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## An evaluation of the sustained silent reading program at Nashua Junior-Senior High School

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## An evaluation of the sustained silent reading program at Nashua Junior-Senior High School

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### Abstract

The purpose of this study was to evaluate the Sustained Silent Reading Program in the Nashua Junior-Senior High School. The analysis was accomplished by surveying a random sample of students' attitudes on reading in general and their attitudes and opinions about the SSR program. Teachers were also surveyed about their attitudes toward the SSR program. Results of the survey showed no significant difference at the .05 level on the responses of students by grade level to statements about motivation to read and reading as a desirable activity. The average mean was 2.67 with the seventh grade having the highest (2.82) and the eleventh grade the lowest (2.48). A majority of the students' responses (68 percent) indicated that they were in favor of continuing the SSR program. However, 78 percent wanted some type of change with the greatest (31 percent) wanting a longer time. The teachers' responses indicated that only 43 percent believed that the SSR program motivated students to read and to understand that reading is a desirable activity. A majority of the teachers (56 percent) disagree that the program should be continued as it is currently implemented, yet only 7 responses indicated that they wanted "no change" and only 3 responses indicated that the program should be discontinued. Other questions on the surveys dealt with types of materials read during the SSR period and the sources of these materials. The ultimate use of the study's results was to determine if the SSR program should be continued as a worthwhile one. The data may be of use to decide what alterations could be made in the program and could serve as a basis for future evaluations.

AN EVALUATION OF THE SUSTAINED SILENT  
READING PROGRAM AT NASHUA  
JUNIOR-SENIOR HIGH SCHOOL

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A Research Paper  
Presented to the  
Faculty of the Library Science Department

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In partial fulfillment  
of the Requirements for the Degree  
Master of Arts

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by  
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July 1981

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Accepted by Department  
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July 24, 1981

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## ABSTRACT

The purpose of this study was to evaluate the Sustained Silent Reading Program in the Nashua Junior-Senior High School. The analysis was accomplished by surveying a random sample of students' attitudes on reading in general and their attitudes and opinions about the SSR program. Teachers were also surveyed about their attitudes toward the SSR program.

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A majority of the students' responses (68 percent) indicated that they were in favor of continuing the SSR program. However, 78 percent wanted some type of change with the greatest (31 percent) wanting a longer time.

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Other questions on the surveys dealt with types of materials read during the SSR period and the sources of these materials.

The ultimate use of the study's results was to determine if the SSR program should be continued as a worthwhile one. The data may be of use to decide what alterations could be made in the program and could serve as a basis for future evaluations.

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## Chapter 1

### INTRODUCTION

Nationwide there is growing concern over the indisputable evidence that millions of presumably educated Americans can neither read nor write at satisfactory levels. One survey by Harris and Smith indicated that as many as forty percent of United States high school graduates in seven major cities were functionally illiterate.<sup>1</sup>

Many adults have become concerned over the problem of children who cannot read, who fail to see the value of reading and who have little desire to learn to read. Lance Gentile and Merna McMillan suggested that one of the most disconcerting problems facing teachers in secondary schools is not only their students' inability to read, but students' general lack of interest, indifference, or sheer rejection of reading.<sup>2</sup>

In the spring of 1976, a needs assessment was conducted in the community of Nashua, Iowa, in regard to the local school system. Included in this survey was a

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<sup>1</sup>L. Harris and C. Smith, Reading Instructions Through Diagnostic Teaching (New York: Holt, Rinehart, Winston, 1972), p. 22.

<sup>2</sup>Lance Gentile and Merna McMillan, "Why Won't Teenagers Read?" Journal of Reading, 22:649, May, 1977.



random sample of citizens, parents, students, and teachers. As a result of that needs assessment, the top educational priority was deemed to be that of schoolwide improvement in reading skills. A committee was appointed to determine how this could be accomplished best. At about this same time, the Area Education Agency Seven (AEA 7) became part of a three year federal Right-to-Read program, and the Nashua school system became involved in it.

Many changes were brought about by this association through committee work and inservice training for teachers. A new reading series for elementary students was purchased, a special reading coordinator was hired by the district, textbooks were analyzed to determine reading levels, and all teachers were urged to incorporate reading improvement into their classroom instruction.

A list of recommendations was adopted; one of these recommendations was that an emphasis should be placed on the importance of recreational reading. Another recommendation was that a daily allotted time be set aside for free reading. It was hoped that these recommendations would help to motivate the students to read more and to realize that reading is a pleasureable activity which can be enjoyed through life.

The junior-senior high school faculty decided to do what many schools across the nation have done: start a regularly scheduled recreational reading time for the whole school. The reading program adhered to the following

six rules which are slight modifications of McCracken's guidelines for Sustained Silent Reading:

1. Each student will take part in the daily period of Sustained Silent Reading.

2. Each student will self-select any printed reading material he wishes to read. The only restrictions are: the material should not be school related or textbooks and the materials should be acceptable if sent to the student's parents for approval.

3. Each student must read silently. There must be no interaction between students or students and teachers.

4. The teacher must also read silently. Materials should not be school oriented. The teacher's reading selections should reflect the attitude that reading is a pleasurable activity and that it is nice to have time to be able to read.

5. The Sustained Silent Reading period will be the first fifteen minutes of the regular school day.

6. Students will not be held accountable for what they read during the Sustained Silent Reading Program.<sup>3</sup>

While no formal goals were set down for the reading program, it was understood that the main goal of Sustained Silent Reading (SSR) at Nashua was to motivate students to read and to understand that reading can be a desirable

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<sup>3</sup>Robert McCracken, "Initiating Sustained Silent Reading," Journal of Reading, 14:522, May, 1971.

activity. This Sustained Silent Reading program has been used in the school for the past five years with no variation and no regular evaluation.

### Statement of the Problem

The specific purpose of this study was to evaluate the Sustained Silent Reading program in the Nashua Junior-Senior High School. The results could be used to determine whether the program should be continued as a worthwhile one. The purpose was accomplished by surveying student attitudes toward both reading in general and specifically attitudes and opinions about the Sustained Silent Reading program at Nashua Junior-Senior High School. Faculty members were surveyed for responses about their attitude towards the same Sustained Silent Reading program (SSR).

This study investigated these specific problems:

1. What attitudes do Nashua Junior-Senior High School students have about motivation to read and reading as a desirable activity?
2. What opinions do the Nashua Junior-Senior High School students have about the current SSR program?
3. What type of materials are the Nashua Junior-Senior High School students reading during the SSR period?
4. Where do the Nashua Junior-Senior High School students obtain the materials they read during the SSR period?
5. What do the Nashua Junior-Senior High School teachers believe about the change in attitudes toward reading of the Nashua secondary students?

6. What opinions do the Nashua Junior-Senior High School teachers have about the current SSR program?
7. What type of materials do the Nashua Junior-Senior High School teachers read during the SSR period?
8. Where do the Nashua Junior-Senior High School teachers obtain the materials they read during the SSR period?

The following hypotheses were tested:

1. There will be no significant difference at the .05 level in the responses of the Nashua Junior-Senior High School students by grade level to statements about motivation to read and reading as a desirable activity on the attitude survey.
2. The majority of the Nashua Junior-Senior High School students will respond that they "strongly agree" or "agree" that the SSR program should be continued as it is currently being implemented.
3. A majority of the responses of the Nashua Junior-Senior High School students will indicate that they usually read paperback books during the SSR period.
4. A majority of the responses of the Nashua Junior-Senior High School students will indicate that they obtain their reading material for the SSR period from the school library.
5. A majority of the Nashua Junior-Senior High School teachers will respond that they "strongly agree" or "agree" that the SSR program has helped to motivate

the students to read more and to understand that reading is a desirable activity.

6. A majority of the Nashua Junior-Senior High School teachers will respond that they "strongly agree" or "agree" that the program should be continued as it is currently being implemented.
7. A majority of the responses of the Nashua Junior-Senior High School teachers will indicate that they usually read paperbacks during the SSR period.
8. A majority of the responses of the Nashua Junior-Senior High School teachers will indicate that they usually obtain their reading material for the SSR period from the school library.

The study is significant to the Nashua Junior-Senior High School because any program that is implemented in a school system should be justified and continuously evaluated. An evaluation should be made to determine the effectiveness of the elements of the program and whether or not the program should be modified or discontinued. Since the Sustained Silent Reading Program takes up a portion of every school day and involves every child such an evaluation may provide significant data for a decision to make alterations in the program or to discontinue it.

#### Definition of Terms

For the purpose of this study, the following definitions have been made:

SSR - Sustained Silent Reading is a time period of enforced silent reading time.<sup>4</sup>

USSR - Uninterrupted Silent Reading is the same as SSR except that the U was dropped because the acronym commands too much attention.<sup>5</sup>

Time-Frame - This term will refer to the length and the time of day for the SSR period.

Attitude - The predisposition or tendency to react specifically towards an object, situation or value.<sup>6</sup>

Attitude Toward Reading - How a student feels toward reading as measured by responses on the attitude survey.

### Limitations of the Study

There were several limitations to this study. First the research was limited since only current students and teachers in the Nashua school were asked to participate. Generalization of the results to other schools is not possible. Another limitation is that there was no compiled data about reading motivation prior to the beginning of the program, so the measurement of Nashua students' attitudes

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<sup>4</sup>McCracken, p. 522.

<sup>5</sup>Lyman Hunt, "The Effect of Self-Selection, Interest and Motivation Upon Independent, Instructional, and Frustrational Levels," Reading Teacher, 24:148, November, 1970.

<sup>6</sup>Larry D. Kennedy and Ronald S. Halinski, "Measurement Attitudes: An Extra Dimension," Journal of Reading, 18:521, April, 1975.

toward reading can not be attributed to the SSR program only. A limitation also is the problem inherent in interpreting measures of attitudes. The responses may indicate how a student thinks he should feel rather than how he actually feels.

### Assumptions

Throughout this study, several assumptions were made. The author assumed that The Sustained Silent Reading Program in the Nashua School has had some effect on the attitudes of the students about reading. The best information concerning student's feeling toward reading could be obtained directly from the students themselves. Student and teacher attitudes about the SSR program could be identified via truthful responses on the questionnaire. Student and teacher attitudes play a role in establishing school priorities, and therefore, a need exists to determine student attitudes. An unfavorable attitude might contribute to an unsuccessful program and might point out weaknesses or ways the program could be improved.

## Chapter 2

### REVIEW OF RELATED LITERATURE

The literature reviewed pertains to the attitudes of students toward a sustained silent reading program, and its effect on students' attitudes toward reading and the effect of such a program on reading skills or scores.

USSR or SSR is a reading technique that has been much heralded in recent years. Dr. Lyman C. Hunt, Jr. of the University of Vermont, as early as 1960, designated the goal of any school's reading program to be that of developing each student's ability to read silently without interruption for a relatively long period of time. Soon thereafter, he introduced Uninterrupted Sustained Silent Reading with the acronym USSR.<sup>7</sup> As a classroom teacher, Hunt found the idea successful in producing fluent readers and used the technique as a component of a developmental reading program.

