Supporting Reluctant Fourth Grade Readers

Megan Conaway

The College at Brockport

Follow this and additional works at: https://digitalcommons.brockport.edu/ehd_theses

Part of the Education Commons

To learn more about our programs visit: http://www.brockport.edu/ehd/

Repository Citation
https://digitalcommons.brockport.edu/ehd_theses/160

This Thesis is brought to you for free and open access by the Education and Human Development at Digital Commons @Brockport. It has been accepted for inclusion in Education and Human Development Master's Theses by an authorized administrator of Digital Commons @Brockport. For more information, please contact digitalcommons@brockport.edu.
Supporting Reluctant Fourth Grade Readers

By

Megan Conaway

A thesis submitted to the Department of Literacy of the State University of New York College at Brockport in partial fulfillment of the requirements for the degree of

Master of Literacy

July, 31, 2011
Motivating Reluctant Fourth Grade Readers

by

Megan Conaway

APPROVED BY:

Advisor

August 25, 2011

Date

Chair, Graduate Committee

August 25, 2011

Date
# Table of Contents

Chapter One: Introduction ........................................................... 1
  Problem Statement ............................................................ 2
  Significant of Problem ...................................................... 4
  Purpose of Study ............................................................ 5
  Rationale for the Study ..................................................... 7
  Summary ............................................................................. 7

Chapter Two: Review of Literature .................................................. 9
  Characteristics of Reluctant Readers ..................................... 9
  Likes of Reluctant Readers ................................................ 10
  Dislikes of Reluctant Readers ............................................... 10
  Struggling Readers ............................................................ 11
  Motivation Concepts .......................................................... 13
  Intrinsic Motivation ........................................................... 13
  Extrinsic Motivation ........................................................... 18
  Integration of Intrinsic and Extrinsic Reasons to Read .............. 20
  Role of Motivation in Fourth Grade Reading Activities ............ 23
  Summary ............................................................................. 27

Chapter Three: Study Design .......................................................... 29
  Participants and Contents .................................................... 29
  My Positionality as the Researcher ....................................... 30
  Data Collection ..................................................................... 31
Data Analysis ................................................................. 33
Procedures of Study ........................................................ 35
Criteria for Trustworthiness ................................................ 37
Limitations of Study ........................................................ 37
Chapter Four: Findings .......................................................... 39
Motivation for Reading Questionnaire .................................... 40
Competence and Efficiency ................................................ 46
Social Purposes ............................................................... 47
Patterns ................................................................. 49
Motivation to Read Profile Data ........................................... 50
Chapter Five: Conclusion and Recommendations .................... 55
Conclusions ........................................................................ 55
Implications for Student Learning ......................................... 60
Implications for my Teaching .............................................. 62
Recommendations for Future Research .................................. 65
Final Thoughts ................................................................... 66
APPENDIX A: Motivation to Read Profile ............................... 68
APPENDIX B: Motivation for Reading Questionnaire ............... 71
APPENDIX C: Graph Results from Motivation to Read Profile ...... 73
APPENDIX D: Graph Results from Motivation for Reading Questionnaire ... 93
References .......................................................................... 128

List of Tables

4.1: Title: Intrinsic Motivation Results ................................... 49
4.2: Title: Extrinsic Motivation Results ................................. 50
Chapter One: Introduction

I have noticed that teachers often list “developing a love for reading” as one of their most important literacy goals for their students. As a fourth grade teacher, one of my goals for my students is to encourage them to want to read. My fourth grade students encompass a variety of different interests, abilities, strengths, and challenges. One common characteristic among the majority of my students is that they are reluctant readers. According to Guthrie and Davis (2003) a reluctant reader is disengaged from reading activities and shows an unwillingness to read. A reluctant reader frequently makes negative comments toward reading. For example, a reluctant reader may say “I never read a book” or “I do not like to read.” Reluctant readers can range from students who are struggling readers to students who convey high potential through test scores, but lack classroom performance. I observed the following student behaviors during a recent session of silent reading time:

Nasmarie: Took her book out of her desk, but then stares out the window.

Irianna: Walked up to the classroom library to search for a new book.

Denzel: Engrossed in conversation with the student next to him.

Chris: Held his book open in his left hand as he drew a picture on paper in his desk with the pencil in his right hand.
Alaysia: Walked up and asked me if she could go get a drink.

Nasmarie: Absorbed in a conversation going on outside the classroom between the art teacher and a student.

Irianna: Still searching for a book in the classroom library.

Denzel: Glanced around the classroom frantically hoping to make eye contact with other classmates.

Chris: Continued to draw a picture on paper in his desk.

Alaysia: Asked me if she can use my stapler. I tell her, “No.”

Nasmarie: Her head is now down on her desk as she stared at Irianna at the classroom library.

Irianna: Sat down by the classroom library to continue searching for a book.

Denzel: Whispered to the student sitting closest to him.

Chris: Secretly showed the picture he has drawn to the student sitting by him.

Alaysia: Walked up to ask me how much more silent reading time is left.

As this observation reveals, the five students all struggle to engage with their books during silent reading time, and they express difficulty staying in their seats, easily distract each other, and are challenged to focus on reading. While I model and practice expected behaviors during silent reading, I don’t see many of my students following my example, and I am eager to find strategies to help engage these students and the others become engaged readers.

Problem Statement
Engaging students in reading is a high priority for teachers because many students are at risk of reading failure for motivational reasons (Palmer, 2005). For example, students who are not motivated to read will not engage in reading, which in return impede their reading ability. According to Palmer (2005), reading motivation is an internal state that activates, guides, and maintains behavior. From an educational point of view, the term “motivation” can apply to any process that activates and maintains learning behavior. Guthrie and Wigfield (2000) stated that it is likely that motivational processes are the foundation for coordinating cognitive goals and strategies in reading.

Reading motivation is complex because it includes goals for reading, intrinsic and extrinsic motivation, self-efficacy, and social motivation for reading. According to Gambrell (1996), research over the past twenty years has demonstrated that students’ engagement in reading is a primary concern of many teachers, and numerous classroom teachers acknowledge that a lack of motivation is at the root of many of the problems they face in teaching. Cole (2002) stated that it is a teacher’s greatest challenge to motivate and meet the needs of each literacy personality in the classroom. I have realized that it can be very overwhelming and stressful trying to teach twenty or more students when their levels of reading motivation vary as much as the students themselves, and I am challenged every day by this concept in my work as a fourth grade teacher.
The reading levels of my fourth graders range from a first grade to a fourth grade. From my observations and after conducting Developmental Reading Assessments (DRAs) of my students, I have realized that they have different strengths and needs. For example, while some students may have strong comprehension skills, other students exhibit strength in decoding words. Since the beginning of the current school year, I have conducted mini-lessons on the reading strategies of visualizing, questioning, making connections, decoding, but I have yet to see my students put these strategies into practice. I am curious to see if I am able to capture my students’ interests and engage them more consistently in the act of reading in order to enhance their reading skills and abilities.

Significance of Problem

I believe reading is an essential part of everyday life and it plays a critical role in students’ future success. Students’ motivation for reading predicts reading achievement on standardized tests as well as school grades (Guthrie, 2006). In addition, reading engagement contributes directly to reading comprehension and the development of lifelong readers (Edmunds & Bauserman, 2006). While phonemic awareness, phonics, vocabulary, fluency, and comprehension enable students to be skillful and strategic readers, without the motivation to read, students may never reach their full potential as literacy learners (Palmer, 2005). Students who never reach their full potential in literacy often do not do as well in the other subjects since
reading is directly related to the other subject areas (Palmer, 2005). Students’ lack of engagement in reading may deter them from going on to college and obtaining an associates or bachelors degree (Palmer, 2005). Nowadays, I believe it is very challenging for those students who do not go to college to obtain an adequate career in order to sustain a decent living.

**Purpose of the Study**

In educational settings across the United States I believe there are reluctant readers who are disengaged from reading. I am aware of the importance of motivation in reading development and achievement and that is why, during the course of this study, I will implement different practices to enhance my students’ motivation to read. I realize, however, that these practices are not always effective in motivating reluctant readers. Therefore, it was critical that I take a more in-depth look at what really motivates my own students to read. From my experiences working with reluctant readers and hearing their negative comments regarding reading, I believe that it is important to ask students what motivates them to read. To do so, I will use reading surveys and interviews.

The purpose of this six-week study, then is to investigate ways to work with and support reluctant readers. The research question I will investigate through the study is: How can I support reluctant fourth grade readers? I will determine which reluctant reader behaviors to address based on my observations of my students. I will
record my observations in my teacher journal. I will also administer an adjusted version of the reading interest survey, Motivation to Read Profile (Gambrell, Palmer, Codling, and Mazzoni, 1996) so I can determine what engages my students in reading. I will analyze each student’s self-concept as a reader and the value he or she places on reading. I plan to use the data I gather through these reading interest surveys to assist me in planning my reading and writing lessons.

I will also conduct interviews with the students and talk with other fourth grade teachers in order to collect more information concerning reluctant readers. I will integrate the information from these interviews regarding students’ reading interests and other teachers’ strategies into my reading and writing lesson plans. Once I have implemented student interests into my reading and writing lesson plans, then I will observe my students’ reading engagement again to determine how and if they more motivated to read. In addition, I will continue to research effective strategies from the literature and develop a list of strategies that I will incorporate into my work with students over the course of the six weeks. Through this study I hope to examine ways to engage my reluctant readers in the reading and writing process. I hope to share the findings of my study with my students, parents, school colleagues, and administration.
Rationale for the Study

As a fourth grade teacher, I often hear students making comments such as “I hate to read” or “Ugh, why do I have to read?” I find myself informing these students that reading can be pleasurable and also valuable in order to do well in school, but often that does not engage them in their reading. As a teacher and a future literacy specialist, I anticipate that I will spend much of my time focusing on what engages my students to read. I am aware that motivation plays a crucial role in students’ reading achievement and their desire to be lifelong readers. I also realize that students who are not motivated to read are at risk of reading failure and that is the last thing I want for my students. I feel the need to investigate a variety of ways to work with reluctant fourth grade readers so that they can be successful in the future.

Through my graduate literacy courses, I have learned that students become better readers through reading books. If students are disengaged while reading, then it is not benefiting their reading skills. Students need to be engaged in their reading in order to develop their reading skills.

