



5-2000

Engaged Reading in Third Grade: A Magical Kingdom

Laurie Eva Berry

Follow this and additional works at: <https://commons.und.edu/theses>

 Part of the [Psychology Commons](#)

Recommended Citation

Berry, Laurie Eva, "Engaged Reading in Third Grade: A Magical Kingdom" (2000). *Theses and Dissertations*. 944.
<https://commons.und.edu/theses/944>

This Dissertation is brought to you for free and open access by the Theses, Dissertations, and Senior Projects at UND Scholarly Commons. It has been accepted for inclusion in Theses and Dissertations by an authorized administrator of UND Scholarly Commons. For more information, please contact zeinebyousif@library.und.edu.

2000
B5345

ENGAGED READING IN THIRD GRADE: A MAGICAL KINGDOM

by

Laurie Eva Berry
Bachelor of Science, Mayville State University, 1978
Master of Education, University of North Dakota, 1996

A Dissertation

Submitted to the Graduate Faculty

of the

University of North Dakota

in partial fulfillment of the requirements

for the degree of

Doctor of Education

Grand Forks, North Dakota

May
2000

This dissertation, submitted by Laurie Eva Berry in partial fulfillment of the requirements for the Degree of Doctor of Education from the University of North Dakota, has been read by the Faculty Advisory Committee under whom the work has been done and is hereby approved.

Deanna L. Strackbein
(Chairperson)

Mary Lou Fuller

Regent B. Shaffer

Lars J. Helgeson
Reviews

This dissertation meets the standard for appearance, conforms to the style and format requirements of the Graduate School of the University of North Dakota, and is hereby approved.

Harvey Knud
Dean of the Graduate School

4-30-00

Date

PERMISSION

Title Engaged Reading in Third Grade: A Magical Kingdom
Department Teaching and Learning
Degree Doctor of Education

In presenting this dissertation in partial fulfillment of the requirements for a graduate degree from the University of North Dakota, I agree that the library of this University shall make it freely available for inspection. I further agree that permission for extensive copying for scholarly purposes may be granted by the professor who supervised my dissertation work or, in her absence, by the chairperson of the department or the dean of the Graduate School. It is understood that any copying or publication or other use of this dissertation or part thereof for financial gain shall not be allowed without my written permission. It is also understood that due recognition shall be given to me and to the University of North Dakota in any scholarly use which may be made of any material in my dissertation.

Signature Laurie Berry
Date 4-25-00

TABLE OF CONTENTS

LIST OF FIGURES.....	vii
ACKNOWLEDGMENTS.....	viii
ABSTRACT.....	x
CHAPTER	
I. INTRODUCTION.....	1
Purpose.....	6
Research Questions.....	6
Limitations of the Study.....	7
Definition of Terms.....	7
Summary.....	8
II. LITERATURE REVIEW.....	9
Motivation and the Affective Domain.....	9
The Teacher's Role.....	19
Choice.....	28
Summary.....	31
III. METHODS.....	35
Rationale for Choice of Study.....	35
Rational for Choice of Qualitative Methods for This Study.....	36
Validity and Reliability in Qualitative Research.....	38
Setting.....	38
Negotiating Entry.....	39

	Description of the Setting	41
	Data Collection and Analysis	42
	Observations	42
	Interviews	43
IV.	A DESCRIPTION OF READING IN THE MAGICAL KINGDOM: DATA ANALYSIS AND FINDINGS	52
	The Queen’s Philosophy	54
	Reading Incorporated into All Areas of the Royal Curriculum	54
	Royal Tradition Continues	55
	Modeling	56
	The Motto of the Kingdom	57
	Choices in the Royal Kingdom	58
	Royal Papers (French Papers)	59
	Personal Reactions	59
	Respect	60
	Favorite Readings	61
	Decisions	61
	Building a Strong Kingdom	62
	Expectations/Trust	64
	Profile of Three Engaged Readers	67
	Assertions	72
	Teacher Characteristics	83
	The Classroom/Environmental Factors	83
	Choice	85
	Instructional Strategies	86
	Summary	91

V. IMPLICATIONS, CONCLUSIONS, AND SUGGESTIONS FOR FURTHER RESEARCH	93
Conclusions.....	100
Suggestions for Further Research	104
APPENDICES	107
REFERENCES.....	144

LIST OF FIGURES

Figure	Page
1. Motivation and the Affective Domain, the Teacher, and Choice.....	34
2. Teacher Characteristics Coding Categories	47
3. Classroom/Environmental Coding Categories	48
4. Choice Coding Categories.....	49
5. Instructional Strategies Coding Categories	50
6. Characteristics of the Three Engaged Readers Coding Categories	51
7. External Motivators in the Third Grade Classroom	84
8. Backgrounds for the Plays.....	87
9. External Motivation Leads to Internal Motivation	89

ACKNOWLEDGMENTS

I would like to express my sincere appreciation to Dr. Deanna Strackbein, my advisor, for all the countless hours of her unconditional support and guidance. She was truly a mentor and a dear friend. I do not know if I would have had the faith or the fortitude to continue in this degree without her belief in me. She was the first professor with whom I was blessed at University of North Dakota and the last professor I had at the university. Thank you for following me full circle.

Appreciation is extended to the rest of the committee members: Dr. Mary Lou Fuller, Dr. Lars Helgeson, Dr. Margaret (Peggy) Shaeffer, and Dr. Robert Lewis for their suggestions, time, and expertise. A special note of thanks to Joyce Ulland, Dr. Nannette Bagstad, and Dr. Bradford Strand for their constructive criticism and editing skills.

This study would not have been possible without “Ann” and her class of third graders. I enjoyed being in the actual classroom again and found myself looking forward to the days that I had the chance to be a part of her classroom. Ann’s patience, modeling, and love of reading taught me so much about being an exemplary teacher. All the children were intriguing; however, a special thanks to “Mary, Sarah, and John” for being so explicit in how to become readers.

To my sister, Donalee Strand, thank you for listening to me countless hours on the phone when I needed a break from my studies. You could always put things into the

right perspective. To my dear friend, Marcia, who was always ready to cheer me on when I would say, "I can't do this anymore!," thank you for being there.

Finally to my family, this degree and accomplishment could not have been possible without you. To Larissa, thank you for your honesty and for growing up so wonderful despite the fact that you had a mother who had to be gone so much. To Mickey, thank you for your humor. There were days when I was so tired, I didn't think I could do one more thing and you always picked me up with your gift of making me laugh. To Alex, thanks for all the affection you gave so readily. Your talent of being so perceptive in what I needed done and your kind-heartedness got me through many days when I needed a boost. To Christian, you were a baby when I started this journey of graduate school and now you are half-grown. Thank you for your patience. You had a maturity that far exceeded your age in knowing when mom needed you to be with me and when I just needed a hug. To my mom, Doris Domier, thank you for washing countless loads of clothes and doing dishes nonstop. You were my first teacher and best friend who taught me the love of reading, and I can never express my gratitude enough for what you have done. To my husband, Scott, when we married 20 years ago, I would have never dreamed that I would have the privilege of obtaining this degree. You believed in me and helped this to become a reality. Thank you for being the love of my life!

ABSTRACT

The purpose of this descriptive study was to investigate how children become engaged readers in a third grade classroom. The study focused on what a teacher did to encourage children to read and environmental factors in the classroom helped create readers. The study was holistic in nature, including profiles of three students (two females and one male) who were chosen because they read if given free time. Observations were used to find out how the children interacted, what reading opportunities they were given, and what a teacher does to cultivate engagement.

Qualitative research methodology was used. The data were collected by observations, formal and informal teacher interviews, student interviews of three children, and classroom artifacts. Seven assertions emerged: (a) When a teacher genuinely loves reading and models this, it helps students to appreciate and value reading; (b) Students, who believe they are good readers, practice more at reading and the more they practice the more engaged they become in reading; (c) Students who knew and followed the classroom expectations were given the freedom to make decisions regarding the utilization of their free time; (d) Literature incorporated into all areas of the curriculum helps children to become engaged in reading; (e) Students who see a purpose for reading, inside and outside the classroom, are more apt to be engaged readers; (f) A structured classroom that has an atmosphere of community building, expectations, and

respect is conducive to motivating children intrinsically; (g) External motivators may lead to internal motivators, and internal motivators may lead to engaged readers.

The data illustrated four factors that externally motivated the children: instructional strategies, teacher characteristics, choice, and classroom/environmental factors. Five internal factors were discovered that motivated the three engaged readers: choice, curiosity, self-direction, self-expression, and efficacy.

Through the course of this study, it became apparent that both the teacher and the classroom environment played a large part in helping children become motivated to read, which in turn may cause children to become engaged readers.

CHAPTER I

INTRODUCTION

Jeffrey gasped. "Books!"

Books, all right. Both sides of the suitcase crammed with them. Dozens more than anyone would ever need for homework.

Jeffrey fell to his knees. He and Amanda and the suitcase were like a rock in a stream, the school-goers just flowed to the left and the right around them. He turned his head this way and that to read the titles. He lifted the books on top to see the ones beneath. There were fiction books and nonfiction books, who-did-it books and let's-be-friends books and what-is-it books and how-to books and how-not-to books and just-regular-kid books. On the bottom was a single volume from an encyclopedia. It was the letter A. "My library," Amanda Beale said proudly. (Maniac Magee, Spinelli, 1990, p. 11)

Amanda went everywhere with her suitcase full of books. She wanted to make sure that she had her books with her if she ever needed them. They were part of her. This suitcase full of books epitomized how important reading was to her. She did not want to be caught without her books. No matter how heavy the books were, she carried them without so much as a grumble because they were such an integral part of her life.

Jeffrey was so enthralled with reading the book titles that he did not even notice the children who were walking to school. He was caught up with seeing what types of books Amanda was carrying. Children who love to read are like that. They become engaged in the reading process. Jeffrey and Amanda were engaged readers.

The term "engage" according to Thorndike and Barnhart (1979) means to "keep oneself busy; be occupied; be active; take part" (p. 336). The term "read" according to Thorndike and Barnhart is "get meaning of (something written or printed) by looking or

touching the letters, characters, etc.” (p. 848). To combine what these two words, “engage” and “reading,” mean is to find out what an “engaged reader” is. An engaged reader is a person who needs to be active and take part in getting the meaning of something written or printed. According to Rasinski and Padak (1996), engagement in reading “refers to active participation in reading. This is influenced . . . by attention, perceived need or purpose for reading, and willingness to make attempts. Children learn to talk because they actively try to talk . . . and feel no anxiety about trying to do it” (p. 40). They learn to speak through such means as being immersed in the language and seeing a real purpose for it. Learners are actively engaged in learning to talk. This purpose is what makes speaking so easy to learn. “So it is with learning to read” (p. 40). Learning to read should be natural and purposeful.

Margaret Mead (1964) explained why children of some cultures find certain things easy to learn while those in other cultures find the same things difficult. She responded that children find it easy to learn those things that are valued by important adults in their lives and cultures. Therefore, adults need to communicate to children how important reading is and to help motivate children to become engaged readers. According to Savage (1998), “Teachers are the most important element in any reading program” (p. 8). Teachers who are role models for the children show their passion for reading and demonstrate how they use reading functionally and purposefully.

When teachers read functionally and purposefully, they are more apt to relinquish a certain amount of “control” to the children, demonstrating for the students that they believe they can make good choices on their own. Consequently, teachers show respect

for the children as learners. Giving children choices has a lot to do with helping them to become engaged readers because as choice is integrated into reading instruction students realize that their preferences are valued and their views are respected. Children who are given choices usually like to read and subsequently are more motivated to read because their reading is centered on their interests.

Students become engaged and take responsibility for their learning only when they have meaningful curricular choices that relate to their interests and their lives. According to Kline (1994), "Most of us who are habitual readers read much, but skip most of just about anything we pick up, and we are not condemned for doing so" (p. 14). He uses the analogy of reading a newspaper. He explained that if he read every word of the New York Herald it would take from Sunday to Wednesday. But as an adult reader, he chooses what he wants to read and how much. As educators, we rarely give our students that advantage. We tell them what, when, and how to read and yet still expect them to become engaged readers. Kline suggested that choosing to read is more important than liking it, and choice is very circumstantial. Educators need to set up circumstances where children are given many opportunities to experience reading.

These choices center on what the children choose to read, therefore building the children's confidence and their belief in themselves as readers. In order to feel successful as readers, children need to be active knowledge constructors and experience a sense of control in their lives. If they believe they are successful, they will persist in their reading task. It is hard to persist in something when you are not successful. If children believe in themselves, they will work hard to become readers and practice the skill.

Teaching reading is complex. A struggle currently exists in our schools relative to how reading should be taught. The conventional skill development approach to reading has given way to the appeal of using more authentic texts in reading. "As we move toward the twenty-first century, our students are not only reading less and less but a growing number can be termed *aliterate*—possessing the skill to read but choosing not to" (Davis, 1994, p. 63).

Reading is no longer viewed as merely being able to sound out the words or another 60 minute block of the curriculum. "The student who can read, but chooses not to, is probably the most crucial concern confronting our educational institutions today. It is not illiteracy we are combating, but aliteracy" (Thomas & Moorman, 1994, p. 11). Literacy is the foundation for everything that occurs in the classroom. It may be the most important subject taught, yet it is not discrete; it is a subject that is intertwined with all aspects of learning.

When children begin school they want to learn to read, but something happens in school to change that attitude. Even though most children begin their school experience with a positive attitude toward reading, many children show a steady decline in voluntary reading as they progress through school (Allington, 1975; Heathington, 1979; McKenna, Ellsworth, & Kear, 1995; Shapiro & White, 1991). It appears that schools are doing just the opposite of what they are intending to do. Not intentionally, of course, but how or why does this enthusiasm wane? One of the reasons may be that schools often mandate when and what to read. The environment, too, may not be conducive to providing opportunities and facilitating experiences for children. It is hard to become engaged if

the ideas, the choices, and the opportunities are all controlled by someone else. However, when reading has personal relevance for individual students, they want to learn how to absorb it. Reading when seen as authentic, real, or genuine is motivating because it is purposeful and functional. Children become motivated because it has a purpose. They become engaged in reading when they see reasons for it and they are more motivated when they feel a connectedness to the tasks and texts.

Becoming motivated to read has a great deal to do with children becoming engaged readers. Children can become motivated both intrinsically and extrinsically. Intrinsic motivation refers to the activities in which pleasure is inherent in the activity itself (Gottfried, 1985). Without any influences from outside sources these motivated children have the self-direction to read because they believe they will be successful, and therefore will persist in their reading task. Extrinsic motivation refers to motivation that comes from outside the learner. Guthrie et al. (1996) suggest when children receive extrinsic motivation they read not only to please the teacher, but also because they will receive some tangible reward for reading.

Engaged readers choose to read for a variety of reasons and comprehend the materials within the context of the situation. According to Vacca, Vacca, and Gove (2000), an engaged reader suggests the learner is committed, has a mental involvement, and the willingness to participate in the reading demonstrations. This research study focuses on how a teacher in a third grade classroom helped children to interact with texts in ways to become motivated to read so they can and will become engaged readers. As Peterson and Eeds (1990) stated, "We want children not just to learn to read, but to

become readers” (p. 6). With the advent of child-centered learning and constructivism, this study was intended to be holistic, natural, and authentic. This study was born from a need to discover how to teach reading in a way that encourages children to become engaged with their text.

Purpose

The purpose of this study was to gain a greater understanding of the factors that influence children and teachers in helping students to become more engaged in the reading process. Specifically, the primary purpose of this study was to investigate how children become engaged readers. Through this study, the researcher obtained a better understanding of what can be done to help create more motivated readers in our schools. The classroom setting was the best place to conduct this study since the children were in a natural educational setting. I wanted to go right to the source: the children themselves. The children’s perspectives will be beneficial to educators for it increases the understanding of how children acquire motivation to become engaged readers.

Data were collected by observing interactions between children and their teacher, and by interviewing three children and the teacher. The intent was to capture, describe, and explain the actual experiences of three children and their teacher. I wanted to find out how to help children to become more engaged in the reading process.

Research Questions

1. What classroom environmental factors appear to engage children in reading?
2. What role does the teacher play in engaging children in reading?
3. What happens in a classroom that prompts a child to want to read?

4. How do motivation and the affective domain relate to the engaged reader?
5. What role does choice have in helping children become engaged in reading?

Limitations of the Study

Two limitations may have affected this study and need to be considered. The first one could be researcher bias, and how that bias affected what was observed, collected, and written in my field notes. Siedman (1991) suggested that this was one of the limitations of qualitative research. The second limitation is the narrow scope of this study. The parameters of observing one classroom for a period of four months were restricted due to time constraints.

Definition of Terms

Authentic. “Worthy of acceptance, trust, belief; reliable. Coming from the source stated; not copied; real” (Thorndike & Barnhart, 1979, p. 69).

Basal reading approach. “A major approach to reading that occupies the central and broadest position on the instructional continuum” (Vacca et al., 2000, p. G-1). A graded series of reading textbooks.

Choice. “Act of choosing; selection; power or chance to choose” (Thorndike & Barnhart, 1979, p. 179).

Efficacy. “Power to produce the effect wanted; effectiveness” (Thorndike & Barnhart, 1979, p. 322).

Engaged reading. “The learner’s commitment, mental involvement, and willingness to participate in a demonstration” (Vacca et al., 2000, p. 48).

Holistic reading. “A way of thinking, teaching, and learning in a social community where learners are continually supported to purposefully use language . . . in order to inquire and construct and evaluate their own understanding of texts and real-world issues” (Routman, 1996, p. 41).

SSR (Silent Sustained Reading). “Structured activity in which children are given fixed time periods for reading self-selected materials silently” (Vacca et al., 2000, p. G-9).

Informal interview. “Like casual conversations . . . which have a specific but implicit research agenda . . . useful in establishing and maintaining a healthy rapport” (Fetterman, 1989, pp. 48-49).

Formal interview. “Interviews that are verbal approximations of a questionnaire with explicit research goals” (Fetterman, 1989, p. 48).

Summary

As we head into the 21st century many questions are being asked about how to teach reading in ways that create readers. Some factors that seem to have an effect in helping children to become engaged readers are the level of intrinsic and extrinsic motivation that a child brings to reading, the role of the teacher and the characteristics they employ to help children to become engaged in the reading process and the part choice plays in helping children to become engaged in reading.

CHAPTER II

LITERATURE REVIEW

This chapter represents a review of the literature pertaining to the concepts of engagement in reading within the context of teaching and learning. The first section reviews literature related to motivation and the affective domain and how this relates to engaged reading. The second section describes the teacher's role in helping to promote engaged reading. The third and last section describes the role choice has in helping children become engaged readers.

All these concepts are components that work together to orchestrate instructional experiences in the classroom that may lead to engaged readers: (a) Motivation and the affective domain, (b) the teacher's role, and (c) choice are all pieces that can intertwine to help a child become engaged with reading.

Motivation and the Affective Domain

Reading is, undeniably, an important vehicle used in education and in all facets of our lives, and reading motivation is the engine that drives it. Fostering reading motivation is the premise of most reading programs. "Without motivation, even the brightest student may learn little in the classroom and will not become engaged in classroom activities" (Wigfield & McCann, 1996/1997, p. 360). Historically, teachers and schools have understood that motivating students to read has been a large part of reading instruction. Aiton (1916) suggested, "Your work as a teacher of reading is not

done until you have taught the children three things: 1) How to read 2) What to read 3) To read” (as cited in Cramer & Castle, 1994, p. 9). This statement is just as pertinent today as it was 84 years ago. Not only is it important for children to learn how to read and what to read, but also that children become motivated to actually read.

Researchers and teachers are increasing their understanding of how children acquire the motivation to turn into active engaged readers. As Gambrell (1994) suggested, “One of the main reasons for the current interest in motivation is that teachers and researchers recognize it is at the heart of many of the pervasive problems we face in reading education” (p. v). Many problems arise because those who instruct reading are more concerned with certain reading mechanics (i.e., phonics instruction) rather than helping students become interested or motivated in what they are reading. According to Palmer, Codling, and Gambrell (1994), “Motivating children to read is a high priority because many students are at risk of reading failure because of motivational reasons” (p. 176). Losing average or at-risk readers simply because they are not motivated is inexcusable.

Success Leads to Motivation

Glasser (1969) believes that when an individual experiences success in one important part of life, that person can succeed in life regardless of background, culture, color, or economic level. A number of studies suggests a connection between motivation and achievement (Elley, 1992; Guthrie, Schafer, Wang, & Afflerback, 1993; Wixson & Lipson, 1991). It is logical for people to become motivated when they expect to succeed at what they have set out to do. Eccles (1983) suggested an “expectancy value” theory of

motivation, which stated that motivation is strongly influenced by one's own expectation of success or failure. According to his theory motivation is influenced by the "value" or relative attractiveness the individual places on the task.

Children need to experience a sense of accomplishment; otherwise the work is not worth the effort. Fostering reading motivation includes not only the building of self-efficacy in at risk-students, but also pushing accomplished readers to become intrinsically motivated. As Wigfield and McCann (1996/1997) stated, "Children who are positively motivated to read have a strong sense of their reading competence or efficacy" (p. 360). As a child's efficacy grows so does his or her achievement. Children need to believe they are readers and that they can successfully handle the challenge of reading. When they believe they can and will do something successfully, they are more apt to work harder at the task. Even if the task is difficult or challenging, that belief in what they are able to do will keep them motivated.

Wigfield and Guthrie (1997) suggested in their research that there are three constructs that are currently prominent in the motivation field: "1) The individuals' beliefs about their efficacy to achieve, 2) The purpose individuals have for doing different tasks; these constructs include valuing of achievement, intrinsic and extrinsic motivation and goals for achievement, and 3) The social aspects of motivation" (p. 420).

Amount of Time Spent on Reading Leads to Motivation

Another aspect of helping to motivate readers is the amount of time actually spent on reading. An undeniable factor of reading motivation is reading frequency. Paul (1996) through his research for Academic Excellence in Wisconsin demonstrated the

importance of children practicing their reading skills. He examined reading performance data on 659,214 students in grades K-12 for the 1994-1995 school year to determine possible effects of literature-based reading practice on student performance in a variety of schools. He concluded that teachers do not have a problem teaching the mechanics of reading, but students are not spending enough time practicing the reading skills they have learned. Topping (1996) wrote:

The skill of reading, like any skill, needs to be practiced. It is rather like learning to swim. You don't learn well if you avoid the water—but it should be neither too deep nor too shallow, and flotation aids should be used, but only if and when needed. You learn to swim by swimming, and to read by reading. (p. 3)

According to Wigfield and Guthrie (1997), "Students' reading amount and breadth contribute substantially to several valued aspects of their achievement and performance, such as reading achievement, world knowledge, and participation in society" (p. 420). They also feel that individuals who read frequently participate more in their communities. Motivating children to read ensures that they will have one of the major tools necessary to function in the future, both scholastically and in their adult lives.

"A child who reads for social reasons, out of curiosity, for enjoyment, or for recognition, will read more frequently than will a child motivated for other reasons" (Wigfield & McCann, 1996/1997, p. 361). Readers become more motivated when it is something that involves them personally and consequently they are motivated to read more often. Personal reading lures them because they see some relevance for their reading. When the material is meaningful to them, for instance, they may want to share

the book with a friend or tell about a good poem. It is what intrigues them personally, since it is something that they have chosen and want to discuss. This personal connection motivates them to want to read more.

Research on Motivation Has Increased

The amount of research about reading motivation has grown in recent years. One of the reasons for this may be attributed to the critical role motivation plays in learning. "Motivation often makes the difference between learning that is superficial and shallow and learning that is deep and internalized" (Gambrell, 1996, p. 15). Many children are attuned to memorizing the material just long enough to make it through the test, or because the teacher said they need to know the information and then they forget it. However, if they are truly interested in the material and have a purpose for learning it, what they learn will stay with them for life.

