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Readers' advisory program for non proficient readers

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Abstract
Non proficient readers often demonstrate resistance towards reading and are especially in need of an environment that encourages students to select and read high quality materials at their level. However,current readers' advisory practices lack cohesive strategies for specifically targeting non proficient readers in order to increase their motivation to read, self concept as readers, and time spent reading. To ascertain whether a structured and consistent readers' advisory program for non proficient readers could have a positive influence on students' motivation to read, self concept as readers and time spent reading, 10 second through fifth grade non proficient readers within a single midwest elementary school participated in an eight week readers' advisory program, meeting weekly with the teacher librarian. The Motivation to Read Profile (MRP) was given as a pre and post assessment of students' self concept as readers and the value they place on reading. Along with careful analysis of participants' responses to the MRP interviews, biweekly survey responses and observational notes from the weekly readers' advisory conferences were analyzed for evidence of improvement in students' motivation to read, self concept as readers, and time spent reading. While the MRP results and analyzed student responses indicated that the readers' advisory program had a positive influence on students' motivation to read and self concept as readers, there was not definitive evidence of its impact on the amount of time students spent reading. A readers' advisory program for non proficient readers can have a positive influence on reading behaviors, but further study is needed to understand the complex system that impacts students' motivation to read, self concept as readers, and time spent reading.

READERS' ADVISORY PROGRAM FOR NON PROFICIENT READERS

A Graduate Research Paper

Submitted to the

Division of School Library Studies

Department of Curriculum and Instruction

In Partial Fulfillment

Of the Requirements for the Degree

Master of Arts

UNIVERSITY OF NORTHERN IOWA

by

Lisa Gogel

August, 2016

This Research Paper by: Lisa Gogel

Titled: Readers' Advisory Program for Non Proficient Readers

has been approved as meeting the research requirement for the

Degree of Master of Arts.

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ABSTRACT

Non proficient readers often demonstrate resistance towards reading and are especially in need of an environment that encourages students to select and read high quality materials at their level. However,current readers' advisory practices lack cohesive strategies for specifically targeting non proficient readers in order to increase their motivation to read, self concept as readers, and time spent reading. To ascertain whether a structured and consistent readers' advisory program for non proficient readers could have a positive influence on students' motivation to read, self concept as readers and time spent reading, 10 second through fifth grade non proficient readers within a single midwest elementary school participated in an eight week readers' advisory program, meeting weekly with the teacher librarian. The Motivation to Read Profile (MRP) was given as a pre and post assessment of students' self concept as readers and the value they place on reading. Along with careful analysis of participants' responses to the MRP interviews, biweekly survey responses and observational notes from the weekly readers' advisory conferences were analyzed for evidence of improvement in students' motivation to read, self concept as readers, and time spent reading. While the MRP results and analyzed student responses indicated that the readers' advisory program had a positive influence on students' motivation to read and self concept as readers, there was not definitive evidence of its impact on the amount of time students spent reading. A readers' advisory program for non proficient readers can have a positive influence on reading behaviors, but further study is needed to understand the complex system that impacts students' motivation to read, self concept as readers, and time spent reading.

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CHAPTER 1

INTRODUCTION

"Do I have to check out a book?" Unfortunately, this question is not rare for poor readers with a tendency to avoid reading. It echoes the notion held by many that poor readers read less while skilled readers read more. This is a disconcerting cycle in the educational system and school libraries today.

Justification

Students who struggle with reading often exhibit avoidant behaviors, fearing failure and embarrassment (Powell, McIntyre, & Rightmeyer, 2006). They display anxiety, frustration, and negativity towards reading; often developing habits such as pretend reading, off task behaviors, and mumbling through texts to reach the end (Martin, 2008). This resistance to reading can lead to non proficient readers spending less time reading than their proficient peers. While avid readers spend an average of 46 minutes reading outside of school each day, reluctant readers spend a daily average of only three minutes reading beyond the classroom (McKool, 2007) and often lack confidence in their ability to improve their reading skills (McCabe & Margolis, 2001). Allington (2009) states that struggling readers increase their reading achievement by simply increasing the amount they read. This makes the disparity between how much time proficient and non proficient readers spend in engaged reading practice significant to professionals working to promote literacy.

Students exhibiting resistant reading behaviors need opportunities to successfully engage with texts. A student's motivation to read and attitudes about the value of reading increase when the learning environment includes easy access to interesting books at the

reader's instructional level, freedom of choice during the selection of materials from a variety of genres, and a sense of community in which to discuss and recommend books (Willingham, 2015). Scripted reading curriculums do not provide the necessary depth of quality texts from which students are able to choose (Allington, 2009). Therefore, school libraries are an essential part of students' reading development. The AASL's (2010) Position Statement on the Role of the Teacher Librarian in Reading states that school librarians have a responsibility to promote reading comprehension and encourage free reading. Gambrell, Palmer, Codling, & Mazzoni (1996) concluded that students' motivation to read, defined as the value students place on reading; and self-concept as readers, defined as the confidence students have in their own reading ability; are strong indicators of the likelihood that these students will voluntarily read.

Often, teacher librarians attempt to promote voluntary reading through readers' advisory. There are a number of readers' advisory methods shown to promote reading to the general student population including audiobook clubs (Whittingham et al., 2013), websites and social media (Kuzyk, 2006), questioning and conversations (Brodie, 2013; Saricks, 2012), and physical displays such as book bundles (Yang & Segraves, 2010). However, many of these methods seek to expand readers' advisory to reach more students rather than narrowing the focus to target the individuals with a need for more intensive readers' advisory intervention.

Libraries and school librarians are integral in the reading development of all readers. Krashen, Lee, and McQuillan (2012) state that school library programs are a strong predictor of student reading abilities, however access to print is not enough for all readers. Allington (2009) discusses research focused on how school librarians

specifically target individual struggling readers in second through fifth grades to increase their amount of time spent reading, gains in reading ability, motivation, and self-confidence. However, this research does not focus specifically on the best practice of readers' advisory for non proficient readers. Richard Allington (2009) prompts the educational community to consider how best to create an instructional environment where readers can self select texts with appropriate difficulty and spend larger quantities of time practicing while encouraging intrinsic motivation and increasing reading achievement. This question must be addressed not only by building administrators and classroom teachers, but also by teacher librarians. The school library is a space where struggling readers may be purposefully guided to self select interesting texts which will fully engage them in reading and limit reading avoidance behaviors.

Summary of Problem Statement

Struggling readers often exhibit resistant behaviors towards reading and need an environment which encourages self-selection of high quality resources at their reading level. However, current readers' advisory programs lack cohesive research-based strategies for targeting non proficient readers in order to increase their time spent reading, reading motivation, and self-concept as readers.

Purpose

The purpose of this action research study is to identify the t ways in which a focused, systematic, and individualized readers' advisory program implemented by a teacher librarian influences students' amount of reading, motivation to read, and self-concept as readers across second through fifth grades.

