction differed. The use of incentives was

promoted differently from classroom to classroom. All six teachers gave their students frequent

opportunities to be successful with challenging texts through daily guided reading lessons.

The biggest stand out from the beginning of my data analysis was that all six teachers

were fostering reading motivation by having extensive classroom libraries. Further analysis

illustrated that the topic ran much deeper than it first seemed. I found that the six teachers all

fostered reading motivation but differed in the ways that they did. The fostering of reading

motivation was apparent in all six teachers in regards to having a large classroom library and

giving their students the opportunity to be successful with demanding texts. The implementation

of student choice during reading activities differed depending on the classroom. The amount of

opportunities to socially interact was promoted differently based on the teacher. The six teachers

valued text relevance in different degrees. Teachers' use and length of sustained silent reading

time was not the same. The use of incentives during reading activities was not the same in any of

the classrooms. This chapter will further explore and discuss my findings.

Analysis of Research Question Number One:

How do teachers, in a suburban primary school, set up their classroom libraries and environment related to reading motivation?

My first research question, how do teachers, in a suburban primary school, set up their classroom libraries and environment related to reading motivation can not be answered until the definition of reading motivation is established. Motivation can be either intrinsic or extrinsic, and is defined as the process that initiates, guides, and maintains goal-orientated behaviors (Cherry, 2012) and can be either intrinsic or extrinsic. Motivation to read is an intrinsic action to want to read for numerous reasons; curiosity, involvement, social interaction, and many others (Gambrell, 2011). Studies have shown that extrinsic motivation can negatively impact a reader's intrinsic motivation to read because often once the external factor is removed the student will lose the motivation to read altogether (Hayenga & Henderlong, 2009).

Gambrell (1996) states that instead of focusing on how to motivate students to read, teachers should focus on how they construct an atmosphere that allows students to be able to engage in reading. One way this is done is through the use of classroom libraries.

I used the teachers' answers to interview questions, survey results, and my observations of their classrooms to answer my first research question. I used the comparative case analysis to compare how each of the six classroom teachers set up their classroom libraries and classroom with reading motivation in mind. I triangulated these data points as well to answer my research question.

Figure 1 shows that all six teachers have a very extensive classroom library. This implies that having a large library is very important to all six teachers.

Extensive Range of Reading Material

	Total Number of books
Teacher A	889
Teacher B	1458
Teacher C	1196
Teacher D	1446
Teacher E	1593
Teacher F	1218

Figure 1 Books in classroom library. This figure reports the total number of books in each of the six teachers' classroom libraries.

I asked the teachers how the students picked their books during their reading time. All six

teachers use book boxes that their students are allowed to choose from during reading tasks.

Teachers B and E both offer their students limited choice and assign their students an

instructional Fountas & Pinnell reading level, and the students are able to choose books

according to that level. The ability to choose allows the students to pick books that they are

interested in that are also at their independent reading level. The teachers allowing students to

choose fosters reading motivation because it offers the students choice and students are more

likely to be motivated when they get to choose what books they are reading Gallagher, (2009).

Teachers A, C, and D allow their students to pick their own "good fit" books (Boushey &

Moser). They taught their students a strategy for picking a good fit book called IPICK. The first I

stands for I pick this book. P represents purpose where the student asks why am I reading this

book. The I stands for interest where the student asks themselves if they are interested in this

book. The C stands for comprehension where the student asks themselves if they can read a page

and understand what they are reading. The K stands for know all the words where the student

reads a page and asks themselves if they know all the words. If the student goes through these

steps and can answer yes to all these questions then it is a good fit book (Boushey & Moser,

2006). Teachers A, C, and D are allowing their students a large amount of choice in their reading

which is fostering their reading motivation.

Teacher F does not allow her students any choice in what books go into their book boxes.

They are only allowed to have their guided reading books or books that the whole class has read

together. Research would suggest that the lack of student choice is detracting from the students'

reading motivation because it is not allowing them any choice in the books that they are able to

read (Guthrie et al., 2007, Gallagher, 2009, & Gambrell, 2011).

I asked how students pick their books for independent reading for more than one reason.

First, I wanted to see how the teachers set up their classroom libraries related to reading

motivation. Motivation is defined as the process that initiates, guides and maintains goal-oriented

behaviors (Cherry, 2012). Motivation to read is an intrinsic action to want to read for numerous

reasons; curiosity, involvement, social interaction, and many others (Gambrell, 2011).

Many of the teachers identified reading motivation as students wanting to read what they

are interested in. The thought that students should be able to find what they are interested in

connects to how they set up their library because if it is important to read things you are

interested in you need to know how to find it. Teachers A through D all have their libraries set up

where students can browse by interest; this promotes motivation because students will read

books that interest them.

Three teachers, A, C and D, separated their libraries only by themes, authors, series, and

content area books. These two libraries were organized in a very specific way, which focused on

their students being able to find exactly what they were looking for. Teachers B and E both had

sections that were labeled by theme, authors, and series. They also had a section that was

organized by Fountas & Pinnell and Accelerated Reading levels. The leveled section was

separated purely by reading level and had many types of books organized together.

