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Factors that influence independent reading habits

Abstract

As our society begins to look for ways to raise the literacy level in the United States the focus is centered on our schools and helping students become life long readers. Questions have arisen about why some students have developed an aversion to reading at early ages and why some students who have strong reading skills choose not to read on a regular basis. The purpose of this research was to explore upper elementary students' attitudes about reading and explore different factors that influence these students to develop the motivation to engage in independent reading.

Parents as well as the community also influence students' motivation to be independent readers. Attitudes change as students grow older and so it is important to understand the factors that influence upper elementary students to read independently. Strategies can be used by teachers and parents to guide students into independent reading.

FACTORS THAT INFLUENCE INDEPENDENT READING HABITS

A Graduate Research Paper

Submitted to the

Division of Talented and Gifted Education

Department of Curriculum and Instruction

in Partial Fulfillment

of the Requirements for the Degree

Master of Arts in Education

UNIVERSITY OF NORTHERN IOWA

by

Janice R. Rosauer

July, 1997

This Research Paper by: Janice Rose Rosauer

Titled: Factors That Influence Independent Reading Habits

has been approved as meeting the research requirement for the Degree of Master of Arts in Education.

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ABSTRACT

As our society begins to look for ways to raise the literacy level in the United States the focus is centered on our schools and helping students become life long readers. Questions have arisen about why some students have developed an aversion to reading at early ages and why some students who have strong reading skills choose not to read on a regular basis. The purpose of this research was to explore upper elementary students' attitudes about reading and explore different factors that influence these students to develop the motivation to engage in independent reading. Parents as well as the community also influence students' motivation to be independent readers. Attitudes change as students grow older and so it is important to understand the factors that influence upper elementary students to read independently. Strategies can be used by teachers and parents to guide students into independent reading.

TABLE OF CONTENTS

Tables

Appendices

Chapter 1
Introduction

Background

"Reports of the shocking problem of illiteracy in the United States are numerous. Almost daily, news media trumpet the desperate need for increased efforts to improve U.S. literacy levels." (Cramer and Castle, 1994, p.3). Then there are students who are not illiterate but alliterate, they know how to read but choose not to read. It will take a collaborative effort on the part of all the significant people in students' lives to help them become self-motivated to read not only for school, but also to become life long readers.

Our society places a lot of emphasis on sports. What would literacy levels be like if we put as much emphasis and energy into teaching children and adults to enjoy reading? People enjoy things that they know they can do well and are pleasurable. The attitudes and strategies used in teaching reading can have a great effect on students' learning to read and on whether the students view reading as something pleasurable or another chore to accomplish. These attitudes contribute to helping students become life long readers.

Being a literate country is important to our society as a whole, but literacy begins in our homes and schools. How best do we go about creating a literate society?

Problem Statement

There are students who, at any time, are eager to pick up a book and read. On the other side of the spectrum are the students who would rather do anything but read.   Students seem to develop a desire to read or an aversion to reading at an early age. By third grade level, most students are becoming emergent readers and/or independent readers. Therefore, it would seem that students in the third grade and in higher grades would tend to move toward the enjoyment of reading for its own sake because they can more readily do it on their own. Yet, in some cases, students at the third grade level have already developed the habit of not reading or even an aversion to reading despite possessing and demonstrating the ability to read. "Data from the 1992 National Assessment of Educational Progress (NAEP) shows that: U.S. students read very little, either in or outside of school; library use decreases throughout the school years; access to reading materials in the home has declined; and twenty percent of American students report reading for fun only *once a year-or never.*" (Carbo & Cole, l995, p. 28).

Research Question

What factors can motivate upper elementary-aged students to engage in independent reading?

