

8-15-2023

## Fostering Reading for Enjoyment in Upper Elementary Students By Developing Connections to Reading and Increasing Self-Efficacy

Patrick Ritt  
*Grand Valley State University*

Follow this and additional works at: <https://scholarworks.gvsu.edu/gradprojects>



Part of the [Elementary Education Commons](#), and the [Language and Literacy Education Commons](#)

---

### ScholarWorks Citation

Ritt, Patrick, "Fostering Reading for Enjoyment in Upper Elementary Students By Developing Connections to Reading and Increasing Self-Efficacy" (2023). *Culminating Experience Projects*. 385.  
<https://scholarworks.gvsu.edu/gradprojects/385>

This Project is brought to you for free and open access by the Graduate Research and Creative Practice at ScholarWorks@GVSU. It has been accepted for inclusion in Culminating Experience Projects by an authorized administrator of ScholarWorks@GVSU. For more information, please contact [scholarworks@gvsu.edu](mailto:scholarworks@gvsu.edu).

**Fostering Reading for Enjoyment in  
Upper Elementary Students  
By Developing Connections to Reading  
and Increasing Self-Efficacy**  
by  
Patrick Ritt  
2023

Master's Project  
Submitted to the College of Education  
At Grand Valley State University  
In partial fulfillment of the  
Degree of Master of Education



The signature of the individual below indicates that the individual has read and approved the project of *Patrick Ritt* in partial fulfillment of the requirements for the degree of Master of Literacy Studies.

Elizabeth Stolle 8/15/23  
Elizabeth Petroelje Stolle, Ph.D., Project Advisor Date

Accepted and approved on behalf of the  
Literacy Studies Program  
Elizabeth Stolle  
Elizabeth Stolle, Ph.D., Graduate Program Director  
8/15/23  
Date

Accepted and approved on behalf of the Literacy  
Educational Foundations & Technology Unit  
Mary Bair  
Mary Bair, Ph.D., Unit Head  
8/14/2023  
Date

## **Abstract**

Data shows that fewer students are choosing to read for pleasure. Fostering students' intrinsic motivation to read and developing skills to personally connect with texts, along with authentic literacy instruction has shown to increase how often students choose to read and for how long they read. Upper elementary teachers should create inclusive libraries, help students connect with interesting texts, develop useful independent reading time, and implement authentic and cross-curricular learning activities as part of literacy instruction. This project will help teachers assess student motivation to read and match students with appropriate and interesting texts. This project also provides methods for teachers to model reading strategies during read-alouds, to develop purposeful, independent reading time in school, and to demonstrate examples of authentic and cross-curricular tasks. These strategies can be implemented as is and adapted for the specific needs of different classrooms and students.

## Table of Contents

Abstract .....	3
Table of Contents .....	4
Chapter One: Introduction	
Problem Statement .....	6
Importance and Rationale of the Project .....	7
Background of Project .....	8
Statement of Purpose .....	13
Objectives of the Project .....	13
Definition of Terms .....	14
Limitations of Project .....	15
Chapter Two: Literature Review	
Introduction .....	16
Theory / Rationale .....	16
Reader Response Theory .....	16
Theory of Self-Efficacy .....	20
Review of Literature .....	24
Student Motivation .....	25
Student Voice / Choice.....	28
Parent Involvement / Home Environment .....	29
Classroom Library .....	30
Summary .....	31
Conclusion .....	33

Chapter Three: Project Description

Introduction .....37

Project Components .....37

Project Evaluation .....40

Project Conclusions .....41

Plans for Implementation .....41

References .....42

Appendixes

Appendix A .....52

Appendix B .....55

Appendix C .....59

Appendix D .....65

Appendix E .....68

Appendix F .....71

Appendix G .....90

Appendix H .....93

Appendix I .....98

## Chapter 1

### Problem Statement

Reading motivation and engagement impact student reading achievement. The most recent Progress in International Reading Literacy Studies (PIRLS) survey from 2021 shows that only 25 percent of U.S. students read for pleasure, compared to an international average of 42 percent. The motivation to read often determines how often students read (De Naeghel & Van Keer, 2013). Also, motivated readers will be more engaged in their texts and have an increase in performance (De Naeghel & Van Keer, 2013). A positive reading self-concept means students will read more books and longer length books (Locher et al., 2021). De Naeghel & Van Keer (2013) noted that intrinsic motivation to read decreases towards the end of primary school. When students do not choose to read, their achievement in school may decrease. This leads to lower scores on standardized tests (Gottfried, 1985) and lower grades in school (Sweet, Guthrie, & Ng, 1998). The government has tried legislation to improve the declining reading scores, including No Child Left Behind (NCLB) and third grade reading laws. However, these measures are creating situations where reading is about scoring well on tests, rather than reading for pleasure or aesthetic reading. High stakes testing has caused some schools to adjust their curriculum and teaching methods to raise test scores. Instead of focusing on high interest reading, many schools are spending more time on test preparation (Gallagher, 2009, 4). Often the test preparation is based on test questions that value shallow skills rather than the thinking skills that would promote enjoyment in reading. Test questions often focus on discreet skills using decontextualized texts (Miller, 2015). Education research became a way of moving education toward the use of highly scripted, rigid literacy programs (Applegate & Applegate, 2010). Gallagher (2009) also discusses how schools are purchasing scripted reading programs to

raise test scores, in place of good literature. This means authentic, often enjoyable, books are being replaced by additional skills practice, and students are required to read books in a specific Lexile level instead of choosing interesting books. Sometimes recreational reading time in schools is sacrificed for test preparation or other instruction. However, the National Council of Teachers of English lists increasing students' volume of reading with independent reading of self-selected texts as their first core value (ncte.org). Educators should promote positive attitudes about reading by associating reading with pleasure, allow students to practice with authentic texts, and develop voluntary reading in an environment that supports literacy (Morrow, 2002). As students are more motivated to read and are exposed to more texts their reading achievement will increase (Allington & McGill-Franzen, 2021). Unless we focus on building lifelong readers instead of focusing on close reading skills, we will create generations of youth and adults that don't choose to read for enjoyment.

### **Importance and Rationale of the Project**

Our society depends on communicating what we do, feel, and think to the younger generation (Dewey, 1916). A complex society requires education to communicate and transmit resources and information to the next generation (Dewey, 1916). Reading is important to maintain a democratic society. Maintaining a democratic society relies on creating literate citizens (Morrow, 2002). Reading more creates better readers, so we want to motivate students to read more. More reading increases vocabulary, background knowledge, empathy, decision making, writing ability, researching, use of reading strategies, and constructing meaning. Reading can be a social activity which can lead to increased social skills, understand other perspectives and other cultures. More reading doesn't just make better readers, students become better in all subjects. Social interaction is a foundation of our personal development, "To be a



recipient of a communication is to have an enlarged and changed experience.” (Dewey, 1916, pg.13).

Failing to address this problem has led to many significant consequences. Being able to read proficiently is critical to adapting to our society (Leonard et al., 2021). For example, reading instructions and safety information prevents accidents, social bonds can be formed through written communication, and other important social interactions also take place through writing (Tovli, 2014). When people communicate orally, they sometimes miss words or meaning, but, when people can use written communication, the full text is available in a print version (Volkova et al., 2021). Additionally, many cognitive and linguistic skills develop through extensive reading (Sun et al., 2020). A low motivation to read means students will read less often and comprehend less of what they do read (De Naeghel & Van Keer, 2013). Multiple studies show that more motivated students will like their content reading better (Miyamoto et al., 2020; Tegmark et al., 2022).

### **Background of Project**

In America laws about reading instruction began in 1642 when the Massachusetts Bay Colony required that dependents learn reading and writing (massmoments.org). Later, when the General Court felt many people were ignoring the law, passed more legislation requiring schools, and schoolmasters in towns of 50 families or more. Because of a fear of Satan, they wanted people to be able to read the Bible. Across the colonies in America the focus of education was reading (Dodds, 1967). A popular book was *The New England Primer*. The constitution of Massachusetts in 1780 created provisions for public education (massmoments.org).

After the revolution, priorities changed, and nationalism grew. People with literacy skills were better Americans (Dodds, 1967). The Blue Back Speller titled *The American Spelling*

*Book*, by Noah Webster was popular during this time, and for 100 years. It used a developmental and systematic approach, sometimes called the alphabet method, to teach reading skills and sold over 100 million copies of 385 editions (languagemuseum.org). This method was popular until about 1850, and oral reading was a large component (Dodds, 1967). Strickland (1871) described this method as ‘stupifying toil for a child’ based on reading syllables with no meaning. Horace Mann thought learning by rote was missing the point of education.

Around the middle of the 19<sup>th</sup> century the word method became popular based on models seen in Europe (Dodds, 1967). This method did not use the ‘logical’ order of learning the letters first and using them to build words, so it was not accepted by everyone. Strickland’s (1871) description involves activating prior knowledge in children and then showing them the printed word, then practicing with that word. Additionally, students would have sight recognition, speak the word correctly and understand the meaning. This method removed the ‘tedious’ rote drills, and there was a focus on silent reading (Dodds, 1967). Also, instead of a focus on elocution and performing, reading became a way to gain knowledge. The *McGuffey Eclectic Readers* became a very popular book for teaching reading, claiming they could be used for the phonics or the word method (McGuffey, 1879). Around the turn of the century the sentence method placed more emphasis on words in a sentence than on the individual word method (Shreiner & Tanner, 1976).

In the early twentieth century Dr. William S. Gray and Nila Banton Smith made contributions to reading instruction and silent reading over elocution. (Dodds, 1967). Also, advances in child development fostered more instruction focused on individual students’ needs. However, there was also a movement towards centralized control and a more corporate view of education (Venezky, 1986). Edmund Burke Huey used the scientific method to study reading

and was one of the first educational psychologists in the U.S. (Walczyk et al., 2014). Also, Huey stressed the idea of meaning gathering rather than passively decoding texts and studied the physical process of the eyes during reading. Additionally, he felt if readers could quickly decode words, they could spend more energy on making meaning. Huey also recognized the importance of literacy in the home environment and matching instructional methods to the needs of the student. Colonel Francis Parker furthered the idea of reading for meaning (Shreiner & Tanner, 1976). Additionally, Parker wanted students to learn a core of 200 words by sight, then learn about letter, sound, and symbol relationships. Also, Parker, along with John Dewey, and others, wanted students to follow their 'natural' interests in a less rigid environment. Dewey was concerned that schools were isolated from real life experiences, which diminished the important social integration aspects of education. There was also a push towards teaching with great literature instead of the texts written for reading instruction (Venezky, 1986). Also, children's literature expanded into more genres and interesting non-fiction stories expanded.

In 1955 there was backlash against the word method with the book *Why Johnny Can't Read-and What you Can Do About It*, by Rudolph Flesch. Flesch argued there was no scientific evidence supporting the whole word method, and studies supported phonics instruction (Walczyk et al., 2014). This gained traction with people that thought the Soviets were outperforming Americans. In the 1960's Jeanne Chall compared 30 studies and concluded phonics showed better results, but most instruction was a mix of phonics and whole word (Kim, 2008). However, Kenneth S. Goodman responded with a psycholinguistic approach using prior knowledge and context in the text. Frank Smith continued that work in the 1970s.

In the 1980s the National Institute of Education (NIE) studied the issue and suggested ending the 'dualism' of phonics and whole word (Kim, 2008). Additionally, the NIE proposed a

focus on comprehension and developing language. P. David Pearson (1989) discussed seeing many educational ideas over his career but described the spread of whole-language programs as an ‘epidemic’ and ‘a wildfire’. California became heavily invested in the whole language movement (Kim, 2008). In 1992 the National Assessment of Educational Progress data showed that more than half of their students were below basic level, and proficiency fell again with the 1994 data (Kim, 2008). The whole-language movement was blamed for the decline, and legislation focusing on phonics were passed in thirty-three states by 1997 (Kim, 2008). The Federal government decided to research, and hopefully end the ‘reading wars’. The National Research Council (NRC) looked at scientific studies and concluded integration of phonics and whole word to develop fluency was best (Kim, 2008). Later, they studied teaching strategies and proposed balanced reading instruction.

The federal government used this work to form educational policy. It was used as a basis for the Reading First Program by the federal government, which gave funds to states that used scientifically based reading instruction strategies ([ies.ed.gov](http://ies.ed.gov)). They listed five pillars: phonemic awareness, phonics, vocabulary, fluency, and comprehension. The funds could also be used for professional development for scientific-based strategies to help struggling readers as well as diagnosis and prevention of early reading difficulties. The federal government also instituted the No Child Left Behind (NCLB) Act in 2002. This act raised the federal government’s involvement in education policy and included some impactful provisions (Dee et al., 2010). It required states to assess students in reading, and other subjects, in grades 3-8 and once more in grades 10-12 ([ies.ed.gov](http://ies.ed.gov)). Schools were expected to have all students meet proficiency goals by the end of 2014 and were rated on annual yearly progress (AYP). Schools that failed to meet AYP faced interventions or restructuring. This could mean bussing students from Title 1 schools

to other district schools, or providing extra instruction, both at district expense. Missing AYP for four years could lead to firing staff, hiring outside advisors, or extending the school year, among other things. After five years of missing AYP districts had to choose an option of reopening the school as a charter, replace school staff, contract outside management, or give control to the state. NCLB also legislated the use of scientific-based teaching methods. One of the effects of NCLB was the narrowing of instruction to topics and questions that appear on the high-stakes tests (Jennings & Bearak, 2014). Ladd (2017) adds that the expectations were unrealistic and counterproductive, and mandates were created without support. Some positive effects include the accumulation of large amounts of data and more accountability to student subgroups (Ladd 2017).

Pressure to improve testing scores and cover long lists of standards has affected reading focus in the classroom. To meet the needs of high stakes testing, interesting reading is being sacrificed to spend more time on test preparation. Teachers are pressured to cover so many standards that they barely have time to scratch the surface on each one instead of teaching fewer subjects deeply. This lack of authentic learning means students are not developing interest in the content areas and they are not learning higher order thinking skills (Gallagher, 2009, 10). There is more emphasis on memorizing facts and spitting back the information (Meier et al., 2004, 41) and less on developing thinking skills. Many schools are teaching to the kind of multiple-choice questions that appear on standardized tests. These questions tend to focus on low-level thinking skills because they are easier to score. When we spend our class time on these skills we prioritize low level skills, such as ‘remember’ and ‘understand’ (Bloom, 1956). This will lead to generations of students that can’t ‘analyze’, ‘evaluate’, and ‘create’ (Gallagher, 2009, 13). Gallagher (2009) also notes that instead of buying interesting books to put in the hands of

students, many districts are using the money to purchase one-size-fits-all reading programs. Additionally, he notes that silent reading time is often sacrificed in order to spend more time preparing for tests. This leaves students with only academic reading during school.

### **Statement of Purpose**

The purpose of this project is to help students become motivated to read for pleasure. The project will include justification of the methods suggested, and processes and lessons that teachers can put in place. The focus will be on upper elementary. Teachers may implement all aspects or put single pieces in place at a time. I am not suggesting this project as a replacement of existing literacy programs, but as a supplement to what teachers are already doing. I will point out some common practices used in schools that undermine students' enthusiasm for reading and explain alternative practices.