Teacher F had her library separated purely by Accelerated Reader levels. This makes it

very difficult for students to find specific books they might want to read based on interest.

Though she is fostering reading motivation by having a large library, she is detracting from it by

not setting up her library in a way that students can find something to read based on their

interests. Also, teacher F's library is in 6 big bins sorted by Accelerated Reader Levels which the

students need to flip through in order to find books. The spines or covers of the books are not

easily accessible. This data showed that though each teacher had an extensive library, each one

organized her library in different ways.

Analysis of Research Question Number Two:

In what ways do the teachers' actions and schedules appear to foster or detract from

reading motivation? Through my three types of data, which were teacher surveys, interviews,

and classroom observations, I used comparative case analysis to see whether the classroom

teachers are either fostering or detracting from their students' motivation to read.

The extent to which these teachers promote relevant text. To foster reading

motivation in their students, a teacher should have a clear purpose for reading that the students

are aware of. Students need to have a purpose for reading to make it relevant to their lives. If the

reading is relevant to their lives they will be more motivated to read (Gambrell, 2011). I asked

each teacher what their students' purposes were for reading during silent reading, guided

reading, and buddy reading and reported the answers in Figure 2. According to Figure 2, teachers

A and B are fostering reading motivation by having 10 clear purposes for reading that their

students' value and take pride in.

	Number of different purposes for reading during the combination of independent reading, buddy reading, and guided reading
Teacher A	10 Comprehension Pleasure Sharing their reading with others Practice Fluency To learn new things To become better readers Continued practice Hook other kids to their books Talk about their books Learn new strategies and skills
Teacher B	10 Competition (number of books read) Speed Pleasure Intrinsically motivated To learn new things Love for reading Social aspect Comprehension Fluency practice Learn new strategies and skills
Teacher C	6 Because they have to Pleasure Importance of hearing good reading Social aspect Comprehension Learn new strategies and skills
Teacher D	6 To be a better reader you need to practice Pleasure Practice fluency Increase strategies and skills Social aspect Comprehension
Teacher E	5 Teacher tells them to Pleasure Learn new strategies and skills Comprehension Increase fluency
Teacher F	2 Increase strategies and skills To pass an Accelerated Reader comprehension test

Figure 2: Different types of purposes in independent reading, buddy reading, and guided reading. The teachers were all asked to identify the students' purposes for reading independently, during buddy reading, and during guided reading.

Teachers C and D had 6 purposes for reading, while teacher E had 5. Teacher F only has two

known purposes for reading which are to learn new strategies and skills, as well as to pass

comprehension tests on accelerated reader. Out of the six teachers, teacher F seems to be

detracting from the students' reading motivation due to the lack of purposes. The only intrinsic

motivation would be from the students learning new skills and strategies. This is a much smaller

number of clear purposes for reading and does not include reading for pleasure or talking about

the books the students have read. Reading to pass an Accelerated Reader comprehension test is

an extrinsic motivation and if the students lose interest in getting good grades on the test they

will lose any interest in reading to take the tests (Gambrell, 2011).

To promote seeing relevance in reading, students need to have a clear purpose for

engaging in it (Guthrie, Hoa, Wigfield, Tonks, Humenick, & Littles, 2007). So having the

students know the reason they are reading is one way to foster reading motivation. All 6 teachers

stated that one purpose for their students to read is to learn new strategies and skills. Since the

students know that they are reading to learn new strategies and skills, their reading motivation is

being fostered. Teachers A through E all stated that their students also read for pleasure which is

positive for their students.

Teachers A, B, D, and E all share the purpose of practicing reading fluently which puts

value in sounding like a reader. This just adds another clear purpose for the students to be

reading. Teachers A and D mentioned that their students read to become better readers. Though

teachers A and D are the only teachers who specifically mention reading to become better

readers, reading to learn new strategies and skills is very similar which all six teachers stated.

Teachers A through D all mentioned that their students read to be able to talk about their books

with others. Not only does this promote relevance, but it also addresses the social interaction

piece of fostering reading motivation.

Teacher A values setting a clear purpose for reading, as shown by her answer to the

question, "When your students read independently, buddy read, and participate in guided

reading, what are their reasons (purposes) for reading?" The answers she gave are as follows;

"The students read for pleasure, understanding, to become better readers, become more fluent,

practice, share funny stories, and learn new strategies and skills". As evident by this answer,

Teacher A promotes purpose for reading to her students throughout the day. Teacher A feels

strongly about having a purpose for reading as seen by this quote, "If a student does not have a

reason for reading it will be more difficult for them to be motivated to do so. This is why I am

always very specific in why my students are engaging in every literacy activity we do".

