“Is It Reading Time Yet?”
A Look at What Motivates Students to Read and LOVE It!

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2010/2011 Easterly Parkway Elementary School
Second Grade Intern

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Description of the Teaching Context

For the 2010/2011 school year, I am working as a professional development intern at Easterly Parkway Elementary School in State College Pennsylvania. Through this partnership with Penn State University, I have been able to gain experience teaching alongside my mentor teacher in a second grade classroom. Easterly Parkway is quite a diverse school that includes many families who have traveled here to work at the university for short and long periods of time. We have twenty students total, with nine girls and eleven boys; five students in our classroom are from outside the United States this year. One girl is from China, one is from Japan, and one is from South Korea; the girl from Japan is the only student who goes to ESL instruction. We also have one boy from Taiwan and another boy from the Netherlands who was previously home schooled for two years. These students all speak English very well and still retain at least some of their first language.

We have six students who go to a fluency group for extra practice with a reading specialist during the end of reading time and four of those students who miss a full hour that overlaps with writer’s workshop for the full RTI program otherwise known as Title One. One student is extremely below grade level and spends about half of the day in learning support for reading, writing, and mathematics. The rest of the class is split up into guided reading groups according to how they tested on running records and other reading assessments. We have an exceptionally strong group of five students who are reading above grade level and work cooperatively in a literature circle during guided reading. There are about four other students who are also above grade level in reading and the rest of the class is on grade level, with the exception of two students at this point in time. The other low achieving student has been steadily improving since the beginning of the year, but is held back by his inconsistency to correctly read.
words with short vowels. Most importantly, the class as a whole seems to really enjoy reading time and especially being read to. Everyone actively participates during read alouds and even the lowest achieving readers volunteer to read aloud to the class.

Since the beginning of the year, our main means of instructing reading have been through guided reading centers, but we have also been implementing lessons from a program called CAFÉ. We are currently trying to find a way to teach reading using both of these programs, because we see great benefits from both of them. During reading time every student also works with a special teacher using a phonics program called Words Their Way. Most all of the students are incredibly responsible when it comes time for them to read or write independently. I believe most of our students get along with everyone else in the classroom very well with the exception of one student. This student only likes to play with a handful of other students, but he is able to cooperate with most any other student when asked. We have a range of personalities and many hard workers in our second grade classroom.

**Wonderings**

**Main Wondering**

As I began to think about a topic in my classroom to explore through inquiry, I realized teachers use a wide variety of strategies to teach children how to read. I wondered what the benefits were of all the different programs used and what strategies were most effective for not only motivating students to read, but to invest a love for reading in their students. I was very curious to explore different techniques that I could implement in my own classroom to find out what strategies would motivate my students to read.

*How can teachers motivate students to want to read and what strategies would best promote a love for reading?*
Sub-questions

1. How is reading ability connected to students’ motivation to read?
2. How much does parent involvement with reading at home affect the child’s love of reading?
3. Does the physical design of the classroom affect student’s motivation to read?
4. Does student collaboration during or after reading promote a greater love for reading?

Data Collection

Throughout my inquiry, I collected a variety of data to help me find what strategies best motivated students to read and really enjoy reading. I was consistently analyzing my data to assess what was working well and what needed to be changed. I used surveys, interviews, annotated notes, systematic observations, and pictures to aid my research.

Before I changed anything in my classroom for my inquiry, I wanted to get my students’ input on how reading time was run in the classroom, as well as, their parents’ input on how reading went at home and their knowledge of their child as a reader. For my first method of collecting data I gave each of them a survey to complete (For Parent Survey 1, see Appendix A). My plan was to do a similar survey for both parents and students towards the end of my inquiry to compare their attitudes about reading before and after I changed anything in my classroom. I did a survey monkey online for the parents in hopes that more parents would complete the survey and do so quickly. I thought it would be interesting to see what the parents’ attitude about reading at home with their child was and what they believed they knew about their child as a reader. I analyzed this survey by looking at the percentages of what genres the parents thought to be most
popular, what types of reading they did at home with their children, etc. I also read the comment boxes very carefully to consider any specific feedback they had about their child if they did not choose to remain anonymous, which about half of them did. The main purpose, however, was to collect data prior to making any changes in the classroom and then to compare the data to a post survey from parents.

