

Effects of Student Choice on Reading Stamina

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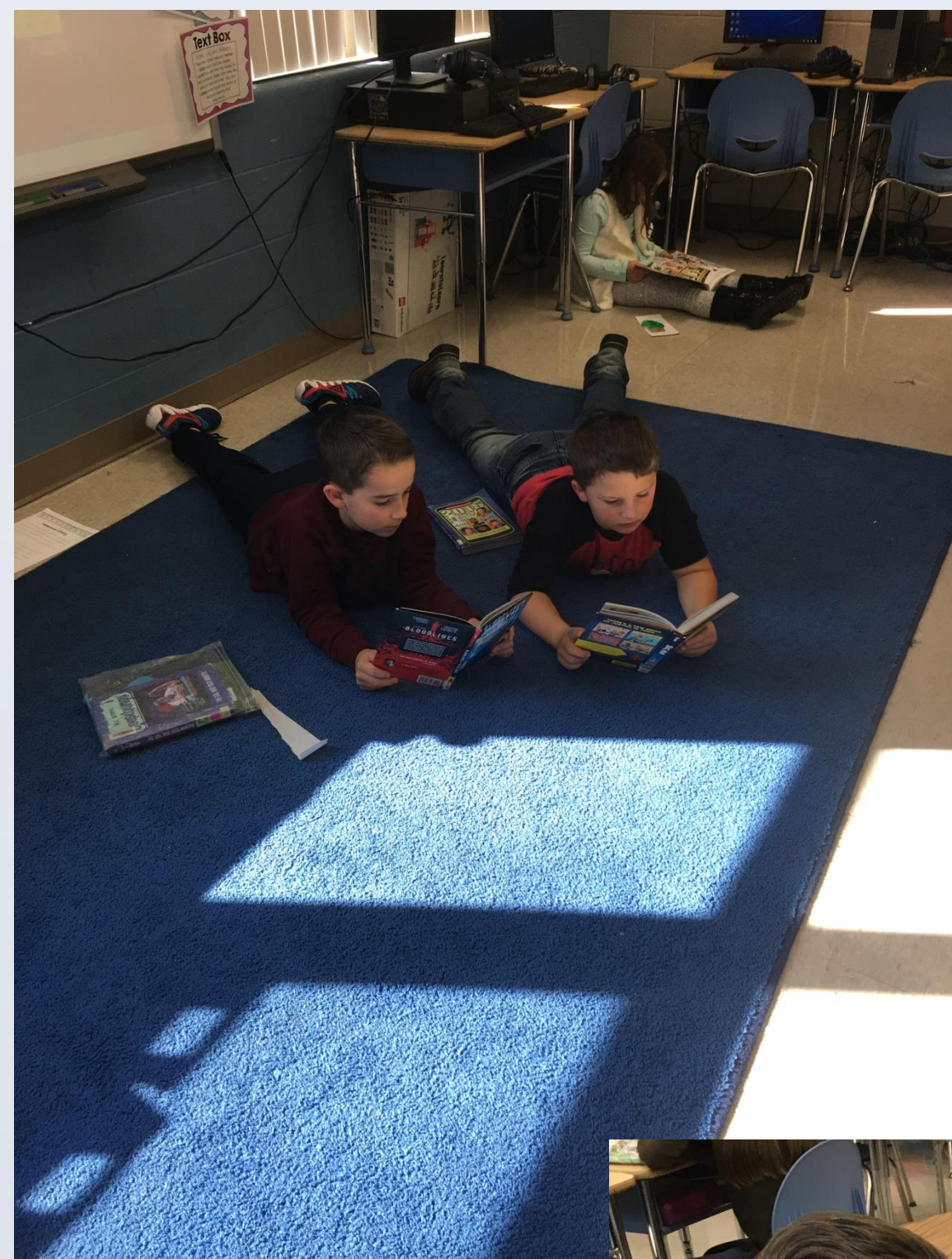
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Abstract

Some literacy experts suggest that by increasing the reading stamina of elementary students, comprehension of text will also increase.

Teachers in a rural eastern Kentucky school often use stamina reading strategies in a school-wide effort to improve literacy skills.

Over the duration of 6 weeks, the researcher collected data on the effect of student choice in relation to stamina. Students alternated seating arrangements between structured, assigned seats to student-choice seating in an attempt to determine if their choice increased reading stamina. This research project was supported and made possible by the Rowan County School district.