Research Questions

1. In what ways does a structured and individualized readers' advisory for struggling readers influence students' motivation to read?

2. In what ways does a structured readers' advisory program for struggling readers influence students' self-concept as readers?

3. In what ways does a systematic individual readers' advisory for struggling readers influence the amount students read?

Assumptions

This study assumes that teacher librarians are knowledgeable about readers' advisory and are capable of using it with individual students, particularly struggling readers, over time. It is also assumed that teacher librarians have time in their schedules or could have time blocked out to meet with struggling readers weekly to confer and to model selection of quality texts for successful reading experiences.

Limitations

This study is focused on a single midwestern elementary school library. The participants include only non proficient readers without Individual Education Plans (IEP).

CHAPTER 2

LITERATURE REVIEW

This study aims to determine whether a teacher librarian can effectively support struggling readers' gains in amount of reading, motivation to read, and self-concepts as readers through an intensive, systematic, and targeted readers' advisory program. In order to accomplish this, it is necessary to analyze prior research related to identifying students' searching, selecting, and reading tendencies, as this will inform the researcher about the needs struggling students have when selecting books within the library. Research related to supports which have shown to be effective for struggling readers is necessary in order to identify methods that can be incorporated within the school library's readers' advisory services. Finally, research about how school libraries have previously offered support for these students will be analyzed in order to identify successful library practices and discern what more the library can do to support struggling readers across grade levels.

Searching, Selecting, and Reading Habits

School library patrons employ various searching, selecting, and reading behaviors which are significant for a systematic, targeted, and individualized readers' advisory program. Cunningham (2011) studied how children, from toddlers to teenagers, selected books from within two bookstores and three public libraries in order to identify children's selection behaviors, the influences on the success or failure of their searches, and the role of social interaction on the selection process. This study consisted of 11 sessions of anonymous observation for a total of 14 hours. In addition to general observations, seven children were followed during their searches, prompted to think aloud, and debriefed

afterward. Cunningham found that children attended to the physical location of book displays, looking at face-out and eye-level books first. Book covers and advice from others were also influential when children made selections. Children of all ages chose based on quick impressions, and younger children were most likely to make snap decisions based on visual appeal. Many children needed prompts to continue searching after being distracted by non-book items within the library and bookstores or after locating a single title they wished to read. Cunningham concluded, that during searching and selection, children should view covers, have time to look within the book, receive and give recommendations, choose with a level of independence, and receive clear explanations about why some books are not good selections. Cunningham's research aimed to improve digital search features of the International Children's Digital Library, but these same conclusions could be applied to school libraries' readers' advisory practices as well.

Continued investigation of students' selection behaviors provides deeper insights into the ways in which teacher librarians can guide students to successfully select texts. Kragler (2000) examined students' reasons for selecting particular books and the reading level of selected texts for nine randomly selected fourth grade students within a small public school in the Midwest. Participants included nine middle class caucasian males, equally divided into below-average readers, on-level readers, and above-average readers. Students self-selected books from a classroom library within the first five minutes of reading workshop instruction just prior to reading for 25-30 minutes. Students participated in reading conferences, journaling, and class book sharing. The results of this study, collected from conference records, student comments, and analysis of students'

reading, demonstrated that above-average readers read two to three more books than

below-average readers during the instructional reading block. Above-average readers

relied on recommendations from peers, family, and teachers to select books. They also

relied on physical characteristics of the book, the author or series, the topic, and finally,

their previous experiences with the book. In contrast, below-average readers made the

majority of their selections based on physical characteristics of books and a book's author

or series. They also relied on their previous experiences with the book, the topic, and

lastly, peer recommendations. The analysis of reading levels revealed that students

typically did not select books at the appropriate instructional level. Struggling readers

were more likely to select books at a frustration level than their on-level or above-average

peers. While students mentioned they enjoyed self-selecting texts, Kragler suggested that

teachers need to offer students support by consistently modeling strategies for

successfully selecting books. This study attests to the need for continued readers'

advisory and support for students' book selection practices.

The purpose of encouraging successful student book selection is to promote gains

in students' reading habits. McKool (2007) investigated the after school reading habits of

149 fifth grade proficient readers, as identified through the state's reading assessment,

from two elementary schools recognized by the state for their reading achievement, in a

southwestern rural area. The selected students represented the schools' populations of

ethnically diverse students and 70% free and reduced lunch eligibility. Participants' data

was collected through the researcher's journals, memos, students' activity logs, reading

surveys, student interviews, and state mandated testing scores over a four month period.

Based upon students' reported time spent free reading, the researcher identified 10 avid

readers along with 10 reluctant readers and interviewed these students further. This study found that avid readers read an average of 46 minutes each day while reluctant readers read an average of only three minutes daily. Reluctant readers reported that high levels of television viewing and busy schedules interfered with their reading. However, avid readers shared similarly busy schedules and still reported more time spent reading. Though the reluctant readers were proficient in reading, they disclosed more negative attitudes towards reading and much lower self-concepts as readers. Reluctant readers noted fewer models of avid reading and did not identify reading recommendations as a motivation to read as avid readers reported. Reluctant readers also voiced a preference for less accessible reading materials, as identified through school and classroom library collection reviews, while stating that the majority of their selected texts came from their school libraries. All students expressed a desire to discuss books and have more time in school for book introductions.

McKool (2007) suggested that teacher librarians spend more time recommending books and introducing texts to reluctant readers as well as promoting free reading through easy access to high interest reading materials. This study demonstrated the discrepancy between avid and reluctant readers' reading habits and emphasized the importance of the librarian recommending texts and becoming a model for reluctant readers.

Understanding how students, especially struggling readers, search, select, and read various texts is critical for school libraries to provide adequate support to enhance the reading experience for these students. Together these studies demonstrate student tendencies to search and select with an emphasis on the physical characteristics of a book (Kragler, 2000) and particularly low-achieving students' struggle to locate books of

interest at an appropriate reading level (Cunningham, 2011). These studies suggest that struggling readers may benefit from support from teacher librarians through book recommendations, modeled search strategies and opportunities to discuss books throughout their searching, selecting, and reading processes.

Support for Struggling Readers

Recognizing the alarming discrepancies between avid readers' and reluctant readers' selection and reading habits, it is critical to understand what supports struggling readers need in order to improve their reading abilities, reading self-concepts, and motivations for reading. Powell, McIntyre, and Rightmeyer (2006) explored the causes of off task behavior for struggling readers and possible instructional supports to better engage students in reading. For two years, the researchers observed literacy programs in 13 schools for first, second, and third grade struggling readers, observing each classroom four times, and analyzing instructional tasks for motivational factors of choice, challenge, student control, student collaboration, and the construction of meaning. Data was collected through field observations, teacher interview notes, and an observational instrument for each observation session. This study found that struggling readers were more engaged in reading activities that were personally meaningful, involved discussion and collaboration, were tied to real-world situations, included student choice, and provided a stimulus for student curiosity. Based upon these findings, researchers recommended that scripted reading programs alone can be detrimental to students' engagement in reading and that reading instruction needs to include student choice, meaningful discussion of texts, and authentic reading experiences. These recommendations support the notion that conferences with struggling readers about their

reading and readers' advisory, including meaningful student choice, could be beneficial for struggling readers.