In the initial student survey I asked my students about their favorite genres and books and what they liked and did not like about reading time, as well as, questions asking them how they personally felt about reading and themselves as a reader. (For Student Survey 1, See Appendix C) A main purpose of this survey was to collect student feedback to judge whether I needed to change reading instruction to better promote intrinsic motivation in the students to read.

The purpose of the follow up survey I did in mid-April was to give me insight on what worked. (For Student Survey 2, See Appendix D) I included many of the same questions as I did on the first survey in addition to a few new questions. This allowed for me to see if their attitudes towards reading improved, if they were motivated to read by collaborating with others, and how they felt about the new physical classroom arrangement. I did a follow up survey for parents in the same manner. (For Parent Survey 2, See Appendix B)

These surveys were extremely valuable to me, because they provided me with hard evidence of my students’ attitudes about reading before and after my inquiry. I began to analyze the first survey by reading each of them while looking for commonalities between answers. I looked closely for patterns in my students’ thinking to find out what they generally liked and disliked about the way we did reading time at school in order to inform
my instruction in the future. I also generated a master list of the various genres that students said they enjoyed reading to get a better sense of individual preferences, as well as, what the class enjoyed reading in general. (For List of Favorite Genres, see Appendix E) I used this information from the initial survey to plan for future groups to introduce genres that were not as popular to the class in order to try to get more people interested in that genre, for example poetry.

Another important question I asked on my survey was about the classroom arrangement. Most students had responded that they liked the new classroom arrangement and would not change it, but I had a feeling if I talked to a few students individually they may have more of an opinion on the matter. I then conducted five follow up interviews with students who I thought would have more to say than what they wrote on the survey. (For Follow Up Interviews, See Appendix F) I chose these students, because they had different reading abilities and views on reading. For most questions, I asked students why they wrote down a certain answer or to expand upon an answer. This is where I found that most all of them would like more comfortable spaces in the classroom to read even though they did not say so on their survey. I was able to analyze this data to make changes in the classroom set up. I also read over the interviews to look for any other major changes that I should make to my instruction; for example, the students had more to say about what they would change about reading time at school. These interviews confirmed what the students wrote on the initial surveys.

Throughout my inquiry, I kept annotated notes that I tried to do a few times a week from January to early April. We did not begin teaching reading through CAFÉ alone until February 23, therefore I had notes since we first began practicing read to self and read to
someone up through when we switched to doing three rounds of CAFÉ everyday. *(For Annotated Notes, See Appendix G)* When I took notes I specifically looked for on task and off task behavior. I described what I was seeing in the room during that fifteen minute round. If I noticed two students who were reading to each other begin to giggle and have off task talk I noted it; if I saw someone staring away from their book for an extended period of time I noted that; I also noted when I observed students staying on task the entire time. I tried to be as consistent as possible when taking notes so that I could analyze them for patterns that may have been occurring over time and later look for improvement in on task behavior.

I tried to read over my annotated notes weekly. What became most apparent were the students that I was consistently writing about, because they were off task. I noted this to myself and focused on getting those students to choose better spots away from each other during CAFÉ or to work on how to stay focused even when someone is talking to you. I also looked through my notes to see where the off task behavior was occurring in the classroom. I had notes from before and after we changed the classroom set up, so it was interesting to see if there was improvement in on task behavior depending on where they sat in the classroom and if the new book corner had helped with that. These notes were most useful for tracking individual progress of on task behavior as time progressed.