A recent survey of teachers revealed that "creating interest in reading" was rated as the most important area for future research (O'Flahavan, Gambrell, Guthrie, Stahl, & Alvermann, 1992). Teachers are realizing how important motivation and interest is in reading. "Increasing the proportion of children who read widely with evident satisfaction ought to be as much a goal of reading instruction as increasing the number who are competent readers" (Anderson, 1994, p. 1). Since reading is a part of the entire school curriculum, it should be of paramount importance that schools focus their energies toward helping children to become engaged in this reading process.

Children who believe they can master a skill are more likely to engage in activities that require the skill and to persist when they encounter difficulties.

Thus, children who are positively motivated to read have a strong sense of their reading competence or efficacy. (Wigfield & McCann, 1996/1997, p. 360)

When students see themselves achieving success in reading, the result is more successful reading experiences; in spite of the fact that they were unable to figure out all the words. They will persist if they believe they will still be able to master the skill.

Influences on Reading Motivation

According to a study done by Gambrell, Palmer, and Codling (1994) conducted on 330 third and fifth grade students, using questionnaires and conversational interviews, four powerful influences on elementary students' motivation to read were revealed. These are (a) prior experiences with books, (b) social interactions, (c) book access, and (d) book choice. They found that children were more motivated to read if the book had been read aloud by parents and/or teachers, if they had seen the screenplay of the book on TV, or if they had previously read a book from that series or author. Gambrell et al. revealed that "children placed a high priority on reading books they hear about from others—friends, parents, and teachers" (p. 177). Children need to be immersed in books and actively involved in their own literacy development.

According to Guthrie (1996), highly motivated readers generate their own literacy learning opportunities and when this is done they begin to determine their own destiny as literacy learners. Many teachers make these determinations for the students. Teachers believe they must teach children how to learn. However, when children are given the chance to make decisions about their literacy and are taught how to make choices, they make their own literate decisions which helps them to become engaged in the reading

process (Guthrie, 1996). In optimal circumstances in the classroom, children are given many opportunities to use literacy socially with others. Children who have access to many books and print become more motivated to read by their surroundings. Teachers should surround children with print and let the students make choices in what literature genre they want to read. Gambrell et al. (1994) suggested that the data “consistently revealed that they (students) were more motivated when given opportunities to read books of their own choosing” (p. 177).

Internal and External Motivation

A child’s motivation to read comes from many sources, and each child’s motivational source will differ greatly. The desire to read is strongly influenced by the reader’s intention (Gambrell, 1996; Ruddell & Unrau, 1997). Children with positive attitudes towards reading will expend more effort on the reading process than will children who have no interest in the available materials. Commitment is strongly influenced by the reader’s internal and external motivations (Ruddell & Unrau, 1994). Thus, it is important to understand both the internal and external factors that influence a child’s commitment to read. Internal motivation according to Ruddell (1999) is when “the child forms and directs the objective, as in the case when a child selects a story to be read for the purpose of personal enjoyment. External motivation is when the child acts on the basis of a purpose or objective selected by another” (p. 42).

Because motivation is linked to human reactions, it is said that one needs to have a “reason” for doing something. This “reason” would be referred to as either self-provoked (intrinsic motivation) or motivated by an external force (extrinsic

motivation) (Tonjes & Zintz, 1987). When students are externally motivated they need the teacher to supply some sort of reward to become motivated to read, if they do not have the inner drive to do so on their own. Intrinsically motivated students connect the fact that reading is important to their well-being and really enjoy it because they read for their own reasons. They “engage in intrinsically motivated actions because they want to . . . the only necessary reward for them is spontaneous interest and enjoyment” (Brophy, 1998, p. 7).

Ruddell (1999) lists six types of internal reader motivations, which provide insight into children’s desire to read:

1. *Problem resolution*. Some texts allow the student to see himself or herself as successful in problem solving or problem resolution.
2. *Prestige*. In many books, entering the story enables the child to become a person of significance, and no longer a boy or a girl in the adult world. The reader becomes an individual with adult-like status who exerts control over his or her surroundings.
3. *Aesthetic appreciation*. Reading often involves the elevation of an aesthetic sense, ranging from appreciation of the beauty of nature to the enjoyment of family interaction and harmony.
4. *Escape*. Involvement with text can enable the reader to leave the realities of daily existence. This involvement may take the form of identification with a character of similar age and experience or with an explorer or traveler, as the child’s “self” travels to faraway places doing unfamiliar and exotic things.

5. *Intellectual curiosity*. The desire to discover is an important motivation, as the curious mind works to untangle mysteries and explore our present world and other worlds.
6. *Understanding self*. Books help us to delve into the self, to understand our personal drives, hopes, and aspirations and those of the people in our life.
(pp. 214-215)

External motivation makes a difference, too. The classroom environment, the opportunities made available by the teacher, and the access to books help to externally motivate a child. According to Ruddell (1999), there also are some external reader motivations present in literature experiences. They include teacher expectations and peer recommendations and influence. If each child is motivated to read differently, on which of these motivations should teachers focus? Exploring each child's motivation to read is time consuming. Ideally, educators would like students to be able to motivate themselves. Intrinsically motivated children will read for their own reasons. "Because the more intrinsic dimensions of reading motivation relate most strongly to children's reading frequency, teachers should foster those dimensions of reading through instructional programs" (Wigfield & McCann, 1996/1997, p. 362).

The Affective Domain

Feelings affect learning and the motivation to learn. Positive feelings about learning can help a person to learn more. Reading can arouse students' imaginations, emotions, and sympathies which in turn awaken their desire to read and provide them with a sense of purpose. Reading can be rich and appealing when it has meaning for the

reader. Yet, Richardson and Morgan (1997) suggest many teachers only stress the cognitive domain of learning rather than the affective domain. They stated, "Students in kindergarten through 12th grade dwell in the affective domain; that is, feelings, emotions, and strong attitudes are very much a part of almost every waking hour" (p. 29). One of the reasons why educators may teach in the cognitive domain is because the affective domain is "so vast and complex" because it is unclear what to teach. There are no guidelines as to how to incorporate affective factors into the classroom instruction. Kline (1994) suggests, "It is not words we read; it is joy and pain, exhilaration and despair, hate and love, wisdom and stupidity, facts and fiction, and fantasy and faith" (p. 16). Reading is personal. The words mean different things to different people; they can jump off the page, or make us laugh aloud. We can weep with the characters or laugh at how much they are like us. Literature has a powerful effect not only on the students' reading ability, but also on their desire.

Attitude is a part of the affective domain and a part of motivation. Attitudes are feelings of like or dislike toward objects, people, or ideas in our environment (Eagly & Chaiken, 1993). Attitudes are usually learned and result from the experiences that individuals have had. Logically, if we have had pleasurable feelings about something, our attitudes will be positive.

Reading should generate a positive attitude—a love of reading which is the ultimate goal of teaching children to read (Savage, 1998). The major "purpose of education is to create learners. The purpose of reading instruction is to create readers—not only people who *can* read but people who *will* read" (Savage, 1998, p. 14). This is a big

part of the teacher's role. Richardson and Morgan (1997) maintain that "students rarely, if ever, achieve without having certain concomitant feelings, including a positive attitude and strong emotions of belonging and caring for other students, the subject, and the teacher" (p. 51).

The Teacher's Role

The teacher's role in fostering reading motivation is paramount. Teachers spend an immense amount of time with children and have a lot of influence on them. A focus of every educator should be to create a motivated reading classroom. Palmer et al. (1994) describe the unique opportunity presented to teachers. "Teachers are in a position to have a positive impact on children's motivation to read through careful planning with respect to the classroom literacy environment" (p. 178). Teachers play a large role in setting up an environment conducive to making literacy meaningful to students. The classroom should show that children love books. Teachers should encourage children to tell others about the books they are enjoying and are discovering. When the classroom is "littered" with literature, it helps to motivate the students.

Calkins (1997) identified five key features that teachers can incorporate to influence a child's motivation to read: "show how reading fits into your life, identify all children as readers, focus on good reading experiences, point out when reading works, and encourage talk about books" (pp. 32-33). When teachers model reading and explain when reading works, children see a real purpose for reading. It is important for children to see the teacher as a reader and one who enjoys literature. Teachers can talk about the books they are reading and/or the parts they found enjoyable. Teachers who love reading

and are avid readers themselves have students who have higher reading achievement than do students of teachers who rarely read (Lundberg & Linnakyla, 1993). Educators should also encourage children to talk about the books they have read and enjoyed. All children should be able to share what they have read and all children should feel as if they are “readers” no matter what their reading level.

Teachers as Readers

Calkins (1997) stated that “if we want our students to develop a devotion to reading, we need to show them evidence of our devotion to it” (p. 32). It is important that educators tell students how they enjoyed a good book they chose for themselves or how they got a book as a present and how they appreciated it. Teachers also want all their students to feel as if they are part of the club of readers. “If we want children to feel passionate about reading, we need to help all of them believe they are supremely suited to it” (p. 32). Calkins also suggests that educators can “help our students to love reading by inviting them to think about times when reading was the best thing in the world” (p. 32). It is also important for teachers to understand when reading is “working for children” (p. 33). When a teacher recommends a book for a student because he or she knows the student is really interested in a certain subject, that encouragement will help to “pull a child in” to read the book. Suggesting books that seem to be a perfect match helps that child become motivated to read. Discussing and sharing a good book is a wonderful thing to do with friends and/or classmates.

“The crucial implications of our results and other works on motivation are that to facilitate children’s reading motivation, teachers must foster children’s sense that they

can read and build on the students' own interests and curiosity about different topics through the kinds of books available for them to read" (Wigfield & McCann, 1996/1997, p. 362). Children need to feel that they are readers and teachers can help to promote assurance to them. The elementary school years are of considerable consequence for shaping subsequent reading motivation and achievement (Allington, 1994; Purcell-Gates, McIntyre, & Freppon, 1995).

The Practice of Reading in Schools

Children come to school with the attitude that they will learn how to read. It is what most children say they are going to learn when they start first grade. Even though most children begin their school experience with a positive attitude toward reading, many children show a steady decline in voluntary reading as they progress through school (Allington, 1975; Heathington, 1979; McKenna et al., 1995; Shapiro & White, 1991). It is amazing to think that children come to school with a positive feeling toward reading and wanting to read and yet, as they progress through school, many have lost the motivation to read. Schools are meant to encourage reading, not hinder it.

Worthy (1996), in a study conducted with 130 sixth graders at a middle school in a diverse school district in southwest United States, reported that students commented opportunities for free reading in school were infrequent. Both language arts teachers said that students had time to read when they were finished with their work, but neither teacher had a regularly scheduled free reading time. Students explained that the occasional free reading times were typically spur-of-the-moment events, scheduled as afterthoughts when there was a lull in

regular instruction, such as at the end of a grading period or when an instructional activity took less time than expected. (p. 484)

Being able to actually practice reading was an afterthought because it was not built into the day. It was something the children got to do if they had time after all the other important “stuff” that makes up the school day was completed. What was modeled was to complete the work that the teacher had mandated and decided as important; actual reading was just done if there was extra time. Telling children how important it is to read and actually modeling what is being said are two different things. If teachers want to teach children to become intrinsically motivated, to become avid readers, and extrinsically motivated to read, they should not make reading a “spur-of-the-moment event.”

“Intrinsic and extrinsic motivations influence the learner in very different ways. Intrinsic motivations appear to be imperative to lifelong, voluntary reading” (Sweet & Guthrie, 1996, p. 661). Sweet and Guthrie also suggested that

the distinction between intrinsic motivation and extrinsic motivation . . . is pivotal for teachers. Motivations appear to work in different ways. Intrinsic motivations enhance long-term strategy development and time spent in literacy activities. Extrinsic ones have a positive short-term effect on controlling behavior and attention to uninteresting tasks, but have a negative long-term effect on building literacy lifestyles. (p. 661)

Sweet and Guthrie also believe that there are places for both intrinsic and extrinsic motivation in every classroom. Teachers need to align their motivational support systems

with their instructional practices. When this is done, teachers enhance the development of long-term literacy engagement. Teachers need to think of ways that will intrinsically and extrinsically motivate their students. Letting the students make some decisions and choices about how they learn best is an integral part of intrinsic motivation. It is pertinent, too, that children see a purpose for what they are learning and be given time to discover and discuss what is important to them. Teachers should try to make reading as open-ended as possible, centered around the students and not around a curriculum issue.

Open and Closed Tasks

Turner and Paris (1995) classified literacy tasks as either “open or closed” (p. 664).

Open tasks required students to set goals, select and organize information, choose strategies, and assess the final results. . . . Closed tasks were those in which either the product (e.g., there is one correct answer), the process (e.g., sound out the word), or both were specified. . . . Closed tasks afforded students fewer opportunities to control their learning and explore their interests because these tasks did not permit students to make choices and decisions. (p. 664)

Turner and Paris also found that motivation is not reliant on the type of reading program that districts follow, but the actual daily tasks that teachers provided students in their classrooms. Tasks that provided opportunities for students to use reading and writing for authentic purposes, that conveyed the value of literacy for communication and enjoyment, and that allowed students to be actively involved in constructing meanings and metacognitions about literacy were most successful in student motivation.

Modeling by Teachers

In order to create interest in reading teachers must be enthusiastic about what they are teaching. If students see that a teacher does not like to read, they will automatically think that it is not a pleasurable task and will probably put little effort into it. Motivation or passion for reading must be modeled for students. If the teacher models reading as a valuable tool, then the students will see it as that and they will want to read.

This modeling of reading by teachers can be done through silent reading and oral reading (Gambrell, 1996). Both of these methods are quite effective. It is important to provide time for students to read silently each day; setting aside a specific time frame daily will provide this opportunity. Another way to incorporate silent reading into the classroom is by using a method called DEAR. This stands for "Drop Everything and Read" (Routman, 1991, p. 42). In this instance the teacher will pick a random time every day and tell the students to drop everything and read. In either instance, the teacher should also drop what she or he is doing and free read, thus providing a positive example.

Gambrell (1996) suggested that "one very important way in which teachers motivate students to read is by being an explicit reading model" (p. 20). Students must see their teachers as readers. One way teachers demonstrate this is through read alouds to the classroom. Teachers who read aloud to students help to establish a mood and create a sense of classroom unity while sharing quality literature (Barrentine, 1996). When teachers demonstrate their love of reading, children respond likewise. Gambrell (1996) believes that teachers play a large role in creating the classroom culture to promote a love of reading in their classrooms. Modeling a love of reading and actually reading to

children are emulated in much the same way as language is learned when children are very young.

Cambourne's Conditions of Learning

Cambourne (1988, 1995) developed a model of learning, which examined the process of learning to read and write in light of the process of learning to speak. This model included certain conditions for learning literacy development. He proposes that the human brain can “learn to process oral and written forms of language in much the same way, provided the conditions under which each is learned are also much the same” (1988, p. 30). These conditions propose that motivation and reading development are fostered when (a) children are immersed in a literature rich environment, (b) children are exposed to many demonstrations of ways that books are used, (c) children are engaged with others about reading, (d) expectations of success are expressed regarding the ability to learn to read and write, (e) children are given responsibility for making decisions about how, when, and what they want to read, (f) children are taught to make approximations and to experiment with learning to read and write, (g) children are provided an abundance of opportunities with literacy activities, and (h) children receive feedback from exchanges with someone they admire and who has high expectations for their success.

Cambourne (1995) believed that these conditions worked together to form an environment conducive to learning. With these eight conditions, engagement seems to be the key. He found that children are more likely to engage in learning to read and write when they believe they are capable of success, when they believe what they are learning has meaning for them, when they are free from anxiety, and when they are engaged with

someone they admire and trust (Cambourne, 1995). Literacy is best learned when we respect someone's view and feel as if they believe in our capabilities as a reader. Students need to believe they can read and that reading has some purpose for them. Language learning should be based on personal relevance. In this way, readers start to trust reading as a meaningful endeavor and learn that they can take risks.

Engagement and Motivation

Cambourne (1988) believes that the terms "engagement" and "motivation" do not mean the same thing. He suggested that motivation is a part of engagement. He explains why he thinks this way:

i) Learners will not engage with a demonstration unless they believe they are potential "doers" or "owners" of that demonstration; ii) Learners . . . [have to] believe that by becoming "doers" and "owners" of the behaviors or skills or knowledge being demonstrated, they will somehow further the purposes of their lives; and iii) Learners will not engage unless the risks associated with engagement are sufferable and liveable through, that is, from an emotional perspective. (p. 52)

Teachers need to facilitate the learning so that it is informal and discovery-based. Gordon Wells (1986), as cited in Vacca et al. (2000), depicts children as "meaning makers" who use language and literacy to describe, explain, and inquire about the world around them, and share this knowledge with others. He concludes that teachers best serve children's literacy development as collaborators in learning. If teachers are to help children achieve full potential as meaning makers, he believes that the role of the teacher

is to guide, encourage, and facilitate. This type of classroom provides children with choices and emphasizes trying and taking risks. Educators should be setting up conditions and relationships, which will increase the probability that learners can make the kinds of decisions that lead to engagement. Cambourne (1988) stated that “the probability of engagement is increased if the demonstrations are given by a person with whom the learner has bonded” (p. 53). Children learn to talk because the demonstrators are persons with whom the child has formed a strong bond such as parents, grandparents, or siblings (Cambourne, 1988).

Cambourne (1988, 1995) suggests that immersion in texts of all kinds with natural demonstrations of how texts are constructed and used can lead to the child’s willing engagement in learning to read. They see a purpose for the language and they admire the people who are modeling language for them. Cambourne further explains that engagement is fostered by adults’ expectation that children will learn to read, by the opportunity to take responsibility and ownership for when, how, and what they will learn from literacy events. Cambourne’s (1988) research includes implications for teachers:

1. Teachers need to convince learners they like them. If teachers treat learners in ways that signal that they dislike them and think poorly of them, or in ways that result in the learners perceiving teachers as people who could never be “significant others” in their lives, the probability for learners engaging with the demonstrations which teachers provide is minimal.

2. Teachers need to be conscious of the nature of the demonstrations they give. If teachers want to maximize the probability that engagement will occur, they need to be

aware of the nature of the demonstrations which they are giving their charges, particularly those demonstrations associated with the specific content and processes that they have decided they want children to learn.

3. Teachers need to be aware of those factors, which determine engagement.

Teachers need to be aware of the factors, which affect engagement in learners, particularly with regard to the setting up of those conditions which optimize the probability that engagement will occur.

Teachers play a large role in helping children to become engaged in the reading process. Brophy (1998) suggested that in order for teachers to motivate students they need to "*(1) help students appreciate the value of school activities and (2) make sure that students can achieve success in these activities if they apply reasonable effort*" (p. 15). It is important that they have a learning environment, which will increase the likelihood that learners can make the types of decisions that lead to engagement. It is also pertinent that the teacher is someone who the learner admires, respects, and likes. Teachers have an enormous effect on students' engagement as well as reading exposure and frequency. "A real teacher is someone who can show people how to learn from everything and everybody" (Moffet & Wagner, 1992, p. 33). Learning occurs when children are allowed to discover and to make their own choices and decisions.

Choice

Choice plays a large part in helping children to becoming more motivated to read (Glessner, 1997). Learners should be allowed to make choices about how they spend their time. Children should be given choices in their learning and be able to have a voice

in the classroom. When children are given choices, they are not just doing things to please the teacher; they are seeing a purpose for using reading, writing, speaking, and listening because it is beneficial for them. Decision making should be at the heart of education (Moffet & Wagner, 1992), because choice and the requisite decision making are a large part of a child-centered classroom. Choice should be integrated into reading to demonstrate to students that their choices are of value and that their views are respected. This demonstrates that they are capable of making some of the decisions about their learning.

This is a part of the holistic child-centered classroom that gives some “control” to the students. Goodman (1986) believes that respect of children and their language development is important because children need to see themselves as capable and worthy. When the classroom builds on each student’s unique background and language, a child feels able and safe to take some risks, make some choices, and is more motivated to read especially when they have had some say in the decision. This risk taking and being able to make some choices is a component of a whole language classroom.

The whole language classroom is one in which the teacher emphasizes literature-based practices that are meaning-based, encourages risk taking, and being able to make choices. Routman (1991) stated, “Being able to make choices is an integral part of whole language. Students and teachers must be free to choose their reading books and their writing topics most of the time” (p. 18). In “real life” people make choices about how to use literacy for genuine and useful tasks. The focus of whole language is to make meaning for genuine purposes.

In whole language classrooms, students pursue their own inquiry questions and negotiate the curriculum with their teachers. That is, within those required state and district curriculum guides and courses of study, there are options to seek that make knowledge personally relevant. (Routman, 1996, p. 47)

Choice and Empowerment

Teachers provide choices and allow children the chance to make decisions about their learning. Choice leads to empowerment. Educators are sending the message to their students that "I believe in you and your ideas" when they give children a chance to make decisions and choices. This can lead to children becoming more engaged because they are interested. In a study based on research findings from an eight-month collaborative inquiry of student motivation in a combined fifth and sixth grade classroom, Oldfather (1993) found "students said that having choice was one of the main reasons they felt so motivated to learn" (p. 678). It is more exciting to learn about things when you are interested and care. The teacher has to encourage children to become engaged in reading by making their own choices and to read what they are interested in and what they would like to glean from the text.

According to Gambrell, Palmer, Codling, and Mazzoni (1996), a main reason why students lack the motivation to read is simply because they lack interest in the subject and have a hard time staying on task. When they read something they have chosen and that they find interesting, they will more than likely read beyond what is expected of them. They become engaged in their reading.

The engaged reader according to Gambrell (1996) is “motivated, knowledgeable, strategic, and socially interactive” (p. 16).

The engaged reader is *motivated*, choosing [what] to read for a variety of purposes, such as gaining new knowledge, escaping into the literary world of the text, and learning how to perform a task. The engaged reader is *knowledgeable*, able to use information gained from previous experiences to construct new understandings from text; to acquire knowledge from text; and to apply knowledge gained from text reading in a variety of personal, intellectual, and social contexts. The engaged reader is also *strategic*, employing cognitive strategies to decode, interpret, comprehend, monitor, and regulate the reading process so that goals and purposes of reading are satisfied. Finally, the engaged reader is *socially interactive*, able to share and communicate with others in the process of constructing and extending the meaning of text. (p. 16)

Summary

The purpose of this literature search was to review the literature pertaining to the concepts of engagement in reading within the context of teaching and learning. Motivation appears to play a large part in helping children to become engaged in reading and has been gaining popularity in recent years (Calkins, 1997; Cambourne, 1988, 1991, 1995; Gambrell, 1994, 1996; Kline, 1994; Wigfield, 1997). The two types of motivators—*intrinsic* and *extrinsic*—both influence some of the reasons that children read. Children are *intrinsically* motivated for many reasons, such as problem resolution, prestige, aesthetic appreciation, escape, intellectual curiosity, and understanding of self.

External motivators such as literature experiences, teacher expectations, peer recommendations, and influence also inspire children to become readers (Ruddell, 1999).

Teachers' modeling, enthusiasm, and expectations are imperative in promoting children to want to become readers (Barrentine, 1996; Gambrell, 1996; Palmer et al., 1994; Wigfield & McCann, 1996/1997). The expectations teachers hold for children have a powerful effect on children's achievement in school and on children's behavior (Elley, 1992; Guthrie et al., 1993; Wixson & Lipson, 1991). Expectations direct and guide students and their continuing relationships with reading.