In order to best engage students in reading, it is necessary to review what encourages students' desire to read. Ivey and Broaddus (2001) studied what motivated 1,765 sixth grade students from 23 ethnically diverse schools in the northeastern and mid-Atlantic United States. Data was collected from surveys including students' open-ended responses, checklist items, and short responses, as well as individual student interviews of 31 literacy-engaged students. This study demonstrated that students valued free reading time and read alouds more than any other literacy instruction activity. Most students described being motivated to read by finding good materials to read and having choice in the selection of their reading materials. The majority of students also reported that finding the right book was the central piece for reading enjoyment. The survey responses also showed that students had a wide range of reading interests and furthermore the majority of students stated that they did not find reading materials of interest at school. Ivey and Broaddus concluded that students' motivation to read directly correlates to the access to preferred reading materials, time spent in free reading, the inclusion of student choice in book selection and the importance of finding the right book. This study reiterated the importance of students finding the best book match for their interests and preferred reading format and further supports the notion that guided readers' advisory can motivate students to read.

School libraries promote students' leisure reading and access to print. Mol and Bus (2011) meta-analyzed 99 research studies on the leisure reading habits of students ranging from preschool children to university students. This included a print exposure

checklist to determine whether print exposure and increased leisure reading impacted students' reading comprehension, technical reading, and spelling skills. The meta-analysis found that early reading, shared book experiences, and print exposure advanced reading comprehension, increased students' vocabularies, and correlated with better spelling skills. The positive correlation between leisure reading and reading skill development became more pronounced as grades advanced, meaning that the correlation between the amount of leisure reading and reading ability is stronger at higher grades than lower. The study also revealed that struggling readers' print exposure was more related to their reading ability than on-level or above-level readers. Mol and Bus concluded that encouraging leisure reading would be an effective intervention for struggling readers and that these students may need more assistance with selecting engaging reading materials. The importance of leisure reading for struggling readers affirms the quest of school libraries to motivate student reading.

Students are motivated to read by access to preferred reading materials. Au and McQuillan (2001) studied the effect of access to print on the frequency of pleasure reading for 24 English-speaking eleventh grade proficient readers, as based upon standardized test scores and teacher assessments, in a middle-class public school in southern California. Data was collected using a biographical survey, a survey on print access and reading habits, a reading comprehension subtest and multiple print exposure measures. The study demonstrated that print access within the home, community and school were positively associated with free reading frequency and that pleasure reading frequency did indeed impact reading ability. The study also found that students who spent greater amounts of time in the school library engaged in greater amounts of free reading.

However, evidence from this study also indicated that lower performing students were given fewer opportunities to visit the library than higher achieving readers. The results of this study suggest that struggling readers could benefit from additional time in the school library and greater access to materials of interest.

Taken together these studies reveal needed supports for struggling readers including more time with authentic reading experiences beyond basal reading instruction, greater overall print exposure, and guidance in choosing texts of interest in order to motivate students to read more frequently. Within the library, teacher librarians may be able to offer these supports through book talks, individual reading conferences, and the modeling of selection strategies focused on including student choice while identifying high interest materials for individual struggling readers.

Library Supports for Struggling Readers

School libraries can play a vital role for struggling and reluctant readers by offering various supports. Duncan (2014) studied a school librarian's interventions for five fourth grade students noted as reluctant readers as identified through the Elementary Reading Attitude Survey (ERAS) and Scholastic Reading Inventory (SRI) to identify students' attitudes toward reading and reading levels respectively, to determine whether or not the interventions could influence the students' enthusiasm for reading. The intervention began with an initial interview and was continued daily throughout the literacy instruction block.The librarian interacted daily with reluctant readers to motivate these students and determine their continued interest in their reading selection. Data was collected over a period of four weeks through participants' journal entries and discussion notes during a basic readers' advisory protocol as well as pre-intervention ERAS scores

and post-intervention ERAS scores. The study found that most students' attitudes about reading improved after readers' advisory intervention by the school librarian. Based on these results, Duncan concluded that students' attitudes towards reading improved with assistance in book selection and a connection with an adult who shows interest in their book selections. The results of this study indicate that teacher librarians have the opportunity to impact student attitudes toward reading through thoughtful readers' advisory.

Readers' advisory has demonstrated an impact on student attitudes towards reading and their reading habits, but there are a variety of methods for readers' advisory utilized within libraries. In order to improve students' reading abilities and improve students' attitudes toward reading, Whittingham et al. (2013) studied the effect of a library audiobook club with 21 struggling readers as determined by Standardized Testing And Reporting (STAR) exam scores at least two levels below grade level in fourth and fifth grades of a rural elementary school. Students listened to audiobooks and met in a book club focused on the audiobooks from September to May. Qualitative data was collected through pre-participation, mid-participation, and post-participation surveys of students along with parental and teacher surveys. Quantitative data was collected using the Arkansas Reading Benchmark Exam (ARBE) scores before and after the audiobook club. The ARBE scores significantly increased and survey responses indicated that the audiobook club made a positive impact on students. The researchers recommended, based on the results, that audiobooks and audiobook clubs should be considered an instructional strategy for struggling readers and recommended their use for students at other grade

levels. This study demonstrates how the school library's collection can further support struggling readers by providing access to audiobooks and encouraging their use.

The library supports struggling students through discussion of books and broad collections. Beard and Antrim (2010) described how classroom collaboration with teacher librarians to best utilize the library collection and teacher librarian's expertise in resource matching to students' needs impacted struggling students' reading abilities and attitudes towards reading. The study followed 19 below-level fifth grade readers, as determined by the Scholastic Reading Inventory and the Developmental Reading Assessment, throughout the year. Students were assessed at the start of the year, mid-year, and at the end of the year. Students also completed a survey on reading enjoyment and frequency. During the first semester students independently selected reading materials, and in the second, students worked with the teacher librarian who guided their text selection and discussed the books with them. The results of the study demonstrated increased reading levels, reading engagement, and comprehension. Additionally, when independently selecting texts, 52.6% of students failed to read the required number of texts. With intervention from the teacher librarian, however, 88.9% of students read more than the required number, and only 11.1% read fewer than the required amount. The survey showed a 14% increase in students' reading enjoyment as well. The results of this study showed that teacher librarians can effectively intervene with low achieving readers by providing extra attention and support.

These studies as a whole reveal successful library supports for a limited number of struggling readers in upper elementary grades including readers' advisory focused on book recommendations and selection strategies (Duncan, 2014), audiobook promotion

and discussion (Whittingham, 2013), and guided text selection over time (Beard and Antrim, 2010). The success of these programs suggests possible benefits for struggling readers through a schoolwide readers' advisory which consistently incorporates these supports for students on a wider scale.