### **Objectives of the Project**

The main objective is that students spend more time reading outside of school and read for enjoyment. When students are more engaged, they increase comprehension and reading outcomes, as well as spending more time reading. Students will gain autonomy, especially with text choices. Students will also have access to more interesting texts, social interactions related to reading, and hands-on activities. Teachers will model, scaffold, use guided practice with the goal of extending engaged reading by students. Teachers will also be able to use a variety of motivational tools to reach that goal. Another step to reach this goal is develop students who can analyze, summarize, and synthesize (Tovli, 2014)

## Definition of Terms

***Aesthetic reading***: when the reader focuses on the experience when they read, including images, ideas and feelings that occur based on the reader's past experiences (Ruddell et al., 1994)

***Choice***: providing autonomy support during teaching (Guthrie et al., 2007).

***Collaboration***: to work jointly with others or together especially in an intellectual endeavor, productive social interactions in reading activities (Guthrie et al., 2007).

***CORI concept-oriented reading instruction***: a strategy that uses relevance, choice, success, collaboration, and thematic units to increase reading comprehension and motivation (Guthrie et al., 2007).

***Extrinsic motivation***: engaging in an activity for a reward or to avoid consequences (Xu et al., 2020)

***Intrinsic Motivation***: engaging in an activity for its own sake (Xu et al., 2020).

***No Child Left Behind***: education reform from 2001 designed to improve student achievement and school culture (<https://www2.ed.gov/nclb/overview/intro/index.html>).

***Perceived autonomy***: how much choice and independence someone feels they have (Wigfield et al., 2016)

***PIRLS Progress in International Reading Literacy Study***: is an international comparative study that measures 4th-grade reading performance every 5 years ([nces.ed.gov](https://nces.ed.gov)).

***Reading motivation***: how much drive and incentive someone has to choose to read (Wigfield et al., 2016)

***Relevance***: classroom practices in which the content of instruction is linked to students' direct or recalled experience and integrated with their background knowledge (Guthrie et al., 2007)

*Self-efficacy*: people's beliefs in their abilities, such as performing tasks or managing situations (Bandura, 2012)

*Stance*: Reflects the reader's purpose as aesthetic or efferent (Rudell et al., 1994)

*Success*: students perform meaningful classroom tasks proficiently (Guthrie et al., 2007)

*Thematic Units*: structuring the content of reading activities in organized and connected forms (Guthrie et al., 2007)

### **Limitations of Project**

This study is not meant to be a complete literacy program but will supplement existing programs. Motivation is subjective, so it is difficult to measure the results of using these methods. Since a goal is to create life-long readers, this long-term goal will also be difficult to measure. Literacy involves so many distinct skills, it will likely not address every skill.

There are other factors that affect reading motivation that will not be addressed in this work in depth. The socio-economic status, which can how much access to texts children have, will not be addressed. At-risk children may not get reading disabilities diagnosed, get support from parents to read, or have a variety of appropriate and interesting texts at home. When students are non-native English speakers, they may struggle to find texts they can read. Also, many people prefer easier entertainment, such as screen time, to reading.



## **Chapter Two**

### **Introduction**

In the 2021 Progress in International Reading Literacy Studies (PIRLS) study found only twenty-five percent of U.S. students enjoyed reading, compared to a high of eighty-five percent in Kosovo and an international average of forty-two percent (nces.ed.gov). The National Council of Teachers of English (NCTE) states that increased reading leads to better reading and fluency, increased vocabulary, more understanding of language, and the more ability to sustain the mental energy of reading (ncte.org, 2019). This project to increase reading for enjoyment is based on scientific studies and reading theories. Using transactional theory and self-efficacy as the theoretical framework, this project incorporates strategies to increase self-efficacy, self-motivation, student choice, parent involvement, and to create a classroom library that supports the interests and abilities of students while representing a multitude of cultures and lifestyles.

### **Theoretical Frame**

#### **Reader Response Theory**

In 1938 Rosenblatt published a statement about a theory that each time a reader reads a text, it is an individual experience. Every person interacting with literature has a unique experience, a transaction (Rosenblatt, 1994). Rosenblatt (1994) believed these transactions take place between the author and the reader. This meant a break was needed from the centuries long practice of western science seeking objectivity, where the observer did not impact the observations. The new thinking was the observer brings prior knowledge, interests, and hypothesis to their observations and they are part of nature. Therefore, people and the environment they exist in are constantly affecting each other.

Rosenblatt (1994) noted that historically the reader of a text was considered as a passive role. From classical and neoclassical periods to the twentieth century, the relationship of the author and the work was often the focus. New groups of ‘middle-class’ readers in the 1700’s to readers in the 1900’s were generally considered passive. More recent schools of thought, like behaviorism and logical positivism focus on objective facts and aim to eliminate human subjectivity.

However, Rosenblatt (1994) imagined a different role for readers. This role was between the extremes of the reader being imprinted by the poem or the poem meaning nothing until the reader applied meaning to it. She sees a relationship between the author, text, and reader. The author creates what become the ‘verbal symbols’ of the text, and generally has a purpose or message to convey. The reader comes to the relationship with past experiences and prior knowledge, which they use this to respond to the verbal symbols and the impact it has on them. The reader should also be able to revise their thinking as they interact and self-correct when needed. The text aids this process by guiding what the reader pays attention to. This mix of the text and what the reader brings when reading creates a new experience, which becomes part of the reader. Each individual reader will have a different reaction to the text. The text chosen, the place where it is read, and the time it’s read will also affect the experience. A change of any of these will create a different ‘poem’. An important aspect of the transactional theory is that not every interpretation is valid. Ideas that cannot be supported by the text are irrelevant. The meaning must involve both the text itself and what the reader brings.

Rosenblatt calls this interaction with readers and text a ‘transaction’. The reader looks at the verbal symbols of the text, creating a reaction from the reader, or the text acts on the reader. However, this process is not linear, and we should not view the process as separate elements.

The entire process involves choices and revisions in thinking as the reader and text condition each other. It is not a simple stimulus-response relationship. The reader is, on some level, choosing which parts of the text it responds to, which makes it a stimulus. When the reader and text transact, based on the reader's prior experience, it allows the reader to adjust their perception.

Rosenblatt (1982) explains that there are many factors that determine what prior experiences a reader brings to the interaction with text, as language, with its varied connotations, is a social construct (Rosenblatt, 1994). There are conventions that vary in different social groups. Each person internalizes the conventions, but in a unique way. This is not just language, but also nonverbal communication like body language and how the voice is used. A reader creates these aspects of communication as they decode the text. The reader determines what these symbols and stimuli mean to them. We can accept that there are different interpretations, but also decide that some are more appropriate than others (Ruddell et al., 1994).

Another key component is the stance the reader takes in respect to the text. A poem, fiction story, scientific work, or newspaper article will affect the attitude of the reader and the strategies they will use during reading. When reading for information, the reader is concerned with information they will take away from the reading. Rosenblatt (1994) one end of the spectrum 'efferent', meaning what will be carried away. If a reader adopts an efferent stance, it may prevent them from experiencing the nuances and artistic aspects of the text. Rosenblatt (1994) named the other end of the spectrum 'aesthetic', or what happens during the reading. The reader has an experience and a relationship with the text. The reader may pay more attention to the qualities of the text, or what is evoked during reading. Humans have the ability to imagine things they can't see or haven't experienced, which is a component of art. A text itself is not

efferent or aesthetic, it depends on the stance of the reader. Additionally, a reader can be on different spots on the continuum during the same reading or have a different stance rereading a text under different circumstances. Rosenblatt characterizes most reading as being in the middle of the spectrum, but complex reactions drive the reader back and forth. Some factors may diminish the experience when reading aesthetically. Readers may miss information or clues written by the author, and therefore not react to them. Life experiences also play a role, where preconceptions, a lack of foundational information, cultural bias, or areas of focus may detract from the experience. A reader may become more focused on information than what they are experiencing.

Part of the problem to address is that some people don't learn to read aesthetically or learn how to enjoy the experience (Rosenblatt, 1994). Literacy attitudes at home, pressure at school, and even expectations from society may force children to only take an efferent stance to reading. Without an aesthetic stance, the reader will miss cognitive elements that occur during the experience. When the stance is adopted, the reader can focus on what is activated and integrate affective and cognitive aspects. Since much of current testing in effect values the efferent stance, the instruction at many schools has become efferent. Rosenblatt (1995) sees the need for citizens in a democracy to have imagination, empathy, and be able to use logical and rational thought. She felt without a mix of both, that no form of reading was being taught effectively.

Writing is another form of transaction (Ruddell et al. 1994). Instead of transacting with a text, the writer is creating the text using their own experiences and state of mind at that particular time. The author also reflects their social and cultural experiences. To begin writing, the linguistic tools of the author are activated, and the purpose for writing and the perspective

audience are considered. The writing will also fall on the efferent-aesthetic spectrum, based on the factors that lead to the writing. The writer will engage in ‘authorial reading’, as part of a recursive process. They read what they write and are the first to transact with the text. This may lead to revisions of thinking and editing the text.

### **Theory of Self-Efficacy**

Self-efficacy theory explains how an individual’s level of confidence affects their psychology, their response to stimuli, their level of persistence and how much effort they decide to expend, and how the consequences of these choices affect their future thinking. Bandura (1982) states that knowledge and competency are not always enough. That is, multiple factors affect a person’s mindset and the resulting actions. Someone who is fully capable may not perform to their fullest potential. A factor is how capable that person feels, which affects how motivated they are and how they behave. Another factor is how much control they feel over events in their life. Many skills are blended to create a level of self-efficacy. Bandura (1993) explains that we blend cognitive, social, and behavioral skills to determine a course of action and must do this as circumstances shift. In other words, how we interact with our environment stems in part from how capable we feel about the situation.

One’s level of self-efficacy can impact decisions on many levels. It can affect thoughts and feelings in stressful situations. How well a person judges their actual competency can have adverse or positive consequences. People tend to avoid tasks or situations they don’t feel capable of managing. Self-efficacy can also determine how much effort someone puts into a task and how long they will persist. Feeling capable means people are more likely to put in the effort needed to be successful. These feelings are not only important during an environmental transaction, but also when the transaction is anticipated. Negative feelings can lead to viewing

obstacles as more difficult than they really are. Positive feelings can lead to greater effort to overcome obstacles.

According to Bandura (1982), feelings of self-efficacy are developed through four areas. The most influential is performance attainments. These are authentic experiences working toward mastery. When there is success, perceived self-efficacy can grow. It can lower with repeated failures. Vicarious experiences are another area. When someone watches someone else be successful, that person may begin to feel they also have the ability and can accomplish the same thing. However, watching peers fail can lead to lower self-efficacy. Observers can be taught strategies for dealing with challenging situations. Verbal persuasion is used to convince someone they are capable of achieving their goal. This method has the greatest impact when people already have some belief that their actions will have an effect. The final area is the psychological state of the person, which consists of many factors. Feelings of stress and anxiety may signal a person will be dysfunctional. We tend to be more successful when these feelings are absent, so their presence can have a negative impact. The same can be said for physical pain during activity, suggesting physical ineffectiveness. Once we have this input, we cognitively evaluate it. A strong belief in yourself leads to more efficient use of abilities, where a lack of confidence may lead to poor performance even when the necessary abilities are present. How you judge your abilities also leads to a choice of activities, and how fast you work towards mastery, which in turn should raise your feeling of self-efficacy. There may also be discrepancies when a person misjudges themselves or what a task requires. Changes in circumstances and new experiences lead to reevaluation of self-efficacy.

Bandura (2012) states that in addition to academic effect, self-efficacy contributes to behavior and emotional response. Regulating yourself is not simply a logical choice. A person

needs tools to help regulate themselves as well as the confidence they know how to use them. People who doubt their self-control may self-sabotage in situations that they feel exceed their proficiency. When coping skills are not developed, it often leads to a relapse, or completely giving up self-control. A sense of fear may come from situations when a person feels a lack of efficacy for coping. Therefore, increasing feelings of self-efficacy to handle these situations will decrease the anxiety.

Self-efficacy can be developed. Bandura (2012) describes how well-designed learning experiences can take on high significance. However, the method used to create interest is important. Using extrinsic rewards may actually decrease internal drive, but rewards can also create self-efficacy. If a student is already motivated, extrinsic rewards may reduce interest, but could motivate students with low interest. Interest may increase when an internal drive is fulfilled or from accomplishments. It may also come from performance rewards, but not when they are not based on the performance standards. When used thoughtfully, extrinsic rewards can have some benefit, but developing intrinsic motivation may be a more desirable goal.

Barbar and Klaua (2023) discuss how creating intrinsic motivation can be done with a repeating process of setting goals and reflecting on the results. The comparison is an internal process of evaluating personal standards against performance. When self-satisfaction is contingent on a certain performance level, intrinsic motivation is created. Distal goals should also be broken down into smaller subgoals that are more easily attainable, because they are too far into the future to affect current behavior. Accomplishing subgoals will increase feelings of self-efficacy by providing standards to compare their performance. Without standards to measure against, people will have difficulty judging what they are capable of. Positive feelings from achieving the subgoals can then develop intrinsic motivation. However, when people

measure their progress against their full goal it can be discouraging because of the wide gap between progress and the final goal. This may decrease interest despite what was accomplished. A study of children with large deficits in math by Schunk (1981) found that using proximal subgoals and self-directed learning could develop strong self-efficacy in a subject that had previously been disvalued. The students with proximal subgoals were self-motivated and showed high self-efficacy. Groups with distal goals, or no goals, showed more self-doubt and less interest.

The process of developing motivation is heavily dependent on internal processes. The way we view external stimuli and process them contributes to our belief about how capable we are and how much control we have (Bandura, 1993). Additionally, people with developed self-efficacy often visualize success, while those without often visualize failure. Finally, A classroom that promotes ability as something that can be acquired, decreases comparisons on a social level, and promotes self-reflection of achievement is set up for students to develop self-efficacy, which will promote academic achievement.

When someone has control and is able to affect things through their actions Bandurra (2001) calls this being an agent. Also, people can influence an experience, rather than simply be bystanders. Bandurra (2001) lists four main elements of human agency. Intentionality means that people can choose how to behave when an event happens, meaning they control their reaction (Bandurra, 2001). However, they can also envision future events and make choices to make that a reality at a future time. The results of these actions are outcomes. Forethought means people motivate themselves by the thought of outcomes (Bandurra, 2001). This creates a purpose for their life but is reevaluated and modified over time. Although these future ideals don't exist in the present, they are enough to create motivation in the present to create their



desired future. An agent must make things happen by creating a plan of action and self-regulate during execution (Bandurra, 2001). These goals are influenced by a person's identity and their values. People evaluate their progress towards goals based on their personal standards and work towards things that create positive feelings. However, goals should be challenging to create motivation. Bandurra (2001) talks about proximal and distal subgoals. Proximal subgoals affect what people are doing in the present. Distal subgoals are too far in the future to provide sufficient immediate motivation (Bandurra, 2001). The fourth element is self-reflectiveness, which is a metacognitive process of examining their functioning (Bandurra, 2001). This includes reflecting on actions and consequences, but also their motivation. When people reflect on the success of their actions it creates a sense of how much control they have over their environment and circumstances, or efficacy beliefs. If people feel they have little agency, or power, to create their desired future or prevent negative consequences, they will have limited self-efficacy. This leads to a lack of action or perseverance, and affects what challenges people will undertake, how much effort they will put forth, and how they respond to failures (Bandurra, 2001).

