

Running head: MOTIVATIONAL READING STRATEGIES

The Examination of Motivational Reading Strategies of Fourth Grade Students at a Selected

Elementary School

Kristen Mendonca

Milligan College

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Abstract

The purpose of this study was to investigate the motivational reading strategies of fourth grade elementary students. At a chosen elementary school in rural Northeast Tennessee, all 61 fourth grade students and their parental figures were selected to participate in this study. Data were collected using open-ended questionnaires, observations, and interviews. After analyzing the data, the results revealed two prominent trends. The first prominent trend was students' preference of extrinsic motivational reading strategies. The second prominent trend was parental figures' responses contributing both intrinsic and extrinsic motivational reading strategies as the force behind their student's motivation to read. The data further revealed students' text interest, pride, self- efficacy, and self- confidence were factors in students' motivation to read. Results suggest two prominent implications. First, a variety of intrinsic and extrinsic motivational reading strategies should be implemented in order to reach each student's reading motivation needs. Second, intrinsic motivational reading strategies need to be implemented more often in order to instill life-long reading motivation.



Institutional Review Board Decision Tree

Based on your responses, you do not need approval from the IRB.

It looks like your study is exempt because it does not meet the definition of a research activity. Therefore, it does not require approval by the IRB. However, you should follow ethical practices even when just practicing or demonstrating research.



[Refer to 45 CFR 46.102\(d\)](#)

Student researchers may benefit from going through the IRB process even if they are only collecting data to learn techniques.

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Chapter 1

Introduction

Far too many elementary teachers have heard students declare, “I hate reading.” Due to this aversion, reading engagement has been the focus of numerous past research studies. It has been determined that motivation is a key difference between learning that is short-term and learning that is taken-in, understood, and stored for long-term use (Edmunds & Bauserman, 2006).

Reading requires effort in which children have a choice in doing; therefore, reading entails motivation. Often included in reading motivation is the interest and attitude towards reading from the student. Students with positive reading attitudes are more motivated to read. What creates these positive attitudes? Past theories propose that self- efficacy, competence of the task, motivation, and purpose are important aspects of why individuals decide what they will do, how long they will do it for, and how much effort will be put forth in the task (Baker & Wigfield, 1999). Understanding what motivates reading is of utmost importance. Not only does reading motivation enhance a child’s development, it is a tool used to further learning in the classroom in various subjects (Guthrie & Cox, 2001).

One single technique implemented by teachers has not altered the reading motivation of students. However, multiple teaching strategies have had a substantial impact on reading engagement. For grade levels three through five, it has been found that critical features of a classroom context can cultivate reading motivation. Crucial characteristics needed to refine reading motivation in a classroom are: identifying a knowledge goal and announcing it, providing a brief real-world experience related to the learning goal, making interesting texts

available, giving autonomy support by allowing some choice about the subtopics and texts for learning, having strategy instruction that empowers students to read, providing collaborative support, and offering evaluation and accountability (Guthrie & Cox, 2001).

One of the most prominent motivational literacy strategies implemented in the United States for pre-K through grade 12 classrooms is the computer software program *Accelerated Reader (AR)*. Using the students' individual Standardized Test for the Assessment of Reading (STAR) reading level, the *AR* program computes information, accessible to teachers, on students as they read books, take multiple-choice quizzes that assess comprehension, and extrinsically rewards the students with points based on correct quiz answers. Books that are selected have been categorized by the amount of words in the text, comprehension difficulty, and finally given weighted points for the determined reading level. *AR* is used during independent reading time. The teacher transitions to a monitor role instead of providing direct reading instruction. *AR* aims at supporting reading achievement and motivating students at all reading levels, while also integrating technology into the classroom. Overall, research has found that *AR* positively impacts student attitudes towards Academic Reading, but not Recreational Reading (Mallette, Henk, & Melnick, (2004).

Another leading motivational literacy strategy in pre-K through fifth grade classrooms is small group reading. Students are separated into groups based on their individual academic reading skill level. This systematic instruction takes place three to five times a week for 20 to 30 minutes each session. Students work with an adult and with their peers to build on foundational reading skills. Students can work on an overall goal together, such as comprehension, individually, as a group, or one-on-one with the teacher. The clear and corrective feedback from

the teacher provides an intrinsic motivation to better one's self as a reader as the students can see and hear their reading progress (Duke & Block, 2012).

Since the No Child Left Behind (NCLB) legislation in 2001 schools have been putting a great amount of effort and resources towards improving reading instruction in the primary grades. The main goal was to have all students reading at grade level by the end of the third grade. Over the past 10 years, the National Assessment of Educational Progress (NAEP) indicated that fourth- grade achievement made some improvement since this piece of legislation was put in place; however, the improvements were not sufficient enough as fourth grade students are still not in the proficient category. Researchers found that fourth grade students who were motivated to read outside of school, for even fifteen minutes a day, were at a higher reading level than peers who did not read outside of school (Duke & Block, 2012).

Problem Statement

When researching motivational reading strategies amongst elementary students, researchers often group grade levels together. At each grade in elementary school student's academic, personal, social, and emotional development are drastically changing. It is important to look at each grade level separately.

Past studies do not take into consideration the opinions of others close to the students. Most studies focus on either the students' or the teachers' opinions regarding what motivates the students to read. Other prominent individuals in the students' lives may know what strategies work best for their student's reading motivation, but hardly any research includes this. Individuals that need to have a voice in the study of successful motivational reading strategies are: students themselves, their teachers, their parents, and supportive individuals in after school

programs. Therefore, the problem of this study was to examine motivational reading strategies, specifically of fourth grade elementary students, by taking into account the students' opinions and the opinions of the prominent figures in the students' lives.

Purpose Statement

The purpose of this study was to investigate the motivational reading strategies of fourth grade elementary students.

Significance

There is a difference between teaching reading and a student's will (motivation) to read. Students need to foster both the skills and drive in order to be set up for reading success. Fourth grade students are facing more arduous standards in the new Common Core Curriculum. Between third and fourth grade students see a drastic jump in the amount of text in their required reading, minimal to no pictures in their texts, and increased required reading times. This drastically differs from the third grade texts. During this text transition teachers often see the reading scores of students start to decrease as the students' motivation drops. Often, fourth grade students are overwhelmed with this. It is typical for students to either stop reading due to frustration or continue reading below level books, which halts their reading growth, as challenging concepts are not being tackled. Previous research mostly focuses on the combined grades of three through five. It is critical that fourth grade students, parents, teachers, and adults in the students' lives know what specific strategies motivate students to continue reading. By knowing the reading motivational strategies of fourth grade elementary students, teachers,

students, parents, and other involved adults can prevent the decrease in student reading motivation and continue the upward climb towards increased reading motivation.

Limitations

This study has some limitations that should be addressed:

1. The sample poses an issue in that it was of 60 fourth grade students in Northeast, Tennessee. Although the sample was culturally diverse and balanced in regards to both genders, the sample may not represent the general population across the United States or other nations when considering the narrow geographic region it took place in is considered. The cultural context and environmental factors of other areas may be different; therefore, this study may not accurately represent other areas.
2. Self- report responses may not report accurate results. The instruments utilized in collecting data were not tested for reliability and validity.

Definitions

Motivation. Entails student interest, dedication, and confidence regarding reading. Each of these descriptors can go together, or be seen separately.

Engaged reader. Students who are intrinsically motivated to frequently read for the knowledge and enjoyment it provides. They use strategies, such as, self- monitoring and inferencing to understand new texts (Guthrie & Cox, 2001).

Motivational reading strategies. Techniques or plan implemented to stimulate and encourage the positive growth in literacy.

Fourth grade. Fourth school year after kindergarten. Students are usually nine to 10 years old.

Primary grades. Pre Kindergarten through fifth grade.

AR. *Accelerated Reader*

NCLB. No Child Left Behind

Feedback. Teacher praise and and/or constructive support to help students improve on the targeted learning goal or task at hand.

Short-term learning. Knowledge gained and remembered for a small amount of time.

Long- term learning. Knowledge gained and remembered over an extended amount of time.

Self- efficacy. One's belief in one's ability to succeed in specific situations that can play a major role in how one approaches goals, tasks, and challenges (Bandura, 1982).