Often teachers teach mainly in the cognitive domain and children dwell in the affective domain. This is obviously a mismatch (Richardson & Morgan, 1997). Students need to experience the text personally and read for their own purposes. They ought to have choices about what they read in order that they can transact with the characters and events. Child-centered classrooms give some "control" to the students, so the children have practice in making decisions about their own learning (Glessner, 1997; Goodman, 1986; Routman, 1991). Cambourne (1988, 1995) believes that the conditions of immersion, demonstration, engagement, expectation, responsibility, approximation, employment, and response all interact to help learners make decisions and help put children in charge of their own learning. Having choices, making decisions, and believing that they are capable in their efficacy to become readers is a strong component in becoming engaged readers.

The effects of motivation and the affective domain, the teacher, and choice all have an impact in helping a child become an engaged reader. Although the concepts are

all separate, they share some common traits in encouraging children to read. Figure 1 illustrates the connectedness of these three concepts in supporting the process of reading.

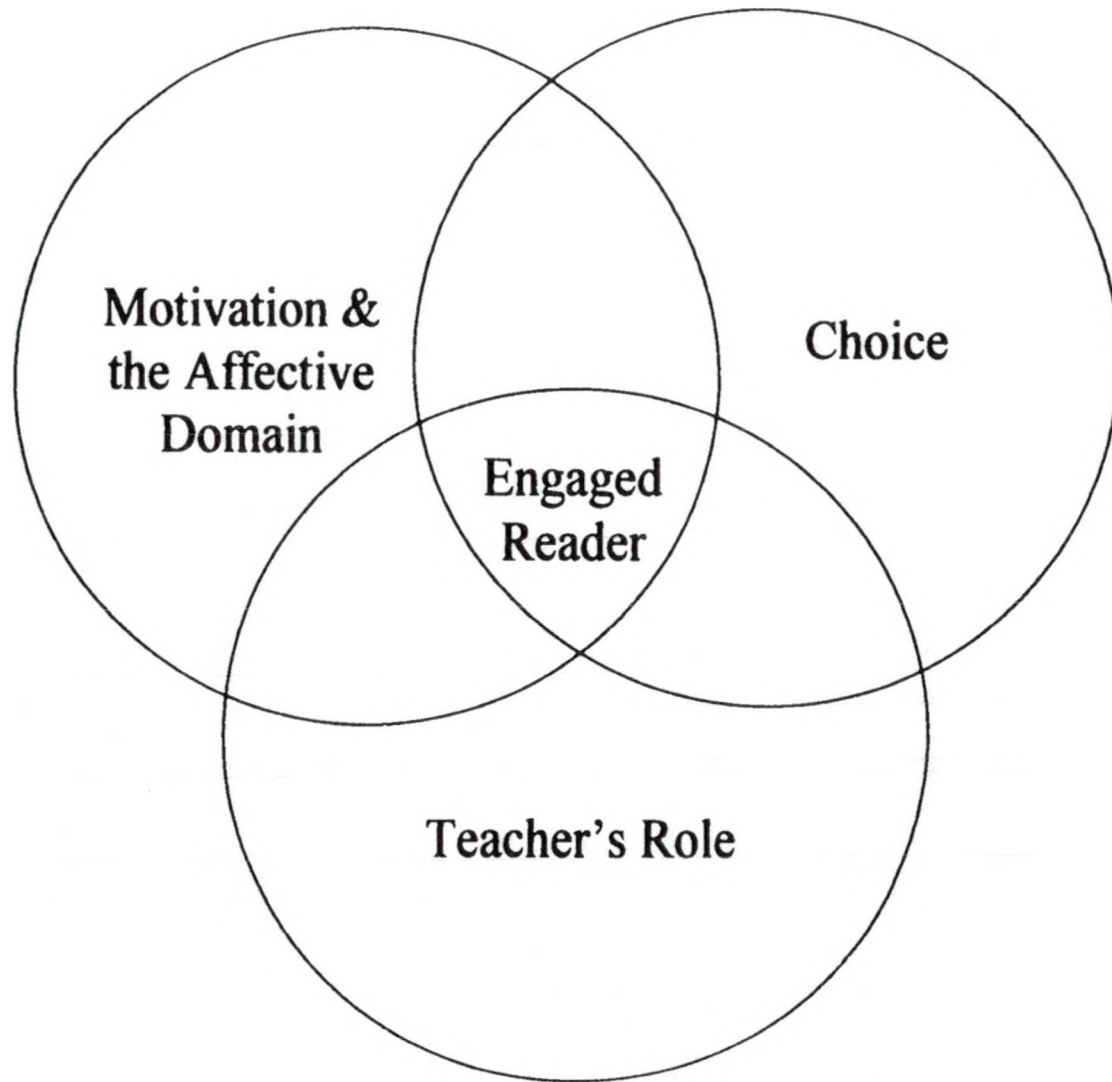


Fig. 1. Motivation and the affective domain, the teacher, and choice.

CHAPTER III

METHODS

This chapter describes the rationale, the methods, and procedures used to study why children want to read and what factors contribute to their motivation. I was interested to find out what factors contributed to children becoming involved in their reading, specifically in an educational setting, and how the teacher and the environment contributed to help children become engaged in their reading.

Rationale for Choice of Study

The concept of this study emerged from two specific passions in my life—reading and teaching. First, since I have always loved to read, and am an avid reader, I wondered what factors in a classroom contributed to a child becoming an engaged reader. The other reason for my choice is because I teach reading classes for preservice elementary teachers at the university level. I wanted to gain better insight into how a teacher could become a better advocate in helping children become more motivated readers. The question guiding the study was: What factors influence children as well as the teacher in helping children to become more engaged in the reading process?

This was a descriptive study of one third grade classroom where children were involved in reading in a variety of ways. Observations were made of the children, teacher, classroom environment, materials, and the curriculum.

Rationale for Choice of Qualitative Methods for This Study

This study was conducted qualitatively. According to Glesne and Peshkin (1992), “We have been conditioned to think of research as a process that uses an instrument, involves a large number of people, and is analyzed by reducing the data to numbers. This type of inquiry . . . is termed quantitative research” (p. 5). The aim of qualitative research is to understand the experience as it is lived by the participants (Sherman & Webb, 1988). There is a significant difference between qualitative and quantitative research. I chose qualitative instead of quantitative research because as Glesne and Peshkin (1992) suggested, “You become immersed in the setting, its people, and the research question” (p. 54). I basically liked the personal appeal of naturalistic inquiry that valued the human experience and allowed the voices of the participants to be heard.

My purpose was to investigate the experiences of third graders and their teacher and to write stories from their perspectives. This research was conducted holistically in the natural setting where I was allowed to interact with the participants. Qualitative research focuses on the experiences of the participants, and the researcher is the key instrument in the setting. Miles and Huberman (1994) describe qualitative subjects and individuals as “nested in their context and studies in-depth—unlike quantitative researchers, who aim for larger numbers of context-stripped cases and seek statistical significance” (p. 27).

Children, teachers, the classroom environment, materials, and the curriculum all have the potential to influence a child’s motivation to read and were therefore included in this study. This type of research is considered naturalistic because the researcher enters

the world of the participant(s) as it exists and obtains data without any deliberate intervention to alter the setting. The focus of attention is on the perceptions and experiences of the participants.

Qualitative research is descriptive: Interview transcripts, field notes, diaries, and documents are used as the primary sources of information. According to Bogdan and Biklen (1982) there are five main features that characterize qualitative research:

1. The natural setting is the direct source of data, and the researcher is the key instrument in qualitative research.
2. Qualitative data are collected in the form of words or pictures rather than numbers.
3. Qualitative researchers are concerned with the process as well as the product.
4. Qualitative researchers tend to analyze their data inductively.
5. A major concern to qualitative researchers is how people make sense of their lives.

As I thought about my study, it became evident that the characteristics of qualitative research best fit my study. As Stainback and Stainback (1988) suggested, "We enter into the lives of the persons being studied as fully and naturally as possible" (p. 2). One of my goals for this study was to enter the students' and teacher's lives as fully and naturally as possible to find a greater understanding of what a motivated reader is like. I wanted to go right to the sources: the children and the teacher. The classroom offered rich material for observation in an environment where I was most comfortable: being surrounded by children and hearing their voices.

Validity and Reliability in Qualitative Research

As with any research, it is important to ensure validity. The data gathered and the conclusions drawn should be trustworthy. One way to ensure this validity is by triangulation. Triangulation, according to Delamont (1992), "means getting data on something with more than one method" (p. 159). One way that I incorporated triangulation was to have the teacher read over the interviews after they had been transcribed. Delamont describes it as "checking with the participants to see if they recognize the validity of the analysis being developed" (p. 158). Another way that I incorporated triangulation was that I used numerous sources to gather my data: participant observation, teacher and student interviews, and classroom artifacts. I continually checked on the trustworthiness of my data by constantly taking inventory of my actions during the process.

Setting

The third graders and teacher in this study were in a self-contained classroom, in a small rural city, in a public elementary school in the Midwest. The elementary school building houses K-5 elementary students with two to three classes of each grade level. The school has a population of approximately 300 students, with children and teachers who are predominately white.

This study focused on one self-contained third grade classroom that had 17 children, 8 females and 9 males, in the class. The teacher had been teaching for 23 years, 19 years in this school system and 4 years in another school system. This age group was chosen because I wanted to pick children who could read beyond the beginning stages. I

believed that this age group was old enough (8-10 year olds) to articulate their interests and reasons for reading.

Negotiating Entry

Once the concept for my study solidified, in January 1999, I contacted the elementary school to see if they were willing to participate in my study. Fetterman (1989) suggests two approaches for choosing a research site: (a) choose who and what not to study and (b) select who and what to study. Based on that information, I tried to make a decision on what site and setting to observe.

One of the reasons I picked the school that I did was because of the convenient location and my familiarity with the staff. I had some experience working in this school as part of my university duties and I felt the rapport and trust, which had been established during my previous experiences, would be beneficial to my study. Rapport is one of the conditions needed to obtain good data since this may allow subjects to become more comfortable and willing to participate more fully in the study. Glesne and Peshkin (1992) suggest that in qualitative research rapport can be distance reducing, trust building, and anxiety quieting.

I met with the elementary principal and shared my research interests with her; subsequently, she suggested a third grade teacher she felt would best fit the parameters of my research and who would feel most comfortable with someone observing in her classroom. I knew the teacher because I had been in her classroom before to fulfill other university duties.

After gaining permission from the principal, I talked with the teacher informally about my study. She verbally consented and appeared pleased with the idea. The next day, I brought contracts to the principal and teacher. They both signed the contracts without hesitation (see Appendix A). Siedman (1991) calls the people who control access to the site or the interviews "gatekeepers."

I also interviewed some of the children from the classroom. Prior to interviewing the children, I sought permission from the Institutional Review Board at the University of North Dakota. Permission was granted after meeting with the Board.

After observing in the classroom for three weeks, and visiting with the teacher, I picked out three third graders to interview who appeared interested in reading. An informal interview with the teacher confirmed my choices. A consent form was sent via the U.S. Postal Service to the parents explaining the study: the duration, the general terms, my role as the principal investigator, and also asking for permission to interview their child. I enclosed a preaddressed envelope to be sent back within two weeks (see Appendix B). Siedman (1991) stated, "If the researcher's study involves participants below the age of 18, access to them must involve the absolutely legitimate gatekeepers, their parents or guardians" (p. 34).

All three parents responded positively to the study within one week. One parent called me directly to ask questions. Once I obtained all permission slips I was able to start the interviews.

Description of the Setting

Data for this study were obtained from February 1999 to May 1999 using field observations, interviews with three third grade students and their classroom teacher. The classroom was self-contained, with 17 students in the room. The ages of the children ranged from 8 to 10 years old.

The first thing I noticed when entering the classroom was the homelike atmosphere. The classroom was very welcoming, almost beckoning for a person to come in. There were windows across one wall with homemade curtains above the windows. The desks were arranged in rows; however, children moved around the room freely when the teacher was not presenting a lesson.

The room was filled with literature, print and visuals. All along one side of the room under the windows were bookshelves filled with books, comic books, periodicals (Ranger Rick, National Geographic, Zoobook), and series books. On the other side of the room were bulletin boards, job charts, and science posters. Below the bulletin boards were additional shelves filled with library books. At the front of the room was a large blackboard with a bulletin board on one side of it. Above the blackboard was a cursive alphabet, a number line, and posters and flyers that said such things as Be Patient, Be Kind, Be Respectful; We Can All Make A Difference; and Attitude is the Mind's Paintbrush. Underneath the blackboard was a brick that was painted a light green in color and also sponge painted using various colors.

In the back of the room was a round table with a tablecloth. There was a rectangular table by the window where the teacher worked with individual or small

groups. There were two rocking chairs in the back of the room. The teacher's desk was also in the back of the room, but she rarely ever sat at it. By the teacher's desk on the wall were decorative items made of wood, notes, cards, all of which were gifts from students (Informal interview, February 17). Behind the teacher's desk in the back were storage shelves covered with curtains. There were shelves by the door, which held stacked trays for completed assignments for various subject areas, and designated mailboxes for each student.

Often when I walked into the classroom to observe Mrs. B, she would be walking around the room helping the children. Classical music would be playing softly in the background.

Data Collection and Analysis

I started observing in the classroom in February 1999. The primary methods used in this study were observations, artifacts, documents, and interviews. I was the instrument for the data, since the study was qualitative. I was in the classroom two to three days a week every week from February 3 to May 21, 1999.

Observations

The first day I observed in the room, some of the children came over to my table to ask me what I was doing. I explained to them that I taught at the university and that I wanted to help prospective teachers learn how to become reading teachers. I told them that I wanted them to help me by demonstrating how third graders learn to become better readers. The children seemed pleased that they would be able to help university students.

When I first started observing, I felt as if I was doing so haphazardly. I was trying to write so many things down that I was not really taking the time to observe. There were many things going on. But, after three or four observations, I became more comfortable in my role as the researcher. I was often there in the morning during the actual reading class when I observed many literacy happenings such as reading, writing, mini lessons from the teacher, discussions on literature, using computers, and drama. I also had the opportunity to observe during Science class, while the children were outdoors, and when the teacher read to the children. I tried to remain as unobtrusive as possible, but students seemed to like the fact that there was another person in the classroom to listen to their stories.

For the most part, I sat at a back table and recorded details of what was happening in the room. However, I did get up and walk around the room as the children were doing certain projects, and, occasionally, I worked for brief times with a small group of children or helped them with activities if the children asked me.

The first few days I wrote down how the room was physically arranged and how the group interacted with the teacher as a whole. Glesne and Peshkin (1992) suggested beginning an observation study by trying to consciously observe everything about the research setting—to describe the setting in words and in sketches, using all the senses. This is how I began my study, trying to observe as much about the setting as possible.

Interviews

After my observations, I immediately went over and rewrote my field notes so that everything was still fresh in my memory. It helped to transcribe right after my

observations. At the time, I wrote notes to myself concerning questions I had and things I was confused about. I tried to take the time, with my elaborated notes, to reflect and analyze the observational data. Glesne and Peshkin (1992) refer to this as "observer comment" or analytic notes. They suggest that the researcher take time in the field to "write down feelings, work out problems, jot down ideas and impressions, clarify earlier interpretations, speculate about what is going on, and make flexible short- and long-term plans for the days to come" (p. 49). Before going back in the classroom to observe the next time, I would review and search through my field notes and would examine them, asking myself, "What patterns am I seeing? What is happening?"

Although I had numerous informal interviews with Ann (Mrs. B), I also had three taped formal interviews with her after the children were dismissed from school for the day on March 10, April 5, and May 21. I found my interviews with her to be fascinating. They seemed very natural because Ann answered each question purposely and with a lot of thought. I made a cassette recording of each interview and transcribed it at a later time. In this way I was able to listen attentively and understand what she was saying. The only notes I took during the interview were reminders to myself of issues that she brought up that I wanted to refer to later or still had questions about.

Around the first of March, three children were selected who I considered engaged readers. After visiting with Ann, she confirmed my choices. I began to really observe and listen to these three children in the classroom. I started watching their interactions with others and, more specifically, observing their interactions with reading, what they read and how they read, choices they were making, and the student/teacher interactions. I

interviewed each of these three children individually three times after receiving approval from the Institutional Review Board and the parents/guardians. Each child's interview was taped so I could listen intently to what she or he had to say during the interview. I believed it was important to read their body language, too, so I concentrated on giving the child my undivided attention and observing while asking questions.

After completing several of the observations and one interview with the teacher and my three students, I began the task of coding by rereading my notes several times. I used an abbreviated system for terms such as student/teacher interactions, student/student interactions, enthusiasm, caring, expectations, rules and order, success, personalization, involvement, story telling or examples, respect, reading motto, trying and taking risks, decisions, expectations, connectedness with the text, predicting, read alouds, time for reading, student self-direction, self-expression, discussion, challenge, homelike environment, self-regulating, and using students' ideas. From the abbreviations, I color coded those that appeared to go together using many colored markers allowing me to see how the patterns were emerging.

After each observation or interview, I would enlarge my copies on the copy machine, and coding and color coding, I cut one of the copies apart to try to come up with some sort of category or theme. I laid out each of the codes and then tried to place them in the categories that seemed as if they would fit together. As I began to look for patterns in my data, my codes became more interpretive and explanatory. These explanatory codes illustrated an emergent pattern as a result of deciphering my observations and interviews. They added detail to my descriptions and enabled me to group pieces of data

together as I struggled to understand the meaning of what I was observing and hearing. I started to bundle together explanatory codes to form a descriptive code. For example, the codes *opportunities*, *personal reactions*, and *no put downs* were connected to form the descriptive code of *taking risks*. *Questions*, *drawing/pictures*, *opinions*, and *journaling* were connected to form the descriptive code of *personalization*. I found it useful to draw arrows from my explanatory codes to the descriptive codes to help me analyze my findings.

As the data started accumulating with field notes and interviews with the teacher as well as the three students, I eventually collapsed all the descriptive codes into five main concepts or categories: teacher characteristics, classroom/environmental factors, choice, instructional strategies, and characteristics of engaged readers. A graphic representation of these explanatory codes and their descriptive names are in Figures 2, 3, 4, 5, and 6.

This extensive procedure of coding and comparing data with and between categories required commitment and diligence on my part. When all the sections of text were put into the main categories, some assertions began to emerge. For example, under the category of teacher characteristics, the descriptive codes of modeling, enthusiasm, caring, and expectations led me to form certain assertions. The descriptive codes of modeling and enthusiasm led me to assert that when a teacher genuinely loves reading and models this, it helps students to appreciate and value reading. From the five main categories there arose seven assertions from the data. Chapter IV describes these assertions and the findings of this study.

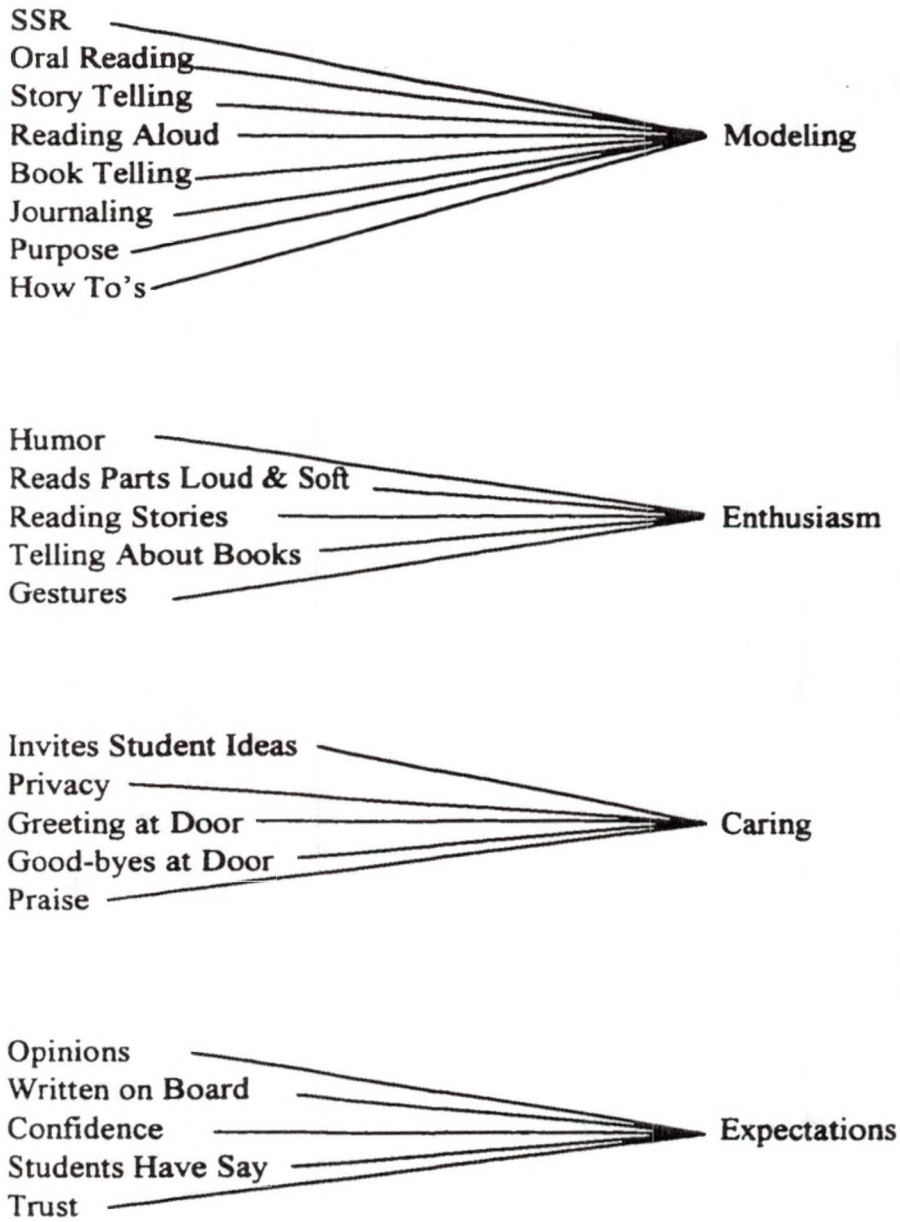


Fig. 2. Teacher characteristics coding categories.