### **Review of Literature**

A student's level of self-efficacy influences their academic achievement. In education this will affect academic achievement. That is, students with high self-efficacy in academic areas tend to use more cognitive strategies, show more persistence on academic tasks, and self-regulate with metacognition strategies (Pintrich & De Groot, 1990). Additionally, these students would have the drive and the ability, because of the use of cognitive strategies. Also, classroom tasks should be interesting and have authentic value. Teachers can use feedback that focuses on effort to help students gain self-efficacy, for example, "You've been working hard" (Schunk, 1981). Educators should aim to raise students' confidence and competence with successful

experiences and authentic tasks (Pajares, 1996). Greater self-efficacy improves students' self-regulation and academic performance (Schnell et al., 2015).

### **Student motivation**

Proficient reading is a critical skill, and we should create an environment where students are choosing to read for pleasure (De Naeghel & Van Keer, 2013). Additionally, when students choose to read, they often read more, are more engaged and perform better. When readers have a positive self-concept, they tend to have improved reading comprehension (Locher et al., 2021). However, De Naeghel and Van Keer (2013) noted a trend of lower reading motivation as children progress through school. From ages 10-16 there is a steady decline in intrinsic motivation (Miyamoto et al., 2020). Using data from 2005 to 2019, Clark and Teravainen-Goff (2020) found trends in reading for enjoyment in school age students in the U.K. Fifty-three percent of their subjects responded that they read for enjoyment, but that number is declining. Also, less than 26% of the children are reading on a daily basis, the lowest levels they have ever seen. This is a concern because reading is needed for all kinds of learning (Miyamoto et al., 2020). Clark and Teravainen-Goff (2020) also show students that read for enjoyment are three times as likely to read above grade level, and those that read daily are twice as likely to read above grade level. While many factors are out of the control of teachers, schools and teachers should be able to influence reading for enjoyment (Boyask et al., 2023).

Students' motivation to read stems from a variety of factors and experiences (Wigfield & Guthrie, 1997). Some readers are already intrinsically motivated to read. Teachers can develop a culture that values reading to support students that are not already choosing to read by using multifaceted strategies that support engagement (Guthrie et al. 2007). Ways to support

engagement in this project will include intrinsic motivation, creating situational interest, and using programs, such as CORI, to create authentic experiences with texts.

Intrinsic motivation is reading for pleasure or enjoyment, or the reader perceives some significance (De Naeghel & Van Keer, 2013). Readers may also have extrinsic motivation, meaning there is external pressure, such as rewards or punishments (De Naeghel & Van Keer, 2013). However, when reading is based on external causes, there tends to be less reading for pleasure and lower comprehension (De Naeghel et al., 2012). One example of an external cause is the teacher directing reading behavior at school, leaving little room for autonomous motivation (Winberg et. al., 2022). Another challenge is the number of reading programs that focus on recall, but students don't think about what they are reading, creating students that appear proficient, but the students then see no use for reading in their lives (Applegate and Applegate 2010). Conversely, intrinsic motivation leads to more time spent reading, increased engagement while reading, and higher performance (De Naeghel et al., 2012).

Creating situational interest motivates students to read (Hidi & Renninger, 2006). The teacher may begin by having students participate in a stimulating task, such as a hands-on activity. Ideally, this task would create interest in the students. Students would follow up by reading and gaining knowledge about the subject of the task. When this occurs frequently, it leads to increased reading comprehension (Guthrie et al. 2006). Additionally, when the task and reading is connected to a broad content goal, it leads to deeper conceptual learning. They expect that as students experience more situational interest and follow up by reading text, the students' intrinsic motivation to read will increase. Hidi and Renninger (2006) also found this led to increased reading comprehension.

Concept-Oriented Reading Instruction (CORI) combines multiple strategies to increase motivation during reading instruction which leads to higher reading comprehension (Guthrie et al., 2007). CORI includes reading strategy instruction (De Naeghel & Van Keer, 2013). Guthrie, et al (2007) describe CORI as giving students choice instead of controls, providing high-interest texts and meaningful conceptual goals, and provide collaboration. Texts used in CORI should be relevant to experience and knowledge. The texts may relate to a hands-on activity taking place and should be purposeful. The teacher should support student choices by setting objectives but allowing students to select subtopics and sequences. Students should experience success by completing relevant tasks proficiently, creating conceptual knowledge (Guthrie et al., 2007).

Additionally, there should be support for motivation (De Naeghel & Van Keer, 2013). Tasks may be hands-on or involve interactions with the world outside of school. Students should also set long and short-term goals and get constructive feedback (Guthrie et al., 2007). Then students should be able to choose appropriate books and develop tasks that will help them gain new knowledge (Guthrie et al., 2007). Collaboration allows students to build and internalize prosocial skills. Students may read together, participate in literature circles, or reading and comparing different texts to understand one concept. There should be accountability for demonstrating learning. Instruction should connect to thematic units, with a theme and overarching questions. Fragmented learning leads to demotivation and utilizing lower-level thinking (Guthrie et al., 2007). After examining data from multiple studies, they concluded that using the CORI method had a moderate, positive effect on intrinsic motivation (Guthrie et al., 2007).

Tovli (2014) describes a program to increase motivation and is aimed at students with learning disabilities. The program in this study was utilized for an entire school year. The first component was daily reading with books matching the student's reading ability. After reading the students recorded a short response. The second component was the classroom library, with a variety of genres and interests, that could be used any time and included extension activities. The teacher would read a story and students would participate in retelling activities. Students were exposed to various functions of reading and to serial books. While reading the teacher would stop and have students predict how the sentence would continue. They would also use books with repetition or participate in a dialogue during reading. Students were also given multiple ways to respond to readings. The data showed that students in the program preferred reading a book over students not in the program, spent more time reading, and had a higher 'quality' of reading.

Solutions that increase intrinsic motivation to read while also increasing reading proficiency are important (Miyamoto et al., 2020). Additionally, they support interventions that occur as early as possible and before 5<sup>th</sup> grade. Also, interventions should include all students, especially males, who exhibit sharper declines in reading motivation when compared to females.

### **Student Voice / Choice**

Students can give teachers important information about reading and how they engage in reading activities, and by sharing opinions, perspectives, and ideas (Ng, 2018). Additionally, giving students choices about what, when, where, and with whom they could read leads to increased collaboration, persistence, and the finding of new texts. All students in one study had greater comprehension when they were allowed a choice of books, perhaps by creating

situational interest (Kakoulidou et al., 2021). For this to work, students need to actively participate, and teachers need to value the voices of their students and routinely get student feedback (Ng, 2018). We can create a space where students can share their experiences, tell adults what isn't working well and ask for things they need. Students will feel safe and feel that they matter when adults listen to them (Biddle et al., 2022). When students feel like they have control over choices, they tend to develop interest in reading and become more involved (Vieira Jr. & Grantham, 2011). Additionally, they found that readers who feel limited control may understand a text, but don't become emotionally connected to what they read.

### **Parent Involvement / Home Environment**

Parents have a great influence on their children's reading motivation (Gambrell, 2011). Children that have enjoyable experiences as young children tend to read more frequently and have a greater breadth of reading (Baker et al., 1997). Being involved in literacy related activities leads to more positive views about reading (Baker, 2003). Parents engaged in reading themselves are a strong predictor of children's reading engagement (Ho & Lau, 2018). Also, when parents invest in cultural, educational, and reading resources, children are more engaged and have greater achievement. When children are supported and enjoy reading are motivated to read more, which leads to higher achievement (Clark & Rumbold, 2006). Additionally, students benefit when parents encourage students to stay engaged with reading after they enter school. Parents can benefit from school support with tips for engagement at home, such as parents modelling reading and reading with children, writing, having a variety of text resources at home, and choosing to read (Cassidy, 2016). Helping parents provide enjoyable literacy experiences rather than focusing on skill development will affective quality of parent-child interactions (Baker, 2003). However, educators must also take into account the varied values

and beliefs of families (Baker & Scher, 1997). Teachers can benefit from parental advice on how to motivate their children at school (Baker, 2003). The home environment has an impact on reading motivation. Having many books available and time for shared reading has a positive effect on reading interest and reading for enjoyment (Baker & Scher, 1997). De Naeghel & Van Keer (2013) note a correspondence between reading activities at home and intrinsic reading motivation. Even if reading is homework, it can allow for more choice of texts being read and how much time is spent reading (Winberg et al., 2022).

### **Classroom Library**

If we want students to enjoy reading, we need to have quality texts in the classroom. Neumann (1999) states the importance of proximity to books is crucial to promote literacy. When there is more access to books in the classroom students have better attitudes about reading and have higher reading achievement and comprehension (Young and Moss, 2006). Additionally, they recommend having high-quality books rather than focusing on the number of books in the classroom. Young and Moss (2006) also talk about the importance of non-fiction books in the library to build domain knowledge which increases background knowledge for further reading. Howlett and Young (2019) discuss the importance of multicultural perspectives in the classroom, with texts that are meaningful and relevant. Multicultural texts help validate people who have been historically marginalized and expose children to the perspectives of others and provide a way to introduce topics a teacher may be hesitant to discuss (Howlett & Young, 2019). Books can reflect children's worlds or help us see the experiences of others (Henderson et al., 2020). Non-traditional texts should also be included in classroom libraries. Graphic novels can help visual learners, and many novels include social justice issues and multicultural perspectives (Garrison & Gavigan, 2019). When choosing books focus on quality books over the

number of books (Young & Moss, 2006). Teachers should also consider the organization of the books in the library. Inquiry based libraries can be organized by genre, craft, author, and topic (Hawkins, 2021). Mentor texts in these different organizations can be used as examples for students to achieve the desired learning goals. When students become familiar with a series of specific author they become comfortable with the style and it may encourage them to read more books (Hawkins, 2021).

### **Summary**

This project is based on two separate theoretical frameworks. One is Reader Response Theory and the other is the Theory of Self-efficacy. Reader Response Theory is based on the idea that a reader brings their personal experiences when they read a text and they have a unique interaction with the text (Rosenblatt, 1982). Rosenblatt (1982) proposed transactions take place between the reader, the text, and the author, with the reader taking an active role rather than the historical passive role. However, interpretation is not completely open-ended, there must be some evidence in the text to support any interpretation. Rosenblatt (1982) also describes a continuum for reading purposes. The reader may take an aesthetic stance, which means they are reading for the experience. An efferent stance focuses on what the reader will take away from the transaction. Most reading will fall within the continuum and may change during reading. The Theory of Self-efficacy relates a person's feeling of competence affects how capable they feel about a task. Cognitive, social, and behavioral skills blend to create a person's mindset (Bandura, 1993). This mindset will determine what actions someone takes, how long they will persist, and how much effort they will expend. Self-efficacy can be developed from personal experiences, watching others perform, persuasion by others and psychological state (Bandura, 1993). Barbar and Kluda (2020) explain how goal setting and reflecting on performance also



play a part in determining the level of self-efficacy. By helping students enjoy their transactions with text and making them feel capable, this project hopes to increase students' level of enjoyment during reading and increase the volume of their reading.

Instilling motivation to read has many positive effects. When students read more their comprehension and self-efficacy tend to improve (De Naeghel & Van Keer, 2013). When this happens, students usually increase the amount they read (Guthrie & Wigfield, 2000). Some readers are already intrinsically motivated to read, while others need an environment to support and develop motivation. Motivation can come from situational interest when a concept is introduced, and students are interested to read and learn more (Hidi & Renninger, 2006). Concept Oriented Reading Instruction involves many components that increase motivation to read. Students get reading strategy instruction (De Naeghel & Van Keer, 2013) along with choices, interesting texts, meaningful conceptual goals, and a social aspect (Guthrie et al., 2007). Additional supports include getting meaningful feedback, involving students in authentic tasks, and students setting short and long-term goals (Guthrie et al., 2007).

Students should also have a voice in the classroom. Teachers should understand students' interests and opinions (Ng, 2018) and facilitate student choice of when, what, where and with whom they choose to read. This control helps students become more motivated and more engaged in reading (Vieira Jr. & Grantham, 2011).

Teachers should also partner with parents to get insight into their students and partner with families to support literacy at home. When parents model reading and provide literacy experiences at home children tend to read more (Clark & Rumbold, 2006). Teachers can encourage parents to provide more enjoyable experiences instead of focus on skills which can discourage students from reading (Baker, 2003).

The classroom should also have many quality texts that appeal to the interests of the students (Neumann, 1999). Book choices should include non-fiction (Young & Moss, 2006), multi-cultural perspectives (Howlett & Young, 2019), and non-traditional texts such as graphic novels (Garrison & Gavigan, 2019). When students are close to books, they will have more positive attitudes toward reading which will increase reading, which leads to higher comprehension (Young & Moss, 2006).

### **Conclusion**

The review of this literature demonstrates that educators need to create an environment where students are reading for enjoyment at home and at school. By focusing on readers connecting to texts based on their personal experiences and creating self-directed learning, while still following the constraints of the curriculum, students will gain motivation to read (Guthrie, 2008). Teachers often expect students to use an efferent stance while reading, focusing on what they need to take away from the text (Rosenblatt, 1994). For students to enjoy reading they need to be able to develop both efferent and aesthetic reading, which will also create citizens that can use rational thought, develop empathy, and use imagination (Rosenblatt, 1995).

Supporting students while they develop self-efficacy will also help them be more persistent, read more, and choose more challenging texts (Bandura, 1982). The most influential way to increase self-efficacy is to provide students with authentic tasks that help them attain mastery. This program will also utilize vicarious experiences, supportive language, and supporting the psychological state of students to build self-efficacy in students (Bandura, 1982). Teaching students to set and achieve distal goals, use proximal goals to achieve distal goals, and reflecting on the results will also develop self-efficacy. Readers with higher reading self-efficacy will tend to read more and will be more willing to challenge themselves (Bandura, 1982). They

will also show more persistence and use metacognitive strategies for more successful reading (Pintrich & De Groot, 1990).

This program also uses motivation to increase the amount students are reading. When students are reading for pleasure, they often read more, become more engaged and will achieve more (De Naeghel & Van Keer, 2013) and have higher comprehension (Locher et al., 2019). Ideally students will develop intrinsic motivation by seeing a significance for their reading (De Naeghel & Van Keer, 2013), rather than extrinsic motivation which leads to less pleasure and comprehension (De Naeghel et al., 2012). Hidi and Renninger (2006) state that using situational interest will also create motivation by introducing some task or hands-on activity that will encourage students to follow up by reading to learn more. Deeper conceptual learning will take place when connected to a broad content goal (Guthrie et al., 2006).