McCracken at Washington State University, another leading advocate of a silent reading time, shortened the acronym to SSR, Sustained Silent Reading. McCracken claimed there is much evidence of the success of SSR, the simplest

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<sup>7</sup>Hunt, p. 48.



being that of logical inference. "You observe thirty-five students, age fourteen to fifteen sitting with open book or magazines, each turning pages regularly. They manifest this behavior for thirty minutes without a word being spoken in the room with only two students stretching and looking around the room for five to ten seconds. They do this for five consecutive days. These students have to be responding to the content in meaningful ways. Threat alone cannot maintain such behavior nor will students fake reading in order to avoid working."<sup>8</sup>

McCracken has asked thousands of students after six or more months of SSR if they like it and why. They responded unanimously that they liked it. They gave many reasons, but these four predominate: (1) Students said they liked SSR because it is quiet, with many indicating it is the only quiet time in their entire day; (2) students responded that they learned to like to read; (3) poor readers responded that since no one watches them they can make mistakes without worrying. Able readers said they are relieved because they don't have to prove that they are bright every time they read something; (4) all responded that they liked SSR because they can read what they want to read.<sup>9</sup>

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<sup>8</sup>McCracken, p. 583.

<sup>9</sup>McCracken, p. 583.

Mork and Allington are also proponents of SSR. Both claim that reading skills are increased through daily silent reading of material of one's own choosing. Allington stressed that there is no limit to what learners can read during the period and that the goal should be as much to demonstrate the utility of reading as it is to produce fluent readers.<sup>10</sup> Mork's rationale for the importance of the SSR technique was that reading is a skill and learning a skill requires practice. He noted that for years practice in silent reading of library books has been recommended as part of basal reading lessons.<sup>11</sup>

Mork and Allington both stressed that it is essential to the success of SSR that the teacher joins the students in reading and conveys the fact that she thinks it is important and enjoyable. McCracken agreed that adults in the classroom must read or SSR does not work. He suggested that teachers are models and what the teacher does defines silent reading for children. Reports from teachers having difficulty making SSR work were checked out and in the majority of those cases the teacher did not read with the students.<sup>12</sup>

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<sup>10</sup>Richard Allington, "Sustained Approaches to Reading and Writing," Language Arts, 52:813, September, 1975.

<sup>11</sup>Theodore Mork, "Sustained Silent Reading in the Classroom," Reading Teacher, 25:439, February, 1972.

<sup>12</sup>Robert McCracken and Marlene McCracken, "Modeling is the Key to Sustained Silent Reading," Reading Teacher, 31:406, January, 1978.

Noland listed four basic assumptions that underlie SSR:

1. Reading is overtaught and underpracticed.
2. Contextual reading is far more important than skills of recognition.
3. Silent reading is more important than oral reading.
4. The learner has a right to read on his own terms in regards to selection, purposes and meaning.

To evaluate the effectiveness of the SSR period, according to Noland, the teacher must ask individual students basic questions like the following: Did you have a good reading period today? Were you bothered by others or by outside noises? Could you keep your mind on the ideas all the time you were reading? Questions such as these serve as the essential test for SSR.<sup>13</sup>

Only five specific reports were found of research studies dealing with effectiveness of SSR. In the first, Petrie found in a middle school in Maryland many side benefits. After a period of SSR was implemented these included: students asked for help in order to read better, the faculty read, students requested more time for reading, and students wanted an opportunity to discuss books with others who have read them.

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<sup>13</sup> Ronald Noland, "Sustained Silent Reading (SSR) As In Let Them Read," Reading Horizons, 16:158, Spring, 1976.

Since Petrie started the program in Denton, Maryland, the plan has been adapted in fifty to seventy-five schools throughout the state. He reported that pre- and post-testing showed gains, standstills and losses. One middle school found that in five months, forty-three percent of their students grew one or more reading levels on a cloze technique test. At the end of six months high school students voted overwhelmingly to continue the program.<sup>14</sup>

An attempt to evaluate various aspects of SSR was undertaken by Harvey. She found that a sixty day in-service program for teachers utilizing SSR concepts did not significantly affect their opinions toward certain factors in reading. This in-service experience did, however, significantly affect teachers' knowledge of certain aspects of reading which relate to the SSR concept. The provision for a daily period of SSR for thirty minutes did not significantly affect the students' expressed attitudes toward reading.<sup>15</sup>

In the third study, Milulecky measured the effect of USSR on 135 seventh graders' attitude toward reading when this procedure was compared to other procedures that

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<sup>14</sup>Richard M. Petrie, "Reading Breaks Make It In Maryland," Journal of Reading, 14:194, December, 1971.

<sup>15</sup>Linda Harvey, "The Effects of Uninterrupted Sustained Silent Reading In-Service Training on Teachers and Their Students," (PhD Dissertation, Auburn University, 1974), p. 37.

involved reading games and self-selected skill activities. The three treatment groups were exposed to twenty minute sessions once a week in addition to their reading instruction.

Milulecky found that during the ten week experimental period there was a slight deterioration of positive attitudes toward reading in all of the groups. But the smallest loss in positive attitudes was experienced by USSR groups. Moreover, when the subjects were asked what they would like changed about reading class, fifty-six percent requested more USSR. Such requests for USSR appeared more frequently than requests for the other two treatments at a better than two to one ratio.<sup>16</sup>

The fourth study was conducted by Kathleen Reed. She investigated the effect of SSR on the reading comprehension skills and attitude toward reading of 1,064 students and fourteen English teachers at a high school in Connecticut. Students were tested to determine their reading comprehension skills and attitude toward reading. They were then exposed to either an experimental or control treatment for twenty weeks. Students in experimental classrooms were exposed to four days of traditional classroom procedures which included SSR and one day a

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<sup>16</sup>L. Milulecky, "Effect of Uninterrupted Sustained Silent Reading on Changes in Secondary Students Reading Attitudes" (paper presented to the National Reading Conference, Atlanta, Georgia, December, 1976).

week of traditional classroom procedures that did not include SSR.

The students were retested at the end of five and a half months.<sup>17</sup> No statistically significant data were generated from this study. Reed's findings and conclusions are: (1) SSR works as well as other traditional procedures in helping students understand print, but it does not require any special equipment or materials to implement; (2) SSR is an uncomplicated procedure that can be used by teachers of varying levels of training or teaching expertise; (3) During SSR the student establishes purposes for reading and chooses material to read. Thus practice is given in the skills necessary for students to become active voluntary readers.<sup>18</sup>

The last study, by Towner and Evans, compared reading achievement over ten weeks using SSR versus selected commercial practice materials commonly used as supplements to a basal program of reading instruction. The study used forty-eight fourth grade pupils. Half the children were randomly assigned to SSR and half to supplementary practice. The reading sub-test of the Metropolitan Achievement Test was given in different forms

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<sup>17</sup>Kathleen Reed, "An Investigation of the Effects of Sustained Silent Reading on Reading Comprehension Skills and Attitude Toward Reading of Urban Secondary School Students" (PhD dissertation, University of Connecticut, 1977), p. 26.

<sup>18</sup>Reed, p. 43.

for both pretest and posttest. No significant difference was found on either. Findings indicated that SSR was neither more nor less effective than a multi-material form of practice when used with these fourth graders for a limited time.<sup>19</sup>

The same authors, Towner and Evans, writing in Reading Horizons, were the only researchers found to question the value of SSR. They called for a rigorous evaluation of the technique. Claiming that objective data derived from controlled research is almost nonexistent, they requested that proponents state clearly that SSR is a preferred activity rather than a proven one. Citing the possibility that SSR may be a powerful technique, they said the case for SSR would best be advanced by simply describing it as a period of time and a set of conditions by which to provide opportunity for individualized, silent practice of reading skills and attitudes.<sup>20</sup>

Kennedy and Halinski, in a two-year study, not directly related to SSR, investigated the area of measuring secondary students' attitudes toward reading. Since they found that little effort had existed in recent

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<sup>19</sup>Howard Evans and John Towner, "Sustained Silent Reading: Does It Increase Skills?" Reading Teacher, 29:155, November, 1975.

<sup>20</sup>John Towner and Howard Evans, "The S. S. Reading: Does It Float?" Reading Horizons, 15:86, Winter, 1975.

years towards the preparation of a measurement instrument they undertook the making of an attitude inventory.

The first phase of the study was spent in the development of an attitude instrument designed to elicit the actual thoughts and vocabulary of contemporary students. Secondary school students were asked to respond in writing to a number of open-ended statements.

1. I enjoy reading because . . . . .
2. I dislike . . . . .
3. Reading is difficult for me because . . . . .
4. The kind of things I like to read are . . . . .
5. The kind of things I don't like to read are  
. . . . .

The actual student response terminology was then used in the development of an original ninety-item instrument.

During the second phase of the study, the ninety-item instrument was administered to approximately 500 students. They responded to the statements on a four-point Likert scale.

On the basis of factor analysis data and item-test correlations, a revised attitude instrument of seventy items was developed. This instrument was then administered to 977 students to determine validity and reliability.

Kennedy and Halinski determined from their study that the use of such an instrument can provide insights



into student attitudes toward reading that may affect the development of life-time reading interests and habits.<sup>21</sup>

In summary, most of the reports found in reviewing the literature are enthusiastic, "how-to" descriptions while research items are limited and inconclusive as to the actual cause and effect relationships that SSR might have on reading achievement and reading attitude. Though much of the literature dealing with SSR is subjective it would seem that each school should evaluate its own program and be convinced that such a program is beneficial and practical to the curriculum.

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<sup>21</sup>Larry D. Kennedy and Ronald S. Halinski, Measuring Attitudes: An Extra Dimension," Journal of Reading, 18:521, April, 1975.

## Chapter 3

### METHODOLOGY

The Sustained Silent Reading Program at the Nashua Junior-Senior High School currently takes place every school day. It is held during the first fifteen minutes of the regular first period class. It begins at 8:30 and ends at 8:45. Every person in the school building is supposed to take part in the reading time. If a visitor comes to a classroom, or a salesman drops in, they are requested to read also.

The specific rules for the reading program are:

1. Each student will take part in the daily period of silent reading.

2. Each student may read any material he wishes.

The only restrictions are: the material should not be school related or textbooks and the material must be acceptable if sent to the student's parents for approval.

3. Each student must read silently. There must be no talking among students or between teachers and students.

4. The teacher must also read silently. Materials should not be school oriented. The teacher's

reading selections should reflect the attitude that reading is a pleasurable activity: that it is nice to have time to read.

5. The SSR reading period will be the first fifteen minutes of the regular school day.
6. Students will not be held accountable for what they read during the SSR period.

The SSR period takes place in the regular class the student is scheduled to be in the first period of the day. Each student is responsible for having something available to read and is not allowed to go to his locker or the library during the reading time.

The Nashua Elementary School also instituted a Sustained Silent Reading Program in 1978. The acronym of their reading time "SQUIRT" means "Students Stay Quiet, It's Reading Time." The rules for the elementary students, grades one through six are basically the same as the high school, with one exception. The whole school started the SSR period near the end of the school day; from 3:00 until 3:15. The lower grades, one through three, decided they would prefer to have their reading time after the afternoon recess, from 2:00 until 2:15. This has been the only change since the initiation of the program. The students now in the seventh grade have been involved in the SSR program at the elementary school for two years and at the junior-senior high for one year. The eighth grade students have been involved in the SSR program at the elementary

school for one year and for two years at the junior-senior high school.