Direct reading instruction. A specific teaching approach, where skills are broken down and taught explicitly in small groups, with individualized teaching between teacher and student.

STAR test. Standardized Tests for the Assessment of Reading.

Extrinsic rewards. A tangible or physical reward given upon completion or accomplishment of a task.

Intrinsic rewards. Personal satisfaction one feels when an individual engages in a task for one's own sake instead of a tangible reward.

Academic reading. A selective form of reading with a purpose that introduces you to new ideas.

Recreational reading. Reading done for pleasure that is typically less challenging to the individual than academic books.

Small group. A teacher meets with a minimal amount of students, between three and seven students, and has a learner focused lesson regarding a specific skill.

Academic skill level. The scholastic standing of a student in regards to a specific scholastic subject.

Overview of Study

This thesis consists of five chapters. Chapter I comprises of: the problem statement, purpose statement, significance, limitations, definitions, and overview of study. Chapter II critically reviews the literature associated with the purpose of the study. A thorough coverage of the research methods implemented and procedures are explained in Chapter III. The results and findings from the collection of the data are stated in Chapter IV. Summary findings, conclusions, recommendations, and implications are included in Chapter V.

Chapter 2

Review of the Literature

Studying students' reading motivation has been a topic of interest over the past two decades (Naeghel, Keer, Vansteenkiste, & Rossee, 2012). It is important to note that since the No Child Left Behind Act was implemented in 2001 some gains in fourth grade reading achievement have been made according to 2010 national statistics. NAEP and state tests show that 67% of states revealed a trend moving towards the proficient/ basic category in fourth grade reading (Chudowsky & Chudowsky, 2011). Teachers know that further exploration into the specific facets impacting students' reading motivation will help further improve reading achievement (Naeghel et al., 2012).

Teachers are well aware of the switch that takes place in fourth grade where students are no longer learning how to read, but are reading in order to learn. Beginning in fourth grade the instruction switches to focus on comprehension skills mainly taught through chapter books (Scholin, Haegele, & Burns, 2013). Along with this change in text difficulty, many teachers have noticed upper elementary students' reading motivation has continually decreased as the involvement in extracurricular activities for these students has increased. The decline in reading motivation is alarming to teachers and parents. There is a direct correlation between the amount of time a student spends reading and their reading achievement (Naeghel et al., 2012). Determining how to motivate upper elementary students, specifically fourth grade, is of critical importance to keep these students on a positive academic track and expedite these positive trends in fourth grade reading achievement.

In order to grasp the many characteristics associated with reading motivation, this review of the literature will cover the four topics pertinent to the thesis at hand. First, motivation will be defined and discussed in the context of this thesis. Second, the impact of the classroom environment on reading motivation will be reviewed. Third, the reading program *Accelerated Reader (AR)* will be examined. Lastly, the concept of small group guided reading will be scrutinized.

In searching the literature it was difficult to find research within the past 10 years regarding the difference between intrinsic and extrinsic motivational factors associated with reading motivation. There is a plethora of research that describes how each form of motivation impacts students academic and recreational reading in the past, but not since teachers have changed the framework of implementing these types of motivation in response to the research. One prominent theme that surfaces throughout almost all of the literature is that most studies are a result of academic achievement scores. Students or parents are rarely asked what motivates themselves or their student, respectively, to read academic and recreational texts. However, after reviewing the theories associated with motivation, inferences associated with students' motivation to read can be made.

Reading Motivation

Students' motivation to read often depends on their interest or attitude associated with reading. One theory helps explain what creates students' positive and negative attitudes associated with reading: Self- efficacy theory. There are two expectancy beliefs in self- efficacy theory: outcome expectations and efficacy expectations (Bandura, 1982). Outcome expectations refer to the belief one has that a specific behavior will lead to a definite outcome. Efficacy

expectations refer the belief that one perceives he/she can successfully carry out the behaviors needed to produce the ideal outcome (Eccles & Wigfield, 2002).

Self- efficacy is a major determinant of reading motivation. When looking at students' motivation to read, both of these factors play a roll. Students may believe that good readers are engaged readers who are motivated to read, but may not perceive themselves as being a good reader. When students manifest high self- efficacy, they are typically engaged readers who possess great amounts of these expectancy beliefs (Applegate & Applegate, 2010). Although similar, it is important to keep the definitions of engaged and motivated separate. In the context of this research engagement includes the behavioral, cognitive, and affective characteristics one exhibits when intensely participating in an interest. Motivation is the drive behind specific behaviors that often result from one's goals, beliefs, and values (Guthrie, Wigfield, & You, 2012).

When individuals experience success or achievement from their performance, their self- efficacy is constantly strengthened. However, if one faces repeated performance failure their efficacy depletes and weakens (Bandura, 1997). In early elementary years this can take place if students are not given the adequate tools or environment that set them up to succeed. If individuals face repeated failure early on, without establishing a belief they can successfully carry out the behavior to achieve the expected task, this can be even more detrimental as they do not have any self- efficacy to keep them motivated to persist in trying (Bandura, 1997).

The specific attention to fourth grade student motivation is important. When students start school in kindergarten learning is exciting. As students progress through grades and reach upper elementary school the excitement fades. Their motivation to learn starts to plummet in all subject areas (Edmunds & Tancock, 2003). Part of this decline in reading motivation can be

attributed to the students' awareness of their reading capabilities as they compare themselves to the reading successes of other students (Guthrie, Wigfield, & VonSecker, 2000). If students view themselves as a bad reader they tend to read less frequently than students who view themselves as a good reader. This trend creates a downward spiral. Students who read less frequently than peers who read more often tend to have lower reading achievement scores (Edmunds & Tancock, 2003).

In the age of technology, many school districts and teachers have tried to implement intrinsic and extrinsic motivational factors into their educational practices to combat the decline in reading motivation in upper elementary students (Edmunds & Tancock, 2003). Throughout this study we will refer to intrinsic motivation and reward as the personal satisfaction one feels when an individual engages in a task for one's own sake instead of a tangible reward. Extrinsic motivation and reward will mean participating in an activity to receive a tangible or physical reward given upon completion of the task. Both intrinsic motivation and extrinsic motivation are positively correlated when children's reading motivation is investigated (Guthrie et al., 2000).

Studies relating to students' extrinsic motivation to read show a mix of information. It has been confirmed that extrinsic rewards such as points, toys, and extra recess do motivate students to read. Others have refuted this finding by stating that this motivation is temporary and does not aid in long-term learning or establish an authentic motivation to read. Students who read for the extrinsic rewards tend to not participate in recreational reading once they have met their extrinsic reward goal; therefore, they are not participating in recreational reading as often as students who are intrinsically motivated. As previously stated, the less time-spent reading equates to lower reading achievement scores (Edmunds & Tancock, 2003).

Over the past 20 years a vast amount of research based from multiple motivational theories has highlighted the long-term impact intrinsic motivation has on students' desire to read both academically and recreationally. Students who feel autonomy, competence, and relatedness support in the classroom are likely to be more intrinsically motivated than students who do not receive these motivational resources (Deci & Ryan, 1985). When students can see the learning goal at hand and are provided with real world application they become motivated from within to complete the task at hand. Students can see they are learning concepts and skills, which increases their self-competence. As students begin to successfully finish assignments their self-efficacy rises (Guthrie et al., 2000). Providing intrinsic motivation may not be one specific teaching strategy, but instead is instilled in students through the ongoing classroom environment and culture.

Classroom Environment

The classroom environment is the stage for student experiences to take place that will influence students' reading motivation. As students get older they begin to understand their academic performance when comparing themselves to peers. Students can hear the feedback given to other students and then either the corrective or positive feedback given to them. If this feedback is constantly undermining their effort or stating the student is wrong, the student's self-efficacy and competence will decrease over time. By changing the types of experiences students have in school through instructional practices children's intrinsic motivation can be increased (Wigfield, Guthrie, Tonks, & Perencevich, 2004).