Teachers B, C, D. E, & F showed many similar ways in which their setup reflects

relevance by setting a clear purpose for reading. Many of these reasons are as follows; to learn,

enjoyment, practice fluency, to become better readers, socialize about text, to develop a deeper

understanding, and to make connections. Teacher A was the only teacher of the six who directly

connected having a purpose for reading (relevance) to her students' motivation to read through

her responses to my questioning.

According to figure 2, teachers A, B, C, & D have between six and ten separate clear

purposes for reading through three different reading settings though many overlap especially in

the social interaction piece of the purposes they stated. There were frequent repeats between the

three different types of reading that students engaged in like becoming better readers and reading

for pleasure". Teacher F only identified two different purposes for reading which were "to take a

comprehension test and increase reading strategies". Teacher F did not do buddy reading in her

classroom.

How six primary school teachers use writing to promote relevant text. None of the

teachers had their students write based on what they were reading during independent reading.

Having students keep reading journals of what they read is one way of making sure the students

see a purpose in their silent reading (Gambrell, 2011).Teachers A, B, C, and D have their

students write during Guided Reading on every second day about the text they are reading, which

is one way to set a clear purpose for reading to the students. Teacher E has the students write

about a morning read aloud during writing time which is daily. According to teacher E, this helps

motivate the students to listen during the morning read aloud. Teacher F does not have her

students write about their reading at all which means that the students passing an Accelerated

Reader test, which is extrinsic motivation, is the main purpose for the students' reading.

How the teachers used extensive classroom libraries to foster student reading

motivation. I examined each teacher's classroom library to see the number of books they

had, as well as the type of books to see whether the teachers were fostering or detracting from

reading motivation. Figures 3 shows the number of books in each of the 6 teachers' classroom

libraries, as well as organize them into the number of fiction and nonfiction texts present.

	Total Number of books	Fiction	Nonfiction
Teacher A	889	682	207
Teacher B	1458	1026	432
Teacher C	1196	846	350
Teacher D	1446	987	459
Teacher E	1593	1232	361
Teacher F	1218	960	258

Figure 3 Books in classroom library. This figure gives the number of books in each of the teachers' classroom libraries as well as breaks it up into

fiction and nonfiction texts.

Teachers A through D all have their libraries set up where students can browse by

interest, which promotes motivation because students are more likely to read books that they are

interested in. Three teachers, A, C and D, separated their libraries by themes, authors, series, and

content area books. There was no evidence of any Fountas and Pinnell, or Accelerated Reader

book levels. These three libraries were organized in a very specific way that focused on their

students being able to find exactly what they were looking for.

Teachers B and E both had sections that were labeled by theme, authors, and series. They

also had a section that was organized by Fountas & Pinnell and Accelerated Reading levels. The

leveled section was separated purely by reading level and had many types of books organized together. By separating their libraries by reading level and themes, authors, and series, the teachers are not only offering choice, but also giving their students the opportunity to pick books based on reading levels. This gives the teachers an easy way to ensure that their students are reading at their independent levels when they are engaging in silent reading. By organizing their libraries this way, teachers B and E are fostering reading motivation by giving the students access to a wide range of texts, and offering choice.

Teacher F had her library separated purely by Accelerated Reader levels. It is very difficult for students to find specific books they might want to read based on interest when the classroom library is organized by book level only. Though she is fostering reading motivation by having a large library, she is detracting from it by not setting up her library in a way that students can find something to read based on their interests. Also, teacher F's library is in 6 big bins sorted by Accelerated Reader Levels which the students need to flip through in order to find books. The spines or covers of the books are not easily accessible.

In regard to the actual number of books in each library each teacher had between 889-1,593 books. I found that the ratio of fiction to nonfiction ranged from 2:1 to 3:1. All six teachers seem to be fostering reading motivation by offering the students a wide variety of text to choose from (Gallagher, 2009, Gambrell, 2001, & Heibert, 2009). When a classroom atmosphere is loaded with multiple types of text and has a wide range of genres, text types, magazines, the internet, resource materials, and real-life documents, the motivation to read and reading achievement is higher because the students have a large number of choices available (Guthrie et al., 2007 & Neuman & Celano, 2001).

How teachers use interactive read alouds to spark interest and allow for social

interaction. Interactive read alouds help students to be motivated readers of a wide range

of text. One way to spark student interest in certain types of books, that they would not normally

choose, is through interactive read alouds of high interest books (Gambrell, 2011). Figure 4

shows the frequency that each of the six teachers engage in interactive read alouds every week.

	Number of read alouds per week
Teacher A	7
Teacher B	5
Teacher C	10-15
Teacher D	10-12
Teacher E	5-10
Teacher F	5

Figure 4 Frequency of interactive read alouds

All six teachers performed at least one read aloud per day. Teachers A, B, and F only do

5 – 7 read alouds per week which is only about one per day. Teachers C and D averaged about

two per day while teacher E has anywhere from one to two per day. Teacher C told me during an

interview that "I always make any read aloud available to the students to read during reading

time. I find that the books that I read always seem to spark certain students' interest". Teacher B

said "I like to read a series book because I find that students are then going to either the

classroom or school library and getting other books in the series after I introduce them to the

series".