The total population of the study consisted of seventh, eighth, ninth, tenth, eleventh, and twelfth grade students at the Nashua Junior-Senior High School. There are twenty-eight teachers. The senior class consisted of sixty-four students the first semester of the 1980-81 academic year; but fifteen graduated in January. Of the remaining forty-nine there were fifteen who did not have a first period class and were not required to report to school until they had a class. The total number of students in the other classes were: eleventh grade - seventy-nine; tenth grade - seventy-three; ninth grade - sixty-two; eighth grade - seventy-five; and seventh grade - fifty-seven.

A pre-test of the survey instrument was administered by the author on April 13, 1981, to determine if any changes would be necessary before the actual survey date. At this time the author determined if there was adequate time to complete the survey, if the wording was clear, and if students understood the response method. For this pre-test five students from each of the six grades were randomly selected. The pre-test was given during the regular SSR time in the school library media center. During the administration of the survey no questions were asked by the students. The first student to finish the survey took eight minutes and the longest took fourteen

minutes. Three teachers were randomly selected to answer the teacher questionnaire.

Since there were no difficulties in the administration of the pre-test, the teachers of first period classes were contacted and all agreed to administer the survey on April 20, 1981. All teachers were provided with identical verbal instructions concerning administration of the survey and given an opportunity to ask questions.

At this time teachers were also given the Nashua Teacher Survey of the silent reading program (Appendix C) and were asked to respond to the questions and return them with the student surveys. Twenty teachers were surveyed. All teachers were included except two who were part-time and three who had no first period class.

There are two administrators, one counselor, three secretaries, two aides, and two janitors in the building who participate in the reading period, but who were not surveyed because they have no contact with students during this time.

The data for this study were collected through the use of the reading attitude instrument developed by Larry D. Kennedy and Ronald S. Halinski.<sup>22</sup> The original instrument which consisted of seventy items was reduced to forty items. Questions were removed that pertained more

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<sup>22</sup>Op. cit., p. 522.

to reading skills. The type of questions that were removed were:

1. Reading is too complicated
2. I am a good reader
3. Reading is difficult for me
4. Reading is easy
5. I am a very slow reader

Students were asked to respond to the attitude instrument on a four-point Likert scale, responses being "Strongly Agree", "Agree", "Disagree" and "Strongly Disagree". Analysis of this part of the questionnaire was used in conjunction with the opinion survey about SSR to determine whether students have a better attitude toward reading because of this program.

The student opinion survey portion of the instrument consisted of nine questions which were specifically about the Sustained Silent Reading Program in the Nashua School. The questions dealt with the student opinion toward the program, the changes the student might recommend, and the types of materials read during the time and the source of materials.<sup>23</sup>

The teacher survey instrument consisted of six questions about the Sustained Silent Reading Program in the Nashua School. Questions dealt with opinions about the current program, possible changes in the program, and the

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<sup>23</sup> See appendix for copy of instrument.

materials read. The first question attempted to determine if the teachers think that the program is accomplishing it's original intent of motivating the students to read more and realize that leisure reading is a desirable activity.

A random sample was selected from each of the six grade levels and consisted of fifty percent of each grade level. The sample was selected by drawing the appropriate number from the daily class schedule master list. On this list students were listed alphabetically by grade level. Each teacher was given a list of the names of the students in the class who were to be surveyed.

All surveys were administered by the teacher in charge during the regular SSR period. On Monday, April 20, 1981, each teacher received a packet of materials. This packet included an instruction sheet for the teacher (Appendix A), a list of the students names to be surveyed and a copy of the Nashua Reading Survey (Appendix B) for each student. For ease in handling, student surveys were printed on blue paper and teacher's surveys were printed on yellow paper. Each teacher's packet was identified in order that as the materials were returned, they could be checked against a list of the teachers. In this way, any difficulties which might arise could be traced back to the particular teacher.

When students and teachers completed the surveys, the author tabulated the results. The mean average was

determined for the students attitude toward reading. Students' responses concerning their opinion about the SSR program were examined and special responses were reported. Teacher responses concerning the SSR program were also examined and special responses were reported. The results of the tabulation identified attitudes and opinions about reading and the SSR program in the Nashua Junior-Senior High School.



## Chapter 4

### RESULTS

One hundred and ninety-eight surveys were completed and tabulated. This number represents 50 percent of the total Nashua Junior-Senior High School student population. If a statement on a survey had no response option checked, that statement's response was tabulated as a "no answer". Responses on the remainder of the survey were utilized. If a complete page of the survey was left blank the entire survey was omitted.

The first hypothesis tested was that "there will be no significant difference at the .05 level in the responses of the Nashua Junior-Senior High School students by grade level to statements about motivation to read and reading as a desirable activity on the attitude survey".

To analyze the data for the first hypothesis it was determined that of the forty statements on attitude toward reading, eleven statements were negatively stated and twenty-nine statements were positively stated. For the positive statements a value of four was assigned for "strongly agree", three for "agree", two for "disagree" and one for "strongly disagree". For the eleven negative statements a value of one was assigned for "strongly agree",

two for "agree", three for "disagree", and four for "strongly disagree". The "no answer" response was assigned a value of zero. It was assumed that the "strongly agree" and "agree" on the positive statements indicated a good attitude and motivation and the reverse for the negative statements.

Table 1 displays the number of responses and mean response for each grade level. The mean response for all students about their attitude toward reading was 2.67, or slightly above the midpoint between "agree" and "disagree".

Table 1

Number of Responses, the Total Raw Score, and the  
Mean By Grade Level to Responses about  
Motivation to Read and Reading As  
a Desirable Activity

Grade Level	No. of Students	No. of Responses <sup>a</sup>	Total Raw Score	Mean Score <sup>b</sup>	Mean Response <sup>c</sup>
7	28	1120	3155	112.68	2.82
8	38	1520	4089	107.61	2.69
9	32	1280	3464	108.25	2.71
10	36	1440	3741	103.92	2.60
11	40	1600	3964	99.10	2.48
12	24	960	2598	108.25	2.71
Total	198	7,920	21,011	106.64	2.67

<sup>a</sup>Forty statement responses x number of students.

<sup>b</sup>Total raw score ÷ number of students.

<sup>c</sup>Total raw score ÷ number of responses.

In order to determine if there was a significant difference in the means by grade level, the F Test was utilized. One of the purposes of the F Test is to simultaneously test the difference in the means from two or more populations. This statistical technique is commonly referred to as the analysis of variance, that is whether the variance in means among groups or within groups is statistically significant.<sup>24</sup> Table 2 contains the results of the F Test for study data.

Table 2  
Analysis of Variance-Motivation to Read  
and Reading as a Desirable Activity

Source	df	ss	ms	<u>F</u>
Among	5	3,688	737.6	1.49
Within	192	95,331	496.5	
Total	197	99,019		

In order to evaluate the F ratio, a table<sup>25</sup> which lists the values of F was consulted. The F ratio of 1.49 was less than the table value of 2.26 at the .05 level,

<sup>24</sup>Stephen P. Shao, Statistics for Business and Economics (Columbus, Ohio: Charles E. Merrill Publishing Co., 1972), p. 427.

<sup>25</sup>Herbert Arkin and Raymond Colton, Tables for Statisticians (New York: Barnes and Novel, 1963), p. 127.

therefore, the first hypothesis was accepted. The results show that there was more variation within each grade level than there was among the six grade levels.

The second hypothesis tested was that "the majority of the Nashua Junior-Senior High School students will respond that they 'strongly agree' or 'agree' that the SSR program should be continued as it is currently being implemented". All student responses concerning the continuation of the program were categorized. Five statements dealt specifically with the program. Statements one through four were positively stated and statement number five was negatively stated.

Table 3 contains the number and percent of responses for all five statements. On questions number one through four there were a total of 534 "strongly agree" and "agree" and 258 "disagree" and strongly disagree" responses. On question number five, the negative statement, there were 35 "strongly agree" and "agree" and 163 "disagree" and "strongly disagree" responses. Since the majority (68 percent) of the responses were positive for continuation of the program, the second hypothesis was accepted. (For hypotheses two through eight the majority was considered to be fifty-one percent or more.)

Statement number six on the student survey asked, "If you could change various aspects of the silent reading program, what would you change?" This statement was included on the survey to provide an opportunity for

Table 3

Number and Percent of Responses to Statements  
One Through Five on the Reading Survey<sup>26</sup>

Statement	Positive Responses						Negative Responses					
	Strongly Agree		Agree		Total +		Disagree		Strongly Disagree		Total -	
	No.	%	No.	#	No.	%	No.	%	No.	%	No.	%
1. "I enjoy the fifteen minute special reading period."	77	39	76	38	153	77	25	13	20	10	45	23
2. "I would like to continue to have the silent reading period as it is now."	78	39	67	34	145	73	29	15	24	12	53	27
3. "The silent reading period has made me enjoy reading more than it used to."	51	26	72	36	123	62	56	28	19	10	75	38
4. "Reading is easier for me because I have more time to practice."	33	17	80	40	113	57	59	28	26	13	85	43
Total	239		295		534		169		89		258	
5. "I am tired of the reading period and would like to discontinue it." <sup>a</sup>	20	10	15	8	35	18	68	34	95	48	163	82

<sup>a</sup>For this statement "disagree" and "strongly disagree" are positive responses for the SSR program.

<sup>26</sup> (Composite response forms for each grade level can be found in Appendix D.)

students to indicate what they wanted to change, if anything, about the SSR program, especially if the majority of the students wanted to continue the program. Since there were several response options to the question, students could check more than one response. Table 4 presents these responses.

Table 4  
Number and Percent of Responses to Student  
Survey Statement Number 6

Change Categories	No. of Responses	%
No Change	55	22
Longer Time	78	31
Shorter Time	3	1
Schedule End of Day	21	8
Schedule After Lunch	14	5
Make It Optional	66	26
Discontinue	14	5
Total	251	100

Twenty-two percent of the responses to statement number six show that the students wanted the program to continue with no change. Seventy-eight percent of the student responses were in favor of changes in the program including 5 percent who responded "discontinue". Of the remaining 73 percent, 31 percent wanted a longer time, one percent wanted a shorter time, eight percent wanted the program after lunch, and 26 percent wanted to make the program optional. These figures seem to indicate that the

majority of the students responding are in favor of continuing the program, but perhaps some changes would be appropriate.

Some of the comments written by the students after checking responses include other change possibilities or feelings about the current program. For example:

"Have pop with your book."

"So if you have a little homework not done you can get it done."

"Make everyone read."

"Make it optional."

"Make only people who want to have it."

"Sometimes you are too tired to read at the beginning of the day."

"Use it for fifteen minute study hall for anyone who need it."

"Time for good books we bring from home."

"Talking time."

"Fifteen minutes to get work done before the day starts."

"Or have it every other day."

"You should make it so people could work on something else too."

"It is stupidly boring."

"Twenty minutes."

The third hypothesis tested was that "the majority of the responses of the Nashua Junior-Senior High School students will indicate that they usually read paperbacks during the SSR period".