Purpose Statement

The purpose of this research was to explore different factors that influence reading habits in students. Data were collected to explore the various feelings about reading of the present third through seventh grade students at a large rural Catholic elementary school. This was done through a series of observations, a questionnaire given to students as third graders in 1996, and then again when they were fourth graders in 1997, and a reading profile of students in grades three through seven; distributed and completed in 1997. The literature research was used to gain more information about what does and does not motivate students above third grade to develop positive independent reading habits. The research review also examined theories focusing on the diversity of students' personal reading habits.

Chapter 2
Literature   Research

"Lifetime literacy is important to all students' success. . ."
(Jostes, 1993, p.26). Several strategies were mentioned in the
literature for increasing students' desire to read. Beliefs the
students have about themselves affect their motivation to read.
"Reading motivation is defined by an individual's self-concept and
the value the individual places on reading" (Gambrell, Palmer,
Codling, Mazzoni, 1996, p. 519).   When students sense that they are
readers and writers and that they are capable of learning, they are
more motivated to read. They need to believe they are competent
readers and writers. Students are also more motivated to read when
they see that reading is valuable to reaching their goals and when
they understand that reading is for meaning and understanding.

Five main ideas for motivating students to read consistently
appeared throughout the research (Bass, 1995; Carbo & Cole, 1995;
Hilbert, 1993; Jostes, 1993; Kunze, 1994; White & Lawrence, 1992).
They were: (a) provide an atmosphere that is conducive to reading,
(b) find ways to involve parents so that the students read outside of
school, (c) adults that choose to read are good role models, (d)
teachers and parents read out loud to students, and (e) help provide
guidelines for students to choose reading material for independent
reading.

Students are more likely to take responsibility and practice
reading if they are motivated. They have an aversion to reading if

the method of teaching them how to read is embarrassing or hard. When students become good readers they read more often because they find it a rewarding experience as it brings new wonder into their lives (Carbo & Cole, 1995). Carbo and Cole did not elaborate on what was meant by good readers, whether this means students are fluent readers or have well-developed comprehension skills or both.

Parents may very well have more effect on a child's success in learning and desire to read than the school environment, according to Sonnenschein, Brody, and Munsterman (1996). Baker (l996) has shown through research that there are ten practices that occur in a home that promote positive reading habits in children: (a) parents or significant others read to children on a regular basis, (b) when a child reads there is guidance and support, (c) books are easily accessible to children, (d) adult reading material is visible in the home, (e) there is a place and opportunity for children to read, (f) adults model reading by taking time to read for pleasure, (g) children are able to use the public library and check out books, (h) parents and children spend time conversing on a frequent basis, (i) the family goes places together, and (j) the parents show positive attitudes toward reading.

Adults reading out loud to children help to produce life long readers. "The evidence is overwhelming: reading to students is one of the most effective methods for creating capable readers who continue to choose reading for a lifetime" (Castle, 1994, p.149). When teachers read to their students it is clear that reading is important (Castle, 1994). When parents or teachers read stories

that would be too hard for the child to read by themselves, the child sees how hard stories come about and how different words are formed (Staiger, 1990).

One study showed that students were motivated to read if they were free to choose what they wanted to read (Baker, et. al., 1996). Many reluctant readers liked to choose nonfiction books to read and books with pictures. They chose books with pictures not because they were lazy but because the picture book helped them to produce a mental image that they were not able to produce on their own (Beers, 1996).

According to Baker, Afferbach, and Reinking (1996), students were more motivated to read and more willing to use the thinking processes and strategies of learning to read if they found the text interesting. Not only did they read more, but their comprehension was better and they used more complicated learning strategies. According to Staiger (1990), when students chose what they wanted to read they did not become discouraged with more difficult material. The high interest provided more motivation for the student. Many of the students may choose light reading: comic books, newspapers, magazines, and novels that include adventure, suspense, or romance. The belief that students will not progress as readers by doing just light reading is unfounded. Frequently students who were light readers did move on to more complex reading by choice. They continued the light reading into adulthood, but also chose more complex books. Light reading is a way for

students to become good readers. The frequent use of reading skills is what develops good readers (Russikoff & Pilgreen, 1994).