All six teachers are fostering their students' reading motivation through the use of
interactive read alouds by exposing them to books that they might not normally choose on their
own. The teachers do differ in the number of read alouds that they offer each day. By volume of
read alouds, teachers C and D are exposing their students to a greater amount of text than the
other four teachers. Teachers B and C are only reading one book a day to their class, which is
limiting the number of new books the students are being exposed to.

The teachers' use of sustained silent reading time in relation to reading motivation.
Students are more motivated to read when they have ample opportunities to engage in sustained
reading (Gallagher, 2009 & Gambrell, 2011). Figure 5 shows how much sustained silent reading
time each student receives each day as well as the total time per week each student engages in
reading tasks. The percentage of reading time that is dedicated toward SSR per week is included
as well.

	Sustained Silent Reading Time per day	Reading time per week	Percentage of reading time dedicated to SSR per week
Teacher A	20 Minutes	200 Minutes	50%
Teacher B	20 Minutes	220 Minutes	45%
Teacher C	20 Minutes	280 Minutes	36%
Teacher D	20 Minutes	220 Minutes	45%
Teacher E	20 Minutes	210 Minutes	48%
Teacher F	35 Minutes	235 Minutes	74%

Figure 5 Amount of reading time given to students. This figure shows the amount of silent reading time each teachers gives to their students as well as the entire reading time allotted to the students in a given week. This weekly number includes silent reading time, buddy reading time, and guided reading time. The percentage of reading time dedicated to SSR is given as well.

Teacher C offers her students 280 minutes per week to engage in reading. This includes Guided Reading three times per week, daily independent reading, and buddy reading. Teacher E offers her students 35 minutes of reading independently daily, which is the most, as well as the second most time per week even without buddy reading.

I noticed that every teacher wished for more reading time except teacher F. She said that "30-35 minutes is sufficient for them to get a good amount of silent reading in school". It is interesting that the teacher who had 15 more minutes daily of silent reading time, teacher F, was the only one who did not wish for more time. This is interesting because teacher F does not allow time for buddy reading of any kind but instead offers 15 more minutes of independent reading time. Teacher F uses 75 percent of her reading time for SSR when the other five teachers average

around 50 percent. I believe that extra 15 minutes would be better spent allowing her students to

interact socially through buddy reading. All the other teachers said they wished they had more

time. Teacher C stated "yes I wish I had more time because the most growth seems to come from

SSR, both growth in reading skills and the use of reading strategies".   Teacher C was the only

teacher to mention the amount of growth in reading skills and the use of reading strategies gained

by independent reading. Teacher C stated that the most growth is shown through independent

reading but she only dedicates 36 percent of her reading time to SSR. It is possible that instead of

needing more time for reading, teachers A through E should transfer more of the other types of

reading into SSR. There is a gap here because to become better readers, students must frequently

read books they can comprehend and read accurately (Allington & McGill-Franzen, 2008).

All six teachers are giving their students at least 40 minutes a day to engage in reading

which is fostering reading motivation because to be motivated to read, a student must be given

the opportunity to do so. Part of this weekly time is guided reading where the students are being

given the opportunity to be successful with challenging text at their individual instructional level

which also fosters reading motivation.

The importance of student choice according to the teachers. Figure 6 shows a wide

range of answers on the importance of student choice during reading time according to each

teacher on a scale from 1-10 with one being the least important and ten being the highest.

	Importance of choice
Teacher A	6
Teacher B	7
Teacher C	7
Teacher D	9
Teacher E	8
Teacher F	5

Figure 6 Importance of student choice for reading tasks as rated by the teacher. Each teacher was asked to rate the importance of student choice when picking books to read on a scale of one to ten, with one meaning not important at all and ten being extremely important.

The way students get books during reading time directly relates to how each teacher sets up her instruction based on reading motivation. The more opportunities to choose what they read, the more motivated to read students will be (Gallagher, 2009). Teachers B, C, D, and E place a lot of importance in student choice while A and F do not. All six teachers stated that even with student choice there must be times where the students will not be able to choose, which is during guided reading time.

All six teachers give their students some form of choice when they engage in independent reading. A common theme between all six teachers is that their students were not able to have any choice during guided reading when the teachers focused on reading strategies. All of the books the students read at their instructional reading level are chosen by the teacher alone. None of the six teachers offer their students limited choice during guided reading which would potentially increase the students reading motivation during this time. All teachers agreed that this is because students need to be reading at their instructional level to help them become better readers.

Only teachers A, C, and D organized their libraries without any reading levels present. Those three teachers are the ones who are offering their students the most amount of choice. Teachers B and E offer their students limited choice. By this I mean that they give their students a reading level, based on their independent reading levels, and allow them to choose books that fall in their levels. They do not allow their students to choose any books that do not fall into their reading levels. By not allowing the students to chose books outside of their independent reading level, teachers B and E are detracting from their students' reading motivation because they are limiting the students' choice which decreases their motivation. Teacher F only allows the students to read guided reading books and books that the students have read together as a class. This is detracting from the students' reading motivation because it is taking away choice from the students. This is contrary to her rating of five for the importance of student choice because she is not offering them any.