The following responses were obtained:

Table 5  
Number and Percent of Responses of Students on  
Reading Material for SSR Period

Materials	No. of Responses	%
Paperbacks	140	34
Hardcover	71	19
Magazines	68	17
Newspapers	23	5
Texts	93	22
Other	13	3
Total	408	100

Under the category "other" the students specified certain types of materials such as love stories, mysteries, comics, and animal stories instead of formats. Two students responded that they studied for tests and two students said "nothing, just talk and get in trouble," and "nothing at all throughout the entire year". The majority of the responses did not indicate that the students usually read paperbacks so the third hypothesis was rejected.

The fourth hypothesis tested was that "a majority of the responses of the Nashua Junior-Senior High School students will indicate that they obtain their reading material for the SSR period from the school library".



The following responses were obtained.

Table 6  
Number and Percent of Responses of Students  
Source of Reading Material  
For SSR Period

Source	No. of Responses	%
School Library	123	26
Public Library	44	9
Store	38	8
Friend	76	16
Classroom	84	18
Home	94	20
Other	19	4
Total	478	100

Under the column "other" there were thirteen students who specified RIF, the federal "Reading is Fundamental" program, which gives each student three books a year. Additional sources specified were various relatives of the students.

The fourth hypothesis was rejected since the school library as a source for reading material received only 25 percent of the total responses. But of all sources the school library had the highest percent of the responses.

The fifth hypothesis tested was that "a majority of the Nashua Junior-Senior High School teachers will respond that they 'strongly agree' or 'agree' that the SSR program has helped to motivate the students to read more and to understand that reading is a desirable activity.

Two questions on the teacher survey pertained to this hypothesis. Since there was a small group of teachers in the school, responses of three teachers who completed the survey during the pre-test period were included in the compilation of data. Thus twenty-three teachers responses to the two statements were used.

Teacher responses to the two statements were:

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. "The special fifteen minute reading period has helped motivate students to read."	3	6	7	5
2. "Students enjoy leisure type reading."	2	9	8	2
Total	5	15	15	7

Two teachers responded "not sure" to each of the two statements. Since both statements are positively stated to indicate that the SSR program has helped to motivate students to read and to understand that reading is a desirable activity, responses to both were added together. Five teachers responded that they "strongly agree" and 15 teachers responded that they "agree" with the statements for a total of 20. Fifteen teachers responded that they "disagree" and seven teachers responded that they "strongly disagree" for a total of 22. There were a total of four "not sure" responses and these responses were not included in the computation.

One teacher wrote the comment, "mainly because we force them to bring something" in response to the question of whether the reading period has helped motivate the students to read. The same teacher, when asked about whether students enjoy leisure type reading responded, "I am not sure this is leisure reading though." Since only 47 percent of the teacher responses were positive to both of the statements, the fifth hypothesis was rejected.

The sixth hypothesis tested was that "a majority of the Nashua Junior-Senior High School teachers will respond that they 'strongly agree' or 'agree' that the SSR program should continue as it is currently being implemented".

The following responses were obtained from the twenty-three teachers:

	Strongly Agree	Agree	Disagree	Strongly Disagree
3. "The silent reading program should be continued as it is now implemented."	4	5	9	4

One teacher responded "not sure" to the statement. The "not sure" response was not counted in the computation.

Since the majority of the teachers (59 percent) disagree that the program should be continued as it is now implemented, the sixth hypothesis was rejected.

Table 7 shows that though some teachers responded that the program should be continued as it is now implemented, others checked various changes in response to

survey statement number four, "If you could change various aspects of the reading program, what would you change?" Several comments were written in response to this statement: "For some it's great. For others it's worthless." "Once a week--perhaps Friday. Use fifteen minutes to discuss books students are reading--stimulate interest for books. I've had students ask for recommendations for books--this discussion would let us share with each other the books that we like and might be interesting to others." "Students who choose not to read are not free to talk. They must do school work or something quietly."

Table 7

Number of Responses to Teacher Survey  
Statement Number 4

Change Categories	Number of Responses
No Change	7
Longer Time	3
Schedule End of Day	6
Schedule After Lunch	6
Make It Optional	6
Discontinue	6

A teacher who checked "after lunch" on question number four said, "this way when the band people habitually drag in late, they would not disrupt class and maybe pressure would be applied to get them to class on time." "More administrative supervision to be sure everyone

(including teachers) are reading--not studying." "If free reading were moved to the end of the day, then those students dismissed early for athletics or other events would not miss as much class time."

A teacher who checked "no change" said, "But get all teachers to require their students to get some kind of reading material or let them read for thirty minutes after school. This technique needs to be implemented on day number one of next year to be effective. I know of three male teachers and one lady that make this plan work. After students find out the guidelines they really enjoy being 'guided' to quiet reading time. I also would like to try one week of fifteen minutes in the last hour of the day. We need a nice quiet time also." Two teachers who responded "strongly disagree" to statement number three on the survey checked the category "no change" on the fourth question, which was a contradiction.

The seventh hypothesis tested was that "a majority of the responses of the Nashua Junior-Senior High School teachers will indicate that they usually read paperbacks during the SSR period".

The following responses were obtained.

Table 8  
Number and Percent of Teacher Responses  
On Reading Material For SSR Period

Materials	No. of Responses	%
Paperbacks	10	21
Hardcover Books	13	27
Magazines	14	29
Newspapers	4	8
Textbooks	7	15
Total	48	100

The data included in table 8 represents the number of responses that were obtained since each teacher could check more than one category. One survey had no categories checked on this question but had a comment, "None--sit as chief slave driver making read or keep mouth shut." The seventh hypothesis was rejected since paperbacks received only 21 percent of the responses.

The eighth hypothesis tested was that "a majority of the responses of the Nashua Junior-Senior High School teachers will indicate that they obtain their reading material for the SSR period from the school library."

Table 9 represents the responses to the question "In the past month, what type of materials have you usually read during the silent reading period?"

Table 9  
Number and Percent of Teacher Responses  
On Source of Reading Material  
For SSR Period

Source	No. of Responses	%
School Library	12	21
Public Library	3	5
Store	4	7
Friend	8	15
Classroom	11	20
Home	17	30
Other	1	2
Total	56	100

Twenty-one percent of the responses indicated that teachers do get some of their material from the school library. Twenty percent of the responses indicated that they get other material from the classroom and 30 percent of the responses indicated that they obtain material from home. Over fifty percent of the responses indicated that teachers were reading their own materials during this time.

Since the majority of the teachers did not respond that they obtain their reading material from the school library, the eighth hypothesis was rejected.

## Chapter 5

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### Summary

The purpose of this study was to evaluate the Sustained Silent Reading program in the Nashua Junior-Senior High School. The purpose was accomplished by surveying a random sample of students in grades seven through twelve on their attitudes both toward reading in general and opinions about the program. All the teachers were surveyed on their attitudes and opinions about the program. Eight specific hypotheses were tested.

H<sub>1</sub>, "there will be no significant difference at the .05 level in the responses of the Nashua Junior-Senior High School students by grade level to statements about motivation to read and reading as a desirable activity on the attitude survey", was accepted because the F value of 1.49 was less than the table value at the .05 level. The difference in means among and within grade level groups was not significant.

H<sub>2</sub>, "the majority of the Nashua Junior-Senior High School students will respond that they 'strongly agree' or 'agree' that the SSR program should be continued as it is currently being implemented", was accepted because 68



percent of the responses were positive for the continuation of the program.

H<sub>3</sub>, "the majority of the responses of the Nashua Junior-Senior High School students will indicate that they usually read paperbacks during the SSR period", was rejected because only 34 percent of the responses indicated that they usually read paperbacks.

H<sub>4</sub>, "a majority of the responses of the Nashua Junior-Senior High School students will indicate that they obtain their reading material for the SSR period from the school library", was rejected because the school library as a source for reading material received only 26 percent of the total responses.

H<sub>5</sub>, "a majority of the Nashua Junior-Senior High School teachers will respond that they 'strongly agree' or 'agree' that the SSR program has helped to motivate the students to read more and to understand that reading is a desirable activity", was rejected because only 47 percent of the teacher responses were positive to both of the statements.

H<sub>6</sub>, "a majority of the Nashua Junior-Senior High School teachers will respond that they 'strongly agree' or 'agree' that the SSR program should continue as it is currently being implemented", was rejected because 59 percent of the teachers "disagree" with the statement.

H<sub>7</sub>, "a majority of the responses of the Nashua Junior-Senior High School teachers will indicate that they

usually read paperbacks during the SSR period", was rejected because only 21 percent of the responses indicated that they usually read paperbacks.

H<sub>8</sub>, "a majority of the responses of the Nashua Junior-Senior High School teachers will indicate that they obtain their reading material for the SSR period from the school library", was rejected because only 21 percent of the responses indicated that the school library was their source.

### Conclusions

Results of the study showed that in a random sample of Nashua Junior-Senior High School students no significant difference was found at the .05 level on the responses of students by grade level to statements about motivation to read and reading as a desirable activity. The average mean was 2.67 which was closer to "agree," or a positive response, than to "disagree," a negative response. The seventh grade had the highest mean of 2.82 and the lowest was the eleventh grade with 2.48. The author anticipated that junior high students would have a more positive attitude toward reading and that attitude would become progressively less positive as the students advanced in school, but that did not prove to be the case in this study.

Other information about students was checked to find possible explanations for this result. Reading scores on the Iowa Tests of Educational Development were checked and

the group percentile was not lower than those for other grades. Also checked were the classes that most juniors had the first period, since there seems to be a less positive attitude toward the SSR program on the part of teachers of vocational courses such as Industrial Arts and Agriculture and the physical education classes. After checking the class list it was determined that there were no juniors in physical education on the morning the survey was completed and only a few juniors were in the vocational classes. There is no apparent reason for the junior class students to have the least positive attitude toward reading.

Results of the study showed that a majority (68 percent) of the Nashua Junior-Senior High School student responses were "strongly agree" or "agree" that the SSR program should continue as it is currently being implemented. On the question of changing various aspects of the program, however, only 22 percent of the responses of the students indicated that they wanted no change. Seventy-eight percent of the responses indicated they wanted a change of some kind. The largest percent (31%) wanted a longer time which seems to indicate that the students enjoy the SSR program. Although 26 percent of the responses indicated that the students would like to participate in the SSR program on an optional basis, it would seem to be very difficult to administer the program on an optional basis, and also seems not to fit the whole concept of SSR.

Results of the study showed that only 34 percent of the responses of the students indicated that they read paperbacks during the SSR period. The author anticipated that paperbacks would receive a larger percent of responses because students commonly seem to prefer paperbacks when checking books out from the school library media center. Nineteen percent of the responses indicated that the students usually read hardcover books and 17 percent of the responses indicated that the students usually read magazines. Also, quite surprisingly, 22 percent of the responses indicated that the students usually read textbooks. This is clearly against the guidelines that were initially used to set up the program. This would probably suggest that a need exists for reminding students and teachers of the original intent of the program.

Only 26 percent of the responses of the students indicated that they obtained their reading material for the SSR period from the school library. The author felt that the percent would be higher but perhaps due to the options available the categories were quite evenly divided. Eighteen percent of the responses indicated that the students obtained their materials from the classroom. This may be due to the fact that teachers try to keep reading materials available so students will have something on hand to read. Some teachers also come to the school library and take a selection of books to keep in the classroom, so these books could actually have been from the school

library. Of the responses 20 percent indicated that the students obtained their reading material from home. This may be attributed partly to the fact that the students receive three books each year from RIF.