This program will implement Concept-Oriented Reading Instruction in targeted lessons about Mars. By providing choice, interesting texts, meaningful conceptual goals, and allowing students social interactions and opportunities for collaboration student interest will be increased (Guthrie et al., 2007). Activities will be designed to use purposeful, relevant hands-on activities, where the teacher supports student choice and goal setting, and students develop conceptual knowledge (Guthrie et al., 2007).

Teachers should develop relationships with students and learn their interests and perspectives (Ng, 2018). Students should also have the choice of what, when, and where they read as well as being able to read socially (Ng, 2018). When adults listen to children, they will feel like they matter and feel safe (Biddle et al., 2022). When readers feel like they have limited control they often don't become emotionally connected to their reading, but with choice they become more involved and develop interest (Vieira Jr. & Grantham, 2011).

The environment at home plays a major role on children's reading motivation (Gambrell, 2011). When there is support and enjoyment, children will read more, which also leads to higher achievement (Clark & Rumbold, 2006). This program will also promote collaboration between teachers and parents and provide parents with ideas and resources. Enjoyable reading activities at home correspond with higher intrinsic reading motivation (De Naeghel & Van Keer, 2013). Educators can also gain insight from parents on how to motivate their children at school (Baker, 2003).

The final area for development is the classroom library. We must have quality texts in proximity of students if we want them to enjoy reading (Neumann, 1999) and have a better attitude about reading (Young & Moss, 2006). This program will help develop teachers by informing them of the importance of book choice in their library and different suggestions for organizing their books to meet instructional purposes. These books should include multicultural selections (Howlett & Young, 2019), non-fiction (Young & Moss, 2006) as well as books that provide a window to the perspectives and experiences of others (Henderson et al., 2020). The library should also include different text forms, such as graphic novels (Garrison & Gavigan, 2019). Resources of this project also include links to multiple websites that recommend quality books.

The research and theories described in Chapter Two informs the framework of this project and was used to develop the components of Chapter Three. Reader Response Theory tells us readers use personal experiences to connect with text and we should encourage a balance of efferent and aesthetic reading. The Theory of Self-Efficacy describes how readers who feel a sense of control and ability will read more. Through the components of this program students will have access to quality books, have choices related to their reading, will set goals and reflect,

and use situational interest and hands-on activities to create enjoyable experiences. Chapter Three, which has a foundation in theory and research, includes components that measure and develop the reading enjoyment of students.

## **Chapter 3**

### **Introduction**

Due to several factors, including narrowing of the curriculum due to standardized testing, schools have changed the way they teach reading. A PIRLS study shows fewer students are reading for enjoyment (nces.ed.gov). Students who read for enjoyment tend to spend more time reading (ncte.org) and have higher comprehension (Allington, 2014). These students also become more engaged in their reading and gain higher achievement (De Naeghel & Van Keer, 2013). Often students who are not motivated to read earn worse grades in school (Sweet, Guthrie & Ng, 1998) and lower standardized test scores (Gottfried, 1985). Therefore, it is incumbent on schools to increase reading motivation. This project is designed to increase motivation through a variety of factors. One Factor is creating a classroom library with attractive, well-written literature that meets the interest needs of our students and represents a multi-cultural global culture. Teachers will also use strategies to communicate with parents and create partnerships to encourage reading for enjoyment outside of school. Factors that can be controlled at school are also addressed. Students will take measures to improve self-efficacy and motivation to read. Additionally, there are suggested lessons that encourage deeper thinking, have authentic learning, and teach across the curriculum. This project includes a motivation assessment for the beginning and end of the year to assess change in reading motivation in students. Data collected will be used to discuss the effectiveness of these interventions based on the research presented in these chapters.

### **Project Components**

This project will consist of multiple strategies to increase reading motivation and create lifelong readers. Teachers will have professional development before the beginning of school to

update their libraries with quality, award winning and inclusive books (Appendix A). Adding books should take place regularly as student interests change and new books are available. Additionally, there will be suggestions for organizing a library based on different inquiry learning goals (Hawkins, 2021).

This project encourages teachers to collaborate with families and caregivers, who exert a lot of influence on the attitudes of their children toward reading (Gambrell, 2011). When children are involved in literacy activities, they will develop more positive views about reading (Baker, 2003). Gaining insight into student interests will help teachers match students with appropriate texts. Teachers will survey parents in the fall and spring about literacy activities at home and student motivation (Appendix B). Parents will also get information about creating an enjoyable literacy environment at home. This support includes modelling, reading with children, acquiring text resources, (Cassidy, 2016) and focusing on enjoyable reading over skill development (Baker, 2003). Further support could include in-person workshops to develop parents' strategies at home.

Ultimately, students are the ones in control of their reading. This project is aimed towards developing reading motivation in students. Teachers will survey students about reading habits, observe students (Appendix C). This information will be used to measure motivation growth over the year and provide teachers with the information they need to support students. To help measure students will also be asked to track their reading and interest level when reading at home. Students also benefit from setting goals (Guthrie, 2007), so teachers will support students as they learn to set reasonable proximal and distal goals and work to achieve them.

Teachers will also receive professional development for increasing student motivation by giving them more choice (Appendix D). When students have choices about their reading it can

lead to more reading, persistence, and collaboration (Ng, 2018). The first step will be developing more effective reading groups. Students will learn how to read and think thoughtfully before responding with their peers to the text in a way they choose and their personal experience with the text (Rosenblatt, 1994). After these skills are developed, students will be given the chance to choose which books they will read for reading groups. Teachers will monitor progress and provide support to encourage student growth.

Students benefit from others modelling reading skills and can gain self-efficacy through vicariously watching others succeed (Bandura, 1982). Teachers will learn how to model helpful reading strategies by demonstrating their thinking while reading aloud (Appendix E), without focusing so much on skills that enjoyment is undermined.

This program will specifically use the book *A Rover's Story*, by Jasmine Warga as a read aloud (Appendix F) that will create situational interest (Hidi & Renninger, 200) and lead to authentic tasks (Bandura, 2012). This book is part of Global Read Aloud where students across the world are reading the book at the same time, providing opportunities for social interactions and collaboration. Students will write about their personal reactions to quotes from the story before reading begins and about friendship. Skills that support comprehension, like vocabulary, are developed. This book should create situational interest about Mars and rovers that NASA has sent into space, so books and projects about Mars are presented. Mystery Meets will provide a geography component while allowing collaboration. Students will also create and send postcards to other schools, allowing them to respond and share their thoughts on the book.

If we want students to become better readers and enjoy books more, we need to give them time to read. Often independent reading time, or silent reading, is reduced or absent in schools (Gallagher, 2009). Teachers will have professional development on motivating students



during reading time (Appendix G). They will learn how to observe, and from those observation they will diagnose issues and help support students to focus on sustained reading.

Once students are reading more books this program provides ways for students to talk to others about books (Appendix H). Rather than have comprehension questions that foster only efferent reading, we want to encourage a balance with aesthetic reading (Rosenblatt, 1994). Students will have choices to respond to books on digital platforms, in written form, and socially. Students will also choose an author, create an author study, and demonstrate their learning through a choice of options.

Bandura (1993) discusses how our choices stem from how capable we feel. This program will give upper elementary students chances to mentor lower elementary students (Appendix I). This will provide a social, collaborative component and support a feeling of confidence as upper elementary students work with simple texts. Older students will first read to younger students, but also learn how to support younger students while they develop their own skills. The upper elementary students will also collaborate and help younger students publish their own book. Additionally, the upper elementary students will raise money to help them create a lending library for younger students, which will help the younger students develop motivation to read.

### **Project Evaluation**

This project will be assessed in three ways. A questionnaire for parents will ask them to give feedback on communication and their perspective of their child's time spent reading and motivation levels (Appendix B). Students will be given a questionnaire to rate their perceived level of reading motivation at the beginning of the year and again at the end of the year (Appendix C). The third component will involve a start of year an end of year questionnaire on

teacher perceptions (Appendix C) of which components were implemented, the ease of use of the components and their perceptions of current student reading motivation.

### **Project Conclusions**

Using this framework, teachers develop students that are more motivated to read and spend more time reading for enjoyment. Creating an updated, interesting, and inclusive library will give students more reading choice. Families and caregivers will collaborate with teachers and provide opportunities for reading enjoyment out of school. Educators will implement strategies that will increase reading enjoyment for students, which will increase the amount of reading students choose to do. Reading will transition from teacher-centered to student-centered learning. Increased reading will lead to more self-efficacy, increased background knowledge and more comprehension.

### **Plans for Implementation**

This project will be presented to a charter school in S.E. Michigan with approximately 240 students in a K-8 building. There are three teachers and an intern teacher in the upper elementary grade level, teaching 4<sup>th</sup> to 6<sup>th</sup> grades together. Each class has twenty to twenty-four students. For this project to be implemented successfully, all three classrooms need to work collaboratively and consistently utilize the components. Teachers will need time to work collaboratively to discuss the components used and share feedback on successes and obstacles.

## References

- Allington, R. L. (2014). How Reading Volume Affects both Reading Fluency and Reading Achievement. *International Electronic Journal of Elementary Education*, 7(1), 13–26
- Allington, R. L., & McGill-Franzen, A. M. (2021). Reading Volume and Reading Achievement: A Review of Recent Research. *Reading Research Quarterly*, 56(1), S231–S238.  
<https://doi.org/10.1002/rrq.404>
- Applegate, A. J., & DeKonty Applegate, M. (2010). A Study of Thoughtful Literacy and the Motivation to Read. *The Reading Teacher*, 64(4), 226–234.
- Baker, L., & Scher, D. (1997). Home and family influences on motivations for reading. *Educational Psychologist*, 32(2), 69.  
[https://doi.org/10.1207/s15326985ep3202\\_2](https://doi.org/10.1207/s15326985ep3202_2)
- Baker, L. (2003). The Role of Parents in Motivating Struggling Readers. *Reading and Writing Quarterly: Overcoming Learning Difficulties*, 19(1), 87–106.
- Bandura, A. (1982). Self-efficacy mechanism in human agency. *American Psychologist*, 37(2), 122–147.
- Bandura, A. (1993). Perceived Self-Efficacy in Cognitive Development and Functioning. *Educational Psychologist*, 28(2), 117.  
[https://doi.org/10.1207/s15326985ep2802\\_3](https://doi.org/10.1207/s15326985ep2802_3)
- Bandura, A. (2001). Social Cognitive Theory: An Agentic Perspective. *Annual Review of Psychology*, 52(1), 1. <https://doi.org/10.1146/annurev.psych.52.1.1>
- Bandura, A. (2012, January 1). On the functional properties of perceived self-efficacy revisited. *Journal of Management*, 38(1).

- Barber, A. T., & Klauda, S. L. (2023). How Reading Motivation and Engagement Enable Reading Achievement: Policy Implications. *Policy Insights from the Behavioral and Brain Sciences, Preprints*, 27–34. <https://doi.org/10.1177/2372732219893385>
- Biddle, C., Brown, L. M., & Tappan, M. (2022). Letting Student Voice Lead the Way: To increase healing and well-being in school, make sure your students are part of the process. *Educational Leadership*, 79(9), 48–53.
- Bloom, B. S. (1956). *Taxonomy of educational objectives : the classification of educational goals*. D. McKay Co., Inc.
- Boyask, R., Harrington, C., Milne, J., & Smith, B. (2023). “Reading Enjoyment” is Ready for School: Foregrounding Affect and Sociality in Children’s Reading for Pleasure. *New Zealand Journal of Educational Studies*, 58(1), 169–182. <https://doi.org/10.1007/s40841022-00268-x>
- Cassidy, J. (2016). Public Libraries, Facebook and Family Reading Engagement: Promoting and Exploring the Relationship between Home Literacy Environment and Child Reading Enjoyment. *Current Studies in Librarianship*, 32(2), 5–42.
- Clark, C., & Rumbold, K. (2006). *Reading for pleasure: A research overview*. The National Literacy Trust.
- Clark, C., & Teravainen-Goff, A. (2020). Children and Young People’s Reading in 2019: Findings from Our Annual Literacy Survey. National Literacy Trust Research Report. *National Literacy Trust*.
- Dee, T. S., Jacob, B. A., Hoxby, C. M., & Ladd, H. F. (2010). The Impact of No Child Left Behind on Students, Teachers, and Schools [with Comments and Discussion]. *Brookings Papers on Economic Activity*, 149–207.

- De Naeghel, J., Van Keer, H., Vansteenkiste, M., & Rosseel, Y. (2012). The Relation Between Elementary Students' Recreational and Academic Reading Motivation, Reading Frequency, Engagement, and Comprehension: A Self-Determination Theory Perspective. *Journal of Educational Psychology, 104*(4), 1006–1021.  
<https://doi.org/10.1037/a0027800>
- De Naeghel, J., & Van Keer, H. (2013). The relation of student and class-level characteristics to primary school students' autonomous reading motivation: a multi-level approach. *Journal of Research in Reading, 36*(4), 351–370. <https://doi.org/10.1111/jrir.12000>
- Dewey, J. (1916). *Democracy and Education: An Introduction to the Philosophy of Education*. The McMillan Company.
- Dodds, W. J. (1967). Highlights from the History of Reading Instruction. *The Reading Teacher, 21*(3), 274–280.
- Gallagher, K. (2009). *How Schools are Killing Reading and What You Can Do About It*. Stenhouse Publishers.
- Gambrell, L. B. (2011). Seven Rules Of Engagement: What's Most Important to Know About Motivation to Read. *The Reading Teacher, 65*(3), 172–178.
- Garrison, K. L., & Gavigan, K. F. (2019). Picture This: Using Graphic Novels to Explore Social Justice Issues with Young Adults. *Teacher Librarian, 46*(3), 8.
- Gottfried, A. E. (1985). Academic intrinsic motivation in elementary and junior high school students. *Journal of Educational Psychology, 77*(6), 631-645.  
<https://doi.org/10.1037/0022-0663.77.6.631>

- Guthrie, J., McRae, A., & Klauda, S. (2007). Contributions of Concept-Oriented Reading Instruction to Knowledge About Interventions for Motivations in Reading. *Educational Psychologist, 42*(4), 237–250. <https://doi.org/10.1080/00461520701621087>
- Guthrie, J. T., Wigfield, A., Humenick, N. M., Perencevich, K. C., Taboada, A., & Barbosa, P. (2006). Influences of Stimulating Tasks on Reading Motivation and Comprehension. *The Journal of Educational Research, 99*(4), 232–245.
- Hawkins, L. K. (2021). How to Organize a Classroom Library to Support Inquiry: 4 Systems that Work. *The Reading Teacher, 75*(1), 107. <https://doi.org/10.1002/trtr.2007>
- Henderson, J. W., Warren, K., Whitmore, K. F., Flint, A. S., Laman, T. T., & Jagers, W. (2020). Take a Close Look: Inventorying Your Classroom Library for Diverse Books. *The Reading Teacher, 73*(6), 747–755. <https://doi.org/10.1002/trtr.1886>
- Hidi, S., & Renninger, K. A. (2006). The Four-Phase Model of Interest Development. *Educational Psychologist, 41*(2), 111–127. [https://doi.org/10.1207/s15326985ep4102\\_4](https://doi.org/10.1207/s15326985ep4102_4)
- Howlett, K. M., & Young, H. D. (2019). Building a Classroom Library Based on Multicultural Principles: A Checklist for Future K-6 Teachers. *Multicultural Education, 26*(3/4), 40–46.
- Ho, E. S. C., & Lau, K. (2018). Reading engagement and reading literacy performance: effective policy and practices at home and in school. *Journal of Research in Reading, 41*(4), 657-679. <https://doi.org/10.1111/1467-9817.12246>
- Jennings, J. L., & Bearak, J. M. (2014). “Teaching to the Test” in the NCLB Era: How Test Predictability Affects Our Understanding of Student Performance. *Educational Researcher, 43*(8), 381–389.