Alongside taking annotated notes, I also did systematic observations during a round of CAFÉ. *(For Systematic Observations, see Appendix H)* I did one of these about every other week as another means to track on and off task behavior. I glanced around the room every three minutes and wrote down a symbol for whether students were on task, on task talking, off task, off task talking, moving around the room, with a teacher, or out of the
room. This provided me with a quick table of who was consistently on task throughout CAFÉ, who was not, and briefly why someone may have not been on task. I analyzed this data by looking it over to see if there were any patterns in what an individual was doing if they were off task and how often it was occurring. I also took a few videos during rounds throughout my inquiry when I was not in the room, intending upon doing the same systematic observations by watching the videos later; however, I found this not to be necessary, because I was happy with the amount of systematic observations that I already had along with the annotated notes, as they provided the same information.

Next, I decided it would be interesting to see what motivational strategies have worked best for other teachers in my building. I gave the same surveys to the reading specialist and the librarian to see what their thoughts were on the matter. (For Teacher Survey, See Appendix I) When creating the questions for this survey I referred back to my main wondering and sub wonderings. I was looking for new ideas and also to see if they used similar instructional strategies to motivate students to read and enjoy reading that I was trying in my classroom. I analyzed these by reading them thoroughly and taking notes on what they said that was similar to what had worked for me or what I had already tried and on strategies or ideas that I had not yet thought of. I took their answers into careful consideration as I planned an activity to do with my class to experiment with how collaboration as a whole group and parent involvement would affect student motivation.

I planned a 50 Book Challenge with my class for numerous purposes. The first was to collect data on how many and what types of books my students were reading both at home and at school. I did this by having each child record every book they finished reading from that point forward on their 50 Book Challenge Reading Log. (For 50 Book Challenge
Reading Logs, See Appendix J) I checked in with students every week or two to remind them to fill out their reading logs and praise those who were completing them. I wanted to see if this “challenge” that will end in a celebration if every student records fifty books they’ve read, further motivated the students to read more, because they were collaborating as a group to reach a common goal. I also analyzed the at home reading logs to see how much reading they were doing at home and if I could make any connections from their at home reading logs to reading motivation and enjoyment; when a student finishes a book at home the parent must initial next to the title of the book on the log. We are still in the process of completing the 50 Book Challenge so I can not completely finish analyzing how much reading the students did at home versus at school; although, a number of students have read well beyond 50 books after just three weeks of the challenge being introduced.

The last piece of data I collected was an interview of my mentor teacher. (For Mentor Interview with Notes, See Appendix K) I asked her the same questions I asked the title one and librarian in my school with a couple of additional questions about her thoughts on CAFÉ and student collaboration. I took notes on the key points she brought up for each question as I was interviewing her. I referred back to these notes as I was thinking about the claims that I could make from my entire inquiry.

Also included in my data collection are pictures of my students in various reading spaces around the room, including the reading corner. (For Pictures of Reading Spaces, See Appendix L) I took these pictures for evidence of students diligently reading in a comfortable space for them.

Explanation of Findings
Claim #1: Student choice is key for motivation to read.

As I read journals and articles, conducted interviews, and taught reading in my own classroom, one strategy was consistently brought up as one of the most effective, student choice. In nearly everything I read about student motivation to read, student choice was described as one of the most motivating factors. The same occurred with the three people I interview/surveyed in my school. I was hearing over and over again that students needed to have an abundance of choices of books available to them in order for each child to find a book that is at the right level and of his or her interest.

Up until December in my classroom we had been teaching reading through guided reading centers. The same library of books was available to my students then as it is now, however, the students were not taught how to pick good books and instead were told what books they would be reading with the teacher. Once we transitioned to CAFÉ where we spent more time teaching the students how to pick good books and allowing them to read whatever they picked out I believe they enjoyed reading at school more. When I interviewed five students after reading over their surveys, one question I asked them was, “Can you tell me more about the best part of reading time?” and another was “What did you like better, guided reading centers or CAFÉ and why?” I was pleased to hear all positive responses about CAFÉ and a little surprised when every student I interviewed said the best part of reading time was read to self. Some of the responses to those questions were, “I like CAFÉ better, because I have a choice and since we have a choice I can always pick read to self”, “ever since the first time I did it I liked it”, “read to self is the best, because you’re free from all the other things” (For Follow Up Interviews, See Appendix F). I was overwhelmed by the amount of students who wrote if they could they would not change anything about the way we do reading time at school or they would add more rounds
of CAFÉ; the responses were similar across both student surveys.