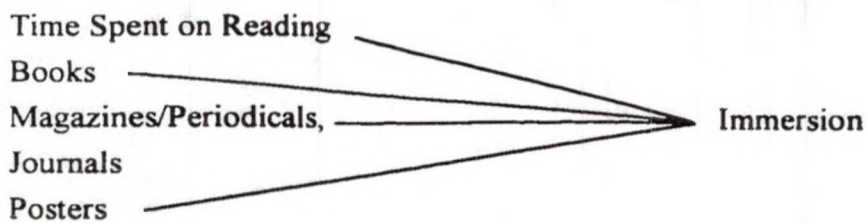
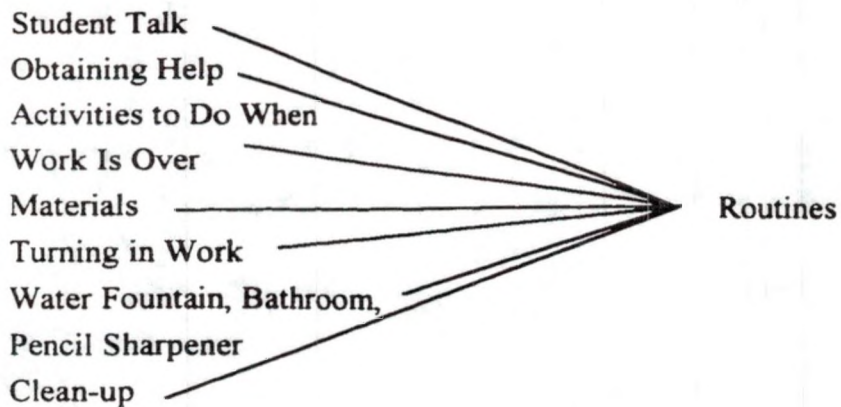
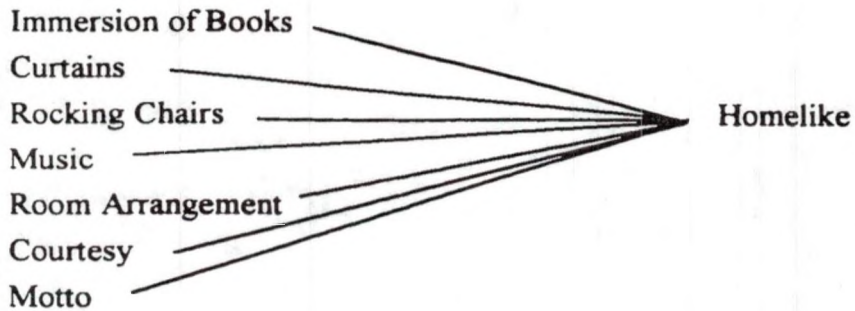
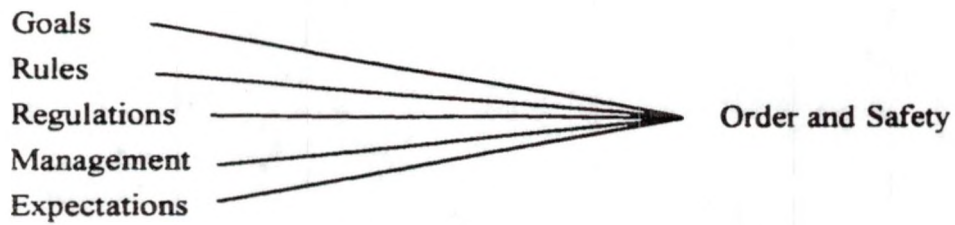


Fig. 3. Classroom/environmental coding categories.

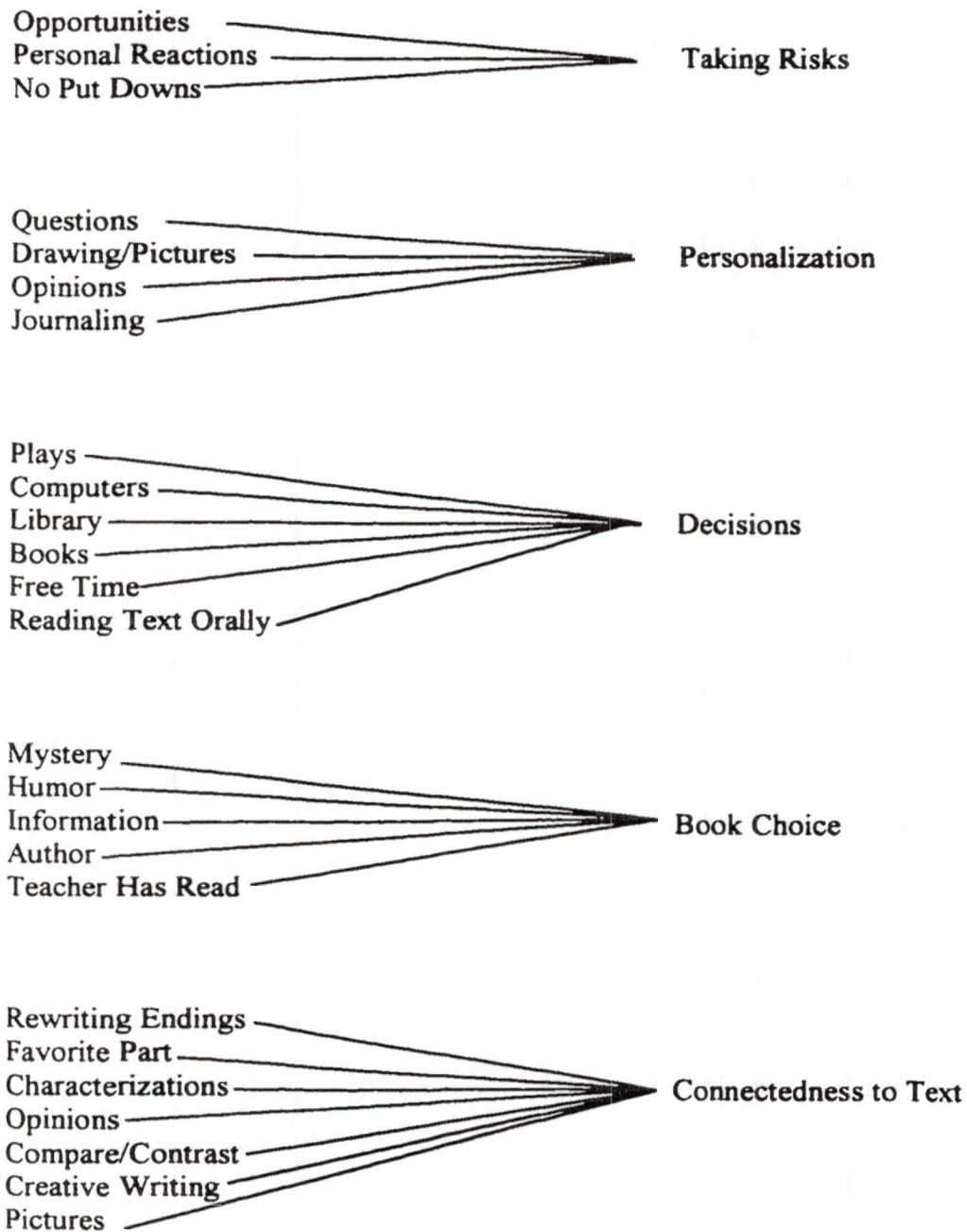


Fig. 4. Choice coding categories.

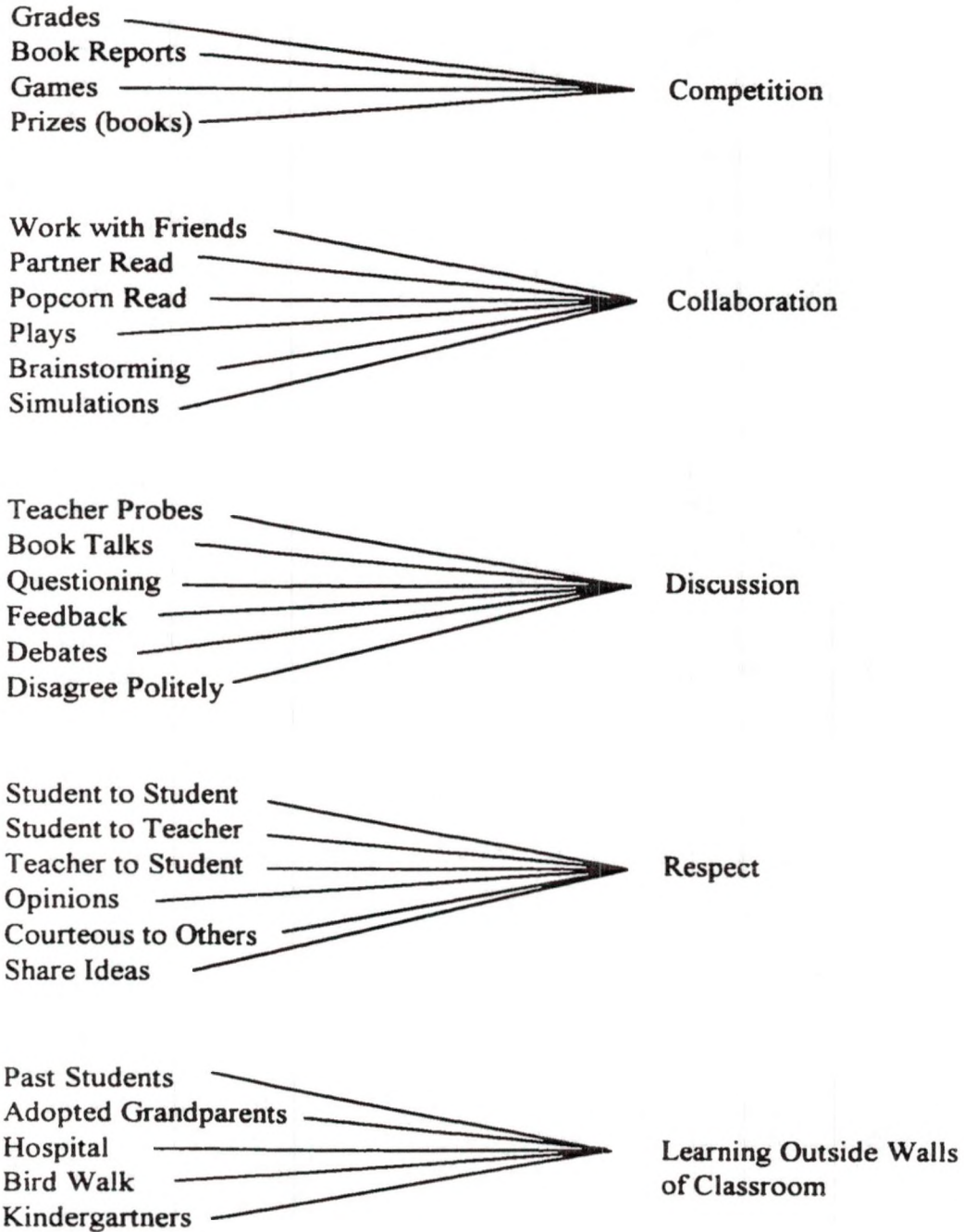


Fig. 5. Instructional strategies coding categories.

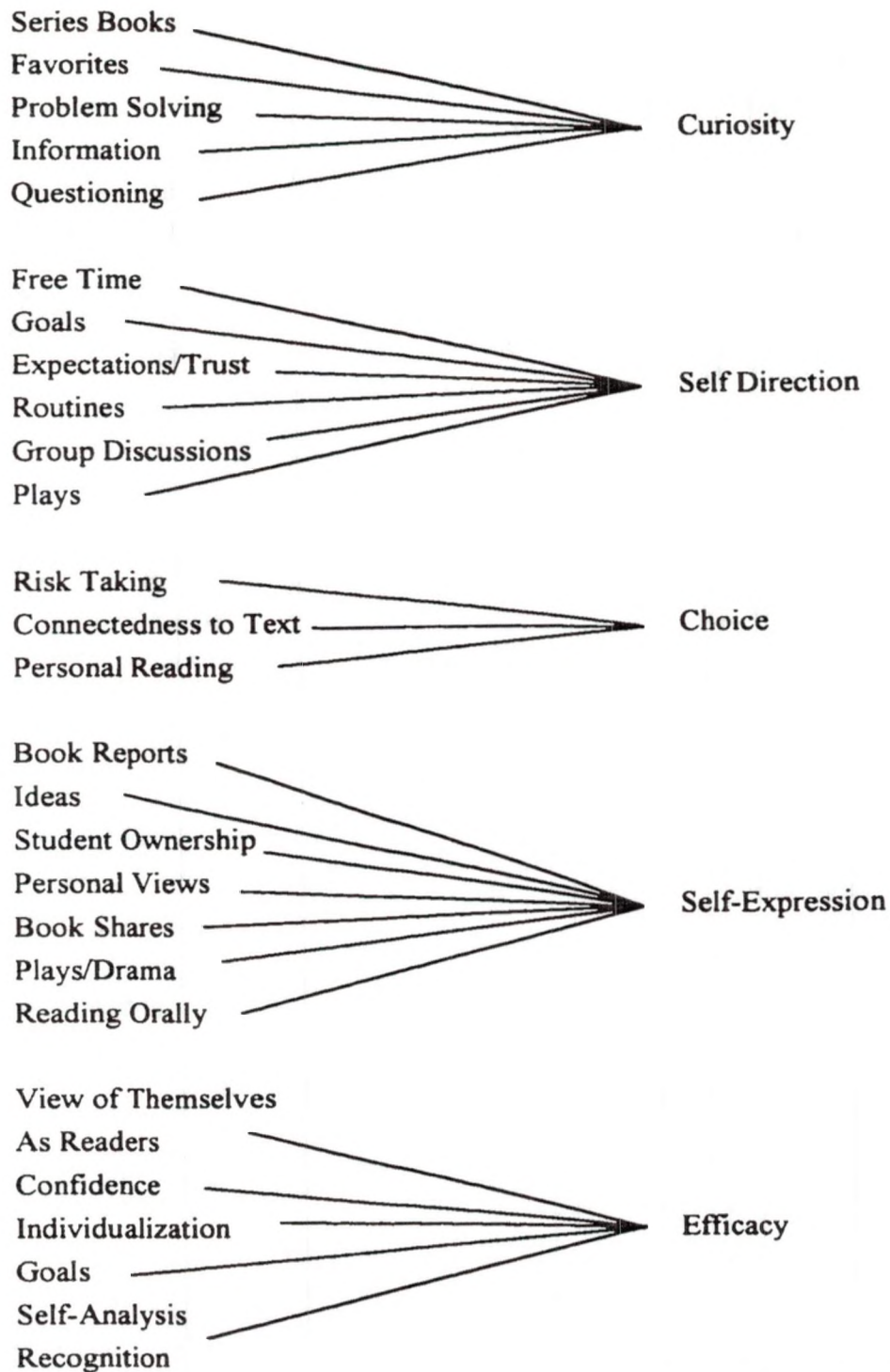


Fig. 6. Characteristics of the three engaged readers coding categories.

CHAPTER IV

A DESCRIPTION OF READING IN THE MAGICAL KINGDOM:

DATA ANALYSIS AND FINDINGS

This chapter is a description of three students, their classroom teacher, and their experiences with reading in a third grade classroom. In the first part of this chapter, I used a metaphor of what I observed and heard in this third grade classroom. The second part of this chapter is a profile of the three engaged readers I interviewed and observed. The final section discusses assertions and relationships that emerged from the data.

Qualitative researchers support the use of metaphors to help understand new concepts and to project visual images (Strauss & Corbin, 1990). Coffey and Atkinson (1996) suggested that “the very logic of qualitative research, with its emphasis on comparative methods, calls repeatedly for metaphorical or analogical thinking, reading, and writing” (p. 159).

In this chapter, I metaphorically describe the classroom as a magical kingdom, the teacher as the queen of the kingdom, and the three children I interviewed and observed as a wizard, a princess, and the royal actress. The rest of the students serve as the royal court. Together these characters make up the players of this third grade classroom. I used metaphorical imagery to paint a vivid picture of what I observed. “A metaphor is an implied comparison between things essentially unlike one another to provide a better understanding of the situation. Researchers ask the question ‘What does this remind me

of?" (McMillan & Schumacher, 1993, p. 485). When I analyzed, reflected, and agonized over what I was observing and understanding, I started thinking about the classroom. It reminded me of a magical kingdom where the queen (teacher) holds the key to the treasure chest of reading. I chose to include in my study three of her royal kingdom constituents who are engaged readers. In describing their voices, and in my learning from them their images, the royal court began to emerge. "Ah yes," I said one day after reading my field notes, observations, and interviews. The queen, wizard, princess, royal actress, the ladies and gents were right there. The teacher reminded me of a queen who demanded respect yet encouraged discussions, risk taking, and openness. She held a magical key for the treasure chest that needed to be opened to help release the wonderment and wisdom of books.

The kingdom was welcoming and full of books, magazines, journals, and posters just waiting to be read so the meanings could be unlocked. The kingdom was organized with places for all the royal papers, expectations were known to all the ladies and gents, and notices were posted for all to read. Reading was an important part of running this kingdom smoothly and became a part of all the subjects taught in this kingdom.

This study focused on all the ladies and gents in the kingdom and the queen, but a close watch was given to the kingdom's most loyal readers: John, the wizard, Sarah, the princess, and Mary, the actress. This is their story and what I discovered when I entered a classroom full of enchantment and learning so that the ladies and gents can perhaps learn to run their own kingdom some day.

The Queen's Philosophy

Queen Ann graduated from a small university in North Dakota and has been teaching for 23 years. She received her master's degree in 1996 and is continually seeking professional development opportunities to help her keep current in the educational field.

Throughout the formal and informal interviews I had with Ann it was apparent that reading is an integral part of her classroom. She stated,

My main goal is to teach the children simply the love of literature. I feel that when students begin to appreciate it and love reading (which I feel can be done by them hearing and reading literature), then you can begin teaching the academics of reading. I believe it is extremely important for the teacher to do a lot of reading aloud to the students. Reading is of **UTMOST IMPORTANCE** and children, no matter what their ages, love to see literature and to be read to.

(Interview, March 10)

Reading Incorporated into All Areas of the Royal Curriculum

During one of the interviews, Ann explained that self-esteem has a lot to do with children becoming good readers. She explained how important it is to have the children feel good about what they are doing. As I observed in the classroom, I was able to understand what she meant by this. Ann does not believe that reading is something that should be taught for only an hour or two a day; she incorporates reading into every content area she teaches. Ann responded, "There probably isn't a unit of anything I introduce without literature . . . everything I do centers around reading in my classroom.

I don't know any subject areas that I teach that literature isn't tied right into it"

(Interview, April 5).

During a Math lesson I observed, Ann introduced a unit on fractions. She had previously visited the library to find all sorts of books to incorporate into her lesson (Classroom observation, February 24). In an informal interview, Ann suggested that her students would be really surprised if she started, for instance, a Social Studies unit without literature. She commented, "They (the students) usually order literature from their book orders to go with the new social studies book or math or science. They realize I use literature in math. I use it in science. The kids bring books in and share. Literature is just used in whatever subjects" (Interview, April 5).

Royal Tradition Continues

I was interested to find out why Ann decided to use so much reading in her classroom. When I asked her what influenced her to become such an advocate of reading, she stated,

My most favorite teacher (who was also a third grade teacher) read to us more than any other teacher and no matter what, she always found time to read to us. I always had a wealth of literature in my house myself as a child and she just totally reinforced that. I just remember that when she'd take out a book it was like magic happened in the room. No matter what we were doing, we were ready to listen to her read, and, I just guess I really enjoyed it. I want my students to have that enjoyment. (Interview, March 10)

During an interview, Ann explained how important it is for her kingdom to become strong readers. She provided an example of how she tries to incorporate reading into all areas of their lives. One of the ways that this is done in her classroom is when the children have “Adopted Grandparents” who they visit once a month at the local nursing home. The children read to their “Adopted Grandparents” or vice versa. They make choices about what they think their “grandparents” would like to hear, such as something they have read in class or just reading the local newspaper. It is the children’s choice to decide what to read.

Ann also told me in an informal interview (March 26) that a mother of one of her previous students who is in college now had told her that his all-time favorite book is still James and the Giant Peach (Dahl, 1977). He has since read the book at least three times as an adult. He suggested way back when he was in third grade that he wanted to see the book made into a movie and it has been.

Modeling

When I asked Ann if she would explain how she magically helps children to become motivated to read, she stated,

I guess I just do a lot of modeling. You have to model! I really feel as if children are like sounding boards; if they see you being enthused, I really truly believe they will start to feel enthused about it. At conferences, I had some parents say to me, “We cannot believe how much our children are reading this year. What are you doing different in your room? They are taking and picking up books.” I just tell them that when they see you enjoying it, that pretty soon the more you tell

them about books, the more involved they're going to be. I give books as rewards, I give books that I think would fit the child for Christmas presents, as prizes, etc. They understand that books are my favorite gift, so that is why I give them a present I would want. (Interview, April 5)

The Motto of the Kingdom

"The more you read the better you read, the better you read the more you read, and then you love reading" (Interview, April 5). Ann did not only say this motto she incorporated it. She reads aloud to her students at least 40 minutes per day, 20 minutes in the morning during milk break and 20 minutes in the afternoon during milk break. She believes that giving the children her personal reactions to stories is important. Ann tells special stories about her own children, about previous students she has had, or her favorite parts of books she has read (Classroom observations, February 12, March 15, March 24, April 7).

While Ann was reading to her students I looked around the kingdom and there was calmness in the room (Field notes, April 21). The children appeared engaged in the book the teacher was reading. Some of the children mouthed the words at their desks (some of them have copies of the book at their desks) and most of the children were smiling as Ann became more animated as she read. Two children made groaning noises when Ann stopped and told them to take out their book for Science (Classroom observation, May 3).

Choices in the Royal Kingdom

When I asked Ann if she thought that choices had something to do with motivating reading, she said,

Absolutely! I try to give as many choices as possible to the children to help them to become better decision makers. In the fall of the year I tell the children that there is one rule and that is RESPECT. In this way, students have the freedom to share their opinions and ideas and know that they won't be put down. The children are so comfortable with one another and with the "comfort zone" in the classroom that they will quickly jump in and give their feelings, ideas, and opinions. Their choices and voices are welcome in this classroom.

Many times I give the students the choice of how they would like to read that day. They had the option of partner reading, popcorn reading, or independently. They are all reading, but they feel like they have a decision with their learning and it works very well. (Interview, April 5)

Ann gave lots of choices in the variety of the material that the children can read, especially during free read. There are many books and periodicals in the room. During many of my observations, I saw children reading together out in the hall or in the corner of the room during free reading time. It was like a little hum was going around the room. Children felt free to go from one desk to another to share quotes or pictures.

Royal Papers (French Papers)

One of the days I was observing, I noticed one of the children telling Ann that they thought a paper could be a “French paper.” I questioned Ann, in an informal interview, what a “French paper” was. She laughed and commented that these are papers or projects that the children pick out that they feel they have done very well. They may not be 100% papers, but they still are of quality. These are papers that they are extremely proud of, so they put these in their portfolios or they are made known to the parents in some way. (Informal interview, March 26)

Personal Reactions

Ann feels it is important to give her personal reactions to stories. Consequently, she chooses literature that has some personal relevance for her or that she finds “. . . rich and interesting” (Interview, March 10). One day when she was introducing a book, she told the children a story about a girl who was taller than anyone else in her third grade classroom. She told the class that the girl felt awkward, tall, clumsy, and not very sure of herself. She then asked the students if they have ever felt that way. She told them who she was talking about and they could not believe that it was one of the stars on the high school basketball team (Classroom observation, February 26).

Ann also encouraged the students to give their reactions, personal comments, and ideas on things. She encouraged the students to disagree with her views on things, but she taught children how to do this politely. She encouraged children to question her if she made a mistake or if they disagreed with her views on a book, etc. Ann elaborated,

I have a treat can that I use to give out treats whenever I make a mistake and they catch it and raise their hand. It lets them know that teachers aren't always right and that it is okay to disagree, as long as you do it politely. The children are really getting good about it. They will say, "But Mrs. B, I don't agree with that." And I always ask them why. So either I will accidentally make a mistake or I will deliberately . . . and they love it. I want them to know that it is all right to have your own opinion, and that it is okay to disagree with an adult as long as they know how to do so politely and respectfully. (Interview, May 21)

Respect

Ann believed everything in school ties in with respect, toward the students, each other, and toward the teacher. To promote this she started the year reading a book that she thought tied in very well with respect. Ann commented,

It seems as if it is one of the children's favorites every year, There's a Boy in the Girl's Bathroom (Sachar, 1997), because the title happens to grab their attention and the children can really relate to the young man that's in the book because he's not treated with very much respect by either his classmates or his teacher. So that leads right into my main rule of the classroom. There are times in the book when you feel like crying; there are times when you feel like laughing, and yet, it really brings out a lot of feelings from the students because the students have been through things where they have been teased or whatnot so they have total empathy for the student in the book and it ends up with a good ending.