- Kakoulidou, M., Le Cornu Knight, F., Filippi, R., & Hurry, J. (2021). The Effects of Choice on the Reading Comprehension and Enjoyment of Children with Severe Inattention and no Attentional Difficulties. *Research on Child & Adolescent Psychopathology*, 49(11), 1403–1417. <https://doi.org/10.1007/s10802-021-00835-8>
- Kim, J.S. (2008). Research and the Reading Wars. *The Phi Delta Kappan*. 89 (5) :372-375. <https://scholar.harvard.edu/files/jameskim/files/bookch2.pdf>
- Ladd, H. F. (2017). No Child Left Behind: A Deeply Flawed Federal Policy. *Journal of Policy Analysis & Management*, 36(2), 461–469. <https://doi.org/10.1002/pam.21978>
- Leonard, S., Stroud, M. J., & Shaw, R. J. (2021). Highlighting and taking notes are equally ineffective when Reading paper or eText. *Education and Information Technologies*, 26(4), 3811–3823. <https://doi.org/10.1007/s10639-021-10448-9>
- Locher, F. M., Becker, S., Schiefer, I., & Pfof, M. (2021). Mechanisms mediating the relation between reading self-concept and reading comprehension. *European Journal of Psychology of Education: A Journal of Education and Development*, 36(1), 1–20. <https://doi.org/10.1007/s10212-020-00463-8>
- Mass Moments. (2010, April). *Massachusetts Passes First Education Law*. <https://www.massmoments.org/moment-details/massachusetts-passes-first-educationlaw.html#:~:text=In%201642%20the%20General%20Court,English%20or%20face%20a%20fine>
- McGuffey, W. (1879). *McGuffey's First Eclectic Reader, Revised Edition*. John Wiley & Sons. <https://www.gutenberg.org/files/14640/14640-pdf.pdf>
- Meier, D., & Wood, G. H. (2004). *Many children left behind : how the No Child Left Behind Act is damaging our children and our schools*. Beacon Press.

- Miller, R. (2015). Learning to Love Reading: A Self-Study on Fostering Students' Reading Motivation in Small Groups. *Studying Teacher Education, 11*(2), 103–123.  
<https://doi.org/10.1080/17425964.2015.1045771>
- Miyamoto, A., Murayama, K., & Lechner, C. M. (2020). The developmental trajectory of intrinsic reading motivation: Measurement invariance, group variations, and implications for reading proficiency. *Contemporary Educational Psychology, 63*, N.PAG.  
<https://doi.org/10.1016/j.cedpsych.2020.101921>
- Morrow, L. (2002). Motivating Lifelong Voluntary Readers. *Handbook of Research on Teaching the English Language Arts*. Taylor and Francis Group.
- National Center for Education Evaluation and Regional Assistance. (2008, November). *Reading First Impact Summary*. [https://ies.ed.gov/ncee/pubs/20094038/summ\\_a.asp](https://ies.ed.gov/ncee/pubs/20094038/summ_a.asp)
- National Center for Educational Evaluation and Regional Assistance. (2008, November). *National Assessment of Title I – Final Report*.  
[https://ies.ed.gov/ncee/pubs/titlei\\_final/exhibits/exhibit\\_01.asp](https://ies.ed.gov/ncee/pubs/titlei_final/exhibits/exhibit_01.asp)
- National Center for Education Statistics. (2021, December). *Progress in International Reading Literacy Study (PIRLS)*. <https://nces.ed.gov/surveys/pirls/pirls2021/index.asp>
- National Council of Teachers of English. (2019, November 7). *Statement on Independent Reading*. <https://ncte.org/statement/independent-reading/>
- Nation's Report Card. (2022, December). *NAEP Report Card: 2022 NAEP Reading Assessment Highlighted Results at grades 4 and 8 for the nation, states, and districts*.  
<https://www.nationsreportcard.gov/highlights/reading/2022/>
- Neuman, S. B. (1999). Books Make a Difference: A Study of Access to Literacy. *Reading Research Quarterly, 34*(3), 286–311.



- Ng, C. (2018). Using student voice to promote reading engagement for economically disadvantaged students. *Journal of Research in Reading, 41*(4), 700–715.  
<https://doi.org/10.1111/1467-9817.12249>
- Pajares, F. (1996). Self-Efficacy Beliefs in Academic Settings. *Review of Educational Research, 66*(4), 543–578.
- Pearson, P. D. (1989). Reading the Whole-Language Movement. *The Elementary School Journal, 90*(2), 231–241. <http://www.jstor.org/stable/1002032>
- Pintrich, P. R., & De Groot, E. V. (1990). Motivational and Self-Regulated Learning Components of Classroom Academic Performance. *Journal of Educational Psychology, 82*(1), 33–40.  
<https://doi.org/10.1037/0022-0663.82.1.33>
- Rosenblatt, L. M. (1995). Continuing the Conversation: A Clarification. *Research in the Teaching of English, 29*(3), 349–354. <http://www.jstor.org/stable/40171432>
- Rosenblatt, L. M. (1994). *The reader, the text, the poem. [electronic resource] : the transactional theory of the literary work* (Paperback ed.). Southern Illinois University Press.
- Rosenblatt, L. M. (1982). The Literary Transaction: Evocation and Response. *Theory Into Practice, 21*(4), 268–277. <http://www.jstor.org/stable/1476352>
- Ruddel, RB. ., Ruddel, M.R., & Singer, H. (Eds.). 1994. *Theoretical Models and Processes of Reading* (4th ed., p. 1057-1092).
- Schnell, K., Ringeisen, T., Raufelder, D., & Rohrman, S. (2015). The impact of adolescents' self-efficacy and self-regulated goal attainment processes on school performance — Do gender and test anxiety matter? *Learning and Individual Differences, 38*, 90–98.  
<https://doi.org/10.1016/j.lindif.2014.12.008>

- Schunk, D.H. (1981). Modelling and attributional effects on children's achievement: A self-efficacy analysis. *Journal of Educational Psychology*, 73,93-105.
- Schreiner, R., & Tanner, L. R. (1976). What History Says about Teaching Reading. *The Reading Teacher*, 29(5), 468–473. <http://www.jstor.org/stable/20194067>
- Strickland, B. (1871). The Word Method in Teaching Reading. *The Connecticut School Journal*, Vol. 1, No. 11, pp. 281-387
- Sweet, A. P., Guthrie, J. T., & Ng, M. M. (1998). Teacher perceptions and student reading motivation. *Journal of Educational Psychology*, 90(2), 210-223. <https://doi.org/10.1037/0022-0663.90.2.210>
- Sweet, A. P., Guthrie, J. T., & Ng, M. M. (1998). Teacher perceptions and student reading motivation. *Journal of Educational Psychology*, 90(2), 210–223
- Sun, H., Toh, W., & Steinkrauss, R. (2020). Instructional strategies and linguistic features of kindergarten teachers' shared book reading: The case of Singapore. *Applied Psycholinguistics*, 41(2), 427–456. <https://doi.org/10.1017/S0142716420000053>
- The National Museum of Language. (2008, June). *Blue Backed Speller*. <https://languagemuseum.org/exhibits/emerging-american-language-in-1812/blue-backed-speller/>
- Tovli, E. (2014). “The joy of reading” – An intervention program to increase reading motivation for pupils with learning disabilities. *Journal of Education and Training Studies*, 2(4), 69–84. <https://doi.org/10.11114/jets.v2i4.496>
- Venezky, R. L. (1986). Steps toward a Modern History of American Reading Instruction. *Review of Research in Education*, 13, 129–167. <https://doi.org/10.2307/1167221>

- Vieira, E., & Grantham, S. (2011). Perceptions of Control Facilitate Reading Engagement. *Reading Psychology, 32*(4), 322–348.  
<https://doi.org/10.1080/02702711.2010.545278>
- Volkova, E.B., Remennikova, I.A. & Vecherinina, E.A. (2021). Peculiarities of complex sentences with object clauses in the texts of mathematical works in the english and French languages. *Revista EntreLinguas, 7*(esp.2).  
<https://doi.org/10.29051/el.v7iesp.2.15147>
- Walczyk, J. J., Tcholakian, T., Igou, F., & Dixon, A. P. (2014). One Hundred Years of Reading Research: Successes and Missteps of Edmund Burke Huey and Other Pioneers. *Reading Psychology, 35*(7), 601–621. <https://doi.org/10.1080/02702711.2013.790326>
- 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., Gladstone, J. R., & Turci, L. (2016). Beyond Cognition: Reading Motivation and Reading Comprehension. *Child Development Perspectives, 10*(3), 190–195.  
<https://doi.org/10.1111/cdep.12184>
- Winberg, M., Tegmark, M., Vinterek, M., & Alatalo, T. (2022). Motivational Aspects of Students’ Amount of Reading and Affective Reading Experiences in a School Context: A Large-Scale Study of Grades 6 and 9. *Reading Psychology, 43*(7), 442–476.  
<https://doi.org/10.1080/02702711.2022.2118914>
- Xu, J., Du, J., Wang, C., Liu, F., Huang, B., Zhang, M., & Xie, J. (2020). Intrinsic motivation, favorability, time management, and achievement: A cross-lagged panel analysis. *Learning and Motivation, 72*. <https://doi.org/10.1016/j.lmot.2020.101677>

Young, T. A., & Moss, B. (2006). Nonfiction in the Classroom Library: A Literacy Necessity. *Childhood Education*, 82(4), 207–212.  
<https://doi.org/10.1080/00094056.2006.10522824>

## **Appendix A**

### **Creating a Classroom Library, Professional Development**



## Creating a Classroom Library

To encourage students to read we want to provide books that are interesting, attractive and expose students to our global community. When students choose to read research shows their literacy achievement increases.

Choose books that represent the lives, interests, and strengths of your students. Asking students what they are interested in, but also consider getting feedback from families about literacy experiences at home and what children enjoy reading.

A classroom library should also contain books that represent aspects of our global community. Many classrooms are missing books that represent diversity and give multiple perspectives. Diverse libraries help us examine our lives and the world and show us many perspectives and experiences. Consider these topics when choosing books:

- Gender
- Race
- Disabilities
- LGBTQ
- Language
- Family Structure
- Social Issues

When students see themselves represented it increases their sense of self and belonging. Students can read about how their lives are the same and different from other people in the world. This can help break down stereotypes and represent our global community.

Here are some suggestions for sites list and review books and list award winners:

[Social Studies for a Better World – Children’s Literature](#)

[Diverse Book Finder](#)

[Unite for Literacy – Digital Books](#)

[Social Justice Books – Book Lists](#)

[Latinxs in Kid Lit – Reviews of Books](#)

[African Book Reviews](#)

[American Indians in Children’s Literature – Reviews of Books](#)

[Middle East Outreach Council – Book Reviews](#)

[Lee and Low – Multicultural Book Publisher](#)

[Coretta Scott King Book Award](#)

[Jane Addams Children’s Book Award](#)

[Newberry Award – Literature Award](#)

[Caldecott – Illustrator Award](#)

Add formats like magazines, graphic novels, newspapers, and audiobooks.

Once you have your books decide how to organize your library.

Your library should look attractive to students, be easily accessible and have some organization. Leave space to display and bring attention to books from different genres, book recommendations, new books, book pairings (non-fiction and fiction books with shared topics), or books about current themes.

Here are some suggestions for creating an inquiry-based library.

**Genre:** Books are organized by genres like non-fiction, mystery, science-fiction, fantasy, historical fiction, poetry, biography, thriller and graphic novels, and others. This would help students find mentor texts and examples of genres being studied.

**Craft:** If you are studying writing styles put books with similar styles together. Some examples of craft include narrative, big idea, characterization, chapter structure, and prose. Use mentor texts to explore the craft and students can examine and compare books of the same style.

**Author:** This could include a full, or partial, list of an author's work, as well as QR codes to author read-alouds, interviews, and other digital connections. Have students examine the similarities between the author's works. When students find an author they like, they are likely to read more works by that author.

**Topic/Theme:** Collect books on a specific topic or them, such as immigrants/refugees, or friendship. For example, a Mars theme for Global Read Aloud could include a mix of fiction and non-fiction:

*A Rover's Story*, by Jasmine Warga

*Hello Opportunity: The Story of Our Friend on Mars*, by Shaelyn McDaniel

*You are the First Kid on Mars*, by Patrick O'Brien

*Curiosity: The Story of a Mars Rover*, by Markus Motum

*Mars! Earthlings Welcome*, by Stacy McAnulty

*The Lion of Mars*, by Jennifer L. Holm

*Mark Lives on Mars*, by Jenny Phillips

*National Geographic Kids: Mars*, by Elizabeth Carney

*Packing for Mars for Kids*, Mary Roach



## **Appendix B**

### **Parent Communication: Surveys and At Home Strategies**



Hello Families and Caregivers,

I am working on increasing student reading by making reading as enjoyable as possible. Many researchers show that when children read for enjoyment, they read more which leads to more reading and comprehension.

To help with my work and to create the best environment for students I am requesting your help by filling out a questionnaire about your reading habits and feelings about reading as well as questions about your child’s reading habits at home. I would like one in September and one in April.

Parent completed reading survey. Please do not feel like you and your child need to do everything on this list. My goal is to determine if interventions at school change how students feel about reading.	Please rate how each statement applies to you. 1 = not at all true 2 = occasionally true 3 = often true 4 = always/mostly true			
Student: _____ Date: _____				
Your child feels like they are a good reader	1	2	3	4
Your child learns things by reading	1	2	3	4
Your child enjoys reading	1	2	3	4
You child chooses to read	1	2	3	4
Your child writes about or talks about what they read	1	2	3	4
Your child reads more when they want to learn about something	1	2	3	4
Your child has feelings about the characters in books they read	1	2	3	4
Your child loses track of time when they read	1	2	3	4
Your child likes to get books as gifts	1	2	3	4
Your child sees people at home reading books	1	2	3	4
Your child talks about their books at home	1	2	3	4
Your child talks to their friends about the books they read	1	2	3	4
Your child sees you reading	1	2	3	4
Your child sees you reading for pleasure	1	2	3	4
You read aloud to your child	1	2	3	4
Your child reads aloud to a parent / caregiver	1	2	3	4
Your child reads aloud to siblings	1	2	3	4
Your child reads recipes, game directions, signs, real-life text	1	2	3	4

Please return this to the classroom teacher by September 15<sup>th</sup>. Thank you.