I think it is clear that once students are comfortable choosing their own books to read all they want is more time to read them. Due to the nature of CAFÉ students not only have their own books that they have chosen to put in their book bins, but they may also choose if they want to read independently, with someone else, or listen to reading. Giving students this choice empowers them and makes reading a more enjoyable experience overall.

Claim #2: Providing comfortable spaces for children to read is motivating and more enjoyable for the child.

Before I changed the way the classroom was set up for my inquiry, most students chose to read at their desks, on the rug by the library, or on one of the teacher’s chairs. In the first student survey I asked the students, “If you could change how the classroom was set up what would you do?” Nearly every student said nothing, but I found this very hard to believe so I asked the same question to each student that I interviewed. Then I was told that they would bring in couches, blankets, pillows, or comfy chairs. I had asked parents in their first survey where their child usually read at home and found that most parents answered that their child read in their bed or on a couch/chair. I decided to remove one large table to make space for a reading corner with a couch, chair, small bench, and rug. (For Pictures of Reading Spaces, See Appendix L) Immediately more students chose to read to self and went straight to the new reading corner. I was impressed with how on task they were even in such close range of each other. If a student were talking during CAFÉ another student would bring it up when we came back together to “check-in” and the talking would stop, because they did not want to disturb others who were reading.
Before every round of CAFÉ we recorded what activity the student chose to do. After looking at these records and my annotated notes, it was evident that not as many students were choosing to listen to reading, but rather chose to read to self or read to someone. When we first began CAFÉ, the listening center was usually full or close to it each round with five students listening to reading. After creating the reading corner, there have been at least two people reading to self in that corner everyday. My annotated notes also demonstrated that more students moved from reading to self at their desk to reading to self in the reading corner or somewhere else in the room.

Students do not want to be distracted while reading. By having comfortable spaces for them to read throughout the room, they do not hesitate to choose their favorite spot and begin reading right away. No one likes to be stuck sitting uncomfortably somewhere to read and constantly needing to readjust. If it is possible for a teacher to create comfortable reading spaces in his or her classroom, it will resemble more of a feeling of home and comfort rather than forced work in the classroom. I believe reading at school should be a positive experience and what better than to set up spaces in the classroom for the sole purpose of having comfortable reading corners for the students to have a relaxed environment to read in.

**Claim #3:** The more a parent is involved in reading with their child the more motivated the child will be to read.

In order for students to believe that reading is important they need to see their role models reading. Parents are the biggest role models in a child’s life. When the child sees their parent(s) reading for pleasure and the parent(s) read(s) with the child growing up, a love for reading is instilled in the child and will become part of their daily life. The school librarian stated
that when the child sees their parent(s) reading for fun the child will turn to a book for fun, but when the parent(s) spends their leisure time in front of the television, the child will do the same (For Full Survey, See Appendix I). In the initial parent survey, I asked parents how often they read with their child and what types of reading they do with their child; for example, choral reading, child reads to parent, parent reads to child, etc. The average response to the question asking how much time do you and your child read together was two to three hours weekly; the number one response to what type of reading do you do with your child was parent reads to child. It appeared that in my classroom most students read at home with their parent(s) regularly.

In order to find out how often individual students in my class were reading at home with or without a parent I created an at home reading log in coincidence with the 50 Book Challenge. The challenge is still in progress, but I have received completed at home reading logs from about four people in the class. What I am finding is that the majority of children do much more reading in school than at home. Those students who have turned in completed at home reading logs are students who seem to be very motivated by the challenge and enjoy reading. Getting students to read more often at home can be a difficult task for the teacher, especially when the expectations at home are not consistent with the teacher’s expectations.