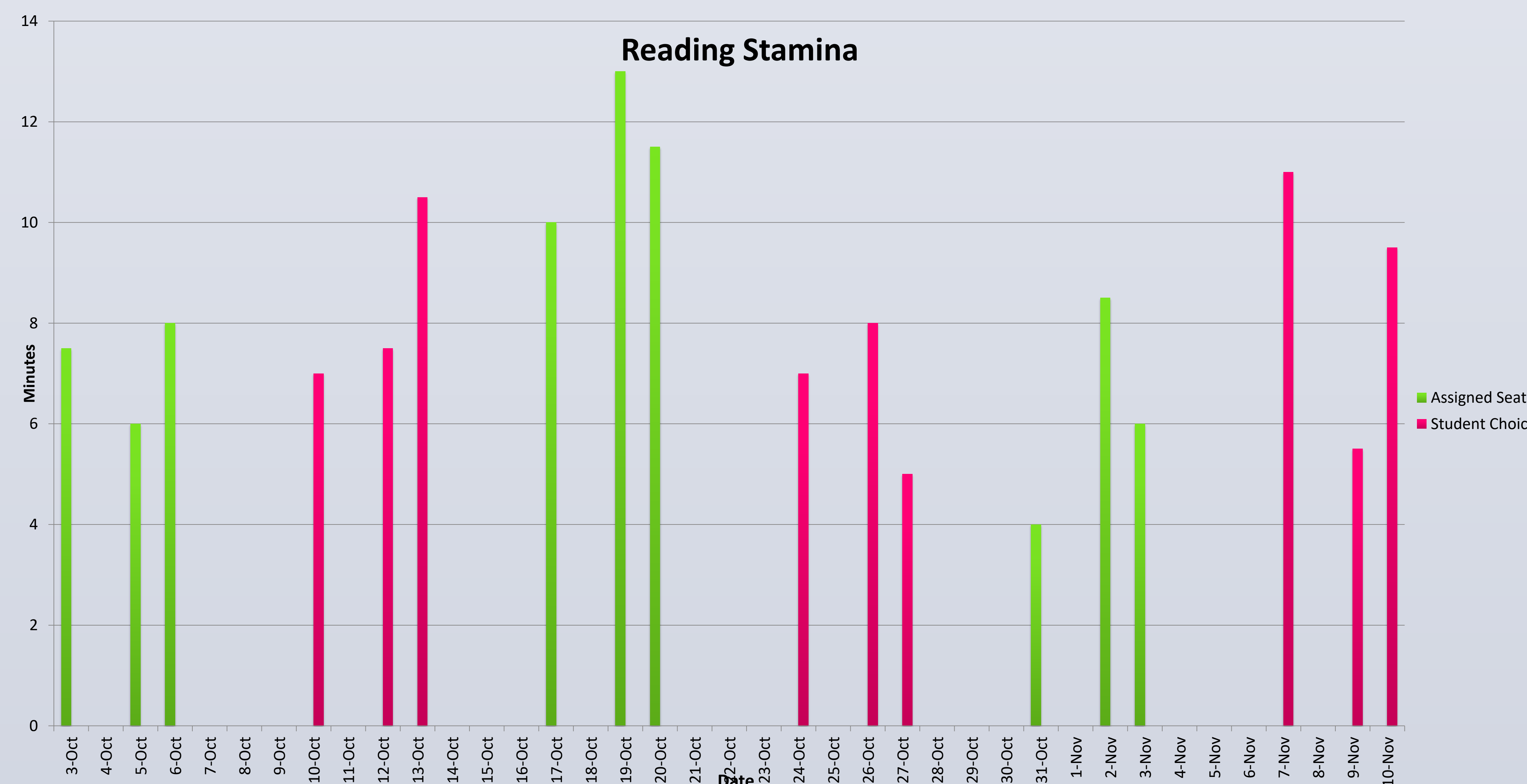
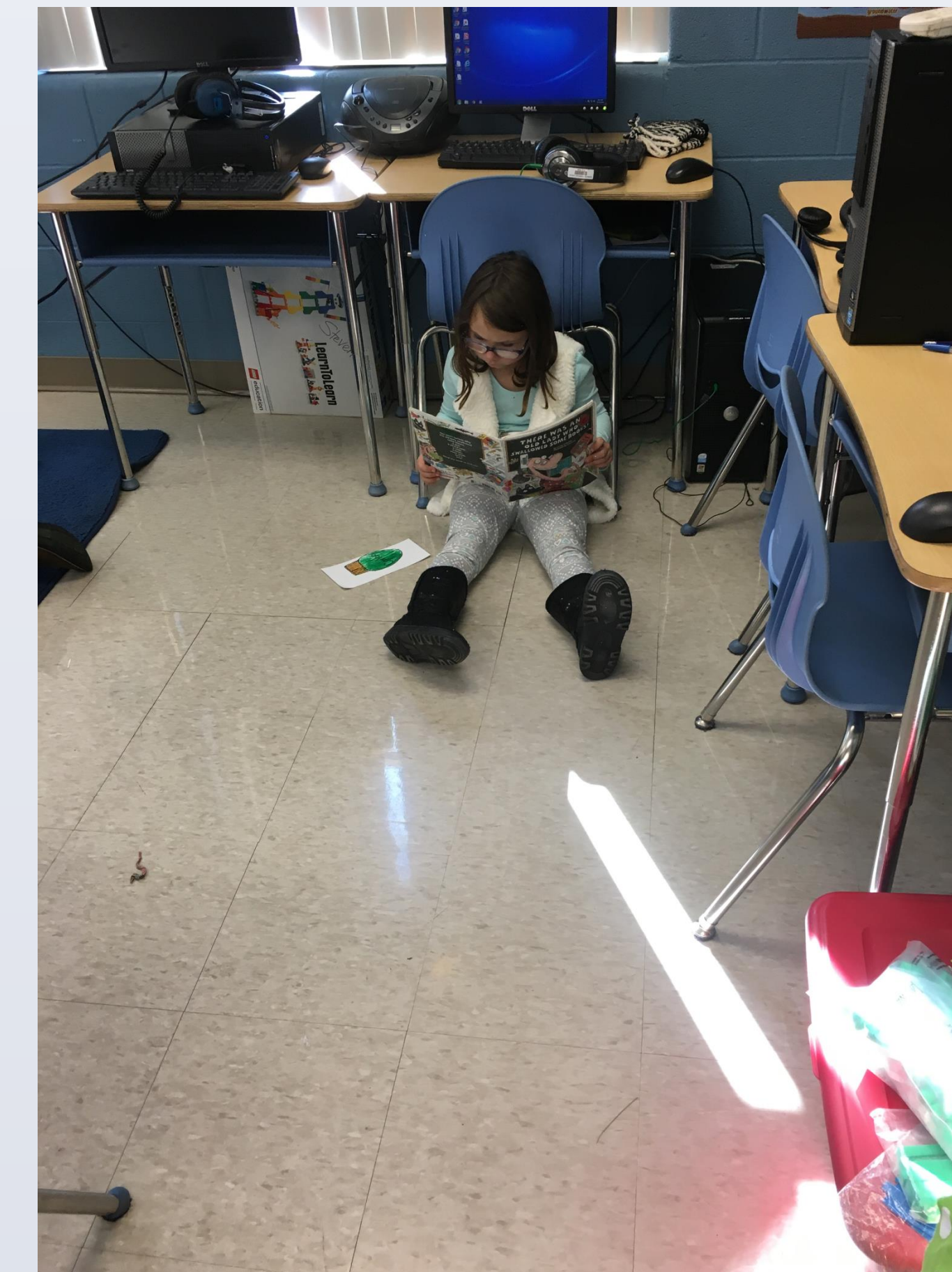