By using strategies based from theories of intrinsic motivation, how interest influences learning, and the engagement perspective on reading, teachers can increase student competence

and self-efficacy (Wigfield et al., 2004). To start, rather than using performance goals to motivate students, teachers should utilize current goals for reading instruction that relate to the students' interest. Students often become disengaged when they are not interested and have no choice in the materials used, texts given to them, or the overall topic being discussed. Allowing students to choose the texts they read, how to present the learned information from the texts, or their partners they work with occasionally, will increase intrinsic motivation. Social collaboration should be a goal in the cooperative- learning reading activities. The formatting of these partners and/or groups can constantly be changed to increase discussion motivation (Guthrie, Wigfield, & Humenick, 2006).

Other classroom techniques focus more on the teacher's interactions with the students. The teacher should constantly be circulating around the room in order to assess, give appropriate feedback, and offer praise. If the students perceive the teacher cares about their progress they will be more intrinsically motivated to complete the task. Along with intrinsic rewards there may be extrinsic rewards. Extrinsic rewards should be selected and implemented carefully in order to target all motivational factors within students. However, the overall classroom environment should have an emphasis on mastery goals. By reading for mastery students' comprehension of the texts and materials is at a maximum. If students are constantly reminded of the overall goals, the students will internalize this objective and become self- determined learners. Self- determination is the framework needed to become a long-term and lifelong learner (Guthrie et al., 2006).

Within the classroom environment cultivating students' motivation and self- determination are not the only determinate factors to increase reading motivation. If the teachers are not motivated, then you can not expect the students to be inspired. When teachers are

involved in a professional learning community (PLC) they can collaborate and support one another in addressing the reading issues at hand. PLC teachers motivate one another to find and implement the best teaching practices regarding their students' reading motivators and achievements. Together, the teachers involved promote reflection of their lessons and classroom environments, encourage personal and professional growth to reach their students, and instill a drive in one another to motivate themselves and their students to succeed (Ardenne et al., 2013).

When looking at the classroom environment in relation to reading motivation, it is important to take into consideration that students need to foster independence in addition to the constant support from the teacher. When teachers take the time to get to know their students they can create libraries that intrigue their students. Independent learning can take place as intrinsic motivation takes over through interest. In most elementary classrooms' libraries, books are separated into boxes by designated reading levels. These reading levels are displayed through numbers, colors or shapes. Lower-level readers feel segregated by the boxes. If students do not feel comfortable with their peers knowing their reading level, they will often select books from higher reading boxes in order to fit in. This further lowers their self- efficacy, as they do not have the tools or belief in themselves that they can finish and comprehend the selected book. By not having a labeled library, but providing the students with accurate reading level bibliographies, students will learn independence of self- selection. Through this library method students will not be set apart from peers and remain intrinsically motivated to read books at their level (Grigsby, 2014).

The classroom environment should constantly motivate students to read. Teachers should allow various time periods for students to read different types of books. When doing small group focus lessons teachers can switch between fiction and nonfiction. During read alouds teachers

can implement a chapter book so all-4th graders get exposed to grade level material. When independent reading time comes around encourage students to read their *Accelerated Reader* books if the program is being implemented (Kragler & Nolley, 1996). Encouraging students to read through various types of reading activities and programs can stimulate intrinsic and extrinsic motivation related to the students' desire to read. One specific program that aims to target students' reading motivation is *Accelerated Reader*.

Accelerated Reader

In order to make sense of how Renaissance Learning's *AR* program can motivate students, you must understand how *AR* works. Introduced to educators in 1996 to help teachers manage their literature-based reading, this learning information system supplements typical reading instruction in over 63,000 K-12 schools in the United States today. The overall goal is to enhance students' reading skills through continuous reading practice. To effectively integrate *AR* into the classroom it is recommended that a 20-60 minute time block be dedicated for reading application. In this time block students may be read to, used paired reading to read with a partner, or read independently. Throughout this time frame students are building their decoding, comprehension, and fluency skills (What Works Clearinghouse, 2010).

In order to meet all students needs, the program helps students select books within their zone of proximal development (ZPD). To find their ZPD, students take the 15 minute, research-based, Renaissance Learning STAR test (What Works Clearinghouse, 2010). Teachers immediately receive students' reading results that are claimed to be valid and reliable by Renaissance Learning. The STAR test covers the major reading categories of: Foundational skills, reading informational text, reading: literature, and language (Renaissance Learning, 2014).

Despite that many students receive lower reading proficiency scores on the STAR test when compared with other state reading proficiency tests, for example the CAT 6 standardized test in California, the STAR test is still used to determine the students' ZPD (Boucher, 2005). Based on the results of the student's STAR score, each student is required to select *AR* books that fall within his/her reading level. Students are then required to read this book for anywhere between 20 to 60 minutes a day. Once a book is completed, students take a comprehension quiz on the material read. During the computer-based quizzes, students read passages, from one sentence to a few paragraphs, and answer questions related to the reading in a multiple-choice format. Students are then rewarded with book points based on their quiz score (Schmidt, 2008).

The *AR* website does not specifically endorse a rewards system; however, most schools who implement the program, also execute a points-based rewards system. The incentives come from the points gained after passing the *AR* tests. With the eagerness to increase reading motivation, achievement, and scores educators have turned reading into a prized-incentive instead of reading for genuine reasons. Often, prizes are deemed to enhance extrinsic motivation through rewards such as stickers, food, or extra recess time. Included in the extrinsic rewards is the grade each student receives. Their grade is based on how close they are to reaching their *AR* target. With such incentives in place, students are now reading to obtain goods, instead of reading for intrinsic value (Cox, 2012).

Extrinsic rewards can have an overall negative effect on academic and recreational reading. When students have a goal to reach, they often do just enough to meet the goal in order to get their reward. Their academic reading may increase in order to obtain the desired grade or other extrinsic reward, but their recreational reading takes a negative plunge. When two groups were compared, one with an assigned *AR* point goal and one not implementing *AR*, it was found

that the group not utilizing the *AR* program read more frequently, almost twice as much, outside of school. Students in both groups consisted of low and high achieving reading students. Also, students who often like to read are now required to read for a specific amount of time and from designated types of books. It is common for these students' mindsets to change. The concept of reading is transformed from enjoyment to work. For the students who are rewarded for their reading and read more because of this, they become dependent on the incentives. When incentives are discontinued, the students have not fostered the internal motivation to continue reading for pleasure (Luck, 2010).

Educators need to carefully assess whether extrinsic motivational reading programs are best practice for their literacy program. Programs should ultimately have a positive impact on their students in the concepts of motivation, interest, self- efficacy, and competence (Cox, 2012). Sixty-eight fourth grade students' reading motivation was evaluated after an extrinsic *AR* rewards program was implemented for 14 weeks. Their reading levels ranged from below proficient to above proficient. Students' motivation declined as their self-competence beliefs were determined by accurately answering questions to the books they had read. As students noticed they were not meeting expectations when their peers began receiving prizes, their intrinsic motivation decreased, as they did not feel as competent when compared to their peers. As the students lost interest, their reading achievement made no gains. The high achieving students made academic reading gains; however, this could be due to the extrinsic rewards or the intrinsic rewards of self-competence increasing as they correctly answered questions (Putman, 2007).

The *AR* program heavily relies on students to engage in reading during Sustained Silent Reading (SSR) time. SSR is the name often given to the 20-60 minutes dedicated to independent

reading each day. When SSR is reviewed over multiple baselines and across various subjects it is found that non-engaged readers are not actually reading during this time even when extrinsic rewards are in place (Bryan, Fawson, & Reutzel, 2003). Other motivating factors need to be integrated in order for this time to be academically effective.

Despite the vast contradiction in research results, there are teachers who encourage the implementation of the *AR* program, as their students have reaped benefits from the points system. Some teachers believe the extrinsic incentives get their students interested in the concept of reading when their was not the slightest appeal to books before. It should be noted that most educators and consumers knowledge about the Renaissance Learning system comes from the articles posted on the Renaissance Learning website. The articles posted to the website are only studies that shed a positive light on the *AR* program. Research studies that do not support the program's overall mission, such as the articles previously mentioned in this section, are not posted or approved to be linked to the website (Smith & Westburg, 2011). Throughout the posted articles, some suggest that in addition to implementing the *AR* program, collaborative social reading groups of these texts will also encourage students' interest in reading and heighten their motivation.