How the teachers implemented social interaction in their instruction. Interactive read alouds allow the teacher and the students to socially interact about the text that the teacher is reading. During this time the teacher can guide the students in a discussion about the text being read, ask questions, as well as allow for turn and talk time where the students can interact about the text. Figure 7 shows how many times in a week each teacher engages in an interactive read aloud.

	Number of read alouds per week
Teacher A	7
Teacher B	5
Teacher C	10-15
Teacher D	10-12
Teacher E	5-10
Teacher F	5

Figure 7 Frequency of interactive read alouds. This figure represents the number of interactive read alouds each teacher does on an average week.

According to figure 7, all six teachers do at least one interactive read aloud per day. This gives the teacher the opportunity to read a book with the class and model how to talk about a book with the students. This is one way that all six teachers foster reading motivation, though in various degrees.

Teachers A, B, C, D, and E give their students the opportunity to buddy read every other day in their classrooms. During this time students can buddy read in three different ways from the Daily 5 which are *I read, you read*; choral reading, and checking for understanding. For I read, you read, one student reads a page and then the next student repeats that page. For choral reading, two students read together, and with checking for understanding, one student reads part of the book, and the other student asks clarifying questions about the text (Boushey & Moser). None of the teachers were able to answer what kind of buddy reading the students do on a daily basis because they teach all three ways and the students can pick whichever they choose. This is problematic because then the teacher is not aware of the kind of buddy reading the students are engaging in and since each of the three types focus on different skills, teachers should be monitoring students and helping to guide them to areas of need.

Teacher C stated during her interview, "I give my students 5 minutes of buzz time after our silent reading. This gives the students the time to just find a friend and talk about whatever book they are reading. I find that this will frequently turn students on to books that they would not have otherwise chosen." When I delved deeper into this, teacher C said that she gives each student half the time to talk and the other student can ask questions and then they switch. Teacher C was the only teacher who engaged in buzz time. Based on my data, the only other way that students socially interact about books other than buddy reading was during read alouds and guided reading.

I asked each teacher if their students are given time to talk to one another about the books they have read. Four of the five teachers had their students do buddy reading at least every other day. During this time one student reads and the other student is free to ask questions. At the end of the book the students are supposed to discuss what was just read as a way to check for comprehension. Teacher F did not schedule buddy reading at all but did give her students 15 extra minutes of SSR. That extra time would be better spent by offering her students the time to interact about the text they read using either buddy reading or buzz time because social interaction increases reading motivation. Teacher A frequently uses the turn and talk strategy with her students during interactive read alouds where she gives them a talking point and they talk to a neighbor for one to two minutes. Teachers D and E bring their classes back together after silent reading time and allow their students time to talk about the books they have read that day. Teachers D and E saw the importance of social interaction and planned accordingly by including time in their day for their students to have the opportunity daily to socially interact.

Students increase their reading motivation when they get the opportunities to talk with peers about the books they have read (Gambrell, 2011 & Turner & Paris, 1995). There are many

different ways that a student can socially interact about text; talking about books they have read,

reading together, sharing books with others, and sharing writing about books. Sharing writing

about books connects to having a purpose for reading, which can be writing about reading. By

giving the students the opportunity to share what they wrote about the text they read, teachers

can increase the reading motivation of their students because the writing with give them a

purpose for writing, as well as give them an opportunity to socially interact.

Opportunities given by teachers for students to be successful with challenging text.

All six teachers offer their students opportunities for guided reading every day, where students

are given the opportunity to be successful with challenging texts, otherwise known as texts at the

reader's instructional level. According to Fountas and Pinnell (2009), students should be reading

books at their instructional level in guided reading. Students are reading a text at their

instructional level when the text can be read with 90   94% accuracy with good comprehension

or 95   100% accuracy with limited comprehension. All six teachers stated the importance of

students being able to read challenging text successfully, with teacher support, during guided

reading. Students are more motivated to read when they have opportunities to be successful with

challenging text tasks (Treptow, Burns, & McComas, 2007)). For reading instruction to be

successful, the teacher needs to offer the student reading tasks that advance, rather than

overwhelm the student (Fountas & Pinnell, 2009). One way that teachers can advance, rather

than overwhelm is by having guided reading instruction which allows students to read at their

instructional level. All six teachers fostered reading motivation by forming flexible groups based

on reading ability where each student is matched to challenging books at the students'

instructional level, and given teacher support to be successful.