The research offered a variety of guidelines for helping students select reading material. Richek, List, and Lerner as cited by Kunze (1994) said, "Students should be encouraged to choose their own reading materials, and independent reading of books of easier levels should not be discouraged." Some research encouraged reading from books, magazines, comic books, etc., while other research suggested that students stay away from magazines, comic books, newspapers and textbooks. Bass (1995) stated that ". . .textbooks are not usually read for pleasure, and magazines, comics, and newspapers lead to picture reading instead of real reading" (p.29). Is there a definition for real reading? Isn't looking at pictures a form of using context cues? The two different viewpoints were interesting.

The literature shows that many people are involved in helping students develop positive reading habits and there are strategies to use in encouraging students' reading for pleasure. Reading can become an activity that children choose to fill their lives with pleasure.

Chapter 3
Methodology

Three tools were used for the following research: a series of observations, a questionnaire, and a reading profile. The subjects used in the observations were a group of thirty-four third graders during the l995-96 school year. The same thirty-four third graders were also the subjects who completed the questionnaire. The questionnaire was given to them as third graders in 1995-96 and then again as fourth graders in the l996-97 school year. The reading profile was given during the l996-97 school year to students in grades three through seven.

Observation

What would motivate students in a large rural Catholic school to spend time reading material of their choice within a scheduled time at school? This scheduled time was called D.E.A.R.- drop everything and read. It was noticed that most of the third graders in a particular classroom were not focusing on what they were reading. The ten to fifteen minutes that they had to read anything they wanted was not turning out to be a productive time of the day. Two variables (teacher reading and journaling) were manipulated to see if either had an effect on the students' interest and motivation.

Five different days were chosen to observe the students. These five different days of observation were not consecutive days. They took place over a period of two weeks because when one of the variables changed the students were given time to adapt to the

change in the variable before the observation took place. An observation was conducted for ten minutes on each of five days. The students were observed at one minute intervals during the ten minute time periods.

The first observation, conducted by the classroom teacher with no predetermined list of behaviors to observe, consisted of collecting data that showed what baseline behaviors occurred and how frequently students were exhibiting these behaviors at the beginning of the observation experience. The five main behaviors exhibited by the students during the first observation were: looking around, flipping pages, being distracted by others' movements, finding other things to do, and staring at the book. It was decided that these behaviors would be observed and documented after each variable change. Whenever these behaviors were observed a tally mark was used to record the observation.

The first variable that was changed was for the teacher to read anything of choice at the same time that the students were reading. Once they were used to the routine a second observation took place, again at the one minute intervals. The next variable that was changed was to ask the students to journal about what they read after the ten minute reading period. After a few days of practicing their journaling skills, the third observation took place. The fourth observation was done by an outside observer. The classroom teacher was not present at this time. The fifth observation was conducted after another session of journaling to see if the time spent becoming accustomed to the variable made a difference.

Questionnaire

The questionnaire (see Appendix A) was also distributed to the same students after the five days of observation occurred. The questionnaire had been completed by members of the same class as third graders and again in the subsequent year (1996-1997) when they were fourth graders. Students from another class were used to pilot the questionnaire to check for clarity of wording.

The questionnaire, developed by the author, consisted of ten questions that involved using a rating scale and two open-ended questions. Part one contained questions that focused on how the students felt about reading in general. Part two of the questionnaire consisted of five questions about D.E.A.R. time. The students rated the statements on a scale of one to three with one being the highest. A picture of three suns was used as part of the rating scale to make the rating scale easier for third graders to interpret. A one was a picture of a sun with a huge smile, a two was a picture of a sun with the word "ok" at the bottom, and a three was the sun frowning. Two open-ended questions were added to get some feedback about changes that could be made to improve D.E.A.R. time. These formats were chosen because they were the easiest and simplest for third graders to complete. The purpose of the questionnaire was to bring more insight to the results of the observation.