Summary

It is evident that many of my fourth grade students are reluctant readers since they exhibit reluctant reading behaviors during readers’ workshop. As their teacher I feel an overwhelming need to determine what motivates my students to read because I want them to be successful in life. It is imperative for all students to be able to read
and implement strategies while reading in order for them to be successful (Palmer, 2005). Many of my reluctant readers lack motivation to read and it is my goal to figure out what motivates them to read. It is evident that motivation to read in the school and home environment decreases as students get older and that is why it is imperative for teachers to investigate what motivates the students who are at risk for reading failure before it is too late (Guthrie, 2006). Evidence shows that when students are focused on their reading, they comprehend better and have stronger reading outcomes rather than when they are not engaged (Guthrie, 2006). Guthrie and Wigfield (2006) presented evidence that reading motivation predicts students’ amount of reading, which in turn predicts reading comprehension. I anticipate that my study will assist in creating a love for reading for my students by engaging them into reading and in return they will become better readers in the process.
In order to reach reluctant readers and assist them in igniting engagement with reading, it is essential to come to understand them. There is not just one type of reluctant reader. There are many different characteristics that make up reluctant readers. Another element that can create reluctant readers is if they struggle with reading. Motivation constructs, such as intrinsic and extrinsic motivation, play an important role in the engagement of reading for reluctant readers. In addition, the role of motivation in fourth grade literacy activities influences reluctant readers.

**Characteristics of Reluctant Readers**

In the majority of classrooms across the United States teachers encounter students who do not like to read (Guthrie, 2003). A reluctant reader can be defined as “someone who struggles with reading or someone who can read, but has no inclination to do so beyond the requirements of day-to-day life” (Boehm, 2009, pg 3). There are several different types of reluctant readers. One type of reluctant reader is children who exceeds in reading, but have little interest in doing so (Guthrie, 2003). Another type of reluctant reader is the child who is intelligent and interested in reading, but at the same time struggles to read (Guthrie, 2003). This type of reluctant reader does not identify himself or herself as a reader and tends to define reading as figuring out words. Some readers in this category are dealing with specific learning problems that delay their ability and willingness to read (Kennedy, 2009). Another type of reluctant reader is the child who seems to have no interest in reading, and as a
result of not reading regularly, is at risk of falling behind. These children dislike reading and express negative attitudes about people who read.

Likes of Reluctant Readers

Even though there are different types of reluctant readers, there are common characteristics that they share. Reluctant readers preferred to have their teacher read aloud an entire book instead of a few pages. Also, reluctant readers liked to compare movies to books (Cole, 2003). Another common characteristic of reluctant readers is that they enjoy doing art activities based on books (Cole, 2003). Reluctant readers want to read illustrated books and nonfiction materials, such as comics, handbooks on sports, drawing, cars, fashion, and magazines (Jones, 2006).

Dislikes of Reluctant Readers

Several things that reluctant readers did not like to do are: meet an author, buy books at a book fair, visit the library, and participate in debates, small group discussions, or share books with friends (Jones, 2006). These characteristics of reluctant readers provide evidence that they are unmotivated to read (Jones, 2006).

There are many common factors among reluctant readers about why they are not reading. One observation why reluctant readers have not been reading is because these students are not excited by ideas (Mathers, 2008). They prefer to experience
life directly rather than through reading. Another reason is because reluctant readers may be unable to sit still for ten minutes or more to read for any extended period of time. An additional explanation for why reluctant readers are not reading is because books are inadequate entertainment compared to other competing media such as television, video games, movies, and the Internet (Jones, 2006). Some reluctant readers may feel persistent pressure from school and home to read constantly, which can be counterproductive. In addition, reluctant readers might consider reading solitary and anti-social. Moreover, they may believe reading is “un-cool” and something that only adults do (Jones, 2006). A further observation for why reluctant readers have not been reading is because they do not grow up valuing reading. One reason they do not value reading is due to the fact of not having parents or siblings as reading role models. Also, reluctant readers may have grown up in a home absent of reading materials. A final explanation of why reluctant readers have not been reading is because they associate reading with ridicule, failure, or exclusively school related tasks (Jones, 2006).

**Struggling Readers**

The majority of reluctant readers are students who struggle with reading. Struggling readers tend to be particularly unmotivated (Guthrie & Davis, 2003). They are likely to have low confidence or low self-efficacy, in their reading abilities, and tend to lack confidence in their ability to improve their reading skill. Also, they
often demonstrate self-handicapped strategies. Regularly they procrastinate and deliberately avoid putting forth effort by not studying. These students seem to want to protect their self-image. For example, they believe that if they achieve poorly, then they can blame their low grades on spending time with their friends outside of school rather than their lack of intelligence (Guthrie, 2000). A major concern for this type of reluctant reader is how they are viewed by their peers.

Many reluctant readers who struggle with reading feel socially marginalized (Guthrie & Davis, 2003), and are inclined to feel disrespected, uncomfortable in school, and do not enjoy a sense of belonging. They struggle to form positive relationships in school and are less concerned with close friendships and peer acceptance when compared to higher achieving students (Guthrie, 2003). All of these qualities of this type of reluctant reader point to disengagement. Guthrie and Davis (2003) state that the qualities of cognitive competence, motivation, and social interaction are all dynamically interrelated and that the mixture of qualities is referred to as engagement. In order to get reluctant readers who struggle with reading engaged in reading, it is essential to find out what motivates them to want to read (Cole, 2003).
Motivation Concepts

In a classroom context, motivation is referred to as students’ subjective experiences, particularly students’ willingness to participate in class activities and their reasons for doing so (Cheng & Yeh, 2009). Motivation has been recognized as an essential factor in the construction of knowledge. It can be applied to any process that activates and maintains learning behavior (Palmer, 2005). Motivation has been described as either intrinsic or extrinsic.

Intrinsic Motivation

Intrinsic motivation is defined as the doing of an activity for its natural satisfactions rather than for some distinguishable consequence. When intrinsically motivated, a person is motivated to act for the fun or challenge instead of external urges, pressures, or rewards. The idea of intrinsic motivation was first recognized within experimental studies of animal behavior, where it was discovered that many organisms engage in exploratory, playful, and curiosity-driven behaviors even in the absence of reinforcement or reward (Ryan & Deci, 2000). These natural behaviors appeared to be carried out for the positive experiences associated with using and expanding ones abilities.

In humans, intrinsic motivation has played an imperative role throughout our lives. When humans are in their healthiest states, they exhibit being active,
inquisitive, curious, and playful. These qualities are displayed as a readiness to learn and explore. Intrinsic motivation is a critical element in cognitive, social, and physical development because it is through acting on one’s inherent interests and one grows in knowledge and skills (Ryan & Deci, 2000). Everyone is intrinsically motivated for different reasons and through various activities. Ryan and Deci (2000) imply that the inclinations to take interest, actively assimilate, and to creatively apply skills is a substantial aspect of human nature and affects performance, persistence, and well-being for an entire life.

Intrinsic motivation is emphasized as the ‘doing’ of a behavior, which is considered to be the reason for performing the behavior. Brophy (1998, as cited in Cheng & Yeh, 2009, p. 598), “In intrinsic motivation, the prominence shifted from reinforcement to self-determination and self-regulation of actions.” People have an intrinsic need to feel competent as well as a need to feel self-determining. Self-determination is referred to the idea that people want to believe they can choose to engage in activities of their own will (Cheng & Yeh, 2009). For example, the thought of ‘I want to do something’ rather than ‘I have to do something’ reflects a higher sense of self-determination. Cheng and Yeh (2009) state that people are more likely to engage in tasks for longer periods, to think meaningfully about the tasks, to find pleasure in the tasks and to make greater achievement academically when circumstances confirm their feelings of self-determination.
Intrinsic motivation has appeared as a significant phenomenon for educators because it results in high quality learning and creativity. Intrinsic motivation is often presented as the engagement in an activity for the pleasure and satisfaction that one experiences while learning, exploring, or trying to understand something new (Barkoukis, 2008). It is represented in education because it is related to constructs such as curiosity, exploration, and the need to know and understand. It emerges spontaneously from psychological needs, personal curiosities, and innate strivings for growth (Cheng & Yeh, 2009). An example of intrinsic motivation would be a student who goes to class because he or she finds it interesting and satisfying to learn more about certain subjects.

Intrinsic motivation has played a crucial role in reading and reading development because students’ motivation is a primary concern of many teachers, and numerous classroom teachers acknowledged that a lack of motivation is at the root of many of the problems they face in teaching (Nolen, 2007). Intrinsic motivation for reading can be defined as the enjoyment of reading activities for their own sake. Students who are intrinsically motivated to read text for enjoyment, to satisfy curiosity, to gain the rewards of adventure, or to gain new knowledge that may be challenging (Guthrie, 2009).

In her article *What Motivates Students to Read?* Cole (2003), details a study she conducted with her students to reveal the role intrinsic motivation played in their reading. The author, a researcher as well as a second grade classroom teacher, used
data from a qualitative case study of her students: Amy, Mark, Trae and Brooke to
determine what motivated them intrinsically to read.

Because the author is the classroom teacher and the researcher, the classroom
context was significant to the study. Cole’s teaching philosophy is based on a
constructivist theory of learning that welcomes the idea that all children can learn.
Cole used criterion-based sampling to select the case study students. Standardized
test scores, report cards from the previous year, and the recommendations of the
students’ first-grade teachers, helped Cole decide to select Trae and Brooke as
students of average to below average and Amy and Mark as students of average to
above average.

Cole conducted the study from August 1998 to the end of March 1999, and
collected data from extensive observations; field notes; one hour per week of
videotape of the case study students working within the context of the classroom;
reading logs; artifacts including lists of books read, writing notebooks, and audio
samples of their oral reading; three semi-structured interviews with each case study
student administered at the beginning, middle, and end of the study; and two semi-
structured interviews with the four students’ parents in September and March.

Cole used this information to define categories, detect patterns and trends, and
describe student behaviors. The information enabled Cole to better understand the
students as readers, learners, and their total literacy personalities. As a result of
conducting this qualitative case study, Cole discovered that the four students were
motivated by different beliefs, reasons and purposes for reading, and affective
reactions to reading. Perhaps the most significant finding was that none of the motivators were common to all four case study students (Cole, 2003).

Cole’s research informs intrinsic motivation research on what motivates readers. In her study, Cole stated that it is essential for teachers to gather as much information as possible on their students’ intrinsic motivation to read in order to provide a learning environment that attempts to meet each student’s needs and capitalize on his or her interests. Also, Cole captured the motivators that were most prominent for the case study students. For example, there was an emphasis on motivators such as chapter books, connecting reading and writing, specific topics or books, and self-expression through writing. Further, Cole defined ways to promote motivation to read. One way to encourage students to read is by offering them a rich, literate environment in the classroom. Cole (2003) describes a rich literate environment to have an array of books that represents a variety of topics, levels, and genres of literature necessary to capture students’ interests.