Teacher's use of incentives. I did not see evidence of incentives in the classrooms. In teacher E's classroom I saw a chart that tracks how many A.R. books the students have read and passed the test on. The test is comprised of five or six comprehension questions where the student needs to score an 80% or higher to pass. Teacher E puts a large amount of value in A.R. scores while teacher E put her emphasis in reading stamina. The A.R. tracking chart shows that the teacher values the importance of reading and comprehending texts because they put a high level of importance on a test that assesses comprehension. Teacher F stated that the purpose of her students' reading "was to take the comprehension test (A.R.) and get a 100% which I sign and send home with the student. The students get really excited and proud of those tests and cannot wait to share it with their parents." This shows that teacher F puts a lot of importance on the comprehension test aspect of reading because they have passed it on to their students who also value the importance of it. Though my classroom walkthroughs and teacher interviews, I found that teachers A, B, E, and F all use Accelerated Reader in their classrooms.

On Teacher E's white board she had "we have 8 minutes of stamina" written. (Boushey & Moser, 2006) written on the board. The statement, we have eight minutes of stamina meant that the students were able to read for 8 minutes without interruption. Building reading stamina is used as an incentive in this classroom by building a sense of pride in the students based on the work they have done. Because it was on the board where the students can see it, teacher E values the importance of SSR and celebrates the time that the students have built.

Conclusion

As shown by the reporting of my data, teachers set up their classroom libraries and environments in various ways in regards to reading motivation. They also set up their classrooms and their instruction in a variety of ways that both foster and detract from reading

motivation. All six teachers foster reading motivation in their classrooms to different degrees in

the extent in which they promoted relevant text, how they used their extensive classroom

libraries to foster student reading motivation, how they used sustained silent reading, their self

rated importance of student choice, how they implemented social interaction in their instruction,

and their teachers use of incentives. All six teachers gave their students frequent opportunities to

be successful with challenging texts through daily guided reading lessons.

The ways that most teachers fostered reading motivation in this suburban primary school

was through the application of clear purposes for engaging in reading, the use of extensive

classroom libraries, the use of sustained silent reading which allowed students to read books at

their independent level, social interaction, and the opportunity for their students to be successful

with challenging texts through guided reading.

Some of the ways that some teachers were detracting from student motivation was

through the lack of student choice in their reading material, the lack of social interaction, and the

use of extrinsic motivation (Accelerated Reader). There was not very much emphasis by the

teachers upon the importance of independent reading in my discussions with the teachers.

In the next chapter I will discuss my conclusions from this study, delve into the

implications for student learning and my teaching and include my recommendations for further

research.

Chapter 5: Conclusions and Recommendations

During the 2011-2012 school year, over the period of three weeks, I collected data by administering surveys (appendix A) and interviews (appendix B) to six teachers, as well as conducted walkthroughs of the six teachers' classrooms recording my observations in a suburban primary school in grades one and two. I gathered this data to answer my two research questions:

- How do teachers, in a suburban primary school, set up their classroom libraries and environment related to reading motivation?

- In what ways do the teachers' actions and schedules appear to foster or detract from reading motivation?

In this chapter I will be discussing my conclusions, the implications for student learning, the implications for my teaching, as well as my recommendations for future research on this topic.

Conclusions:

Teachers need to consider multiple factors when they set up classroom libraries. All six classroom teachers had a large classroom library that their students could choose from, but the teachers allowed their students to access them in varying degrees. The smallest library had 889 books that included many different genres of fiction as well as non fiction text, while the largest library had 1593. Having a large library to choose from is very important to students' reading motivation (Gallagher, 2009, Gambrell, 2001, & Heibert, 2009). The more books a student has to choose from, the more motivated to read the student can be.

Though having an extensive library is important to reading motivation, regretfully it is not the only factor. How the students are able to access the library is just as important, and there were some big differences in this from teacher to teacher.

Teacher F had her books separated by Accelerated Reader levels only. Students in her classroom would have a difficult time finding books based on interest because the students are given an accelerated reader level and can only go to that section of the library. Her library is also not easily accessible due to being in large plastic cubes with dividers separating the different levels with no book covers easily seen without rooting through the whole bin, and if the books are in the back the students would not be easy to access.

Teachers B and E had sections that were separated by Accelerated Reader and Fountas and Pinnell reading levels but also a section that was organized by theme, authors, and series. This is better because it gives the students the opportunity to choose their books based on interest as well as reading level. The only thing lacking here is the teachers did not mention anything about how their students choose books for independent reading except by reading level.

Teachers A, C, and D separated their libraries by themes, authors, series, and content area only. There were no reading levels present on any of the books at all. Instead the teachers taught strategies for picking good fit books that the students use to pick books they are able to read as well as comprehend.

All six teachers offered their students a large amount of text, but only half of them allowed their students full choice as well as putting the tools for finding books in their students' hands.

Teachers need to realize the importance of independent reading instead of focusing the majority of their emphasis on guided reading. All six teachers mentioned the importance of guided reading where the students learn skills and strategies on challenging text at their instructional reading level. Only one teacher mentioned that the most growth as a reader seems to come from independent reading time, which was teacher C. The rest of the teachers seemed to be

focused primarily on the time where explicit teaching of the skills and strategies to the students

was taking place, not where the students are applying them, which is during independent reading

time. This was strange because each teacher, except E, stated that they wished there was more

time for students to engage in silent reading even though each students received at least 20

minutes a day to engage in independent reading.