The Nashua teachers were not as enthusiastic about the SSR program as the students. Of the twenty-three teachers surveyed only 43 percent responded positively to statements about the SSR program motivating students to read and to understand that reading is a desirable activity. Twenty teachers responded that they "strongly agree" or "agree" and twenty-two teachers responded that they "disagree" or "strongly disagree".

On the statement of whether or not the SSR program should be continued as it is now implemented nine teachers responded that they "strongly agree" or "agree" and thirteen "disagree" or "strongly disagree" and one was not sure. Though the response was close, the majority of the teachers (59 percent) indicated that the program should not be continued as it is now structured.

Two teachers indicated that they "strongly disagree" with continuing the program but on the question of changes checked the category "no change" which showed a discrepancy in their responses. The teachers wrote many comments on the surveys and some of their opinions were brought out as much by these comments as by the responses to the statements, therefore all comments were included in the study. From verbal comments received after the survey it

seems that the subject area of teachers has a great deal to do with whether or not they are in favor of the program. Academic areas such as English, Social Studies and Mathematics naturally lend themselves to a reading program. The vocational subjects, such as Industrial Arts and Agriculture would be more difficult to adapt. The Physical Education teacher also found it difficult to make the students read since they don't even have a classroom or regular chairs. Personal attitude toward reading and the importance of reading enter greatly into how a teacher views the program also.

The results of the study showed that teacher responses indicated that 21 percent read paperbacks, 27 percent read hardcover books and 29 percent read magazines during the SSR period. The percents were very close and showed no special significance. The 15 percent response for textbooks was as surprising as it was on the student survey.

Teachers were quite evenly divided on the sources of their reading material for the SSR program; 30 percent of the responses indicated that the teachers obtained their material from home and 20 percent from the classroom. These two sources account for 50 percent of the responses which probably indicates that the teachers are reading materials of their own such as professional literature, books from book clubs and magazines to which they subscribe. The responses for the school library, 21 percent, were much

lower than anticipated and may point out the need for the school library media specialist to do some inservice for the teachers and personally acquaint them with more of the materials that are available.

Results of the study seem to show that the students have a more favorable attitude toward the program than do the teachers. Since, as has been pointed out, much of the success of SSR depends on the attitudes of the teachers in charge, some effort should be made to ascertain the particular teachers who dislike the program and see what changes could be made to make it more workable for them. Also the teachers who are strongly in favor of the program might be able to share methods that have been successful for them.

### Recommendations

The ultimate use of the study's results may be to determine if the present SSR reading program in the Nashua Junior-Senior High School is beneficial enough to warrant its continuation. It is hoped that the staff and administration will look at the results and use them to make alterations in the program or modify it accordingly. The attitude surveys could be used for other purposes, such as looking at responses to particular questions by grade levels to generate ideas for English or Reading classes to work on. In the future the same survey could be given

to the current seventh and eighth graders again and the findings compared.

Future evaluations of the program will continue to be needed to assess the importance of this program in the total educational program of the school. Evaluations assist in determining the values of such programs. There are obvious advantages and disadvantages to all surveys and evaluations. However, the author believes student and teacher evaluation is the most accurate and beneficial type of evaluation because it reflects the attitudes and opinions of the people primarily concerned with this type of program.



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## ADDENDIX A

### NASHUA SCHOOL READING SURVEY

#### Instruction Sheet

- A. Give each student on list a survey.
- B. Read the following instructions to students:

We are attempting to evaluate the special silent reading time at the beginning of the day and would like your opinions about it as well as your attitudes about reading. The student names for this survey were drawn at random.

The first section asks you to respond to forty general statements concerning how you feel about reading. Read each statement carefully, decide whether you "strongly agree", "agree", "disagree", or "strongly disagree" with each statement. Circle the most appropriate of the four numbers following each statement. Only one number for each item should be circled.

The second section of the survey is designed for you to respond to statements or questions about the fifteen minute silent reading period. Answer each statement or question truthfully in order that we can accurately evaluate the silent reading program. At

the end of the survey please place a check on your grade level line. You do not have to sign your name to the survey.

- C. Check to see that the students answered all the questions on both sections of the survey.
- D. At the end of the period, collect the survey and return them to Mrs. Fain.

# APPENDIX B

## NASHUA TEACHER SURVEY

### Silent Reading Program

Strongly Agree

Agree

Disagree

Strongly Disagree

1. The special fifteen minute reading period has helped motivate students to read . . . . . 1 2 3 4
2. Students enjoy leisure type reading . . . . . 1 2 3 4
3. The silent reading program should be continued as it is now implemented . . . . . 1 2 3 4
4. If you could change various aspects of the silent reading program, what would you change?

<input type="checkbox"/> no change	<input type="checkbox"/> schedule at end of day
<input type="checkbox"/> shorter time	<input type="checkbox"/> schedule before lunch
<input type="checkbox"/> longer time	<input type="checkbox"/> schedule after lunch
<input type="checkbox"/> make it optional	<input type="checkbox"/> discontinue
	<input type="checkbox"/> other, specify

5. In the past month, what type of materials have you usually read during the silent reading period? Check all that apply.

☐ paperbacks  
☐ hardcover books  
☐ magazines  
☐ newspapers  
☐ textbooks or school related material  
☐ other, specify

6. In the past month, where did you obtain the materials you read during the reading period? Check all that apply.

☐ school library  
☐ public library  
☐ store  
☐ friend  
☐ home  
☐ classroom  
☐ other, specify

# APPENDIX C

## NASHUA READING SURVEY

Strongly Agree  
Agree  
Disagree  
Strongly Disagree

- |                                                                                       | 1 | 2 | 3 | 4 |
|---------------------------------------------------------------------------------------|---|---|---|---|
| 1. I read only what I have to . . . . .                                               | 1 | 2 | 3 | 4 |
| 2. Reading helps me form opinions . . . . .                                           | 1 | 2 | 3 | 4 |
| 3. I would rather read than do anything else . . . . .                                | 1 | 2 | 3 | 4 |
| 4. I can forget my problems when I read . . . . .                                     | 1 | 2 | 3 | 4 |
| 5. There are very few things that I find<br>interesting to read . . . . .             | 1 | 2 | 3 | 4 |
| 6. Reading entertains me . . . . .                                                    | 1 | 2 | 3 | 4 |
| 7. I dislike reading because most of the time<br>I am being forced to read . . . . .  | 1 | 2 | 3 | 4 |
| 8. I don't believe there's anyone more inter-<br>ested in reading than I am . . . . . | 1 | 2 | 3 | 4 |
| 9. Reading has always been my favorite<br>pastime . . . . .                           | 1 | 2 | 3 | 4 |
| 10. Reading helps me find a better way to<br>communicate with people . . . . .        | 1 | 2 | 3 | 4 |
| 11. Reading is very important to me . . . . .                                         | 1 | 2 | 3 | 4 |
| 12. I don't care to take the time to read . . . . .                                   | 1 | 2 | 3 | 4 |
| 13. I always finish what I start to read . . . . .                                    | 1 | 2 | 3 | 4 |
| 14. Reading broadens my mind . . . . .                                                | 1 | 2 | 3 | 4 |
| 15. I like to read to learn about people . . . . .                                    | 1 | 2 | 3 | 4 |
| 16. Reading bores me . . . . .                                                        | 1 | 2 | 3 | 4 |
| 17. Reading keeps me informed . . . . .                                               | 1 | 2 | 3 | 4 |
| 18. Reading is a fun way of learning . . . . .                                        | 1 | 2 | 3 | 4 |
| 19. Reading improves my vocabulary . . . . .                                          | 1 | 2 | 3 | 4 |
| 20. I read a lot . . . . .                                                            | 1 | 2 | 3 | 4 |
| 21. Reading helps me understand problems that<br>other people have . . . . .          | 1 | 2 | 3 | 4 |
| 22. Reading just doesn't appeal to me . . . . .                                       | 1 | 2 | 3 | 4 |
| 23. Reading turns me off . . . . .                                                    | 1 | 2 | 3 | 4 |
| 24. Reading helps me understand my personal<br>problems . . . . .                     | 1 | 2 | 3 | 4 |
| 25. I have yet to read anything which I did<br>not find interesting . . . . .         | 1 | 2 | 3 | 4 |
| 26. Reading helps me to identify with people I<br>want to be like . . . . .           | 1 | 2 | 3 | 4 |
| 27. I am seldom in a mood to read . . . . .                                           | 1 | 2 | 3 | 4 |
| 28. I like to read about other people's<br>experiences in life . . . . .              | 1 | 2 | 3 | 4 |
| 29. I sometimes become a character in the book<br>I am reading . . . . .              | 1 | 2 | 3 | 4 |
| 30. Reading is a pleasant pastime . . . . .                                           | 1 | 2 | 3 | 4 |

Strongly Agree  
 Agree  
 Disagree  
 Strongly Disagree

- |     |                                                             |   |   |   |   |
|-----|-------------------------------------------------------------|---|---|---|---|
| 31. | I read for hours at a time . . . . .                        | 1 | 2 | 3 | 4 |
| 32. | Whenever I have some free time I always read . . . . .      | 1 | 2 | 3 | 4 |
| 33. | I hate to read . . . . .                                    | 1 | 2 | 3 | 4 |
| 34. | I seldom get any new ideas from reading . . . . .           | 1 | 2 | 3 | 4 |
| 35. | I am an avid reader . . . . .                               | 1 | 2 | 3 | 4 |
| 36. | Reading is always an exciting experience . . . . .          | 1 | 2 | 3 | 4 |
| 37. | Reading takes too much concentration . . . . .              | 1 | 2 | 3 | 4 |
| 38. | No one ever had to force me to read anything . . . . .      | 1 | 2 | 3 | 4 |
| 39. | Reading helps you think about things in a new way . . . . . | 1 | 2 | 3 | 4 |
| 40. | I like to read . . . . .                                    | 1 | 2 | 3 | 4 |

These statements and questions pertain to the silent reading time at the beginning of the day. Respond to each to the best of your ability.

Strongly Agree  
 Agree  
 Disagree  
 Strongly Disagree

- |    |                                                                                   |   |   |   |   |
|----|-----------------------------------------------------------------------------------|---|---|---|---|
| 1. | I enjoy the fifteen minute special reading period . . . . .                       | 1 | 2 | 3 | 4 |
| 2. | I would like to continue to have the silent reading period as it is now . . . . . | 1 | 2 | 3 | 4 |
| 3. | The silent reading period has made me enjoy reading more than I used to . . . . . | 1 | 2 | 3 | 4 |
| 4. | Reading is easier for me because I have more time to practice . . . . .           | 1 | 2 | 3 | 4 |
| 5. | I am tired of the reading period and would like to discontinue it . . . . .       | 1 | 2 | 3 | 4 |

6. If you could change various aspects of the silent reading program, what would you change?

\_\_\_ No change  
 \_\_\_ Shorter time  
 \_\_\_ Longer time  
 \_\_\_ Schedule at end of day  
 \_\_\_ Schedule after lunch

\_\_\_ Make it optional  
 \_\_\_ Discontinue  
 \_\_\_ Schedule before lunch  
 \_\_\_ Other, specify



7. In the past month what type of materials have you usually read during the silent reading period? Check all that apply.