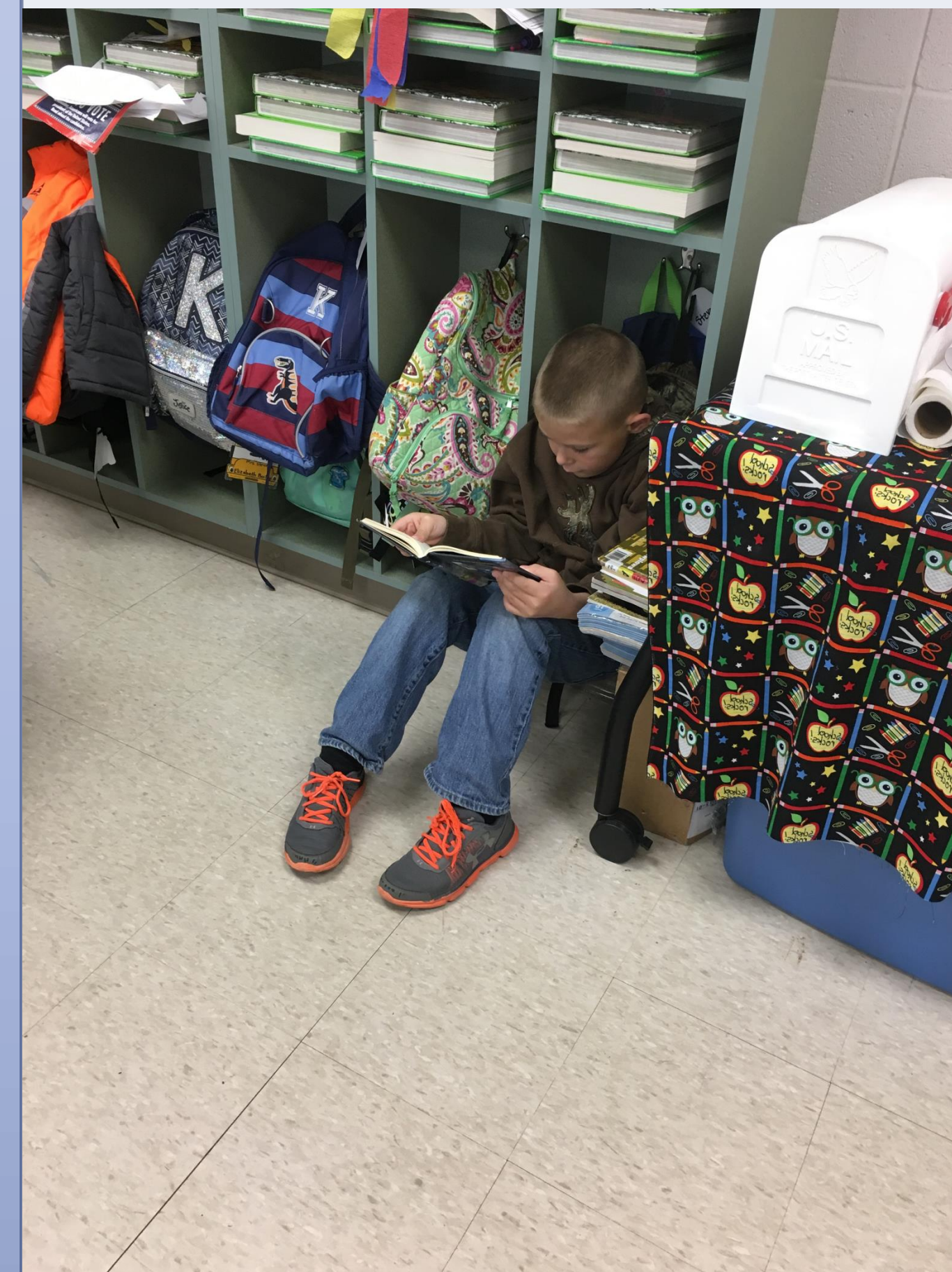
Hypothesis/Background