**More time and opportunities need to be given to socially interact about the texts the
students read.** To be motivated to read, students have to be given opportunities to

socially interact about the texts being read (Turner & Paris, 1995). Being able to talk with their

peers makes the students more excited about reading. The teachers in this study give limited

opportunities to their students for social interaction. Even though five of the six teachers offer

buddy reading as an option, it was only offered every other day. Since this school uses the daily

5, there are three different ways to buddy read which are; *I read,* you *read*, choral reading, and

checking for understanding. The teachers explicitly teach each of these ways in the beginning of

the year and allow the students to choose any of the three when engaging in buddy reading.

None of the teachers have any way to track which of the types of buddy reading the

students are engaging in, or how often. This is noted because each of these types of readings is

done for different purposes. I *read*, you *read* is for practicing fluency, choral reading is primarily

for self confidence and fluency, and checking for understanding is for comprehension (Boushey

& Moser, 2006). The only one of these three types of reading that involves real discussions and

social interaction is the checking for understanding. If the teachers are not tracking the kind of

reading the students are doing, the teachers do not know what their students are practicing. One

teacher did not have any kind of buddy reading whatsoever.

The main way that these teachers allowed for social interaction is through interactive read alouds, where they modeled class discussions. This is beneficial, but the teachers are not giving their students the opportunity to practice this skill on their own. I believe the students would benefit from being able to hold their own discussions about books they read, after their teacher has modeled it.

One teacher does give her students five minutes of buzz time after silent reading where she allows them to find a friend and spend five minutes talking about whatever books they had just read. She stated that she finds that this will turn students on to books that they would not have otherwise chosen.

There is a reliance on the Accelerated Reader program even with the limitations it presents. Out of the six teachers in this study, five of them used Accelerated Reader in their classrooms. Accelerated reader is a computer program that offers multiple choice comprehension tests, comprising of five to twenty questions meant to be done after reading a book. This program is a form of extrinsic motivation because it offers points to the students for successfully completing the comprehension test with an 80 percent or more. Extrinsic motivation does not create lifelong learners, it is only effective for as long as the students are interested in the incentives offered. Teacher B stated "I have noticed that my students are reading the shortest and easiest Accelerated Reader books available so that they can beat their peers". While this program is increasing the amount of reading the students in her classroom are doing, it is not challenging them.

There are many limitations to Accelerated Reader. Since there are only certain books that have tests, students can only pick books with tests available. The comprehension tests do not assess critical thinking or thinking beyond the test, it only asks literal, multiple choice tests.

Implications for Student learning

Fostering student reading motivation is very important. Certain factors that I will discuss in this section such as, student choice, having a large classroom library that is easily accessible, increasing silent reading time, students having ample time to socially interact about the text they read, will increase the students reading motivation.

Students are more likely to be motivated to read when they have choice in what they read and are able to find what they are looking for with ease. This is why having a large classroom library that is well organized and easily accessible is so important. Motivation increases when students are given a choice as to what they are learning, and when they believe they have control over what they are doing (Gallagher, 2009). Students will read more often and learn more when presented with a well organized and extensive classroom library.

According to teacher C the most growth happens during silent reading time. Students need to read often to become better readers. A positive correlation exists between how much a student reads and how well a student comprehends (Cox et al., 2000). Students can only engage in as much reading in school as their teachers give them. This is why it is so important for students to receive as much time to engage in sustained silent reading as possible in school.

Teachers A through E all stated that their students enjoy socially interacting about the books they read. If students enjoy a task they are more likely to engage in it in a meaningful way. Teacher A mentioned that when her students talk to one another about their books they get very excited and often convince others to read the same books.

Accelerated Reader uses a reading level for books that is determined by a computerized test called the Standardized Test for Assessment of Reading (STAR). This is a cloze test that requires students to correctly pick the word that would complete the sentence (Biggers, 2001).

After taking the test the computer assigns the students a reading level that is in the students Zone

of Proximal Development. I find this difficult to understand because there is no one observing

the students' reading behaviors or the students' oral reading comprehension.

The multiple choice comprehension tests only allow the students to demonstrate basic

comprehension of the text read. They can guess the correct answer or use the process of

elimination to narrow down the choices. This does not show that the students have actually

comprehended the text.

Accelerated Reader also limits the choices the students have while reading. They are

limited not only to the books in their level, but also by the number of Accelerated Reader books

in the school as well as the books that the school has bought quizzes for. Since choice of reading

material increases motivation than limiting choice also limits reading motivation.