Reading Profile

     A reading profile (see Appendix B) was also distributed to students in grades three through seven. This profile came from The Reading Teacher, by Gambrell, et. al. (1996), pp. 520-522. The questionnaire consisted of twenty multiple choice questions. The odd numbered questions evaluated each student's self-concept as a reader. The even numbered questions evaluated how each student valued reading. Each of the four answers for the multiple choice questions was assigned a point value. The most positive response was given four points and the least positive response was given one point, with two and three points assigned to responses falling in between. There was a total of forty points for the odd numbers and forty points for the even numbers. Each part was totaled and a percentage was found for each student who participated in the survey. Then a mean percentage was found for all students in each grade level. The end result was a mean percentage value, by grade levels three through seven, for the students' self-concepts as readers and a mean percentage value for the students' value of reading.

     The reading survey was administered by several different teachers. One teacher tallied the results for the third through fifth grade profiles. Students helped tally the results of the sixth and seventh grade profiles.

Chapter 4

Results

<u>Observation</u>

The five main behaviors exhibited by the students during the first round of observations were; looking around, flipping pages, being distracted by others' movements, finding other things to do, and staring at the book. These same behaviors were used in all the following observations.   The first day of observation showed 15 tallies total.   They were spread out somewhat evenly among the five behaviors observed. The second day of observation showed 17 tallies. Eight of those tallies were under "looking around" and the rest were more evenly spread out among the other four behaviors. The third day of observation showed 12 tallies total with all spread out somewhat evenly, also. Day four of the observation, with an outside observer, showed a total of 25 tallies, 13 of them under "looking around" and 6 of them under "finding other things to do". The fifth day of observing shows 17 tallies total. Seven are under "looking around," with five under "flipping pages", and four under "finding other things to do."

<u>Questionnaire</u>

Insert Table 1

The only question in part one that did not get any negative responses in 1995-96 or 1996-97 was the question about the teacher

reading out loud to the class. In fact there was a one hundred percent positive response to this question when the students were fourth graders.

In the first administration of the open ended questions, when the students were third graders, there were seventeen positive comments about what they liked about D.E.A.R time. One student made more than one comment. There were fifteen suggestions for changes, most of them about the length of D.E.A.R. time. Six students wanted the length of D.E.A.R. time to be longer and three students want it to be shorter.

In the second administration, when the same students were fourth graders, there were twenty-six comments about what they liked best about D.E.A.R. time. Most of them expressed positive comments about just having time to read without interrruptions and being able to choose what they wanted to read. One student liked the idea of being able to imagine you can do anything just by reading a book. There were twenty-two comments about what they would change. Once again most of the comments were about changing the length of D.E.A.R. time. A majority opted for a longer period of time to read.   A higher percentage liked D.E.A.R. time when they were fourth graders than when they were third graders.

Reading Profile

Insert Table 2

The self-concepts of the students as readers stayed pretty consistent throughout grades three through seven. The value students assigned to reading consistently declined as the students got older.

Chapter 5

Discussion

Observation

The findings in this observation appeared inconsistent.   A continuous opportunity for observations never seem to exist, there were always interruptions, (i.e. other teachers needing to converse, a sick child, notes from the office).   This had a definite effect on the results of the observations.   The observation tool was difficult to use because it was very hard to focus attention on what needed to be observed.   There were too many things going on in the classroom. As certain behaviors were noticed more questions occurred.   Certain behaviors of one student would be noticed and strategies to help that child would begin to form.   This observation tool would have been more effective if it had been more specific and the observer would have written more narrative notes. These narrative notes would have given more specific details about what actually occurred within the classroom.   By changing variables, (the teacher reading with the students and students journaling about what they read during D.E.A.R. time) over a two week time frame, the results didn't show much variation of behavior change. In fact there was only one day where a variable changed and there was a positive effect.   That positive outcome didn't even hold up the second time using the same variable of journaling after reading.   It seemed that by the end of the observations there were more questions than answers.