Small Group Guided Reading

To grasp the concept of small-group guided reading all of the dimensions related must be reviewed. Small group reading allows for teachers to observe individual students while they read texts that are at the student's instructional level (Burkins & Croft, 2010). Within the small group framework students can receive specific and direct instruction, while also getting immediate feedback from the teacher. Instructional flexibility is increased as changes are implemented

quickly based on the small groups' understanding of the material within the 30-minute time-period (Scholin et al., 2013).

Teachers implement various components into their guided reading practice. What will be covered in this literature review are the guided reading characteristics that are most often implemented in upper elementary classrooms. Small groups are created when guided reading is to take place (Burkins & Croft, 2010). There is mixed information of how teachers should assign groups. Some teachers prefer to put groups together based on similar reading levels, while other teachers prefer to group students with differing reading abilities. Many teachers decide to combine these two concepts together by changing groups frequently (Wolsey, Lapp, & Dow, 2010). An additional element of guided reading is that every student must have his/ her own copy of the same text. By having their own text the student can see the text, read at his/her own pace, and use the context features in the book to aid in comprehension. Teachers can switch between informational text and fiction texts that support the classroom curriculum. The teacher will use questioning or prompts to encourage the students to apply, analyze, and evaluate the information in the text individually and in small group discussion (Burkins & Croft, 2010). Strategic instruction with clear goals for learning should be implemented into the small groups through accountable talk.

Accountable talk rests on the importance of discussing a text or topic to reach maximum comprehension. Typically, the teacher starts with an open-ended question in which the students respond to. After the initial question or prompt the discussion should be primarily student led. Students should monitor what themselves or others say. Encouraging one another to provide text-based evidence or inferences in relation to their thoughts or ideas is of importance. Students will

learn from one another how to generate questions, put ideas together, use inferences, and employ clarification to increase their literacy skills (Wolf, Crosson, Resnick, 2006).

What sets accountable talk apart from other discussion methods are the responsibilities required from students: Students must respect one another with respectful responses, use appropriate eye contact and tone of voice, use apt body language, listen attentively, participate, and not interrupt peers when speaking (Accountable Talk Toolkit, 2014). Accountable talk can increase self-confidence, self- concept, and self-efficacy when utilized frequently and accurately, which are all associated with intrinsic motivation.

Literature discussions can turn a non-engaged reader into an enthusiastic reader if given the adequate resources to do so, such as accountable talk within the group context. Students who once participated in 10-15 off task behaviors during SSR time became engaged participants with 0-5 off task behaviors when invited into a small literacy group during this time instead of working independently. The students read the same texts together and engaged in in-depth discussions using accountable talk attributes. (Bryan et al., 2003). Instead of withdrawing from reading students encouraged one another to understand the texts and motivate their peers to continue reading.

Multiple strategies should also be implemented in small-group readings. By teachers asking open-ended questions and listening to, honoring, and responding to the students' responses, the teacher sets the comforting precedent that students can take the perceived risk in voicing a critical response. Students should become investigators as they deepen their thinking and explore implicit and explicit parts of a text. With this strategy students become vested in the story. Another strategy is to pose an issue within the text and use questioning and critical thinking skills to determine how to solve the problem. Integration of other material may be added

at this point. By using these strategies students are motivated to dig deep within the text, interpret as a group what the text states, and form critical responses to the material that intensifies literacy skills (Long & Gove, 2003).

The type of program teachers decide to follow is not the most important determinant of reading motivation. Daily classroom tasks ultimately increase intrinsic motivation. Tasks that involve the six C's are found to often positively motivate students. The six C's are: choice, challenge, control, collaboration, constructive comprehension, and consequences. When students can see a purpose or connection to why they are reading the text and are given time to appropriately work through the topic they are more motivated to complete the task. The six C's demand students' effort is valued as the students learn the important concept of pride and ownership of their work (Turner & Paris, 1995).

Small group reading allows students the opportunity to respond (OTR) to the materials being discussed more frequently. When given multiple OTR in small group reading, students can engage in the material through direct interaction with the teacher and close read discussions with their peers. Teachers can give immediate feedback to support and scaffold the students within their ZPD. At the same time, teachers can encourage and praise the effort and work of each student. This frequent positive reinforcement increases the students' intrinsic motivation. Therefore, positively impacting task engagement, behavior, and academic responses (Marchant & Anderson, 2012). Individual teacher support can change how students perceive their reading ability. Students who believe they are good readers are more likely to reach goals set for reading success than students who do not have self-efficacy regarding reading. Through praise and support, teachers can help students identify as readers as their self-esteem is boosted; ultimately, increasing their intrinsic motivation to read (Guthrie & Wigfield, 2000).

Conclusion

The classroom environment, *Accelerated Reader* program, and small group guided reading are all factors that establish intrinsic and/or extrinsic motivation associated with student reading. With new standards calling for teachers to implement more challenging texts, it is more crucial than ever to determine what motivates students to read at the fourth grade level. By determining the motivation behind students' own drive to read, teachers can construct meaningful lessons that target the interest of the students. When teachers understand what motivates students to read they can work to ensure this motivation stays the same or increases as the students further progress through grade levels. Asking teachers and parents what motivates their students to read, as well as asking students what they believe motivates them to read, is the next step in helping students maintain reading motivation throughout their upper elementary years.

Chapter 3

Methodology and Procedures

Since motivation is a key difference between short-term learning and long-term learning, various types of reading motivational tools in grades kindergarten through fifth have been examined numerous times over the past twenty years. Considering the previous research, there is still a gap in the studies. There is little information regarding the motivational reading strategies, specifically of fourth grade elementary students, that take into account the students' opinions and the opinions of the prominent figures in the students' lives. Students are not reaching the United States goal from the No Child Left Behind Act. Since most students are not reading proficiently by the end of third grade their reading motivation drastically decreases. If the United States plans to continue striving to better our education system, we have to determine how to motivate students to persist in mastering the skill of reading. The purpose of this research was to investigate the motivational reading strategies of fourth grade elementary students.

Population

The selected elementary school for this study enrolled 380 students in grades pre-kindergarten through fourth. The elementary school was founded in 1917. In 1996 the elementary school opened a new state of the art building where classes now resume. Since 1981 the Southern Association of Colleges and Schools has fully accredited this elementary school.

The state report card for the school year 2013-2014 reported 69.4% of the attending students qualified as economically disadvantaged. The percentage at this elementary school was higher than the district percentage of all schools, kindergarten through twelfth grade that reported

50.8% qualified as economically disadvantaged. Regarding student ethnicities, 69.9% of the students were white, 13.5% identified as black or African American, and the remainder classified as other minorities. English language learners represented 10.3% of the school population.

The overall city reading goal was to read proficiently by the end of third grade. In 2013 the mean gain for fourth grade reading at the selected elementary school was 1.8 and in 2014 it was 0.6. Gains were being made, but have decreased over the past three years. The value-added growth standard for the selected elementary school in 2012 was 1.7, in 2013 it was 0.4, and in 2014 it was -2.3. By determining what motivates students to read, the mean gains and value-added growth standards can start to increase once again.

Sample

All fourth grade students enrolled in the fourth grade at the selected elementary school and their parents were invited to participate in the research study. The fourth grade was separated into three homerooms that had approximately the same amount of students enrolled. Overall, there were 61 fourth grade elementary students that varied from below level reading proficiency to advanced reading level proficiency in each class. All three classes rotated classrooms for social studies, writing, and science. Two of the classrooms rotated for reading and language arts and then math. These rotations led to two of the classes being taught reading and language arts by the same teacher and the other class being taught reading and language arts by their homeroom teacher. In total, there were two specific reading and language arts teachers for the fourth grade students.

Data Collection Instruments

Data were collected through a one-time questionnaire given to all 61 students and their parents (see Appendices A for copies of the student and parent questionnaire). Students filled out the questionnaire in class and parents filled out a separate questionnaire at home. One parent questionnaire was given to each household. All questionnaires were kept secure by using the student's classroom numerical code in place of student names to maximize confidentiality. Students and parents used the same number. The students' questions on the questionnaire slightly differed from the parents' questions on their questionnaire. Both of the questionnaires consisted of six open-ended questions for students and parents. All six questions, on both questionnaires, related to factors associated with the student's motivation to read.