In their articles *Motivating Struggling Readers in Middle School Through an Engagement Model of Classroom Practice* (Guthrie & Davis, 2003) and *National Reading Research Center* (Koskinen & Palmer, 1994) the authors affirm the notion of providing students with a rich literate environment in the classroom because a collection of diverse books captures students’ interest in reading. Another underlying idea of motivating readers presented in both of these articles is organizing a time for students to engage in social interaction so that they can talk and learn from each other. An additional suggestion to motivate readers is to incorporate choice into the
curriculum by conducting thematic units and author studies to motivate students to read (Koshinen & Palmer, 1994). Another idea to motivate students to read is to make available a variety of reading experiences because different reading practices motivate different students to read more and comprehend better. For example, a teacher should incorporate sustained silent reading, buddy reading, choral reading, teacher-led small groups, story time, and read-aloud (Cole, 2003). Finally, research from Cole (2003) described giving students’ opportunities to express their opinions as a way to motivate readers. For example, a teacher could incorporate opportunities for students to express their opinions by administering response sheets to fill out after reading, class opinion graphs, and free choice of books (Cole, 2003). Although a major goal of educators may be to develop students’ interest and intrinsic motivation in reading, some underlying students’ interests reflect extrinsic motives.

**Extrinsic Motivation**

Extrinsic motivation occurs when the cause of motivation exists outside of an individual and the task performed. This type of motivation arises from environmental incentives and consequences (Cheng & Yeh, 2009). The goal of the behavior is considered to be the reason for performing the behavior. When students are extrinsically motivated, it refers to their participation in an activity based on external values and demands (Wang & Guthrie, 2004). Extrinsic motivation is focused on factors external to the individual and the task, such as rewards, praise, privileges, or
attention (Cheng & Yeh, 2009). Extrinsically motivated students seek to gain recognition for excellence in reading, win visible rewards, and exceed their peers in publicity acknowledged achievement. An example of this would be a teacher giving a student a sticker for completing work.

External regulation of behavior is controlled by social demands and rewards. When students desire to avoid punishment or to meet teachers’ or parents’ expectations, they are extrinsically motivated because their desire to read is controlled externally (Wang & Guthrie, 2004). In addition, when students are extrinsically motivated, their reading is not initiated by their interest but, rather, by their desire to attain socially valued outcomes, such as good grades, recognition from others, or required skills (Wang & Guthrie, 2004). They read because it is a means to the end of demonstrating excellence that proves their sense of self-worth.

According to Ryan and Deci (2000) there are four different categories of extrinsic motivation. The first category is labeled external regulation and it is the least independent form of extrinsic motivation. In the category of external regulation behaviors are performed to satisfy an external demand or obtain an externally imposed reward contingency (Ryan & Deci, 2000). The second category of extrinsic motivation is introjected regulation, which describes a type of internal regulation that is still quite controlling because people perform such actions with the feeling of pressure in order to avoid guilt or anxiety or to attain ego-enhancements or pride (Ryan & Deci, 2000). The third category is a more self-determined form of extrinsic
motivation called identification. A person in this category has identified with the personal importance of a behavior and has accepted its regulation as his or her own. An example of this would be a boy who memorizes spelling lists because he sees it as relevant to writing, which he values as a life goal (Ryan & Deci, 2000). Finally, the most self-determined form of extrinsic motivation is integrated regulation. Integration occurs when identified regulations have been fully incorporated to the self. The more one internalizes the reasons for an action and conforms them to the self, the more one’s extrinsically motivated actions become self-determined (Ryan & Deci, 2000).

Students who respond reading through extrinsic motivation are often struggling readers. These students report that their incentive for reading consists of grades and meeting teachers’ requirements. They are unlikely to read for their own enjoyment, seek satisfaction of their curiosity through books, or enjoy the challenge of a complex plot or intricate knowledge in books (Guthrie & Davis, 2003).

Integration of Intrinsic and Extrinsic Reasons to Read

Although extrinsic and intrinsic motivations are different, it is clear that many students are motivated to read for both intrinsic and extrinsic reasons (Guthrie, 2000). A study from Modeling the Effects of Intrinsic Motivation, Extrinsic Motivation, Amount of Reading, and Past Reading Achievement on Text Comprehension Between U.S. and Chinese Students by Guthrie and Wang (2004) was conducted to portray the
roles or intrinsic and extrinsic motivation in reading. The authors, researchers at Georgetown University and the University of Maryland, respectively, used data from the Motivation for Reading Questionnaire, the Reading Activity Inventory, the narrative part of the International Association for the Evaluation of Educational Achievement Reading Literacy Test, and students’ previous semester reading grades based on teacher evaluation in order to examine the extent that motivational processes facilitate the comprehension of texts and the extent of culture’s role in children’s motivational processes of text comprehension.

The participants consisted of one hundred eighty seven U.S. and one hundred ninety seven Chinese fourth grade students. The U.S. students were 92 boys and 95 girls selected from elementary schools in the mid-Atlantic area. Researchers in this study sent in proposals to the administration of many school districts and students were chosen based on principals that were interested in participating in the research studies. The students were 90 percent Caucasian, 5 percent African American, 5 percent Hispanic, and 1 percent Asian/Pacific Islander. The students lived in a suburban neighborhood where house values in 2000 averaged higher than the state and national averages. Fifteen percent of the students were eligible to receive free or reduced price lunches (Guthrie & Wang, 2004). The students in Taiwan were 94 boys and 103 girls. These students were recruited by the same procedures that were used in the U.S. All of these students lived in Taipei City, an urban environment, and were native Chinese speakers. The teachers of the Chinese students reported that they were from middle class families.
The results of this study indicated that intrinsic and extrinsic motivation has different relationships with text comprehension. Intrinsic motivation was positively related to text comprehension in both U.S. and Chinese students when the variables of past reading achievement, extrinsic motivation, amount of reading for school, and amount of reading for enjoyment were controlled for. On the other hand, extrinsic motivation was negatively associated with text comprehension among these students after controlling other variables. In addition, this study found that after controlling for motivational variables, the amount of reading was not significantly related to text comprehension for both student groups (Guthrie & Wang, 2004).

The research findings inform teachers about how to motivate reluctant readers. Intrinsic motivation plays a significant part in increasing children’s emotional and cognitive engagement. Intrinsic motivation can be represented by three components: curiosity, involvement, and preference for challenge. For example, when students’ curiosities about a story were generated, their interest in understanding the story increased. Determined by their interest in the story, the students were involved in what they are reading and concentrated on the description of the events in the story. With the intention of understanding the story, they were likely to put more cognitive effort into making appropriate judgments and references to obtain accurate meaning. When meeting challenges in reading, these students were likely to deal with difficulties in a positive way and look for an approach to solve problems (Guthrie & Wang, 2004).
Also, the research findings clarified that the students’ reading was influenced by the integration of intrinsic and extrinsic motivation. For example, Guthrie and Wang (2004) suggest that teachers may help students achieve both intrinsic and extrinsic rewards by giving informative feedback on their efforts and persistence as well as by encouraging them to enjoy reading with their peers and parents.

According to Guthrie and Wang, intrinsic and extrinsic motivation play crucial roles in students’ reading achievement. Motivation structures are affected by reading tasks in the classroom because they are known to be a strong predictor of reading engagement.

**Role of Motivation in Fourth Grade Reading Activities**

Reading activities are effective in fostering students’ literacy development. Reading activities are embedded in classroom instruction and environment and they reflect philosophies of learning and teaching. Teachers affect motivational outcomes of literacy through the tasks that they provide to students.

Theories of intrinsic motivation describe four characteristics of tasks that promote greater student engagement, which create opportunities for challenge and self improvement, student autonomy, pursuing personal interests, and social collaboration (Turner, 1995).
One key element in motivating tasks is for a teacher to provide moderate difficulty. Moderately difficult tasks help learners adjust their progress towards a goal by providing information about progress as well as concrete evidence of accomplishments.

In addition to providing challenge, motivating tasks also promote learner independence. When students are allowed to make decisions about their academic work, such as selecting which books they want to read or choosing a partner, then they are more likely to be interested in and committed to those decisions (Turner, 1995). Reading tasks that encourage students to pursue their personal interest promote motivation. When students are interested in tasks, they focus on them longer and remain with them even if it is somewhat difficult. Also, when students are engaged by ideas, they are more likely to set learning goals (Turner, 1995).

Finally, social collaboration is recognized as a motivational literacy task. First, peers comments and ideas impact students’ curiosities and further their interest. Second, when students see their peers doing well, it gives them the confidence that they can do well too. Third, working with others in cooperative learning promotes engagement in work. Social interaction offers students the chance for students to increase content knowledge, lend expertise, and set goals for self-improvement (Turner, 1995). It is an important goal to identify literacy tasks in the classroom that meet the criteria of providing challenge, autonomy, choice, and social collaboration as well as other tasks that motivate students to read.
Bauserman and Edmunds (2006) conducted a study in order to determine what literacy activities motivate students to read. Bauserman and Edmunds, elementary school teachers whom have taught in various school settings, use data from the Conversational Interview portion of the Motivation to Read Profile in order to determine how to really motivate students to read. The Conversational Interview consists of fourteen questions that are related to reading narrative text, expository text, and reading in general. Three questions are related to the reading of narrative text, three questions are related to the reading of expository text, and eight questions are related to general reading. The researchers asked follow-up questions to provide more information to student responses (Bauserman & Edmunds, 2006).

Participants in this study were chosen from an elementary school in a midsize city in the southern United States, which had 831 students in grades pre-K through fifth and thirty seven teachers. Seventy-four percent of the students were on free or reduced-cost lunch status. Three language arts teachers for fourth grade classrooms agreed to participate and were asked to rate reading levels and motivational levels of all ninety one fourth grade students. Three students were randomly selected from the categories of motivated above-grade level, motivated on-grade level, unmotivated above-grade level, unmotivated on-grade level, and unmotivated below-grade level (Bauserman & Edmunds, 2006).

The data was analyzed using the constant comparative method of Glaser and Strauss (Bauserman & Edmunds, 2006). The results from the Conversational Interview indicated that five reading activities that should be used to increase
students’ desire to read; self-selection, attention to characteristics of books, personal interests, access to books, and active involvement of others.