Teachers and parents should try to make reading fun. It is important for parents to model this to their children and read with them so they do not always see reading as a chore. If parents do this at home and teachers do it at school reading will become more enjoyable for the child and therefore they will be more motivated to pick up a book and read.

Claim #4: Student ability and collaboration may have some effects on motivation and reading enjoyment, but not for everyone.
I began my inquiry with the preconception that students with higher reading abilities enjoyed reading more than struggling readers. I no longer believe this is true; reading ability and collaboration with others affects individuals in different ways. Just like some students are visual learners and others are kinesthetic learners, some students are more motivated to read when they work collaboratively with people and others are not. Through careful observation and browsing through records of what students were choosing to do for each round, I noticed a handful of children that chose to read to someone weekly and others that had not chosen to read to someone ever since we began CAFÉ. I asked students in the last survey I gave them if they enjoyed reading more when they worked with others or when they worked alone. Most students chose working alone, but not all. I believe the key in motivating all students to read and enjoy reading is to get to know each individual to find out how they learn best and what they enjoy.

Similarly, some students’ reading ability is a large contributing factor to how much they enjoy reading, but for others it is not. Like my mentor said, some struggling readers become so frustrated trying to decode unknown words that the enjoyment of reading disappears. As I have worked with the students in my class I can see their frustration rise when they come to the first word they do not know and I guide them to figure the word out. One way to overcome this goes back to reading at home. Students must practice in order to become better readers. If students do not like reading and they do not work on getting better outside of school they will progress very slowly and not see reading as a pleasurable activity. I tried motivating students to practice reading at home and at school by beginning the 50 Book Challenge. I thought that perhaps whole class collaboration to reach a common goal might motivate even those struggling readers to practice more often. For some I believe it did work, because I can see all the books that they have been reading on their log, but I still see some students with little to no books written on
their log. On the other side of the spectrum, I have some struggling readers who are very motivated, because they clearly want to become better readers; I can tell by their surveys in which they rated how much they enjoy reading and their reading logs that showed how much they have been reading at home and in school. It is surely worth the effort to get to know your students to find out what best motivates them to want to read.

**Reflection and Implication for Future Practice**

I have learned so much about what strategies I can use to motivate my students to read through my inquiry. I do not know where I will be teaching and what options I will have for teaching reading next year, but there are many strategies I believe I can use no matter where I am. I want to really help students to be able to pick good fit books for themselves. Once students know how to find books that they are interested in and are on their level there are endless possibilities to what they can read. In the future I will strive to help every child find books that they can read just for enjoyment, no matter what their reading level is. I would definitely like to learn more about what I can do to help some struggling readers to enjoy reading more. I want to provide students with as much choice as I can allow for them to select their own books; I believe this will make them more responsible, as well as, more motivated to read.

I liked giving my students surveys about their reading interests and would like to expand that for my classroom next year. I do not think I would have been as successful in motivating some students if I did not get to know them as well. The surveys would be particularly useful to do with a new class in the beginning of the year for all subjects. I recently put together a group of students who wrote down on the survey that they liked poetry with the intention of having them share some with the class and why they like it, in order to get more people interested in poetry. I
am not sure how effective this is going to be yet, but I definitely want to introduce as many genres as I can to my students in the future to try to broaden their interests and get them hooked on reading.

I am also not yet finished with the 50 Book Challenge in my classroom, but I really like the idea of bringing the whole class together to encourage each other to read even if it is just to have a party once everyone meets the goal. What a great community building activity it is to read together as a class to reach a common goal. In order to be successful with a class reading challenge it will be incredibly important to have great communication with the parents. I would like to do everything I can to try to get students to read both at home and in school. I want to read to students for fun so that they can see that reading does not always have to be connected with working, but that it can be enjoyable as well.