Question numbers on the student and parent questionnaires corresponded in order to elicit the same type of information. Question one allowed the researcher to understand whether the student was motivated to read or not. Questions two, five, and six informed the researcher about how the student intrinsically and/or extrinsically stays motivated to continue reading. The researcher gained insight regarding intrinsic motivational reading strategies when reviewing question three responses. Question four responses allowed the researcher to review what about extrinsic motivational reading strategies motivate students.

In addition to the questionnaires, the fourth grade students were observed during regular academic instruction over a time frame of four months. Throughout this four month period, students were observed participating in small reading groups consisting of four to five students each, for 30-minute time frames, three days out of the week. The books in the small reading groups were teacher selected and grade appropriate readers.

Students were observed during “Drop Everything and Read” time, which is a 20-minute time period where students must silently read a book of their choosing. Once a week the researcher observed the students as the teacher stated each student’s *Accelerated Reader* points and acknowledged whether the student had met their weekly *Accelerated Reader* goal. Student reactions to the visual classroom bulletin board chart that displayed each student’s *Accelerated Reader* score publicly were noted. The chart exhibited which students had reached significant point milestones in which that student could select a reward, such as eating with a teacher or choosing a tangible object from the prize box. Vice-versa, the bulletin board also displayed which students were behind and had not met their assigned reading goals. In addition to observing student reactions, peer dialogue was listened to regarding all reading motivation strategies over the course of the four-month period.

Informal interviews took place with students during motivational reading strategies. Questions about what encouraged them to continue reading were prompted to students when students were having a successful or discouraging reading moment. The interviews took place as part of the natural dialogue. Specific times these informal interviews took place were during small group reading, *Accelerated Reader* announcements and/or discussions, and before the Drop Everything and Read time period. By informally interviewing, the students responded to the questions in the moment without worrying about giving the correct or thought to be desired answer from the researcher.

Procedures

Before gathering information from participants, the school district, the principal, and mentor teacher approved and granted permission of research at the selected elementary school

(see Appendices B for copies of the permission letters.) Both parents and students were informed of the study. The teacher informed the students they had an opportunity to add to reading research by filling out the questionnaire. Parents were informed through a formal letter that briefly described the overview and intentions of the study. In the formal letter sent to parents permission was requested in order for their student to participate (see Appendices C for copies of the permission letters.) The letter clearly stated that participation in the research was voluntary. At any point in time students and parents knew they could withdraw from the research without facing any penalty.

Once permission was given from the school district, principal, teachers, and parents the study was conducted. Questionnaires were handed out to students and guardians to fill out on the same day. Guardians filled out the questionnaires at home and returned them to school by their student's school-home communication folder. The parents had one week to fill out and return the questionnaires in order to avoid motivational factors changing amongst students. Each day the students' teacher would collect the questionnaires and pass them on to the researcher. Students filled out these questionnaires in class. Students were instructed that while filling out the questionnaire they could not talk to others in order for everyone to have their own private think time. Each questionnaire consisted of six open-ended questions.

The questionnaires were given to students and parents during the fourth month of the researcher's four-month observation and informal interviewing period. During this observation and interviewing period the reactions of students in regard to various types of intrinsic and extrinsic reading assignments and motivational strategies were noted. Students' affective emotional displays towards the reading strategy were observed. Observation of student reactions included the student's reading motivation, behavior, excitement, perseverance, and enjoyment.

Simultaneously, student reading motivation in relation to student completion of assigned tasks and reading grades received was taken into consideration. Overall, the researcher observed and informally asked questions regarding whether specific motivational strategies urged the student to read more or distance ones self from reading.

Next, the researcher read and reviewed the open- ended responses from both students and guardians. Question one allowed the researcher to understand whether students who varied in reading enjoyment preferred a specific type of reading motivation. Questions two, five, and six informed the researcher about ways the student intrinsically and/or extrinsically stays motivated to continue reading. Question three allowed the researcher to gain insight regarding what about intrinsic motivational reading strategies encourages students to read. Question four responses provided the researcher with information about extrinsic motivational reading strategies and how they motivate students.

The researcher then determined what intrinsic and extrinsic motivational factors students and prominent figures in the students' lives believed to motivate the student to read. Based on frequency, the researcher analyzed the intrinsic and extrinsic motivational strategies according to the opinions of the participants. Next, the researcher determined whether more responses included intrinsic or extrinsic motivational factors in order to determine which was more effective in fourth grade reading. Finally, the researcher compared the responses from the questionnaires to the informal interviews and observation of fourth grade students when motivational reading strategies were implemented.

Research Questions

- **Research Question #1:** What are motivational reading strategies of fourth grade students?

- **Research Question #2:** What are motivational reading strategies of fourth grade students as reported by parents/ guardians?

Chapter 4

Data Analysis

The purpose of this study was to investigate the motivational reading strategies of fourth grade elementary students. The sample of this study consists of 61 fourth grade students enrolled in the fourth grade at the selected elementary school. The parents of the fourth grade students also participated in the study. This took place during the 2014-2015 academic school year. The students and parents each had the option to respond to six open-ended questions that assessed reading motivational strategies. Two of the open-ended questions asked about the students' responses to intrinsic and extrinsic rewards. Intrinsic rewards systems were represented by adult encouragement and support associated with reading. Extrinsic rewards systems were represented by the Accelerated Reader points system, tangible rewards, and/or other incentives. In addition, the researcher observed students and informally interviewed them during reading periods.

Collection of Data

The data for this study were collected from 61 fourth grade students using open-ended questioning formats, observations, and interviews. The parents of the fourth grade students were given the open-ended questionnaire to respond to at home. All of the open-ended questionnaires were anonymous, as they did not require names to be put on them. This allowed for participants to respond freely in their responses. All participants were given the option to participate in the study or to decline.

Students were observed during silent reading time, announcements of student's *Accelerated Reader* points and goals, peer dialogue, and teacher-led small reading groups over

the course of a four-month period. Informal interviews were also executed with students during motivational reading strategies. The interviews took place as part of the natural dialogue. Specific times these informal interviews took place were during small group reading, Accelerated Reader announcements and/or discussions, and before the Drop Everything and Read time period each day. A profile of the number of participants in each of the data collection categories is included in Table 1. The Student Questionnaire and the Parent Questionnaire are included in Appendix A.

TABLE 1: Amount of Participants in the Data Collection Instruments

Data Collection Instrument	Number of Participants	Percentage (%)
Student Questionnaire	17	28%
Student Observations	61	100%
Student Interviews	61	100%
Parent Questionnaire	28	46%

Research Questions

The two research questions discussed in Chapter 3 directed the analysis of the data. The analysis of the student questionnaires, student observations, and student interviews are addressed first. Then, the findings from the parent questionnaires will be discussed. Later, common themes and trends found between data collection instruments are stated.

Research Question #1: What are motivational reading strategies of fourth grade students?

Analysis of questionnaires:

Specific questions on the student questionnaire elicited responses to answer research question #1. The questions were each studied in order to delve into the specifics of each type of motivational reading strategies. Question one allowed the researcher to understand whether students who varied in reading enjoyment preferred a specific type of reading motivation, either intrinsic or extrinsic in nature, when compared to the other questions. All students who responded to this question stated they enjoyed reading. Based on the responses, students were strongly motivated by reading strategies that consisted of both intrinsic and extrinsic rewards. A combination of both intrinsic and extrinsic rewards as a motivational reading strategy was a common theme that is mentioned in most data collection findings. Questions two, five, and six informed the researcher about ways the student intrinsically and/or extrinsically stayed motivated to continue reading. The intrinsic motivational strategy factors correlated with self- efficacy, pleasure, interest, desire to learn, and self- determination. *AR* points solely represented the extrinsic rewards that motivated students to read more often. The overwhelming trend throughout these questions showed that students equally set their reading goals through both adult encouragement and *AR* point goals.

