How to Increase Reading Motivation among Elementary Children Based on

Teachers' Perspectives and Teaching Methods

By

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Chapter One

Introduction/Statement of the Problem

It was a Monday morning in a second grade classroom when I was reviewing the lesson plans for the three days I would be substitute teaching in the classroom. I read through the reading section and noticed the teacher had left a 30 minute whole-group instruction time and a 40 minute small-group/independent reading time. As I read through the plans I thought to myself that this was going to be an easy couple of days because everything was laid out for me and the students would know exactly what to do seeing as it was the same as a regular day with their regular teacher.

Once we entered into the reading block of the day, the students worked very well during whole-group instruction. Everyone was following along and paying attention. They even answered questions when called upon. It was once we went into the small-group instruction and independent reading time where I noticed the problem occurring. Students who were supposed to be reading independently and quietly at their desks or in various sections of the room seemed to not actually be reading at all. Every time I looked up I saw students were staring around the room, fidgeting with things in their desks, or whispering with classmates.

What I thought was going to be an easy part of the day turned into a big ordeal. I found that I couldn't concentrate on my small-group instructions as much as I hoped for because I was constantly telling students to stop talking, get out of their desks, and put their eyes on their books. As the end of the day neared, I started reflecting on how the day went, and wrote my notes for the day to give to the teacher on her return to school on Thursday. I wrote down which students weren't doing as they were told, and what behaviors I saw happening.

Entering into the second day of the week I again read through the lessons laid out by the teacher and spent a little extra time on the reading section. It was exactly the same as the prior day, just with new activities for whole-group and small-group instruction. The independent reading aspect remained the same. I thought to myself what I could do to change the behaviors of the children and nothing seemed to come to mind other than punishing them by moving their name down on the smiley face chart the teacher had set up. The reading portion of the day went by the same. The children seemed less than enthused to read independently and found ways of not reading to pass the time. Wednesday's reading session went exactly the same way.

I thought to myself: what can I do to help improve the students' behaviors during reading? Nothing came to mind and when I emailed the classroom teacher to ask for help, her response was simply "They do this every day, I just continue to remind them of their responsibilities and hope they begin to read." This baffled me and I couldn't believe the teacher didn't have any answers to help me. The thought came to my mind that the students just didn't seem to care about reading and had no motivation to read at all. How can I and other classroom teachers' help students understand the importance of reading and motivate them to want to read themselves?

Significance of the Problem

Shaaban (2006) defines motivation to read as "a multidimensional construct that involves readers' perceptions of the value of reading and their self-concepts as readers" (p. 377) and Gambrell, (2011) describes it as "the likelihood of engaging in reading or choosing to read" (p.172). Reading motivation is so important for not only children to have, but adults as well. If we don't have motivation to read, then the likelihood of someone actually reading is very unlikely. Reading is so important in elementary school because children not only use it during

reading time, but it's also used in every other subject in school and children grow up and use it constantly as adults as well.

Shaaban (2006) explains that, "readers who value reading and have positive self-concepts as readers and are more likely to work harder at reading tasks than readers with negative attitudes and poor self-concepts" (p. 378). This is an important quote because it explains the importance of children needing to have a positive self-concept of themselves as readers. If a child has a positive self-concept then the child is more likely to be motivated to try to read more frequently and become better at it. If you are not motivated to read, and don't want to do it, then you are less likely to succeed as a reader. Readers who are motivated will try harder and achieve their goals. Also, Protacio (2012), claims that the amount of time spent reading can typically predict the outcomes of someone's reading achievement. The more time you spend reading the more likely it is that you will do better. Children cannot expect to become better readers if they never try to read a book.

It is so critical that teachers find ways to help students find meaning in reading. This means they must see the importance in their independent reading time and be willing and eager to read at this point in the day. Teachers many times use intrinsic and extrinsic motivations to encourage reading. Intrinsic motivations are motivations that come from within a child, while extrinsic motivations are motivations that come from outside of the child. Not only are teachers taking time away from their small-group instructions, as I did, to remind those students to start reading or stop doing something else, but they are also distracting others in the classroom who are actually reading. Schiefele (2012) explains that, unmotivated children many times try to find others in the classroom to goof off with. I found this evident in numerous classes where I've

substitute taught before. They will sit close to someone else and try talking to other classmates. This brings both children down.

Not only have I read about this topic, but I have also witnessed it myself. Reading is such an important tool for students to have in school. If you cannot read, you typically cannot do many other subjects as well. There is reading done in all subject areas, including physical education. I think we need to find ways that will help motivate children to read. Yes, we want them to just simply read, but I think it is more important to have them see the importance in reading and want to read for themselves. Kit-Ling Lau (2009) states, that children should understand the importance of reading and have meaning while they are reading. If we can find ways to encourage reading, we can benefit all children. One of the problems teachers face in schools today is about how to deal with unmotivated children. We need to understand why these children are not motivated to read and create classroom environments that will help encourage reading motivation.

Purpose of the Study

By doing this research, I was able to determine ways in which I myself, and others, can help motivate children to read. I wanted to learn the positive ways of motivating children. I believed, and still do believe that many teachers do not know how to help increase reading motivation in their students and by doing this research I was able to find new ways that encourage reading.

This study has increased my personal understanding of reading motivation and what actually motivates children. Through this study I have learned new reading motivation techniques and have incorporated them into the classrooms in which I work. My ultimate goal is

to help students be successful in reading and through this research I have learned new techniques that have helped me learn how to help students.

Research Questions

1. How do teachers try to increase students' reading motivation?
2. How might the way children are taught to read impact their reading motivation?

Study Approach

This study was conducted using qualitative research techniques. The participants were teachers, students, and principals from Chloe's Central School District (pseudonym). The teachers and students who participated are from a range of grade levels. In this study I interviewed the teachers and principals to get their perspectives on reading motivation. I asked questions about what they think reading motivation is, how they can increase motivation, how reading motivation affects their students, and what types of intrinsic and extrinsic reading motivation their children have. These interviews were beneficial to help me understand how teachers and administrators view reading motivation. It also allowed me to see how teachers are trying to support their students reading achievement in their classrooms.

I also used observations of students and teachers in the classrooms during their reading instruction time. The reading instruction time is where the students' and teachers' main focus is on reading. Children practice different strategies for reading and the teacher typically meets with small reading groups for more individual help. During these observations I was able to watch how children were interacting with reading materials, how teachers were encouraging/discouraging reading, and other aspects that have a part of reading. I also used field notes to document these observations.

Rationale

The main goal of this study was to determine how teachers are supporting their students in reading by increasing their motivation to read. Because I used a qualitative study I was able to better explore the problem and gain a better understanding by using interviews and observations. I used a broad range of questions during the interviews that were open-ended allowing the teachers to respond the best way they see possible. This also encouraged teachers to expand on their answers rather than just giving yes or no answers. The interviews took place in one-on-one settings so that teachers felt more confident and comfortable in responding.

Along with interviews, I observed numerous classrooms to determine how teachers and students interact with each other and with reading materials during their reading block. During this time I visited different classrooms as a guest, not as a substitute teacher or helper. This allowed me to sit in a section of the room and simply watch and record. If I was teaching or helping during the time I'm not sure I would get the correct observations needed for the study. You see things from a different perspective when you're the one teaching it and when you're the one just watching it be taught.

By using these different processes for data collection I have a better understanding of how teachers encourage or discourage reading motivation in children. The interviews with the teachers in the district allows me to better understand why a particular teacher is using a particular reading method, and what their thought process behind the reading method is. This allows me to gain background knowledge about the teachers' personal beliefs in reading before I observed in their classrooms. Once the interview was complete, the observations allowed me to watch them incorporate their beliefs about reading and reading motivation with their students. I believe this is the best way of conducting my research because I wanted as much background

information on each teacher and classroom as possible before I enter the classroom to observe.

Once the observations were complete, if I had any further questions, I went and re-interviewed

the teacher and asked new questions that came to mind. Collecting data in this order eliminated

any confusion about the teaching processes in the classrooms before I entered.

Summary

My experiences in the classroom are that students have become more reluctant to read

over the course of the last few years. I worry that children will not move forward in their reading

abilities and continue to or start to read below grade level. It has become evident that children are

not reading meaningful books. Patall (2012) has stated that teachers must construct reading

motivation through choice, interest, and interestingness. We need to find ways to get children

excited and interested in reading.

Chapter 2 Literature Review

Reading is a tool that all students should possess. Reading is used throughout the day in all subject areas, as well as in their future daily lives. In this chapter I will discuss the aspects of motivation and reading motivation. There are two types of motivation, known as intrinsic motivation and extrinsic motivation. I will discuss how both types of motivation can affect reading motivation. After that, I will begin to look at factors in the classroom that can have a part in how motivated a child is to read. Once that is complete, I will discuss different types of literacy instruction. The different types of literacy instruction are shared reading, guided reading, read alouds, and independent reading. All four types of literacy instruction, if used properly, can help increase reading motivation in children.

Reading Motivation

What is reading motivation? This is a question many teachers and researchers have thought about for many years. Everyone knows that motivation is something that gives fulfillment to someone. This means that a person wants to do something to better him/herself. As discussed by Protacio (2012), reading problems occur partly due to the fact that people are not motivated to read in the first place. Moley (2011) explains that, motivation occurs when "students develop an interest in and form a bond with a topic that lasts beyond the short term" (p. 251).

There are many aspects to reading motivation, two of which stem from within a child. These are known as self-determination and self-concepts. In this section I will discuss further both types of reading motivation. There are also other factors that are part of reading motivation, which are intrinsic and extrinsic motivation. These too will be discussed in this section.

Self-Determination Theory

Motivation, as described by Moley (2011), is a result of a classroom with "instruction that promotes challenge, provides support, and demonstrates relevance" (p. 251). This means that children want to be challenged, but only to a certain extent. If you push a child too hard, without any support, they typically will shut down. If you want to challenge a student, you need to do it in a way that pushes him/her just enough. It reminds me of the story of Goldilocks and the Three Bears; something can't be too much or too little, it needs to be just right.

Self-determination, as stated by Deci (1991), is "promoting in students an interest in learning, a valuing education, and a confidence in their own capacities and attributes" (p. 325). This means that children understand the importance of education, and in this situation, reading, and want to do well to please themselves. Deci (1991) also explains that there is self-determination, as well as controlled types of intentional regulation. Deci (1991) states that, "when a behavior is self-determined, the regulatory process is choice, but when it is controlled, the regulatory process is compliance" (p. 326). When relating self-determination to reading motivation, the goal is to have reading be a choice from the student, not a controlled process that is forced by the teacher. Reading motivation should come from within, as does self-determination. According to Deci (1991), "when a behavior is self-determined, the person perceived that the locus of causality is internal to his or herself, whereas when it is controlled, the perceived locus of causality is external to the self" (p. 327).

Self-Concepts

Positive self-concepts play a major role in reading motivation in children. Shaaban (2006) explains that, "readers who value reading and have positive self-concepts as readers are

more likely to work harder at reading tasks than readers with negative attitudes and poor self-concepts" (p. 377). Teachers need to try to encourage positive behaviors not only in everyday life, but also in reading behaviors. Patall (2012) says, that

> "Motivation is enhanced when contextual conditions allow people to feel that their actions are freely emanating from the self, afford people with the possibility of developing or demonstrating competence, and support a sense of belongingness with others in their environment. In contrast, when the environment is experienced as controlling, chaotic, and/or uncaring, psychological needs and intrinsic motivation are thwart." (p. 523)

Along with self-concepts is self-efficacy. Gambrell (2011) describes self-efficacy as a student's personal beliefs in his/her own capabilities to learn. In reading, a child's self-efficacy can affect his/her effort and achievement. By having a positive self-efficacy children have the opportunity to have feelings of competence. A teacher's daily goal should be to try to increase self-concepts and self-efficacy in children. Increasing these can lead to an increased reading motivation. When children feel better about themselves they may want to try to read more and have an increased motivation for reading.

Intrinsic Motivation

Intrinsic motivation is something that happens within a person: they are doing something because they want to do it. This usually means that they feel good about themselves for doing so. When thinking about reading, many times children seem forced to read so they are not doing it for themselves. An example of an intrinsic motivation, discussed by Ulrich Schiefele (2012) is when a student is motivated to read something because they are interested in the topic.

The willingness to read because that activity is satisfying or rewarding on its own is what Schiefele (2012) believes to be intrinsic reading motivation. Intrinsic motivation to read can be either object or activity specific. Schiefele (2012) describes activity specific intrinsic reading motivation as when

"The person is motivated to read because of an interest in the topic of a text. In the case of activity-specific intrinsic reading motivation, the person is motivated to read because the activity of reading provided positive experiences, such as becoming absorbed by a story" (p. 429).

Schiefele (2012) goes on to describe object-specific intrinsic motivation as "a specific interaction between a person and an object" (p. 429). This means that a specific object, for example, a book, can drive the activation of motivation. This means that a child is motivated to read because of a specific book, there could be a connection between the two.

Gambrell, (2011) discusses ways to engage children with reading materials. Two ideas she mentions relate directly to intrinsic reading motivation. They are: "Children are more motivated to read when they have opportunities to be successful with challenging texts" and "students are more motivated to read when classroom incentives reflect the value of importance of reading" (p. 176). Giving children an opportunity to be successful increases self-concept and self-efficacy. Gambrell (2011) also states that "students who believe that they are capable and competent readers are more likely to outperform those who do not hold such beliefs" (p. 176). This gives children an intrinsic motivation to read; they want to be successful and do better. Gambrell (2011) also mentions that success with challenging reading tasks provides students

with "evidence of accomplishment, resulting in increased feelings of competence and increased motivation" (p. 176).

Intrinsic motivation is a powerful tool for children to possess. Teachers need to help children understand the importance of reading and help children find meaning in their reading. As mentioned earlier, intrinsic motivation is something that occurs within a person. Making reading personal can help to increase reading motivation. Gambrell (2011) explains that by providing children with the proper tools to be successful we can try to help increase reading motivation.

Extrinsic Motivation

The opposite of intrinsic reading motivation is extrinsic reading motivation. Extrinsic motivations are typically external incentives that students desire. As mentioned above, praise from teachers can encourage intrinsic reading motivations as well as extrinsic reading motivations. Children may read only to receive praise from teachers. Schiefele (2012) explains that children typically aspire to get positive outcomes in classroom situations and attempt to avoid negative outcomes. He also explains that "a student's reading motivation may derive from external incentives, such as the desire to get good grades in school" (p. 429).

Children know of the expected outcomes that could happen if they choose to read or not to read. This means that they may read just to outperform others. This would not be a personal feeling of accomplishment, but an attitude of having to be the best. Gambrell (2011) explains, that classroom incentives such as prizes offer a negative view of reading and succeeding. Children think that the only purpose of reading is to receive a prize.

Incentives are closely related with extrinsic reading motivation. Many times children feel the need to be given something in order to do something. Gambrell (2011) discusses how

"specific, elaborated, and embellished teacher praise was more motivational than tangible

incentives such as prizes" (p. 176). When children feel a sense of accomplishment they tend to

want to continue doing well. Hearing from a teacher, someone who you respect and look up to,

that you did well and have that teacher praise you, you will tend to want to continue trying to

continue the praise. However, teachers need to be careful when using verbal praise because

children are able to sense if the praise is truthful or false. Deci (1991) says, that if a child feels

the praise was false or unearned they tend to decline in their reading motivation and not want to

continue.

<h3 style="text-align:center">**Factors to Consider to Support Students' Motivation to Read**</h3>

When beginning to think about factors that could possibly increase reading motivation

there are many factors to consider. Some of these factors are student choice, student interest,

social interactions among children, the access of a wide range of text, and the classroom

environment. All of these are important aspects to consider when thinking about reading

motivation. All of these may play a factor in whether or not a child is motivated to read.

Choice

Boushay and Moser (2006) say, "With the introduction of choice a child's work changes"

(p.20). This quote is short and gets right to the point; it explains how important choice is with

children. Choice is something every child wants, and with choice, it is more likely to have an

increased amount of reading motivation that comes with it. Choice is important when

considering reading motivation because it gives a child the feeling of ownership. Boushay and

Moser (2006) explain that, with ownership comes pride. Children want to demonstrate that they

are capable of making proper choices in the classroom. When given the opportunity of choice,

children typically understand that it is a privilege and they need to do the right thing in order to

keep that privilege. Boushay and Moser (2006) also explain that, choice privileges can be taken away. Children want to do the proper thing in order to keep that privilege.

Choice is something that children should be allowed during reading time to increase reading motivation. Patall (2012) states, "teachers report that providing opportunities for choosing and decision making within the classroom or for school tasks is a popular method by which they attempt to enhance their students' motivation and learning" (p. 522). Giving children choice is something that all teachers should consider.