Accelerated Reader is an extrinsic motivator that can lose its appeal when the students are

no longer invested in the rewards. Extrinsic motivation can be helpful to hook a student who is

interested in the incentives but it cannot be the only reading the student does. Students need to be

presented with as much choice as possible as well as have strategies in place to choose books

that they can read and understand. A reliance on Accelerated Reading can be detrimental to the

students learning due to lack of choice and the reliance on only literal comprehension. If students

are using Accelerated Reader they need to be given the opportunities to develop deeper

understandings beyond the text, not just the literal comprehension.

Implications for my teaching

Based on the findings discussed in this thesis and the answers to research questions, there

are many things that I can do to foster the reading motivation of my students. When I set up my

next classroom library I will be sure to set it up purely based on authors, themes, series, and

content to allow my students the greatest amount of choice for their independent and buddy reading. It is important for students to be reading at their independent reading level so I will be sure to teach them strategies to use when picking out their books for independent and buddy reading. I will use the IPICK strategy from the Daily 5 (Boushey & Moser, 2004) because it stresses the importance of the student picking their own books as well as finding books that they can read as well as comprehend. I will closely monitor the books they are selecting to ensure that they are not picking books that are too easy, or too hard.

My library will not be set up based on Accelerated Reader or Fountas & Pinnell reading levels because it is not what is best for the students. This will give the students a wider range of choices of text which will increase their reading motivation. I will have to build my library carefully to make sure that a wide range of text difficulty is available so that all my students are able to find the books that they need to be successful and grow as readers.

Independent reading time is very important for students. Because of this I will be sure to allow my future students time each day to engage in it daily. If our goal as educators is to promote lifelong readers who also comprehend the text they read, sustained silent reading is a great way to do this. Students comprehend more when they read more so more reading leads to better comprehension. A motivated reader will read more often and students can only read in school for the amount of time given to them.

Social interaction fosters reading motivation. In my future classroom I will give opportunities for students to buddy read daily. I will also include buzz time after silent reading time to allow students to share with others what they have read. I will also model proper book discussions through interactive read alouds to ensure that students are engaging in meaningful discussions with one another to get the most out of them.

As a teacher I value deeper understandings of text. Because of this I would not use Accelerated Reader if I am given a choice. It takes away from the students' choices by limiting what they can read. If students are required to read only books that have Accelerated Reader quizzes then they might miss out on books that they might find engaging. I feel Accelerated Reader promotes basic comprehension only and puts to much importance in passing a quiz instead of reading and thinking deeply about a text as well as making connections.

Recommendations for further research

Through my research I read many times that sustained silent reading is important. One question that was never answered was how much time is enough? Does it depend on the age of the students? There is a large amount of debating about the Accelerated Reader computer program. It is the most used reading program used in this country and schools pay a large amount of money to use it (Biggers, 2001). A question I was left with after my reading is what are the positive aspects of this program? From what I gained from my own research was that it increased extrinsic motivation but there were no studies that tracked students to see if this extrinsic motivational program made a lifelong difference. My main question left about this program is what happens when the program is no longer available, do the students continue to read, and do students who use this program read more than those who do not. I would also like to know how their reading comprehension is compared to those who do not use the program.

Conclusion

If all students were motivated to read students would read more often and comprehension levels would be rising. Every educator that I have talked to has had at least one student in their career that just did not want to read period. It is a teacher's job to do every thing in their power to help every student become, and continue to be a reader. A motivated reader will read more and a

reader who reads more will comprehend more. Due to this teachers need to think about how they

can help their students become motivated to read. This is no easy task because there are so many

aspects involved in reading motivation.

It all starts with a good classroom library that the students can choose from and use to

engage in sustained silent reading and buddy reading. Students need to be given opportunities to

socially interact about the books they read, be given ample time to engage in sustained silent

reading, be given choice in the books they read, have a purpose for engaging in the reading, have

opportunities to be successful with challenging text, and be given praise. If a teacher does all of

this daily it will increase the chance of their students becoming motivated to read.

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Appendix A

Teacher Survey

1. What is Motivation?

2. What is motivation to read?

3. Do you schedule silent reading time during the school day? If so how much time do you

   set aside a day for silent reading time?

4. Do you wish you had more time for the students to engage in silent reading? Why or why

   not?

5. How does reading motivation factor into your school day?

6. On a scale of 1 – 10 how important is it for a student to be motivated to read? Why?

7. On a scale of 1 – 10 how important is student choice in what they read? Why?

Appendix B

Interview Questions

1. How do your students go about picking books for their book boxes?

2. If you have book boxes, how are books chosen to go in them?

3. Do your students have time to talk to one another about the books they read? If yes how so?

4. Do you offer any kind of incentives for completing books whether it is praise or actual prizes?

5. Have you ever done book talks with your students where you introduce numerous books at one time to you students?

6. When your students read independently what are their reasons for reading? How about when they buddy read? Guided reading?

7. Describe the different kinds of reading your students engage in.

8. Do your students write about their reading? If so, in what ways?

9. When it is time to read how do the students go about choosing what they will read during; silent reading, buddy reading?