☐ Paperback books  
☐ Hardcover books  
☐ Magazines  
☐ Newspapers  
☐ Textbooks or school related material  
☐ Other, specify  
\_\_\_\_\_  
\_\_\_\_\_

8. In the past month where did you obtain the materials you read during the reading period? Check all that apply.

☐ School library  
☐ Public library  
☐ Store  
☐ Friend  
☐ Home  
☐ Classroom  
☐ Other, specify  
\_\_\_\_\_  
\_\_\_\_\_

9. Grade level (check ✓)

<input type="checkbox"/> 7	<input type="checkbox"/> 10
<input type="checkbox"/> 8	<input type="checkbox"/> 11
<input type="checkbox"/> 9	<input type="checkbox"/> 12



APPENDIX D

RESPONSES BY GRADE LEVEL

## NASHUA READING SURVEY

## GRADE 7

Strongly Agree —  
 Agree —  
 Disagree —  
 Strongly Disagree —  
 No Answer —

1.	I read only what I have to . . . . .	1	4	2	3	3	8	4	13
2.	Reading helps me form opinions . . . . .	1	3	2	18	3	5	4	2
3.	I would rather read than do anything else . . . . .	1	1	2	6	3	14	4	6
4.	I can forget my problems when I read . . . . .	1	8	2	9	3	7	4	2
5.	There are very few things that I find interesting to read . . . . .	1	1	2	6	3	7	4	14
6.	Reading entertains me . . . . .	1	8	2	13	3	4	4	2
7.	I dislike reading because most of the time I am being forced to read . . . . .	1	3	2	2	3	4	4	17
8.	I don't believe there's anyone more inter- ested in reading than I am . . . . .	1	1	2	6	3	9	4	11
9.	Reading has always been my favorite pastime . . . . .	1	3	2	6	3	13	4	4
10.	Reading helps me find a better way to communicate with people . . . . .	1	3	2	9	3	14	4	1
11.	Reading is very important to me . . . . .	1	9	2	12	3	4	4	2
12.	I don't care to take the time to read . . . . .	1	2	2	2	3	8	4	16
13.	I always finish what I start to read . . . . .	1	5	2	11	3	10	4	2
14.	Reading broadens my mind . . . . .	1	9	2	10	3	5	4	4
15.	I like to read to learn about people . . . . .	1	3	2	16	3	7	4	1
16.	Reading bores me . . . . .	1	2	2	2	3	11	4	13
17.	Reading keeps me informed . . . . .	1	6	2	16	3	2	4	4
18.	Reading is a fun way of learning . . . . .	1	3	2	8	3	4	4	3
19.	Reading improves my vocabulary . . . . .	1	3	2	9	3	2	4	3
20.	I read a lot . . . . .	1	8	2	10	3	6	4	4
21.	Reading helps me understand problems that other people have . . . . .	1	5	2	8	3	4	4	1
22.	Reading just doesn't appeal to me . . . . .	1	3	2	4	3	6	4	15
23.	Reading turns me off . . . . .	1	3	2	4	3	6	4	14
24.	Reading helps me understand my personal problems . . . . .	1	5	2	11	3	9	4	2
25.	I have yet to read anything which I did not find interesting . . . . .	1	1	2	8	3	13	4	6
26.	Reading helps me to identify with people I want to be like . . . . .	1	6	2	16	3	4	4	2
27.	I am seldom in a mood to read . . . . .	1	6	2	4	3	9	4	9
28.	I like to read about other people's experiences in life . . . . .	1	3	2	9	3	2	4	3
29.	I sometimes become a character in the book I am reading . . . . .	1	1	2	8	3	5	4	2
30.	Reading is a pleasant pastime . . . . .	1	4	2	10	3	6	4	8

Strongly Agree

Agree

Disagree

Strongly Disagree

- |                                                                 | Strongly Agree | Agree | Disagree | Strongly Disagree |
|-----------------------------------------------------------------|----------------|-------|----------|-------------------|
| 31. I read for hours at a time . . . . .                        | 1              | 4     | 2        | 10                |
| 32. Whenever I have some free time I always read . . . . .      | 1              | 3     | 2        | 6                 |
| 33. I hate to read . . . . .                                    | 1              | 3     | 2        | 3                 |
| 34. I seldom get any new ideas from reading . . . . .           | 1              | 5     | 2        | 3                 |
| 35. I am an avid reader . . . . .                               | 1              | 6     | 2        | 1                 |
| 36. Reading is always an exciting experience . . . . .          | 1              | 5     | 2        | 1                 |
| 37. Reading takes too much concentration . . . . .              | 1              | 2     | 1        | 3                 |
| 38. No one ever had to force me to read anything . . . . .      | 1              | 5     | 2        | 7                 |
| 39. Reading helps you think about things in a new way . . . . . | 1              | 7     | 2        | 1                 |
| 40. I like to read . . . . .                                    | 1              | 4     | 2        | 9                 |

These statements and questions pertain to the silent reading time at the beginning of the day. Respond to each to the best of your ability.

Strongly Agree

Agree

Disagree

Strongly Disagree

- |                                                                                              | Strongly Agree | Agree | Disagree | Strongly Disagree |
|----------------------------------------------------------------------------------------------|----------------|-------|----------|-------------------|
| 1. I enjoy the fifteen minute special reading period . . . . .                               | 1              | 5     | 2        | 9                 |
| 2. I would like to continue to have the silent reading period as it is now . . . . .         | 1              | 7     | 2        | 8                 |
| 3. The silent reading period has made me enjoy reading more than I used to . . . . .         | 1              | 3     | 2        | 8                 |
| 4. Reading is easier for me because I have more time to practice . . . . .                   | 1              | 2     | 1        | 0                 |
| 5. I am tired of the reading period and would like to discontinue it . . . . .               | 1              | 2     | 2        | 0                 |
| 6. If you could change various aspects of the silent reading program, what would you change? |                |       |          |                   |

8 No change  
0 Shorter time  
15 Longer time  
6 Schedule at end of day  
4 Schedule after lunch

4 Make it optional  
4 Discontinue  
0 Schedule before lunch  
0 Other, specify

7. In the past month what type of materials have you usually read during the silent reading period? Check all that apply.

21 Paperback books  
7 Hardcover books  
7 Magazines  
1 Newspapers  
15 Textbooks or school related material  
Other, specify

8. In the past month where did you obtain the materials you read during the reading period? Check all that apply.

<u>13</u>	School library
<u>5</u>	Public library
<u>6</u>	Store
<u>6</u>	Friend
<u>17</u>	Home
<u>12</u>	Classroom
	Other, specify

9. Grade level (check ☒ )

7	
8	10
9	11
	12



## NASHUA READING SURVEY

## GRADE 8

Strongly Agree

Agree

Disagree

Strongly Disagree

No Answer

		Strongly Agree	Agree	Disagree	Strongly Disagree	No Answer
1.	I read only what I have to . . . . .	12	28	31	64	12
2.	Reading helps me form opinions . . . . .	13	22	37	46	1
3.	I would rather read than do anything else . . . . .	13	26	39	42	0
4.	I can forget my problems when I read . . . . .	19	21	31	47	1
5.	There are very few things that I find interesting to read . . . . .	13	22	31	74	16
6.	Reading entertains me . . . . .	12	21	35	43	3
7.	I dislike reading because most of the time I am being forced to read . . . . .	16	26	31	44	12
8.	I don't believe there's anyone more inter- ested in reading than I am . . . . .	10	26	31	44	18
9.	Reading has always been my favorite pastime . . . . .	12	26	31	54	15
10.	Reading helps me find a better way to communicate with people . . . . .	12	21	53	14	7
11.	Reading is very important to me . . . . .	17	21	31	14	2
12.	I don't care to take the time to read . . . . .	11	26	31	94	12
13.	I always finish what I start to read . . . . .	14	21	31	44	4
14.	Reading broadens my mind . . . . .	14	21	31	36	45
15.	I like to read to learn about people . . . . .	16	21	31	74	8
16.	Reading bores me . . . . .	14	25	31	64	13
17.	Reading keeps me informed . . . . .	14	22	31	94	4
18.	Reading is a fun way of learning . . . . .	14	22	31	104	4
19.	Reading improves my vocabulary . . . . .	17	21	31	24	0
20.	I read a lot . . . . .	16	21	31	124	6
21.	Reading helps me understand problems that other people have . . . . .	19	21	31	38	42
22.	Reading just doesn't appeal to me . . . . .	11	27	31	184	12
23.	Reading turns me off . . . . .	13	22	31	224	11
24.	Reading helps me understand my personal problems . . . . .	16	21	31	174	4
25.	I have yet to read anything which I did not find interesting . . . . .	12	26	31	114	19
26.	Reading helps me to identify with people I want to be like . . . . .	16	22	31	104	2
27.	I am seldom in a mood to read . . . . .	10	28	31	204	10
28.	I like to read about other people's experiences in life . . . . .	10	22	31	54	2
29.	I sometimes become a character in the book I am reading . . . . .	16	21	31	124	4
30.	Reading is a pleasant pastime . . . . .	17	22	31	54	4

Strongly Agree

Agree

Disagree

Strongly Disagree

31. I read for hours at a time . . . . . 15 28 317 48
32. Whenever I have some free time I always  
read . . . . . 13 2103 164 9
33. I hate to read . . . . . 11 22 312 418
34. I seldom get any new ideas from reading . . . . . 11 24 320 412
35. I am an avid reader . . . . . 15 2123 184 3
36. Reading is always an exciting experience . . . . . 14 24 326 44
37. Reading takes too much concentration . . . . . 11 23 322 412
38. No one ever had to force me to read any-  
thing . . . . . 15 27 314 412
39. Reading helps you think about things in a  
new way . . . . . 13 2243 104 1
40. I like to read . . . . . 12 2203 34 3

These statements and questions pertain to the silent reading time at the beginning of the day. Respond to each to the best of your ability.

Strongly Agree

Agree

Disagree

Strongly Disagree

1. I enjoy the fifteen minute special reading  
period . . . . . 120 214 32 42
2. I would like to continue to have the silent  
reading period as it is now . . . . . 122 213 32 41
3. The silent reading period has made me enjoy  
reading more than I used to . . . . . 116 214 38 40
4. Reading is easier for me because I have  
more time to practice . . . . . 16 217 312 43
5. I am tired of the reading period and would  
like to discontinue it . . . . . 10 22 315 421

6. If you could change various aspects of the silent reading program, what would you change?

13 No change  
0 Shorter time  
23 Longer time  
4 Schedule at end of day  
6 Schedule after lunch

12 Make it optional  
0 Discontinue  
0 Schedule before lunch  
0 Other, specify

7. In the past month what type of materials have you usually read during the silent reading period? Check all that apply.