Summary

The research reviewed has revealed that students' search methods and selection methods are tied to their ability to successfully choose materials and initiate positive reading experiences (Cunningham, 2011; Kragler, 2000). It has also revealed a large disparity between avid readers and reluctant readers in terms of their reading habits and attitudes towards reading (McKool, 2007). It is critical for teacher librarians to fully understand struggling students' searching, selecting, and reading behaviors in order to best support reluctant readers in the areas in which they are most deficient. Reviewing studies on successful library supports provides options to aid teacher librarians in the design of an effective readers' advisory program to address struggling readers' needs including selection guidance, book recommendations, time for discussion, and continued modeling of search strategies.

CHAPTER 3

METHODOLOGY

Struggling readers often read less than their proficient peers and have a greater need for an environment which encourages self-selection of high quality resources at their reading level. However, current readers' advisory programs often lack cohesive research-based strategies for targeting these specific readers in order to increase their time spent reading, reading motivation, and self-concept as readers.

The purpose of this study is to identify whether a focused, systematic, and individualized readers' advisory program implemented by a teacher librarian influences students' amount of reading, motivation to read, and self-concept as readers across second through fifth grades.

Research Design

The research used an action research design, which includes both quantitative and qualitative data methods, in order to understand the implications of additional time spent in readers' advisory practices with struggling readers within the elementary school setting. Capobianco (2010) states that action research consists of a teacher identifying areas for instructional practice improvement, designing action steps, and reflecting in order to create change for stakeholders. This research is contextualized within the practitioner's own instructional space and focuses on improving instructional practice. This methodology supports the purpose of the study to identify whether a readers' advisory intervention within the school library better supports struggling readers by providing both quantitative survey data reflecting students' attitudes and motivation to read and qualitative data describing daily readers' advisory interactions between the

teacher librarian and student in order to provide a descriptive look at how a librarian's readers' advisory practices might influence students' reading motivation.

Participants

Students were selected to be participants for the action research study based upon their FAST Reading Assessment scores. From those 50 students identified as non proficient, 28 students from second through fifth grade were randomly selected utilizing an online randomizer tool at www.randomizer.org/list and invited to participate in a library readers' advisory program. Of the 28 invited, 10 students accepted and participated in the targeted readers' advisory study, including two second grade students, three third grade students, four fourth grade students, and one fifth grade student. Six of the participants are female and four participants are male. Students with IEPs were not selected as participants for this study because those students have multiple individualized supports already in place, including reader's advisory; and these supports will remain in tact. On the other hand, study participants do not have those same outside supports. The participants were selected in order to represent struggling readers potentially served by a readers' advisory program. The researcher, as the elementary school teacher librarian, was also an active participant observer within the study. The library operates on the fixed scheduling model, which allowed for a single and predictable contact time between the librarian and participants each week.

Procedures

Data Sources

Selected students participated in a weekly readers' advisory program for eight weeks during the 15 minute check out period within their fixed scheduled library classes.

Each participant had individual conferences of approximately three to four minutes each with the teacher librarian to discuss book selections, reading progress, and reactions to reading. During alternating weeks of the eight individual reader's advisory conferences, the teacher librarian discussed students' time spent reading one week and gave a modified version of a survey about self concept and motivation to read the following week (see Appendix B), in a rotating fashion. Students were encouraged to keep reading logs (see Appendix C) for tracking their time spent reading each day, and an adult signature was required for further verification. Only two participants chose to do so. Every week, the teacher librarian recommended new books to each participant based on individual interests and discussed the obstacles to reading that students reported.

The teacher librarian kept conference notes (see Appendix D) during these weekly individual student meetings to track students' interests and guide readers' advisory book recommendations. Wildemuth (2009) described participant observation as a method in which the researcher participates in the setting, gains a better understanding of the situation through participation, and can utilize that understanding to develop improved theories about the setting. The teacher librarian's observational notes from weekly readers' advisory meetings with each of the participants were used to provide a better understanding of the instructional practice and student responses to it. These notes provided qualitative data analysis regarding the implementation of the program.

In order to assess any change in students' self concept and reading motivation over time, the teacher librarian administered the complete Motivation to Read Profile (MRP) survey and interview questions (see Appendix A) both before and after the eight week readers' advisory intervention. The MRP, developed by Gambrell, Palmer, Codling,

& Mazzoni (1996), utilized coded questions within a single survey to provide a separate score for motivation and self concept. The MRP (see Appendix A for the full survey) includes both quantitative and qualitative information through the use of a survey instrument and brief semistructured interview questions. Wildemuth (2009) stated that survey research enables the collection of data for a sample population's attitudes, opinions and behaviors. The semistructured interview element of the MRP includes predetermined and planned questions, but this method allowed for alteration in question order, wording, and question explanation (Wildemuth, 2009). This variation was necessary in order to effectively administer the interview to students across grades second through fifth. The full survey and interview was given to all the participants prior to the readers' advisory program as a pre assessment measure and once again after eight weeks, at the end of the program as a post assessment. This allowed the researcher to understand students' perceptions about reading before and after the readers' advisory program in order to analyze the results of the readers' advisory program.

Data Analysis

The researcher used a mix of qualitative and quantitative analysis methods to determine changes in students' attitudes toward reading within the focused and consistent readers' advisory program for non proficient readers. First the researcher used qualitative content analysis to code student responses to the MRP interviews, biweekly modified motivation open response questions, and weekly conversations during readers' advisory conferences. Qualitative analysis of content involves a process of condensing data into categories based on interpretations (Wildemuth, 2009). Qualitative content analysis was used to analyze students' responses in order to better understand participants' motivation

to read, self concept as readers, and time spent reading. The participants' responses were analyzed for patterns as it pertained to readers' advisory practices and program. Themes from student responses were allowed to emerge including evidence of student motivation in regards to models of reading, access to materials of interest, and time available for reading, evidence of positive or negative influences on participants' self-concept as readers, and barriers or supports for time spent reading.

Wildemuth (2009) stated that qualitative data analysis includes preparing the data, defining the unit of analysis as a piece of information representing a single theme or issue relevant to a research question, developing categories and a coding scheme derived from the data, related studies and theories, testing the coding scheme on a text sample, coding the rest of the text consistently, assessing the coding consistency, drawing conclusions from the coded data, and finally, reporting the methods and findings. Thus the researcher identified themes and patterns that may explain any change in reading participation and self concept or attitude toward reading. For research question one, "Does the structured and individualized readers' advisory for struggling readers improve students' motivation to read?" the researcher coded the responses for models of reading as described by McKool (2007), access to materials of interest as described by Ivey and Broaddus (2001), and time available for reading as explained by Allington (2009). For the second research question "Does a structured readers' advisory program for struggling readers improve students' self-concept as readers?" the researcher coded responses for feelings of success or failure with reading as discussed by Powell, McIntyre, & Rightmeyer (2006). For the third research question, "Does systematic individual readers' advisory for struggling readers increase the amount students read?" the researched coded responses for obstacles

or supports for why students did or did not spend time reading based upon Allington's (2009) research study.