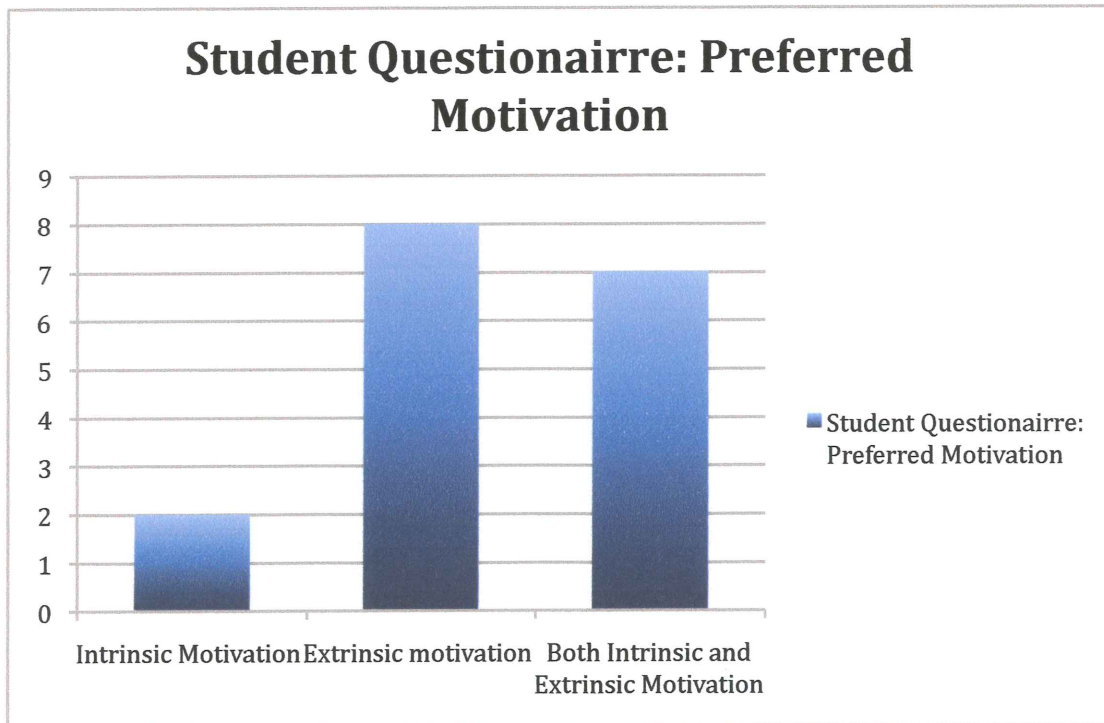
Question three allowed the researcher to gain insight regarding what about intrinsic motivational reading strategies encouraged students to read. Two students reported that the teacher-led small groups motivated them to read new types of books. All other students reported the teacher-led small reading groups did not motivate them to read. However, seven of the other students continued to state that the teacher-led small reading groups helped them to read aloud with confidence, read faster, understand what they read more often, made reading fun, and got them interested in new reading topics. The researcher associated these factors with intrinsic

motivation due to the increase in self-efficacy from these components. Self- efficacy is a common trend linked to intrinsic motivational reading strategies.

Question four responses provided the researcher with information about extrinsic motivational reading strategies and how they motivate students to read. The extrinsic rewards that motivate 14 of the 17 students to read more were their overall *AR* scores, individual book points, and individual book level. The common trend of *AR* as an extrinsic motivational reading factor can be showcased by the fact that students reported no other extrinsic rewards as motivating them to read more. Figure 1 displays students’ preferences of intrinsic and extrinsic motivational reading strategies.

Figure 1:

Student’s Preference of Intrinsic and Extrinsic Motivational Reading Strategies



Analysis of Researcher Observations:

The researcher observed that students showcased a great deal of pride when they were recognized for their reading accomplishments. Pride was an ongoing theme in the student and parent questionnaires as well. Pride was evident in both the teacher-led small groups and during *AR* announcements. In the teacher-led small groups and in the regular classroom environment students were motivated from the teacher's positive reinforcement during reading. When teachers gave specific feedback to help the student with a reading skill, complimented the student on a reading gain, or encouraged the student to continue making progress, the student appeared to internalize this and use the information as motivation. Students outwardly displayed this intrinsic motivation in the same reading period that it was instilled. Their affective and physical characteristics aligned with an interested and active learner. Students would become an active reader as they delved more deeply into their texts, asked more questions about the topic of the reading, selected more challenging reading materials, and overall displayed the self-efficacy that he/she was capable of the high-expectations the teacher had set.

The researcher observed the implementation of extrinsic rewards based on *AR* points in the same classroom setting. Students who were reaching the set *AR* reading goals and receiving the rewards were extremely motivated to keep doing so. Students enjoyed the extra recess time, selecting a prize from the treasure box, and having lunch with the teacher due to their accomplishments. Some readers read to only meet the goals, while others were further pushed to read more. A healthy and supportive competition resulted from the top *AR* students to compete for who could receive more points over the weekend. A sense of pride and self-efficacy was instilled in these students for being at the top of the *AR* chart. However, students who were at the lower-end of the *AR* chart were not pushed to receive the rewards, as they did not believe they

could be a top reader. Students in this category simply gave up because they did not have the self-efficacy to think they could achieve the set AR goals for him/ her when comparing him/herself to the other high-achieving *AR* students. Following the themes of pride and self-efficacy, the students on the lower-end of the *AR* chart lacked self-efficacy and intrinsic motivation. Their reading motivation, both intrinsic and extrinsic, further depleted throughout the use of the *AR* system. Ultimately, this resulted in less reading for these students and minimal reading skills progress.

Analysis of Student Interviews:

In the student interviews the researcher found four themes based on intrinsic and extrinsic motivation that were also found in the other research data collection instruments: Text interest, pride, self-efficacy, and AR point concern. Students stated they were mostly motivated to read a book that interested them. Most often the selected texts had to include humor, an anticipatory story line, and interesting characters. If the student found the text to have at least two of these components, they were motivated to read the book. However, some students had a great deal of pride when it came to selecting texts, which at times hindered their intrinsic motivation. Students did not want to read books that differed from their peers according to the text's genre or length. These select students did not display self-efficacy, as they would state they could not read a long book and did not want to read a short book. Often, students would follow this up by stating they could read the book if a more capable individual, typically the teacher or a parent, would read it with them. When further probed, students attributed their capability of reading a more difficult text with an adult to having a knowledgeable adult to help him/ her summarize the text material and encourage him/ her along the way. At the same time, other student's high sense of pride enhanced their self-efficacy. Students stated they selected

more challenging books because the teacher had encouraged them to do so earlier in the day. The students were motivated to meet the challenges set by the teacher.

Students tended to report their text selection was limited to *AR* books. More specifically, their text selection was focused on how many AR points a text would get them if they scored well. Students did not often select books based on their interest, despite having mentioned earlier this was important to them. It was more important to get through a book, take a test, and meet their weekly goal so they did not have to sit out of recess on Friday. The extrinsic motivation of having playtime trumped their intrinsic motivation of finding a book of interest to them.

Research Question #2: What are motivational reading strategies of fourth grade students as reported by parents/ guardians?

The same breakdown of the questionnaire questions was implemented in order to analyze the parental/ guardian responses to what the motivational reading strategies of fourth grade students are as reported by parental figures.