Created by Patrick Ritt, 2023

Hello Families and Caregivers,

As I have communicated previously, I am attempting to increase how much students are reading for pleasure. I feel this will help set up students to be more successful in school and in life. I respect that families have different views on reading and different ways of reading. I do not want anyone to feel like I am commenting on your practices and values. However, families often ask me what they can do to help at home. These are simply suggestions, based on research, to support parents and students and **show reading can be fun and worthwhile.**

When you are reading with students try to avoid focusing on skills and consistently correcting incorrect words. This makes many children feel like reading is a chore and not fun. Instead, **let them focus on the story and discuss the events with them.**

Do you agree (or disagree) with what the character did? What would you have done?  
What do you think will happen next? What do you want to happen?  
What do you think they were thinking or feeling when they made that choice?  
Discuss current events or values that are reflected in the text.

If they are struggling with reading think about taking turns each paragraph or page.  
Try reading together then stopping and let them finish the last word or words of a sentence.  
Consider listening to audio books or use digital books that will read the text out loud.  
Remember to talk about the book when using these strategies.

- \* Create a risk-free environment without frustration or anger.
- \* Let them choose books that interest them.
- \* Use technology to supplement books. (audio books, digital books)
- \* Besides books, read newspaper and magazine articles and discuss them.
- \* Have children read recipes, read game directions, directions to build something or song lyrics.
- \* Play games that involve reading and have siblings and friends play too.
- \* Have Students read books to younger siblings. This allows them to read easier text and read socially.
- \* Discuss what children have been reading in school.

Remember to keep a balance of reading and other types of activities and have fun. **Research shows that children who read and discuss it with family and friends are more motivated and engaged.**

Hello Families and Caregivers,

We have been working all year at helping students increase their motivation to read and learn how to enjoy reading. We appreciate what you have done to support us and ask for you to complete and return this questionnaire one more time. Please complete this questionnaire based on current circumstances.

<p>Parent completed reading survey. Please do not feel like you and your child need to do everything on this list. My goal is to determine if interventions at school change how students feel about reading.</p> <p>Student: _____ Date: _____</p>	<p>Please rate how each statement applies to you.            1 = not at all true            2 = occasionally true            3 = often true            4 = always/mostly true</p>
Your child feels like they are a good reader	1    2    3    4
Your child learns things by reading	1    2    3    4
Your child enjoys reading	1    2    3    4
Your child chooses to read	1    2    3    4
Your child writes about or talks about what they read	1    2    3    4
Your child reads more when they want to learn about something	1    2    3    4
Your child has feelings about the characters in books they read	1    2    3    4
Your child loses track of time when they read	1    2    3    4
Your child likes to get books as gifts	1    2    3    4
Your child sees people at home reading books	1    2    3    4
Your child talks about their books at home	1    2    3    4
Your child talks to their friends about the books they read	1    2    3    4
Your child sees you reading	1    2    3    4
Your child sees you reading for pleasure	1    2    3    4
You read aloud to your child	1    2    3    4
Your child reads aloud to a parent / caregiver	1    2    3    4
Your child reads aloud to siblings	1    2    3    4
Your child reads recipes, game directions, signs, real-life text	1    2    3    4

**Please Return by April 15th**

Created by Patrick Ritt, 2023

**Appendix C**

**Student Forms: Student Reading Motivation Survey – September and April,**

**Student Reading Log**

## Student Reading Survey

Please read each statement and rate how true it is for you.	Please rate how each statement applies to you. 1 = not at all true 2 = occasionally true 3 = often true 4 = always/mostly true
Student: _____	Date: _____
I feel like I am a good reader	1    2    3    4
I learn things by reading	1    2    3    4
I enjoy reading	1    2    3    4
I choose to read	1    2    3    4
I can write about or talk about what I read	1    2    3    4
I read more when I want to learn about something	1    2    3    4
I have feelings about the characters in books I read	1    2    3    4
I lose track of time when I read	1    2    3    4
I don't notice things around me when I read a good story	1    2    3    4
I like to get books as gifts	1    2    3    4
I have movies in my mind when I read	1    2    3    4
I see people at home reading books	1    2    3    4
I talk about my books at home	1    2    3    4
I talk to my friends about the books I read	1    2    3    4

Created by Patrick Ritt, 2023

**Student Reading Motivation – Teacher Questionnaire, Fall and Spring**

<p>Teachers – from your observations rate each student and their reading motivation</p> <p>Student: _____ Date: _____</p>	<p>Please rate how each statement applies to you.</p> <p>1 = not at all true                  2 = occasionally true                  3 = often true                  4 = always/mostly true</p>
The student seems to read fluently and comprehends.	
The student learns things from reading.	
The student seems to enjoy reading.	
The student chooses to read for pleasure.	
The student can talk and write about what they read.	
The student seems to lose track of time when they read.	
The student talks to their friends about books they read.	

**Observations:**

### Student Home Reading Log

Please keep a record of reading that you do at home. This can be books, audio books, graphic novels, magazines, and other texts. Please rate how interested you were when reading.  
1 = not at all, 2 = some of the time, 3 = most of the time, 4 = all the time

Name: \_\_\_\_\_

Title of Reading	Date	Time spent	Interest Rating			
			1	2	3	4
			1	2	3	4
			1	2	3	4
			1	2	3	4
			1	2	3	4
			1	2	3	4
			1	2	3	4
			1	2	3	4
			1	2	3	4
			1	2	3	4
			1	2	3	4
			1	2	3	4
			1	2	3	4
			1	2	3	4
			1	2	3	4
			1	2	3	4

Return to your teacher when full.

### Student Self-Evaluation Rating System

	1	2	3	4	5
I used strategies to decode difficult words while I read					
I reread a passage until I could read it fluently					
I wrote summaries of my reading to check comprehension					

**1 = not at all, 2 = sometimes, 3 = half the time, 4 = almost all the time, 5 = all the time**

### Checklist

#### Strategy

#### Check when done

I used strategies to decode difficult words while I read.

\_\_\_\_\_

I reread a passage until I could read it fluently.

\_\_\_\_\_

I wrote summaries of my reading to check my comprehension

\_\_\_\_\_

### Percentage

How much of my goal have I achieved?

0%

25%

50%

75%

100%



## Goal Setting Sheet

**Name:**

**Date:**

Collaborate with your teacher and decide on a long-term goal to improve a reading skill. We will call this a **distal** goal. Suggestions are goals that deal with fluency, reading comprehension or vocabulary. Goals can also come from state standards.

Example:

By December I will read accurately and fluently so I can comprehend what I read.

Next decide on smaller steps that you can work on to achieve that goal. We will call these **proximal** goals.

Example:

I will use strategies to read difficult words while I read.

I will read and reread at least one passage a week until I can read it fluently.

I will write a one sentence summary of each page that I read to check for comprehension.

How will you reflect on your progress and measure success?

Rate each step on a 1 to 5 scale.

Use a checklist.

Measure your progress by percent.

Record your **distal (long term) goal**:

Record your **proximal (short term steps) goals** that will help you be successful.

Use the back to create your own system to measure your progress.

Created by Patrick Ritt, 2023

**Appendix D**

**Reading Group**

**Strategies to Increase Motivation, Professional Development**

**Student Evaluation Form**

## Developing Effective Reading Groups

Reading groups are another opportunity to build reading motivation and create lifelong readers. However, they can also reinforce the perception that reading is only for assignments and only done when it's required. Avoid having students complete low-level thinking, multiple-choice type questions. Instead, give students chances to reflect in a way that is personal. Do not assign students jobs before they have read, because they don't know yet what connections they will have with the story. You should teach and practice different ways to respond in small group lessons before reading groups begin.

**Discussion Leader:** a student can choose to moderate the discussion and bring a thoughtful question for discussion. The character chose to do something, what would you have done instead? How would you continue the story from this point?

**Illuminator:** Take a topic from the passage and dig deep. In *Crenshaw* by Katherine Applegate students could discuss homelessness or food insecurity and possibly work on this issue in their community. In *A Rover's Story* by Jasmine Warga, students could teach their group about actual Mars rover missions.

**Illustrator:** A student artistically represents some meaningful passage or event from the book.

**Vocabulary:** Define difficult or meaningful words from the passage and reread those sections for meaning.

**Reflection:** Students can talk about connections (to self, text, world), predictions, inferences, or other thoughts they had while reading.

If discussions are short, have students reread sections of the text out loud and discuss anything that they connect with.

Build students' skills so they feel confident with this process and participate in discussions. Some group members may still choose not to read or be ready for the group discussion. I suggest meeting with them at another time and read together.

The social aspect of their discussions will increase reading motivation. Students who discuss their reading with friends and family will be more motivated.

**Book Choice:** Sometimes the teacher must pick the book for the group. However, students will respond better when they have choice. If possible, allow students to select an appropriate book to read, or let them choose from a number of choices.

## Reading Group Student Evaluation Form

**Book:**

**Date:**

Enter student name above columns to the right. Rate student participation on applicable goals. 1 = none, 2 = some, 3 = mostly, 4 = completely Write the number in the box.						
Student read before reading group.						
Student had sharing prepared before group.						
Student's discussion engaged the group.						
Student encouraged every member to talk.						
Student responded to other group members.						
Questions went beyond yes/no and basic recall.						
Student seemed interested in their reading.						

**Observations:**

## **Appendix E**

### **Teaching Reading Strategies Through Reading Aloud**

## Read Aloud Strategies

During read-alouds you should model strategies you would like students to use while they are reading for pleasure. Make your thinking concrete. Don't feel the need to cover all strategies every time and don't ruin the flow of the book by stopping too often. Let discussions seem natural, not forced, or mechanical. Ask for student input and take a few responses. The goal is that students begin to internalize these strategies and begin to use them while they read with little effort and thought.

Examples are from the book *A Rover's Story*, by Jasmine Warga. These strategies can also be supplemented with small-group mini-lessons.

**Question / Wonder:** Readers should be thinking about what they read and reflecting on it. Asking questions or wondering what the text means readers are engaged. On page 1 Rover (Resilience) talks about his mission and you could wonder what his mission will be. You could also question aspects of Sophia's letters.

**Predict:** When students make a prediction about what will happen in a story, they will become invested in finding the answer. They will continue to read to find out. Predictions can follow from questions. If you wonder what Rover's mission is, students can then make predictions. Students may predict, after reading a few letters, that Rafia is Sofia's mother. The relationship between Journey, another rover, and Resilience seems like Resilience is the back-up. During the testing phase there are clues that Journey is the back-up and students may notice and predict only Resilience is going to Mars.

**Infer:** Students should be able to reflect on a text and make inferences based on what they know, or by using evidence from the text. Inferences can go along with predictions. Like with the last example, the scientists (hazmats) put Journey through more dangerous testing than Resilience. Students might realize scientists want to test the rover's limits without putting Resilience in danger.

**Connections:** When students can connect what they are reading to things outside the book they become more interested. They may have a **text-to-self** connection. Students may be from the same background as a character or have had similar feelings or experiences. Every reader will have their own unique connections based on their experiences and background. Students may notice a similarity to another book or movie they have seen, a **text-to-text** connection. *A Rover's Story* could be connected to multiple books about Mars, both fiction and non-fiction. There may also be connections to books about friendship, like *Wish* by Barbara O'Connor or *The Friendship War* by Andrew Clements. Students may make a connection to world events, a **text-to-life** connection. Connections in *A Rover's Story* could include actual Mars rovers, our solar system, NASA, and social questions like should we colonize Mars, or should we spend so much on space exploration when people on earth are in need.

**Word Strategies:** Effective Readers can often figure out the meanings of unfamiliar words. Think of strategies like figuring out the meaning from context, or word roots and affixes. This is a great way to reinforce word work you have already done in class. On page 17 of *A Rover's*

Story, we see the word ‘anthropomorphizing’. This is a good word to cover because the robotic characters in this book are given human characteristics, and many students will not know the word yet. You can point out the root ‘morph’ and relate it to metamorphosis and butterflies. Most students will not know anthropology, but you could mention this is the study of humans and connect that anthropomorphize means changing something to make it more human. You can talk about prefixes with words like ‘inhospitable’ on page 67, or ‘unfounded’ on page 68.

**Reread:** It is important that students recognize when they are off track or are not getting the meaning during reading. When they realize this, it is important to have strategies to get back on track. They may not understand because the author is being vague on purpose. This is a good opportunity to reread, but then also make inferences and predictions. Otherwise, readers need to have comprehension strategies. They may be able to get back on track by rereading with focus. There may be an important word in the sentence that they do not understand. Readers may try to examine the word for meaning, figure it out from the context, or look up the actual meaning. Sometimes readers will not have enough background knowledge to fully understand the text, and this may encourage them to do more research on their own.

For a change of pace look for sites or You Tube videos where authors read their own books. Also, the website [noveleffect.com](http://noveleffect.com) adds sound effects while you read, but now is a pay service.

Remember our goal with these strategies is to increase engagement, motivation, and enjoyment in reading. Do not feel pressured to cover every standard while modelling strategies, which will lead to feelings that reading is mechanical, not fun, and only for school assignments.

## **Appendix F**

### **CORI – Mars**

#### **A Rover’s Story Read Aloud Calendar, Global Read Aloud**

**Quote Threads Pre-Reading Activity**

**Vocabulary Knowledge Development**

**Mars Research and Report**

**Global Read Aloud Postcard Exchange**

**Mars Rover History: Design a Rover**

**Global Read Aloud Mystery Meet**

**Design and Test a Rover Landing Module**

**Mars Rocket Interior Design**

**Writing: Friendship**

**Water on Mars Simulation**

**Mars Colony Simulation**



## A Rover's Story CORI Plan

### Planning Calendar

	Ask parents to donate stamps. 50 US 5 Canada				29 <sup>th</sup>  Pre-Writing: Quote Threads
	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>10/2 – 10/6</b>	2 <sup>nd</sup> pp. 1-10  ELA: Vocabulary	3 <sup>rd</sup> pp. 11-20  Science: Planet Mars	4 <sup>th</sup> pp. 21-30  Post-Card Exchange	5 <sup>th</sup> pp. 31-40  Science: Rovers	6 <sup>th</sup> pp. 41-49  Mystery Meet
<b>10/9 – 10/13</b>	9 <sup>th</sup> pp. 50-59  STEAM: rover landing	10 <sup>th</sup> pp. 60-70	11 <sup>th</sup> 71-78  Post-Card Exchange	12 <sup>th</sup> 79-89  Mystery Meet	13 <sup>th</sup> 93-99  STEAM: rover landing
<b>10/16 – 10/20</b>	16 <sup>th</sup> pp. 100-110  STEAM: Rocket Design	17 <sup>th</sup> pp. 111-120  STEAM: Rocket Design	18 <sup>th</sup> pp. 121-127  Post-Card Exchange	19 <sup>th</sup> pp. 131-140  Write: Friendship	20 <sup>th</sup> pp. 141-150
<b>10/23 – 10/27</b>	23 <sup>rd</sup> pp. 151-161  Science: Water on Mars	24 <sup>th</sup> pp. 162-170  Mystery Meet	25 <sup>th</sup> pp. 171-181	26 <sup>th</sup> pp. 185-190	27 <sup>th</sup> pp. 191-200
<b>10/30 – 11/3</b>	30 <sup>th</sup> pp. 201-210  Colony Simulation	31 <sup>st</sup> pp. 211-221	1 <sup>st</sup> pp. 222-230  Colony Simulation	2 <sup>nd</sup> pp. 231-239	3 <sup>rd</sup> pp. 240-246
<b>11/6 – 11/10</b>	6 <sup>th</sup> pp. 247-256  Colony Simulation	7 <sup>th</sup> pp. 257-266	8 <sup>th</sup> pp. 267-277  Mystery Meet	9 <sup>th</sup> pp. 278-287	10 <sup>th</sup> pp. 285-294

The class will participate in the 2023 Global Read Aloud ([theglobalreadaloud.com](http://theglobalreadaloud.com)). Classrooms around the world will read the book *A Rover's Story* by Jasmine Warga from October 2<sup>nd</sup> to September 10<sup>th</sup>. Concepts from the story will be explored in other areas of the curriculum.