Another way I will try to make reading fun in the classroom is by creating many reading nooks and corners for students to comfortably read in. I still wonder how much of reading enjoyment I can contribute just to having comfortable spaces in the classroom, but it certainly helps the students to feel more at ease when reading. I cannot be sure if I could make the same claims I did through this inquiry if I was working with another grade level, although I think the essence of what leads someone to enjoy reading is similar no matter what the age. I know all it took for me to love reading was finding just one great book that kept me up reading far into the night with no idea of how much time had passed by. I hope to continue to grow and learn as a teacher to find an abundance of effective ways to instill a love of reading into each of my students in the future.
Appendix A: Parent Survey 1

Dear parents, I am doing an inquiry project on how teachers can help to increase student motivation to read and what strategies they can implement to best promote a love for reading. I would like to know more about what reading is like at home for your child. Please complete the following survey by Friday March 4th. Thank you for taking the time to complete this survey, I greatly appreciate your help!

1. Circle the number that best reflects your attitude toward reading with your child.
   - 1 (Least positive)
   - 2
   - 3
   - 4
   - 5 (Most positive)

2. Circle the number that best reflects your child's attitude about reading with you.
   - 1 (Least positive)
   - 2
   - 3
   - 4
   - 5 (Most positive)

3. Does your child prefer to read independently or with an adult?
   - Independently
   - With an adult

4. How much time do you and your child typically read together?
   - Up to 1 hour weekly
   - 2 to 3 hours weekly
   - 4 to 5 hours weekly
   - 6 to 7 hours weekly
   - 8 to 9 hours weekly
   - Other (please specify)

5. Where does your child usually like to read at home?

6. What type of reading do you and your child use at home? Check all that apply.
   - Parent reads to child
   - Impression reading (fill in the blank)
   - Child reads to parent
   - Repeated reading (rereading)
   - Choral (reading at the same time)
   - Other (please specify)
7. What genre(s) does your child typically choose to read? Check all that apply.

- Nonfiction
- Chapter books
- Picture books
- Mystery
- Historical Fiction
- Poetry
- Fantasy
- Biographies
- Folktales
- Fairy Tales

Other (please specify)

8. What do you do before, during, or after reading with your child? Check all that apply.

- Make Predictions
- Retell or Summarize
- Relate what you are reading to other experiences
- Discuss real and make-believe
- Compare and Contrast
- Find the main idea and supporting details
- Identify characters, setting, plot, problems, and solutions
- None of the above

Other (please specify)

9. Thanks so much for taking the time to complete this survey!

Please include your name (optional) and any additional comments about your child as a reader here.
Appendix B: Parent Survey 2

Dear parent(s),
I am doing an inquiry project on how teachers can help to increase student motivation to read and what strategies they can implement to best promote a love for reading. I would love to see if and how your thoughts have changed about reading with your child and your child as a reader since my last survey. You may remain anonymous or leave your name in the text box as part of the last question. Thanks!

1. Circle the number that best reflects your attitude toward reading with your child.
   - 1 (Least positive)
   - 2
   - 3
   - 4
   - 5 (Most positive)

2. Circle the number that best reflects your child's attitude about reading with you.
   - 1 (Least positive)
   - 2
   - 3
   - 4
   - 5 (Most positive)

3. Does your child prefer to read independently or with an adult?
   - Independently
   - With an adult

4. How much time do you and your child typically read together?
   - Up to 1 hour weekly
   - 2 to 3 hours weekly
   - 4 to 5 hours weekly
   - 6 to 7 hours weekly
   - 8 to 9 hours weekly
   - Other (please specify)

5. Where does your child usually like to read at home?

6. What type of reading do you and your child use at home? Check all that apply.
   - Parent reads to child
   - Parent reading (fill in the blank)
   - Child reads to parent
   - Repeated reading (rereading)
   - Choral (reading at the same time)
   - Other (please specify)
7. What genre(s) does your child typically choose to read? Check all that apply.