(Interview, March 10)

Favorite Readings

Ann stated one of her favorite aspects of teaching is to “read to the children” (Informal interview, February 8). Consequently, she chooses her favorite books, stories, and poems and reads them year after year to her students. One of the titles she mentioned was James and the Giant Peach (Dahl, 1977), which she called a “. . . wonderful, wonderful piece of literature, which leads to a lot of discussion with the students” (Informal interview, February 8). She incorporated art with the book as she had the students draw their favorite picture, which led to a discussion of why they chose that part. Ann commented that this is usually one of her children’s favorite books and then a movie is shown based on this book to do a compare and contrast. When the movie and the book are compared the book was “overwhelmingly the favorite, and only two students picked the movie over the book.” Two other favorites she usually reads are Stuart Little (White, 1945) and The Trumpet of the Swan (White, 1970). “The students voted that both of these books should be turned into movies. The students were bummed out at the ending of Stuart Little. Because they didn’t like the ending, some of the students felt strongly that there should be a Stuart Little II.”

Decisions

Ann felt that it was important for the students to learn the process of making decisions early in the year in order that they learned how to make good choices. Ann stated that many times she tells the children, “You make the decision.” During my observations in numerous entries, I had in my field notes that Ann had the children make

decisions such as if they needed to take more time with their assignment or if they should just turn it in. Most of the children go back to check over their work.

Another example of making decisions was when the children took their spelling tests. Ann checked the test of one of the less capable students, where there were 35 words on the quiz (they had the option of retaking the test if they had any wrong, or keeping the grade that they have). This particular student had 3 wrong out of 35. I listened intently to their conversation as Ann asked him what he wanted to do, and he stated that he wanted to take it over again. (Ann later told me that three wrong was the best grade this child had ever received on a spelling test but it was his decision.) So he took the test again on Friday. I made sure I watched what his grade was going to be. He made only one error. He asked Ann, "Mrs. B, can this be a 'French Paper?'" "YOU BET," she smiled (Field notes, March 15).

Building a Strong Kingdom

Ann made it clear both in the formal and informal interviews that building a sense of community in her classroom is something that takes a long time. She started on day one to build this foundation. Right away in the fall, the children start to understand how important reading is to her and the classroom. She felt that children, knowing what to expect and being as consistent as possible, helped her to run a smooth classroom. She greeted the children at the door every morning and at the end of the day she shook hands or gave hugs to the children who preferred them, and thanked them for the day of learning. She believed that children should help to decide what management things should be done and that follow through is extremely important.

Another way that Ann built strength into her community was by reflecting back on her daily teaching. Ann stated she journaled daily about the things that went well in her classroom and things she believed she should improve. Ann commented,

I think as a classroom teacher you need to be checking yourself every day to see how you're feeling about things. I'll be honest, I have some lessons that I think are going to go just great and for some reason, the interest level may not be there or something that I try different, and it just takes off. Often when I have lessons that are less than effective, I'll tell the students, "You know today this didn't work really well. We had some problems here." . . . Journaling helps me to check my learning styles and to stay fresh. I can look back in there when I am having a tough day and try to read about a day when things weren't going so tough.

I feel as if journaling helps me to gain insights. It helps me to keep better track of my students and how I reacted to them. I may look back in my journal when the day hasn't gone so well, for instance, and see that the room was changed and the children were in pods. I can then decide if that helped to contribute to discipline problems or were the children sitting better in the rows? On that same note, sometimes I'll have students that just can't get along sitting together in pods, and they come back to tell me that they are having a problem and I tell them that I will not be moving them for a week so they will have to learn to get along with the other person. This forces them to find something good in the other person. I may talk with them about how to handle it, but it is up to them to problem solve. . . .

Journaling helps me to keep track of all this. When I write things down, I reflect on what I have been teaching. It forces me to rethink things. (Interview, May 21)

Expectations/Trust

One of the areas I noticed, as I was observing, was how structured and organized everything was and yet there was also a great amount of freedom. It perplexed me how the children knew exactly what was expected of them as they were responsible to do many things on their own. Ann really had three reading groups going on at one time: (a) the wizard (John), a child who worked independently the majority of the time, (b) a large middle group (the group princess Sarah and actress Mary are in), and (c) three boys in the lowest ability group. In the reading class I observed in the mornings, Ann usually spent approximately 25 minutes with the middle group first. Once the smaller group of three remedial readers came back into the classroom, Ann worked with this group. Meanwhile, the middle group read their assigned story, either independently with a partner, or in a small group, and also completed their assigned work, before reading the literature book of their choice. By making a quick walk around the room just prior to working with the small group, Ann checked to make sure the children knew what they were supposed to do.

Ann worked with the three boys for 20 minutes and the wizard for around 15 minutes. During the time she worked with the wizard the three remedial reading children read books they had chosen. The middle group had approximately 35 minutes to keep themselves organized and to do their assignments. The majority of the middle group were finished with their assignment within 15 minutes. The children would then

get out a book or periodical to read. Two children could go sit in the two rocking chairs in the room or partner read to a friend. The noise level was never high enough to bother Ann who was working with the three boys. If the children had a question they would ask a peer. If they needed to use the restroom they would sign out. Very rarely did I see them interrupting Ann for anything. They became dependent on each other.

The last 15 minutes of reading class were devoted to the wizard. Since he was independent of the other children he would meet with Ann on his own. He would talk with her about the books he had just read. He had an assignment sheet where he would look to see what he needed to do. Often Ann would give him a book talk with a variety of books, and he would pick which one he wanted to read to write a book report about or do other related activities with the book.

When I observed the group getting ready for a play they were going to present for the parents, I was shocked to see that one of the children from the low ability grouping had the lead part. When I asked Ann about this, she explained how this happened:

I introduced these plays by reading all three plays to the class and had them follow along. I told the kids to take out notebooks and to take notes . . . and if they heard a part they liked, they should jot that down. When I was finished there were three boys that wanted the lead part, so I had them each put a number in a hat and whoever got the closest would have the part. Well, it just so happened that he (the child from the low ability group) got the closest number. I then met with him over recess, in private, and talked with him. I explained that this was a really big part and asked him if he really felt comfortable with it. I also told him

that he couldn't back out the week before and say he couldn't do it. And he said, "I know I can do it." And I said, "Good for you, the part is yours." So I journaled a note to his parents about his part and highlighted the parts he would have to memorize. I explained that I would really like their cooperation in working with him and practicing the lines. He also got help from the remedial reading teacher. He has worked very hard at this. He kept saying, "I can't believe I got this part" because he has never had such a big part before. He made a commitment to me and told me he would do it so I know he will. I am very pleased with him.

(Interview, April 5)

Cambourne (1988) stated that it is important to display trust and confidence in students. Ann displayed this and demonstrated that she had faith in his reading abilities. She did not try to talk him out of the part because of his reading level. In an informal interview with Ann she explained that she trusted and expected him to do it for his parents, for his fellow students, for her, but more importantly for himself.

When I went to the play three weeks later, this boy had his part down pat. I was amazed by the amount of material he had learned (Classroom observation, May 12). Routman (1991) explained it as "belonging and risk taking and feeling successful as teachers and learners" (p. 4).

Throughout the process of observing in this third grade classroom, I interviewed three students. I met with each of the students three times to ask them questions about why they liked to read and what they read for. I thought it best for the students to speak for themselves.

Profile of Three Engaged Readers

The Wizard

When I first started observing John, I was struck by his inquisitive mind. John was a problem solver, an explorer, and a discoverer. He was self-motivated and I viewed him as being very on task the majority of the time when I observed in the classroom. I formally interviewed John three times: April 9, May 3, and May 17. When I asked John why the teacher does not have to keep telling him what to do, he stated in the interviews, both formally and informally, that he “likes to find out stuff” and he “likes to find out answers to some of the questions that he has in his head.” He also explained that he usually likes to do things “so she (teacher) doesn’t need to tell me.” John is an engaged reader. It was apparent because each time I observed him in the classroom he was reading, or writing a book report, working at the computer or discussing a book with the teacher or reading to the kindergartners. John was a curious problem solver, who was always questioning. Books were a way of answering these questions. When I asked him how many books he had read this year, he stated, “Many and many means in the hundreds someplace.” When I asked John if I could see some of the records of what he has read, he went to his desk and pulled out a sheet from a folder that showed a total of 13 books he has read from October to November (see Appendix C).

John stated that the way he learned to read was by “going to school and by practicing.” A few weeks later, when I interviewed him again, I asked him what made him such a good reader and he reiterated the point again, that he practices a lot and he reads a lot. When I asked who else in the class was a good reader, he suggested one of

the girls I was interviewing as well as the teacher. When I asked why he thinks the teacher was/is a good reader he stated, "Because she knows books." I also asked John what teachers could do to help students become better readers. He gave three answers: "1) stay calm and tell them to do the best they can 2) have them practice 3) they should have fun, like playing games, and popcorn read and stuff."

Ann had this wizard in a group by himself because his reading ability far exceeds the rest of his group. So as Ann stated, "In this way he could move at his own pace so I decided to individualize his reading" (Informal interview, February 12). Twice a week, John was allowed to go into the kindergarten room and read to the children. He has younger sisters at home and has had a lot of practice in reading aloud to others. He stated in an interview that he reads to them before they go to bed at night. When I asked John if his parents asked him to do that for them, he stated, "I just do it." He lets his little sisters pick out the books and he just reads to them. When I asked him why he thought it was important to read to them, he stated, "So they get good at it when they grow up."

He explained that he liked it "when Mrs. B reads to us. She usually reads to us during our snack." He thought that reading was "relaxing and fun." He commented that when he is bored all he has to do is sit down and read a book.

Princess Sarah

The first time I walked into the classroom to observe, I noticed Sarah. She did not notice me however because her nose was stuck in a book. She appeared engulfed in the story while sitting in a rocking chair with her legs curled under her. I felt almost as if I had walked into her living room. She was oblivious to anyone or anything around her

(Classroom observation, February 3). When the bell rang for recess, she looked up, smiled at me, and went outside for recess. When I asked her what book she was reading she stated, "It's really cool. It is called Boys Against Girls" (Naylor, 1995).

I interviewed Sarah three times: April 7, April 19, and May 19. The following are excerpts from those three interviews that I had with her.

Sarah thinks that if you read a lot you can learn more. When I asked Sarah what she chooses to do when Mrs. B gives her free time, Sarah stated, "I'd choose to read . . . because reading makes me think better . . . I learn more, and then you can just think."

Sarah explained that no one needs to tell her to read. "I just want to," she stated. "I read all the time. I read on the bus on the way home (if I don't sit by anyone), and I read at school and at home."

I notice when I am observing the classroom that when Sarah opens her desk during breaks, she has a lot of books in her desk. When I asked her about this she stated, "I like to have my stuff ready when we have free time. If I have all my work done, then I can read as much as I want. I like all sorts of books and magazines too . . . sometimes I feel like I want to read a mystery, but other times I want to read magazines like the American Girl magazine." Sarah appears ready to have a book handy if there is a time when she will get the chance to read.

I asked Sarah, "How did you become good at reading?" She stated, "Cause when I learned to I kept on reading and reading so then I was really good." She told me she thinks that reading is even more fun than TV. When I asked her why she suggested, "Because you learn better things in books than you do on TV. . . I make pictures in my

head about the books.” I try to elaborate what the princess is thinking. I ask her how she made the pictures in her head and she elaborated by explaining that sometimes she closes her eyes after she turns the page and thinks about it in her mind what the picture would look like.

Sarah gave me an example of how she does this. She suggested, “Like in Charlotte’s Web (White, 1952), Wilbur the pig looked different in my mind than in the movie.” When I asked her how, she stated, “Wilbur was pink in the movie but in my mind, he was all muddy and black and dirty.”

When I asked Sarah if her teacher likes reading, she stated, “Yes!” I next asked her how she knows this and she gives this explanation: “Because she (the teacher) tells us she likes to read. She’s had all kinds of books in our room, and she has read every book in the world.” Sarah elaborates:

When I show her a book that I will be reading, Mrs. B always says, “Oh yeah, my favorite part was ‘whatever,’” and we talk about it sometimes. Mrs. B has read every book in the world. I don’t think there are any books that she has not read.

The Royal Actress: Mary

You cannot help but notice Mary. Her demeanor and smile radiate throughout the whole classroom. When I first saw her, with pigtails and freckles, she reminded me of a character from a children’s book. My first assumption about Mary was that she was a very quiet child and she was in a lot of respects, until she was asked to read orally. She became animated when called on by the teacher to read aloud. She reads with so much enthusiasm and gusto that she demands your attention. I was so surprised the first time I

heard her read because it was hard to realize that such an animated voice was coming from such a tiny girl. The following excerpt is from my field notes as I observed Mary reading to a peer in a partner situation where the two are taking turns reading from her basal text: Mary stood up to do actions. Her voice became very loud from such a tiny body! Mary mouthed the words as her peer was reading (February 17). When I interviewed her, her voice was so quiet that I had a tough time hearing her, and I wondered if it was the same child who was so vocal and animated when I heard her reading. I conducted formal interviews with Mary three times (April 16, April 30, and May 17).

The following are excerpts from those interviews: Mary takes out a book instantly once she completes her work. She seemed so focused and self-directed. She smiles as she reads her book, pauses to look at pictures, and mouths the words (Field notes, March 22).

When I asked Mary why she chose to read books when she had some free time, she stated, "Well I'm kind of like connected to books and if I'm in the middle of a really good book, I just like to read it instead of playing the computer or something." When I asked her what connected means, she explained that "I like to read a lot and if I had a choice to either have a computer or a TV in my room or a TV or a book, I would probably pick a book."

I had the chance to observe Mary in a play that the class was putting on for the parents at the end of the year. She told me that it is so much fun to be in the play. When

I asked her why, she commented, "Because a lot of people like . . . You exaggerate and it sounds funny sometimes . . . it makes the play more interesting."

Mary saw a real delight in reading her books. She told me a story about when she was at home and reading in bed how her mother told her it was time to go to bed. "But," she explained to her mother, "Could I please stay up and read a little longer?" because, she exclaimed, "It was the most exciting part of the book and my mother let me!"

Mary felt she was a good reader because she read a lot. When I asked if she was one of the best readers in the class, she exclaimed, "Probably." When I ask her what makes her think that way, she explained, "Because I read all the time." When I asked her what reading all the time has to do with becoming a better reader, she stated, "The more you read the better you read, the better you read the more you read, and then you love reading." Mary had learned the motto of this classroom well.

Assertions

As I listened to the children's voices, observed the children within the classroom, and took the time to analyze what was happening seven assertions emerged. The transcripts of conversations, observations, and artifacts were all analyzed by putting the patterns of codes together. Codes were put in categories derived from key concepts, research questions, and important themes. These assertions were formed from the categories and themes that arose from the coding data. The descriptive codes led to seven assertions about how the children are influenced as they become engaged readers. The descriptive codes led to the following seven assertions: (a) When a teacher genuinely loves reading and models this, it helps students to appreciate and value reading;

(b) Students, who believe they are good readers, practice more at reading and the more they practice the more engaged they become in reading; (c) Students who knew and followed the classroom expectations were given the freedom to make decisions regarding the utilization of their free time; (d) Literature incorporated into all areas of the curriculum helps children to become engaged in reading; (e) Students who see a purpose of reading, inside and outside the classroom, learn to become engaged readers; (f) A structured classroom that has an atmosphere of community building, expectations, and respect is conducive to motivating children intrinsically; and (g) External motivators may lead to internal motivators, and internal motivators may lead to engaged readers.

Assertion #1: When a teacher genuinely loves reading and models this, it helps students to appreciate and value reading.

It was obvious that Ann loved to read. Reading was incorporated into every aspect of her classroom. When Sarah felt that her teacher had read every book, it did seem as if her teacher had a wealth of information about books that she shared with her students. Incorporating story time twice every day, Ann had read a lot of stories and knew a lot about books. Both John and Mary stated that Mrs. B loved reading. The three students explained in the interviews, at least once, the motto of the room: The more you read the better you read, the better you read the more you read. The children had come to believe this concept. They explained that reading was a large part of what they did in the classroom.

The three children I interviewed all stated that Mrs. B liked to read. They realized that a lot of reading was going on during the day. "We always have SSR in the morning

and in the afternoon,” Mary stated (Interview, April 30). In an interview with John, when I asked if Mrs. B liked to read, he stated, “Oh yes, a whole bunch!” (Interview, May 3). When I asked him why he thought this way, he explained, “She reads to us a lot. She discusses books with me and she tells us what her favorite part of the book is.”

Many of the books in the classroom Ann has bought herself. She stated, I do buy a lot of reading material on my own for the classroom so there’s an immense variety of reading materials in the room. When my own children are done with the books, I bring them to school. The children will ask me, “Was this your son’s book?,” because his name is in the book. And I usually take that opportunity to state if he liked the book or not and why or why not. (Interview, May 21)

Assertion #2: Students, who believe they are good readers, practice more at reading and the more they practice the more engaged they become in reading.

All three of the children I interviewed saw themselves as readers. They realized that this was something they were effective at. They thought they were progressing better in reading because of the opportunities and time they were given to practice. John, Mary, and Sarah explained this belief on a reflection paper they filled out about reading, which asked questions about their reading at the beginning of the year and where they were at in the middle of the year. John explained that at the beginning of the year he was reading “really good” and now he is reading “even better.” Mary stated that at the beginning of the year she was reading “good” but now she is “better.” Sarah suggested

that at the beginning of the year she was reading “okay” and now she is reading “great.” All three children were proud of the book reports they had done (see Appendix D).

When I asked the three children why they liked to do book reports, John explained it in this way: “Well, teacher lets me use the computer if I want to, and I like to use that.” Mary stated, “Mrs. B lets us choose how we want to write our reports” and Sarah explained, “I just like to write or tell about the books that I have read” (Informal interview, February 23).

All three children appeared confident in their reading capabilities. Sarah suggested that she became good at reading after she learned, and “I kept on reading and reading so then I was really good” (Interview, April 19).

Ann gave her class a Student Reading Attitude Survey on March 24, and all three of the children I had interviewed stated that they liked reading in general and that they liked reading at school. In an informal interview (March 24), Ann stated that this is the second time she has given the Student Reading Attitude Survey. The survey uses a Likert type scale to fit the nature of the 14 questions referring to how children are feeling about reading. The children circled the response on the scale which best reflected their attitudes. Each question was followed by a scale of potential responses ranging from *not at all* on the left end to *a whole lot* on the right end. The survey also asked respondents to list titles of some of the things they like to read. She gave the Student Reading Attitude Survey in November, and I asked if I could see that survey so I could compare the two. It was interesting to see that for the three engaged readers, their attitudes appeared more positive in March than in November (see Appendix E).

Assertion #3: Students who knew and followed the classroom expectations were given the freedom to make decisions regarding the utilization of their free time.

The children appeared very clear on what the expectations were. After Mrs. B taught a lesson, she would write the assignment on the board and they would write it in their lesson plan book. For instance, on February 5, the assignment on the board for reading was (1) Finish Thursday's reading, (2) Worksheet pp. 11-16, (3) SSR-Journal. At the end of the day, the teacher initialed if they had everything in their record book that was to be accomplished for that day. The students asked each other questions if they seemed unclear on an assignment, etc.

There was a place for everything in the classroom. The children knew where to hand in their finished work, and where to find the extra reading book report forms. Even though I was in the classroom, rarely did the children ask me for help; they had learned to depend on each other.

Ann explained how these expectations are started right away in the fall. She stated, "Laying down the foundation takes a long time to get the children to where I have them now, but with time, respect, them knowing what I need, and also trying to find out what they need, it all comes together" (Interview, March 10).

She stated the biggest change she sees in the children is their social/emotional growth.

In the fall, I had students who didn't remember to raise their hand. There were no "pleases." There were no "thank yous." So we had many talks about how to talk

with one another, showing respect, and taking turns. I do this with a lot of modeling. (Interview, March 10)

Ann expressed the significance of letting the children know that they are cared for and how important they are to her. There is a poster in the front of the classroom that states, *A child has the ability to do things when they are treated with Love and Respect.* It appeared as if this was the main rule that Ann used to run her classroom.

She used many tangible items to motivate the children both academically and socially. She stated, "I feel that the kids need to know that you genuinely care for them. I do things like thanking them, by leaving little notes in their mailboxes. I try to catch them being good" (Informal interview, March 15). She also used a sticker sheet for the students to put their own stickers on when they are doing something well. Ann explains,

When some behavior is really wonderful, I'll say, "Pull your sticker sheet out, you have just earned yourself another sticker." And they can go shopping with their sticker sheet when it is full to my prize box, which is usually filled with books.

(Interview, May 21)

If the children were done with their work and met the expectations, they were allowed these freedoms: what reading material they wanted to read, where they wanted to read, who they wanted to read with or by themselves, if they wanted to ask questions or share information with their peers, to move around the room freely to choose where they wanted to read, or to write on the computer (Field notes, February 9).

Assertion #4: Literature incorporated into all areas of the curriculum helps children to become engaged in reading.

Utilizing literature in all areas of the curriculum was something that seemed almost natural for Ann. It appeared as if she did not feel that any lesson was complete unless the lesson was tied into literature in some way.

Ann stated, "For every different subject area that I introduce, I always have books to go with it. It just seems natural and pulls everything together for them" (Informal interview, March 24). Ann made it a point to introduce things in some of the curriculum areas the same day as the children went to the library. Ann explained,

I try to introduce things the same day that we go to the library. So I will say to the children for instance, "I wonder what books there are in the library on birds?" And they are proud to show me what they brought back from the library.

(Interview, April 5)

I observed the children reading a lot of science magazines (Science Big Books and Geography) when they had some free time to read. The children went to each other's desks to show pictures or to read to their peers different phrases of what is in the magazine. When I ask Ann about this she suggested,

If we have been talking about a certain subject in science and I have a journal article on that particular subject, I show the children the pictures and may read a bit from the journal. Many times the children all want to have that journal article during SSR. Sometimes I have to ask the kids where they have hidden the journal in their desks so it can be passed around. They try to hoard them! (Interview, April 5)

Apparently, Ann felt as if reading tied into everything she did. There does not seem to be a question of whether she thought reading was supposed to be a part of the different courses she was teaching. “There probably isn’t a unit or anything I introduce in here without literature . . . everything centers on reading in my classroom. I don’t know anything I do in here that literature isn’t tied right into it” (Interview, April 5).

All three children in the interview explained that Mrs. B used books in all areas of the curriculum. John explained this when he suggested that “Mrs. B reads to us about everything. Sometimes its funny books, sometimes mystery books, sometimes we have books about stuff we are learning about” (Interview, May 5). As Mary suggested, “We had a book about fractions when we were studying them in Math, and it was weird and funny” (Interview, May 17).

Assertion #5: Students who see a purpose for reading, inside and outside the classroom, are more apt to be engaged readers.

Besides tying reading to all areas of the curriculum, the class used reading in other ways outside the classroom. For example, reading was something they used when they visited their “Adopted Grandparents.” Either they picked out a book to read to their grandparent or the grandparent read to them. This almost emulated the type of reading that may go on in one’s home, a grandparent reading to a child or vice versa.

The children seemed to really enjoy sharing their reading expertise with someone else. When I asked Sarah how she felt about reading to her adopted grandparent she expressed, “It’s really fun to read to her, because she just smiles, even if I read wrong words” (Informal interview, May 9).

The students went on a field trip to tour the local hospital. To prepare them for the visit Ann read a book about the hospital and the children had a discussion about what was proper etiquette when touring. Reading was a way for the teacher to get information about what the children should/could expect.

When the children were doing a bird unit in Science, they went on a bird walk. They researched what they could find out about the birds by going to the library and finding books on birds. They saw relevance between finding out things and using books to help them find out more information.

John had the opportunity to go to the kindergarten classroom to read to them twice a week. He saw this as an opportunity to help others to learn to like to read. He stated that the "little kids are fun to read to. They seem to like it when I come in the room. I try to pick out books that are funny for them" (Interview, May 17).