32 Paperback books  
23 Hardcover books  
13 Magazines  
4 Newspapers  
20 Textbooks or school related material  
     Other, specify  
 \_\_\_\_\_  
 \_\_\_\_\_

8. In the past month where did you obtain the materials you read during the reading period? Check all that apply.

32 School library  
6 Public library  
8 Store  
17 Friend  
18 Home  
17 Classroom  
     Other, specify  
 \_\_\_\_\_  
 \_\_\_\_\_

9. Grade level (check ✓)

     7  
     8  
     9

     10  
     11  
     12

## NASHUA READING SURVEY

## GRADE 9

Strongly Agree

Agree

Disagree

Strongly Disagree

No Answer

1.	I read only what I have to . . . . .	10	2	4	3	18	4	10	
2.	Reading helps me form opinions . . . . .	13	2	24	3	5	4	0	
3.	I would rather read than do anything else . . . . .	10	2	4	3	12	4	9	1
4.	I can forget my problems when I read . . . . .	12	2	14	3	9	4	6	1
5.	There are very few things that I find interesting to read . . . . .	12	2	6	3	16	4	8	
6.	Reading entertains me . . . . .	14	2	20	3	7	4	1	
7.	I dislike reading because most of the time I am being forced to read . . . . .	12	2	4	3	18	4	8	
8.	I don't believe there's anyone more inter- ested in reading than I am . . . . .	10	2	2	3	19	4	10	1
9.	Reading has always been my favorite pastime . . . . .	10	2	5	3	12	4	15	
10.	Reading helps me find a better way to communicate with people . . . . .	10	2	17	3	13	4	2	
11.	Reading is very important to me . . . . .	10	2	13	3	18	4	0	1
12.	I don't care to take the time to read . . . . .	10	2	7	3	19	4	6	
13.	I always finish what I start to read . . . . .	17	2	6	3	15	4	4	
14.	Reading broadens my mind . . . . .	18	2	18	3	5	4	1	
15.	I like to read to learn about people . . . . .	12	2	20	3	10	4	0	
16.	Reading bores me . . . . .	11	2	2	3	18	4	11	
17.	Reading keeps me informed . . . . .	15	2	20	3	7	4	0	
18.	Reading is a fun way of learning . . . . .	12	2	16	3	10	4	4	
19.	Reading improves my vocabulary . . . . .	18	2	20	3	4	4	0	
20.	I read a lot . . . . .	17	2	11	3	11	4	3	
21.	Reading helps me understand problems that other people have . . . . .	14	2	21	3	7	4	0	
22.	Reading just doesn't appeal to me . . . . .	10	2	8	3	16	4	8	
23.	Reading turns me off . . . . .	10	2	5	3	15	4	11	1
24.	Reading helps me understand my personal problems . . . . .	11	2	18	3	12	4	1	
25.	I have yet to read anything which I did not find interesting . . . . .	10	2	4	3	20	4	8	
26.	Reading helps me to identify with people I want to be like . . . . .	14	2	21	3	5	4	2	
27.	I am seldom in a mood to read . . . . .	10	2	4	3	20	4	7	1
28.	I like to read about other people's experiences in life . . . . .	17	2	20	3	5	4	0	
29.	I sometimes become a character in the book I am reading . . . . .	12	2	8	3	21	4	1	
30.	Reading is a pleasant pastime . . . . .	17	2	20	3	4	4	1	



Strongly Agree  
 Agree  
 Disagree  
 Strongly Disagree  
 No Answer

31. I read for hours at a time . . . . . 1 5 2 7 3 1 4 6  
 32. Whenever I have some free time I always  
 read . . . . . 1 1 2 9 3 2 0 4 2  
 33. I hate to read . . . . . 1 1 2 4 3 1 2 4 5  
 34. I seldom get any new ideas from reading . . . 1 0 2 6 3 2 2 4 4  
 35. I am an avid reader . . . . . 1 2 2 1 4 3 1 0 4 6  
 36. Reading is always an exciting experience . . 1 2 2 1 3 3 1 4 4 3  
 37. Reading takes too much concentration . . . 1 1 2 3 3 2 0 4 8  
 38. No one ever had to force me to read any-  
 thing . . . . . 1 4 2 9 3 1 4 4 4  
 39. Reading helps you think about things in a  
 new way . . . . . 1 7 2 2 1 3 4 4 0  
 40. I like to read . . . . . 1 2 2 1 6 3 2 4 2

These statements and questions pertain to the silent reading time at the beginning of the day. Respond to each to the best of your ability.

Strongly Agree  
 Agree  
 Disagree  
 Strongly Disagree

1. I enjoy the fifteen minute special reading  
 period . . . . . 1 5 2 1 2 3 3 4 2  
 2. I would like to continue to have the silent  
 reading period as it is now . . . . . 1 1 2 2 1 1 3 6 4 3  
 3. The silent reading period has made me enjoy  
 reading more than I used to . . . . . 1 7 2 1 6 3 6 4 3  
 4. Reading is easier for me because I have  
 more time to practice . . . . . 1 4 2 1 7 3 7 4 4  
 5. I am tired of the reading period and would  
 like to discontinue it . . . . . 1 3 2 3 3 6 4 2 0

6. If you could change various aspects of the silent reading program, what would you change?

10 No change  
1 Shorter time  
13 Longer time  
3 Schedule at end of day  
0 Schedule after lunch

8 Make it optional  
2 Discontinue  
0 Schedule before lunch  
0 Other, specify

7. In the past month what type of materials have you usually read during the silent reading period? Check all that apply.

21 Paperback books  
10 Hardcover books  
10 Magazines  
2 Newspapers  
13 Textbooks or school related material  
     Other, specify  
 \_\_\_\_\_  
 \_\_\_\_\_

8. In the past month where did you obtain the materials you read during the reading period? Check all that apply.

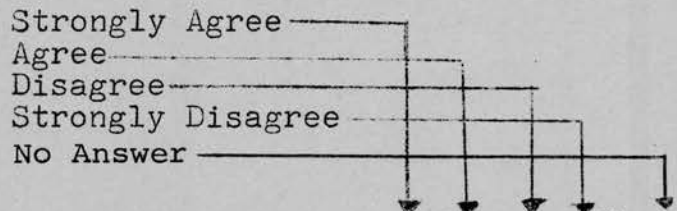
18 School library  
10 Public library  
5 Store  
12 Friend  
15 Home  
7 Classroom  
     Other, specify  
 \_\_\_\_\_  
 \_\_\_\_\_

9. Grade level (check ✓)

<u>    </u> 7	<u>    </u> 10
<u>    </u> 8	<u>    </u> 11
<u>    </u> 9	<u>    </u> 12

## NASHUA READING SURVEY

## GRADE 10



1.	I read only what I have to . . . . .	15	23	319	49	
2.	Reading helps me form opinions . . . . .	11	22	36	47	
3.	I would rather read than do anything else . . . . .	13	24	313	416	
4.	I can forget my problems when I read . . . . .	12	210	311	49	4
5.	There are very few things that I find interesting to read . . . . .	11	210	316	49	
6.	Reading entertains me . . . . .	12	218	311	45	
7.	I dislike reading because most of the time I am being forced to read . . . . .	14	25	316	410	1
8.	I don't believe there's anyone more inter- ested in reading than I am . . . . .	13	26	314	413	
9.	Reading has always been my favorite pastime . . . . .	14	25	316	411	
10.	Reading helps me find a better way to communicate with people . . . . .	12	218	312	44	
11.	Reading is very important to me . . . . .	17	213	313	43	
12.	I don't care to take the time to read . . . . .	14	233	19	410	
13.	I always finish what I start to read . . . . .	13	29	315	49	
14.	Reading broadens my mind . . . . .	16	220	38	42	
15.	I like to read to learn about people . . . . .	18	210	314	44	
16.	Reading bores me . . . . .	12	210	312	412	
17.	Reading keeps me informed . . . . .	13	220	312	41	
18.	Reading is a fun way of learning . . . . .	15	214	312	45	
19.	Reading improves my vocabulary . . . . .	17	220	38	41	
20.	I read a lot . . . . .	18	211	38	48	1
21.	Reading helps me understand problems that other people have . . . . .	16	213	310	47	
22.	Reading just doesn't appeal to me . . . . .	12	27	313	414	
23.	Reading turns me off . . . . .	15	25	314	412	
24.	Reading helps me understand my personal problems . . . . .	13	211	318	44	
25.	I have yet to read anything which I did not find interesting . . . . .	15	26	316	49	
26.	Reading helps me to identify with people I want to be like . . . . .	11	214	35	46	
27.	I am seldom in a mood to read . . . . .	14	210	315	47	
28.	I like to read about other people's experiences in life . . . . .	19	216	38	42	1
29.	I sometimes become a character in the book I am reading . . . . .	18	216	36	46	
30.	Reading is a pleasant pastime . . . . .	15	219	37	45	

Strongly Agree

Agree

Disagree

Strongly Disagree

- |                                                                 |    |    |    |     |    |
|-----------------------------------------------------------------|----|----|----|-----|----|
| 31. I read for hours at a time . . . . .                        | 18 | 22 | 31 | 54  | 11 |
| 32. Whenever I have some free time I always read . . . . .      | 13 | 26 | 31 | 64  | 11 |
| 33. I hate to read . . . . .                                    | 14 | 26 | 36 | 42  | 0  |
| 34. I seldom get any new ideas from reading . . . . .           | 10 | 28 | 31 | 44  | 14 |
| 35. I am an avid reader . . . . .                               | 16 | 21 | 23 | 12  | 44 |
| 36. Reading is always an exciting experience . . . . .          | 13 | 29 | 31 | 94  | 5  |
| 37. Reading takes too much concentration . . . . .              | 10 | 25 | 32 | 24  | 9  |
| 38. No one ever had to force me to read anything . . . . .      | 16 | 26 | 31 | 64  | 8  |
| 39. Reading helps you think about things in a new way . . . . . | 14 | 22 | 03 | 104 | 2  |
| 40. I like to read . . . . .                                    | 14 | 21 | 23 | 44  | 6  |

These statements and questions pertain to the silent reading time at the beginning of the day. Respond to each to the best of your ability.

Strongly Agree

Agree

Disagree

Strongly Disagree

- |                                                                                      |     |    |    |     |    |
|--------------------------------------------------------------------------------------|-----|----|----|-----|----|
| 1. I enjoy the fifteen minute special reading period . . . . .                       | 40  | 21 | 43 | 54  | 7  |
| 2. I would like to continue to have the silent reading period as it is now . . . . . | 110 | 29 | 37 | 410 |    |
| 3. The silent reading period has made me enjoy reading more than I used to . . . . . | 18  | 21 | 31 | 04  | 7  |
| 4. Reading is easier for me because I have more time to practice . . . . .           | 18  | 21 | 33 | 84  | 7  |
| 5. I am tired of the reading period and would like to discontinue it . . . . .       | 17  | 24 | 31 | 34  | 12 |
6. If you could change various aspects of the silent reading program, what would you change?

- 8 No change  
1 Shorter time  
6 Longer time  
2 Schedule at end of day  
2 Schedule after lunch

- 18 Make it optional  
5 Discontinue  
0 Schedule before lunch  
0 Other, specify



7. In the past month what type of materials have you usually read during the silent reading period? Check all that apply.