The second form of data analysis included quantitative survey response data. The researcher analyzed the change in students' motivation to read and self concept through the full MRP administered before and after the intervention as well as through four shortened MRP biweekly surveys. The researcher used codes supplied with the MRP survey to analyze quantitative survey data in two categories emphasized through the survey: value of reading and self concept.

Limitations

This research design was limited to a single elementary school library within a Midwestern school district with participants in grades second through fifth. The study was limited by the fixed library schedule that allowed for only brief interactions during each of the eight weekly conferences for data collection and observational notes, over the eight week period of the study. This schedule also limited the number of participants with whom the school librarian could effectively confer within the time constraints.

CHAPTER 4

FINDINGS

Often, struggling readers demonstrate resistant reading behaviors and are especially in need of a library environment which encourages self-selection of high quality materials of interest at their reading level. However, current readers' advisory programs lack cohesive strategies for specifically targeting non proficient readers within the library aimed to increase their reading motivation, self-concept as readers, and time spent reading. The purpose of this action research study was to identify the ways a focused, systematic, and individualized readers' advisory program implemented by a teacher librarian influences students' amount of reading, motivation to read, and self-concept as readers across second through fifth grades. As a participant observer, the researcher studied the influence of an eight week consistent and targeted readers' advisory program on 10 second through fifth grade non proficient readers by conducting the MRP as both a pre and post test measure of students' motivation to read and their self concept as readers in conjunction with weekly observational notes from brief individual readers' advisory conferences. Results were analyzed to understand influences on students motivation to read, self-concept, and time spent reading.

Motivation to Read

The researcher assessed participants' motivation to read using MRP scores for reading value, biweekly survey responses, and observational notes indicating the presence of models of reading, access to materials of interest, and time available for reading. As Table 1 indicates, eight of the 10 participants had a higher Value of Reading score on the

MRP after the eight week readers' advisory program. The average improvement for the participant group was 3.2 points or 8%.

Notably, Students 2 and 3 saw decreases in motivation to read, and Students 4 and 6 saw a major increase in motivation of 25% or greater. Both students 2 and 3 mentioned transitioning from primarily reading with others to beginning to read independently. Student 2, described reading with her grandmother stating, "She used to read me books when I was a baby. She would read half then me, but now I read to her and she sometimes listens." Student 3 made a similar comment, "I like to read with my mom, but mom gets busy and can't read with me." This transition from a social reading process to an independent reading process could account for the lower value of reading score. Students 4 and 6 on the other hand mentioned an increase in the social process of reading. Student 6 showed the greatest growth on questions pertaining to discussing books with friends and peer perceptions of reading. Student 4 also demonstrated the most growth on these questions and commented, " My sister, my mom, and the librarian get me excited about reading more. I read back and forth with my sister each night." Analysis of the participants' value of reading scores and corresponding responses highlight the importance of the social aspect of reading in motivating students to read.

Table 1:
Value of Reading Pre and Post Assessment Scores

Student	Value of Reading Pre Assessment		Value of Reading Post Assessment	
	Raw Score	%	Raw Score	%
1	35/40	87.5%	38/40	95%
2	35/40	87.5%	34/40	85%
3	33/40	82.5%	32/40	80%
4	27/40	67.5%	39/40	97.5%
5	34/40	85%	35/40	87.5%
6	26/40	65%	36/40	90%
7	32/40	80%	34/40	85%
8	32/40	80%	33/40	82.5%
9	35/40	87.5%	38/40	95%
10	27/40	67.5%	29/40	72.5%
Average	31.6/40	79%	34.8/40	87%

This data indicates that the consistent and targeted readers' advisory program for non proficient readers had a positive influence on how participants viewed the value of reading. For further analysis on the impact of the readers' advisory program, weekly survey responses and the researcher's observational notes were analyzed for qualitative evidence of models of reading, access to interesting materials, and time available for reading.

McKool (2007) described the importance for struggling readers to have models of reading in their environment in order to motivate reading. In the current study, the researcher analyzed the MRP pre and post assessment interview, observational notes and biweekly survey results. Eight of the 10 student participants mentioned models of reading

either at home or at school inspiring them to continue to read. Of the student responses that referenced models of reading, the most frequent models of reading were family members, teachers, peers, and teacher librarians. Participants who mentioned models of reading stated that reading with others and talking with others about books made them excited to read more often. Throughout the readers' advisory program, participants discussed classroom read alouds and book talks by the teacher librarian as motivating factors to choose items for independent reading. For example, one participant stated "My teacher read this book aloud. It was great. Do you have one like it?" However, reading with family members in the evenings seemed to have the greatest impact on students' motivation to read at home. Participants commented "I read with my mom each night," "My sister gets me interested and excited about reading because she reads a lot," and "I'm excited to read at home with my mom." Models of reading, both at home and at school, motivated students to select particular texts and to free read.

The literature reviewed also showed that students' motivation to read is also impacted by their access to materials of interest (Ivey & Broaddus, 2001). The researcher analyzed the MRP interviews, observational notes, and biweekly survey responses and categorized participant responses into statements about where students physically access reading materials and how students select materials of interest based upon student responses that distinguished these as two different obstacles in accessing materials of high interest. Nine of the 10 participants stated they obtain reading materials from the school library. Four mentioned receiving books as gifts. Four described having access to books at home. One participant mentioned having access to classroom libraries, and one participant mentioned access to books through the public library. Participants stressed the

importance of the school library as a source of access to books by stating, "I have books at home, but they are not a good fit" and "I get books by looking at the school library."

Responses were also analyzed for how non proficient readers select books of interest. Book talks by the teacher librarian, classroom teacher, and instructional coach were the most frequently mentioned reason for particular text selections and how students located their most well liked books. For example one student stated, "I like checking out new books from the library that the librarian told me about." Another commented, "I'm checked out this book because it sounded good during the book talk." Participants also mentioned becoming hooked on a particular series either through a teacher's read aloud, a peer recommendation, or the recommendation of the teacher librarian. Guidance through the book selection process was also a determining factor for students to locate materials of interest at their level. One student remarked, "Going through the library together helps me find good books." Often the student participants mentioned that the library, the teacher librarian, or a teacher helped them to find the books they liked the most and showed them how to find other books like them. A few participants mentioned simply browsing shelves, or choosing books based on movies or social media posts. One student stated ,"I liked the movie, so I came here to get the book." Based upon students' responses, booktalks during the readers' advisory program and the subsequent guidance through the text selection process were the main factors contributing to students' selection of independent reading materials of interest to them.