Sarah sees reading as something she can do anyplace or at any time. One day when the students were asked by Ann to write/think of as many extraordinary uses for a bathtub Sarah wrote, "I would get my favorite pillow, blanket, and a book and jump right in and read!" (see Appendix F).

Assertion #6: A structured classroom that has an atmosphere of community building, expectations, and respect is conducive to motivating children intrinsically.

From the first minute I walked into the room, I felt welcome. There was a lot of structure in the classroom but, also, a lot of freedom to make decisions and to have choices. The children have come to realize that if they work hard they will have the chance to make decisions and choices. They also seem to feel as if they are a part of this

classroom and they work together to make sure the parts work together. Expectations and structure appear to be a large part of this community building. Ann commented,

I work very hard to make sure that the children know my expectations. This is their classroom and they have a right to know what I need from them to help run the room as smoothly as possible and I need to know their needs, also. It is a mutual respect issue. The children know that I care about them. I want the best for them, I guess it is a matter of trust and caring. If children know your expectations and that you care about them, the classroom can become like a family or at least a community. (Interview, March 10)

During my observations (Field notes, March 31) I noticed that the children were unusually chatty. I was interested to see how Ann (who has a quiet calm voice and very rarely raises it when talking with the children) would handle the classroom when the classroom got noisy. She said to the children,

I see we all have a lot of stories we need to get out. What I want you to do is to go talk to someone for two minutes, tell him or her a story or tell them something positive. When I tell you it is time to quit, I want you to thank your partner(s) for listening and be ready to give your attention back to me.

To get the classroom to this point takes a lot of time and hard work, Ann explained. "It is something I have worked on from day one with the children and part of the reason it works is because of consistency and follow through. Children need and want consistency and some type of parameters" (Informal interview, March 31).

Another way that Ann builds a sense of community is letting the children know how much she cares for them. She makes an effort to meet the children in the morning and to say good-bye to them at the end of the school day. Ann provided this example: "I always thank the kids for a good day at the end of the day and I make a point of talking to them in the morning too. I like to be in the room as they are coming into the room" (Informal interview, February 22).

Ann believed that reading to her students twice daily helps build a sense of community in her classroom. When Ann reads to the group twice a day it appears as if this helps to strengthen the classroom community. She told a story about a new student who was in the room and how reading aloud helped to break the ice with him. Ann commented,

When he first came into the classroom he was pretty shy and bashful, but when I was reading James and the Giant Peach (Dahl, 1977), he would just laugh until there was no ending to the laughter. When he started laughing it was really infectious with the rest of the group. They saw a different part of him that they had not seen in the rest of the classes. They saw that he had a nice sense of humor. It seemed to really be something to help him fit into the classroom.

(Interview, April 5)

Ann explained that she wanted the children to have the freedom to share their opinions and ideas and to know they will not be put down because the answer may be wrong or not the same opinion as someone else. She stated by this time in the year "the

children are so comfortable with one another and with the comfort zone in the classroom that they will quickly jump in and give their feelings" (Interview, May 21).

Assertion #7: External motivators may lead to internal motivators, and internal motivators may lead to engaged readers.

Ann used many external motivators to help her students become more involved in their reading. It appeared that the major themes that emerged from this data to externally motivate third graders in this classroom could be classified into four main themes: teacher characteristics, classroom/environmental factors, choice, and instructional strategies (see Figure 7).

Teacher Characteristics

Ann used modeling and enthusiasm. Her personal stories were often told before she began reading a new book orally to the children. She demonstrated to her students how much she cared for them and respected them. The issue of respect was mutual in Ann's classroom. Respect went three ways: students toward teacher, teacher toward students, and student toward students. In my field notes (March 23) I had written, Ann asks permission to look in a student's desk to check for a missing paper. When I asked Ann about this she stated, "I look at that as a privacy issue, I don't want them looking in my desk without permission" (Informal interview, March 23).

The Classroom/Environmental Factors

The classroom environment was structured with order and clear expectations. There was an established routine the children were familiar with and abided by. The

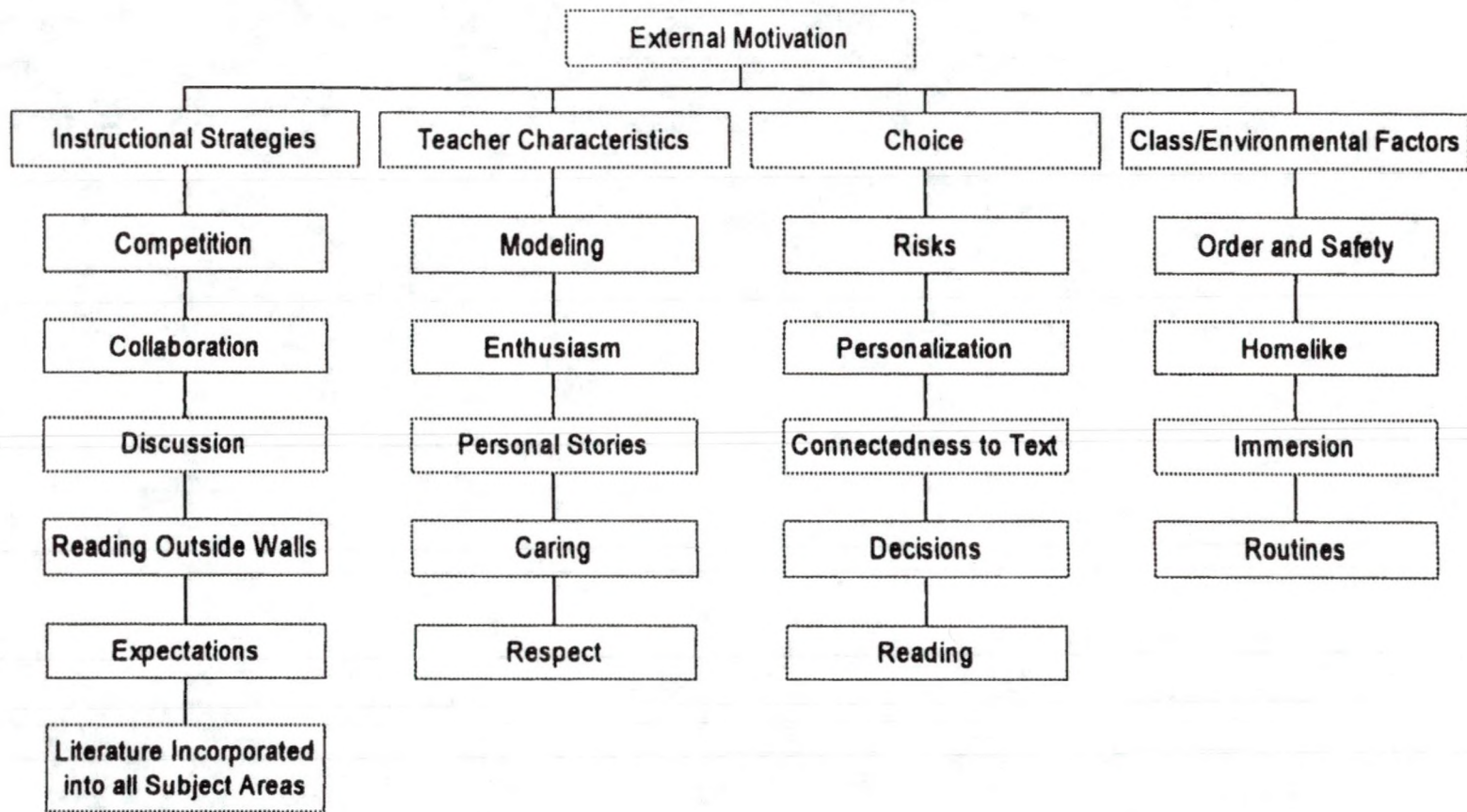


Fig. 7. External motivators in the third grade classroom.

children understood the expectations and were expected to abide by them. An example of this is that one of the expectations for the children was to put their shoes on their desks before recess, before the janitor comes in to vacuum; when one child forgot, Ann went out in the hall and got her and asked her what she had forgotten to do (Field notes, March 17).

Choice

The children also had choices in this classroom. They were able to take risks and give their opinions. They made decisions about what parts they wanted in the plays and how to spend their free time when they were done with their seatwork. They also had choices of how they wanted to read their story. Ann stated,

I'll give them a choice as to how they would like to read today. Do they want to partner read, or read it orally to themselves, or read in groups of three? We are still doing the reading but they have a choice in the decision with their learning. The children have many choices in the classroom such as how they want to write their book reports, what books/magazines to read during Silent Sustained Reading, and what books they may want me to read in class. (Interview, March 10)

Ann also feels that choice is important,

especially in the variety and the material and the things that they want to read. And they really do enjoy that. My reading is set up where I give them the assignment for the day to do the worksheets and reading from the basals, but I

make sure that they have plenty of time to read and to make choices on what they want to read. (Interview, April 15)

Instructional Strategies

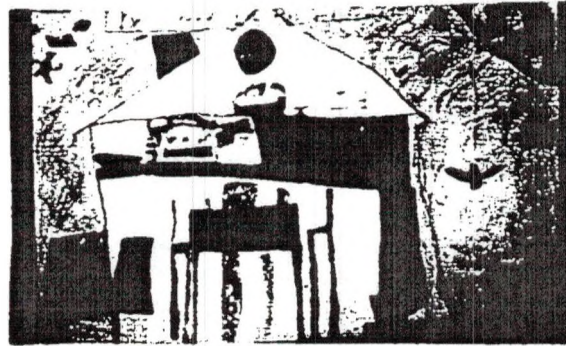
There were also instructional strategies that were prevalent. There was competition such as for grades, book reports, play parts, and games. I also witnessed the children working collaboratively, especially during times when they needed to depend on each other, because the teacher was working with other reading groups.

The students also worked collaboratively in other ways such as when they worked on plays where they had to come up with their own costumes and backgrounds for them. When I observed the students getting ready to put on a play for their parents at the end of the year, the children made the decisions, as a group, how to decorate their background and what costumes they thought depicted their parts the best. Ann facilitated the groups by asking questions such as, "What do you think would depict the troll the best? What kind of background have you decided would be best for the Great Mitten Caper?" (Field notes, April 7). The children made the decisions and discussed collaboratively what background would be the best for their play. The groups worked together to color and decorate their scenery (see Figure 8).

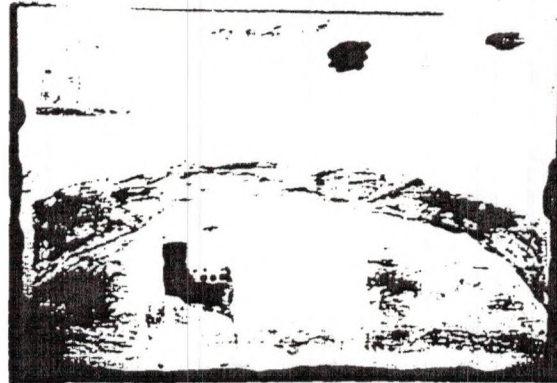
Another instructional strategy theme that emerged was how literature was incorporated into every curriculum area. Books became a natural part of what was being learned (i.e., Science, Social Studies, and Math). The children became accustomed to hearing books about whatever area they were studying in those subjects and actually



The Great Mitten Caper



The Three Pigs and Friends!



The Hungry Troll

Fig. 8. Backgrounds for the plays.

began to find books that would go along with those areas from the library or in the journals in the classroom.

All these themes—instructional strategies, teacher characteristics, choice and classroom/environmental factors—were external motivators that helped students become engaged readers. These external motivators helped lead to internal motivation and helped the children become more engaged in their reading (see Figure 9).

Some of the themes that emerged from my interviews with the students were that engaged readers were curious, self-directed, self-expressive, and had efficacy.

All three of the children I interviewed read to learn things. The three readers all listed series books that they liked, would read to find information on a topic they were interested in, or because they liked other books by a particular author. Many of the ladies and gents stated they wanted to read because it was something they had talked about in class. John stated that he “likes to read animal books because they are fun and mysterious to figure out” (Interview, April 9).

If these children had a question about something, they would read to find out the answers to those questions. Zoobook, a periodical published by Wildlife Education, Ltd., and National Geographic were mentioned by all three children as something they read to find out more about the birds they had seen on a field trip.

All three of these children were self-directed. When I asked Ann about this, she explained that she viewed the three engaged readers in the following way: Sarah just had a natural love of literature. I could see right away this fall that she did, but I promote using books so much in the classroom that I could see her becoming even more

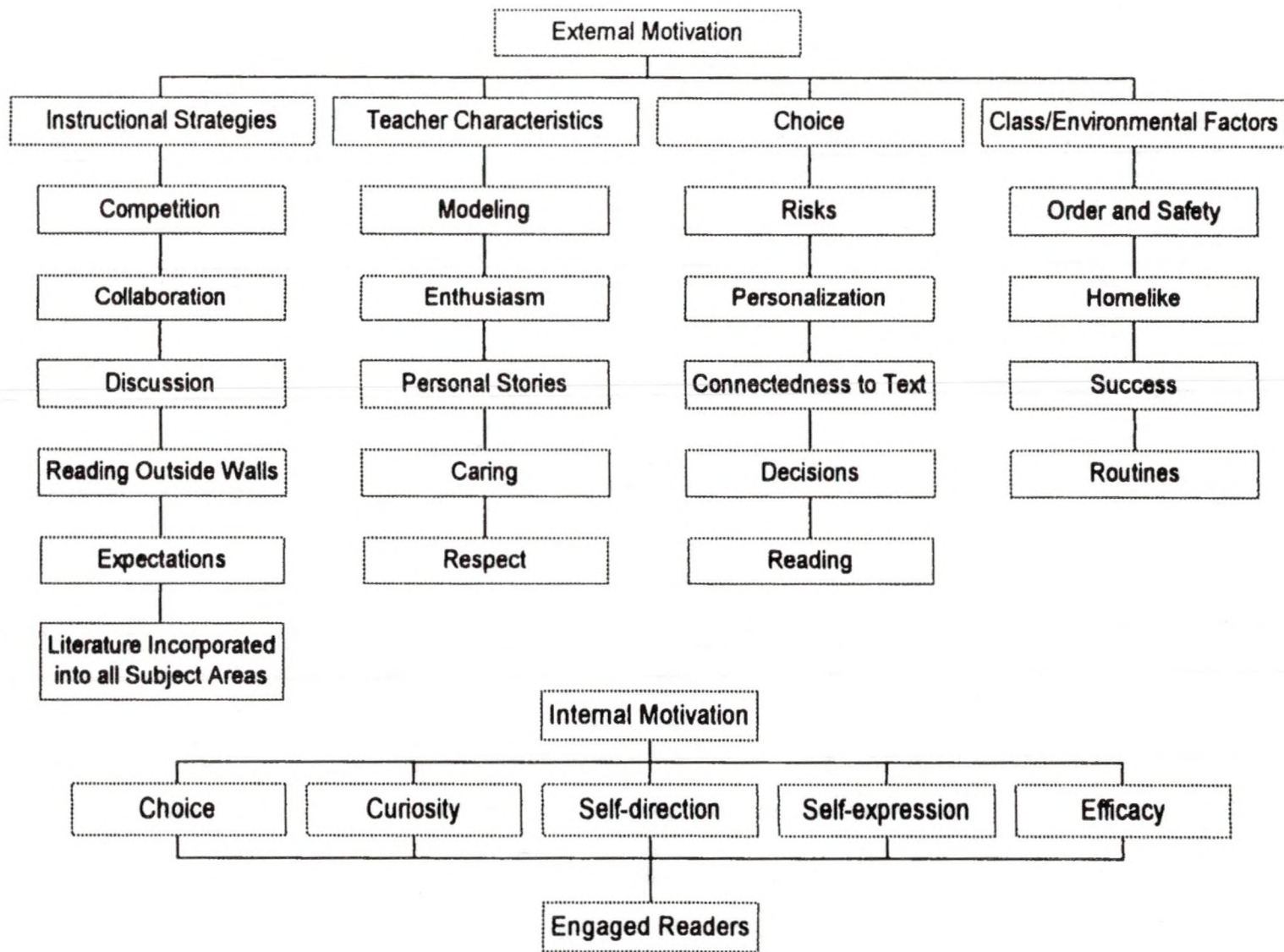


Fig. 9. External motivation leads to internal motivation.

enthused as the year has gone on. She's the one that will come up to me and say, "I've read this book, have you read it Mrs. B?" Sarah realizes how important reading is to me.

Mary is very enthusiastic when she reads. She is one that will always volunteer when I ask if anyone would like to come to the front of the room and read their favorite part of the story. She loves being in front of an audience. She is otherwise quite a quiet girl, but she can sure put feeling into her reading.

John is just a highly motivated student, who, given the freedom of choices, will go and do whatever needs to be done. He is in the 4th grade reading book and we meet a lot of times together to make decisions as to what he would like to do this week. Where would you like to go? He reads so much and loves to write his book reports on the computer. We decide and I meet with him individually to do some book talks and skills and he does so much on his own. (Interview, March 10)

The three engaged readers loved to express themselves in writing, orally, or by reading aloud. It was interesting to see them come alive when they had a chance to give their personal opinions. Mary loved to express herself by reading aloud and becoming the actress for each part. Mary felt a "connectedness to the book" (Interview, April 30). She stated in one interview that she liked becoming the characters in the book she was reading.

John loved to write about the books he read and to explain his favorite parts. His book reports (see Appendix G) give a clear view of how he understood the text he was

reading. He would have ideas for stories he might write based on the books he had read (see Appendix H).

Sarah would read any print that was set in front of her. She had a desk full of books so she would complete required tasks as quickly as possible to utilize all her free time. She enjoyed discussing with any interested party, adult or child, about what she had just read. In my field notes (Classroom observation, April 15) I wrote, Sarah is sitting in the rocking chair reading a story in her basal text. The bell rang and Ann had to remind her that it was time for recess.

All three children viewed themselves as readers. They were confident in their reading ability and felt that they were good readers. When I asked each one who else is a good reader, they would mention each other. The children listed books that they wanted to read, and understood as the year had progressed they were becoming more capable in their reading. When I asked John “. . . why he was a good reader?” he stated, “Because I read a lot” (Interview, April 9). Mary stated, “I can read anything” (Interview, April 16). And Sarah stated, “I read and read and read” (Interview, April 7).

Summary

The anecdotes and vignettes depicted in this chapter presented a portrait of three children, their teacher, and their thoughts about engagement in reading. When writing this chapter, I thought it important to listen not only to what the teacher and students were saying, but to really listen to what the meaning was behind their words. Chapter V presents the conclusions of this study and explores some implications that may influence

future classrooms and educators regarding motivating children in reading. Suggestions for further research are also presented.

CHAPTER V
IMPLICATIONS, CONCLUSIONS, AND SUGGESTIONS
FOR FURTHER RESEARCH

The purpose of this descriptive study was to learn how children become engaged readers in a classroom. The children and the teacher in this descriptive study were engaged in many types of activities that provided opportunities for them to become involved in reading in different areas within the classroom. The study focused on what one teacher did to encourage children to read and what environmental factors in the classroom help create readers. The study was an holistic view of the teacher and all her students in the classroom; but more specifically, profiles were conducted with three students, two females and one male, who were chosen because they were motivated to read if given free time. Observations were used to discover how the children interacted, what opportunities they were given in the classroom in reading, and what the teacher did to cultivate this engagement. Chapter I was an overview of the study, and Chapter II was a literature review of issues regarding motivation and the affective domain, choice, and the teacher's role in helping children to become more engaged in their reading. This review reflected the need for more research in the area of engagement within the context of teaching and learning.

Chapter III provided a description of the qualitative methods used to study this third grade classroom. The data consisted of field notes, observations, classroom

artifacts, and multiple recorded one-on-one interviews with the three students and the teacher. A number of patterns emerged from the data. Chapter IV was a description of the students, the teacher, and the classroom and their experiences with reading in the classroom. I watched the students and listened to their voices in their most natural setting. What I discovered through this study was that children need to have multiple opportunities to read, with an environment conducive for reading. The teacher has a strong influence on enabling children to become readers by modeling the reading act, allowing time to practice reading, and by having the expectations that children will become readers. I also discovered that it is important for children to believe that they will be successful at reading and that they consider themselves as readers. This study heightened my awareness of what was happening in the classroom and of what a teacher can do to help children become more engaged in the reading process.

In this chapter, I will summarize my findings in the form of assertions, offer conclusions about these findings, and provide suggestions for further research. The findings, conclusions, and suggestions for further research are meant to be treated as tentative guides, or ideas to be considered, not as prescriptions to be followed.

Seven assertions in Chapter IV represented the data that emerged from the observations of children in a third grade classroom, interviews of three engaged readers, and interviews of the teacher. All of this information was coded, combined, and analyzed in progressive phases resulting in patterns and relationships. The patterns and relationships found within the data resulted in the seven assertions. The following are the implications arising from each of these seven assertions as well as particular findings.

Assertion #1: When a teacher genuinely loves reading and models this, it helps students to appreciate and value reading.

Ann made it very clear that she loved reading and that it was an important part of her classroom. She was constantly talking about books with the children. She used personal stories to introduce a book or to explain parts of a book. Not only did she talk about the books and literature she had read but also about what her own children's favorite books were and why. Books were given as gifts and used for prizes. She demonstrated the joy of reading and what a literature life would look like. She modeled to her students just how important reading was in her life and how it correlated with all areas of the curriculum. She knew a great deal about books, and children picked up on that. These all helped children to see the value of reading. Gambrell (1996) believed that the teacher plays a pivotal role in fostering this love for reading.

Ann gave the children many opportunities to use literature, both in reading and in other subjects. The students were encouraged to use literature and to bring in ideas of books that they could use in the subject areas of Science, Math, and Social Studies. Ann modeled that reading can be used for multiple reasons such as for information, a source of pleasure, and as a source of humor. She demonstrated what knowledge of books could do in many areas of life and learning.

Ann practiced what she preached and was part of the reading process, not just a "dictator" of the process. Time was spent reading orally to the children to demonstrate that she enjoyed reading and how important it is to share good literature. Gambrell

(1996) believed “teachers play a critical role in helping children to develop into readers who read for both pleasure and information” (p. 15).

Assertion #2: Students, who believe they are good readers, practice more at reading and the more they practice the more engaged they become in reading.

When students are motivated they view themselves as learners. They believe that they are capable and that reading is something that they can do. If students believe they can succeed in a reading task, then they are more likely to choose to read. The reader’s perception of his or her reading success at a task influences the amount of effort he or she will expend and his or her persistence in reading (Wigfield, 1997). Cambourne (1995) believed that classroom environments should be structured around students learning to expect success as readers. This was evident when one of the less capable readers in the class wanted the lead part in the play. The teacher did not discourage him; consequently, she explained the stipulations to help him understand how much there was involved. She let him know that she believed that he could do it. Kline (1994) described how important it is to know your students well enough to find out what motivates them. He suggested, “If you find out where the person is coming from, you will find a motivation for reading. Find the person and you will know what makes reading worth the effort for that person” (p. 15).

All three children interviewed were intrinsically motivated to read. Reading was something they chose to do when they were given free time. They were self-motivated to read because they believed that they were capable. Gambrell et al. (1996) explained reading motivation as an individual’s self-concept and the value the individual places on

reading. They stated, "Highly motivated readers are self-determining and generate their own reading opportunities. They desire to read and choose to read for a wide range of personal reasons such as curiosity, involvement, social interchange, and emotional satisfaction" (p. 519).

Assertion #3: Students who knew and followed the classroom expectations were given the freedom to make decisions regarding the utilization of their free time.

Expectations were well known to the students. Every day that I observed, the assignment was explained and written on the board. The children were expected to write the assignment in their assignment book. The children were taught to check off the subject when the assignment was done. It was apparent that once the students had the information they needed, they were expected to be self-directed. Brophy (1987) explained, "Students are more likely to want to learn when they appreciate the value of classroom activities and when they believe they will succeed if they apply reasonable effort" (p. 44).