Many teachers have libraries in their classrooms and tell students what reading level they are at and that they can only chose from those two to three books in that specific level. Gambrel (2011) discusses how having a large variety of books in each level allows children to feel as though they are making their own choices, but in reality, the teacher still has control of the situation. Patall (2012) explains, that by giving children a choice they feel as though they have control in their learning and this stimulates a motivation to try harder. Boushey and Moser (2006) state, that "when you have some say in the matter, you are much more motivated to complete the task" (p. 29). Allowing children to make small choices in their everyday reading will encourage and motivate them to read more. Giving children opportunities to make choices is important to encourage reading motivation.

If a teacher wants to give students the opportunity to choose their own books, the teacher needs to provide all his/her students with the proper tools necessary to do this. This means, as Boushey and Moser (2006) put it; finding "good-fit books" (p. 29). Good-fit books, as described by Allington (2005) are books that are "read at an independent-level with a 99% accuracy" (p. 29). Many teachers think children should know how to find good-fit books without having to teach this concept. This is inaccurate. Boushey and Moser (2006) explain that, in the beginning

of the year, and randomly throughout the year, teachers should spend "focused classroom time

teaching our children to choose books that are a good fit for them, books they enjoy and that, as

Routman (2004) says, 'seem custom-made for the child'" (p. 29).

Student Interest

Similar to choice, children need to be interested in the books they are reading. Yes, many

times teachers must choose books based on grade level and topics related to the curriculum, but

especially during independent reading time, students should have ample opportunities to read

books that interest them. For example, when I was growing up I loved reading books about dance

or animals. They didn't always have these books available in the classroom or school library.

This made it very difficult to become interested in what I was reading. Boushey and Moser

(2006) explain, that teachers need to spend time early in the school year finding out about their

children; what are their hobbies, what are their likes/dislikes, what sports do they play, what they

want to be when they grow up.

Student conferences are one of the best ways to find out information regarding a child.

Moley (2011) explains, that during a conference you not only talk about their reading strengths

and weaknesses, but you discuss that student individually as a person. Find out about them and

ask them what they want to learn this year. Many times you will be able to find resources in the

school or on the Internet that will relate specifically to each individual child. Moley (2011) also

explains that when children have books of their choice and interest, there is a higher likelihood

of them reading more frequently.

According to Protacio (2012), "to motivate ELL's to read more in English, we must try to

meet their interests both in terms of topic and genres" (p. 75). Although this quote discusses ELL

students, I believe that this could be true for all students. If we want them to be motivated

readers, we have to be willing to meet their needs and interests. Children want to read about things they are interested in and things they like. When we open up our library to a larger array of topics the better the chances are for getting children to be more motivated to read.

Social Interactions

Gambrell (2011) explains, that "social interaction is defined as communicating with others, through writing and discussion, about what has been read" (p. 175). Social interactions can support reading motivation in many ways. Comments and questions brought on by peers in the classroom can pique a student's interest. Many times what one person has a question about, another may have the answer. This gives children the feeling of accomplishment. They are allowed to teach their peers and help another person succeed. Protacio (2012) explains, that this gives that child a feeling of achievement and triumph. They will want to continue reading to be able to continue teaching their classmates.

Also, interactions among students can help them become better readers. Moley (2011), discusses that when children watch someone in their class reading proficiently, it usually makes them want to try harder. They do not want to be seen as the slow-reader and they will continue to read to become a more proficient reader. Protacio (2012) also explains, that listening to others use fluency, intonation, and accuracy can spike a need to do better in themselves. Children may realize what they are not doing and try harder to practice what they should be doing during reading.

Another reason why social interactions can increase reading motivation is that social interactions promote student interest and engagement. One student may be reading a book that others view as boring. Protacio (2012) explains, that once the students work together and begin discussing the books they are reading, a student may find that the books seems very intriguing

and encourage that new student to try reading that book. Student interest in a book or topic can greatly affect how the student does during reading. Moley (2011) says, "motivation, when combined with cognitive competence and social interaction, it leads to engagement" (p. 251). When we put these aspects together we create a classroom environment where students want to read more.

According to Protacio (2012), "interactions with friends promoted a motivating environment for reading for some focal students" (p. 72). In the article by Protacio (2012), he discusses student descriptions of why social interactions played a prominent role in reading motivation. One student describes how each student read the same book and they all came in and quizzed each other about what the book was about. They all tried their hardest to read as proficient readers because they wanted to do the best on the quizzes. Protacio (2012) said that "Marcus was more motivated to read because of social interactions since he and his friends developed a competition among them about reading" (p. 72). Healthy competition among friends can help increase reading motivation.

Access to a Wide Range of Text

According to Gambrell, (2011) "motivation to read and reading achievement are higher when the classroom environment is rich in reading materials and includes books from an array of genres and text types, magazines, the Internet, resource materials, and real-life documents" (p. 173). Giving children a wide range of text to choose from not only increases the chances of finding something they can relate to, but also encourages them to try new things. This may be using the Internet as a reading material. Many children don't think about computers in that sense but having classroom discussions explaining how to use the computer to find books and articles can be a helpful tool to use.

Providing a rich variety of reading materials, described by Gambrell (2011), "communicates to students that reading is a worthwhile and valuable activity and sets the stage for students to develop the reading habit" (p. 173). One way to demonstrate to children all the types of reading materials you have in the classroom is to have a presentation day. Gambrell (2011) describes this as time during the day where the teacher briefly describes about ten to twelve new books in the classroom. The teacher should give just enough away to pique the interest of students but not enough to give the ending away. Gambrell (2011) explains, that the goal for this presentation day is to make children aware of what is available to them in the classroom in a fun and unique way.

Also, when thinking about having a large variety of books in the classroom, Kelley (2009) discusses how making the bins bright, colorful, and inviting will increase reading motivation. Children do not want to look at boring book bins. When teachers add pictures to the bins, or bright colors on the words, children are more likely to be intrigued by this and spend time looking at bins they usually wouldn't. Neuman (1999) stated, that "in one study, classroom libraries increased reading by 60 percent." The more books we have in our classrooms the more likely it is for our students to read. Neuman, (1999) went on to say that on average, each classroom should have roughly 300-600 books available, while adding 1-2 books per child each year.

Classroom Environment

The classroom environment can play a major role in children's reading motivation. The classroom environment includes: how the classroom is set up, the classroom community, and how much sustained reading time is offered.

Having your classroom set up in a friendly, inviting way makes children more relaxed and comfortable. Bright colors and decorations are always encouraging to children. Having a gathering place in the classroom where all children can come and sit comfortably during whole-group reading instruction can increase reading motivation. Boushay and Moser (2006) explain that "by having the whole class sitting right in front of us, distractions are limited and proximity allows us to check in on behavior more effectively. Another benefit is that students are able to turn and talk to each other, engaging everyone in the conversation of a lesson" (p. 28). The gathering place allows children to sit on the floor comfortably with their friends and peers close by for quick chats about what is being read. During this time the teacher does not have to worry as much about children becoming distracted in their desk or by something else in the room. They are all in the same place, with nothing in their hands.

The classroom environment needs a sense of community as well. Boushay and Moser (2006) say, that "creating a community starts with getting to know each other the first day of school and is embedded in the schedules we design together, the rules we construct together, and the stories we read and draw on" (p. 21). Creating rules together, according to Boushay and Moser (2006), encourages ownership and holds children accountable for their actions and behaviors. When you set up the rules for the classroom, in reading, and other subjects, children feel a sense of ownership; they want to do their best and succeed. During reading time children tend to take control of the classroom and encourage themselves and others to stay on task. Boushay and Moser (2006) describe, an interaction between two students; "when Michelle had a difficult time staying focused on her book, Talon quietly and respectfully redirected her" (p. 21). This is a great way for children to stay motivated to read. No one wants to be told by their peers

they are doing something wrong. Encouraging a classroom community where everyone is held accountable for their actions can support reading motivation.

According to Gambrell (2011), children need opportunities in the classroom to engage in sustained reading. Sustained reading is when children have a period of time where they are reading quietly and independently. Many teachers refer to this a D.E.A.R time (drop everything and read.) In the article by Gambrell (2006) it says, "studies have documented that time spent reading is associated with both reading proficiency and intrinsic motivation to read" (p. 174).

Types of Literacy Instruction

There are four types of literacy instruction that typically take place in elementary classrooms. These are shared reading, independent reading, guided reading, and read alouds. Each type of literacy instruction focuses on different reading skills that children need to learn to become proficient readers. If taught properly, these literacy instructional practices can help increase reading motivation.

Shared Reading

Shared reading is where the teacher and students read a book aloud together in unison. Fountas & Pinnell (2001), explain that during this time children are able to use new skills and reading strategies they have learned and put them to use. Shared reading is taught explicitly in a social setting. Children work together to solve reading problems.

Shared reading can help students increase reading motivation by 'performing' their books. Many people, including Fountas and Pinnell, (2009), call shared reading a performance because in order to read the book properly, you have to use intonation, expression, fluency, accuracy, and speed. Children are able to work together to read the book. As mentioned earlier

by Protacio (2012), social interactions among classmates can play a factor in increasing reading motivation.

Shared reading is meant to be a fun and relaxing experience for children. During this time children are sitting on the floor in the classroom gathering place, as mentioned by Boushay and Moser (2006), which is meant to be a comfort place for children. This is a time when teachers can introduce a wide range of texts to children. At this time the teacher may choose a book that not many children have read or been interested in. According to Moley (2011), this is a key time to pique students' interest in new reading materials. Piquing a child's interest in new reading materials can increase reading motivation.

Independent Reading

Independent reading is typically the only portion of the reading day where students select their own texts. This is important because, as mentioned by Fountas and Pinnell, (2009) choice increases motivation tremendously. Children need to take control of their learning sometimes in order to feel confident about it. Allington (2005) believes that it is the teacher's role during this time is to monitor children and hold individual reading conferences with them throughout the independent reading time. These conferences allow the teacher to talk with children about what they are learning, if their book choice was a correct choice, and what skills and strategies they are practicing.

According to Gambrell (2011), children need adequate time to take part in independent reading. This is a time where children have the opportunity to work with new books of their choice. This helps to increase reading motivation because, as Gambrell (2011) explains, "reading practice helps students become better readers" (p. 174). Neuman (1999) discusses how the ore you practice reading, the better you become, and when you are good at something, the likeliness

of doing the activity increases. Therefore, children will be more motivated to read if they are good at it. Taylor et al. (2009) reported, "that time spent reading in school was highly correlated with reading achievement" (p. 175). Reading achievement can play a major role in reading motivation. The more opportunities children have in school to practice their reading skills, the more likely to succeed in reading which will ultimately increase reading motivation.

Taylor et al. (2009) says, that many studies indicate a correlation between students' development of reading skills, and the amount of independent reading time. Taylor et al. (2009) says, that the more reading skills students' possess, the more likely they are to be motivated readers. They want to do what they are good at.

Guided Reading

Guided reading is a form of reading instruction where the teacher selects students to put in small groups based on individual needs and abilities. Fountas and Pinnell (2009) explain, that smaller groups allow the teacher to spend more one-on-one time with each student focusing and working on skills and strategies to help them become better readers. During this time the teacher typically chooses a book for the group to read and work on, always a book that fits the needs of that group. Fountas and Pinnell (2001) explain, that the book is at a level that is just right; it has enough words the children can read independently, but also enough to make them think without over working them.

Guided reading encourages reading motivation because many students feel more comfortable working in small groups. I know for myself personally, I always preferred small group interactions over large group interactions. For many children this is true as well. Fountas and Pinnell (2009), describe children as more confident and motivated to practice what they are learning when they do not have as many people around. Allington (2005) discusses how,

students need to work as a community encouraging and working together, and these small guided reading groups allow this to happen. Classroom communities, as mentioned by Boushay and Moser (2006), make students feel confident and comfortable. Guided reading focuses on needs of students and encourages them to try new things. This ultimately can increase reading motivation because once children learn how to do something the more likely it is that they will use the strategies learned.

Read Alouds

Read alouds are meant to provide students with an example of someone, typically the teacher, demonstrating how to use proper reading skills. Fountas and Pinnell (2009) explain that, read alouds, similar to shared reading is a time when the teacher uses speed, intonation, accuracy, and expression. Also, Fountas and Pinnell (2009) discuss how, the teacher reads with proper fluency, comprehension and word solving strategies. Fountas and Pinnell (2009) also discuss that, throughout the read aloud teachers tend to find teaching moments where they explicitly teach reading strategies, grammar, punctuation and vocabulary. This is a great teaching tool for teachers to help children understand how to read effectively.

Fountas and Pinnell (2001) say, that read alouds use strategies students can use independently to help them think about their reading before, during, and after they have read. During this time children are not only working on their listening skills but they are also watching the way a book should be properly read. Fountas and Pinnell (2001) explain, that teacher scaffolding is such an important key when thinking about children's reading motivation. If a child does not understand how they should be reading then we cannot expect them to find it fun and interesting.

Allington (2005) says, that during this time many teachers use the strategy of 'turn and talk' which means the teacher stops the reading, asks a question or a prompt, and has the children turn and talk to one another to discuss what the teacher asked. This encourages children to get involved in the reading process and makes it a fun and exciting way to learn to read. As mentioned previously, social interactions can help increase reading motivation. Social interactions, as described by Moley (2011), have many benefits that can contribute to reading motivation. Fountas and Pinnell (2001) also describe, the importance of text selection during read alouds. Text selection means choosing a book that is developmentally appropriate for the class. As mentioned by Boushay and Moser (2006), good-fit books can be a factor in reading motivation.

Summary

There are many things to take into consideration when thinking about reading motivation. Reading motivation is wanting to read because you enjoy reading. Self-determination theory and positive self-concepts play a role in reading motivation. You want children to have positive thoughts about themselves and want to strive to be the best for themselves. Many times, teachers use many types of motivation. There are two types that factor into reading motivation. These are intrinsic and extrinsic reading motivations. Intrinsic motivations occur within a person while extrinsic occurs outside a person.

Along with types of motivation, there are many other factors to consider as well. Some of these factors that could possibly affect reading motivation are: choice, student interest, social interactions, access to a wide range of texts, and classroom environment. When done properly, all of these factors could potentially increase reading motivation. There are also different types of literacy instruction including shared reading, independent reading, and guided reading and

read alouds. These four types of literacy instruction also play a role in a child's reading

motivation. When wanting to increase reading motivation in a child, you need to take into

consideration all aspects that play a part in shaping a person's reading motivation.

Chapter 3

Introduction

As a teacher, I understand the importance of reading in our daily lives, both as adults and children. I have found that children who are unmotivated to read in school do poorly on reading examinations, read less often, and have lower reading levels than others. The main purpose of this study was to find ways that teachers encourage children's motivation to read. The two main research questions that I explored during this study are:

1. How do teachers try to increase students' reading motivation?

2. How might the way children are taught to read impact their reading motivation?

Participants

I interviewed a total of ten elementary teachers from Chloe's Central School District (pseudonym). I selected these participants based on the grade level they teach. The main goal was to interview all early elementary grade level teachers (grades one through three). I sent an email to all teachers grades one through three in the school explaining what I planned on doing. Based on the number of responses I received, from those who were willing and available to be studied, I narrowed down my choices in a randomized way. All teachers involved received informed consent documentation, located in Appendix C, which states they are willing to participate in the study. Along with teachers, I also interviewed the principal and vice principal in the school district as well. They too, had an informed consent document that they had to sign if they wanted to participate in the study.

Based on the teachers I interviewed, I explained that I would also be observing in their classrooms. This was done with all teachers who I interviewed. I wanted my research data to be triangulated through the entire process. This means that in order to fully see what is happening, I

had to interview teacher A, B, and C, as well as observe the reading instruction occurring in teacher A, B, and C's classrooms. This only occurred once I received parent informed consent forms as well as student assent forms (included in Appendix).

In each classroom I observed during small group reading instruction. These small groups were chosen based on informed consent that I received from the parents and assent forms that children have signed. Of course, not all students chose to sign the assent form and therefore I was only focusing my attention only on those who have. The small group reading instruction observations were preferable because I could focus on only those who have agreed to participate. Observing in a large group setting can be difficult if not all students have agreed to participate.

The teachers I interviewed and observed are teachers who have worked in the school district for at least 2 years or more in the current grade level they are teaching. They all have their teaching certifications in elementary education and have completed their master's degrees, some in literacy, and some in other concentrations. Also, the principal who I interviewed has been a middle school and elementary teacher previously, working as principal for two years now. The vice principal has previously worked as an elementary teacher and has been the vice principal for two years.