Participant responses and the researcher's observational notes also outlined a number of obstacles to students' access to materials of interest that limited their motivation to read. Half of the participants mentioned that they did not have access to

interesting texts at home and frequently forgot to bring their library books from school home with them or chose not to bring books home because they feared loss or damage to them. This lack of access to choice materials of interest at home limits students' motivation to read outside of the school day. Students also described assigned reading for projects and homework as limiting their motivation to read by limiting their choice reading. Three participants mentioned that selection rules imposed by their teachers limited their motivation to read and their confidence in text selection. These dictates included having to check out a chapter book and being asked to return a book because there were not enough words on a page or it was not at a specified reading level. One student stated, "I can't check out anything new or interesting because I have to read this for a project." Another participant stated, "I have to have a chapter book, and my teacher said this one doesn't count." These restrictions to access limited students' motivation to read while in school.

Student participants also mentioned that the library schedule and intervention group schedules interfered at times with their ability to come to the library and check out new books. One such participant stated, "I didn't read last night because I finished my book, and when I came to the library, nobody was here to check out." Yet another student stated, "I missed library class and check out because I was in group. I need books to read." This signifies the importance of providing non proficient readers time within the library to locate and choose books of high interest in order to further their reading motivation.

Another critical component to students' motivation to read is having enough time available to engage in the reading process (Allington, 2009). In the current study

participants mentioned having time to read during Silent Sustained Reading (SSR) time at school. However reading at home was mentioned nearly as often as the most frequent time available for reading. A few students mentioned that they have time to read in short amounts of time between school tasks throughout the day when they finished their classwork early. Others reported that if they had located materials of interest they would make time for reading by reading in the car or on the bus before or after school or during a sibling's game or practice. Analysis of student responses to survey questions demonstrated that participants were more likely to find time available for reading when they were reading a book of high interest. Having time set aside in school or at home as an established routine had the greatest positive impact on students' motivation to read.

Response analysis also demonstrated a number of obstacles to students' time available for reading, therefore limiting their motivation to read independently. The most frequent obstacle to students' time available for reading was the busyness of their evenings at home. Six of the 10 participants explicitly mentioned being too busy to read at night due to practices, errands, homework, and family events. Student participants also mentioned limits to their time for reading at school including not having enough time when finished with an assignment to truly engage in a book, having intervention groups that took them away from SSR and missing school altogether. These limitations on students' time, limited their motivation to read in school and outside of school.

Thus, the growth in participants' Value of Reading score on the MRP demonstrated that the targeted and consistent readers' advisory program for non proficient readers had a positive influence on students' motivation to read. Further analysis of students' responses during weekly readers' advisory conferences and

biweekly survey responses showed a number of factors that also had a positive influence on students' motivation to read. These responses also revealed a number of obstacles both within the school system and outside of the school day that continue to limit struggling readers' motivation to read.

Self Concept as Readers

This study aimed to identify whether a targeted and consistent readers' advisory program would influence non proficient readers' self concept as readers. The MRP scores for self concept were analyzed as well as observational notes during weekly readers' advisory conferences and remarks on biweekly surveys for references to feelings of success or failure with reading.

The average self concept score on the MRP for the 10 second through fifth grade non proficient readers prior to the readers' advisory program was 27.3 out of a possible 40 points or 68.25% as shown in the table below. Nine of the 10 participants had an improved self concept score after the eight week readers' advisory program with an average improvement of 3.8 pts or 9.5%. Student 3's self concept score decreased based on questions about her perception of her skills in relations to her peers. Class graphing of fluency rates may have been an influence on the self concept score decrease. The table below shows the pre assessment and post assessment scores for the individual participants along with the average scores for both the pre and post assessment.

Table 2:
Self Concept Pre and Post Assessment Scores

Student	Self Concept Pre Assessment		Self Concept Post Assessment	
	Raw Score	%	Raw Score	%
1	27/40	67.5%	32/40	80%
2	23/40	57.5%	27/40	67.5%
3	27/40	67.5%	26/40	65%
4	27/40	67.5%	35/40	87.5%
5	31/40	78%	32/40	80%
6	25/40	62%	31/40	78%
7	32/40	80%	35/40	87.5%
8	27/40	67.5%	33/40	82.5%
9	27/40	67.5%	30/40	75%
10	27/40	67%	30/40	75%
Average	27.3/40	68.25%	31.1/40	77.75%

These scores indicate that the readers' advisory program for non proficient readers enacted a positive influence on participants' self concept as readers. Almost all students showed increases in their confidence as readers.

Further analysis of students' MRP interview responses, observational notes from weekly readers' advisory conferences and biweekly survey responses shed greater light on students' self concept as readers. Student responses were coded for feelings of success with reading as well as unsuccessful reading experiences. Three participants stated that having guidance through the book location and selection process helped them find books that were a good fit and that they could enjoy reading. One such student

stated, "The library helped me find good books that fit, fit, fit." Two students stated they enjoyed reading more, and one participant stated, "Now I can understand all of what I read." Students frequently made mention of enjoying being able to read items of interest that were at their level. These statements reflect that throughout the readers' advisory program, students made gains in experiencing success with reading.

However, not all participant responses demonstrated reading successes. Four participants stated that they still needed to improve their reading by reading more and increasing in speed. One student stated, "To be better I need to speed up." Another said, "I need to work on stamina and fluency." A third said, "I need to read more and faster." This study was done within the context of an elementary school with a building-wide fluency initiative. As non proficient readers, all participants were also part of weekly fluency assessments. This focus on speed and reading a particular number of words per minute greatly influenced students' self concept as readers. For some students this may have increased their self concept as readers while it may have limited the self concept of other participants.

Thus, the MRP scores for Self Concept as Readers demonstrated that the readers' advisory program for non proficient readers had a positive influence on their self concept as readers. Students' responses during the MRP interview, the biweekly surveys, and during readers' advisory conferences also show a positive influence on self concept through the mention of successful experiences with reading. However, the building wide fluency initiative and subsequent testing measures may have influenced the self concept of the participants as well, skewing the results.

Time Spent Reading

The third question this study sought to answer was whether or not a targeted, consistent, and systematic readers' advisory program for non proficient readers would increase the amount of time that students spend reading. In order to better assess students' time spent reading, and determine whether or not there would be an increase throughout the readers' advisory program, participants were given biweekly reading logs in which to log the amount of time they spent reading. m. However, the participant population for this study struggled to log their reading minutes consistently, and the majority did not return a reading log during the entirety of the program. Therefore no concrete conclusions can be drawn as to whether or not the readers' advisory program increased the amount of time students read.