Ann kept the classroom very structured, yet allowed quite a bit of freedom at the same time. The children were allowed to walk around and visit with their peers as long as they were finished with their seatwork. They had the liberty to visit with their friends about books they were reading or to discuss their favorite parts of the books. According to Almasi (1996), students who talk with their friends about what they read are more active, engaged readers. "Thus, social interaction and the expectation that individuals will listen to their perspectives creates interested engagement" (p. 24).

Assertion #4: Literature incorporated into all areas of the curriculum helps children to become engaged in reading.

Ann deliberately introduced new subjects in curriculum areas the days that the children went to the library. In this way, she knew the children had the opportunity to do research at the library and to read books about those subjects. She incorporated books into the content areas to enrich the information in the textbooks that she was using. Since books seemed such a large part of her literate life, literature just seemed to be a natural way to add “breadth and depth” to the concepts that were being taught. “Literature and nonfiction trade books have the potential to capture children’s interest and imagination in people, places, events, and ideas. They have the potential to develop in-depth understanding in ways that textbooks aren’t equipped to do” (Vacca et al., 2000, p. 446).

Assertion #5: Students who see a purpose for reading, inside and outside the classroom, are more apt to be engaged readers.

The children had many opportunities to use literature inside and outside the classroom. Reading was not just one subject taught at a certain time of the day. It was relevant and interwoven throughout the classes, and in and outside the walls of the classroom. The children had the opportunity to witness that “learning is connected to life, learning is meaningful for young people, must involve the youngsters in authentic ways” (Waldron, Collie, & Davies, 1999, p. 81).

The class had “Adopted Grandparents” who they visited and read to. They read a book before they went on a field trip to find out information. Reading was a part of the authentic activities that the children were involved in. The three engaged readers realized

that it was a natural process to turn to a book to find out more about something or to use a book for a social time as they did with their “Adopted Grandparents.”

Assertion #6: A structured classroom that has an atmosphere of community building, expectations, and respect is conducive to motivating children intrinsically.

Ann expected the children to respect her and she was respectful of her students. They all worked together to build this community. They talked to each other about what they were reading. Vacca et al. (2000) suggested, “Respect for the child as a learner is paramount to successful classroom environment” (p. 47). Ann respected her students by believing that they could make decisions and choices on their own. She believed and expected them to do so. The children I interviewed knew and understood this.

The students respect her, due in large part to the fact that they always knew what her expectations were. The children learned to depend on each other. Mike Rose, who studied exemplary classrooms throughout the United States (preschool through high school), identified what these classrooms had in common. One area he explained was that the teacher demonstrated respect for students, and students demonstrated respect for the teacher and each other. According to Rasinski and Padak (1996), “This attitude of respect fosters feelings of psychological safety” (p. 38).

Assertion #7: External motivators may lead to internal motivators, and internal motivators may lead to engaged readers.

All four of the relationships that emerged from the data—instructional strategies, teacher characteristics, choice, and classroom/environmental factors—all contributed to externally motivate children to read. When I interviewed and observed the three engaged

readers, they were internally motivated by relationships such as choice, curiosity, self-direction, self-expression, and the belief that they were good readers. These assertions and findings indicated that a teacher and the environment have strong influences on helping children to become engaged in their reading.

Conclusions

Cambourne (1991) believed in order for children to become engaged in reading, there need to be two conditions present: "immersion and demonstration." Both of these conditions were evident in Ann's classroom. The children were surrounded by a wide variety of materials, they had access to the materials, and were able to use the materials. It became clear that the children were immersed or engulfed in reading as it was incorporated throughout the school day. Reading became a natural part of each subject area and was tied to what the children were learning.

The children became accustomed to books helping them to answer questions and they served as a source of enjoyment. Because the classroom was filled with an atmosphere of respect the children felt safe in taking risks within the classroom. Ann demanded that respect not only of herself, but also for students toward each other, as well as for themselves.

This study opened my eyes and helped me to get past my biases that basals are the problem in reading programs. Ann used basals and had ability reading groups, but she also integrated literature into all areas of her curriculum. She did not abandon using conventional instructional materials for reading to use the literature books only; however, literature was still an integral part of her classroom.

The structure of Ann's classroom added to the children's ability to make decisions and take responsibility. Her expectations were clear but did not stifle creativity. The children knew what was expected of them and they were held accountable; however, they also had many freedoms. One of the main privileges afforded them was a chance to choose what they could read during free time. Choice was a part of their reading program, but the teacher also had a certain amount of structured reading students were expected to do. As Anderson (1994) suggested, "Increasing the proportion of children who read widely and with evident satisfaction ought to be as much a goal of reading instruction as increasing the number who are competent readers" (p. 1). The students were given time to read, but only after they were done with the rest of their required work. It was almost like the teacher was saying, "If you eat all your spinach and clean up your plate you can have your dessert." Books and free time for reading were looked on as a pleasure and something that the children had to work for. The three engaged readers, as well as the other students in the class, seemed to realize that when they finished their work, they would have the opportunity to read. It was something they looked forward to.

The 35 minutes of time when the students worked on their own demonstrated to them that the teacher expected them to finish their work and to make wise decisions about how to use their free time. The majority of students completed their work in about 15 minutes, which gave them 20 minutes for free reading. The engaged readers were self-determining. This self-determination helped the children to become engaged in their reading.

The students were accustomed to the routine of their teacher reading to them for 40 minutes each day. The teacher was systematic in her approach to reading aloud to the students. The children knew that during snack time, it would be a relaxing time for them and they could have the enjoyment of listening to the teacher read. The children looked forward to this time. The teacher demonstrated her love of reading. Cambourne (1995) believed that when teachers demonstrate their own real, personal affection for reading they are more likely to have students who share that enthusiasm. He suggested that students need repeated opportunities to engage authentically and successfully, as readers, to develop expectations for success. Reading aloud, discussing books, explaining her favorite parts, and infusing literature into every area of the curriculum helped the students to understand the importance of reading in their lives.

Ann's willingness to journal and self-assess that she had built into her school day helped her to reevaluate how the day was going. She was able to sit back and notice what was going right and how things may need to change. Through this process she was able to look at herself as a teacher and, as a learner, to help her students become more engaged in the classroom and in reading. Motivating the students in literacy was a high goal of Ann's. She understood that "motivation is the topic researchers of learning can never ignore" (Brozo & Simpson, 1999, p. 19).

This teacher helped her students find pleasure in reading. Reading was not only for utilitarian purposes but also for pleasure. She made many books available for her students to read and/or look at. There was time set aside for the children to make choices about what they wanted to read. According to Savage (1998), "The teacher is the most

important element in any reading program. Literature-based programs need teachers who are committed to offering pupils the best in children's books, who are enthusiastic about literature, and who see themselves as readers" (p. 8). Ann did that. She believed, as Cambourne (1988) suggested, that the term engagement is fostered by adults' expectation that "of course" children will learn to read through the opportunity of taking responsibility and ownership for when, how, and what they will learn from literacy events. She held the key that opened the treasure chest in the magical kingdom filled with books.

The teacher seemed not only interested in reading itself, but also considered each child as unique. Students began to feel that literature shared in the classroom was for them personally, which in turn caused them to be willing to share their favorite parts of books with others. Ann allowed the students to feel comfortable with her and to center the reading on their interests; consequently, she expected the children to become readers and talked *with* the students not *at* them. Demonstrating her passion for reading as well as her knowledge of children's books allowed her to have fun with the students.

She was honest with them and expected them to achieve; therefore, the climate of the classroom was one that suggested, "I will never give up on you, because I believe in you." This was emphasized by the boy who had the opportunity to have the lead part in the play even if he was a less capable reader. Ann believed in him which, in turn, caused him to believe in himself.

This belief or the expectation that they would become readers was a characteristic I discovered in this study by observing and interviewing three children who were engaged

in the reading process. There were more than three engaged readers, of course, but only three were picked to be interviewed. Through this study I found the engaged readers exemplified certain characteristics that appeared to explain what an engaged reader is. Besides believing that they were capable readers, they chose to read when given free time in school. The children were self-determining and made decisions about their reading. They chose to read to satisfy their curiosity, thus they read to learn things. The engaged readers appreciated being able to express themselves and to personally voice their opinions either by writing, reading aloud, or speaking. The engaged reader is one who is self-directed, curious, makes the choices and decisions to read, and believes that they are readers—as were these three children.

Suggestions for Further Research

This study has raised a number of questions that have not yet been addressed. There is much more as to why these children became engaged readers than the narrow view that I saw while observing and interviewing in the school. This study has touched only the surface as to why these children are engaged readers. As stated earlier, the classroom observations and interviews were only for a four-month period from February to May. I wished I could have seen how Ann started this class in the beginning of the year. It would be interesting to observe how she got the children to where they are now.

The following are recommendations for further research:

1. An additional longitudinal qualitative study. It would be interesting to study these three children for a longer period of time. Furthermore, it would be worthy of note to see if these children are engaged readers as they become older and find themselves in

different classroom environments with different teachers. The class was comprised of only 17 children. Would it have made a difference if there were more or fewer children in the classroom? What happens when teaching strategies become more content disciplined/focused? These are just a few of the questions an additional longitudinal study may answer.

2. Interview the parents of these children. All three of the children alluded to the idea that their parents influenced them to become readers. All three stated that they had many books at home and that they all saw their parents often reading at home. Interviewing and observing the parents may provide additional insight into these children as readers and how the home environment influences them. When visiting with Mary's father about the study, he stated, "Mary would eat books if she could, she loves them so much" (Personal communication, January 23). It would be beneficial to follow up and find out what all three parents are thinking about their engaged readers and how much they did to promote the reading.

3. A comparison of the children who appeared to be not as engaged in their reading in the classroom with the children who were engaged. I obtained permission to interview three children in this classroom. Additional insight could be attained by interviewing all the children in the classroom to gain a better understanding as to why some children in the same classroom with the same teacher are more apt to read and choose to read. A much larger study using quantitative and qualitative research could be done to compare/contrast children who are motivated to read versus children who are not motivated to read.

4. A survey sent to teachers to list and identify engaged readers in their classrooms. It would be interesting to study what teachers are observing and seeing in their classrooms about engaged readers, to note how they recognize engaged readers, and to find out what they are doing to promote this motivation for reading. The survey could include questions, such as (a) How much time is allowed for free reading? (b) How much of the day is allowed for read alouds? (c) Are children given time to make choices and decisions about what they want to read in the classroom?

5. A more extensive study done on external and internal motivators in reading. Ann used books as an external motivator in her classroom as they were used as prizes and as gifts. It seems logical that the external motivators in reading should be reading related and yet many other “prizes” seem to be given when a child reads for a certain amount of time or reads so many books. More research is needed to gain a better understanding of the external and internal motivation as it relates to reading.

APPENDICES

APPENDIX A
TEACHER AND PRINCIPAL CONSENT FORMS

February 3, 1999

Dear _____:

Thank you for agreeing to let me come into your classroom to observe children. During these visits I will be looking at the ways in which the classroom facilitates children to become engaged in the reading process and what factors contribute to helping students become engaged readers. I will be looking at the classroom surroundings, student to student interactions, and teacher interactions with students.

I plan on observing at least twice a week at 9:00 AM starting on Wednesday, February 3rd, and ending on Friday, May 21st. I may also want to observe during other content areas when children are reading. Each week beforehand I will visit with you to specify times, etc. I will remain unobtrusive as possible. I would also like the opportunity to interview you to gain some insight into my observations during the weeks and months ahead. The interviews will be set up during times that are convenient for you, since I am certainly aware of your demands as a teacher, and I do not intend for my research to become a time commitment burden.

I would like to interview a few children on audio tapes when I receive permission from the parent or legal guardian and the University of North Dakota. I will do the transcribing from the tapes myself. The school and children's names will remain confidential and anonymous. The tapes will be kept in a locked file cabinet in my home for a period of two years after the completion of my research.

If you have any questions regarding my study, please call me at 786-2548 (home) or 786-4830 (office) or my advisor, Dr. Deanna Strackbein, at 777-3150. You will receive a copy of this signed consent form for your record of participation. If you are interested in the final results, please contact me after December 1999.

Thank you for giving me this opportunity to learn more from you and your students.

Sincerely,

Laurie Berry

Observer

Date

I have read this contract and agree to all the conditions indicated.

Teachers's Signature

Date

February 3, 1999

Dear _____:

Permission is requested by Laurie Berry to conduct a study at _____ from February through May 1999 in the third grade classroom. This study will be submitted to the University of North Dakota Graduate School in partial fulfillment of the requirements for a Doctor of Education degree. I am a doctoral graduate student at the University of North Dakota and am in the process of doing a study for research. The purpose of the study is to find out what factors help children to become engaged readers.

I will be observing children in the third grade classroom during their reading classes for several weeks at least twice a week. I will be interviewing the teacher and three students after I have received permission from the parents. Every interview will be audio taped and will be confidential. The actual names of the teacher and the children will never be used to protect their privacy. I will try to be as unobtrusive as possible in the classroom. The study will also involve observing and interviewing the teacher.

The teacher's, school's, children's, and parent's anonymity will be honored at all costs. The audio tapes that I will be using for the children's interview will be locked in my file cabinet. The parents will have the right to read the research project at any stage of its process.

Thank you so much for your permission, and I look forward to observing students in your school and to learn more from them. If you have any questions, please call me at 786-2548 or my advisor, Dr. Deanna Strackbein, at 777-3150.

Sincerely,

Laurie Berry

I have read this contract and agree to all the conditions indicated.

Principal's Signature

Date

APPENDIX B
PARENT'S CONSENT

February 3, 1999

Dear:

I am a doctoral graduate student at the University of North Dakota. I am in the process of doing research to find out what factors contribute to a student becoming a motivated reader. Your child has been identified as a student who enjoys reading and will choose to read if he/she is given some free time. I will be observing in _____'s classroom for several weeks during reading and other times during the day. (All of the information gathered will be analyzed by me.) The information may become part of my dissertation. Your child's identity will remain confidential and anonymous.

I am asking permission to interview _____. The interviews will be audio taped for the purpose of transcribing the conversation. I will do the transcription myself. The tapes will be kept in a locked file cabinet in my home for a period of two years after my research is finished. The purpose of the interviews is to attempt to find out what makes _____ an engaged reader and to discover his/her perceptions of reading. Your decision to have _____ participate will not affect his/her grade. If at any time you would like to discontinue your child in the study you may.

If you have any questions regarding this study, please call Laurie Berry at 786-2548 (home) or 786-4830 (office) or my advisor, Dr. Deanna Strackbein, at 777-3150. You will receive a copy of this signed consent form for you record of participation. If you would like to read the final study analysis, please contact me after December 1999.

Observer

Date

I have read this contract and agree to all the conditions indicated.

Parent's Signature

Date

NOTE TO USERS

This reproduction is the best copy available.

Pages 113-150

UMI

APPENDIX C
JOHN'S READING RECORD

Name

John

~~School~~
Reading Record

Date	Title Of Book	Minutes	Pages	Parent Initials
10-6-98	Are you terrified yet?	3 days	OK 112	
10-16-98	The threat.	4 days	OK 158	
10-16-98	The invasion.	5 days	OK 184	
ok 11-3-98	The NOT so Jelly Bager	60 min	59	
ok 1-1-99	I hate company	2 days	91	
11-4-98	Lafcadia	2 days	125	
11-7-98	the day the ants ^{really} got	1 day	78	
11-7-98	the tale of the blue monkey	3 days	47	
11-18-98	The visitor	1 hour	174	
11-18-98	Elick	1 hour	59	
11-19-98	Mr. teddy	1 hour	53	
11-19-98	the encounter	1 day	134	
11-20-98	stay out of the Basement	1 day	91	

APPENDIX D
REFLECTIONS ON READING

John

Reflections on Reading

Name _____

1-22-99

At the beginning of the year, I was reading

really good

Now I am reading

even better

This is how I feel about my progress in reading:



I am really proud of

Getting in lots of
book reports.

The next book I plan to read is

about an Animagus.

Mary

Reflections on Reading

Name: _____

Date 1-22-99

At the beginning of the year, I was reading good

Now I am reading better

This is how I feel about my progress in reading:



I am really proud of doing all the book reports

The next book I plan to read is about a ghost in the window

Sarah

Reflections on Reading

Name _____

Date 1-22-91

At the beginning of the year, I was reading O.K.

Now I am reading Great

This is how I feel about my progress in reading:



I am really proud of getting in
book reports in.

The next book I plan to read is about friends.

APPENDIX E
STUDENT READING ATTITUDE SURVEY

Mary

Student Reading Attitude Survey

Name _____

Age 9Date 11-5-99

Teacher _____

A. I like to draw.

not at all

a little

some

a lot

a whole lot

1. I like reading stories.

not at all

a little

some

a lot

a whole lot

2. Reading is boring.

not at all

a little

some

a lot

a whole lot

3. I like to read in my spare time.

not at all

a little

some

a lot

a whole lot

4. I enjoy reading poetry.

not at all

a little

some

a lot

a whole lot

5. I like reading at school.

not at all

a little

some

a lot

a whole lot

6. I have trouble understanding what I read.

not at alla little

some

a lot

a whole lot

7. It's fun to read at home.

not at all

a little

some

a lot

a whole lot

8. I enjoy talking about what I read.

not at all

a little

some

a lot

a whole lot

Mary

Student Reading Attitude Survey

Name _____

Age 9Date 3-24-99

Teacher _____

A. I like to draw.

not at all

a little

some

a lot

a whole lot

1. I like reading stories.

not at all

a little

some

a lot

a whole lot

2. Reading is boring.

not at all

a little

some

a lot

a whole lot

3. I like to read in my spare time.

not at all

a little

some

a lot

a whole lot

4. I enjoy reading poetry.

not at all

a little

some

a lot

a whole lot

5. I like reading at school.

not at all

a little

some

a lot

a whole lot

6. I have trouble understanding what I read.

not at all

a little

some

a lot

a whole lot

7. It's fun to read at home.

not at all

a little

some

a lot

a whole lot

8. I enjoy talking about what I read.

~~not at all~~a little~~some~~~~a lot~~a whole lot

Mary

9. Reading is fun.

not at all a little some a lot

a whole lot

10. I wish I had more time to read at school.

not at all a little some a lot

a whole lot

11. I like to read stories I have written.

not at all a little some

a lot

a whole lot

12. I think I'm a good reader.

not at all a little some a lot

a whole lot

13. I like to read.

not at all a little some a lot

a whole lot

14. How often do you read at home?

not at all a little some a lot

a whole lot

15. What kinds of things do you read? (types, topics or titles)

books, magazines

Sarah

Student Reading Attitude Survey

Name _____ Age 9 Date 11-5-98 Teacher _____

A. I like to draw.

not at all a little some a lot a whole lot

1. I like reading stories.

not at all a little some a lot a whole lot

2. Reading is boring.

not at all a little some a lot a whole lot

3. I like to read in my spare time.

not at all a little some a lot a whole lot

4. I enjoy reading poetry.

not at all a little some a lot a whole lot

5. I like reading at school.

not at all a little some a lot a whole lot

6. I have trouble understanding what I read.

not at all a little some a lot a whole lot

7. It's fun to read at home.

not at all a little some a lot a whole lot

8. I enjoy talking about what I read.

not at all a little some a lot a whole lot

Sarah

9. Reading is fun.

not at all a little some a lot

a whole lot

10. I wish I had more time to read at school.

not at all a little some

a lot

a whole lot

11. I like to read stories I have written.

not at all a little some a lot

a whole lot

12. I think I'm a good reader.

not at all a little some

a lot

a whole lot

13. I like to read.

not at all a little some

a lot

a whole lot

14. How often do you read at home?

not at all a little some

a lot

a whole lot

15. What kinds of things do you read? (types, topics or titles)

animalschapter books

Sarah

Student Reading Attitude Survey

Name _____

Age 9 ^T Date 3-24-11 Teacher _____

A. I like to draw.

not at all

a little

some~~a lot~~

a whole lot

1. I like reading stories.

not at all

a little

some

a lot

a whole lot

2. Reading is boring.

not at all

a little

some

a lot

a whole lot

3. I like to read in my spare time.

not at all

a little

some

a lot

a whole lot

4. I enjoy reading poetry.

not at all

a little

some

a lot

a whole lot

5. I like reading at school.

not at all

a little

some

a lot

a whole lot

6. I have trouble understanding what I read.

not at all

a little

some

a lot

a whole lot

7. It's fun to read at home.

not at all

a little

some

a lot

a whole lot

8. I enjoy talking about what I read.

not at all

a little

some

a lot

a whole lot

Sarah

9. Reading is fun.

not at all a little some a lot a whole lot

10. I wish I had more time to read at school.

not at all a little some a lot a whole lot

11. I like to read stories I have written.

not at all a little some a lot a whole lot

12. I think I'm a good reader.

not at all a little some a lot a whole lot

13. I like to read.

not at all a little some a lot a whole lot

14. How often do you read at home?

not at all a little some a lot a whole lot

15. What kinds of things do you read? (types, topics or titles)

chapter books

comic books

Bernstine bear
books

John

Student Reading Attitude Survey

Name _____ Age 9 Date 11-5-98 Teacher _____

A. I like to draw.

not at all a little some a lot a whole lot

1. I like reading stories.

not at all a little some a lot a whole lot

2. Reading is boring.

not at all a little some a lot a whole lot

3. I like to read in my spare time.

not at all a little some a lot a whole lot

4. I enjoy reading poetry.

not at all a little some a lot a whole lot

5. I like reading at school.

not at all a little some a lot a whole lot

6. I have trouble understanding what I read.

not at all a little some a lot a whole lot

7. It's fun to read at home.

not at all a little some a lot a whole lot

8. I enjoy talking about what I read.

not at all a little some a lot a whole lot

age 9

11-2-78

John

9. Reading is fun.

not at all a little some a lot a whole lot

10. I wish I had more time to read at school.

not at all a little some a lot a whole lot

11. I like to read stories I have written.

not at all a little some a lot a whole lot

12. I think I'm a good reader.

not at all a little some a lot a whole lot

13. I like to read.

not at all a little some a lot a whole lot

14. How often do you read at home?

not at all a little some a lot a whole lot

15. What kinds of things do you read? (types, topics or titles)

Chapter Books, Magazines, Newspapers

John

Student Reading Attitude Survey

Name _____

Age 9Date 3-24-99

Teacher _____

A. I like to draw.

not at all

a little

some

a lot

a whole lot

1. I like reading stories.

not at all

a little

some

a lot

a whole lot

2. Reading is boring.

not at all

a little

some

a lot

a whole lot

3. I like to read in my spare time.

not at all

a little

some

a lot

a whole lot

4. I enjoy reading poetry.

not at all

a little

some

a lot

a whole lot

5. I like reading at school.

not at all

a little

-some

a lot

a whole lot

6. I have trouble understanding what I read.

not at all

a little

some

a lot

a whole lot

7. It's fun to read at home.

not at all

a little

some

a lot

a whole lot

8. I enjoy talking about what I read.

not at all

a little~~some~~~~a lot~~~~a whole lot~~

9. Reading is fun.

not at all a little some a lot a whole lot

10. I wish I had more time to read at school.

not at all a little some a lot a whole lot

11. I like to read stories I have written.

not at all a little some a lot a whole lot

12. I think I'm a good reader.

not at all a little some a lot a whole lot

13. I like to read.

not at all a little some a lot a whole lot

14. How often do you read at home?

not at all a little some a lot a whole lot

15. What kinds of things do you read? (types, topics or titles)

I read comic books,
chapter books, news
papers, novels, ~~magazines~~
~~and~~

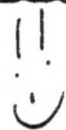
APPENDIX F

SARAH'S FREE WRITE

Sarah

1-14-79

Great ideas!