Context of Study

The study took place in a suburban school district in Western New York. The population of the community is a middle-class community where the median income is around $60,000 a year (http://reportcards.nysed.gov/). While interviewing the principal I learned that the community involvement is very high and the people in the community take pride in what the children are learning and doing. Each year the community holds festivals where many people

gather from the community and outside the community. At this time, children are able to showcase work they have completed during the school year.

In this community there are a total of three elementary schools all ranging from pre-kindergarten through sixth grade. The elementary school I conducted my study in is a public school with an average of 1,070 students. The average class size is anywhere from 19-21 students. About 10% to 15% of students in this school are eligible to receive free or reduced lunch (http://reportcards.nysed.gov/). The demographics for the school district are: zero percent American Indian or Alaska Native, one percent Black or African American, four percent Hispanic or Latino, one percent Asian or Native Hawaiian/Other Pacific Islander, ninety one percent White, and two percent Multiracial (http://reportcards.nysed.gov/).

The classes I observed in are general education grade one through three. I observed in a total of ten elementary classes. There were four first grade classrooms, three second grade classrooms, and three third grade classrooms.

My Positionality as the Researcher

As the only researcher of this study, it is important for me to consider my own positionality within the context of my study. According to Meyers (2003), a researcher is someone who through time and dedication, and learning and experience, identifies key problems or solutions and answers to a specified area. The researcher's positionality consists of race, gender, class, education, culture, and experience.

I am a 24 year old female Caucasian. I was raised my entire life in a middle-class family and my father worked full time as a small-business owner. This left my mother to be a stay-at-home mom to my two sisters and me. I graduated high school from Hilton Central High School,

and I then went to Monroe Community College for two years and received my Associate of Arts Degree with a concentration in education.

I then transferred to The College at Brockport where I received my undergraduate degree. I have my Bachelor of Science in elementary education, special education, and health science. I am currently working toward completing my master's degree in Literacy Education at The College at Brockport.

I currently work as a waitress at an Italian Restaurant in Gates called *Giuseppe's*. I have been working there for roughly eight years. When I first started working there I was a front counter girl, or better known as the cashier. I worked the telephones and cash register. After about two years of doing that I was promoted to being the hostess for the restaurant section of the business. I worked as hostess for about six months and then was again promoted to a waitress. At first I only waitressed a few days a week and continued being hostess the other few days. That lasted a short time and then I was taken off hostess duties and became a full time waitress. I have been waitressing ever since.

Other than working at the restaurant, I also work as a substitute teacher in numerous school districts. I typically work four to five days a week as a substitute teacher. During this time I work with elementary students ranging from kindergarten to sixth grade. Due to the fact that I work with so many grade levels, I am able to observe children at all reading levels and abilities. One day I watch children at the age of five who are just learning the basics about books and reading, and then the following day I am lucky enough to work with students who are capable of reading chapter books with so many challenging words. It amazes me how children grow and learn so much in just a few short years.

Throughout my education at The College at Brockport and through my various substitute teaching positions, I have created my own personal philosophy about education. The main thing all teachers should know and be aware of is the fact that all children have the ability to learn. Children can learn anything regardless of age, ethnicity, gender, or race. I believe that all children have the skills necessary to learn if they are given the opportunity. This philosophy has been an important one to me ever since I first began to research the No Child Left behind (NCLB) Act of 2001. I believe teachers need to find ways to draw in those struggling readers and encourage them. With a little love and support I believe everyone can succeed.

Also, I believe that there is no one right or wrong way to teach. According to Gardner (1991), everyone learns differently and it is the teachers' job to determine how each individual student learns and incorporate all of these learning styles into their daily classroom lessons. I find myself struggling when I enter a classroom and a teacher gives lesson plans that are the same for the entire week. I always notice the students who thrive in these situations and the students who do not. I try my best as a substitute teacher to incorporate different ways of presenting lessons to students without changing the lesson completely. I have however, found that when I do change up the lesson plans to help intrigue different students that it does indeed work. Those students who teachers label as 'bad' or 'struggling' don't seem so bad anymore and aren't struggling as much now. I think all teachers need to be open and willing to work out of their comfort zones in order to try to reach all children in their classroom. Gardner (1991) also explains that, we need to not think of our class as a whole, but all as individuals. It is not fair to think 'this is the only way to teach' when in reality, it's only the best for a dozen children, and we completely forget about the rest.

I also believe that instruction should be delivered in an engaging manner. When a teacher seems excited and enthused about something, many times students will too seem excited and eager to learn. The amount of energy a teacher puts into his/her lessons and talking with students can rub off on the children. Therefore, if a teacher seems bored when talking about reading, many times the child will see it as boring as well. An article I read by Guthrie (2013), explains that if the "teacher explains the lesson enthusiastically and excited, the energy from the teacher can rub off onto the child" (p. 10). This quote is so important to my personal philosophy about reading and reading motivation. I feel that many times children do not feel the need to be motivated readers because the teacher doesn't make it sound like a good thing. When someone else seems excited and motivated to do something I find that I tend to get very excited and motivated, as well. I believe it's all about how someone is presented with something. When teachers present reading as a fun and exciting thing to do, children tend to become more excited and motivated to read more.

Data Collection

For this qualitative study the purpose was to determine how teachers can motivate children as readers and what children find motivating. I conducted numerous interviews with teachers and principals as well as using observations of children and teachers interacting during reading instruction.

Interviews

The interviews were semi-structured. Each interview was based upon a set of questions, created by myself. There was room and time to allow further questions and discussion when necessary. I also used audio recording instruments for all interviews. This helped to ensure that I did not miss or forget any parts of the interview through quick note taking, but also, I was able to

focus more on the interview and less on note taking. Also, when reviewing the data I collected I used audio recordings to allow myself to review and listen to the records more than once to remind myself of what was said. The time for each interview took approximately thirty minutes.

Principal

When interviewing the principal and vice principal, I set up a time that was convenient for him/her. Both interviews were done in his/her office. The interview protocol is attached in Appendix A and consists of various questions relating to the entire school district and what his/her beliefs are about reading instruction and reading motivation. I wanted to find out what goals the principal and vice principal have in reading for the school as a whole, what the strengths in the reading program are, what the weaknesses are and how it will be addressed and changed. I also wanted to know the principal and vice principal's personal beliefs about reading motivation and what they each believe can increase reading motivation. Through these questions I now have a better understanding of what the school's beliefs of reading are as a whole, how the principal and vice principal view reading motivation, and also what they are both doing in the school to encourage reading. This helped set the tone for the interview with the teachers because I have a better understanding about the schools literacy programs that are in place.

Teachers

These interviews took place in a private area, at the school, typically in the classroom or office, one-on-one. This was set up by the teacher, sometimes after school, or during a break throughout the day. I did not want to interrupt any classroom instruction time for these interviews, and teachers are extremely busy, so setting a time aside prior to the interview was very beneficial. During this time I asked teachers about what they believe the leading factors in reading motivation are, what they do during reading instruction to increase motivation, what a

typical day during reading instruction looks like, and what are the main expectations for children's reading throughout the year.

I wanted to find out what teachers do and why they do it. Sometimes it is simply because the school mandates it, but other times teachers work with the required programs, but change them up a bit to fit the needs of their classroom. I wanted to know about what they've seen work and not work in regard to increasing children's reading motivation. The interview protocol is attached in Appendix B with all interview questions.

Observations

My goal for conducting observations with students and teachers was to fully see how children and teachers interact with each other and with reading materials during their reading instruction time. During this time, my goal was to determine different ways children are taught to read and the attitudes children have when being taught. I wanted to find out if teaching reading differently influences how motivated children are to read. Through these observations, I wanted to determine how engaged children were and what one teacher was doing compared to another teacher. These observations helped me to understand how different ways of running reading lessons can influence how children view reading.

The observations were conducted inside the classroom and during small group reading instruction. I only observed children for whom I had informed consent and assent. While the students were working with the teacher, I was sitting in a separate area, close enough to see and hear everything going on, but far enough away to try and keep from distracting children. At this time I was using my observation form, attached in Appendix D, documenting things I heard and saw the teacher and children doing and what my interpretations are of what was happening. I

wrote down reflections and thoughts I had along with questions that came up. The questions I wrote will help me create further interview questions for the teacher at a later point.

<div align="center">**Data Analysis**</div>

Once I had collected all the data necessary, I began to analyze the data and search for answers to the two research questions. As discussed by Hubbard and Power (1999), I needed to find patterns in my data that I collected. Once I determined the patterns that were prevalent, I determined how I needed to code my data. Throughout this process I used a method discussed by Howard and Power (1999), which is called constant comparison. This means I was continuously comparing all the data that I collected. One method mentioned by Hubbard and Power (1999) is, "color-coded interview transcripts" (p. 132). Due to the large amount of interviews I conducted, color coding questions and answers was a great tool to use.

Interviews from Teachers

After the interviews were complete, I began to organize them by question. I wrote out all the answers given to questions one, two, and so on. I was looking for similarities and differences between answers. I transcribed all interviews by listening to the audio recordings numerous times. I wrote down all themes and patterns that I saw emerging from answers given. Once I determined the themes and patterns I then color coded them. Theme one was coded in a red color, theme two in blue, and so forth until all themes were color coded. The goal for the interviews was to find what teachers believed to be the best way to increase reading motivation in children. After the observations were complete the field notes from the observations were then compared to the interviews.

Interviews from Principal and Vice Principal

Once the information was collected, I compared the two interviewee's answers and determined if they had similar beliefs for their school or if they were different. Again, I searched for similar themes and patterns that emerge from the answers from both the principal and vice principal. I color coded the answers using different colors than the teacher interviews. Once that was complete, I then compared the teacher interview answers to the principal/vice principal interview answers. I again, wanted to look for patterns and themes that I saw arising. I created a new section for patterns and themes that both the principal, vice principal and teachers all have in common.

Observations

I transcribed my field notes I took during the observations. After each individual observation I coded all notes. Based on the themes and patterns from the interviews I found, I looked for those specific teaching habits occurring in the classroom. I determined what the teacher was doing and how the children responded to it. I also looked for children who seemed confident in their reading abilities and those children who seemed eager and ready to read. Through these observations I was able to determine what lessons had more participants than other lessons.

The goal of this study was to determine how teachers can increase reading motivation as well as how reading instruction might influence reading motivation. Throughout the data analysis, I used a process known as triangulation. This means that I used more than one source of data to help determine the answers to the two main research questions for this study. This means that I looked across all of my interviews to find similarities and differences in the themes that are prevalent. Also, I looked for similarities and differences among the observations from each

classroom. Along with finding similarities and differences between interviews, I tried to find similarities and differences in the themes teachers' discuss in the interview and what is happening in his/her classroom.

Procedures

I spent six weeks total for my research, beginning in May of 2014 and ending in June of 2014. During this time I interviewed the principal and vice principal of the school district, elementary teachers, and I observed in some classrooms during reading time.

During week one of the research process I began by interviewing the principal and vice principal, separately. They were both given the same set of questions about the school as a whole and their personal beliefs about reading and reading motivation in children. I was also able to interview two teachers in this week, one a first grade teacher, the other a third grade teacher.

Week two I continued my interview process by interviewing three more first grade teachers, two second grade teachers, and one third grade teacher.

Week three I began the week by doing two more interviews because we couldn't fit them in during the first two weeks of the research processes. One teacher was a second grade teacher and the other was a third grade teacher. The remainder of the week I focused on observing in three classrooms during reading time. In all the classrooms I was focusing only on a small group of students who had been granted permission by their parents to participate in the study.

Week four continued with observing in one more first grade classroom and all three second grade classrooms. Again, I focused my observations on the teachers and only the students who I had informed consent for.

During week five, instead of conducting follow-up questions as I had planned to do, I found myself continuing my work with the observations. This week I was able to focus on the

third grade classrooms and had one late teacher consent to taking part in the study. I was able to interview her earlier in the week and observe in her classroom later in the week.

The last week was spent reviewing lessons plans from the observations I had observed in the previous weeks.

Criteria for Trustworthiness

As a teacher-researcher, my number one goal was to be unbiased through the entire process and conduct this study in an ethical manner. To ensure this happened, I used triangulation throughout the research. This means that I used a variety of data collection strategies and sources. I used interviews, observations, and field notes. Along with these data collection strategies, I also used audio recording during the interviews if given permission. This allowed me to go back and review everything to ensure I did not interpret things incorrectly. Along with triangulation, I used prolonged engagement as well as persistent observation which means it took place over a period of six weeks.

After I had analyzed and interpreted the results, I used the process of member checking to ensure my findings and interpretations were accurate. This means that I cross-checked the interpretations and findings from my research with one or more participants from the study. The participants will validate that I had accurately interpreted the interviews and observations, or would let me know that their perspectives are different than my interpretations. I ensured transferability by detailing the interviews and observations that I conducted. These detailed notes about the interviews and observations will ensure dependability within the research study. Throughout this research study I took many steps to ensure trustworthiness is met within my research study. I want the most accurate data that I could have.

Limitations to the Study

Even though I have various ways of collecting and interpreting data, there will still be limitations to the study that I must be aware of. For example, when doing the interviews, there are always people who feel the need to tell you what you want to hear. By creating open-ended questions, and having the majority of control in the interviews, I am trying to get the most real-life answers as possible. By being able to ask further and more in-depth questions, I am hoping I was able to get the actual answers rather than the 'what I want to hear.'

Summary

The purpose of this study was to determine how teachers can increase reading motivation in their students. Also, I wanted to find out how different teaching methods benefit children and correspond to their reading motivation. In order to gain a full understanding of this, I interviewed teachers and principals, and observed in classrooms of those teachers who I have interviewed. Once that was complete, I began analyzing the data by listening to the audio-recorded interviews as well as looking through my notes from the classroom observations I completed. I looked for similarities and differences between how teachers and principals view reading motivation and how motivated children are during the observations. I hoped that through this study, my findings will have given me a better understanding of reading motivation and ways teachers can help increase student reading motivation in a classroom.

Chapter 4

The purpose of this study was to determine ways to increase reading motivation among children.

Research Questions

Through this research the goal was to answer the following questions:

1. How do teachers try to increase students' reading motivation?

2. How might the way children are taught to read impact their reading motivation?

Findings

There were four major themes that emerged throughout the analysis of the data I collected through my interviews and observations. The first theme that stuck out throughout my interviews and observations is that teachers and administrators believe parent involvement is key to student reading motivation. The second theme I found prevalent was that professional development within the school district was a key factor in how teachers view reading and children's reading motivation. The third theme was about using a variety of reading techniques in the classroom to increase reading motivation among children through a variety of reading techniques. And the last theme was about the way children view reading; they want it to be fun.

Theme 1: Teachers and Administrators Believe That Parents' Involvement is related to Children's Reading Motivation

Parent involvement is very important when thinking about a child's success rate in school. It is however not the only factor. As stated by the Principal, "children who are raised in home environments where reading is common tend to have a higher reading motivation throughout life." Reading motivation is of course linked to many factors, but one factor that was

common throughout the administrators' and the teachers' perspectives was the support, or lack of support that parents offered their children.

Administrators and teachers both believe that parents should have more of an involvement with their children's schooling. Apparently, as stated by a first grade teacher, "many children come to school with no background knowledge of reading. The parents expect that we should teach their child everything when teachers believe that it begins with the parent." Another first grade teacher mentioned how kindergarten teachers "spend so much time during the year just teaching children what books are and how they are used that they do not have enough time to teach about the importance of books and how they can benefit the students' lives." She went on to explain that when they finally enter first grade, with three months off in the summer, they forget everything they learned and must start back at the beginning.

While I was interviewing the principal, I asked the question 'what do you believe to be the leading factor in reading motivation?' Without hesitation, she immediately stated "family" and then paused for a moment. After taking a moment to fully think the question over, she responded about how family is number one in life, from the day a child is born until he/she enters school. It is there that children learn all they need to during the first few years of life. She went on further to explain that it all begins with the family; if you do not start out positive, and help to teach your children to read and learn about books then the harder it is to teach them once they enter school.

Howard Gardner (1991) discusses how children learn from day one. He goes through and discusses at different points in the book how children learn beginning from infancy, through to adolescence. He also explains how different environments at home can affect a child's literacy. Just as the principal and vice principal both stated during their interviews, children brought up in

a learning environment with books prominent throughout the house have a higher chance of becoming successful readers and motivated readers. Children who are brought up in households with no books prominent have a lower chance of succeeding and many times need to work harder to become successful readers. When you have to work extra hard at something you many times feel frustrated and want to give up, therefore you are not motivated to read more. Having parental involvement beginning early in life is definitely beneficial to children's reading motivation.