Student responses to the MRP interview, the biweekly surveys, and observational notes from the weekly readers' advisory conferences were analyzed for references that reflected an increase or decrease in time spent reading, and while not providing definitive information on the amount of time students spent reading, these responses provided useful insights to better understand the factors influencing such. Participant responses indicated that there were a number of factors that influenced how much time they chose to spend reading including teachers' required reading time during class, parental expectations for reading at home, and their interest in the particular book they were reading. Students who had previously stated they had little time available for reading, gave a number of responses indicating they did indeed find time to read when the reading material was of high interest, indicating that the readers' advisory program did have a positive influence on the amount students read. Participant comments included

statements such as, "I read 30 minutes a night this week. I like this series," "I like *Eerie Elementary*. I don't ever want to stop," "The last book I read was super good, and I begged for more read aloud time," and "I'm reading *Treasure Hunters*, and I like it so I'm reading it before and after school in the car." These statements indicate that the books discussed during weekly readers' advisory conferences led students to read more often.

However, obstacles to students' time spent reading were also mentioned including choosing to play outdoors as weather improved instead of reading, feeling too tired or sick to read, and simply choosing not to read because they did not feel like it. These obstacles and the aforementioned factors of teacher and parent expectations for time spent reading had a large influence on whether or not students spent time reading. Data was therefore inconclusive as to whether the readers' advisory program alone led to non proficient students increasing the amount of time spent reading.

Given the lack of consistent reading log recording and tracking of time spent reading and the number of outside factors which influenced how students spent their time, it cannot be determined that the readers' advisory program had a positive influence on students' time spent reading. However the statements made by students indicated that books of high interest encouraged participants to make time for reading. Responses also indicated that family and teacher expectations for student reading had a large impact on whether or not students spent time reading. It can be concluded then that a combination of readers' advisory focused on aiding students in selecting high interest materials and setting high expectations for students' reading behaviors positively influences the amount of time students spend reading.

The pre and post assessment measures of participants' value of reading and self concept as readers as determined by the MRP indicated that a focused and consistent readers' advisory program for non proficient readers exerted a positive influence on those attributes. Careful analysis of student responses to the MRP interview, survey remarks, and observational notes from weekly readers' advisory conferences demonstrated that while a number of factors contribute to students motivation to read, self-concept as readers, and time spent reading, this readers' advisory program provided positive results for the participants and is worthy of further study as a strategy to encourage non proficient readers.

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

Non proficient readers often demonstrate resistance towards reading and are especially in need of an environment that encourages students to select and read high quality materials at their level. Nonetheless, current readers' advisory practices lack cohesive strategies for specifically targeting non proficient readers in order to increase their motivation to read, self concept as readers, and time spent reading. The purpose of this action research study was to identify in the ways in which a focused, systematic, and individualized readers' advisory program implemented by a teacher librarian influences students' amount of reading, motivation to read, and self-concept as readers across second through fifth grades. Ten second through fifth grade non proficient readers within a single midwest elementary school participated in an eight week readers' advisory program, meeting weekly with the teacher librarian. The MRP was given as a pre and post assessment of students' value of reading and self concept as readers. Along with careful analysis of participants' responses to the MRP interviews, biweekly survey responses and observational notes from the weekly readers' advisory conferences were analyzed for evidence of improvement in students' motivation to read, self concept as readers, and time spent reading. While the MRP results and analyzed student responses indicated that the readers' advisory program had a positive influence on students' motivation to read and self concept of reading, there was not definitive evidence of its influence on the amount of time students spent reading.

Conclusions

This structured and consistent readers' advisory program for non proficient readers had a positive influence on students' motivation to read, self concept as readers, and time spent reading. However, it is only one tool for reaching reluctant readers, and without considering the multitude of factors which affect students' reading behaviors, such a program's influence will be limited.

While the MRP data for students' value of reading and analysis of student responses indicated that students' motivation to read improved through structured readers' advisory, there are still many obstacles to overcome. The readers' advisory program greatly improved students' ability to locate materials of interest, especially through individualized book talks and guided text selection, demonstrating the importance of these strategies. However, access to materials is not the only factor for students' motivation to read. As McKool (2007) discussed, models of reading at school and at home are also critical for motivating students to read. While the readers' advisory program offered students' a model of reading through the teacher librarian, it was strengthened by having family models of reading at home or teachers within the classroom modeling reading. Similarly, Allington (2009) described the importance of students' time available to read as a motivating factor, and while the readers' advisory program provided students with the opportunity to get hooked on a book and oftentimes make time for reading, it cannot replace the importance of time set aside during the school day for reading. Nor can it replace the important influence of the expectations of family members and teachers for students to continue to read at home after school hours. The readers' advisory program was a useful tool in motivating students to read, but the

program is not enough without addressing the other factors of students' reading motivation.

The MRP data for students' self concept as readers along with student responses to interview and survey prompts indicated that the readers' advisory program had a positive influence on students' self concept and confidence as readers. Participants responded positively to finding materials with which they could be successful, materials found through their interactions with the teacher librarian. However, the readers' advisory program's influence on non proficient readers is likely limited by competing factors such as the more prescriptive comments of teachers and parents whose assumptions about reading selections derive from comparing the reading proficiency scores of students. The very fact that elementary level students, especially students with identified reading deficits, referred in their responses to needing to improve their reading "fluency" and "stamina" is evidence of these adult influences. The readers' advisory program can go a long way to build students' successes with reading, but its impact is affected by factors outside the purview of the library. These precipitating factors need to be taken into consideration as schools and teacher librarians seek to build students' self concept as readers. Fostering a love of reading requires a collaborative approach.

While the readers' advisory program for non proficient readers did not indicate a definite positive influence on students' time spent reading, students indicated that when they are truly engaged in a text, they will seek out time for reading despite outside claims on their time. A readers' advisory program that effectively matches students to highly engaging and readable texts will encourage even non proficient readers to find time to read. Furthermore other ways to increase the amount of time students read can be

accomplished by providing time within the school day and setting expectations for after school reading through communication with families and classroom teachers. A readers' advisory program is one strategy for encouraging students to read, but non proficient readers need multiple encouragements to spend their time reading.

While an individualized and consistent readers' advisory program demonstrated a positive influence on non proficient readers' reading behaviors including reading motivation and self concept as readers it is merely one tool within a complex system. In order to be successful, a teacher librarian must also seek to influence and encourage all outside contexts in addition to providing a focused and structured readers' advisory program.

Recommendations

While analysis of the data from the MRP and student responses indicate positive results from the readers' advisory program for struggling readers, further study should be conducted to understand the impact of such programs using large numbers of participants. This study was limited by a small sample of 10 participating non proficient readers and was limited to a duration of eight weeks. Study of a larger sample of students with more time for implementation of the readers' advisory program may provide more informative data. Furthermore, there are a wide range of complex issues that impact non proficient readers' behaviors towards reading both in school and at home. Future study on how the school library or a readers' advisory program can effectively address these outside factors through communication with families and classroom teachers would be extremely beneficial. Further study on the social aspects of the reading process within the library through book discussions would be useful. The school library has a great interest

in motivating non proficient readers to read, encouraging their self concept as readers, and increasing the amount of time they spend reading. Further study is necessary in order to entirely understand the complex system that impacts students' reading behaviors if the goal is to shape those behaviors.