The study’s findings inform research on strategies to motivate reluctant readers. Activities that increased the children’s’ desire to read is to let them choose their own books and to give them as much time as possible to read these books during the school day. One way to implement self-selection of books is to give students bookmarks with a checklist of ideas and suggestions for reading choices by categories based on genres and personal interests.

The second activity that influenced students’ motivation to read is for teachers to provide books that have different characteristics that children will desire to read books that are scary, funny, or have good illustrations (Buserman & Edmunds, 2006). The researchers also suggest that teachers have students become little librarians as they determine five categories in which to sort the pile of books they have read.

The third activity the researchers found to motivate students to read occurred when teachers provided books on many different topics that match the interest of their students. Teachers determined students’ interests at the beginning of the school year through reading conferences and interest surveys.

A fourth activity teachers used to motivate readers was to not only provide extensive classroom libraries, but also that that they allow students frequent access to school libraries. Frequent access to school libraries can be attained by the teacher creating a pass called “license to look,” which could be used during flexible library
visiting times. In addition, it is important for teachers to allow students to take home books to read with their parents.

The fifth activity to motivate students to read was giving them books, reading to them, and allowing them opportunities to share what they are reading with one another. The article stated that this can be done through book swaps, literature circles, and informal discussions (Bauserman & Edmunds, 2006). Overall, reading activities were effective ways to motivate reluctant readers.

Reluctant readers are common in many classrooms across the United States. Reluctant readers already face a disadvantage in reading because they are not engaged in the literacy process. Motivation is crucial to students’ success in education. It is significant for teachers to discover if reluctant readers are motivated through intrinsic motivations, extrinsic motivation, or both of these motivations. Once teachers realize how reluctant readers are motivated, then it is imperative to align literacy tasks in the classroom that will inspire these motivations. Reluctant readers need to value a literacy task in order to invest effort to complete the task and to be further motivated.

**Summary**

In conclusion, many students are labeled in literature as “unsuccessful,” “passive,” “disengaged,” “helpless,” “resistant,” “alienated,” or “low-achieving” (Boehm, 2009). Whatever the level, one common factor among these students is that
they struggle with reading. Everything else about them is just as individual as the people they are. (Boehm, 2009). Reluctant readers each have their own unique literacy personality (Cole, 2003). All students learn in different ways and are motivated in different ways either through intrinsic or extrinsic approaches (Cole, 2003). Teachers must put forth efforts to fully understand what it means to be literate and we must understand how children acquire the motivation to develop into active, engaged readers (Koshinen & Palmer, 1994).
Chapter Three: Study Design

I have designed this study to explore ways to work with my reluctant fourth grade readers. The goal of the research study is to examine various ways that engage reluctant readers into literacy related activities. I will address the students overall level of participation across the area of reading.

Participants and Context

My classroom consists of nineteen fourth grade students who will participate in the study. Even though not all of my students in my classroom are reluctant readers, it will be necessary to include all of them into the study. My entire class of students will participate in order to meet the needs of the English language arts curriculum and maintain keeping up with the pacing guide. The students in this class were made up of eleven girls and eight boys. The students’ ages range from eight to nine years old. The majority of the students who will participate in the study are African American, three students are Puerto Rican, and one student is Caucasian. I am the general education teacher in the classroom. The majority of the students are of low socio-economic status. Two students are classified with learning disabilities or other health impairments. These students are classified with other health impairments, either attention difficulties or processing difficulties, resulting in being below grade level in their reading abilities.

The school in which the participants of the study attend is an elementary school in western New York school district. This elementary school is located in an
urban setting and it has an enrollment of six hundred and thirty students. The grades pre-kindergarten through sixth grade are taught at this school. The majority of the students that attend this elementary school are African American and they account for sixty-five percent of the school’s population. Twenty five percent of the students that are enrolled into this school are Hispanic. The remaining ten percent of students who attend this school are Caucasian. The students that attend this schools’ primary language is English. The western New York school district is in an environment of low socio-economic status. Eighty-eight percent of the students are eligible for free/reduced-price lunch.

My Positionality as the Researcher

I received a bachelor of science in education degree in childhood and special education, grades one through six from a western New York State college and I am currently initially certified to teach in these areas in New York State. I am working toward my master of science in education degree in literacy at the same college I attended for my undergraduate degree. I am currently teaching fourth grade. Prior to this position, I was a substitute teacher in this current district for two years. Also, before becoming a substitute teacher, I completed two student teaching placements within this school district.

During the last school year I was a long term substitute in this school district. I taught in a first grade classroom and had firsthand experience with reluctant readers. During readers workshop I noticed many students who were not motivated to read.
For example, I heard students make negative remarks regarding reading, such as reading is torture. Also, students associated reading as a boring task and exhibited the attitude that they despised reading. For example, one of my reluctant readers stated “I am going to fall asleep because reading is so boring”. In addition, I observed students who avoided reading. For example, students made frequent trips to the classroom library to exchange their books, when in reality they had not read the books in the first place. Further, students chatted with their peers or daydreamed when they were supposed to be reading. The experiences that I encountered with reluctant readers have inspired me to investigate what motivates students to read.

**Data Collection**

Several data collection techniques will explore ways to engage students in reading. I will gather input from the students’ previous teachers about my students. Also, I will use my own notes from a journal I will write in each day addressing reluctant readers.

**Students Surveys**

The first instrument of data collection I will use is an adapted version of the Motivation to Read Profile by Gambrell, Palmer, Codling, and Mazzoni (1996) (see Appendix A). The Motivation to Read Profile consists of ten questions and uses a four-point Likert type response scale. On the Likert scale, one represents the most negative response and four represents the most positive response. The survey will
assess two components of reading motivation, which are self-concept as a reader and value of reading. The questions that focus on self-concept as a reader are designed to obtain information about students' self-perceived competence in reading and self-perceived performance relative to peers. The value-of-reading questions are intended to get information about the value students place on reading tasks and activities.

The second data collection instrument I will use is a reading interest survey (see Appendix B). This instrument will assess my students’ reading interests. I will develop English language arts lesson plans based on my students’ interests. I will be able to determine how conducting these lessons based on their interests influences their engagement in reading.

**Student Interviews**

I will conduct interviews with my students who exhibit the least engagement in reading. In the interviews I will ask students open-ended questions (see Appendix C) about their value on reading and their reading interests. I will build the interview around the students’ responses to the surveys. Through conducting these interviews, I hope to gain deeper understanding of their reading interests. I will use the information from the interviews that I gather to assist in planning reading lesson plans that will engage my students.
**Teacher Interviews**

I will interview two or three of my colleagues to learn more information about reluctant readers. I plan on interviewing two of my fourth grade colleagues and the ELA specialist. I will ask them about how they work with students who are reluctant to read.

**Teacher Journal**

I will also keep a teacher journal in which I will record weekly observations of my reluctant readers and the behaviors that they display. This will allow me to capture students’ language and behaviors related reading related activities.

**Data Analysis**

I will gather information from examples of students’ reading and writing work, classroom observations, and my teacher journal. I will use my reluctant students’ examples of reading and writing work as evidence that they are not engaged in these literacy tasks. These examples of work will demonstrate my reluctant students’ lack of engagement since majority of their reading and writing work is incomplete or inappropriately done. I will analyze student work to see if there are any changes that occur once I start creating reading and writing lesson plans based on the majority of my students’ interests. I will use my teacher journal to write down notes of classroom observations of my reluctant readers. The classroom observations that I observe will assist me in identifying common and frequent behaviors of my
reluctant readers. I will reread my notes every couple of weeks in order to determine what I am finding. I will develop a list of frequent reluctant reader behaviors and then tally them in order to document commonalities. This will help me narrow my focus for what I will continue to need to collect. Once I document the behaviors that reluctant readers demonstrate, then I will be able to analyze the reasons my reluctant readers display the behaviors through more classroom observation as well as research. I will determine specific reluctant reading behaviors from reviewing my classroom observations and teacher journal. Also, I will use information that I will gather from administering an adapted version of the Motivation to Read Profile by Gambrell, Palmer, Codling, and Mazzoni (1996) and a reading interest survey. I will examine the information from both reading surveys to verify my students’ interests. I will use these two interviews in order to plan reading and writing lessons based on the majority of commonalities in my students’ interests. In addition, I will conduct interviews with my students that exhibit the most reluctant behaviors in order to collect quantitative data on these students’ interests and reasons why they are disengaged from reading and writing. Further, I will conduct interviews with my students’ former third grade teachers in order to collect more information on my students’ reading interests. I will read and re-read the data I gather in order to identify emerging patterns, which can be coded and refined into themes. Finally, I will plan reading lessons based on my findings of my students’ interests and determine if it helped increase my students’ engagement in reading. I will analyze the students’ work again to see if there was a change in their work habits. For
example, I will look to see if the students complete their work and/or do the work correctly.

**Procedures of Study**

I will conduct my study for a total of six weeks. During week one of the study, I will begin by administering an adapted version of the Motivation to Read Profile by Gambrell, Palmer, Codling, and Mazzoni (1996) in order to determine what motivates reluctant readers to read. The twenty fourth grade students will complete this survey independently. All of the participants were able to complete this survey within thirty minutes. At a separate time during week one I will administer the adapted version of the Motivation to Read Profile by Gambrell, Palmer, Codling, and Mazzoni (1996), I will use a reading interest survey. Again, the twenty fourth grade students are to complete this survey independently. Explicitly, this instrument will measure each of the students’ reading interests. All of the participants will be given thirty minutes to finish this survey. The surveys will remain anonymous to give the participants more motivation to complete it. All surveys will be analyzed at one time and in no particular order.

During week two of my study, I will conduct interviews with five of my reluctant readers and writers. I will ask my reluctant readers questions about their interests and value on reading based on the two reading surveys they complete.

During week three of my study, I will highlight majority of common interests between my students. I will use the information about their interests in order to plan
reading and writing activities to teach them. Another strategy I hope to incorporate in order to engage my reluctant readers is to use books about animals since I already know that three of my reluctant readers enjoy reading about animals. In addition, I anticipate incorporating technology into my reading and writing lessons because my reluctant readers enjoy getting on the computers. I plan to incorporate technology into my reading and writing lessons by using the Discovery website or National Geographic website. My students are familiar with how to navigate these two websites because they have explored them while they were in computer lab.