Incorporating Parents in Summer Reading Can Increase Reading Motivation

Summer break, in the eyes of the administrators, are where many of the problems occur in children's reading abilities. The principal explained, "children leave in June with a higher reading ability than when they come back in three months in September." Due to the fact that it is summer vacation, teachers cannot force children to read a certain amount each day or week. For many years however, the school has been incorporating new ways of getting children motivated to read over the summer break.

One thing they did during the summer of 2013, was having a book list sent home with each child, different for each grade level. They had a long list of 100 books aimed at what they thought children would be interested in and some of what they would be learning in the following year. Each book was worth different points. For example, the Junie B. Jones (1992) series was listed, each book being worth three points. Every time a child finished one of the Junie B. Jones books the parents would sign next to it and add three points to their child's sheet. The students would bring their sheets back with them in the beginning of the school year and hand them in to their teacher. The class with the highest points in each grade level was rewarded with a pizza party, ice cream party, or some other kind of party based on class choice. The school

also handed out passport stamps, which is something this school uses as a 'caught you being good' incentive. When the students do something good they get a stamp. Once the children have a certain amount of stamps they are allowed to buy something from the school store. Many children were rewarded in the beginning of the year with many passport stamps. Apparently, as stated by a second grade teacher, "many students in the classroom were jealous because Sally received fifty passport stamps when some children received none. Jonny and Joe and the other students all agreed that next summer they would read as many books on the list as they possibly could!" Of course this can be viewed as a competition, which some people believe as bad, but the administrators both agree that, "friendly competition once in a while is good for children." Children need to learn that other children may beat them, but also that they can beat others. Ultimately during this experience children became more motivated to read. This is a simple way to get parents involved in their child's reading. The vice principal explained, "that the parent really didn't have to be that involved to begin with, just sign their papers when their child finished a book." Of course, this wasn't the goal at all, the goal was to have the parents be involved, to sit down and talk to their child about that book. The principal went on to say, "we truly have no way of knowing which way the parents took this assignment, but ultimately, the children continued the reading process over the summer and that was our main goal!"

As stated in earlier chapters, reading motivation can have intrinsic and extrinsic motivations. Intrinsic motivations are, as stated by Schiefele (2012), the willingness to read because that activity is satisfying or rewarding on its own. This means that you are, in this example, reading because you simply enjoy reading. You are doing it for none other than yourself. On the opposite, extrinsic motivation, as discussed by Gambrell (2011) is motivation that comes from classroom incentives such as prizes or the desire to get good grades in school.

The summer reading program may be a great way to get students reading, but it is based on an extrinsic motivation. Children are not reading because they want to read for themselves, they are most likely reading to win a prize in the following school year. Children are still experiencing reading and getting good practice over the summer although it may not be for the best reasons. One teacher discussed how she talked about the summer reading program regularly with her students, but discussed it in a way to make it more about the reading and less about the prizes. She explained, "I do not want my students reading only to get a pizza party, I want them reading because they enjoy reading." She explained that she put the emphasis on reading with family and spending time with family. She wanted her students to look at it as an opportunity to spend quality time with their families and do some enjoyable reading together.

Administrators' and Teachers' Expectations of Parents and the Impact on Reading Motivation

Administrators and teachers both believe that parents should be reading to their children every single night. The principal explained, "children who are read to daily have a higher likelihood to succeed." She did explain that, of course teachers have a responsibility to read to their class every day, during read alouds, and shared reading, but they can only do so much during the short time they have the children in school. A third grade teacher explained how she once read an article about bedtime stories. She remembered that the article mentioned, "how important bedtime stories are, not only are the parents and children spending quality time together, but they are also teaching them so many important life lessons about reading." She explained how the article discussed how, "parents should begin reading to their children in the very early stages of life, somewhere around the first month." The second grade male teacher explained that, "reading at such an early stage in life allows children to understand concepts

about print and how books work. In situations where children are being read to daily, you do not necessarily have to go through the steps of reading a book and discuss every single concept about how print works because children pick up on these things just by watching someone read to them." However, it is assumed by the administrators and teachers that parents should review these concepts with their children before entering school.

Another teacher, a second grade teacher, explained that when children see their parents reading it makes them want to do it more. "Children look up to their parents, no matter what the circumstances are, in a child's mind their parent is the most amazing thing out there!" Every person interviewed said in one way or another that if a child is either read to every day or sees his/her parent reading every day the child is more likely to read every day as well. The principal said that "it goes back to the saying that children want to be like their parents when they grow up."

Teachers also believe that they should have more parent involvement throughout the day. This is mainly about volunteering in the classroom. The principal has explained that, "over the past few years there has definitely been a decrease in the amount of parents we see volunteering and helping out during the day." She understands that some of this may be due to the economy and parents needing to both be working full time to support their families. The other parents, the stay at home parents are the ones that concern her. The vice principal explained how when he grew up, "it was part of our daily routine in the classroom. Each day a different parent would be visiting and helping out for a few hours. Now a days you are lucky to see that happening once every few weeks." The administration is not expecting parents to drop everything to be involved during the day, but they would like to see it happen more often than it is. They both believe, "that parents' who volunteer in the classroom have a better understanding of what is happening and

being taught," therefore they can take that knowledge home and further help their children outside of the classroom. Again, this goes back to the idea that children look up to their parents. If they see their parents coming in and enjoying school and what is being taught then odds are that the children will be more motivated to try harder and succeed in reading and other school curriculum.

While I was interviewing a third grade teacher, he explained, "I have one grandmother who comes in once a week to spend time with her grandson. She comes in during reading and writing, and sometimes she helps me make copies of papers, and do tedious tasks like that but other times she spends with the children reading and writing with them." He goes on to say how, "Markus is a good student and tries hard constantly, rarely ever a child I have to speak with negatively. But when his grandmother comes in Markus lights up and is a new person. He always wants to read to her and show her new stories he's created throughout the week." The way this teacher talked about Markus made it evident how children can thrive when parent or adult interactions are present during the school day.

While interviewing with a second grade teacher, she made a comment about a parent's influence over his/her child. She goes on to say, "just having the presence of a parent can many times change a child's attitude immediately." This was supported by Schiefele (2012) who discussed how parental involvement in the classroom can benefit and help modify a child's behavior.

Summary

Overall, having an increased amount of parental involvement in a child's reading can only benefit that child. The first thing that really stuck out as being important is the way the administration and teachers talked about how children look up to their parents. Children tend to

want to be just like their parents. Therefore, if a child sees his/her parent reading at home, the likelihood of the child wanting to read increases. Also, if a parent reads with his/her child then the more likely it is for a child to have a better understand of reading. This understanding of reading allows them to know how books are used, and the basic concepts of print. Teachers and administrators also believe that when parents are involved in their child's reading, the gap that widens over summer vacation could possibly decrease because children are spending time with their families reading.

Theme 2: Professional Development Influences the way Teachers and Administrators View Reading and Children's Reading Motivation

Professional development is a process where staff and administration are given ample opportunities to improve upon skills, learn new knowledge and increase capabilities through trainings, readings, discussions with peers, and researching. Professional development incorporates various types of views about children's learning in an environment where teachers, the principal, and the vice principal can work together to learn new techniques.

Through my research, I learned that various professional development experiences have helped teachers increase reading motivation among their students. One way that professional development has helped increase reading motivation is by using teacher book talks which allow teachers to learn new techniques to teach children about reading. Also, teachers were able to learn about new literacy programs such as the Daily 5, that encouraged reading motivation. Another thing that the Professional Development sessions helped with was learning about the Common Core. The teachers took time to learn more about the new Common Core and how it relates to teaching their students. They were able to take what they learned and incorporate it into their classrooms to help their children become successful and motivated readers. The school also

learned about important people related to the teaching world such as Irene Fountas, Gay Su Pinnell and Lucy Calkins. These professionals have developed theories and strategies that allow teachers to teach in new and creative ways, hoping to help motivate students to read. All of these different types of professional development strategies are directly related to reading motivation and how teachers are teaching reading to children.

How Book Talks Impact Teachers' Beliefs about Reading Motivation

There were many types of professional development that I learned about through the interviews with various teachers, the principal, and the vice principal. The first one I am going to discuss is book talks, which are also known as book circles. Book talks are where a group of teachers join together to read a book written by a professional in the education field on some type of educational practice, teaching style, or teaching belief.

For example, one book that the school focused on during a book talk was a book written by Linda Hoyt (2007) titled *Interactive Read Alouds*. This book is divided up by grade level; k-1, 2-3, 4-5, and 6-7. The principal made this a mandatory book group during their Professional Development time each week. The teachers broke up by grade level and read through the teacher's guide, book of lessons, and the CD-ROM. During these professional development book talks, teachers explained that they would read specific sections each week and create lessons together that all teachers would use in their classrooms. Afterwards, teachers took notes and wrote reflections about how the lessons went. They all would collect student work samples as well. The teachers would discuss how the interactive lesson plans from this specific book helped the students become successful and motivated readers, or how it hindered their reading motivation and learning. One of the teachers explained that, "by being involved in this book talk, I was able to collaborate with other teachers in the same grade level and work together to create

lesson plans that would benefit all of our students. We talked regularly, during the book talks and outside of the book talks, which led me to have some engaging and creative lessons for my kiddos. Without these book talks, I'm not sure if I would have been able to get to this point in my teaching. I may have not come across some of the books that I found during the book talks. It was also a great experience because I had so many great teachers sitting by me encouraging me to continue pushing forward until all of my kids succeeded!"

One teacher explained how being a part of this professional development group allowed her to not only see the importance in using these specific interactive read alouds, but also it encouraged her to go out and find other interactive read alouds that her students would enjoy. She explained that, "I spent hours and hours searching online and in the libraries for books I could use during the interactive read aloud time. It amazed me how well my kiddos took to these books and I was determined to continue using them in my classroom to encourage reading motivation."

A third grade teacher explained, "During guided reading with my lower level students, I decided to spend a week doing interactive read alouds instead of the typical guided reading time. The students enjoyed this so much and again wanted to continuously join in and answer questions related to the text. These are the kids in the class who struggle the most with understanding what they just read. Surprisingly this strategy has helped tremendously! I found that by incorporating my reading mixed with their reading encouraged them to ask more questions to understanding what they've read when they are put in the right setting!"

Teachers overall, learned that using various forms of interactive read alouds in their classrooms would ultimately benefit their students. They saw a difference in the way children responded to the teacher's during this time. Teachers reported that children became eager to join

in and answer questions. Also, many more children wanted to have a chance to join in on the reading during the read alouds. They further explained that children also understood what was happening more in the story, and during independent reading time children chose the books from the interactive read alouds to read independently.

How the Daily 5 has Changed Classrooms to Help Increase Reading Motivation

Another professional development opportunity that was offered in this school district was an opportunity to research, learn about, discuss with peers, and implement strategies from a book, written by Boushay and Moser (2006) called *The Daily 5. The Daily 5* (2006) is a literacy program that is meant to promote and foster independence during reading and writing. The five parts of *The Daily 5* are: read to self, read to someone, listen to reading, work on writing, and word work. During this professional development opportunity, teachers who have not used or learned about this type of teaching were able to research the topic and find out as much as they could about the topic. Once their reading of The Daily 5 (2006) was complete, the teachers were then instructed to implement this program into their literacy block for a period of time.

This form of professional development has been just like a research project. Apparently, while these teachers were focusing on the Daily 5 (2006), other teachers focused on other reading programs and did the same thing; researched the strategy and implemented the strategy into their classrooms. At the end of the time, the teachers would share with others their experiences, thoughts, and feelings about the reading program. They discussed how that specific reading program benefited children and teachers, as well as how it impacted children's motivation to read.

One teacher I interviewed has been using the Daily 5 (2006) in her classroom for about three years now. She explained that, "children really take control of the situation. It amazes me

still to this day how independent a group of six and seven year olds can be. Not only do they do what is expected of them, but they also make sure others are doing what is expected of them. Before this program I never had students redirecting students the way they do during the literacy block. They encourage and promote each other to do the right thing." She described how, "Children look out for each other and want one another to succeed. When a child knows someone has interest in them, they tend to want to try harder." Another teacher explained that children do not like to disappoint their friends and peers. She explained that, "I notice children trying harder when they know their peers are paying attention." This helps to explain how using the Daily 5 (2006) in a classroom could help increase a child's reading motivation because children take control of their own learning which makes them more motivated to read. Also, peers encourage reading motivation by helping peers stay on task and keep working. The teachers in the interviews all mentioned how they overhear students telling others to stay on task. One student I was observing said to another, "Joey it's time to buddy read, let's hurry up and get to work." This student was reminding a friend what to do and telling them not to waste any time.

A third grade teacher explained that, "I am now able to do things during the literacy block that I used to not be able to do. For example, I never used to have time to just sit and read with students randomly, unless it was during reading conferences or guided reading. Now, I still get to all of the important things, but I find that because I am not monitoring the students' behavior constantly I have more free time to walk around the room and sit and join a student or two to discuss what they are reading and possibly read with them." Reading with students is always a great way to encourage reading in a comfortable setting and allow children to feel confident about what they are doing. The teacher discussed how, "as a result of the freedom, I have found more children eager and willing to call me over to them to listen to them read." A

student in a second grade classroom saw the teacher moving around from student to student and asked the teacher to come over. She said, "Mrs. Smith, will you come read with me?" They read together for a minute before the teacher realized the book the student had was a bit too difficult for the student. The teacher said, "Julianna, this book has a lot of difficult words, what if we go over to our library and see if we can find another book about animals that has more words we understand?" After that, they went together to go check out some books in the library. The teacher worked with Julianna to look through various books on animals. She explained how to look at the cover, the back, and flip through the pages in the book to see if she could read most of the words. They finally found a book that Julianna could read independently and went back to read together. They discussed what they learned and the teacher helped with the few difficult words Julianna could not figure out. The amount of independence the teacher had during the Daily 5 (2006) allowed her to help children who needed extra help, and make sure students were reading at the appropriate reading levels. This teacher was able to move around the room and work with different children. Many children raised their hands trying to get the teacher's attention, which showed how motivated children were to read with their teacher. Julianna, for example, was eager and ready to read with the teacher, even though her book was too difficult.

Teachers found that using the Daily 5 in the classroom not only fostered and promoted independence, but it also helped increase reading motivation. Two different teachers told me that because the students were more independent and had to take control of their own learning, they also took control of their peers' learning as well. A third grade teacher explained that while students were participating in the word study part of the Daily 5, there were two children who were coloring and doodling on their papers. Other students who were nearby decided to step in and tell the two children that they were making bad choices and not following the rules of *The*

Daily 5 (Boushay & Moser 2006.) This teacher even explained that the children asked the two

who were not following the rules to separate so everyone could get their work done. Because

these children were unfocused and distracting others, their classmates felt the need to step in not

only to get those students back on track, but to also allow themselves the opportunities to read

more and do what was expected of them.

I interviewed a second grade teacher and while I was observing in her room, part of the

lesson was discussing the Daily 5 (2006). During this time she asked the class to share their

thoughts and feelings about the reading workshop and what they liked/disliked about it. One

student, Danny, responded by saying, "I like the Daily 5, I know what I have to do, and what I

have to get done. I like reading with Bobby during that center (read to someone) because he's

better than me. He helps me with big words. He says the words I don't know… one day I want to

be able to read like Bobby does." Another student said, "the Daily 5 is fun! We get to do all

different things like go on the computer, be with our friends, and read cool books." He continued

explaining, "one time I found a book about dinosaurs and it was so cool! I just wanted to keep

reading instead of go to writing." These two examples of students' thoughts and feelings about

the Daily 5 (2006) demonstrate how being independent allowed children to become motivated to

read. Also, working on the 'read with someone' aspect of the Daily 5 (2006), children were able

to see where other peers' reading abilities were and allow them to strive to be at the same reading

level. Children pushed themselves to be better readers, which works along with an increase of

reading motivation.

The teachers who participated in this Professional Development, and those who learned

about it afterwards all agreed that this is a wonderful way to help increase reading motivation in

students' reading. The children took control of their own learning and the learning of others

because they enjoyed being in control. The students felt powerful during this time and wanted to prove to the teacher that they could succeed.

Common Core Standards Have a Positive Impact on Reading Motivation

The Common Core Standards are something that the teachers have been working with for the past few years, but also something that is still so very new to them. At the time of the study, the school only had the Common Core Standards implemented for slightly over a year, and many teachers still did not feel confident or comfortable using these standards. Because of this, the Principal and Vice Principal decided that they were going to have various professional development sessions throughout the year that would focus on different aspects regarding the Common Core. During their professional development training days, the faculty would be broken up into sections, one focusing on math, another on reading, one on writing, and another on social studies and the last on science. Each section would be located in separate areas in the building and teachers would move around between sections to learn new tips and ideas to help make teaching with the Common Core easier. In the past the principal brought in professionals who know the Common Core inside and out, while other times the days were focused on using reading materials, DVD's and peers to learn.