- Nonfiction
- Chapter books
- Picture books
- Mystery
- Historical Fiction
- Poetry
- Fantasy
- Biographies
- Folktales
- Fairy Tales

Other (please specify)

8. Please comment on how the 50 Book Challenge is going at home or in school with your child.

9. How do you feel your child has or has not changed as a reader over the last two months? Have you seen a change in their motivation to read or their attitude about reading?

10. Thanks so much for taking the time to complete this survey!
Please include your name (optional) and any additional comments about your child as a reader here.
Appendix C: Student Survey 1

Name:

Student Survey

1. What is your all time favorite book?

____________________________________________________________________

2. What is your favorite type of book to read? Circle your answer.

<table>
<thead>
<tr>
<th>Nonfiction</th>
<th>Chapter books</th>
<th>Poetry</th>
<th>Biographies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Picture books</td>
<td>Mystery</td>
<td>Fantasy</td>
<td>Fairy Tales</td>
</tr>
<tr>
<td>Historical Fiction</td>
<td>Funny</td>
<td>Folktales</td>
<td></td>
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</tbody>
</table>

If your favorite type of book is not listed here please write your favorite type.

____________________________________________________________________

3. Do you have a favorite author?

If you do, please write his or her name: _________________________________

4. Do you have a favorite book series?

If you do, please write the name of the series ____________________________

5. What would you tell a friend is the best part of reading time?

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

6. What would you change about reading time at school?

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

7. If 5 means you love to read, 3 is you like reading sometimes, and 1 is you do not like to read, how much do you like to read? Circle you’re a number.

1  2  3  4  5

8. Do you like the way the classroom is set up for reading? Circle yes or no.

Yes  No

9. If you could change how the classroom was set up what would you do?

_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________

10. How do you feel about how well you read?

_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________

Circle yes or no for each statement.

I like to read to self. Yes  No

I like to read to someone. Yes  No

I like to listen to reading. Yes  No

I know what to do when I come to a word I don’t know. Yes  No
Appendix D: Student Survey 2

Name:

Student Survey

1. What is your all time favorite book?

_____________________________________________________________________

2. What genres of books do you like to read? Circle all that you enjoy reading.

Nonfiction       Chapter books       Poetry       Biographies
Picture books    Mystery           Fantasy       Fairy Tales
Historical Fiction    Funny           Folktales     Graphic Novel

If a genre you like is not listed please write it in here:

_____________________________________________________________________

3. Do you have a favorite author?

If you do, please write his or her name: _________________________________

4. Do you have a favorite book series?

If you do, please write the name of the series ____________________________

5. What would you tell a friend is the best part of reading time?

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

6. What would you change about reading time at school?

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

_____________________________________________________________________
7. If 5 means you love to read, 3 is you like reading sometimes, and 1 is you do not like to read, how much do you like to read? Circle you’re a number.

1    2    3    4    5

8. Do you like the way the classroom is set up for reading? Circle yes or no.

Yes    No

9. If you could change how the classroom was set up what would you do?

_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________

10. How do you feel about how well you read?

_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________

11. How do you think you have changed as a reader since the beginning of the school year?

_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________

12. Do you enjoy reading more when you are working with others or working alone? Please explain our answer.

_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
Circle yes or no for each statement.

I like to read to self.                         Yes  No
I like to read to someone.                    Yes  No
I like to listen to reading.                  Yes  No
I know what to do when I come to a word I don’t know. Yes  No
### Appendix E: List of Favorite Genres

As of March 5, 2011

**Favorite Genres of Books**

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<th>Funny (was not an option on parent survey)</th>
<th>Nonfiction</th>
<th>Chapter Books</th>
<th>Historical Fiction</th>
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<td>James</td>
<td>James</td>
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<td>Michelle</td>
<td>Madison</td>
<td>Madison</td>
<td>Jack</td>
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<td>Jim</td>
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<td>Ashley</td>
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Favorite Genres According to Parents Are In **Yellow**