During weeks four and five, I will conduct the reading and writing lesson plans that I created based on the students interest. Also, I will implement strategies I have researched on ways to engage reluctant readers and test if these strategies help engage my students. During this time I will be recording notes in my teacher journal on my reluctant readers’ behaviors. In addition, I will be collecting reading and writing activities from my lesson plans throughout this time and analyzing them. I will be examining my students performance on the activities I created based on their interests compared to reading and writing activities that were conducted prior to my study.

During week six of my study, I will conduct interviews with my five reluctant readers in order to reflect on their opinions from the lessons. I will ask them questions regarding their engagement with the reading and writing activities I planned based on their interests.
Criteria for Trustworthiness

My goal for this research study is to present my observations and the interviews through an honest and professional manner. I took every preventative measure when exploring ways that engage fourth grade reluctant readers into reading and writing instruction to list the facts in a nonjudgmental way and to not let my personal and professional connections influence the data collection and analysis. Also, I will complete persistent observations each day during readers and writers workshop to increase the amount and duration of data.

Limitations of the Study

There were several limitations that bound this study, and should be considered when reviewing the findings. Perhaps most significant is the fact that are twenty students in my classroom. The demographics of the students are relatively the same in terms of grade level, social class and ethnicity. Although the participants represent western New York State, I believe that the generalities I make through the data analysis may be able to transfer to other classroom settings.

The study is also six weeks in length. More data and observations could be gathered during a longer study. With more time, I could explore how and if my students maintain their engagement in reading. There will be five reluctant readers whose behaviors I will examine through this study. If more reluctant readers were observed, a larger range of behaviors could be documents.
Another proviso that indicates that the results of this study may not be reliable or valid is the difference in students’ attitudes when completing the surveys. Some students in the class may have filled out the surveys in a serious manner and answered questions based on their beliefs of reading. On the other hand, some students in the class might not have cared about completing the surveys the correct way. For example, they may have not read the question and just picked any answer.

The final proviso may be that the students felt like they had to complete the surveys in a certain way to please me as their teacher since they filled out the surveys in the classroom.
Chapter Four: Findings

The goal of the research study was to examine various ways that engage reluctant readers into literacy related activities and the Motivation for Reading Questionnaire (MRQ) and the Motivation to Read Profile (MRP) allowed me to have a window into the dimension of reading that motivate my reluctant fourth grade students to read. The data from the MRQ and MRP enabled me to analyze trends in my data regarding my students reading motivation.

The results of the Motivation for Reading Questionnaire (MRQ) indicated different categories and dimensions of reading motivation. This instrument measured the students’ intrinsic and extrinsic motives for reading activities and achievement. I used eight out of the eleven scales of the original MRQ with my fourth graders. The MRQ consisted of eight items about curiosity, six items regarding involvement, five items in relation to preference for challenge, five items concerning recognition, four items with reference to grades, seven items on social, and six items about competition. The eight scales were individually recognized as components of intrinsic motivation and extrinsic motivation. All of this information assisted in determining patterns that emerge regarding students’ motivation to read.

In this chapter, I will display the different types of questions on the Motivation for Reading Questionnaire. Also, I will explain the categories and dimension of each category of the Motivation for Reading Questionnaire. In addition, I will clarify how I collected the data on each of the eight scales of it by stating the
total number of yes responses, no responses, the mode, the yes answer percentage, and the no answer percentage of each of the dimensions of reading motivation. Further, in this chapter I will examine the Motivation Reading Profile and the dimensions of reading motivation, which are self-concept as a reader and value of reading. I will discuss the raw score and percentage for students reading motivation correlating to the analysis of these two dimensions of reading on the MRP.

**Motivation for Reading Questionnaire**

**Curiosity**

The first category of the MRQ that became apparent was goals for reading. One dimension of this category was curiosity in reading. Eight items out of a total of forty three on the MRQ pertained to students’ curiosity in reading. The eight items are:

1. I like to read because I always feel happy when I read things that are of interest to me.
2. If the teacher discusses something interesting I might read more about it.
3. I have favorite subjects that I like to read about.
4. I read to learn new information about topics that interest me.
5. I read about my hobbies to learn more about them.
6. I like to read about new things.
7. I enjoy reading books about people in different countries.
8. If I am reading about an interesting topic, I sometimes lose track of time.

I analyzed the frequency of the number of students who answered “yes” or “no” to each curiosity question, and then totaled the number of yes and no responses. The total number of yes responses from all eight curiosity questions was ninety three,
signifying the students were curious about reading. The total number of no responses from all eight curiosity questions was fifty nine, signifying that they were not curious in reading. The mode was the number of students who answered yes that they were curious about reading at 93. The percent of students who answered yes to being curious about reading was 61.1 percent. The percent of students who answered no they were not curious about reading was 38.8 percent.

After analyzing the data on the curiosity questions, I found that the mode of the number of yes answers was significantly high at 93. One reason I believe that students answered yes to these curiosity questions is because most of the questions pertain to reading something of interest to the students. I believe that if students are interested in something, then they will be more likely to read about it in order to learn more information on it.

Involvement

The second dimension under the category of goals for reading was involvement. There were six questions out of the total forty three on the MRQ that corresponded to students’ involvement in reading. The following questions corresponded to the dimension of involvement:

1. I read stories about fantasy and make believe.
2. I like mysteries.
3. I make pictures in my mind when I read.
4. I feel like I made friends with people in good books.
5. I like to read a lot of adventure stories.
6. I enjoy a long, involved story or fiction books.
I analyzed the frequency of the number of students who answered “yes” or “no” to each involvement question, and then totaled the number of yes and no responses. The total number of yes responses to these six involvement questions was sixty five, indicating the students were involved in reading. The total number of no responses to these questions indicating the students were not involved in reading was forty nine. The mode was the number of students who answered yes to these questions. The percent of students who answered yes to being involved in reading was 57 percent and the percent of students who answered no to being involved in reading was 42.9 percent.

After analyzing the data for the questions that pertain to involvement, I noticed that the percentages for students that answered yes and no were somewhat close at 57 percent and 42.9 percent. It seems correct that my students who do enjoy reading would be involved in their books. I observed that the number of students who answered no to the involvement questions was one of the highest percentages for the overall MRQ. Majority of my students are reluctant readers during readers’ workshop, so I can see why they would not be involved in reading their book. I observed that the frequency of students who answered yes was to the question “I like mysteries,” was 15 students out of 19 students. When we select a read aloud book as a class, I became aware that most of my students prefer to read mystery books. For example, my students have chosen to read three Goosebumps books out of six read aloud books so far this year.
Recognition

The third dimension under the category of goals for reading was recognition, in which there were five questions out of the total forty three on the MRQ. The five questions that corresponded to recognition were:

1. I like having the teacher say I read well.
2. I like having my friends sometimes tell me I am a good reader.
3. I like to get compliments for my reading.
4. I am happy when someone recognizes my reading.
5. I like having my parents often tell me what a good job I am doing in reading.

I analyzed the frequency of the number of students who answered “yes” or “no” to each recognition question, and then totaled the number of yes and no responses. The total number of yes responses to the five recognition questions was seventy two, revealing that the students did like to be recognized for reading. The total number of no responses to these questions was twenty three, revealing that the students did not like to be recognized for reading. The mode was the number of students who answered yes they like to be recognized for reading. The percent of students who answered yes to the questions implying that they liked to be recognized was 75.8 percent. The percent of students who answered no to the questions implying that they did not like to be recognized was 24.4 percent.

After analyzing the data for the questions that pertain to recognition, I noticed that it had the highest percentage of students who answered yes to the questions. The students had the highest frequency of yes answers regarding being recognized by their teacher and their parents on what a good job they are doing in reading. I believe recognition has the greatest impact on my students’ engagement in reading because it
means a lot for my students to have people they look up to recognize them when they do something well. It seems as though my students are more extrinsically motivated to read than intrinsically.

**Grades**

The fourth dimension under the category of goals for reading was grades and there were four questions out of the total forty three on the MRQ regarding it. The following questions corresponded to the dimension of involvement:

1. Grades are a good way to see how well you are doing in reading.
2. I look forward to finding out my reading grade.
3. I like to read to improve my grades.
4. I like my parents to ask me about my reading grades.

I analyzed the frequency of the number of students who answered “yes” or “no” to each grade question, and then totaled the number of yes and no responses. The total number of yes responses to the four grade questions was fifty four students indicating grades influenced their reading. The total number of no responses to the questions about grades influencing the students’ reading was twenty two. The mode was the number of students who answered yes to the questions insinuating that grades influenced their reading was 71.1 percent and the percent of students who answered no to the questions insinuating that grades do not influence their reading was 28.9 percent.

After analyzing the data for the questions that pertain to grades, I noticed that it had the second highest percentage of yes answers. I believe that my students correlate their grades with their reading abilities because their Developmental Reading Assessment (DRA) and report cards are used to assess their reading skills. I
have perceived that my students are more motivated to do well in reading when I mention it will be on their report card. I believe that all my students want to do well on their reading grades. I became aware of a trend while analyzing my data, which is my students are more motivated to read extrinsically.

**Competition**

The final dimension under the category of goals for reading was competition and there were six questions out of the total forty three on the MRQ concerning it.

The following competition questions from the MRQ are as follows:

1. I try to get more answers right than my friends.
2. I like being the best at reading.
3. I like to finish my reading before other students.
4. I like being the only one who knows an answer in something we read.
5. It is important for me to see my name on a list of good readers.
6. I am willing to work hard to read better than my friends.

I analyzed the frequency of the number of students who answered “yes” or “no” to each competition question, and then totaled the number of yes and no responses. The total number of yes responses to the six competition questions was seventy two, showing that the students are competitive with reading. The total number of no responses to the questions showing that the students are not competitive with reading was forty two. The mode was the number of students who answered yes they are competitive with reading. The percent of students who answered yes to the questions was 63.3 percent and the percent of students who answered no to the questions was 38.8 percent.
After analyzing the data on the competition questions, I found that the question that had the highest frequency was “I like being the only one who knows an answer in something we read”. I believe that my students are motivated by this because being the only student who knows a question gives them a sense of feeling proud and intelligent. It means a lot to my students to be respected by their classmates and other people in general, so that is why I believe this is such a strong motivator for reading.

Competence and Efficacy Beliefs

Challenges

The second category that was evident in the MRQ was competence and efficacy beliefs. The dimension under this category was challenges in reading and there were five questions out of a total of forty three questions that were related to it. The following questions were the competence and self efficacy beliefs on the MRQ:

1. I like hard, challenging books.
2. If the project is interesting, I can read difficult material.
3. I like it when the questions in books make me think.
4. I usually learn difficult things by reading.
5. If a book is interesting I don’t care how hard it is to read.