The Principal explained that because there is so much to The Common Core Standards that everyone is still getting used to, she wanted to create these learning days throughout the year to help not only her (the principal) understand the Common Core better, but also allow teachers an opportunity to ask questions, work with other teachers, and have resources all around if necessary.

Many teachers said that they found these learning days essential to understanding and implementing the Common Core properly. They all agreed that after the learning days they felt more confident about their teaching.

The principal described the Common Core as, "a new and improved way of teaching our children. What we have been doing over the years has been great, but it was obviously time for a change. This is meant to push children to reach new levels, but not overly frustrate them. Teachers need to find the balance with incorporating what they already know about teaching reading and incorporating the different aspects of the Common Core." The principal went on and explained that, "using harder and more advanced books in the classroom is beneficial because it allows children to push themselves while still having the support of the teacher." The vice principal discussed how, "because we are working on incorporating higher level texts during the school year, children tend to push themselves more. They want to be able to say that they are reading a third grade book while they are still in second grade. At this age that is a tremendous accomplishment for students." He then discussed how, "reading at a higher level forces children to work harder, which ultimately means they are more motivated to read because they want to reach that goal." This helps explain how the principal and vice principal believe the Common Core can increase motivation to read by pushing kids to read a higher level of achievement.

Four of the teachers I interviewed agreed that the Common Core, like anything else, has its positives and negatives. For instance, a third grade teacher said,

> "The math has turned into a nightmare. I dread teaching math with the Common Core because parents are constantly calling with different issues because we have completely changed the way we are teaching our children to do math. Reading on the other hand has not changed all that much. We still have to teach children about letters and the various

concepts about print and books. It is still getting done in a very similar fashion. We have added in Tier 1, 2, and 3 words, which are vocabulary words put into categories based on difficultly and how they relate to our learning. That is about it. We are making children think about their learning more in reading. Why do you think this word belongs on Tier 2, when this word belongs on Tier 3? We are holding our children accountable for their learning and making them aware of the ways in which we do things."

This explains perfectly how teachers are adapting their lessons and teaching methods to better teach children. The vice principal explained that, "because of the Tiered words teachers have to use, it is mandatory, in this school, that teachers display these words in their classroom for the children to visually see. It allows children to have a better understanding of different words. Should I know this word only when I'm thinking about geography, or is this a word I should know on a daily basis?" The Common Core is allowing teachers to incorporate reading with all learning subjects throughout the day. Because reading is being incorporated throughout all learning subjects, children need to understand how to read and do it properly. If you cannot read, or have no desire to read, then chances of succeeding in science class are low. A third grade teacher said, "in order to complete that 'really cool science experiment' we've been talking about all year, children must know how to read and follow the directions, as well as write and answer questions." Therefore, what this teacher is trying to say is that children understand the connections between reading and science, as well as reading and other subject areas. The teacher believes that children know they must be motivated to learn to read and practice every day, otherwise they will never be able to be successful learners in other areas that are of interest to them. This teacher has put much more of an emphasis on reading throughout the day, encouraging children to read more often and throughout all subject areas.

A second grade teacher mentioned, "The Common Core has made teachers and students more responsible for what we are learning. All teachers were given white boards in the beginning of the year and told that we must write what their learning objectives or goals are for each subject during each unit of the year. This must be displayed at all times for children to be aware of as well as any other person who enters the room." This teacher also explained that, "I spend a few minutes in the beginning of each unit of each subject going over the goals. I discuss with my class how we are going to get to reach that goal and what it means when we reach that goal." During one of my observations in a third grade classroom, I actually noticed a few children who walked up to the board and made an air check-mark next to the reading goal. This demonstrated to me that by having the Common Core goals in the classroom, children are aware of their learning and taking responsibility for what they are learning. They want to be able to check something off when they have accomplished it. By holding children accountable for their learning and pushing them to reach new levels, they must be motivated. Children want to succeed and the Common Core Standards have made that possible in relation to reading motivation. They are pushing children in new ways and forcing them to take control of their reading. As mentioned earlier, if you want to do something fun in another subject area, you need to know the reading material first. The teachers in this study believe that children are trying harder to read more because they want to do other things. They are finally seeing the link between reading and other subject areas, which only increases reading motivation.

One thing that I found when conducting my interviews is that teachers, the principal, and the vice principal all believe that although the Common Core is extremely tricky and hard on the children, that is does benefit their reading and overall seems to have a positive impact on their reading and learning. They say that the types of books they are reading seems to have somewhat

sparked an interest in a larger amount of children in each classroom. They also agree that because there are more guidelines on what they must do during reading each day, with the modules, that they are more structured with the whole school and everyone is learning the same things at once. Children understand what is expected of them through the Common Core standards and having the visuals throughout the classroom continue to encourage reading success. Children come into the classroom and know what is expected of them and many times children get to work faster because they want to impress their teachers and show off what they can do.

The faculty, principal, and vice principal all believe that the Common Core relates to reading motivation because children are working harder to succeed. The children have more tools available to them to be successful readers and encourage reading motivation. They review all of the goals in the beginning of each unit and therefore children know what it is that they should be able to do by the end of the module. Reading books that are a bit above grade level can push children to try harder. The principal and vice principal believe that having challenging books available and used regularly with adult supervision can help children work harder. They want to be successful and read at a higher level and therefore they become motivated to read and try harder.

Professionals in the Field of Education and their Relation to Increased Reading Motivation

This school has used various techniques and strategies to help teach reading, as well as check for understanding in reading. The way they choose their techniques and strategies is based upon the work of professionals in the field. Some of these professionals include Irene Fountas, Gay Su Pinnell, and Lucy Calkins.

One pair of professionals that this school relies on heavily is Irene Fountas and Gay Su Pinnell. These two experts have inspired so many teachers in this building and many use their tools daily in their classrooms. For instance, a first grade teacher said, "I was never very good at prompting children when reading or writing. During my first year of teaching, a colleague showed me the Fountas and Pinnell *Prompting Guide* (2012) and said to use it to understand how to prompt children correctly. I can honestly say that I kept her book for almost the entire year and children definitely understood more of what they were reading and were able to explain things better based on how I prompted them." She explained that, "we want children to be successful readers and sometimes we may not prompt children correctly." When teachers use *The Prompting Guide* (Foutnas & Pinnell 2012) children are getting a clearly stated prompt from teachers that should help enhance children's way of thinking to think more in-depth about what they are reading. Many of the teachers are using the same wording to make it clear for the students. Another teacher in third grade explained how children in her classroom, "were more willing to share their thoughts and ideas while I used *The Prompting Guide"* (Fountas & Pinnell, 2012.) She explained that, "due to the way I carried out my lessons using the guide I found that more children were confident and comfortable sharing with me about their reading." I was also told that, "many children went back and reread something from their book when I asked difficult questions because they wanted to get the answer correct." These are children who normally wouldn't have tried hard and rarely looked back into their reading materials for assistance. Now, based on the way this teacher prompted them, she could see that their attitudes about reading have changed and they were more motivated to read.

This relates to reading motivation because children were learning and practicing good reading habits such as going back and rereading materials. Fountas and Pinnell (2009) discuss

how the *Prompting Guide* (2012) not only benefits teachers but it also benefits children. They discussed how when teachers are selecting a specific language based on what would work best for a particular student, teachers are helping them to improve their reading ability in order to solve problems and use strategic actions independently. Setting children up to succeed when reading independently is key. If they cannot read independently, then chances are they will not be motivated to read. Giving children the tools necessary to be successful increases reading motivation. Children know they are capable of completing a reading task and are more willing to comply.

Also, many of the teachers in this district use the Benchmark Assessment System created by Fountas and Pinnell (2009.) The school was only able to buy a few boxes which remain in the literacy center, but teachers are always allowed to borrow from the box to assist them whenever necessary. One teacher explained, "I always use the Benchmark Assessment System at least once in the beginning of the year and once at the end of the year. I like to know where my students are based on this assessment." The Benchmark Assessment System is not a mandatory assessment teachers must use in the district, but it is encouraged. The teacher discussed, "throughout the year, I use other reading assessments and do similar reading records, but I find that the Benchmark Assessment System allows me to have a better understanding of where my students lie on the reading scale." This teacher explained that not all teachers in the district label their books how Fountas and Pinnell (2009) do, but she does. She explained,

> "It just makes sense seeing as I am assessing them using these leveled books I find it easier to label all the classroom books this way. The children have really adapted to this method as well. They know what is expected during the assessment since so many other teachers use this assessment as well. They know to read the book, answer some

questions, and write a response. They also know that once I give them this assessment they will be given a new index card with the appropriate leveled books listed on it."

Many teachers have agreed that by using the Fountas and Pinnell (2009) tools in their classrooms that they are only setting students up to succeed. The Fountas and Pinnell (2009) books are fun and enjoyable to read by students. A first grade teacher explained that, "this is important because if a child is not interested in a topic they may not do as well on it, but if it is a topic of interest they tend to do well." Using books of interest to children increases reading motivation. If children enjoy what they are doing, they are more likely to continue doing it.

While observing a second grade classroom, I was able to watch an assessment taking place with a teacher and student. The student was called over and immediately grabbed the book and said, "Wow, caves! They're so cool!" he grabbed the book and started flipping through the pages saying, "I want to see a real cave." Dave's eyes seemed to lighten up and he was eager about beginning to read the book.

Another great professional in the education field that many teachers in this district rely on is Lucy Calkins. She has written many great books that many of the teachers not only read and studied during their college careers, but that they also use during professional development times and book talks. A second grade teacher explained, "Lucy Calkins just seems to get it. She has a way of making me understand reading and how to teach it. It's simple and to the point."

While interviewing the principal, she mentioned a book titled *The Art of Teaching Reading* (Calkins, 1986.) She describes how during her meetings with teachers about reading lessons she very often found herself mentioning this book as it offers a guide for struggling teachers. She said, "Lucy Calkins knows how children's minds think. She knows the correct way to suck children into books, keep their interest up, and encourage them to continue reading." This

is exactly what teachers should strive to do; catch the interest of children immediately with great books and continue piquing their interest throughout their school lives.

The teachers who I interviewed, the principal, and the vice principal, all seem to believe that by using Lucy Calkins' books to aid in their teaching only benefits children. The principal explained that, "knowing how to teach reading and doing it properly is key." She then discussed that, "when teachers feel confident about what they are teaching, children will feel more confident about what they are learning. The more confident a child is, the more likely they will succeed and their need to continue doing well increases." This means that if we want children to be motivated readers, teachers must know what to teach and how to teach it. Using Lucy Calkins as a mentor makes teachers portray reading differently and children notice that. They will enjoy reading more because they understand their teacher better. Motivation comes from interest and how much you enjoy something. Patall, (2013) describes how when children are interested and enjoy something, like reading, they are more motivated to try harder and read more often.

Summary

Overall, it seems that using professional development in schools can impact the way teachers are teaching reading, and how children view reading. For instance, the book talks among teachers is a great tool to use to introduce new books and ideas for teachers. Teachers learn from one another about new and exciting ways to teach reading that will increase reading motivation among children. Also, those who use the *Daily 5* (2006) in their classroom saw an increase in reading motivation among children. The Common Core State Standards are helping motivate children to read because they are holding children more accountable for their actions and also they are pushing them by using more complex texts throughout the day. Another way professional development impacts reading motivation is by teachers learning about professionals

in the field such as Lucy Calkins and Fountas and Pinnell. These professionals spend so much time learning and focusing on reading and writing that teachers are able to learn from them to create a fun and inviting classroom that encourages reading motivation.

Theme 3: The Way Reading is taught in the Classroom Can Impact Students' Reading Motivation

In this theme I will discuss what the principal and vice principal expect is happening during the reading block of the day. Next, I will discuss what the teachers' ideas for the reading block are. This will include what they write in their lesson plans plus what their goals are for reading. And lastly, I will discuss what I see occurring while observing the students during the literacy block of the day. This is important because it connects to my two research questions. I am able to see how children are being taught to read and how they practice reading, but I am also able to see how teachers try to increase reading motivation. In this section I am comparing what the teachers think is helping increase reading motivation and how the children respond to various lessons during reading.

How the Principal and Vice Principal Expect Reading to Occur in the Classroom and the Impact on Students' Reading Motivation

While interviewing the principal and vice principal it was evident that they both have a great understanding of the literacy block and what should be expected of teachers and students during this time. I asked questions regarding strengths and weaknesses in the reading programs as well as what they expect to happen. During the interviews, I asked the question, "What is your idea of a typical day in the reading classroom?" Both began by explaining that there is no set curriculum for the literacy block that teachers follow, only a set of guidelines to ensure children are getting the most out of the their time. The principal explained that, "the Common Core has

done wonders in giving a great outline throughout the whole year. The modules are a way to ensure that children meet certain standards in a set period of time." This explains that they expect all teachers to follow the Common Core standards and guidelines in their classroom.

The principal and vice principal also expect that teachers spend two hours a day on literacy. Of course, this should be broken up between reading, writing, and word study. The principal and vice principal believe that the teachers should spend an equal amount of time on all teaching methods such as modeled, shared, guided, and independent reading throughout the day. The vice principal explained that, "using a variety of reading methods throughout the day and week keep things interesting. Children do not get bored as easily because things are continuously changing. They are more likely to be motivated when they are able to do new things." Using the four different types of teaching methods, the principal and vice principal believe that this will help increase reading motivation in the students because they will be able to observe and listen to how reading should sound, and have ample opportunities to practice reading throughout the day. The vice principal explained, "the more opportunities someone is given to practice something, the more likely they are to succeed at it. When children are succeeding they are more likely to continue being motivated readers."

During this balanced literacy approach, the principal and vice principal expect teachers to focus on fiction and non-fiction texts with a variety of full novels and short excerpts. They also hope that teachers will allow children opportunities to read below, at, and above grade level. This is important in their minds because they believe that children need time and opportunities to feel successful in reading, as well as feel frustrated in reading. The principal explained that, "feeling successful in reading is great for children, they get that feeling of achievement and know that they can do something when they put their minds to it. Children will continue to work hard and

stay motivated readers when they see what they can accomplish." On the other hand, however, "feeling frustrated at times is a positive thing for children to learn early on. A person cannot always succeed and learning how to deal with frustrations properly can lead to a positive attitude about things. Children need to be pushed and in order to do that they need difficult reading materials once in a while." The vice principal made a comment that, "having easy and difficult books allows children to see where they once were and where they soon can get. It gives them motivation to see how far they've already come and what the next level they can achieve." The principal mentioned in her interview that, "using a variety of texts can only increase the amount of interest from children we see. The more options you have in the classroom the better. Not all children may like fiction texts, or they may not all like non-fiction texts. But, switching it up constantly allows the teacher to capture all children's interest, at least a few times throughout the lessons."

Also, due to the way technology has changed over the years, the principal and vice principal expect teachers to use a variety of technology teaching methods in the classroom. Some of these include smart boards and iPads. The vice principal explained that, "the school has been lucky enough to get funding that allows a large amount of students to have their own iPad during their time in the school district." It started as a trial with just a few classes, but now, over the past few years, more funding has been given to allow more children the opportunity to use iPads in the classroom. It began with a fourth grade classroom, and over time, with more money and funding, the principal and vice principal are hopeful that all students in the district will have their own iPads. The principal explained, "the teachers and students are given the iPads to incorporate technology into their learning, but it is not decided by us how the iPads get used, or if they get used at all." Basically this means that the school decides who gets the iPads but how they use the

iPads are entirely up to the teachers themselves. The vice principal also stated that, "we encourage the use of technology in all aspects of learning, but we also encourage the traditional book methods as well, children need to be well rounded in all aspects of technology." Our world is very technology based now and children are used to having computers, cellphones and other devices around constantly. The hope in this district is that by bringing in the iPads for children to use it will encourage reading motivation because children will be able to read on the iPads. The principal said, "Change is key to success. We need to learn to grow and adapt with our children, and if technology will get them motivated to read, then we have to try it."

Other things the principal and vice principal expect to be happening during the literacy block of the day is the use of guided reading groups, reading centers and the Daily 5. The principal and vice principal believe that everything listed above will make for more well-rounded readers. Not only do they expect their students to be well-rounded, but they also believe that using multiple methods to teach and practice reading will encourage children to read more. They say that the ultimate goal of the school is to get children reading. The principal said that, "many children read below grade level" and that "many children have no interest in reading." This is frightening to her because successful reading, as stated by the principal, "leads to success in other aspects of life." Because this is the goal of the school, they encourage teachers to do everything possible to get children to want to read, therefore to be motivated readers. They believe that by incorporating all of the aspects of reading they can continue to encourage and motivate children to read more often and ultimately become successful readers.