Created by Patrick Ritt, 2023

### Quote Threads:

This activity will provide students an opportunity to read quotes from the book, out of context, and respond and react to those quotes. They will use prior knowledge to make inferences about the book you will read.

These quotes can be printed individually on sheets of paper, or print them, cut them out and attach them to sheets of lined paper.

**“Someday I will be whole again”** (pg. 6)

**You are given a nickname when you have a buddy”** (pg. 16)

**“Perhaps you are a backup”** (pg. 23)

**“But environments do matter”** (pg. 30)

**“Human feelings will not serve us well on Mars”** (pg. 42)

**“I thought I would get bored reading so much about you, but once I started, I couldn’t stop”** (pg. 46)

**“It is a noise that makes me think of that one human word that I like so much: *beautiful*”** (pg. 73)

**“Anything that could go wrong will go wrong”** (pg.101)

**“It wasn’t that I didn’t think you could do it...I was just so nervous for you” (pg. 111)**

**“And why do grown-ups always say dumb things like ‘Don’t worry.’ ” (pg. 119)**

**“Do you have a favorite happy dance?” (pg. 127)**

**“That bluish light where the red sky meets the white-hot sun” (pg. 139)**

**“And she’s hoping to find out if anything ever lived on Mars” (pg. 152)**

**“I hope if you meet an alien that they turn out to be nice” (pg. 168)**

**“You are not meant to last forever” (pg. 178)**

**“He knows that we were built differently for a reason” (pg. 185)**

**“The expanse in front of me appears endless” (pg. 191)**

**“I imagine ending up just like Courage” (pg. 201)**

**“The strange sound echoes in the distance again” (pg. 213)**

**“If you explore this, you will have proved you are worth it  
(pg. 248)**

**“It means something to have a name” (pg. 249)**

Spread the quotes around to different spots in the room where students can write. There should be one quote per student. Use clipboards if needed.

Explain to students that they will each start at a quote. They need to read the quote and write a response. They can predict, infer, talk about a connection, talk about a feeling, or something else they think about. The response needs to be detailed, meaning they write what they think and use evidence to explain why. For example, “I think the character will die, because...”. They will have about 3 minutes to read and respond to the quote. When time is up signal the students to move to the next station. Explain that now they can respond to the quote or write a respectful response to other students’ comments. You can have them move in a specified order, which will mean they are responding to the same person each time. Consider letting them choose their own station each time. Decide how many quotes the students will respond to. After the last response have students return to their original paper and read all the comments.

Extensions: Have students make predictions about the plot or other ideas they have. After the book is done you can revisit the predictions.

**Vocabulary:** Students should interact with vocabulary words from *A Rover's Story*. Create a flip (info.flip.com/en-us.html) for students to produce a video to introduce a word to the group. Give a word to individual or pairs of students. Have them research the word and understand the definition. Explain to the students they will look up their word, read and understand the definition and then plan a video to explain their word to the class.

Flip Directions:

Title: **A Rover's Story Vocabulary**

Directions: You will make a video to explain your vocabulary word to the class. You can speak and use digital illustrations or drawings that you that you create. Look up your word and understand the definition. Then create a plan to explain your word in a kid-friendly way. Use your word in a sentence or in a conversation. Have fun!

Decide how long you want to give your students to complete the project and when you want to present the videos to the class. Here is a list of suggested vocabulary words.

Hazmat suit	Microbacteria	Disassembled
Unbiased	Precision	Resilience
Anthropomorphizing	Duplicate	Probability
Exceedingly	Simulate	Inhospitable
Unfounded	Demise	Adequate
Multiplicity	Suspended	Hesitance
Quiver	Irrational	Anticipated
Imminent	Velocity	Counteract
Terrain	Craggy	Optimal
Analyze	Catalogued	Occur
Traverse	Maneuverability	Invasive
Philosophical	Perilous	Impenetrable

**Mars Introduction:**

Explain to students they will be researching information about Mars to help us understand more about the planet. To demonstrate their learning students will create a report about Mars. It could be in the form of a report, poster, or digital presentation. Students may use resources from the room or these suggested websites to get background knowledge. Choose how much time students need for research and when they need to turn in work.

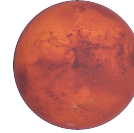
<https://solarsystem.nasa.gov/planets/mars/overview>

<https://www.ducksters.com/science/mars.php>

<https://www.planetary.org/worlds/mars>

<https://www.pbs.org/wgbh/nova/video/the-planets-mars/> (54 minute movie)

# Mars Report



**To help us understand more about *A Rover's Story* we are going to learn about the planet Mars. Then you are going to demonstrate your learning by writing a report, creating a poster or a digital presentation.**

Answer the following questions in your project.

- What planet are you writing about?
- How far is the planet from the sun?
- What is the diameter of Mars and how does it compare to Earth?
- What is the volume of Mars and how does it compare to Earth?
- What is the gravity of Mars and how does it compare to Earth?
- How long are a day and a year on Mars?
- What is the average temperature on Mars?
- What is the atmosphere of Mars?
- Does Mars have any moons?

You may want to discuss the following questions.

- What did people used to think about life on Mars?
- Was Mars ever able to support life?
- What questions are scientists trying to answer about Mars?
- What have scientists done to study Mars? (space craft, satellites, etc.)

- After you are done, remember to check your work.
- Is everything spelled correctly?
- Are your punctuation and grammar correct?
- Have a peer read your work and check for understanding.

Use books from the classroom for information. You may also use trusted websites. Here are some suggestions.

- <https://solarsystem.nasa.gov/planets/mars/overview>
- <https://www.ducksters.com/science/mars.php>
- <https://www.planetary.org/worlds/mars>
- <https://www.pbs.org/wgbh/nova/video/the-planets-mars/> (54 minute movie)

## Post Card Exchange:

Cut pieces of cardstock into rectangles with dimensions no more than 4.25 inches by 6 inches. Give students time to decorate one side of the card in a way that represents Michigan. On the first day create the post cards. On future workdays have students write messages and address finished post cards.

Post card messages:

Greeting: Hi, I'm \_\_\_\_\_ from Michigan.

Body: Write about a favorite part of the story; predictions, favorite character, surprising event, other. Ask a question. What is your favorite part of the story.

Closing: I hope you are enjoying the story!



<hr/> <table border="1"><tr><td data-bbox="228 688 240 989"> </td><td data-bbox="329 688 341 989"> </td><td data-bbox="430 688 441 989"> </td><td data-bbox="531 688 542 989"> </td><td data-bbox="659 869 781 972"></td></tr></table>						<hr/> <table border="1"><tr><td data-bbox="850 688 862 989"> </td><td data-bbox="951 688 963 989"> </td><td data-bbox="1052 688 1063 989"> </td><td data-bbox="1136 688 1148 989"> </td><td data-bbox="1281 869 1403 972"></td></tr></table>					
<hr/> <table border="1"><tr><td data-bbox="228 1549 240 1850"> </td><td data-bbox="329 1549 341 1850"> </td><td data-bbox="430 1549 441 1850"> </td><td data-bbox="531 1549 542 1850"> </td><td data-bbox="659 1751 781 1854"></td></tr></table>						<hr/> <table border="1"><tr><td data-bbox="850 1549 862 1850"> </td><td data-bbox="951 1549 963 1850"> </td><td data-bbox="1052 1549 1063 1850"> </td><td data-bbox="1136 1549 1148 1850"> </td><td data-bbox="1281 1751 1403 1854"></td></tr></table>					



## Mars Rover History:

### Design a Mars Rover

You are going to research rovers and design a rover to explore a section of Mars.

First find a section of Mars you want to explore. A flat section could be easier to navigate, but it might limit how much you can see or explore. A higher elevation could give you a better perspective, but it would have navigation obstacles.

Next research rovers that have gone to Mars, or other places in the solar system.

Use books or these suggested websites.

<https://www.planetsforkids.org/missions/mars-missions-rovers.html>

<https://kids.nationalgeographic.com/space/article/mars-perseverance-rover>

<https://pbskids.org/video/>

Finally design a rover fulfilling these requirements.

1. Have a way to move on the terrain you selected.
2. What is your power source?
3. What scientific instruments will you include. Cameras, microphones, robotic arms, magnets, or sample collectors to collect data from the environment.
4. How will you communicate with Earth?
5. How will you navigate and know which way to go?
6. Storage for the items you collect.

## Mystery Meets



During a Mystery Meet we will have a video call with a school from somewhere else in the world. We will take turns asking ‘yes’ and ‘no’ questions trying to narrow down and find the city where their school is located.

I find it helpful to have a several groups.

One group is looking on maps and **deciding which questions to ask**. Communicate the questions to the questioners.

Some students go up to the camera to **ask the question and listen for the answer**. Make sure the map students hear the answer to the clue to narrow the search.

One group should be ready to **listen for the other school’s questions and answer them**. Adult can be useful here.

It is important to be logical and ask questions that will narrow down the location.

Suggested question ideas.

Start with **hemispheres**. Are you in the Northern Hemisphere? Are you in the Western Hemisphere?

Ask about **continents**. Are you in North America?

Find the **country**. Are you in the U.S? Are you in Canada?

**State or Province**. In the U.S. try to determine the state, in Canada the Province.

Are you on the East Coast? Are you on the West Coast? Are you East of the Mississippi River? Are you in the Rocky (or Appalachian) Mountains? Were you one of the original 13 colonies?

Once you have the state a few students can get ipads and use google maps.

Try to narrow down area of the state (north, south, east, west).

Ask if they are near a lake, river, or landmark. I consider close within an hour drive.

Ask if they are near a specific large city.

Using highways and roads helps at this level.

Sometimes hints are useful.

We are located between the cities of Ann Arbor and Lansing. We are south of Howell.

We are near Portage Lake.

Our town sounds like a color. (Pinckney)

We are north of M-36. We are on D-19.

## Rover Landing

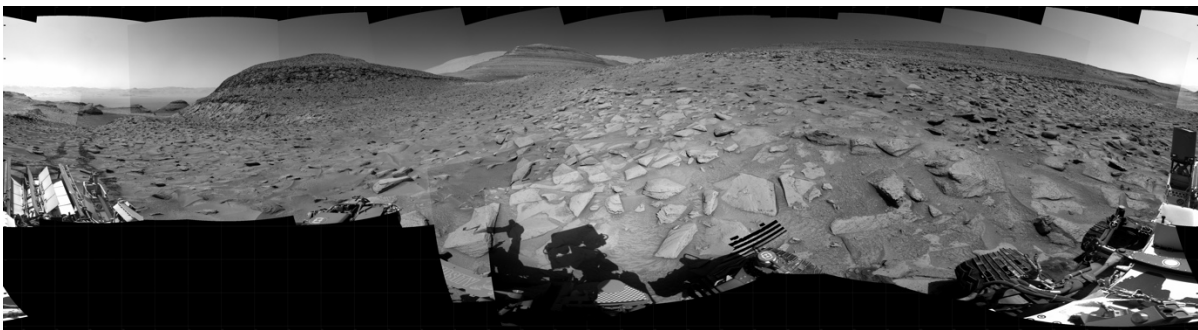
### Rover Landing



<https://mars.nasa.gov/insight/timeline/landing/entry-descent-landing/>

There are many obstacles to landing a rover on Mars. The final landing is one of the most difficult parts. Entering the atmosphere creates a lot of friction and the landing equipment heats up to dangerous levels and needs protection. The equipment is also travelling at high speeds and needs to land safely. You are going to design a landing pod for your rover that can withstand the temperatures of entering and atmosphere and survive a high-speed landing.

You will receive an egg that will represent your rover. You may use cushioning materials (bubble wrap, fabric, paper, foam) and support materials (toothpicks, craft sticks, straws) to protect your rover. Cover your landing pod with a material to represent a heat shield. Due to space limits on your rocket, your landing pod needs to fit in an 8" x 8" x 8" box.



[https://mars.nasa.gov/resources/27456/n\\_r000\\_3823xedr101cylasb0774\\_autolm1/](https://mars.nasa.gov/resources/27456/n_r000_3823xedr101cylasb0774_autolm1/)

On Friday we will test your landing pods by dropping them from 15 feet onto the concrete. Good luck!

## Mars Rocket

### Design a Mars Rocket

Now that the Rovers have sent us enough information, we are ready to create colonies on Mars. Engineers have designed the ship exterior and engines. Your job is to design the interior of the ship to support human life on the trip. You will transport 100 people.

Think of the material and spiritual needs of people.

Food

Water

Shelter

Clothing

Defense

Art

Religion

Community

Create blueprints that show hallways and rooms in the ship to fulfill your needs.

Will you grow food or have it all pre-packaged?

How will water be stored and recycled?

What will the crew rooms be like? What will the passenger rooms look like?

Where will people meet to be social or have fun?

Will there be gravity?

Can people wear normal clothes, or will they need space suits at all times?

How are repairs inside and outside the ship done?

## Friendship writing

### Friendship Writing

In our book *A Rover's Story* we see the rover Resilience begin to form relationships with other robots in the story. We also see that Sophie writes letters to Resilience over several years.

Today we are going to write about friendship. Here are some questions you can think about for ideas. Write in complete sentences and explain your thinking. For example: I think robots can be friends because on page 50 they say...

Can robots be friends with each other, or humans? Why or why not?

Describe the relationships Resilience has with the other characters in the book.

How do you become friends with someone? Is it different with different people?

Is it easier to become friends with some people?

How much work does it take to make and keep friends?

Have you ever lost a friend and how does it feel?

What do you do for friends and what do they do for you?

You could also use your own idea or write about a specific friendship.

Created by Patrick Ritt, 2023

## Water on Mars

### Water on Mars

At one time some scientists thought there was life on Mars that created water canals that we could see through telescopes. Now we know that's not true. Was there ever any flowing water on Mars? We are going to see how water affects Earth and compare that to features on Mars.

You decide if you think there was water on Mars.

You will take a board and cover it with sand and soil.

First lay the board flat and record what your 'ground' looks like. Then spray it with a water bottle and record what it looks like.

Reform your 'ground', but this time slant your board. Record your 'ground' then spray with water and record the results.

Do this several times with steeper angles and record the results each time.

Trial 1 – Before Water	Trial 1 – After Water
Trial 2 – Before Water	Trial 2 – After Water

Trial 3 – Before Water	Trial 3 – After Water
Trial 4 – Before Water	Trial 4 – After Water
Trial 5 – Before Water	Trial 5 – After Water

After your trials compare your results to pictures of Mars. Do you see evidence of running water? Explain.