I analyzed the frequency of the number of students who answered “yes” or “no” to each competence and efficacy belief question, and then totaled the number of yes and no responses. The total number of yes responses was forty eight, indicating the students like challenges in reading. The total number of no responses was forty seven, representing the students do not like challenges in reading. The mode was the
number of students who answered yes they liked challenges in reading. I noticed that this was the only dimension in which the numbers for the mode were close. The percent of students who answered yes they like challenges in reading was 50.5 percent. The percent of students who answered no they did not like challenges in reading was 49.5 percent. Also, it was evident that this was the closest percentage out of all the results.

After analyzing the data related to competence and self efficacy, it became apparent that this dimension of the MRQ had the least impact on motivation in reading. One reason I believe that my students are not as motivated to read through competence and self efficacy because my students are frustrated at this point with challenging books because they are below grade level in reading. My students have struggled with reading all through elementary school thus far, so the last thing they want when it comes to reading is another challenge. My students seem to be more motivated when I praise them and make them feel better about themselves as readers, instead of challenging them.

Social Purposes

Social Aspects of Reading

The third category that was obvious in the MRQ was social purposes. One dimension under this category was the social aspects of reading and there were seven questions out of the total forty three questions that pertain to it. The questions regarding social purposes on the MRQ are as follows:
1. I like to visit the library with my friends.
2. I often like to read to my brother or my sister.
3. My friends and I like to trade things to read.
4. I sometimes read to my parents.
5. I like to talk to my friends about what I am reading.
6. I like to help my friends with their schoolwork in reading.
7. I like to tell my family about what I am reading.

I analyzed the frequency of the number of students who answered “yes” or “no” to each social purpose question, and then totaled the number of yes and no responses. The total number of yes responses was seventy five, symbolizing the students who like to be social with reading. The total number of no responses was fifty eight, signifying the students who did not like to be social with reading. The mode was the number of students who answered yes they liked being social with reading at seventy five. The percent of students that answered yes was 56.4 percent and the percent of students who answered yes they comply with reading was forty nine students. The total number of students who answered no they do not comply with reading was twenty seven students. The mode was the number of students who answered yes they like to comply with reading. The percent of students who answered yes was 64.5 percent and the percent of students who answered no was 35.5 percent.

After analyzing the data for social purposes of reading, I noticed that the social purposes dimension’s percentage of yes answers was the second to last dimension of the MRQ that motivated students to read. One reason I believe this data is accurate because my students have limited reading experiences outside of school. For example, many of my students have expressed to me that they do not own books
at home and that they rarely visit the library outside of school. In addition, many of their parents do not engage in literacy activities, so my students have restricted opportunities to read to their brothers, sisters, or parents at home.

**Patterns**

One pattern that I noticed with the different categories on the MRQ was that the dimensions that were considered extrinsic motivators had more of an impact on my students reading motivation. The dimensions of the MRQ that were considered extrinsic motivators were recognition, grades, and competition. These dimensions had the highest percentage of yes responses for motivating my students to read. For example, the percentage for recognition was 75.8 percent; the percentage for grades was 71.1 percent; and the percentage of competition was 63.2 percent. The chart below represents this data.

**Table 4.1: Extrinsic Motivation Results**

<table>
<thead>
<tr>
<th>Extrinsic</th>
<th>Total Number of Yes Answers</th>
<th>Total Number of No Answers</th>
<th>Yes Answer Percentage</th>
<th>No Answer Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognition</td>
<td>72</td>
<td>23</td>
<td>75.8%</td>
<td>24.2%</td>
</tr>
<tr>
<td>Grades</td>
<td>54</td>
<td>22</td>
<td>71.1%</td>
<td>28.9%</td>
</tr>
<tr>
<td>Competition</td>
<td>72</td>
<td>42</td>
<td>63.2%</td>
<td>36.8%</td>
</tr>
</tbody>
</table>
The dimensions of the MRQ that were considered intrinsic motivators were curiosity, involvement, and challenge. These dimensions had a lower percentage of yes responses for motivating my students to read. For example, the percentage for curiosity was 61.1 percent; the percentage for involvement was 57 percent; and the percentage for challenge was 50.5 percent. The chart below represents this data.

**Table 4.2: Intrinsic Motivation Results**

<table>
<thead>
<tr>
<th>Intrinsic</th>
<th>Total Number of Yes Answers</th>
<th>Total Number of No Answers</th>
<th>Yes Answer Percentage</th>
<th>No Answer Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curiosity</td>
<td>93</td>
<td>59</td>
<td>61.1%</td>
<td>38.8%</td>
</tr>
<tr>
<td>Involvement</td>
<td>65</td>
<td>49</td>
<td>57%</td>
<td>43%</td>
</tr>
<tr>
<td>Challenge</td>
<td>48</td>
<td>47</td>
<td>50.5%</td>
<td>49.5%</td>
</tr>
</tbody>
</table>

**Motivation to Read Profile Data**

The results from the Motivation to Read Profile (MRP) indicated students’ reading motivation by revealing their self-concept as readers and the value they place on reading. The Motivation to Read Profile consists of twenty questions and uses a four-point Likert type scale as a response.

1.) My friends think I am…
A. A very good reader
B. A good reader
C. An OK reader
D. A poor reader
2.) Reading a book is something I like to do.
   A. Never
   B. Not very often
   C. Sometimes
   D. Often

3.) I read
   A. Not as well as my friends
   B. About the same as my friends
   C. A little better than my friends
   D. A lot better than my friends

4.) My best friends think reading is...
   A. Really fun
   B. Fun
   C. OK to do
   D. No fun at all

5.) When I come to a word I do not know, I can...
   A. Almost always figure it out
   B. Sometimes figure it out
   C. Almost never figure it out

6.) I tell my friends about good books I read
   A. Never do this
   B. I almost never do this
   C. I do this some of the time
   D. I do this a lot

7.) When I am reading by myself, I understand...
   A. Almost everything I read
   B. Some of what I read
   C. Almost none
   D. None of what I read

8.) People who read a lot are...
   A. Very interesting
   B. Interesting
   C. Not very interesting
   D. Boring

9.) I am...
   A. A poor reader
B. An OK reader
C. A good reader
D. A very good reader

10.) I think libraries are...
A. A great place to spend time
B. An interesting place to spend time
C. An OK place to spend time
D. A boring place to spend time

11.) I worry about what other kids think about my reading
A. Every day
B. Almost every day
C. Once in a while
D. Never

12.) Knowing how to read well is...
A. Not very important
B. Sort of important
C. Important
D. Very important

13.) When my teacher asks me a question about what I have read, I...
A. Can never think of an answer
B. Have trouble thinking of an answer
C. Sometimes think of an answer
D. Always think of an answer

14.) I think reading is...
A. A boring way to spend time
B. An OK way to spend time
C. An interesting way to spend time
D. A great way to spend time

15.) Reading is...
A. Very easy for me
B. Kind of easy for me
C. Kind of hard for me
D. Very hard for me

16.) When I grow up I will spend...
A. None of my time reading
B. Very little of my time reading
C. Some of my time reading
D. A lot of my time reading
17.) When I am in a group talking about stories, I...
   A. Almost never talk about my ideas
   B. Sometimes talk about my ideas
   C. Almost always talk about my ideas
   D. Always talk about my ideas

18.) I would like for my teacher to read books out loud to the class...
   A. Every day
   B. Almost every day
   C. Once in a while
   D. Never

19.) When I read out loud I am a...
   A. Poor reader
   B. OK reader
   C. Good reader
   D. Very good reader

20.) When someone gives me a book for a present, I feel....
   A. Very happy
   B. Sort of happy
   C. Sort of unhappy
   D. Unhappy

On the Likert scale, one represents the most negative response and four represents the most positive response. The survey assessed two components of reading motivation: the student’s self-concept as a reader and the value he or she places on reading. The questions that focus on a reader’s self-concept are designed to obtain information about students' self-perceived competence in reading and self-perceived performance relative to peers. The value-of-reading questions are intended to get information about the value students place on reading tasks and activities.

Students received points based on the answer they chose for each question. Nineteen students independently completed this survey. The raw score for the students’ self-concept as readers was 558 out of a possible total of 760. The percentage score for
students’ self-concept as readers was 73.4 percent. The raw score for students’ value of reading was slightly lower than students’ self-concept as readers at 552 out of the possible total of 760. The percentage score for students’ value of reading was 72.6 percent. The raw score for the full survey was 1,110 out of a possible total of 1,520. The percentage score for the full survey calculated out to be 73 percent.

One trend that I see from the results of the MRP survey is that students’ self-concept as readers and their value of reading are highly correlated because they showed close raw scores and percentages. For example, the results indicate that if a student has a high self-concept as a reader, then they will place a high value on reading. Also, the results imply that if a student places a high value on reading, their self-concept of themselves as a reader increases.
Chapter Five: Conclusion and Recommendations

The purpose of this six week study was to investigate ways to work with and support reluctant readers. The research question I investigated through the study was: How can I support reluctant fourth grade readers? I determined which reluctant reader behaviors to address based on my observations of my students and I recorded my observations in my teacher journal. I administered the reading interest survey, Motivation to Read Profile (Gambrell, Palmer, Codling, & Mazzoni, 1996) so I could determine what engages my students in reading. In addition, I administered The Motivation for Reading Questionnaire (Wigfield & Guthrie, 1997) so I could verify the different categories and dimensions of reading motivation that engaged my students into reading. Finally, I analyzed each student’s self-concept as a reader and the value he or she places on reading.

Conclusions

Reading Motivation is Multidimensional

The Motivation for Reading Questionnaire (MRQ) highlights different categories and dimensions of reading motivation. The results of the MRQ demonstrated that students were motivated to read when pertaining to the categories of goals for reading, competence and efficacy beliefs, and social purposes. Also, the results proved that students were motivated to read based on all the different dimensions of each category because the total number of students that answered yes was greater than the total amount of students that answered no. These results of the
survey provided evidence that reluctant readers are motivated to read for different reasons.