Question one informed the researcher of whether the parental figure viewed their student as liking or disliking reading. Out of the 27 parental figure responses, seven parental figures noted their child disliked reading and the other 20 reported their child enjoyed reading. These findings differed from the student responses in which they all stated they enjoyed reading. The parental figure perceptions helped the researcher further understand the correlation between intrinsic and extrinsic motivational reading preference and student enjoyment of reading. Parental figures that stated their student was fond of reading were more apt to report intrinsic motivational factors as a cause with little influence of extrinsic motivational factors. Parental

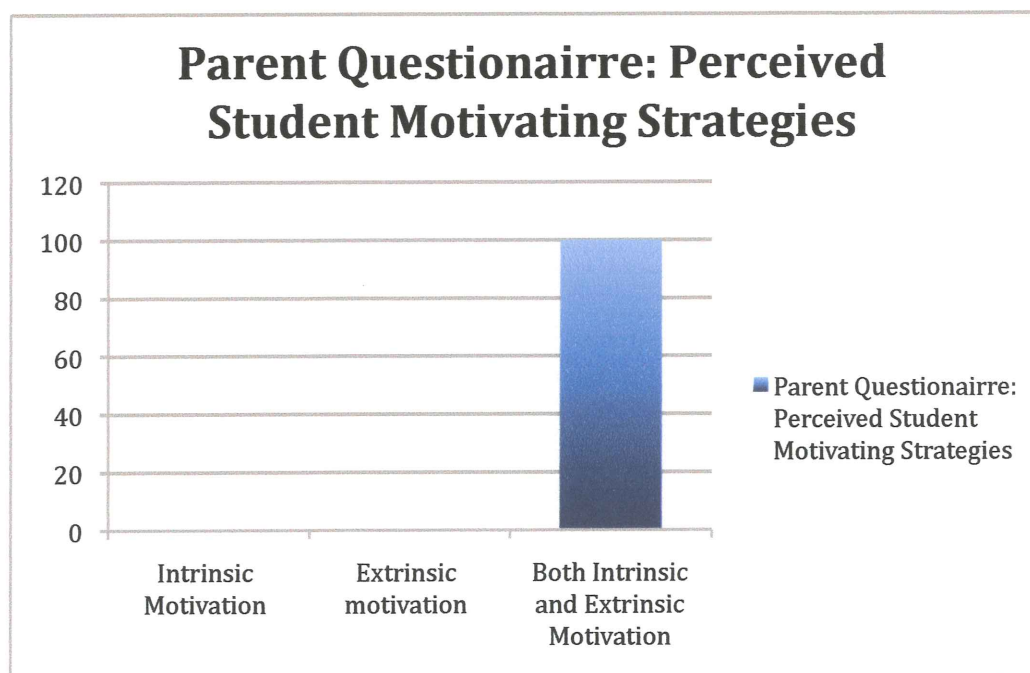
figures who reported their student disliked reading contributed their student's reading motivation to earning *AR* points or other extrinsic rewards.

Questions two, five, and six informed the researcher of how parental figures perceived their students to stay intrinsically and/or extrinsically motivated to continue reading. As seen in Figure 2, after careful analysis a trend was found that all parental figures perceived intrinsic and extrinsic reading strategies to motivate their student to read. The intrinsically motivating strategies that encouraged their child to read more often aligned with: Encouragement from adult figures, discussion of the book with adults and peers, interest in the topic of the book or series, reading the same book with others, and curiosity of what will happen in the book. Parental figures believed there to be more extrinsic reward strategies than students mentioned. Common extrinsic rewards consisted of: Weekend privileges, such as going to a special place or having more play time at home, receiving candy when a goal is met, obtaining *AR* points, meeting the student's *AR* goal, and attending *AR* parties due to their accomplishments. Parents stated that their child set their reading goals based on intrinsic and extrinsic motivational factors, respectively being the student's teacher and *AR* point goals.

Question three allowed the researcher to see the parental figures' thoughts of how intrinsic motivational reading strategies impacted their student. A majority of the parental figures noted that when they supported their student's good reading skills the students would then display characteristics associated with: Pride, self- confidence, an enthusiasm for reading, self- efficacy, and happiness. Resulting from these characteristics, students tried harder in reading class, set higher reading goals, discussed their books more often, asked more questions about topics in their book, and would read beyond the required amount for the day.

Question four responses provided the researcher with information about extrinsic motivational reading strategies and how they motivated students to read more often according to parental figures. The noted characteristics associated with extrinsic rewards were: Pride, excitement, accomplished, an increased work ethic to get more rewards, and boosted confidence. Parental figures also stated mixed thoughts on the outcomes of using extrinsic rewards to instill reading motivation. Some parental figures stated that as a result of the extrinsic rewards their child would set higher goals and select more difficult reading material, wanted to read more books, and encouraged peers to reach their goals as well. However, other parental figures of students who do not like reading noted that even with the extrinsic rewards it was still hard to get their student to finish a difficult book. Other parents commented that even though their student was pushed by the extrinsic rewards, he/she would not continue reading past the point of receiving the reward.

Figure 2: Parental Perception of Motivational Reading Strategies



Chapter 5

Findings, Recommendations, and Implications

Introduction

This chapter includes a summary of the findings, recommendations for further areas of research, and implications of the study findings. The foundation of this research study came from the literature review of intrinsic and extrinsic motivational reading strategies. The purpose of this study was to investigate the motivational reading strategies of fourth grade elementary students. In addition, this study's outcomes were built from the data analysis and findings reported in Chapter 4.

Summary of Findings

The research questions utilized to drive the research and data findings were, "What are motivational reading strategies of fourth grade students?" and "What are motivational reading strategies of fourth grade students as reported by parents/ guardians?" After analyzing the fourth grade students' and parental figures' open-ended responses to questionnaires, examining notes during student observations, and reviewing students' interview responses, significant trends were revealed.

Common trends in students' preference towards motivational reading strategies consisted of both intrinsic and extrinsic methods. To start, the strongest theme resulting from student responses was the statement that all students enjoyed reading. Other evident themes in student responses regarding preferred intrinsic motivational factors correlated with self- efficacy, pleasure, text interest, desire to learn, and self- determination. Students stated when parents or

teachers praised their reading abilities they felt, “motivated to read harder books” and “confident [they] could reach higher reading goals.” This is consistent with findings in the literature review that state when individuals experience success or achievement from their performance, their self-efficacy is constantly strengthened (Bandura, 1997).

Students did not fully acknowledge the teacher-led small groups as being motivating, but prominent motivational reading themes resulted from their responses. Students mentioned these teacher-led small groups helped “build [their] confidence to read in front of friends,” helped “[them] understand hard details in the book,” and helped “make reading fun.” Findings in the literature review also attribute small group readings to increasing text comprehension and fluency skills, while giving students a direct opportunity to respond to the text and discuss text details with their peers. Students find these reading tasks engaging and fun as they receive direct feedback, positive reinforcement, and praise from their peers and teacher (Marchant & Anderson, 2012). These responses all equate to an increase in the common trend of rising self-efficacy associated with motivational reading strategies.

The only extrinsic reward students associated with motivating them to read more often was *AR*. A common trend that was evident during *AR* announcements was pride. Students either felt a great sense of pride in their *AR* accomplishments, or a loss of pride in students not achieving high *AR* points when compared to their peers. Students with deflating pride and self-efficacy tended to read less and become less motivated to read. This is consistent with findings in the literature review that state as students noticed they were not meeting expectations when their peers began receiving prizes, their intrinsic motivation decreased, as they did not feel competent when compared to their peers (Putman, 2007). Despite these findings, students reported extrinsic

rewards to be the most favored motivational reading strategy. This may be due to students perceiving reading as a school requirement instead of recreational pleasure.

Parental figures' responses differed from student responses. According to parental figures, not all of the participating students enjoyed reading. This variance in the responses allowed the researcher to see common trends amongst students who enjoyed reading and did not enjoy reading. From the parental figure questionnaire responses, trends were found that students who enjoyed reading often preferred intrinsic motivational reading strategies. Some parents cited intrinsic motivational reading strategies as, "discussing the book with adults." A few parents referenced intrinsic motivational reading strategies as offering "positive words of encouragement regarding [their] child's reading skills." Others associated intrinsic motivational reading strategies with "reading the same book as [their] child to discuss the topics." Correspondingly, students who did not enjoy reading favored extrinsic motivational reading strategies.

Parents found more motivating extrinsic rewards than students reported. Some extrinsic rewards mentioned by parents were "going to the movies," "getting extra dessert," and "obtaining *AR* points." These motivational factors led to an increase in self-efficacy, self-confidence, and setting higher reading goals as the students skyrocketed up the *AR* point chart. A noteworthy trend found in parental responses linked extrinsic rewards with limited reading motivation. Although extrinsic rewards got their student to read the initial reading requirement for school, parents expressed their student "[did] not often stay motivated to read past the required amount to receive the reward." This is consistent with findings in the literature review that affirm academic reading may increase in order to obtain the desired grade or other extrinsic reward, but recreational reading takes a negative plunge (Luck, 2010). Overall, the trend in parental figure responses attributed intrinsic motivational reading strategies to their student's

motivation to read because intrinsically motivated students were likely to read on their own for pleasure without the ongoing extrinsic rewards.