How Teachers Incorporate Reading in the Classroom and the Impact on Students' Reading Motivation

During the interviews with the teachers, I realized that many of the teachers have very similar outlooks on reading and reading motivation in children. It became evident that the teachers all believe that in order to be successful in school and in reading, children must have a desire to want to read and want to learn. They have all noticed that when children are not interested in the topic or the lesson they do not try as hard and therefore do not perform as well.

Ways that the teachers try to keep the interest level up during reading is by incorporating a variety of reading lessons that focus on different skills through the day. For instance, four of the teachers interviewed use *The Daily 5* (Boushay & Moser, 2006) in their classrooms to work on reading and writing. This not only fosters and promotes independence during literacy, but it allows the teacher to focus on smaller groups of children as well as work more one-on-one with different children to focus on particular skills. A third grade teacher said, "due to the fact that the children are so independent during this time I am able to work with children in smaller group settings and one-on-one. During this time I work with my guided reading groups, but I also leave time each day where I walk around and visit with children. This allows me to pick out those who are struggling or who just need a little extra help or motivation. When I am available in a more personal setting the children open up to me and we work together to succeed." While the children are working with the five sections of the Daily 5, the teacher is working on guided reading groups that are based on reading levels and skill level. The teachers believe that because of the independence that the Daily 5 is offering to children that it increases reading motivation because children are mainly in charge of their own learning. Another third grade teacher explained how she worked with her children constantly in the beginning of the year to ensure they understood the way the Daily 5 (2006) works. Due to the time spent on preparing her students, over time they became more and more independent. She said, "It is to the point now

where we get back from lunch at 12:05 and the children are already asking if we can get started with the Daily 5 (2006.) They know it is coming and want to get started immediately. They help each other out as well, telling friends where they should be and what they should be doing. They demonstrate independence as well as motivation to read. Asking if they can read still amazes me because a few years ago, with a different reading instruction, I never really had any kiddos asking to get started on reading. I believe that some of the change is due to the way I teach, I have a new greater appreciation for reading, but also, I believe that kids truly do enjoy the Daily 5 (2006) and want to do it." This demonstrates how the Daily 5 (2006) helps increase reading motivation.

Another thing that became evident while interviewing the teachers about how they try to increase reading motivation through the way they teach is by changing up their lessons and making them fun and enjoyable. One teacher in the second grade explained that by doing the same lesson every day, for example, a read aloud, "children can get bored because they are just sitting and listening." This teacher believes that although read alouds are important, you need to mix it up and find new ways to read to your children. Another teacher in a first grade classroom said that each day of the week they do something different. For example, "Monday, Wednesday, and Friday we do an interactive read aloud, while on Tuesdays and Thursdays, we do shared reading. And of course, every day of the week we also do a read aloud that is a book that typically has nothing to do with the lessons of the day, it is just a fun and entertaining book for all children to enjoy." She also explained how she still works in small groups and guided reading groups throughout the week as well. This teacher described how her children "know what the routine is and know what is expected of them, but at the same time there are some new and mysterious aspects of the day because of the interchanging of shared and interactive read

alouds." It keeps children on their toes and they always have to be ready to participate. Children are more eager and motivated to read based on the teacher's attitudes, and when teachers change up the reading day children tend to enjoy it more.

Another big aspect relating to reading motivation and the way teachers teach reading is how classroom libraries can impact how children view reading. Every teacher, one way or another, said that all classrooms need to have large libraries accessible to students. Most classrooms go to the school library once a week, and sometimes even less than that. Many of the teachers explained that children tend to go through their book or books way faster than the time between library visits. The third grade teacher explained that it is then the "classroom teacher's responsibility to have a large variety of books at various levels and topics available for children to choose from on a daily basis." A second grade teacher described one of his students as being a "wiz in reading." This means that, "the student went through books like crazy. He always wanted to get new books, but I just couldn't send him to the library every other day because there are rules that all teachers must follow." There are only certain times during the day children are allowed in the library, which are known as free times. The rest of the day the library is booked with classrooms and find it is too much of a distraction to have other students in there during that time. Of course in this classroom, while the students were working on the reading during the day, the library did not have a free time at this point. The student was never able to go without missing out on important lessons in the classroom. The teacher had made sure to not only bend the rules and allow this student to check out extra books during library time, but he also had made sure to have an extra number of books at this student's reading level available at all times so the student always had options in the classroom. Another teacher described the classroom library as, "something that can greatly affect a child's outlook on reading. If I do not have

enough books available in the classroom, then I am showing my students that I do not care about reading and it is not important, but if I have enough books in the classroom it shows them that I care about them and their reading." Increasing the number of books you offer in your classroom can help increase reading motivation because children will have many opportunities to read books of their choosing. They can pick topics based on their interest so it will be fun and enjoyable to read.

Another thing that some teachers do to try to increase reading motivation with students is that they use technology and online services related to reading. Technology has changed so much over time and now it has become part of everyday learning in schools. Teachers and children use technology in a majority of their daily learning.

For example, Book Flix (2007) is a place where teachers, parents, and students can go to have classic books turned into videos. This website is useful in reinforcing reading skills and knowledge by allowing students to listen to books they are familiar with being told to them. A first grade teacher explains, "My students struggle with reading fluently and using this website in the classroom is beneficial to them because they can easily listen to how the book should be read and try and mimic that." They can follow along and practice their rate, accuracy, and fluency.

Pebble Go (2009) is another great website that teachers in this district use regularly. It is a website used for reading and reading research. This is a database that focuses on pre-kindergarten learning up to third grade learning. This is designed to help beginning researchers by using audio and video media, text highlighting, and spoken-word audio. A second grade teacher said, "Pebble Go is a great tool to use in the classroom. The children are able to research topics in a fun and easy manor. Research as an adult can be very stressful and tedious work, but this website makes it fun and enjoyable and the children like being on the website. They look at

it as fun, but the fun part for me is the fact that they are learning important tools for the future." This website is designed to help build the foundation for research skills for students.

PBS Kids and Time for Kids (2004) are two other great websites that teachers encourage children to use during the day. These are both beneficial to children because they are able to read articles and stories about true events, but worded in kid friendly language. Also, they are able to play word games based on some of the key concepts or words found in the articles they have read. They can also take quizzes that will focus on their comprehension of the story or article. A third grade teacher explains how she uses Time for Kids in Social Studies. "Once a week I allow my children time to use the iPads or laptops during social studies. Time for Kids publishes new articles every week and I allow the children to go on and find a new topic of interest. They are practicing their reading skills by incorporating technology to make it fun and they are also learning new facts as well. It's a win, win, win situation!"

Overall, what I have learned from the teachers is that they all value reading and hope children can learn and become motivated readers during the time in their classroom. All the teachers said they do things a little bit differently, but in general, they all stressed the importance of having a variety of books to choose from in the classroom, incorporating technology to make learning fun, and changing up lesson plans to keep children guessing. Including all of these aspects into a classroom is setting students up to be successful readers and hopefully increase their reading motivation.

Students Were More Motivated to Read during Interactive and Fun Centers

While observing in the various classrooms, I was only able to focus on small groups of children due to the number of consent forms I received regarding my research project. This allowed me to focus and pay closer attention to those few children, but it also did not allow me to

view the classroom as a whole. There were many things that I did notice, however throughout my observations that related to reading and reading motivation. Some of these are the differences between how students focus during large and small group instruction. I also noticed the motivation levels when children were allowed to participate and when they were not allowed to participate. Another thing is how technology can impact a child's reading motivation. Also, transitions times can play a factor in how much time students actually get to read. Lastly, having an ample number of books in the classroom is something that will help keep children's interest level up.

The first thing that stuck out was that during large group reading instruction I noticed how many students were more likely to get off-task during this time as opposed to small group reading instruction. Because there are so many students in each class it is hard for the teacher to keep tabs on everyone at all times. For example, in a first grade classroom, Andrea and Maria were sitting in the far back corner of the rug. The teacher was doing a read aloud and the two girls were talking and whispering the whole time. They giggled a lot and hid behind the boys in front of them. The two girls were very good about keeping it hidden and did not distract others around because others could not really hear them at all. When I observed the teacher during this time she seemed to not be fazed by it. She would peer over at the girls and it seemed as if she was trying to make eye contact, but she did not stop her reading to distract the whole class and tell the girls to stop. Many teachers only stop and redirect students when it is distracting too many children instead of the small distractions. Of course, this is to save time, but redirecting those students may increase reading motivation because it will be a constant reminder to focus and pay attention.

While I was in a first grade classroom, the students had just finished snack time and were heading to various groups around the room. The first center which was the interactive read aloud group, everyone who was supposed to be in that group immediately got seated and was ready to work. While I observed the reactions of the students at this time it seemed to be that all students were paying attention. I did not notice any students distracted, talking, goofing off, or uninterested. Everyone's eyes were on the teacher and the book. The atmosphere between the interactive read aloud and the regular read aloud was very different. When children are able to be a part of the reading it seems that they focus more and pay closer attention. When the teacher asked a question, or wanted participation all hands went up. One student's response when not being called on was, "aw man, I never get called on." Another student responded with, "I've always wanted to help and never can." These are examples of students who are wanting to participate and take part in the learning. Also, during regular read alouds I noticed many children who were looking around the room and playing with objects in their desks. During the interactive read alouds I saw almost all eyes on the teacher and eager students wanting to be called on. It became apparent that children seem to enjoy the interactive readings more so than the regular read alouds. More children had their eyes on their teacher, their hands in their lap, and whenever asked, almost all children raised their hands. The children enjoyed participating and wanted to be a part of the interactive read alouds.

Of course, we must do large group activities throughout the day, otherwise we would not get nearly as much work completed during the day. But having smaller group learning times seems to work much better to keep children focused and increasing reading motivation. While I was observing in a third grade classroom, the teacher made a comment to the class saying, "Wow so many boys and girls want to help me with my reading, this is fantastic!" This occurred during

an interactive read aloud with the whole class. This demonstrates that children enjoy interactive read alouds and try harder to participate and stay focused. I did not notice as many children who seemed distracted or uninterested. Whenever I glanced around the room, all the children had their eyes on the teacher and many raised their hands when a question was asked. Children seemed to have a higher reading motivation during this time

The Internet is a great tool that all teachers used in their classrooms. Some of these classrooms even took part in the iPad program the school district is offering. Things that I noticed occurring when students were on the computers or iPads were that students were definitely more interested in participating when the technology was involved. While I was in a second grade class observing, the students were working on reading centers. During this time, students had two mandatory centers they must attend to, and two other centers they were allowed to choose each day. From all the students I observed, I noticed that everyone wanted to be a part of the computer center. It was a race while switching centers. Two students ran when the time came and ended up knocking over a chair on the way to the computers. As they were running they were shouting, "I want a computer!" Then the other would reply with, "that's not fair you always get one!" Children neglected to clean up prior activities just so they could get to the computers first. Once the students were at the computers it amazed me how little talking occurred. When they did talk the children said things such as, "Wow, cool! Did you see what you can do?" and, "let's race and see who finishes first." The children were talking, but not often, and always about the computer games. They were more motivated to read because they were having fun doing it. They wanted to get to those computers as quickly as possible. The students got right to work and did not stop until they were told to do so. Even some of the children tried staying on longer and it took other students to tell them to stop. At one point, I heard Sam telling

Erika, "you've been on long enough, the timer went off, we have to switch." Joey, who had previously talked a lot during the whole-group instruction did not make a sound during the computer section.

Other students in the classroom, David and Jeremy, went immediately to the smart board for their center choice. They got right to work and did not get distracted at all. This surprised me because these two students were talked to on three separate occasions during the reading lesson before centers. The teacher had to give them reminders such as, "David, Jeremy, you need to pay attention and listen to the reading." Also, a few minutes later the teacher again said, "David, eyes up here and hands to yourself." It went on again a minute later with, "David, move up here next to me please, Jeremy, go move next to Emilie." They got in trouble for talking, then because they were playing with a toy car, and finally for pulling a girl's hair in front of them while they were in a whole group instruction time. They seemed to love the hands-on aspect the smart board allowed during the center, though. They played fun and interactive reading games together. Their reading motivation has increased during this time due to the fact that they were able to play games and have fun while practicing reading. They played one game that focused on shooting certain words. The two boys would jump up at the board and race each other to see who would get it. They kept saying, "my turn, no my turn" until the center was over. They enjoyed playing and asked if they could play again during recess.

Another thing I noticed while observing in the different classrooms was that the transition times took up a lot of the actual reading time. I recorded, on average that it took approximately three and a half minutes to switch centers. In a second grade classroom, I actually recorded at one point that it took students five minutes and forty three seconds to switch to the next activity. The teacher seemed to not notice because she was busy getting things ready for her next reading

group, but the students not only moved slowly, but they were chatting with friends. At one point I heard a girl in the class say, "I don't want to go to independent reading, and it's boring." During these long transition times, students were moving to independent reading time, word work, or coming to the carpet for read alouds. Another student said, "Can I go to the bathroom?" four times during independent reading time and read aloud. The times when transitions were faster, students were moving to meet with the teacher for guided reading, getting to make their choices during centers, or coming together for a reading such as an interactive read aloud or a shared reading. Especially when there was a choice involved students definitely moved quickly. I overheard a few students making comments such as, "we need to hurry so we can read on the iPads," or, "I want to be first in line to play the word game!" When something fun and exciting was happening they moved faster compared to when it was something they did not want to do. What the students may or may not have noticed, however, was that no matter where they were headed, they were always heading to a center that focused on reading. It was just the way reading was being practiced was different.

When students were told to do independent reading time and chose a book to read, I found that children spent approximately four minutes looking for a book to read. In all of the classrooms I observed, children had book boxes or personal libraries where they had books previously chosen for independent reading time. The teacher said, "Let's all move onto independent reading time, grab a book from your book box and begin reading." Or one teacher said, "Everyone has great books picked out, let's get going and begin reading some." In a first grade classroom the students only had twelve minutes of independent reading time that day and when the teacher asked children to begin reading I noticed that many children took quite a bit of time to find a book. One student was searching through his book box, which only had two books

in it and said to the teacher, "I don't like these books, they're boring. Can I switch them out?" Her response was, "Jimmy you know the rules, we only get new books during our morning routine and at the end of the day while we are packing up, you have to read one of these today." After their conversation, Jimmy slowly began heading back to his seat. He took his time getting settled and even when he reached for one of his books he took his time opening it to begin reading. While observing the interaction between the teacher and Jimmy, I recorded that Jimmy took roughly four minutes to get settled and begin reading. Seeing as he only had twelve minutes to begin with, he ended up not having enough time at all to read like he should.

While I was in another classroom that had a similar set-up in regard to the book boxes and the time frame for independent reading, I noticed something different happening. Firstly, this class had not only two books in their book boxes, but it was mandatory that they must have at least ten books in the box at all times. During the interview the teacher mentioned that, "I make sure my children all have at least ten books in their boxes at all times. I am constantly reminding them during morning routine and dismissal to check their boxes and add to them or change them. The more books they have, the better." She discussed how, "More books equals less distractions." While I was observing in the classroom, I noticed that when the students were asked to move into an independent reading time there were fewer distractions. Children seemed to grab their book boxes and find a place to sit quietly. I recorded that it took, in this classroom, only two minutes for everyone to get settled. One student, while grabbing his book box said, "I can't wait to read more about dinosaurs!" The amount of time it took the children to get settled decreased based on how many books children had to select from in their book boxes.

When I was in a first grade classroom this happened as well, and the students were given only twelve minutes of independent reading time. Most of the students spent four of those

minutes finding books. I do not think they got much accomplished in regard to reading. Of course, I do not know why students took so long to choose books, but I do believe that if the teachers were to set time limits to check out books I think it would help make things more efficient and children would be able to have more time to practice reading. A teacher in a second grade class actually went up to a student who was taking a while to find a book and asked, "Stacy, why is it taking so long to find a book? You are missing out on your reading time right now." Stacy then replied, "I don't know, there just isn't anything good to read. It's all just boring." The teacher then explained how there are many great books in the library to choose from. Stacy explained, "I already read most of them, and the ones I didn't read just seem boring." While I listened to this conversation between Stacy and the teacher, it made me think about having a larger selection of books to choose from. The teacher had a great library to begin with, but seeing as it was June when this occurred, I'm wondering if the students may truly have read many of the books throughout the school year. It seems to be that the more books you can offer students the better. If they have already read everything, or if nothing sparks any interest, then the student is not going to want to read.