I interpreted the results of the survey to suggest that reading motivation is multidimensional. One reason I believe that reading motivation is multidimensional is because some students supported some dimensions of reading motivation more strongly than they did others. According to the results of the survey, the majority of the students were strongly motivated to read based on the recognition they receive from reading at 75.8 percent. The recognition question with the highest frequency of “yes” answers indicated that students often like when their parents tell them what a good job they are doing in reading. The recognition question with the lowest frequency of “yes” answers was that the students liked when friends sometimes tell them they are a good reader. Another dimension that was included among the most strongly endorsed was students’ grades in reading at 71.1 percent. The question regarding grades that had the highest frequency of “yes” answers revealed that students felt as though grades are a good way to see how well they are doing in reading. The question regarding grades that had the lowest frequency of “yes” answers was that students like to tell their parents about their reading grades. One of the least supported dimensions by the students was challenges in reading at 50.5 percent. Students seem to shy away from challenging reading. Challenges in reading may not motivate these students to read because they might have a low self-efficacy belief in themselves as readers.


Intrinsic and Extrinsic Motivation

I interpreted the results of the study to imply that students were motivated to read through intrinsic and extrinsic motivators. Guthrie and Wang (2004) stated that reading is influenced by the integration of intrinsic and extrinsic motivation. For example, teachers may help students achieve both intrinsic and extrinsic rewards by giving informative feedback on their efforts and persistence as well as by encouraging them to enjoy reading with their peers and parents. Intrinsic motivation is the interest or enjoyment one receives from an activity (Guthrie and Wang, 2004). Intrinsic motivation is a powerful motivational force. The dimensions under the categories of the MRQ that intrinsically motivated students to read were reading curiosity and reading involvement. The results showed that 61.1 percent of students acquired the desire to learn about a particular topic of interest to them, which represents reading curiosity. The percentage of students involved in reading by expressing the enjoyment of experiencing different kinds of literacy or informational texts was 57 percent.

Several additional aspects of motivation on the MRQ are based on extrinsic motivation and performance goals. The first aspect was competition in reading, in which 63.2 percent of students desired to outperform others in reading. The second aspect of extrinsic motivation on the MRQ was recognition for reading, where 75.8 percent of students received gratification from some form of recognition for success in reading. The final aspect was reading for grades, in which 71.1 percent of students desired to be favorably evaluated by the teacher. The percentages of the extrinsic
motivation aspects are more prominent than all the percentages of intrinsic motivation. I believe that students are more motivated to read by the extrinsic motivators of competition, recognition, and grades because students often read in school where they are evaluated in comparison with other students. I believe that students who are more intrinsically motivated to read engage in reading in school as well as out of school because when they become involved in an activity, then they spend a lot of time on it.

The results of both the MRQ and the MRP indicate that the students were motivated to read based on multidimensional aspects of reading motivation. Both surveys relate to each other because the dimensions of curiosity, involvement, recognition, grades, competition, challenge, social purposes, and compliance influence students’ self-concept as a reader and the value they place on reading. The results of the MRQ indicated that students were more motivated to read by the extrinsic factors of recognition, grades, and competition. The motivation to read based on these extrinsic factors influence students’ achievement in reading. Students’ achievement in reading directly relates to students’ self-concept as a reader. I interpreted from the results of these surveys that majority of the students are competitive with other students in reading. Also, they are recognized for their achievements in reading and do well on their reading grades because more than half of the class has good self-concepts in reading. Palmer (2005) documented the link between motivation in reading and achievement. Further, the results represented above fifty percent for the intrinsic factors in reading motivation indicating that
majority of the time these students engage in reading for their own sake due to the value they place on reading.

**Self-Concept and Value on Reading**

I also administered the Motivation to Read Profile (MRP) to the participants in order to figure out what motivates them to read. The survey assessed the dimensions of reading motivation, which were self-concept as a reader and the value placed on reading. Reading motivation is defined by an individual’s self-concept and the value the individual places on reading (Palmer, 2005). The results of this survey proved that the students possess a good self-concept as readers because the percentage was at 73.3 percent. Together, my twenty students scored 558 points for self-concept out of a total of 760 points. Also, the result of the value placed on reading by the students was at a high rate because 72.6 percent of students seem to value reading. As a whole my students scored 552 points for value of reading out of the total of 760 points. I interpreted that students have a high motivation to read because their percentages for self-concept as readers and value of reading were fairly high. According to Palmer (2005), “Evidence from theory and research supports the notion that high motivation to read is associated with positive self-concept and high value of reading (page 68). Students who believe they are capable and proficient readers are more likely to do better than those who do not hold the same beliefs. In addition, students who perceive reading as valuable and who have personally relevant reasons for reading will engage in reading more often and with more effort involved.
Implications for Student Learning

Using a Variety of Books

The first way students will benefit from the concepts and ideas behind my research findings is through approaching reluctant readers through a variety of books. There is more than one way in reading and more than one kind of material to read and different formats to choose from. Teachers need to be aware of the possibilities of resources for their interests. Also, teachers are responsible for giving students the freedom to explore a whole range for reading materials. There are many categories of reading resources that will appeal to reluctant readers. Reluctant readers often need books that have actual touching and physical manipulation. Any movement that gets their minds in motion will in return get them thinking. One example of a book that has physical manipulation is pop-up books. Pop-up books fascinate people due to the great appeal of their moving parts. Puzzles, games, and jokes, which are sometimes physical are also appealing to reluctant readers because they like to figure out the answer ahead of others. Reluctant readers’ intelligence can shine while reading puzzles, games, and jokes, which does not usually occur when they read. Another type of book that reluctant readers may be interested in are informational books. According to Jobe and Sakri (199), “Many reluctant readers are not story kids–they are, in fact, informational kids. They want to know how things work and why things are the way they are” (page 35). Teachers can connect to many reluctant readers through their information interests because that is where their feelings are and their desire to know. Also, sport books can be engaging to reluctant readers because
majority of students like basketball, baseball, football, and soccer, and reading material is available to accommodate these interests. In addition, reading poetry can be of help to reluctant readers because it can be used to help them become aware of phonics, such as phonograms. Teachers can start by reading funny poems that related to students and then expand by having reluctant readers create their own poems. Finally, many reluctant readers are interested in movies. Disney provides teachers and parents with a successful way to reach reluctant readers because the movies they create are based on books they have written.

Using the Internet and Media as a Motivator

The second way students will benefit from the concepts, ideas and findings behind my research is through the use of computers, internet, and media. The World Wide Web is filled with endless amounts of information and it offers students an engaging way to absorb the information. Any topic that reluctant readers are interested in can be found and explored via a web site. The sites are full of facts and details related to numerous interests. When students are actively engaged with interactive books or computer games, they are not concerned about having to read them. Some useful websites for students are library websites, series websites, which have strong literacy interest for students, publishers’ sites, authors’ sites, and interactive sites with literacy games.
Offering Students Choice

The third way students will benefit from the concepts, ideas and findings behind my research is by giving students choices related to the different aspects of literacy. Teachers need to give students choices with reading so that they retain ownership of and take responsibility for the specific reading process they are using and the topics they want to read about. If teachers signify that the choice is theirs, then they are more likely to read. Some ways that teachers can get students to make choices regarding reading are: how much of the book to read, what kinds of books to read, what reading level to tackle, when and where to read, and who to read with.

Implications for My Teaching

Multifaceted Reading Motivation

Keeping in mind the limitations, these findings still have implications for me as an educator since I am interested in finding out what motivates reluctant readers. An implication from the results of this study is how I need to think about student’s reading motivation as multifaceted, rather than a single thing. Students should not be characterized as either motivated or unmotivated to read. Instead, they are motivated to read for different reasons or purposes, and it is important to distinguish among them. The results of the MRQ and MRP revealed specific dimensions of reading motivation that influenced students to read, which were curiosity, involvement, recognition, grades, competition, challenge, social purpose, and compliance, self-concept as a reader, and the value of reading.
Establishing and Maintaining a Literate Environment

I need to provide students with a rich, literate environment representing a variety of topics, levels, and genres of books in order to capture students’ interests, involvements, and challenges. One way to capture students’ engagement is by getting students reading in an active way. When reluctant readers are moving, their minds cannot help but be involved as the mind controls the movement. Once their minds are involved, there is hope to catch their interest and attention. For example, I can get reluctant readers physically involved by insisting they handle reading materials, such as the book, pencil, or any other literacy material that can be manipulated. Also, it is significant that I get students interested in reading because when students are interested in a topic or book, then they are more likely to comprehend the material. In addition, any reader will focus and put more effort into reading a topic they are interested in because there is something there they want to know.

I will support school-based programs that provide books as incentives because they may be needed in order to provide some students with the opportunity to acquire a home library. Also, I will generate time for students to have social interactions about books because some students benefit from the support of other students. Students tend to place precedence on reading books that their friends, parents, and teachers inform them of. In addition, I will need to help students’ self-concepts as readers by giving them praise for reading well. I will need to scaffold students reading so that they do not set themselves up for failure and instead set them up for triumph.
Value of Reading

It is essential for me to focus on the readers’ attitudes and beliefs about themselves, their abilities and their perceptions of the value of reading and books. It is also about my attitude and beliefs toward the value of reading and books and toward reluctant readers and their abilities. If I believe there is something wrong with them, then these students will never show their capabilities. I will help reluctant readers turn around their negative attitudes. In order to focus on changing reluctant readers’ attitudes I need to help them develop a desire to read, realize they can read, get over being afraid to try, and realize that reading takes effort and practice. Changing the attitudes and beliefs of reluctant readers is taught while teaching content. I will conduct positive modeling of literacy activities. Some ways to carry out positive modeling of literacy are to: read aloud every day, do sustained silent reading along with students, and regularly reading children’s literature in order to discuss books with students. The value of reading can be taught to students by parents, teachers, friends, and administrators through a school wide reading campaign. For example, parents and I could work collaboratively to ensure students are reading at home as well as in school, which would highlight the importance of reading to students. I will collaborate with parents, administration, and students to set a goal for the amount of books they are to read. I will work with administrators to set up a schedule to hold frequent assemblies for students based on the value of reading to continue to encourage students to read in order to reach their goal. In addition, I will ask guest speakers from the community to come into the classroom
and speak about the significance of reading to the students. Further, in order to recognize students for reading, along with their reading grades, and to provide a healthy competition an awards assembly could be conducted every marking period. This would provide a means of rewarding students for their reading in an effort to increase intrinsic motivation.

Recommendations for Future Research

Effect of Reading Motivation on Achievement

Future research should focus on the effect that reading motivation has on reading achievement. It seems if students are motivated to read, then they will do better with reading academically. The point of getting students involved in books is to get them thinking for themselves.