This research was conducted in a second grade classroom at an Elementary school in Morehead, Kentucky. Reading stamina is a schoolwide enrichment program which implements positive reinforcement and rewards for meeting stamina goals for any given amount of time. I was intrigued to see if the excitement of being allowed to choose their own seating arrangements would increase their overall stamina.

Hypothesis: If the students get to sit in a location other than their assigned seats during Reading Stamina, then they will be more likely to read for a longer period of time.

Data Set and Research Methods

Collecting data for the first week was done without intervention. The students remained in their assigned seats during reading stamina (sustained reading over a long period of time) and the researcher recorded the duration of the stamina using a classroom timer and the percentage of students off-task and noting at what time those behaviors occurred. The second week, data collection was with the intervention. Students chose where they would sit during reading stamina, within the teacher's guidelines. The researcher recorded the duration of the stamina and the percentage of students off-task and at what time those behaviors occurred. With and without the intervention, when the first student becomes off-task, the researcher had an alternate assignment ready for that student, so that the others remained uninterrupted. The same procedure was repeated for the second student that became off-task. Once the third student was off-task, the researcher stopped the class' reading time as a whole, and documented the reading stamina for that day. The intervention alternated every other week for a period of 6 weeks.



Results

Upon reflection on this research data, it was concluded that there are no positive or negative correlations in the data. However, when the student choice arrangement is compared to assigned seating, the assigned seating arrangement increased reading stamina. This option was identified by the researcher as the optimal choice to maximize the amount of reading stamina.

Acknowledgements

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