Summary

It seemed evident that children made certain aspects of reading more important than other aspects. For instance, when children were able to make their own choice about what to do during a center it seemed that children more quickly, got started faster, and even were excited about moving on. When the children had to do something that seemed unenjoyable, they took longer to make their transitions, goofed off during the instructions and took a long time to find appropriate reading materials. Teachers could possibly fix some of these problems by having a larger variety of books available in their classroom that fit the needs and wants of all of their students.

Theme 4: Making Reading Enjoyable to Students Can Lead to an Increase in Reading

Motivation

The principal, vice principal, and teachers explained that many children do not enjoy reading the way they should enjoy reading. The one big thing that was obvious with all the observations I took part in, and the interviews I conducted with the principal, vice principal, and the teachers is that children need to enjoy reading in order to be motivated to read.

Ways Teachers Encourage Reading Can Influence Reading Motivation

During my observations in the various classrooms, I learned that the more tools and technology that are incorporated into the classrooms can influence reading motivation among children. In four of the classrooms, a first grade classroom, two second grade classrooms, and a third grade classroom, I noticed the teachers using many tools around the room such as smart boards, iPads, white boards, chart paper, headphones, computers, magnifiers attached to Smart Board, and regular books.

These teachers found ways to teach children to read and work on reading in fun and unique ways. I noticed that the children in these classrooms took, on average, one minute and ten seconds to rotate and switch gears to reading while teachers who didn't use as many unique tools took on average 3 minutes and twenty seconds to switch gears to reading. For example, during a read aloud in a third grade classroom, the teacher had a copy of the book and all the students did as well. This teacher attached a magnifier to the computer which was then connected to the smart board. With the magnifier, the teacher zoomed in on the book and the students were allowed to read off of the smart board if they chose, or they could look at their own book. What was really interesting about this was that the teacher had all sorts of markings throughout the book. There were underlined words and sentences as well as highlighted passages. The teacher also would

write when there was an 'aha moment,' a sight word, or something else interesting to discuss as a group. Of the children I observed, three of them chose to not use their own books and focus on the teacher's book. One student said, "I get to see what the teacher is going to say before she says it. I pretend to be the teacher and say the stuff before she gets to." This is an example of children seeing reading as a pleasure and not a hassle or chore. The children find it exciting to pretend to be the teacher and are eager to figure out what the highlighted or underlined words mean. They were more motivated to read during this read aloud because the book was projected onto the Smart board.

Also, teachers who incorporated games in the classroom had more children who enjoy reading and found it fun. In one classroom, the teacher had a bingo game set up at one of the centers. The children were working on short and long vowel sounds. The teacher aide in the classroom led the game and would call out, "short e word". The children would then search for the word that had a short e sound in it. Once the game was finished and someone had bingo, I heard another student say, "Can we play this again? I didn't get to match all my words." They continued playing until it was time to switch to the next center, but the children continued asking to keep playing. Children who were in other centers at this point kept looking over at the table to see what game was being played. When I moved to another group to observe, one little boy said, "I can't wait until we get to practice our vowels with Ms. Grey!" Throughout the hour of literacy centers, I continued hearing children make comments about the game such as, "that game is awesome!" Or, "is it time to switch yet because I haven't had a turn to play?" By incorporating games into the classroom, children do not only have an opportunity to play and have fun, but they are also more motivated to practice their reading skills so they have a better opportunity of winning the game.

Another thing I noticed as a way teachers tried to make reading more pleasurable, was to use the iPads. In a second grade classroom, one of the classrooms had three iPads available for student use throughout the day; the students in the classroom are not old enough to take part in the iPad program (each student owning their own for school purposes) so they had a few the class shared. The iPads were given as an option during reading centers. Also, during independent reading time each day, the teacher chose the three students who have focused and did as they were told all day long to use the iPads to read on. It was used as an incentive to get children to listen and do their work. Everyone wanted to use the iPads so they are worked extra hard to be allowed to. This not only encouraged children to read more, but it encouraged them to work hard all day. Everyone wanted to use an iPad so they would be on their best behaviors all day long and try hard to do the best work they could.

In a second grade classroom, the literacy time was set up where children were given the opportunities to choose their centers for the day each Friday. The teacher explained that as long as children do well all week they are allowed to choose what they do on Fridays. She began by calling students who have stood out all week as being excellent listeners and tried hard. When it comes time for this each Friday she explained, "Children know it is about to happen and all of a sudden every child is sitting up straight, eyes on me, and they are ready to go. They also try and quite others down so we can begin." Children had options such as; iPads, computers, smart board, buddy reading, memory games, rainbow words, consonant and vowel words, independent reading, look, say, cover, write, check, listening to reading, and many other options that encourage and help children become better readers. The teacher always calls a few students at a time, and I observed that the iPads, computers, and smart board sections always filled up first. I overheard a girl saying to her friend, "aw man, the iPad is already taken, let's try the computers."

Another student, who was called in the first group actually ran from his spot on the carpet up to the board to choose the iPads. Once he placed his name on that section, the teacher told him to remove it, and put it on something else since he was running, and that for today he was not allowed on the iPads during centers or independent reading time. Children also earned tickets in this classroom for various reasons, such as good behavior, helping others out, or demonstrating positive attitudes. Children were able to turn in five tickets at a time to receive lunch in the classroom, a homework pass, earn computer/iPad time, or candy. While observing, I heard three boys discussing how they would use their tickets. The first, Jimmy, said, "I have a lot of tickets, I want to use mine to go on the iPad during centers." Another responded with, "yeah, let's do it, I have tickets too!" The last boy, Billy, got upset because he did not have enough tickets to earn anything. Jimmy responded with, "Well Billy, maybe if you did your homework and listened to the teacher you would have them. Then we could all play games on the iPads together." Billy's response was, "yeah I know, maybe next week I'll have enough. I'm going to try really hard." This demonstrates how children become motivated readers when they are able to use an iPad for reading purposes. They make the learning fun and interactive and children enjoy reading this way.

One teacher I interviewed used a word search game to help children with their reading. She explained, "Every Monday when we go over our new words for the week we also begin a new game of word search. This means that children have until Friday afternoon to find as many of our words for the week in their daily reading. They are allowed to use independent reading time, group readings, and even other subject areas where reading is involved. We tally the words up at the end of the week and discuss why certain words are found more often in our readings than other words. Whoever is the winner wins a piece of candy." This teacher explained that "I

have found that more students are reading because they want to be able to say they found the most words." This is a very creative way of incorporating games into the reading process.

While observing in this classroom, I noticed several children using their tally sheets as book marks in their books. They all carried their pencils with them during reading as well as their tally sheet with the list of words on it. They would mark down words whenever they saw them. I overheard two children who were buddy reading say to one another, "look Justin, I found a word." Justin responded with, "I know I saw it too, let's hurry and tally it up and see how many more we can find." Another group of boys, who also found a word made a comment saying, "it's not fair, the girls always win. We need to read a lot more so we can beat them!" Children would try to read as much as they could to see how many words they would find. Their reading motivation increased because they had a goal they wanted to reach.

An Administrator's Presence in a Classroom Can Have a Positive Impact on Reading Motivation

The administrators in the building can have a lot of influence on reading motivation in children. Some ways administrators can encourage reading is by showing their presence in the classroom. The children want to see that their principals care about them. Another great way to encourage reading and reading motivation is to bring in different adults to read in the classroom.

One way the principal and vice principal can impact children's reading is by simply being present in the classrooms. The vice principal explained, "I make it a point to stop into as many classrooms as possible during the day. I find that children want to see me and say hi. They look up me to and get eager to demonstrate all their capabilities in the classroom." He continued explaining, "The younger students especially need that extra level of support. If they know I am coming in to the classroom (which sometimes I make it a surprise and other times I schedule it),

they try very hard to practice the books they're reading to have them perfect for me! They want me to see them succeed and not struggle. A few teachers have told me that some students will read the same book for a few days to make sure they have every word perfect."

Not only are the administrators important, but any adult in the building can have a major influence on children. A third grade teacher explained, "last week I decided to have the technology teacher come in and read a fun story to my kids. It was way below their grade level, most likely a book that was a childhood story a parent read to them, but they all loved it. He read it with such enthusiasm and excitement that it made them laugh and giggle the whole time. Afterwards, without me even asking him to, he started asking comprehension questions to the class. They were more eager than normal to answer them. Part of that may have been due to the reading level of the story, but I believe part of it was because of how interesting he made the book sound." Inviting someone in from the outside is a great tool teachers can use. Children love seeing new faces and want to show off their strengths.

The fact that this teacher went out of her way to find another teacher in the building, to come in at a random time, made for an exciting and surprising time during the day. The children were not expecting this, and as soon as they heard what was happening they become extremely excited. This goes back to the concept earlier about changing up the lessons regularly. Children become accustomed and can become bored with the same routine. Seeing new faces and having new reading experiences allows children to stay on their toes about what is happening, as well as becoming excited and engaged quickly when they are encountering new experiences. Children can related this experience to their ideas about reading; they had a pleasurable experience and therefore, they might associate that with reading in the future.

Encouraging new and different interactions in the classroom can be a great tool teachers can use to help motivate children to read more. Allowing visitors from other teachers, adults, or administrators in the classroom go along with changing up the plans once in a while. It is something new and exciting and children will be eager to listen and take part in the lessons.

Summary

There are many factors to take into consideration when thinking about ways to help increase reading motivation among students. For example, teachers and administrators believe that parent involvement is a major factor when thinking about reading motivation. The schools try and encourage parents to become involved in their children's reading in a variety of ways. One way, as mentioned earlier, is to have parents be involved in their children's summer reading programs. Children are away from school for the entire summer, and encouraging parents to take part in the summer reading programs can help children in many ways.

Professional development is another great way for teachers and administrators to stay up to date with new and creative teaching methods. This school has had professional development courses that focused on key aspects in various books. Teachers got together to have book talks with one another and they called these book talks or book circles. Other professional developments in this school focused on types of curriculum such as the Daily 5 and professionals in the field such as Gay Su Pinnell, Irene Fountas, and Lucy Calkins. They also looked closely at the Common Core State Standards because they are still new and teachers are finding certain aspects of them to be tricky. These professional development courses have helped teachers become more familiar with the standards and they've been able to create fun and exciting lesson plans.

The reading curriculum can play an important role in how children view reading. The way a teacher runs his/her day can impact children. The Common Core State Standards play a role in how the reading curriculum is taught. Also, teachers make sure to incorporate different forms of reading in the classroom, such as shared reading, guided reading, modeled reading, and read alouds. They believe that using these different types of reading instruction allows increased participation among various children and allows an equal opportunity for all children to participate. All teachers incorporate technology into their classrooms in different ways. Some teachers use technology constantly while others use it on various occasions. Teachers have determined that children are more willing to participate when technology is involved.

Another thing I have learned is that teachers and administrators try to make reading fun for children. The more fun and engaging an activity is, the more likely it is the child will participate and pay attention. As mentioned earlier, incorporating technology into the classroom is a great way to make reading fun; children want to use the technology and therefore they become more motivated to read. Also, many adults have found that when other adults in the building such as the administrators take part in the reading curriculum children become more excited to read. They want to show off what they have learned to the adults they do not get to see every day.

Overall, there are many things teachers and administrators can do to increase reading motivation in children. Some of the things mentioned are currently taking place in classrooms already, while other things need to be taught to teachers in depth more and hopefully we will see a change in the way teachers are helping children become motivated readers.

Chapter 5: Conclusion and Recommendations

Introduction

The purpose of this study was to determine ways teachers try to increase students'

reading motivation as well as how children are taught and the impact it has on reading

motivation. I focused on interviews with teachers and administrators, as well as observations of

children during the reading curriculum. I also examined how various aspects, including reading

curriculum, parental involvement, and professional development impacted reading motivation.

During this study, I explored the following research questions:

1. How do teachers try to increase students' reading motivation?

2. How might the way children are taught to read impact their reading motivation?

In this chapter, I discuss the conclusions I have made based on the research I conducted. I

describe the ways in which students benefit from teacher professional development, parent

involvement, the way the reading curriculum is implemented, and when teachers make reading

fun. I also describe ways in which my own teaching can be impacted as a result from this study.

In conclusion, I make recommendations for further research based on my topic of research.

Conclusions

Children were more motivated to read when they were in small groups

When students were engaged in small group reading instruction with the teacher, there

was more participation among the students. Everyone in each group raised their hands and

wanted to answer questions. Serafini (2010) stated that children are more confident and

comfortable to share aloud their reading, thoughts, and answers while in small groups. While

observing in different classrooms, I noticed how children's focus seemed to be more

concentrated. The children in different classrooms gave much more eye contact with the teacher,

their reading materials, and the smart boards during small group reading instruction. There were fewer distractions in general throughout the small groups. There are many factors, of course, that may play a part in participation, but overall, children seemed to enjoy the reading materials and were engaged throughout the lessons.

When students were in whole-group reading instruction there was less participation. Of course, there were still the same few students who wanted to answer and participate, but the majority of students kept to themselves at this point. Routman (2003) discusses how children's involvement level changes based on their surroundings. While in whole group reading instruction, there were anywhere from 18-25 children, depending on the classroom. That can be a lot to handle in any situation. There is so much more going on and children seemed to find more things that could distract them. Whether it be the girl sitting in front of them, the boy playing with the carpet beside him, or some other thing occurring during this time. Most children found something that caused their eyes to drift away from the reading materials and the teacher. It can also be more intimidating to answer questions or read aloud when in large group settings. Many children, who participated during small groups would not raise their hands during large group. When one teacher asked children to point to a specific part of a story, or find a certain word, almost all the children would do that, but when it came time to discuss the story, or word, many children would not answer aloud.

Children were more motivated to read when there was adult involvement

Adult involvement can bring so much to a student's learning. Kit-Ling (2009) explains that children look up to adults and enjoy the company. The principal and vice principal both stated in their interviews that teachers in the building encourage and welcome visits from the administrators or other adults in the building, as well as parents. They believe that the children

try harder because they want to impress the adults. They explain that children are excited to show off what they can do and what they have learned.

The teachers and administrators also discuss how they believe parental involvement is beneficial in reading motivation. Parents have a major influence on their children. One of the teachers discussed a text they remember reading regarding bedtime stories. They explained how when parents read bedtime stories with their children, the children are more likely to succeed as readers. They said that if parents continue this idea through their children's schooling, read to them or with them, they have a better chance for success. They would be not only getting more practice at home with reading, but they would most likely find it enjoyable because they are doing it with their parents.

Changing up how you teach, such as bringing in parents or administrators, can be very beneficial to children. Many of the teachers explained that because they work with their regular teacher on a daily basis they already know what each child can and cannot do. When other adults entered the classroom, more children were excited to read aloud and share their thoughts. The teachers all explained how children would want to show off in a sense, as to what they are capable of doing. Schutte (2007) describes how there are different levels of reading motivation. This means that children may always be motivated to read, but by incorporating new ways of demonstrating a child's learning, such as involving parents and administrators, children's motivation can increase because of their surroundings. They may want to read aloud more frequently due to the adult in the classroom.

Holding children accountable for their learning can increase reading motivation

Many teachers in the school district use a reading program called *The Daily Five* (Fountas & Pinnell 2006.) This program helps to foster and promote independence among

children. When using this program teachers have more time to work individually with children rather than leading whole group instruction. Children know what is expected of them. Many teachers explained during the interviews that children would know when it was time to begin, and immediately get their things together and get to work. Most teachers explained how there was no wasted time explaining the rules and expectations, or giving constant reminders. Children knew what the expectations were and followed them correctly.

One teacher discussed how she was able to read with individual children, or work on reading assessments and not worry about time or being interrupted. Also, teachers had timers set for when it was time to switch and children followed them properly. The students would finish what they were doing, clean up and immediately move on. The routine was defined and structured and many of the teachers interviewed admitted that before using this program were children so aware of what was expected of them and work independently at completing tasks when not being constantly monitored.

Many teachers also discussed how because children were being held accountable for their learning and reading, they also would hold others accountable. Children wanted to be successful during this time and if a friend or classmate was getting off task, children were not afraid to say something to them and give them a reminder. These classrooms all had high amounts of reading motivation and it was evident when you walked into the classroom and there was no noise during independent reading time.

Guay (2010) discussed how different forms of intrinsic and extrinsic motivations can lead to an increase in reading motivation. Holding children accountable can be considered intrinsic and extrinsic reading motivation. Deci (1991) explains that children want to feel good for themselves by achieving reading abilities that they couldn't previously achieve. When they

finally reach a new ability in reading, they have a sense of euphoria, and want to continue trying harder. They become more motivated to read for themselves. Also, if a teacher gives a child praise, he/she may want to continue working hard because they want to receive more praises from the teacher. Sometimes, when children know they are making the teacher happy, they continue to work hard, which ultimately means they are more motivated to read.