The first day of observing seemed to be the least like any of the other days. The other four days showed an increase in the looking around behavior. After a period of time the students noticed the observer and that also became a distraction. The outside observer also made the comment that they were very aware of her presence.

Journaling seemed to make a small difference in students' off task behaviors after the first observation, but not as much difference was noted during the second observation when the students were to journal after reading.   The time span of six days could account for the difference between the second and third observations, but only a day interval was provided between the third, fourth, and fifth observations. The students were aware that they were being observed because they were easily distracted by the observers' behaviors.

A large percentage of the marks tallied on the observation tool represented multiple behaviors of individual students rather than a trend of behavior across the general population of the entire class. This is not indicated on the observation tool but it was apparent in the narrative notes. The narrative showed that many of the behaviors occurred at the end of the ten minute free reading period. This suggests that the time for free reading was too long for some students' attention spans. Some of them chose short books for the easiness of reading, but were finished before the ten minute period was over. They then became easily distracted or just began looking

around. The overall results of the observation tool and narrative showed a disinterest of the students in reading to themselves for the ten minute period.

Questionnaire

Because the observation left unanswered questions another tool (questionnaire) was used to decide how the students in grades three through seven felt about reading in general.

Using the rating system on the questionnaire made information available in a short period of time but the two open-ended questions actually provided more information. There were a few items that could have been changed on the questionnaire for more clarity in the final results. Putting an open-ended question after the question about the length of D.E.A.R. time would have made it more clear whether the students thought the length of time was too long or too short. Instead of asking how they felt about book orders going home, the students should have been asked how they felt about ordering books from the book orders. Taking book orders home doesn't always mean they will be allowed to order.

When initially distributed to third grade students in 1996, the results of this questionnaire supported what was already suspected by observing student behaviors. A high percentage of the students did not put reading at the top of their list of fun things to do because they were free to choose other activities such as computer

time or drawing when they were finished with assignments. They liked books when the books were read to them. They also liked to "look" at books but not spend time reading them.

Students who think reading on their own is okay or students who don't like reading at all are not necessarily students who find it difficult to read on their own. Most of the students who did not like to read on their own had average to high reading abilities. Ability does not always seem to be a predictor of whether or not students will read for pleasure.

Part one of the questionnaire given to the same students the following year (1997), when they were fourth graders, produced different results. Instead of being more positive, as was expected because the students were becoming more fluent readers, most areas were slightly lower. The students still did not view reading outside of the classroom as valuable.

On part two of the questionnaire the results were more positive when they were fourth graders than when they were third graders. When given time to read on their own through D.E.A.R time, they were more positive about reading as fourth graders than when they were third graders. Some of the attitudes could reflect that the students were getting older and had more things to do outside of school so they welcomed the time set aside through D.E.A.R. time to read things of their choice in school.

Reading Profile

As the students in grades five, six, and seven took the survey they tried to evaluate the questions. The students felt many of the words were ambiguous and asked the following questions of the teacher while completing the profile: What does interesting mean? Isn't there a big difference between sometimes and always? How would you know if you were a good reader or very good reader?   How do you know if people who read a lot are interesting when you don't know many people who read a lot? When talking about being a good reader, does it mean pronunciation, speed, or both? They were analyzing the questions so much that it made it hard for them to answer. This seems to show the students were having the same difficulty as educators in defining reading.

In scoring the third and fourth grade profiles, it was noticed that many of the students who rated themselves high consistently throughout the survey were overall confident people. The students who rated themselves lower were students who overall did not have high self-concepts.

The question on both the questionnaire and profile about teachers reading out loud to the class received very high ratings even when scores were low elsewhere. Some of the students who were more confident readers liked the teacher to read out loud, but not as often.