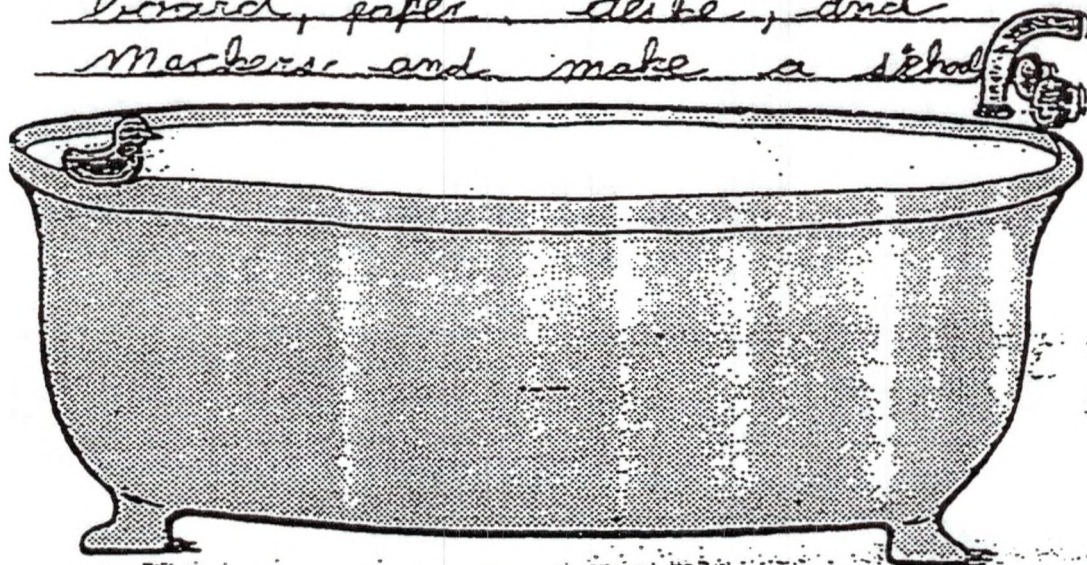


A Bathtub Plus



Think of as many extraordinary uses as you can for a bathtub. Be creative and try to think of some unusual possibilities!

1. I would sit my favorite pillow, blanket, and book and ~~come~~ in and read!
2. I would flip it around and do my home work on it!
3. I would put a table, blanket, pillow, and food and I would make a house.
4. I would put a chalkboard, paper, desks, and markers and make a school.



APPENDIX G
JOHN'S BOOK REPORTS

NAME TITLE "CLICK" AUTHOR RL STINE 11-18-98

"CLICK" IS ABOUT A KID NAMED SETH. AND HE LOVES WATCHING TELEVISION. ONE DAY HIS PARENTS GOT A NEW TV. SO ONE DAY WHEN SETH IS WATCHING TV HIS MOM STARTS YELLING AT HIM BECAUSE HE DIDN'T CLEAN HIS ROOM. JUST FOR A JOKE SETH POINTS THE REMOTE AT HIS MOM AND PUSHES "MUTE". THEN SETH'S MOM STARTS YELLING AT HIM WITHOUT MAKING A SOUND. SETH CAN'T BELIEVE IT! THEN HE BRINGS THE REMOTE TO SCHOOL WITH HIM BUT HE GETS IN TROUBLE. THEN WHEN HE WAS IN CLASS HE ACCIDENTALLY HITS "OFF" THEN EVERYTHING TURNS BLACK. SETH SQUINTS AT THE REMOTE AND IT SAYS "BATTERY DEAD."

NAME TITLE THE ENCOUNTER
AUTHOR K.A. APPLGATE 11-19-98

J

"THE ENCOUNTER" IS ABOUT 5 KIDS, JAKE, MARCO, RACHEL, CASSIE, AND TOBIAS. AND THEY ARE GIVIN THE POWER TO MORPH INTO ANY ANIMAL THAT THEY TOUCH. ALL OF THEM AXCEPT TOBIAS TURN INTO FISH, WOLVES, AND BIRDS. WHEN THEY ARE WOLVES THEY ALMOST GET KILLED. THE SAME THING WHEN THEY ARE FISH AND BIRDS. WHEN YHEY MORPH INTO FISH THEY GET SUCKED UP INTO THE YEERK SHIP. THEN THE SHIP BLOWS UP AND THEY START FALLING TO THE GROUND. WHEN THEY ARE FALLING THEY START MORPHING INTO BIRDS. THEY BARELY MAKE IT IN TIME. WHEN THERE RIGHT BY THE GROUND THEY SOAR UP INTO THE AIR.

NAME: J

TITLE: NIGHT IN TERROR TOWER

AUTHOR: R.L. STINE 11-25-98

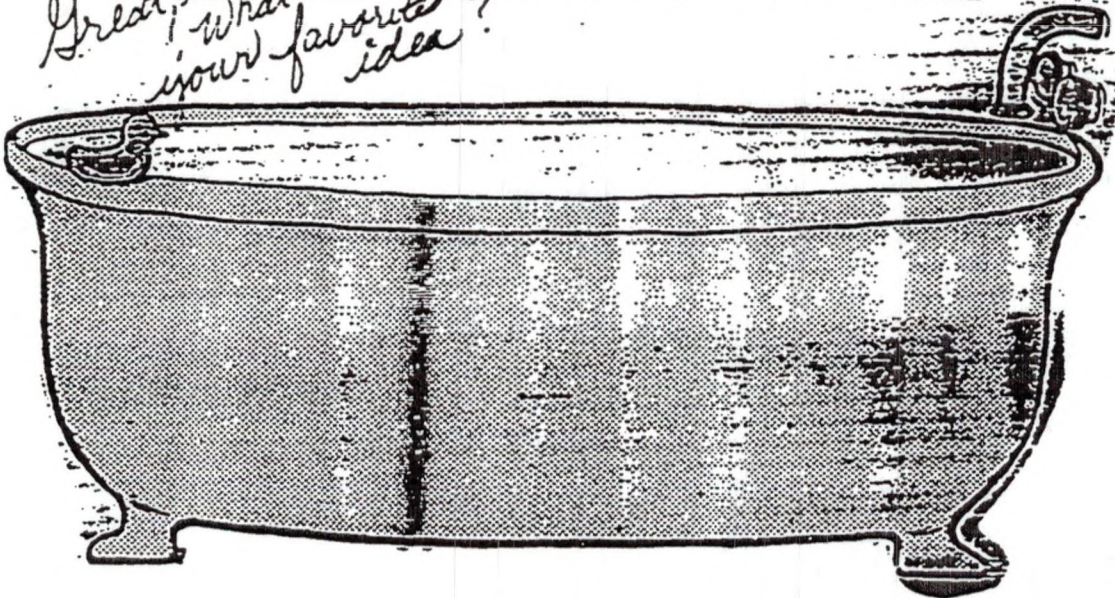
THIS BOOK IS ABOUT 2 KIDS NAMED SUE AND EDDIE. AND THEY GO ON A TOUR TO FRANCE. AND WHEN THEY'RE ON THE TOUR THEY GO TO THE TERROR TOWER. AND THEN EDDIE THINKS HE SEES SOMEONE ON THE TOP OF THE TOWER. AND WHEN THERE IN THE TOWER SUE SEES A ARMOR SUIT AND THE AX ALMOST HITS HER. THEN THEY GET CHASED BY A GUY IN A BLACK CAPE. AND THEY GET TURNED INTO SLAVES AND THEN THEY TRY TO ESCAPE BUT THE PERSON STOPS THEM. THEN HE TRANSPORTS THEM TO PLACE WITH LOTS OF POOR PEOPLE. AND THEY NEVER GET TRANSPORTED BACK TO THEIR TIME.

A Bathtub Plus ~~1-14-99~~ John

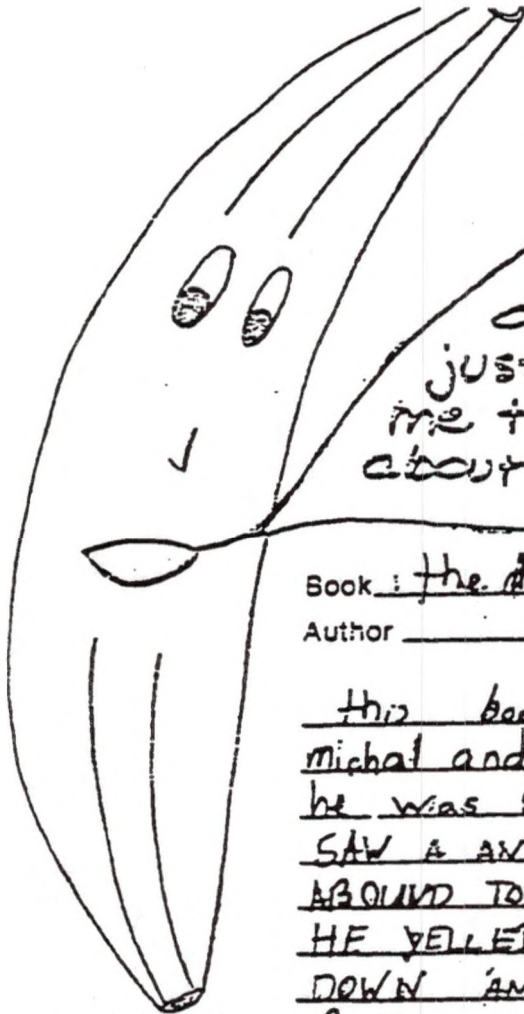
Think of as many extraordinary uses as you can for a bathtub. Be creative and try to think of some unusual possibilities!

I would get the tallest and widest old fashioned bathtub there is. Then I would put my roller blades on, jump in, and slide down one side and jump off the other and do tricks! I would push a button and turn it into a football field where I want to play football. I would make * it into an air-reading club.

Great! What is your favorite idea?



Name _____

Date 11-10-18

I'm going
"BANANAS"
over a book I
just read! Let
me tell you
about it.

Book: The Day the ants go- really mad.

Author _____

This book is about - a boy named
Michael and one day at school when
he was sitting by the SWIVEL THEN H.
SAW AN ANT HILL. WHEN HE TURNED
AROUND TO TALK TO HIS FRIEND
HE YELLED "OW" THEN HE LOOKED
DOWN AND 3 RED ANTS WERE
CRAWLING UP HIS PANTS SLEEVE SO he yelled
again. "OW" then he went to the nurses office
After that they watched a film on ants when
he saw it he SCREAMED! When he got home
they started packing then they went to their
new house. Michael saw a boy his name was Frank
Frank said that Michael's house was built on top of the
biggest ant colony in the world! Then Michael scream

4. I would bring in my ~~tr~~ and my
 Nintendo 64 for when I get bored. 5.
 I would ~~get~~ ~~fake~~ fake steering wheel
 and gas pedals and make it a time
 machine! 6. I would put a propeller on
 it and fly around the world in
 10 seconds. 7. I would make a roller coaster
 inside it. 8. At night I would bring pizza
 popcorn, and pop and I would watch
 monster movies. 9. I would put in a disc
 board. 10. I would play Monopoly with my
 dad inside it. 11. I would make it my
 apartment.

APPENDIX H

IDEAS FOR STORIES BASED ON BOOKS JOHN HAS READ

Good! J

SST - Super Hoops.

Crashing the boards.
See what happens when the two
best players of the Bradford Bull
move away and another team
gets a place on the slashers

4-7-99

4-7-99 U

(A17)

Reading

Sport - Roller ball

number of
Players - 5-9 on each teamTime of
year - Summer, Spring, or Fall

Field - a basket ball court

Ball type basketball

umpires - just an adult or a teenager

equipment - roller blades, and safety equipment.

rules - Split players into teams, and its
just like basketball except on
roller blades!!!!!!

REFERENCES

REFERENCES

- Allington, R. (1975). Sustained approaches to reading and writing. Language Arts, 52(6), 813-815.
- Allington, R. L. (1994). The schools we have. The schools we need. The Reading Teacher, 48(1), 14-29.
- Almasi, J. F. (1996). A new view of discussion. In L. B. Gambrell & J. F. Almasi (Eds.), Lively discussions! Fostering engaged reading (pp. 2-24). Newark, DE: International Reading Association.
- Anderson, R. C. (1994). An overview of the affective domain in reading. In E. H. Cramer & M. Castle (Eds.), Fostering the love of reading: The affective domain in reading education (p. 1). Newark, DE: International Reading Association.
- Barrentine, S. J. (1996). Engaging with reading through interactive read-alouds. The Reading Teacher, 50(1), 36-43.
- Bogdan, R. C., & Biklen, S. K. (1982). Qualitative research in education: An introduction to theory and methods. Boston: Allyn & Bacon.
- Brophy, J. (1987). Synthesis of research on strategies for motivating students to learn. Educational Leadership, 45(2), 40-48.
- Brophy, J. (1998). Motivating students to learn. Boston: McGraw Hill.
- Brozo, W. G., & Simpson, M. L. (1999). Readers, teachers, learners (3rd ed.). Upper Saddle River, NJ: Prentice-Hall.
- Calkins, L. (1997, January/February). Five ways to nurture a lasting love of reading. Instructor, 107, 32-33.
- Cambourne, B. (1988). The whole story: Natural learning and the acquisition of literacy in the classroom. New York: Scholastic Inc.
- Cambourne, B. (1991). Breaking the lore: An alternative view of learning. In J. Turbill, A. Butler, & B. Cambourne (Eds.), Theory of others (pp. 12-25). Stanley, NY: Wayne-Finger Lakes Board of Cooperative Educational Services.

Cambourne, B. (1995). Toward an educationally relevant theory of literacy learning: Twenty years of inquiry. The Reading Teacher, 49(3), 182-190.

Coffey, A., & Atkinson, P. (1996). Making sense of qualitative data. Thousand Oaks, CA: SAGE Publications.

Cramer, E. H., & Castle, M. (1994). Developing lifelong readers. In E. H. Cramer & M. Castle (Eds.), Fostering the love of reading: The affective domain in reading education (pp. 3-9). Newark, DE: International Reading Association.

Dahl, R. (1977). James and the giant peach. New York: Knopf.

Davis, S. J. (1994). Make reading rewarding, not rewarded. Education Digest, 60(2), 63-66.

Delamont, S. A. (1992). Fieldwork in educational settings: Methods, pitfalls, and perspectives. London: The Falmer Press.

Eagly, A., & Chaiken, S. (1993). The psychology of attitudes. Fort Worth, TX: Harcourt Brace.

Eccles, J. (1983). Expectancies, values and academic behaviors. In J. T. Spence (Ed.), Achievement and achievement motives (pp. 75-146). San Francisco: Freeman.

Elley, W. B. (1992). How in the world do students read? Hamburg, Germany: International Association for the Evaluation of Educational Achievement.

Fetterman, D. M. (1989). Ethnography: Step by step. London: SAGE Publications.

Gambrell, L. (1994). Foreword. In E. H. Cramer & M. Castle (Eds.), Fostering the love of reading: The affective domain in reading education (pp. v-vi). Newark, DE: International Reading Association.

Gambrell, L., Palmer, B., & Codling, R. (1994). Motivation to read. Athens, GA: National Reading Research Center, Universities of Georgia and Maryland, College Park.

Gambrell, L. B. (1996). Creating classroom cultures that foster reading motivation. The Reading Teacher, 50(1), 14-25.

Gambrell, L. B., Palmer, B. M., Codling, R. M., & Mazzoni, S. A. (1996). Assessing motivation to read. The Reading Teacher, 49(7), 518-533.

Glasser, W. (1969). Schools without failure. New York: Harper & Row.

Glesne, C., & Peshkin, A. (1992). Becoming qualitative researchers: An introduction. White Plains, NY: Longman.

Glessner, M. M. (1997). Children's choice in an elementary school classroom: Ownership in the making. Unpublished doctoral dissertation, University of North Dakota, Grand Forks.

Goodman, K. (1986). What's whole in whole language? Richmond Hill, Ontario, Canada: Scholastic Publications.

Gottfried, A. E. (1985). Academic intrinsic motivation in elementary and junior high school students. Journal of Educational Psychology, 77(6), 631-645.

Guthrie, J. T. (1996). Educational contexts for engagement in literacy. The Reading Teacher, 49(6), 432-445.

Guthrie, J. T., Meter, P. V., McCann, A. D., Wigfield, A., Bennett, L., Poundstone, C. C., Rice, M. E., Faibisch, F. M., Hunt, B., & Mitchell, A. M. (1996). Growth of literacy engagement: Changes in motivation and strategies during concept-oriented reading instruction. Reading Research Quarterly, 31(3), 306-332.

Guthrie, J. T., Schafer, W., Wang, Y., & Afflerback, P. (1993). Influences of instruction on reading engagement: An empirical exploration of a social-cognitive framework of reading activity (Research Report No. 3). Athens, GA: National Reading Research Center, Universities of Georgia and Maryland, College Park.

Heathington, B. S. (1979). What to do about reading motivation in the middle school. Journal of Reading, 22(8), 707-713.

Kline, L. W. (1994). Reading and society: Lessons from the world out there. In E. H. Cramer & M. Castle (Eds.), Fostering the love of reading: The affective domain in reading education (pp. 13-17). Newark, DE: International Reading Association.

Lundberg, I., & Linnakyla, P. (1993). Teaching reading around the world. Hamburg, Germany: International Association for the Evaluation of Educational Achievement.

McKenna, M., Ellsworth, R., & Kear, D. (1995). Children's attitudes toward reading: A national survey. Reading Research Quarterly, 30(4), 934-957.

McMillan, J. J., & Schumacher, S. (1993). Research in education: A conceptual introduction (3rd ed.). New York: Harper Collins.

Mead, M. (1964). Continuities in cultural evolution. New Haven, CT: Yale University Press.

Miles, M. B., & Huberman, A. M. (1994). Qualitative data analysis: An expanded sourcebook. Thousand Oaks, CA: SAGE Publications.

Moffet, J., & Wagner, B. J. (1992). Student centered language arts K-12. Portsmouth, NH: Boynton/Cook.

Naylor, P. R. (1995). Boys against girls. New York: Morrow.

O'Flahavan, J., Gambrell, L. B., Guthrie, J., Stahl, S., & Alvermann, D. (1992, August). Poll results guide activities of research center. Reading Today, 10, 12.

Oldfather, P. (1993). What students say about motivating experiences in a whole language classroom. The Reading Teacher, 46(8), 672-681.

Palmer, B. M., Codling, R. M., & Gambrell, L. B. (1994). In their own words: What elementary students have to say about motivation to read. The Reading Teacher, 48(2), 176-178.

Paul, T. D. (1996). Patterns of reading practice. Madison, WI: The Institute for Academic Excellence.

Peterson, R., & Eeds, M. (1990). Grand conversations: Literature groups in action. New York: Scholastic Inc.

Purcell-Gates, V., McIntyre, E., & Freppon, P. (1995). Learning written storybook language in school: A comparison of low-SES children in skills-based and whole language classrooms. American Educational Research Journal, 32(3), 659-685.

Rasinski, T., & Padak, N. (1996). Holistic reading strategies: Teaching children who find reading difficult. Englewood Cliffs, NJ: Prentice-Hall.

Rasinski, T., & Padak, N. (2000). Effective reading strategies: Teaching children who find reading difficult (2nd ed.). Upper Saddle River, NJ: Prentice-Hall.

Richardson, J. S., & Morgan, R. F. (1997). Reading to learn in the content areas (3rd ed.). Belmont, CA: Wadsworth Publishing Co.

Routman, R. (1991). Invitations: Changing as teachers and learners K-12. Portsmouth, NH: Heinemann.

Routman, R. (1996). Literacy at the crossroads: Crucial talk about reading, writing, and other teaching dilemmas. Portsmouth, NH: Heinemann.

Ruddell, R. B. (1999). Teaching children to read & write: Become an influential teacher (2nd ed.). Boston: Allyn & Bacon.

Ruddell, R. B., & Unrau, N. J. (1994). Reading as a meaning construction process: The reader, the text, and the teacher. In R. B. Ruddell, M. R. Ruddell, & H. Singer (Eds.), Theoretical models processes of reading (4th ed., pp. 996-1056). Newark, DE: International Reading Association.

Ruddell, R. B., & Unrau, N. J. (1997). The role of responsive teaching in focusing reader motivation. In J. T. Guthrie & A. Wigfield (Eds.), Reading engagement: Motivating readers through integrated instruction (pp. 102-125). Newark, DE: International Reading Association.

Sachar, L. (1997). There's a boy in the girl's bathroom. New York: Random House.

Savage, J. F. (1998). Teaching reading & writing: Combining skills, strategies, & literature (2nd ed.). Madison, WI: McGraw Hill.

Shapiro, J., & White, W. (1991). Reading attitudes and perceptions in traditional and nontraditional reading programs. Reading Research and Instruction, 30(4), 52-56.

Sherman, R., & Webb, R. B. (1988). Qualitative research in education: Focus and methods. London: The Falmer Press.

Siedman, I. E. (1991). Interviewing as qualitative research: A guide for researchers in education and the social sciences. New York: Teachers College Press.

Spinelli, J. (1990). Maniac Magee. Boston: Little, Brown.

Stainback, S., & Stainback, W. (1988). Understanding and conducting qualitative research. Dubuque, IA: Kendall Hunt.

Strauss, A., & Corbin, J. (1990). Basics of qualitative research. London: SAGE Publications.

Sweet, A. P., & Guthrie, J. T. (1996). How children's motivations relate to literacy development and instruction. The Reading Teacher, 49(8), 660-662.

Thomas, K., & Moorman, G. (1994). Defining the role of affect in reading. In E. H. Cramer & M. Castle (Eds.), Fostering the love of reading: The affective domain in reading education (p. 11). Newark, DE: International Reading Association.

Thorndike, E. L., & Barnhart, C. L. (1979). Scott, Foresman advanced dictionary. Glenview, IL: Scott, Foresman and Co.

Tonjes, M. J., & Zintz, M. V. (1987). Teaching reading thinking study skills in content classrooms. Dubuque, IA: Wm. C. Brown.

Topping, K. J. (1996). Foreword. In T. D. Paul (Ed.), Patterns of reading practice (p. 3). Madison, WI: The Institute for Academic Excellence.

Turner, J., & Paris, S. G. (1995). How literacy tasks influence children's motivation for literacy. The Reading Teacher, 48(8), 662-674.

Vacca, J. L., Vacca, R. T., & Gove, M. K. (2000). Reading and learning to read (4th ed.). New York: Addison Wesley Longman.

Waldron, P. W., Collie, T. R., & Davies, C. M. (1999). Telling stories about school: An invitation. Upper Saddle River, NJ: Merrill.

White, E. B. (1945). Stuart Little. New York: Harper & Row.

White, E. B. (1952). Charlotte's web. New York: Harper & Row.

White, E. B. (1970). The trumpet of the swan. New York: Harper & Row.

Wigfield, A. (1997). Children's motivations for reading and reading engagement. In J. T. Guthrie & A. Wigfield (Eds.), Reading engagement: Motivating readers through integrated instruction (pp. 14-33). Newark, DE: International Reading Association.

Wigfield, A., & Guthrie, J. T. (1997). Relations of children's motivation for reading to the amount and breadth of their reading. Journal of Educational Psychology, 89(3), 420-432.

Wigfield, A., & McCann, A. D. (1996/1997). Children's motivations for reading. The Reading Teacher, 50(4), 360-362.

Wixson, K. K., & Lipson, M. Y. (1991). Reading diagnosis and remediation. Glenview, IL: Scott, Foresman.

Worthy, J. (1996). Removing barriers to voluntary reading for reluctant readers: The role of school and classroom libraries. Language Arts, 73(7), 483-493.