Implications for Student Learning

Book choice can lead to an increase in reading motivation

All classroom teachers interviewed discussed the importance of having full classroom sized libraries available to students at all times. This is important because Neuman (1999) tells us about how books can make a difference in a child's life. If the child has more access to a wide range of books the more likely they will read more. Children are able to choose topics of interest to them to read during independent reading time. Gambrell (2007) explains that when students are forced to read books that do not relate to their interests they tend to get bored of reading very fast. Children want to read something they are excited by. While I was observing in various classrooms, it was evident when children were reading for enjoyment and when they were reading because they had to. Guther (2013) describes how children become invested in a book when they are given opportunities to choose their topic. The more opportunities we allow children to have a choice in the matter, the more likely they will become invested and intrigued with the topic. Teachers have a better chance of increasing reading motivation when using choice in the classroom.

Many teachers described ways in which they run their classroom libraries, and what seemed to work the best when thinking about a child's reading motivation was when teachers made it mandatory to have a large number of books in each individual students book bin. This

was important because children are not only saving time finding books during reading time, but they are able to have a wide range of books available to them all based on their personal interest.

The Common Core Standards have encouraged teachers and administrators to use higher level texts in the classroom (English Language Arts Standards.) The principal and vice principal believe that when children are reading at a higher level, with the teachers' help, children have more motivation to read. The children want to succeed and be able to say that they are reading higher level texts. By following the steps outlined in the Common Core, teachers can push children to reach new reading capabilities and children become excited to read more (English Language Arts Standards.) The teacher can have book shares in the classroom to discuss new and exciting books with his/her class. The types of books that should be shared during this time are books that will make children think more in-depth. This relates back to complex texts (English Language Arts Standards) because children will have higher level reading materials available in the classroom to push themselves. When you are pushing yourself to work harder, the administration in this district feels that it will make you become more motivated to read because you want to be successful.

There is a higher chance for participation during small group activities or interactive activities

All teachers must teach whole-group at different times during the day otherwise they wouldn't get nearly as much done as they do. At times, however, it is important to break the class up and allow students to work in small groups. These groups can be teacher-directed or student-directed. Boushay & Moser (2006) help us understand why many children feel more confident in smaller group settings. There are not as many people around to judge you. Also, there is more teacher support during small group activities. A teacher may not always notice if a

child is struggling in large group settings, but when it becomes small groups, it is easier to determine those who are struggling. The teachers in the interviews all mentioned that they are able to work more one-on-one with children during this time and it encourages children to open up and try harder. They have the teachers support and not all eyes are on the child. Boushay and Moser (2006) also discuss how teachers and students can have more in-depth conversations during smaller group instruction. Children may be able to relate to the reading material more because there is typically more time to share aloud their thoughts and feelings. It may be able to bring up a childhood as well. It can also allow students' time and opportunities to think longer and ask further questions regarding the reading where in large group settings that isn't always possible.

Not only do children feel more confident to participate in smaller groups, but they are also given more opportunities to participate. When in large group settings, you have the same children constantly raising their hands to participate and some of the other children sometimes get left out. This can boost self-concept in those who are participating and decrease it in those who have not been called on. Petscher (2010) says that smaller groups allow teachers to call on each student at least one time during the lesson and hear from every person. Many of the teachers I interviewed explained that during small group activities, they all make it a point to go around in a full circle to have children either read aloud, answer questions, ask questions, or take part in the learning some other way. They explained that by doing this all children know to always be reading to answer and also that no one is forgotten. One teacher found that this is very beneficial because it isn't allowing children a choice in the matter. They automatically know that regardless, they will always be called on. During large group instruction, a teacher may not be

able to call on each student, and many times children can depend on others to always raise their hands.

Using a mixture of large and small group activities keeps children guessing and surprised throughout the day. It encourages children to always be prepared for everything. This can help increase reading motivation because children need to be able to participate appropriately in either setting. Children want to show their friends that they can succeed as well as their teacher.

When children are held accountable they are more likely to have a higher reading motivation

Many of the teachers in this study used The Daily Five reading curriculum created by Boushay & Moser (2006). This reading workshop encourages independence in children. They are held accountable for their own learning. The teachers created classroom environments where students are taking charge of their learning. The teachers need to meet with small groups and individuals during this time. The teachers need to know that they can count on students to be doing what is expected at this point, so the conferencing or small group meetings can continue.

This process first begins with a lot of guided practice and scaffolding. Boushay & Moser (2006) explain that guided practice is where teachers work with students over a period of time, and gradually help build behaviors that students can continue with over a period of time and begin to manage on their own. Fountas and Pinnell (2011) also discuss scaffolding and guided practice. They say that with scaffolding, children can learn to do anything and become independent in any aspect of literacy if done properly. This means that teachers must spend ample amount of time working and reinforcing appropriate skills. This does not happen overnight. Teachers need to talk and demonstrate to children what the expectations are. For

example, while the children are supposed to be doing read to self, the teacher should also be reading to him/herself. This allows children to see what the reading process actually looks like.

While observing in classrooms, I noticed that all reading workshops began with a whole-group instruction. After that, the teacher would break the students up into their groups and the teacher would work with small groups or one-on-one. The remainder of the class was working on their reading centers. Children were helping each other out, making sure everyone was on task, and many times, you would see children taking charge of others. These students were being held accountable for their learning and due to proper scaffolding, they were able to maintain this throughout the day.

Patall (2013) discusses how giving children choice during the reading centers is considered holding children accountable. The teacher needs to be sure that children are reading age appropriate books as well as the correct level of a book. Children need to make good choices during this time and giving children the opportunity to choose on their own encourages reading motivation. They are able to read what they want.

Implications for My Teaching

Offering choice during independent reading time can impact reading motivation

Throughout my research, I was able to see how using choice during independent reading time encouraged reading motivation. According to Boushay & Moser (2006), providing students with choices encourages children to take charge of their own learning, and they become highly engaged. Allowing students to choose their own book to read during independent reading time increases the chances of children reading longer without interruption. Along with choice, students will take responsibility for their learning. This relates to the idea of holding children

accountable. When they are making their own choices, it demonstrates to them that their teacher has put trust in them and they want to continue building that trust instead of destroying it.

Fountas and Pinnell (2009) describe different ways in which teachers can allow students to make choices during reading time. Some of these options are encouraging them to decide on the duration of reading time, what type of book to read (fiction, non-fiction), the level of difficulty (do they want an easy book, hard book, or just right book?), where to read, when to read, and sometimes, with whom to read. Many teachers who were interviewed, used reading centers throughout the reading block of the day. Some classrooms had it assigned as to who went to what center at what time, while other classrooms had a list of the centers on the board, but children were allowed to decide themselves when to go to each center. The classrooms who were able to decide about what to do seemed to have a higher reading motivation. They were focused more, and ready to get started. These classrooms encouraged freedom, the teacher would check in once in a while, but for the most part she allowed children to work at their own pace and switch centers when they believed to be appropriate.

Incorporating choice into the reading curriculum can increase reading motivation. Teachers should try to offer choice each day so that children have ample opportunities to choose a topic of interest. The greater the interest, the more likely it is for someone to stay focused and motivated to read.

Teachers should use resources in their school district to increase reading motivation in children

Every school district has mandatory professional development days. In this school, particularly, they had many of the professional development days that focused completely on reading. During the interviews with the teachers and administrators, I found that they used book

circles to learn about new reading techniques that teachers can incorporate into their classrooms.

One book that this school focused on and learned about was written by Linda Hoyt, titled

Interactive Read Alouds (2007.) This book helped teachers learn about different types of read

alouds and many teachers found that it intrigued more students than the typical read aloud.

Without these book talks, many of the teachers may have taken a much longer time to capture the

interest of many children. So many children could have still been uninterested in the read alouds

if it wasn't for the professional development with the book circle. A few of the teachers also

disused how they benefited from just talking to other teachers about reading and reading

motivation. They believe that each teacher brings something different to the classroom and by

working together, they believe that they have a better opportunity to help all students become

motivated readers.

Also, teachers learned about different reading workshops to implement in their classes.

An example of this would be The Daily Five (Boushay & Moser, 2006). Teachers were able to

work together to learn how to properly implement these reading workshops effectively so all

children can benefit from them. They worked individually, and with other teachers, talked and

discussed, and implemented lessons into their reading curriculums. They all agreed that

implementing new lessons and curriculum can be very difficult and intimidating, but with the

help from others, they all believe that they became better reading teachers because of it. They

also discussed how many more children seem to flourish during the new reading curriculum. The

children overall seemed to have a greater appreciation for reading and many more seemed

motivated and enjoyed reading.

Teachers need to take advantage of as many professional development opportunities that

come their way. There are always new and creative ways of teaching that are being created, and

many of the teachers in this research admitted that without the professional development in their school they would not have create such great reading lessons for their students.

The use of technology in the classroom can lead to an increase in reading motivation

Our world is constantly changing and evolving to keep up with the new and innovative technology that keeps being created. This means that our classrooms must keep evolving and changing as well. Our students were born in an era where they were raised on technology. Most, if not all, children have cell phones now while they are still in elementary school. The older generations did not have this option. The children learned many of life's important skills through the use of technology in one form or another. Schiefele (2012) discusses how the more technology teachers use in their classrooms the better chances of getting children's attention and keeping their interest levels high. On Reading Rocket, (Educational Technology and Digital Media 2015), a useful teacher resource, it discusses the way technology has impacted our children today. It says:

"our kids are 'digital natives' — technology is part of their everyday lives and many are adept at keyboarding, word processing, Internet research skills, multimedia production, social sharing, and navigating interactive e-books. Technology is proving to be valuable in support of reading and writing instruction, universal access to instructional materials, assessment, professional collaboration, and home-to-school communication. Some parents, educators and researchers say that technology is a game changer in how we teach and how children learn."

This describes the importance of technology in relation to reading. If teachers want to continue motivating children to read, then they must continue to increase the use of technology in the classroom and at home.

Most schools provide each classroom with a smart board connected to the computer, which is also connected to the internet. Teachers can find new and exciting reading and writing games. There are games that are focused on grammar, spelling, and fluency. Students tend to enjoy these games because they do not realize they are learning, they simply think they are playing and having fun. While I observed in different classrooms, I noticed a large amount of technology being implemented as well as many games on the computers relating to reading. Some of these include: Bookflix (Bookflix), PebbleGo (Educational Technology and Digital Media), and PBS Kids (PBS kids). These are websites that children frequently visit throughout the school day that helps them practice their reading. They can go on and watch other people read aloud a book, which can help them practice their fluency, accuracy and rate. They can go on and play games relating to reading, such as answering comprehension questions, vocabulary games, or sight word games. Also, they can read articles related to today's news, but written in kid-friendly language. Between all of these great technology tools, and having access to them in the classroom, children's reading motivation will most likely increase due to the technology being incorporated and the amount of comfort and pleasure children get from using a computer or iPad.

Teachers should try to take advantage of all resources that are offered and available in the school district. Using many different forms of technology will increase reading motivation because children enjoy the technology and most of the time find it fun and interesting. Younger children especially become extra excited when an iPad, or computer is being used during reading. They look at it as playing a game, when in reality, they are reading or practicing reading skills.

Recommendations for Future Research

For the purpose of this study, I was only able to use first, second, and third grade students and teachers. For future research, I believe it may be beneficial to look at a larger variety of grade levels, lower elementary, and upper elementary. The results found from this study only apply to first, second, and third grade. It would be beneficial to teachers, students, and myself if there was an investigation that included upper elementary grade levels. The research would involve the same research questions, but with a larger sample of students. As children age, they mature and their attitudes change. What once encouraged students to become motivated readers in the first grade may change by the time they reach the fifth grade.

Also, I believe that it would be beneficial to interview students who took part in the research study. Seeing as I was only able to observe their actions, I am not entirely sure what they were thinking during each activity. I was able to only take into account their actions or facial expressions, which are not always accurate. In the future, I would like to interview the students to ask questions such as: what do you enjoy most about reading? What are some interesting books you've read lately? How does your teacher make reading fun? Asking these questions will give me the full view of what is happening. As of right now, I have answered from teachers' and administrators' perspectives, but not the children's perspectives.

Another thing that may be beneficial in the future would be to compare different types of reading curriculums implemented in different classrooms. As I mentioned earlier, many teachers in this district focused on The Daily Five (2005), but some just took aspects of this program, and others did not use it at all. It would be interesting to see how different reading curriculums impacted children. Maybe using a school with a set curriculum would increase reading motivation, but maybe it would not. There are many factors that can play into reading motivation

but I think it would be interesting to see how different curriculums can change attitudes in children.

Final Thoughts

Throughout the process of this study, I have learned a lot about reading and motivation, as well as ways in which teachers can help increase a student's reading motivation. I have found that children can easily become motivated readers by simply incorporating a few things into their daily lives. For one, students should be able to have a choice in what they read, if they can have a say in what they have to read the more likely it is something that they enjoy. Also, teachers should include technology into their reading programs. This can be done by having a computer as a choice during centers, using an iPad, and using the smart board. Children are eager and excited to use the technology and therefore it increases motivation.

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Appendix A

Interview Questions for Principal

(Leaving space and time for additional questions that may arise based on answers given)

1. What are the main goals in reading for the entire school this year?

2. What are the main goals in reading for first graders this year?

3. What do you believe to be the greatest strengths in reading in your school district?

4. What do you believe to be the weaknesses in reading in your school district? What are you plans for improving these?

5. What type of professional development do you offer that will help teachers become more proficient in teaching reading?

6. What is the reading program your teachers work with? How did you choose this program over others?

7. What is one thing you would like to see changed about the way children view reading or how they are reading? What would you do to change this?

8. What do you believe to be the leading factor in reading motivation?

9. What are your beliefs on reading motivation and how have they formed?

10. What is your idea of a typical day in a reading classroom?

Appendix B

Interview Questions for Teachers

(Leaving space and time for additional questions that may arise based on answers given)

1. What do you believe to be the leading factor of reading motivation?

2. What do you do in your classroom to help students become better readers?

3. What are the effects of reading amount and motivation when using intrinsic and/or extrinsic motivation?

4. How does social interactions between children promote or support reading motivation?

5. What strategies do you use to increase your students' reading motivation? Why?

6. What are your beliefs on student motivation and how have they formed?

7. What reading program(s) do you use in your classroom? Who decided on this program?

8. How long do children read independently? How do you encourage independent reading?

9. What does a typical day of reading look like in your classroom?

10. What are you expectations for children's' reading throughout the year?

Appendix C

STATEMENT OF INFORMED CONSENT FOR TEACHERS AND ADMINISTRATORS

The purpose of this research project is to examine some of the ways teachers can motivate children to read more, and ways that children find reading fun. This research project is also being conducted in order for me to complete my master's thesis for the Department of Education and Human Development at the College at Brockport, SUNY.

In order to participate in this study, your informed consent is required. You are being asked to make a decision whether or not to participate in the project. If you want to participate in the project, and agree with the statements below, please sign your name in the space provided at the end. <u>You may change your mind at any time and leave the study without penalty, even after the study has begun</u>.

I understand that:

1. My participation is voluntary and I have the right to refuse to answer any questions.

2. I will be audio taped, and the researcher will transcribe the audio tapes. If any publication results from this research, I would not be identified by name. Approximately six teachers, and two administrators will take part in this study. The results will be used for the completion of a master's thesis by the primary researcher.

3. There will be no benefits because of my participation in this project. There is a minor risk in the time that it takes to complete the interview.

4. My participation involves being audiotaped during an interview answering a total of 10 questions. It is estimated that it will take 30 minutes to complete the interview.

5. Data, audio tapes, and transcribed notes will be kept in a locked filing cabinet by the investigator. Only the primary investigator will have access to the tapes and corresponding materials. Data, audio tapes, transcribed notes and consent forms will be destroyed by shredding when the research has been accepted and approved. Also, electronic files will be deleted as well.

I am 18 years of age or older. I have read and understand the above statements. All my questions about my participation in this study have been answered to my satisfaction. I agree to participate in the study realizing I may withdraw without penalty at any time during the survey process.

If you have any questions you may contact:

Primary researcher	Faculty Advisor
Gina Chinappi	Dr. Sue Robb
585-737-1549	Department: Education and Human Development 585-395-5935
Gchin1@u.brockport.edu	srobb@brockport.edu

I agree to participate and understand that I will be audio taped.

Signature: _____   Date: _____

I agree to participate, but do not agree to be audio taped.

Signature: _____   Date: _____

Appendix D

Observation Form

Teacher	Student	Reflections/Questions