One fourth grade teacher observed that two of the students were very capable readers and yet didn't enjoy reading. In her conversations with these students she began to wonder if they were

able to "visualize" what was going on in the book. Imagination and visualization may very well play a part in a person's enjoyment of reading. If a student is unable to use visualization when reading, comprehension may be affected. Reading is only pleasurable when it is done for meaning rather than just decoding words.

Recommendations

Helping students keep an interest in reading for pleasure takes planning, time, and continued practice of reading skills in a nonthreatening and supportive atmosphere.   Athletes would not maintain an interest in sports or become proficient without practice, so it is with reading for pleasure. Teachers, parents, and communities' public libraries can aid in increasing students' motivation to read independently.

Teachers can use many strategies to immerse students in reading. Books should be available at all times in the classroom. A library in the classroom can provide students continuous access to books.

Cost can be a limiting factor in obtaining books for the classroom. In this case, the public library is a wonderful source for books. The public library has many books that would correlate with any unit a teacher is using for instruction. There are many nonfiction books appropriate for all reading levels in the public library. Reading books should not be confined to reading class. Using books in a content area such as Science immerses students in reading without them even realizing it. This also gives students an

augmented purpose for reading. Many readers who have a negative feeling about reading, because of a difficult time they had in reading class, forget that they cannot read when they do not see the books identified with reading class. In addition, the very talented readers' needs are not being met because reading material in the classroom is too easy. Through use of authentic literature rather than textbooks, these students have access to books at their reading level. Using nonfiction books enables the teacher to reach all the reading abilities in the classroom.

By having a variety of reading materials in the classroom students can choose what they want to read based on their own interests. Time should be set aside each day when students can read a book of their choice. This length of time would vary according to the attention spans of the students.

Book discussion or literary circles are good strategies that allow students to share what they have read or are reading. Other students become interested in the books they hear about and want to read them, too. Older students facilitating book discussion groups for younger students would be beneficial to both age groups.

Drawing pictures of what is going on in the book or drawing facial expressions of characters to show what the characters are feeling is a good strategy for students who have a difficult time visualizing what is happening in the book. Journaling can also help students to connect what is happening in the book with some of their own experiences. Reading out loud to students is very important as well.

According to the reading profile results, it seems that as students became older they valued reading less. It may very well be extremely important for intermediate and middle school teachers to use many of these recommendations on a very regular basis to keep students interested in reading. Because students at this level are involved in so many activities, teachers who use these strategies give students time they may not otherwise have to immerse themselves in reading.

Parents need to read out loud to their children often, and try very hard not to give this up as their children grow older. Frequent visits to the public library are very important. Children need to see their parents read, whether novels, newspapers, or magazines. Schools can help parents with this by not only having book fairs for students but by including parents in book fairs and providing adult books for them to select.

Communities can help also. The most beneficial way is through the funding of public libraries, and the programs that go on inside these libraries. The community can support reading by helping make the library easily accessible to everyone and by providing the funds necessary to keep the library open to the public.

Our society is immersed in sports and athletics. Millions of dollars are spent on sports equipment and athletes' salaries.   Just think what would be possible if we could immerse our children as deeply in reading!

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Table 1

Title <u>D.E.A.R. Time Questionnaire</u> (n=34)

	Year: 1995-96			Year 1996-97			Difference		
	positive	neutral	negative	positive	neutral	negative	positive	neutral	negative
Part one									
How do you feel about reading books to yourself?	72%	28%	0%	62%	38%	0%	-10%	+10%	-
How do you feel about reading books out loud to your class?	31%	69%	0%	41%	53%	6%	+10%	-16%	+6%
How do you feel when your teacher reads out loud to you?	94%	6%	0%	100%	0%	0%	+6%	-	-
How do you feel about reading at home for fun?	50%	38%	12%	41%	53%	6%	-9%	+15%	+6%

(<u>table</u> <u>continues</u>)