Use these images to compare:

<https://docs.google.com/document/d/1qJyjutsEAN0zL9orqCM369XxqfFjP4Y1G1EMPaIcR-o/edit>

## Mars Colony Simulation

### Mars Colony Simulation

Now that your rover has explored Mars and you have prepared a rocket to travel there, you are going to prepare your group to travel there and set up a colony. You have a budget for supplies, and you need to choose the items you take with you. Prepare to stay alive with no support from Earth. You will have \$2,500,000 to spend. Create your list, double check your amount spent, and get it to the teacher.

<u>Item</u>	<u>Cost</u>	<u>Number bought</u>	<u>Total cost</u>
Water – 1 week for 100 people	100	x	
Fruit – 1 week for 100 people	100	x	
Vegetables – 1 week for 100 people	100	x	
Meat – 1 week for 100 people	150	x	
		x	
Hydroponics equipment – grow a week of food for each set bought	2000	x	
Soil and lighting for plant growth – grow a week of food for each set bought	1500	x	
Engine repair parts	5000	x	
Air filtration system – enough for 100 people	5000	x	
Ship hull repair material	10,000	x	
Computer repair equipment	5000	x	
Space suit (1)	2000	x	
Solar panels – 25 people, when there is sunlight	8000	x	
Medical equipment	5000	x	
Excavator	10,000	x	
Ore processor	20,000	x	
3-D printer	5000	x	
3-D printer filament 100 yards	1000	x	
100 square feet shelter material	20,000	x	
Telescope	3000	x	
Laser communication	3000	x	
Nuclear power plant – 200 people	30,000	x	
Oxygen tank – 1 person, 8 hours	2000	x	
Low altitude satellite for Mars	10,000	x	
Fire suppression system	1000	x	
		<b>Total:</b>	

Created by Patrick Ritt, 2023



**During the simulation you will pick action cards each day. These cards may be helpful, neutral, or harmful. Having certain equipment will help you survive and thrive in certain situations.**

<b>A meteorite hits your hull. Use 1 repair kit.</b>	<b>Readjust to avoid an asteroid, add 1 month to travel time.</b>	<b>Serious injury, use 1 medical kit.</b>
<b>Engine failure, use 1 repair kit.</b>	<b>Water leak, lose a week of water.</b>	<b>Food spoils, Lose a week of food</b>
<b>Solar winds, Gain one month of travel</b>	<b>Calculation error in navigation, lose a month of travel.</b>	<b>Space anomaly boosts your speed, gain a month of travel.</b>
<b>Hull damage. Use 1 repair kit.</b>	<b>Your computer malfunctions. Use 1 repair equipment.</b>	<b>Equipment failure. Use 100 yards of 3-D filament to make a new part.</b>
<b>Depressurization in storage bay. Lose a hydroponics kit.</b>	<b>Engine failure. Lose a month of travel.</b>	<b>Depressurization in storage bay. Lose 100 yards of 3-D printer filament.</b>
<b>Depressurization in storage bay. Lose 100 square feet of shelter material.</b>	<b>Need space suits during a repair. Use 5 oxygen tanks.</b>	<b>Need space suits during depressurization. Use 5 oxygen tanks.</b>
<b>Fire breaks out. Use 1 fire suppression system.</b>	<b>Fire breaks out. Use 2 fire suppression systems.</b>	<b>Smooth travel</b>
<b>Smooth travel</b>	<b>Smooth travel</b>	<b>Smooth travel</b>
<b>Smooth travel</b>	<b>Smooth travel</b>	<b>Smooth travel</b>
<b>Smooth travel</b>	<b>Smooth travel</b>	<b>Smooth travel</b>

Created by Patrick Ritt, 2023

## **Mars Simulation Colony Government.**

### **Colony Government**

Congratulations Colonists, you are one week away from landing on Mars!

However, a disaster has occurred. A solar storm has damaged all your long-range communication equipment beyond repair. You will not be able to communicate with Earth for several years and you will have to rely on yourselves, and other groups of colonists headed to Mars. The solar storm also caused equipment malfunction and the habitat that was set up has burned beyond repair. All you will have for habitat is the materials you brought with you. You will need to create your own civilization on Mars.

You need to decide on leadership. Will one person be in charge, or will multiple people make decisions? Is the leader elected, or will the leader keep power?

You have four tasks to complete before landing.

1. Choose your government.
2. Create a flag.
3. Write a constitution.
4. Begin planning how you will use your shelter material to create a new habitat.

Created by Patrick Ritt, 2023

## **Appendix G**

### **Independent Reading Time – Professional Development, Observation Form**

## Independent Reading Time

Reading time should be an enjoyable experience, but often we settle for students being silent. There are many ways we can support students to increase their motivation and time spent reading.

Begin with observation during reading time before you redirect.

After observation you have data to determine interventions.

**Pretending to read:** Students may be apathetic and believe they will never like reading, so they rarely read. Send the message that you will not settle. Get to know these students' interests and what they like to read. Continue to monitor their reading and check-in regularly. Having a task, like writing a one sentence summary after each page may help them stay focused.

**Challenges:** Students may have obstacles to their ability to read at grade level. These students may be helped by reading for a purpose. Teach them how to select appropriate books, give them time to discuss reading with peers, and monitor them closely. These readers often benefit from reading series that have predictable organization and familiar characters.

**Unrealistic choices:** These students often choose books that are too challenging and often switch books. They may be able to decode but aren't comprehending. To support these students, observe how many pages they read and celebrate their success. Help them learn to choose appropriate books and stay with one book.

**Forced:** They only read because they are instructed to and may just randomly choose books. Create a culture that values reading and books. Survey their interests and find books that motivate them. Give them feedback when their number of pages read increases. Confer with them and give them time to discuss books with peers.

**Non-fiction only:** These readers focus on non-fiction but may struggle with the storylines in fiction. Suggest biographies that have some similar text features to non-fiction.

**Book worms and focus on a series or genre:** These students are already reading but may not have a good balance. Encourage peer discussions, check in with students and set goals. You can suggest they read their favorite books at home and encourage them to read different books at school.

Created by Patrick Ritt, 2023

Independent Reading Time Observation sheet	Name																	
pretending to read, eyes wandering																		
eyes on book, doesn't turn pages																		
changing books often																		
often out of their seat																		
only reading one genre																		
wants to keep reading after reading time																		
talking with peers - off task																		
talking with peers - about book																		
recommended a book to a peer																		
teacher helped with book selection																		
number of pages read																		
conference with teacher																		
goal was set																		

Additional notes:

**Appendix H**

**Motivating Students**

**Book Recommendations**

**Author Studies**

## **Padlet Book Recommendations**

One way students get interested in books is by getting recommendations from friends and peers.

When students finish a book direct them to this link:

<https://padlet.com/patrick533/lotwa-book-recommendations-l63v0opkiefodtl7>

Here they will add a book to our recommendation list.

Click on the circle with a plus sign in the lower right.

This will create a new post.

Use the 'search for an image icon' (a mountain with a magnifying glass) image to search for the cover of the book and add it to their post.

Then they should write a few sentences about the book and why they think other people would enjoy their book.

The last step is to add which grades or ages would like the book.

Then post.

All posts must be respectful!

## Bulletin Board



Bulletin Boards are a visual way to display book recommendations.

A March Madness bulletin board is popular when the college basketball championship is taking place. Students chose a book they have read and create a google slide to present their book to the class. Once all the slides are completed, they can be combined into one presentation and students pair off to present their books. The books can be split into four categories, and there will be 1 book from each category in the final four. There is one winner from each pair, which goes to the next round. Then they compete against a new book. I prepare a google quiz to track voting, but voting can be done on paper. In the end, one book is the winner.

A simple recommendation board can be used any time of the year. Obtain a graphic that represents a book. Instruct students to draw and color the cover of the book, or some scene they like from the book. Write the title large and clear. Add the author and a few sentences to summarize the book. Give a recommendation for ages or grades. Students enjoy seeing their work published for everyone to see and others get interested in the recommended books.

Created by Patrick Ritt, 2023



## **Author Study – Jasmine Warga**

An author study can create interest and motivation in reading by learning about the background and motivation of the author. When students find a book they like they often want to read more books by the same author. The predictably of structure in books by the same author can be comforting and assist struggling readers.

An author study can include biographical information about the author, their motivations for writing, awards they have won, and books they have written. Many authors will have YouTube clips where they discuss their books or read them aloud.

When students develop an author study give them options on how they want to demonstrate their learning. (poster, digital presentation, etc.)

## Jasmine Warga – Author Study

According to [jasminewarga.com](http://jasminewarga.com) Jasmine Warga was born in 1988 in Ohio.

Some of her favorite books are *Charlotte's Web*, *The Witches* and *Anne of Green Gables*. She also enjoys the authors Margaret Peterson Haddix and Sharon Draper.

She wanted a useful degree in college and majored in History and Art History, which she credits for teaching her how to structure and tell a story.

After college she ended up teaching 6<sup>th</sup> grade Science and began writing stories.

Besides writing, she enjoys living in Chicago, neighborhood walks, butter popcorn, and flowering trees.

Her books include:

*My Heart and Other Black Holes*  
*Here We Are Now*  
*Other Words for Home*  
*The Shape of Thunder*  
*A Rover's Story*

She has earned many awards, including a Newbery Award for *Other Words for Home*.

Jasmine Warga discusses how she writes.

[https://www.youtube.com/watch?v=M\\_J\\_VJVPYvk](https://www.youtube.com/watch?v=M_J_VJVPYvk)



**Appendix I**

**Reading Mentors**

**Buddy Program, Reading and Writing**

**Creating a Lower Elementary Lending Library**

## Buddy Program

### **Our Buddy Program will have three components this year.**

1. Shared reading can boost motivation. Reading books that are easier to younger children can help struggling readers gain self-efficacy. We will pair an upper elementary class with a lower elementary class, and they will meet at least once a month to have older students read with younger students. Before meeting prepare students for the experience.
  - A. Older students are role models.
  - B. Prepare them to read with expression.
  - C. Help younger students learn how to select books.
  - D. Both students should take turns reading, it does not have to be equal time.
2. Older students will help younger students plan, write, revise, edit and illustrate their own book over several meetings. At the end of the year younger students will have their own published book to feel proud of.
3. Upper elementary students will plan and create a lending library for lower elementary students. Each book will be in a bag with a plush reading buddy and a lending list. They can take a book home each Friday and spend the week reading and rereading their book. The plush reading buddy can keep them company or they can read to their buddy. The lending list is a history of the students that have taken that book home giving the students a social connection to peers that have had that book. When students return their book they can check-out a new book the next Friday.

## Buddy Book Writing

**Meeting 1:** You will be paired with a younger student and over several months you will work on a book together. First ask some questions and get to know them.

Name of Upper Elementary Buddy: \_\_\_\_\_

Name of Lower Elementary Buddy: \_\_\_\_\_

Which city do you live in? \_\_\_\_\_

Do you have any brothers or sisters (& how many)? \_\_\_\_\_

Do you have any pets, what kind? \_\_\_\_\_

Do you play any sports and which ones? \_\_\_\_\_

What do you do for fun? \_\_\_\_\_

What animals do they like? \_\_\_\_\_

What is their favorite food? \_\_\_\_\_

What are some other favorite things (books, movies, etc)?

Then help them write a story that is a few sentences and observe what they do well and what they will need help with.

Say goodbye and tell them you will see them again to write a story together.

## Buddy Book Writing

**Meeting 2:** During this meeting you will brainstorm some ideas for a story and characters for their book. The goal is to let them use their own ideas, but older students need to keep them on track and guide them towards the goal. Do not take over, but break up the job into small, achievable steps.

Ideas for characters:

Where will it take place (setting)?

What problem will they have?

How will they try to solve it?

How does the story end?

The answers they give now can be changed and revised during the writing process. They may not be ready to answer all of these questions.

## Buddy Book Writing

**Meeting 3:** During this meeting you will start to plan out the story. There will be sixteen pages. The first page will be the book cover and the second will be the author information. There will be 12 pages for the story, and the back cover. Be respectful.

Cover page – Title and illustration	Author page:  Written and illustrated by:  Editor (upper el. student):
Page 1 of story	Page 2 of story
Page 3 of story	Page 4 of story
Page 5 of story	Page 6 of story

Page 7 of story	Page 8 of story
Page 9 of story	Page 10 of story
Page 11 of story	Page 12 of story
	Back cover – Author portrait and summary

Plan writing and illustrations for each page.

Created by Patrick Ritt, 2023



## **Buddy Book Writing**

**Meeting 4:** Take four sheets of blank paper. Line them up and fold them in half hamburger style. This will be a rough draft of the writing. Take you planning from meeting 3 and have your buddy begin to write their sentences on the paper, planning room for the illustration. You can make lines on the paper to help them write if needed. Help with spelling and rewriting if the sentences don't make sense.

**Meeting 5:** Either help your buddy finish writing their sentences or begin rough drafts of illustrations. Remind your buddy they will be making a final draft and not color this draft.

**Meeting 6:** Take three sheets of blank paper. Choose one sheet of colored paper for the cover. Line them up and fold them in half hamburger style so the colored paper is on the outside. Number the white pages from 1 to 12. This will be the final draft so remind your buddy to be careful. First get all of the writing organized and written on each page. Your buddy can finish illustrations independently if needed.

**Meeting 7:** When the groups meet your buddies can read their books to the class. Encourage them to treasure their published books and share them with their families. Challenge them to keep their books until they are in upper elementary, and they can share them with their younger buddy when they are the older student.

## **Lending Library – Buddy Books**

One of our service projects this year will be creating a lending library for lower elementary students. Each book will be in a bag with a small plush reading buddy and a lending form.

One group will need to raise funds to buy books and then choose about 50 picture books. I would set a goal of at least \$150.

One group will raise funds and collect small plush animals to match the reading books. Garage sales and rummage sales are good places to find plush, but we want them in good shape. They need to be small enough to fit in the bags.

One group will raise funds to buy bags and organize the book, plush, and lending form in the bags. You will also write a letter to parents to keep in each bag that explains what to do. You will also need to number each book bag for check-out process.

Students will bring a bag home on Fridays.

They should read the book multiple times while they have it.

They can read with the reading buddy plush.

Have them read with siblings, parents, other family members and pets.

Focus on having fun with the books, not focusing too much on skills.

Return the bag by the next Friday to be able to check out a new book.

Help students keep track of everything so other students can enjoy the book.

Our goal is to have them available for March is Reading Month.

**Book Buddy Lending Library Checkout**

<b>Student Name</b>	<b>Book #</b>	<b>Teacher</b>	<b>Date In</b>	<b>Date Out</b>
	1			
	2			
	3			
	4			
	5			
	6			
	7			
	8			
	9			
	10			
	11			
	12			
	13			
	14			
	15			
	16			
	17			
	18			
	19			
	20			
	21			
	22			
	23			
	24			
	25			
	26			
	27			
	28			
	29			
	30			
	31			
	32			
	33			
	34			
	35			
	36			
	37			
	38			
	39			
	40			
	41			
	42			
	43			