15 Paperback books  
7 Hardcover books  
15 Magazines  
7 Newspapers  
13 Textbooks or school related material  
     Other, specify  
 \_\_\_\_\_  
 \_\_\_\_\_

8. In the past month where did you obtain the materials you read during the reading period? Check all that apply.

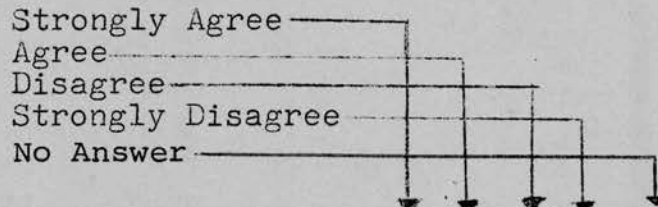
23 School library  
5 Public library  
0 Store  
10 Friend  
9 Home  
21 Classroom  
     Other, specify  
 \_\_\_\_\_  
 \_\_\_\_\_

9. Grade level (check ✓)

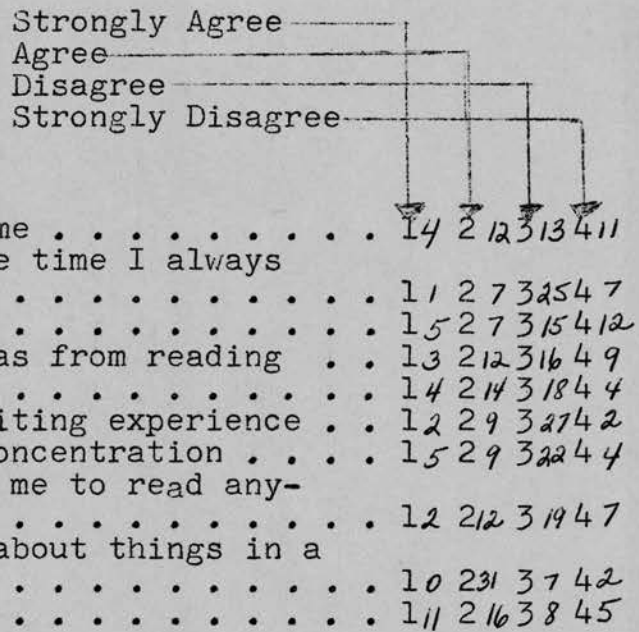
<u>    </u> 7	<u>    </u> 10
<u>    </u> 8	<u>    </u> 11
<u>    </u> 9	<u>    </u> 12

## NASHUA READING SURVEY

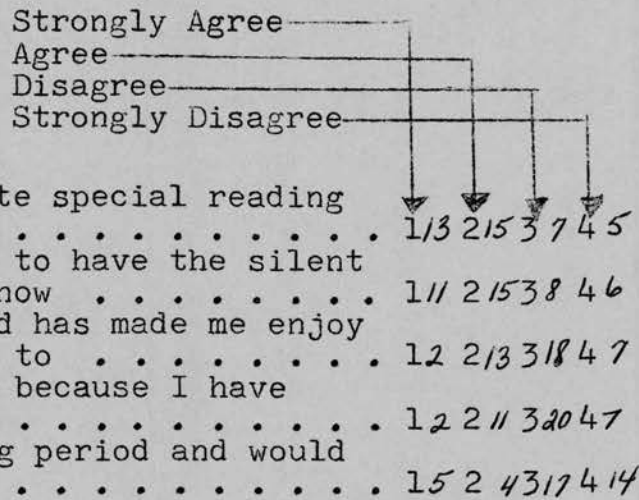
## GRADE 11



1. I read only what I have to . . . . . 12 212 319 47
2. Reading helps me form opinions . . . . . 13 219 310 44 1
3. I would rather read than do anything else . . . . . 12 25 313 420
4. I can forget my problems when I read . . . . . 12 216 313 49
5. There are very few things that I find interesting to read . . . . . 17 211 314 48
6. Reading entertains me . . . . . 18 216 311 45
7. I dislike reading because most of the time I am being forced to read . . . . . 13 212 316 46
8. I don't believe there's anyone more interested in reading than I am . . . . . 14 22 315 419
9. Reading has always been my favorite pastime . . . . . 15 25 316 414
10. Reading helps me find a better way to communicate with people . . . . . 13 213 319 45
11. Reading is very important to me . . . . . 14 219 313 44
12. I don't care to take the time to read . . . . . 14 216 312 48
13. I always finish what I start to read . . . . . 13 214 320 43
14. Reading broadens my mind . . . . . 15 222 39 44
15. I like to read to learn about people . . . . . 13 215 316 46
16. Reading bores me . . . . . 16 212 311 411
17. Reading keeps me informed . . . . . 13 226 38 43
18. Reading is a fun way of learning . . . . . 12 220 316 41
19. Reading improves my vocabulary . . . . . 18 228 33 41
20. I read a lot . . . . . 16 212 317 46
21. Reading helps me understand problems that other people have . . . . . 14 222 312 42
22. Reading just doesn't appeal to me . . . . . 15 212 312 411
23. Reading turns me off . . . . . 15 29 315 411
24. Reading helps me understand my personal problems . . . . . 12 215 319 44
25. I have yet to read anything which I did not find interesting . . . . . 13 25 317 415
26. Reading helps me to identify with people I want to be like . . . . . 12 215 319 44
27. I am seldom in a mood to read . . . . . 15 214 311 47
28. I like to read about other people's experiences in life . . . . . 15 222 311 42
29. I sometimes become a character in the book I am reading . . . . . 13 212 318 47
30. Reading is a pleasant pastime . . . . . 16 221 38 45



These statements and questions pertain to the silent reading time at the beginning of the day. Respond to each to the best of your ability.



6. If you could change various aspects of the silent reading program, what would you change?

- |                                 |                                |
|---------------------------------|--------------------------------|
| <u>9</u> No change              | <u>16</u> Make it optional     |
| <u>1</u> Shorter time           | <u>4</u> Discontinue           |
| <u>12</u> Longer time           | <u>0</u> Schedule before lunch |
| <u>4</u> Schedule at end of day | <u>0</u> Other, specify        |
| <u>1</u> Schedule after lunch   |                                |

7. In the past month what type of materials have you usually read during the silent reading period? Check all that apply.

25 Paperback books  
8 Hardcover books  
19 Magazines  
2 Newspapers  
19 Textbooks or school related material  
1 Other, specify

8. In the past month where did you obtain the materials you read during the reading period? Check all that apply.

14 School library  
4 Public library  
13 Store  
11 Friend  
17 Home  
23 Classroom  
     Other, specify

9. Grade level (check ✓)

     7  
     8  
     9

     10  
     11  
     12

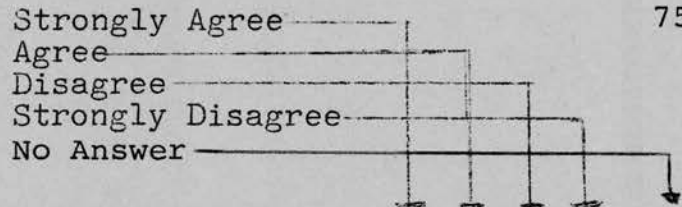


## NASHUA READING SURVEY

## GRADE 12

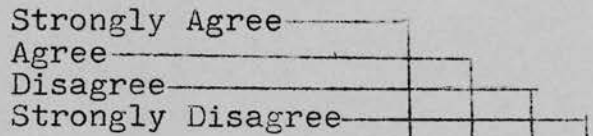
Strongly Agree —  
 Agree —  
 Disagree —  
 Strongly Disagree —  
 No Answer —

1.	I read only what I have to . . . . .	12	22	31	49	
2.	Reading helps me form opinions . . . . .	16	21	35	40	1
3.	I would rather read than do anything else . . . . .	10	24	31	44	6
4.	I can forget my problems when I read . . . . .	12	21	38	44	
5.	There are very few things that I find interesting to read . . . . .	12	23	31	49	
6.	Reading entertains me . . . . .	16	21	31	42	
7.	I dislike reading because most of the time I am being forced to read . . . . .	1	23	31	41	10
8.	I don't believe there's anyone more inter- ested in reading than I am . . . . .	10	20	31	47	
9.	Reading has always been my favorite pastime . . . . .	12	25	31	45	
10.	Reading helps me find a better way to communicate with people . . . . .	1	21	31	41	
11.	Reading is very important to me . . . . .	12	21	38	43	
12.	I don't care to take the time to read . . . . .	1	25	31	46	
13.	I always finish what I start to read . . . . .	13	21	36	42	
14.	Reading broadens my mind . . . . .	12	21	35	40	
15.	I like to read to learn about people . . . . .	16	21	33	45	
16.	Reading bores me . . . . .	12	23	39	41	
17.	Reading keeps me informed . . . . .	12	21	36	41	
18.	Reading is a fun way of learning . . . . .	15	21	36	41	
19.	Reading improves my vocabulary . . . . .	16	21	33	41	
20.	I read a lot . . . . .	17	21	31	45	
21.	Reading helps me understand problems that other people have . . . . .	12	21	35	40	
22.	Reading just doesn't appeal to me . . . . .	12	23	38	41	
23.	Reading turns me off . . . . .	14	21	31	48	
24.	Reading helps me understand my personal problems . . . . .	1	21	38	42	
25.	I have yet to read anything which I did not find interesting . . . . .	1	0	23	31	54
26.	Reading helps me to identify with people I want to be like . . . . .	10	29	31	41	
27.	I am seldom in a mood to read . . . . .	1	24	31	54	
28.	I like to read about other people's experiences in life . . . . .	15	21	32	41	
29.	I sometimes become a character in the book I am reading . . . . .	12	28	31	43	
30.	Reading is a pleasant pastime . . . . .	15	21	33	43	



31. I read for hours at a time . . . . . 13 21 35 45
32. Whenever I have some free time I always read . . . . . 12 26 31 45
33. I hate to read . . . . . 13 22 37 412
34. I seldom get any new ideas from reading . . . 1 23 31446
35. I am an avid reader . . . . . 1 2123843
36. Reading is always an exciting experience . . 1 2831243
37. Reading takes too much concentration . . . 10 22 31646
38. No one ever had to force me to read any-thing . . . . . 11 21031043
39. Reading helps you think about things in a new way . . . . . 13 21731 43
40. I like to read . . . . . 19 21031 44

These statements and questions pertain to the silent reading time at the beginning of the day. Respond to each to the best of your ability.



1. I enjoy the fifteen minute special reading period . . . . . 14 2123642
2. I would like to continue to have the silent reading period as it is now . . . . . 15 2113641
3. The silent reading period has made me enjoy reading more than I used to . . . . . 12 21031041
4. Reading is easier for me because I have more time to practice . . . . . 11 21131042
5. I am tired of the reading period and would like to discontinue it . . . . . 13 22 31048

6. If you could change various aspects of the silent reading program, what would you change?

- |                                 |                                |
|---------------------------------|--------------------------------|
| <u>7</u> No change              | <u>8</u> Make it optional      |
| <u>0</u> Shorter time           | <u>1</u> Discontinue           |
| <u>9</u> Longer time            | <u>0</u> Schedule before lunch |
| <u>2</u> Schedule at end of day | <u>0</u> Other, specify        |
| <u>1</u> Schedule after lunch   |                                |

7. In the past month what type of materials have you usually read during the silent reading period? Check all that apply.

26 Paperback books  
16 Hardcover books  
4 Magazines  
1 Newspapers  
13 Textbooks or school related material  
 Other, specify \_\_\_\_\_

8. In the past month where did you obtain the materials you read during the reading period? Check all that apply.

23 School library  
9 Public library  
6 Store  
17 Friend  
18 Home  
14 Classroom  
 Other, specify \_\_\_\_\_

9. Grade level (check ✓)

       7  
       8  
       9

       10  
       11  
       12