	Year: 1995-96 positive neutral negative	Year 1996-97 positive neutral negative	Difference positive neutral negative
How do you feel about getting a book for a present?	55% 45% 0%	50% 41% 9%	-5% -4% +9%
How do you feel about going to a bookstore to shop?	58% 42% 0%	53% 44% 3%	-5% +2% +3%
How do you feel when book orders are sent home.	94% 6% 0%	78% 19% 3%	-16% -13% -3%
Part Two			
How do you feel about D.E.A.R. time?	50% 50% 0%	59% 38% 3%	+9% -12% +3%
How do you feel about the length of D.E.A.R. time?	37% 63% 0%	19% 31% 50%	-16% -32% +50%@

@Most of the students thought the time was too short

Table 2

Motivation to Read Profile

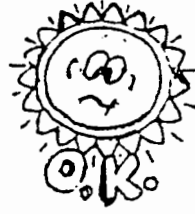|	Grade					Difference: in group mean percentile. (3rd - 7th)
	3rd	4th	5th	6th	7th	
	n=34	n=33	n=22	n=40	n=20	
Self Concept as a Reader: Group Mean Percentile	79.0	78.0	79.0	76.5	75.0	-4.0
Value of Reading: Group Mean Percentile	83.5	78.0	74.0	71.0	60.0	-23.5

Note. Profile taken from Gambrell, L., Palmer, B. M., Codling, R. M. & Mazzoni, S. A. Assessing motivation to read. The Reading Teacher,49(7).

Appendix A

Questionaire
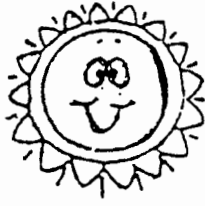
1   2   3

Part one
How do you feel about reading books to yourself?
1   2   3

How do you feel about reading books out loud to your class?
1   2   3

How do you feel when your teacher reads books out loud to you?
1   2   3

How do you feel about reading at home for fun?
1   2   3

How do you feel about getting a book for a present?
1   2   3

How do you feel about going to a bookstore to shop?
1   2   3

How do you feel when book orders are sent home and your parents say you can buy a book?
1   2   3

Part two
 How do you feel about D.E.A.R. time?
        1   2   3

How do you feel about the length of D.E.A.R. time?
        1   2   3
                            (circle one: too long, too short)

What do you like most about D.E.A.R. time?

_____
_____
_____
_____
_____
_____
_____
_____

What would you want to change about D.E.A.R. time?

_____
_____
_____
_____
_____
_____
_____
_____

Appendix B

Motivation to Read Profile

Name_____
Date_____

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

2. Reading a book is something I like to do.
    never
    not very often
    sometimes
    often

3. I read _____
    not as well as my friends
    about the same as my friends
    a little better than my friends
    a lot better than my friends

4. My best friends think reading is_____
    really fun
    fun
    OK to do
    not fun at all

5. When I come to a word I don't know, I can_____
    almost always figure it out
    sometimes figure it out
    almost never figure it out
    never figure it out

Note. Taken from Gambrell, L. et.al., Assessing motivation to read. The Reading Teacher,49(7).

6. I tell my friends about good books I read.
   I never do this
   I almost never do this
   I do this some of the time
   I do this a lot

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

8. People who read a lot are_____
   very interesting
   interesting
   not very interesting
   boring

9. I am_____
   a poor reader
   an OK reader
   a good reader
   a very good reader

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

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

12. Knowing how to read well is_____
      not very important
      sort of important
      important
      very important

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

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

15. Reading is_____
      very easy for me
      kind of easy for me
      kind of hard for me
      very hard for me

16. When I grow up I will spend_____
      none of my time reading
      very little of my time reading
      some of my time reading
      a lot of my time reading

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

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

19. When I read out loud I am a_____
        poor reader
        OK reader
        good reader
        very good reader

20. When someone gives me a book for a present, I feel_____
        very happy
        sort of happy
        sort of unhappy
        unhappy