Balance of Intrinsic and Extrinsic Motivation

Also, future research should be conducted on how to balance the use of intrinsic and extrinsic motivation with regards to reading so that one does not undermine the other. The finding from this study concluded that both intrinsic and extrinsic motivators are necessary for reading motivation, but it is still unclear how to balance these.
Self-Concept and Value on Reading

In addition, future research should be carried out on investigating strategies that enhance students’ self-concept and that emphasize the value of reading. The finding from this study highlighted the importance of students’ self-concept as readers and the value of reading, but ways to accomplish this are still vague.

Collaboration

Further, future research should be completed to figure out effective ways to link teachers, students, parents, administrators, etc. into the efforts of increasing students’ reading motivation. This study mentions that the roles of the teacher, student, family, and administrator are all significant in enhancing students’ reading motivation, but fails to explain how to coordinate all these people in the process.

Different Age Levels

Finally, future research should concentrate on how and if students’ age impacts their reading motivation. This study focused on fourth grade students’ reading motivation and did not discuss students’ motivation at different grade levels.

Final Thoughts

My classroom observations of student behaviors during a session of silent reading time revealed that it was very challenging to get my reluctant readers stimulated to read. It is clear that to read, we all must be motivated and willing to
make time to read. The students who were perceived as reluctant readers in my classroom displayed different behaviors during silent reading time. There are many types of reluctant readers, but the one thing they do have in common is they avoid the work of learning to read, even though they may find a different way to do it. Some of the students say they can’t, some say they don’t know how, some say they would rather be doing something else, and some say they do not want to try. My students were afraid to take risks, they thought the material was too hard, they had other interests besides reading or they viewed reading as being no use in the real world. I believe my students who were reluctant readers were trying to avoid their fear of failure by denying the need to read.

From the information I gathered through conducting my research, I have learned several ways to engage students in reading, which will be very beneficial in the future with future students of mine. I have learned that in order to have success with reluctant readers, I must focus on each reluctant reader as an individual who has different reading abilities and needs. I must find the interests of reluctant readers and from there lure them into finding the fun in reading and information about books with each other. And I must go beyond to search for those perfect books of whatever kind that will engage my reluctant readers.

APPENDIX A: Motivation to Read Profile
1.) My friends think I am...
   E. A very good reader
   F. A good reader
   G. An OK reader
   H. A poor reader

2.) Reading a book is something I like to do.
   E. Never
   F. Not very often
   G. Sometimes
   H. Often

3.) I read
   E. Not as well as my friends
   F. About the same as my friends
   G. A little better than my friends
   H. A lot better than my friends

4.) My best friends think reading is...
   E. Really fun
   F. Fun
   G. OK to do
   H. No fun at all

5.) When I come to a word I do not know, I can...
   D. Almost always figure it out
   E. Sometimes figure it out
   F. Almost never figure it out

6.) I tell my friends about good books I read
   E. Never do this
   F. I almost never do this
   G. I do this some of the time
   H. I do this a lot

7.) When I am reading by myself, I understand...
   E. Almost everything I read
   F. Some of what I read
   G. Almost none
   H. None of what I read

8.) People who read a lot are...
   E. Very interesting
F. Interesting
G. Not very interesting
H. Boring

9.) I am...
E. A poor reader
F. An OK reader
G. A good reader
H. A very good reader

10.) I think libraries are...
E. A great place to spend time
F. An interesting place to spend time
G. An OK place to spend time
H. A boring place to spend time

11.) I worry about what other kids think about my reading
E. Every day
F. Almost every day
G. Once in a while
H. Never

12.) Knowing how to read well is...
E. Not very important
F. Sort of important
G. Important
H. Very important

13.) When my teacher asks me a question about what I have read, I...
E. Can never think of an answer
F. Have trouble thinking of an answer
G. Sometimes think of an answer
H. Always think of an answer

14.) I think reading is...
E. A boring way to spend time
F. An OK way to spend time
G. An interesting way to spend time
H. A great way to spend time

15.) Reading is...
E. Very easy for me
F. Kind of easy for me
G. Kind of hard for me
H. Very hard for me
16.) When I grow up I will spend...
E. None of my time reading
F. Very little of my time reading
G. Some of my time reading
H. A lot of my time reading

17.) When I am in a group talking about stories, I...
E. Almost never talk about my ideas
F. Sometimes talk about my ideas
G. Almost always talk about my ideas
H. Always talk about my ideas

18.) I would like for my teacher to read books out loud to the class...
E. Every day
F. Almost every day
G. Once in a while
H. Never

19.) When I read out loud I am a...
E. Poor reader
F. OK reader
G. Good reader
H. Very good reader

20.) When someone gives me a book for a present, I feel....
E. Very happy
F. Sort of happy
G. Sort of unhappy
H. Unhappy

APPENDIX B: Motivation for Reading Questionnaire
1. I like to read because I always feel happy when I read things that are of interest to me.
2. If the teacher discusses something interesting I might read more about it.
3. I have favorite subjects that I like to read about.
4. I read to learn new information about topics that interest me.
5. I read about my hobbies to learn more about them.
6. I like to read about new things.
7. I enjoy reading books about people in different countries.
8. If I am reading about an interesting topic I sometimes lose track of time.
9. I read stories about fantasy and make believe.
10. I like mysteries.
11. I make pictures in my mind when I read.
12. I feel like I made friends with people in good books.
13. I like to read a lot of adventure stories.
14. I enjoy a long, involved story or fiction books.
15. I like hard, challenging books.
16. If the project is interesting, I can read difficult material.
17. I like it when the questions in books make me think.
18. I usually learn difficult things by reading.
19. If a book is interesting I don’t care how hard it is to read.
20. I like having the teacher say I read well.
21. I like having my friends sometimes tell me I am a good reader.
22. I like to get compliments for my reading.
23. I am happy when someone recognizes my reading.
24. I like having my parents often tell me what a good job I am doing in reading.
25. Grades are a good way to see how well you are doing in reading.
26. I look forward to finding out my reading grade.
27. I like to read to improve my grades.
28. I like my parents to ask me about my reading grade.
29. I like to visit the library often with my friends.
30. I often like to read to my brother or sister.
31. My friends and I like to trade things to read.
32. I sometimes read to my parents.
33. I like to talk to my friends with their schoolwork in reading.
34. I like to tell my family about what I am reading.
35. I try to get more answers right than my friends.
36. I like being the best at reading.
37. I like to finish my reading before other students.
38. I like being the only one who knows an answer in something we read.
39. It is important for me to see my name on a list of good readers.
40. I am willing to work hard to read better than my friends.
41. I always do my reading work exactly as the teacher wants it.
42. Finishing every reading assignment is very important to me.
43. I read because I have to.
44. I always try to finish my reading on time.
MRP Question #1: My friends think I am...
MRP Question #2: Reading a book is something I like to do

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Never</th>
<th>Not very often</th>
<th>Sometimes</th>
<th>Often</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>1</td>
<td>2</td>
<td>12</td>
<td>1</td>
</tr>
</tbody>
</table>

MRP Question #2: Reading a book is something I like to do
MRP Question #3: I read

- About the same as my friends: 8
- A little better than my friends: 4
- A lot better than my friends: 4

Other: Not as well as my friends: 4
MRP Question #4: My best friends think reading is...

- Really fun: 4
- Fun: 3
- OK to do: 8
- No fun at all: 4
MRP Question #5: When I come to a word I do not know, I can...

- Almost always figure it out
- Sometimes figure it out
- Almost never figure it out
MRP Question #6: I tell my friends about good books I read
MRP Question #7: When I am reading by myself, I understand...

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Almost everything I read</th>
<th>Some of what I read</th>
<th>None of what I read</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
MRP Question #8: People who read a lot are____
MRP Question #9: I am____

- An ok reader
- A good reader
- A very good reader

Frequency
MRP Question #10: I think libraries are___

- A great place to spend time
- An interesting place to spend time
- An OK place to spend time
- A boring place to spend time

Frequency
MRP Question#11: I worry about what other kids think about my reading

![Bar chart showing frequency of worry about others' opinions on reading]

MRP Question#11: I worry about what other kids think about my reading
MRP Question #12: Knowing how to read well is...

Frequency

Not very important | Sort of important | Important | Very important

MRP Question #12: Knowing how to read well is...
MRP Question #13: When my teacher asks me a question about what I have read, I...
MRP Question #14: I think reading is ___

- A boring way to spend time
- An OK way to spend time
- An interesting way to spend time
- A great way to spend time
MRP Question#15: Reading is ___
MRP Question #16: When I grow up I will spend...
MRP Question #17: When I am in a group talking about stories, I...

![Bar chart showing frequency of talking about ideas in a group.]

MRP Question #17: When I am in a group talking about stories, I...
MRP Question #18: I would like for my teacher to read books out loud to the class...
MRP Question #19: When I read out loud I am a ___

- Poor reader
- OK reader
- Good reader
- Very good reader

Frequency
MRP Question #20: When someone gives me a book for a present, I feel ___
I like to read because I always feel happy when I read things that are of interest to me.
If the teacher discusses something interesting I might read more about it.
I have favorite subjects that I like to read about.
I read to learn new information about topics that interest me.
I read about my hobbies to learn more about them.
I like to read about new things.
I enjoy reading books about people in different countries.

![Frequency Chart]

I enjoy reading books about people in different countries.
If I am reading about an interesting topic I sometimes lose track of time.
I read stories about fantasy and make believe.
I like mysteries.
I make pictures in my mind when I read.

![Graph showing frequency of responses to the question: I make pictures in my mind when I read.]
I feel like I made friends with people in good books.
I like to read a lot of adventure stories.
I enjoy a long, involved story or fiction books.
I like hard, challenging books.
If the project is interesting, I can read difficult materials.
I like it when the questions in books make me think.
I usually learn difficult things by reading.
If a book is interesting I don't care how hard it is to read.
I like having the teacher say I read well.
I like having my friends sometimes tell me I am a good reader.
I like to get compliments for my reading.
I am happy when someone recognizes my reading.

I am happy when someone recognizes my reading.
I like having my parents often tell me what a good job I am doing in reading.
Grades are a good way to see how well you are doing in reading.
I look forward to finding out my reading grade.
I like to read to improve my grades.
I like my parents to ask me about my reading grades.
I like to visit the library with my friends.
I often like to read to my brother or my sister.
My friends and I like to trade things to read.
I sometimes read to my parents.
I like to talk to my friends about what I am reading.
I like to help my friends with their schoolwork in reading.
I like to tell my family about what I am reading.
References


Megan, please fix the remaining references to resemble the format above.