All data collection instruments the students and parents participated in elicited overall common themes that resulted from both intrinsic and extrinsic motivational reading strategies. Text interest, pride, self- efficacy, and self- confidence were overarching motivational themes. Parents and students stated, "If [they] are not interested in the book, [they] are not motivated to read it." Findings in the literature review also reported the classroom environment must contain various types of books and reading activities in order to keep the students motivated to read (Kragler & Nolley, 1996). Students were both motivated and demotivated to read due to their pride with both intrinsic and extrinsic rewards. This increase or decrease in pride was closely associated with the student's comparison of his/her own reading ability versus their peers' reading abilities. Students came to these comparisons through comments mentioned during the implementation of intrinsic and extrinsic motivational reading strategies. This is consistent with findings in the literature review that the classroom environment is the stage in which students begin to compare their academic performance to others which influences their reading motivation (Wigfield et al., 2005). Self- efficacy and self- confidence were increased through both reading strategies when the students felt accomplished and their reading abilities were being acknowledged.

Conclusion

The purpose of this study was to investigate the motivational reading strategies of fourth grade elementary students. The study revealed two prominent trends associated with motivational reading strategies. The first prominent trend is students' preference of extrinsic

motivational reading strategies. The second prominent trend is parental figures' responses that contribute both intrinsic and extrinsic motivational reading strategies as the force behind their student's motivation to read. The data further revealed students' text interest, pride, self-efficacy, and self-confidence were factors in students' motivation to read. These contributing components were found to be cultivated in both intrinsic and extrinsic motivational reading strategies.

Recommendations

1. Future research studies should increase the specificity on the self-report questionnaire for parents and students in order to get more explicit responses to determine which intrinsic and extrinsic motivational strategies should be implemented.
2. Future research studies should increase the amount of participating elementary schools in the district in order to increase the validity of the results.
3. Future research studies should include a variety of elementary schools around the United States in order to determine if intrinsic and extrinsic motivational factors vary based on geographic location.
4. Future research studies should conduct the study in a range of grades in order to determine if the preferred intrinsic and extrinsic motivational reading strategies alter as the students progress through grade levels.

Implications

1. Teachers and parental figures need to be mindful that not every student will be motivated to read based on the same motivational reading strategies. A variety of techniques should be implemented in order to reach each student's reading motivation needs.
2. Intrinsic motivational reading strategies need to be implemented more often in the classroom and at home in order to instill life-long reading motivation. By doing this, individuals will continue to read after the extrinsic motivational reading factors have been removed.
3. Teachers should have access to ongoing continuing education associated with motivational reading strategies. This could be through current research-based articles, Webinars, or staff trainings. Teachers can stay up-to-date on new motivational reading strategies. This will allow the teacher to continuously introduce new motivational reading strategies to the students, maintain a fresh level of student interest and intrigue, and target various learning and motivational needs.
4. Parents should have access to educational information from the school on how to implement motivational reading strategies at home. This could be shared through written information sent home, verbal discussions between teacher and parent, or parent group training sessions. Providing parents with the material on how to best support their student when he/she reads at home will help instill reading motivation within the student.

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Appendices

Appendix A

Data Collection Instruments

Student Number: _____

Student Reading Questionnaire

Please answer the following questions. If you have more to write, you may write on the back of this page.

1. How do you feel about reading?

2. What encourages you to finish a difficult book?

3. How do the small reading groups make you want to read more often?

4. How does Accelerated Reader make you want to read more often?

5. Explain what motivates you to read more often.

6. How do you set your reading goals?

Student's Number: _____

Parent Reading Questionnaire

Please answer the following questions. If you have more to write, you may write on the back of this page.

1. How does your student feel about reading?

2. What encourages your student to finish a difficult book?

3. What do you notice about your student when you support their good reading skills?

4. What do you notice when your student receives an award for accomplishing a reading goal?

5. What motivates your student to read more often?

6. How does your student set their reading goals?

Appendix B

School District's Approval of Study

JOHNSON CITY SCHOOLS
APPROVAL FORM FOR RESEARCH PROPOSALS

REQUESTOR'S NAME Kristen Mendonca

TITLE OF RESEARCH PROPOSAL The Examination of Reading
Motivational Strategies

STEP 1: RESEARCH REVIEW OF CURRICULUM DIVISION

We temporarily withhold approval of your proposal until you address the questions we have raised about it in the attached letter. (Include this form with re-submission of your proposal.)

We conditionally approve your proposal and you may proceed with making contact with principal(s) of the appropriate school(s), but it is necessary for you to address the questions we have raised about your proposal in the attached letter.

We approve your proposal. Proceed with obtaining approval of the principal(s) of the appropriate school(s).

[Signature]
Signature, Curriculum Division Reviewer

11/21/14
Date

STEP 2: PRINCIPAL'S EVALUATION

I temporarily withhold approval of your proposed research being conducted in my school for reasons stated in the attached correspondence. (Include this form with the re-submission of your proposal.)

PRINCIPAL #1: _____ DATE: _____

PRINCIPAL #2: _____ DATE: _____

PRINCIPAL #3: _____ DATE: _____

I approve your proposal. Please forward this form to the Central Office for approval of the Superintendent.

PRINCIPAL #1 Ave Litchford DATE: 12-5-14
(Teacher) Anita Sutherland 12-5-14

PRINCIPAL #2 _____ DATE: _____

PRINCIPAL #3 _____ DATE: _____

STEP 3: SUPERINTENDENT'S EVALUATION

I withhold approval of your proposed research being conducted in our schools for the reasons stated in the attached correspondence. I am forwarding a copy of your proposal, a copy of this form, and a copy of our correspondence to the Curriculum Division reviewer. They will communicate with you further.

I approve your proposal. Proceed with your research according to the conditions agreed upon in the preceding sections of this form and your research proposal.

[Signature]
Signature of Superintendent

12/1/14
Date

NOTE: The signed copy of this form should be returned to the Curriculum Division for their records.
(Reference: Johnson City Board of Education Policy 4.210)

Appendix C
Parental Consent Form

Consent Form

Your child is invited to take part in a research study that investigates fourth grade students' reading motivation. The researcher is inviting all 4th grade students to be in the study. This form is part of a process called "informed consent" to allow you to understand this study before deciding whether to take part.

A researcher named Kristen Mendonca, who is a graduate student at Milligan College, is conducting this study.

Background Information:

The purpose of this study is to examine the motivational reading strategies of fourth grade elementary students.

Procedures

If you agree to allow your child to be in this study, your child will be asked to:

- Participate in his/her regular class as normal.
- Complete a 10-question survey on what motivates him/her to read.

Voluntary Nature of the Study

This study is voluntary. Everyone will respect your decision of whether or not you choose to allow your child to be in the study. No one will treat you differently if you decide not to be in the study. If you allow your child to be in the study now, you can still change your mind later. You may stop at any time.

Risks and Benefits of Being in the Study:

- Being in this study would not pose risk to your safety or wellbeing.
- Participating in this study could allow your student to determine what motivates him/her to read.

Payment

There will be no payment, thank you gifts, or reimbursement provided to participants.

Privacy

Any information your child provides will be kept confidential. The researcher will not use your child's personal information for any purposes outside of this research project. Also, the researcher will not include your child's name or any other identifying information in the study reports. Data will be kept secure for a period of 5 years, as required by Milligan College.

Contacts and Questions

You may ask any questions now or in the future. You may contact the researcher via email at ktlee@milligan.edu. If you want to talk privately about your rights as a participant, you contact the Milligan College Institution Review Board at IRB@milligan.edu.

The researcher will give you a copy of this form to keep.

Statement of Consent

I have read the above information and I feel I understand the study well enough to make a decision about my child's involvement. By signing below, I understand that I am agreeing to the terms described above.

Printed Name of Participant/ Name of Child: _____

Participant's Signature: _____

Parent/ Guardian's Signature: _____

Date of Consent: _____

Researcher's Signature: _____