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APPENDIX A

MOTIVATION TO READ SURVEY

MOTIVATION TO READ PROFILE

| READING SURVEY |

Name _____ Date _____

Sample #1: I am in _____ .

      ○ 1st grade   ○ 4th grade
      ○ 2nd grade   ○ 5th grade
      ○ 3rd grade   ○ 6th grade

Sample #2: I am a _____ .

      ○ boy
      ○ girl

1. My friends think I am _____ .

      ○ a very good reader
      ○ a good reader
      ○ an OK reader
      ○ a poor reader

2. Reading a book is something I like to do.

      ○ Never
      ○ Not very often
      ○ Sometimes
      ○ Often

3. I read _____ .

      ○ not as well as my friends
      ○ about the same as my friends
      ○ a little better than my friends
      ○ a lot better than my friends

4. My best friends think reading is _____ .

   ○ really fun
   ○ fun
   ○ OK to do
   ○ no fun at all

5. When I come to a word I don't know, I can _____ .

   ○ almost always figure it out
   ○ sometimes figure it out
   ○ almost never figure it out
   ○ never figure it out

6. I tell my friends about good books I read.

   ○ I never do this.
   ○ I almost never do this.
   ○ I do this some of the time.
   ○ I do this a lot.

7. When I am reading by myself, I understand _____ .

   ○ almost everything I read
   ○ some of what I read
   ○ almost none of what I read
   ○ none of what I read

8. People who read a lot are _____ .

   ○ very interesting
   ○ interesting
   ○ not very interesting
   ○ boring

9. I am _____ .

    ○ a poor reader
    ○ an OK reader
    ○ a good reader
    ○ a very good reader

---

10. I think libraries are _____ .

    ○ a great place to spend time
    ○ an interesting place to spend time
    ○ an OK place to spend time
    ○ a boring place to spend time

---

11. I worry about what other kids think about my reading _____ .

    ○ every day
    ○ almost every day
    ○ once in a while
    ○ never

---

12. Knowing how to read well is _____ .

    ○ not very important
    ○ sort of important
    ○ important
    ○ very important

---

13. When my teacher asks me a question about what I have read, I _____ .

    ○ can never think of an answer
    ○ have trouble thinking of an answer
    ○ sometimes think of an answer
    ○ always think of an answer

14. I think reading is _____ .

      ○ a boring way to spend time
      ○ an OK way to spend time
      ○ an interesting way to spend time
      ○ a great way to spend time

15. Reading is _____ .

      ○ very easy for me
      ○ kind of easy for me
      ○ kind of hard for me
      ○ very hard for me

16. When I grow up I will spend _____ .

      ○ none of my time reading
      ○ very little of my time reading
      ○ some of my time reading
      ○ a lot of my time reading

17. When I am in a group talking about stories, I _____ .

      ○ almost never talk about my ideas
      ○ sometimes talk about my ideas
      ○ almost always talk about my ideas
      ○ always talk about my ideas

18. I would like for my teacher to read books out loud to the class _____ .

      ○ every day
      ○ almost every day
      ○ once in a while
      ○ never

19. When I read out loud I am a _____ .

    ○ poor reader
    ○ OK reader
    ○ good reader
    ○ very good reader

20. When someone gives me a book for a present, I feel _____ .

    ○ very happy
    ○ sort of happy
    ○ sort of unhappy
    ○ unhappy

MOTIVATION TO READ PROFILE

CONVERSATIONAL INTERVIEW

Student Name: _____ Date: _____

A. Emphasis: Narrative Text

Suggested Prompt (designed to engage student in a natural conversation):

I have been reading a good book . . . I was talking with . . . about it last night. I enjoy talking about good stories and books that I've been reading. Today I'd like to hear about what you have been reading.

1. **Tell me about the most interesting story or book you have read this week** (or even last week).
   Take a few minutes to think about it. (Wait time.) **Now, tell me about the book or story.**

Probes: **What else can you tell me?**
        Is there anything else?

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

2. **How did you know or find out about this story?**

_____
_____

   ____ assigned   ____ in school
   ____ chosen   ____ out of school

3. **Why was this story interesting to you?**

_____
_____
_____
_____

B. Emphasis: Informational Text

Suggested Prompt (designed to engage student in a natural conversation):

Often we read to find out about something or to learn about something. We read for information. For example, I remember a student of mine . . . who read a lot of books about . . . to find out as much as he/she could about . . . . Now, I'd like to hear about some of the informational reading you have been doing.

1. Think about something important that you learned recently, not from your teacher and not from television, but from a book or some other reading material. What did you read about? (Wait time.) Tell me what you learned.

Probes: What else could you tell me?
Is there anything else?

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

2. How did you know or find out about this book/article?

_____

_____

____ assigned   ____ in school
____ chosen   ____ out of school

3. Why was this book (or article) important to you?

_____

_____

_____

C. Emphasis: General Reading

1. Did you read anything at *home* yesterday? _____ What?

_____

_____

2. Do you have any books at school (in your desk/storage area/locker/bookbag) today that you are reading? _____ Tell me about them.

_____

_____

_____

3. Tell me about your favorite author.

_____

_____

_____

4. What do you think you have to learn to be a better reader?

_____

_____

_____

5. Do you know about any books right now that you'd like to read? Tell me about them.

_____

_____

_____

6. How did you find out about these books?

_____

_____

_____

7. What are some things that get you really excited about reading books?

_____

_____

Tell me about . . .

_____

_____

_____

8. Who gets you really interested and excited about reading books?

_____

_____

Tell me more about what they do.

_____

_____

_____

APPENDIX B

MODIFIED MOTIVATION SURVEY

I think reading is _____ .

○ a boring way to spend time
○ an OK way to spend time
○ an interesting way to spend time
○ a great way to spend time

I am _____ .

○ a poor reader
○ an OK reader
○ a good reader
○ a very good reader

I think libraries are _____ .

○ a great place to spend time
○ an interesting place to spend time
○ an OK place to spend time
○ a boring place to spend time

When I am reading by myself, I understand

○ almost everything I read
○ some of what I read
○ almost none of what I read
○ none of what I read

Tell me about the most interesting story or book you have read this week (or even last week).
Take a few minutes to think about it. (Wait time.) Now, tell me about the book or story.

Did you read anything at *home* yesterday? _____ What?

APPENDIX C

READING LOG

Name:						
Reading Log Dates: _____/_____/2016 through _____/_____/2016						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
_____min	_____min	_____min	_____min	_____min	_____min	_____min
_____ Initial	_____ Initial	_____ Initial	_____ Initial	_____ Initial	_____ Initial	_____ Initial
Total Reading Minutes:						

APPENDIX D

CONFERENCE LOG

Participant ID:	Observational Notes (TL Suggestions/ Student response)
Date: Length of Conference:	
Date: Length of Conference:	
Date: Length of Conference:	
Date: Length of Conference:	
Date: Length of Conference:	